

“

There's a
MOMENT
where you have to
choose whether to be
silent or stand up.

Malala Yousafzai
*Pakastani activist for
female education*



Student Name _____
Form _____

Knowledge Organisers
Cycle A – Year 7

How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

- **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.
- **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

You will be given a minimum of one week to complete your prep tasks for each subject. **You are expected to spend at least 30 minutes on the tasks set each week for each subject.**

Finally, a reminder that prep completion is your responsibility.

If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email
- A note in your planner
- A 1:1 conversation with your teacher.

Homework Timetable - Year 7

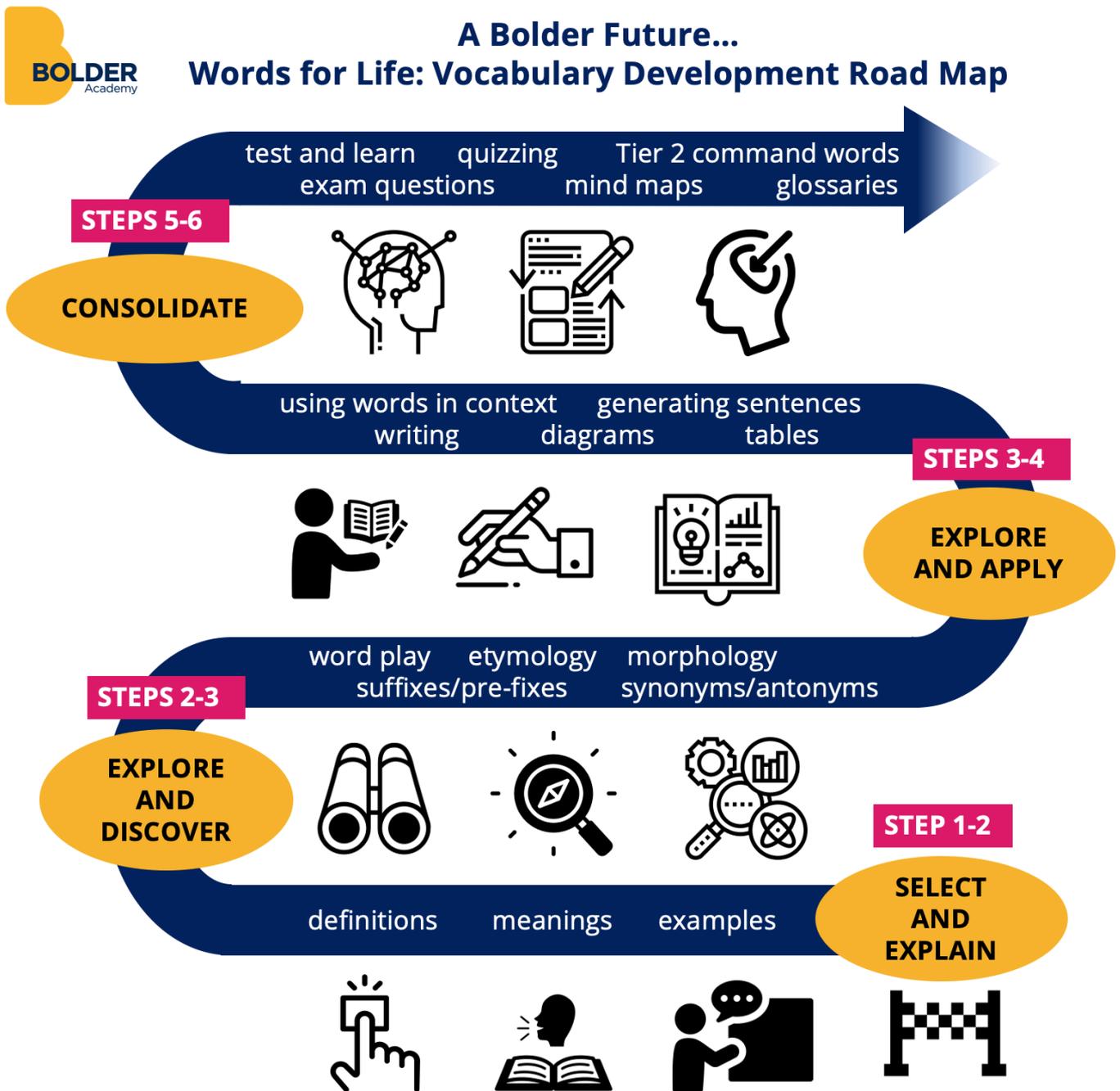
For cycle A, to support with your transition from primary school, you will only receive Prep for the following subjects:

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Science	Reading	N.A

Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.



Vocabulary Websites

Try using these vocabulary websites to help you with your PREP and also to boost your vocabulary skills. These websites will help with a lot of the activities.

[Describing Words](#) - This website is great for descriptive vocabulary: put in a noun and you get countless descriptive words that you can use in your writing.

[Vocabulary.com](#) - This bumper website has lots of uses, from a dictionary and countless vocabulary questions.

[Visuwords.com](#) - This website creates interesting graphic visuals for your word choices – this is really useful for making word webs and word diagrams.

[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[Freerice](#) - This unique website is for vocabulary quizzes! The premise of 'free rice' sees correct quiz answers activity the World Food Programme donate grains of rice to help end hunger.

[Word Sift](#) - This website is another very helpful tool that can visualise words in different ways.

Vocabulary is split into three categories. On your knowledge organiser you will see Tier 2 and Tier 3 vocabulary that you need to practice and learn:

<p><u>Tier 1 Words (basic vocabulary)</u> Words we use all of the time: <i>dog, cat, house, green, party</i> These are words that you will already know!</p>
<p><u>*Tier 2 Words* (Academic Vocabulary)</u> Sophisticated words that fit into lots of subjects.</p> <p><i>The better knowledge you have of these words the more success you will have in all subjects! Examples: fundamental, affect, context, evaluate - They help with your writing, reading and speaking. These are the words that make you stronger!</i></p>
<p><u>Tier 3 Subject Specific Terminology</u> Words that you need to learn specifically for your subjects: These more technical words are usually needed within a specific topic and are really important for classwork/homework and exams! Examples in Science: catalyst, exothermic, dissection Examples in English: dramatic irony, metaphor, tragedy</p>

These are the words that you need to practice the most.

Vocabulary Homework Examples

Your teacher will give you different vocabulary activities each week, here are some examples below.

SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

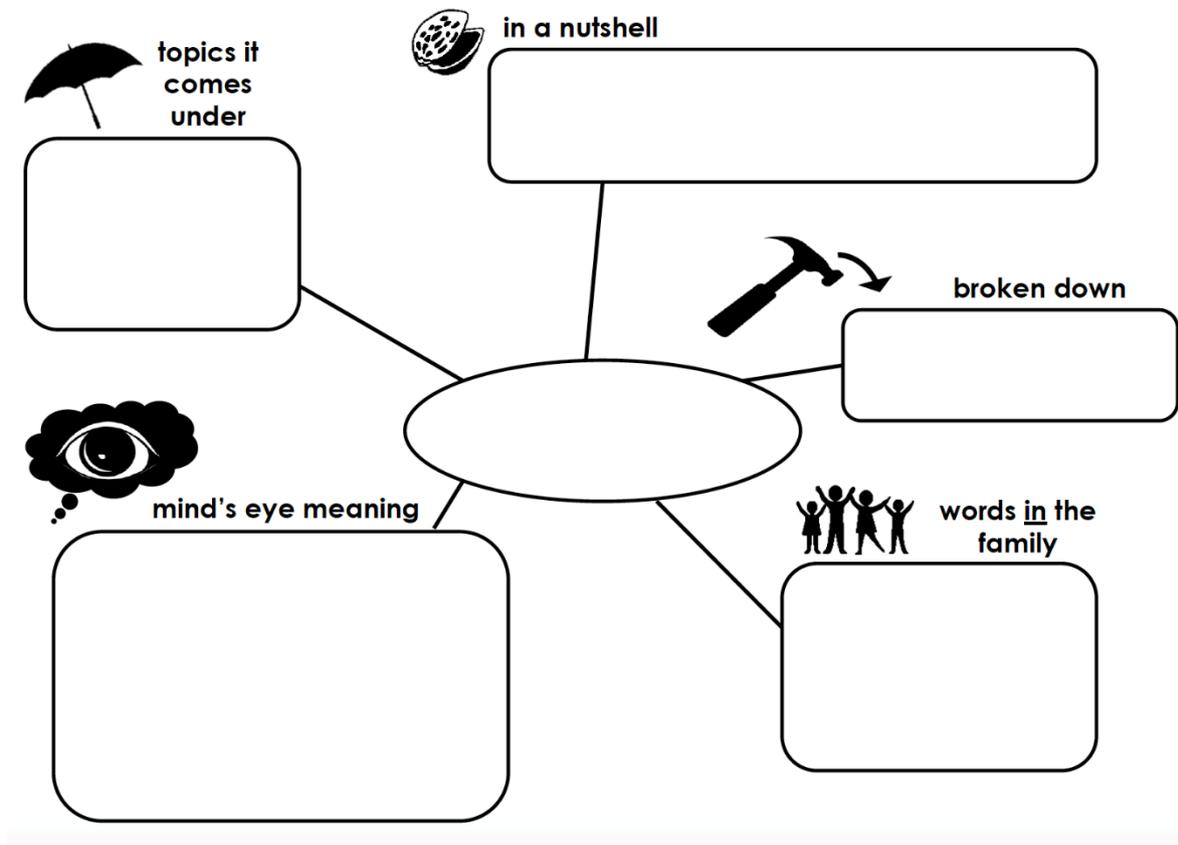
What I K now	What I W ant to Know	What I Want to L earn

SELECT AND EXPLAIN – Word mapping

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

Image - draw it	Where do you find it?	Think of a symbol for it
A synonym	The word	An antonym
Use it in a sentence	What is it made of?	The definition

SELECT AND EXPLAIN – ‘In a nutshell’



EXPLORE AND DISCOVER – Research it, transform it, use it!

WORD:

Etymology
(Research the word origins)

Link It!
Can you link the word to any vocabulary you already know?

Transform it! Transform the word into an image to help you remember it.

Take It Further!
How does this word link to your current topic?

Use it!
Use the word in three different sentences that you can use in your own work:

- 1.
- 2.
- 3.

Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.



Will say:

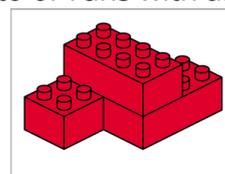
"I would like to start by saying..."

"I think the first thing we should consider is..."

"To begin with let's talk about..."

Builder

Develops, adds to or runs with an idea.



Will say:

"I agree and I'd like to add..."

"Linking to your point..."

"Building on that idea..."

Challenger

Disagrees with or presents an alternative argument.



Will say:

"That's true, but have you considered..."

"You mentioned X but what about..."

"I hear what you're saying, but..."

Clarifier

Makes things clearer and simplifies ideas by asking questions.



Will say:

"What do you mean when you say..."

"Could you tell me more about..."

"Does that mean that..."

Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.



Will say:

"What evidence do you have to support that?"

"How does that support your argument?"

"How did you come to that conclusion?"

Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.



Will say:

"Overall, the main points covered were..."

"In summary..."

"From today's discussion, it's clear that..."

SPEAK STRONG AND WRITE BRAVELY!

"I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

Phrases to help you respond: BE STRONG

- I have another example of that...
- ___ said ___, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what ___ said,

Fillers that I SHOULD NOT USE: BE KIND

Like
isn't it that
Literally
basically
obviously
Innit
yeah
actually

These phrases are very informal and are not part of academic speech.

How sure are you? BE BRAVE

Statement of Claim - What point are you trying to make when you answer a question?

Almost certain!

It is certain that...
It seems clear that...
X is definitely...

I'm fairly sure...

It appears probable...
It is usually the case that... In the majority of cases...
The results suggest it is likely that...
It is most likely that....

Hmm...

Conceivably,...
It is possible that...
Occasionally,...
It may be the case that...
The answer might be....however.....

Answering questions -
How sure are you?

Try NOT to say:
'I think that'
'My answer is'
'I don't know'

SPEAK STRONG AND WRITE BRAVELY!

Academic Verbs - these are very helpful when you are analysing

Inference:

suggests implies indicates
shows expresses demonstrates
symbolises represents
illustrates reveals signifies
insinuates

Writer's purpose:

establishes creates constructs
devises develops epitomises
outlines encapsulates

Comparison:

contrasts contradicts
juxtaposes reinforces refers
alludes to opposes supports
develops

Discourse Markers - These are helpful in discussions and your writing

Sequencing Arguments	Contrasting and counter Arguments	Adding information and furthering arguments	Concluding Arguments	Introducing evidence
To begin with... In the first place... First and foremost.... Primarily... Firstly... Secondly... Thirdly... Lastly... Finally... After this it can be seen....	Others might argue... Conversely... However... Although... On the other hand... Whereas... Contrasting with... On the contrary... Nevertheless... In comparison... Nonetheless... Even though... In contrast....	Many people believe... In addition to this... Similarly... Equally... Likewise... Also... Moreover... What's more... Furthermore... In the same way... For example... For instance... Likewise...	Admittedly... Certainly... In conclusion... Finally... Consequently... Subsequently... Therefore... Thus... We can conclude that... Finally, it can be seen... Above all... Most of all....	For instance, ... Such as... In the case of... As illustrated by... As revealed by... This can be seen when... This is/was demonstrated when... Evidence of this can be found.....

How do we revise using knowledge organisers?

RECORD IT

Try reading information and key vocabulary out loud, record it on your phone and listen back to it!

POST IT NOTES

Use post it notes – write out as many key words, dates and facts that you can remember in a minute.

FLASH CARDS

Write the key words, dates or facts on one side and the explanation/definition on the other side. Test your memory by asking someone to quiz you on either side of the flash card.

PRACTICE

Sometimes re-writing notes and writing out key facts and information repeatedly can really help it stick.

RAG RATE

Use red, orange and green to highlight and colour code how confidently you can remember facts and key words.
RED – I need to revise the most.
AMBER – I need to go over.
GREEN – What I have mastered.

LOOK, SAY, COVER, WRITE, CHECK

LOOK at your knowledge organiser and take the information in.
SAY the facts and key words out loud.
COVER your knowledge organiser.
WRITE down everything you can remember on a blank piece of paper.
CHECK what you know and did not know.

REVISING EXAM QUESTIONS

Box the question
Observe the marks available
Line key vocabulary
Do your best (do not give up)
Extend your vocabulary
Re-read your work and your answers

READ ALOUD

Practice reading out facts, key words and information out loud – it really helps you to remember it.

SKETCH IT

Draw pictures to represent facts, words or dates. It could even be a symbol that helps you to remember a difficult word.

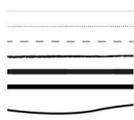
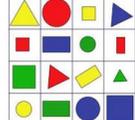
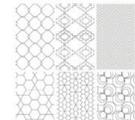
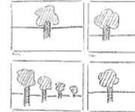
Q&A

Make up questions, where the answers are on your knowledge organiser. Write different questions that will help you to remember the answers.

TEACH IT

Teach someone the facts or get someone to test you. Test someone else on the questions you would be asked.

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	line	This is a mark created on a surface.	1	formal elements	This is the name of the group which the following keywords belong to: Line, tone, shape, form, colour, texture, pattern, composition, proportion.
2	tone	This describes how light or dark something is.	2	proportion	This describes the size of different parts of a picture in relation to each other.
3	form	This is a 3 dimensional shape created using tone.	3	composition	This describes the positioning of different elements in an artwork.
4	shape	This is created when two ends of a line meet together to create a closed space.	4	observation	Looking and paying close attention to the subject you are drawing.
5	colour	This adds interest and a sense of mood to a piece of artwork.	5	accuracy	Being precise with measurements and observations.
6	pattern	This is created by repeating elements in an artwork to make it interesting.	6	realism	Making your work look as closely like the real thing as possible.
7	texture	This describes the surface quality of a piece of artwork and how something would feel.	7	complementary colour	Pairs of colours that sit opposite each other on the colour wheel. One is a primary and the other is a secondary. The secondary DOES NOT contain any of its primary partner.
8	primary colour	These are RED, BLUE and YELLOW. They cannot be created using other colours.	8	harmonious colour	Groups of colours that sit next to each other on the colour wheel and blend gradually into each other.
9	secondary colour	These are GREEN, PURPLE and ORANGE. They are created by mixing two primary colours together.	9	hue	This is another name for colour.
10	tertiary colour	These are variations of secondary colours with more or less of each primary colour.	10	tint	This is created when you add white to a hue.
Challenge Questions			11	shade	This is created when you add black to a hue.
<ol style="list-style-type: none"> How can the formal elements be used to create meaning/mood/emotion in an artwork? How do artists like Cezanne use the formal elements for effect in their work? How have artists like Van Gogh manipulated the use of a medium with their mark making skills? How can you challenge yourself to take your skills further with the medium you are using? 			12	consistency	This describes the quality of the thickness of your paint. Is it watery or creamy?
			13	vibrancy	This describes the intensity of your colour. Is it bold or is it pale?
			14	cross hatching	This is a shading technique using overlapping lines in different directions.
			15	mark making	This describes the range of ways you can make a mark on a page.

LINE	SHAPE	TONE
<p>This is a mark created on a surface</p> 	<p>This is created when two ends of a line meet together to create a closed space</p> 	<p>This describes how light or dark something is</p> 
COLOUR	PATTERN	TEXTURE
<p>This adds interest and a sense of mood to an artwork</p> 	<p>This is created by repeating elements in an artwork to make it interesting</p> 	<p>This describes the surface quality of an artwork and how something would feel</p> 
FORM	COMPOSITION	PROPORTION
<p>This is a 3 dimensional shape created using tone</p> 	<p>This describes the positioning of different elements in an artwork</p> 	<p>This describes the size of different parts of a picture in relation to each other</p> 

Dig Deeper

Explore the world of Art!

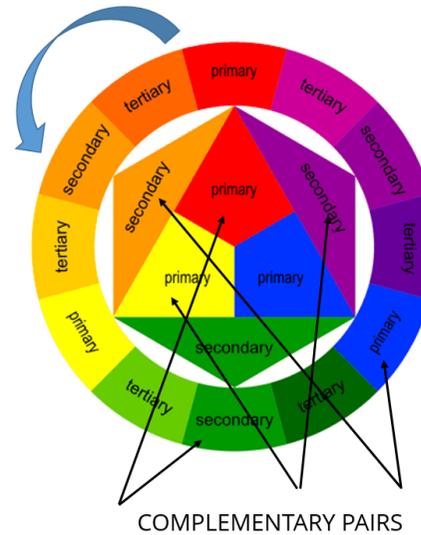
Visit art galleries to see art exhibitions. If you cannot make it there in person you can often take virtual tours on gallery websites. These websites have specific pages for young people where you can play art related games whilst exploring the work of Great Masters.

Take a look:

- ▶ <https://www.tate.org.uk/kids/games-quizzes>
- ▶ <https://courtauld.ac.uk/gallery/about/3d-gallery-virtual-tour>
- ▶ <https://www.nationalgallery.org.uk/visiting/virtual-tours>
- ▶ <https://www.npg.org.uk/>
- ▶ <https://www.southbankcentre.co.uk/venues/hayward-gallery>
- ▶ <https://color.method.ac/>

Complementary and Harmonious Colours

HARMONIOUS GROUP



- Complementary colours are OPPOSITE each other on the colour wheel. They create a contrast when put together and make each other stand out. This is why they are said to complement each other.
- Harmonious colours are NEXT to each other on the colour wheel. They blend together gradually without creating a stark contrast. This is why they are said to create harmony.

HARMONIOUS LANDSCAPE BY ERIN HANSON:

Red, Red-orange, Orange, Yellow-orange



Harmonious Colours can be used by artists to create a unified and balanced atmosphere in their work. Here are some examples:



HARMONIOUS LANDSCAPE BY CLAUDE MONET:

Blue-green, Green, Green-yellow, Yellow

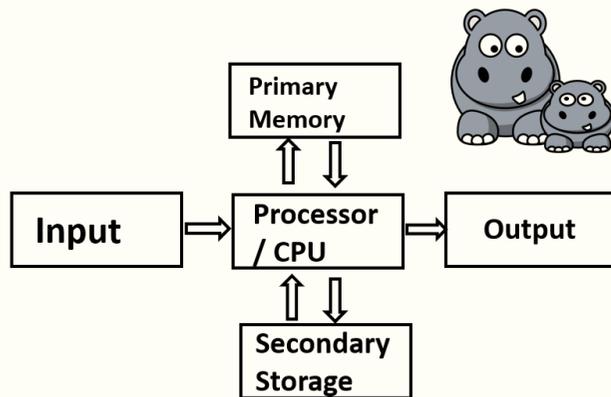


HARMONIOUS LANDSCAPE BY JAMES DICKINSON INNES:

Purple- Blue, Blue, Blue- green, Green

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Identify/ State E	Give/provide an answer	1	Embedded systems	Computer system within a bigger appliance, often serves one purpose. CQ1
2	Describe E	Provide detail to your answer	2	General purpose systems <i>General – focus on L</i>	A computer used as a computer e.g. desktop, laptop. It has lots of purposes/uses.
3	Evaluate E	State what is good and bad with what you are describing.	3	Hardware <i>Can you touch it?</i>	Physical components of a computer system that you can touch. CQ4, 7
4	Component	A part of something. CQ4	4	Input device <i>Putting information IN</i>	Piece of hardware to provide data/signals to a computer device. CQ4, 7
5	Characteristic	Something that describes an object.	5	Output Device <i>Triple P</i>	Piece of hardware which converts (changes) information so it can be read or listened to by humans. CQ4, 7
6	Analogy <i>Metaphor/ simile</i>	A comparison between two objects CQ3	6	Processor / CPU <i>Brain of the computer</i>	Central processing unit – It controls all of the computer’s activity. CQ3, 4
7	Enhance	Make better	7	Primary Memory	Fast memory accessed close to the CPU – e.g. Rom and Ram CQ4
8	Hinders <i>Focus on the H</i>	Poses a problem/barrier – hinders holds something back.	8	RAM	Random Access Memory – volatile primary memory storing current work CQ6
9	[non] Volatile <i>Don’t forget the e</i>	Volatile memory means electricity is needed otherwise the contents (work) is lost. Non -volatile memory does not require power/electricity for contents to remain.	9	ROM <i>ROM- RON- NON</i>	Read only Memory – nonvolatile primary memory storing a computer’s start up instructions
10	Pendrive	A better word for memory stick. CQ5	10	Secondary Storage	Non-volatile storage internal (inside) or external (outside) a computer. CQ4, 5
11	Evolve	How things change over time. CQ2, CQ9	11	Application software C	Software which allows the users to perform more tasks/activities. CQ8
12	Obsolete C	No longer used/needed. CQ2,	<p>Key: E – exam command word C = Challenge words CQ = specific challenge question associated. red text is hints to help avoid misconceptions and remember the knowledge.</p> 		

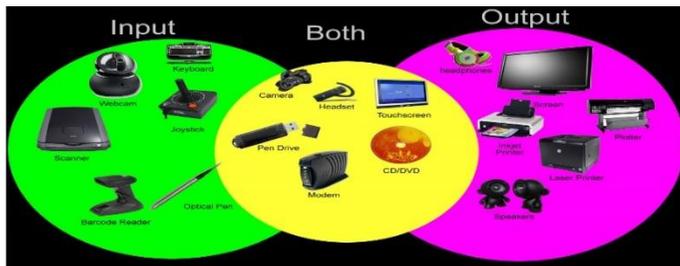
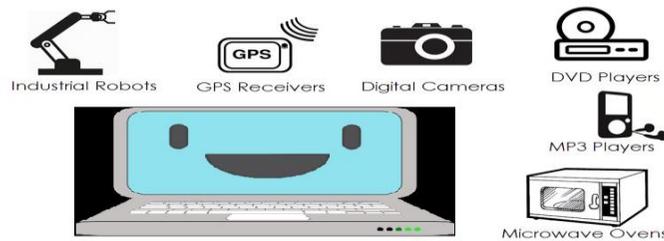
Key Diagrams



Challenge Questions/ Tasks

- 1 Can you describe how an **embedded system** works in your house?
- 2 Can you name a piece of hardware that is now **obsolete**?
- 3 Can you find another **analogy** for computer science?
- 4 What mnemonic can you come up with to remember the components of a computer?
- 5 What types of **secondary storage** are there? Can you compare them?
- 6 What happens if **Ram** runs low on a computer?
- 7 A **network technician** is struggling with some **hardware**. Explain what we mean by hardware. List 5 devices that could be causing some issues and state whether **they are input or output**.
- 8 Her wife is a **software engineer**. What is software? Can you find out any facts about a software engineer's role?
- 9 Can you design an app or a piece of technology for a future invention?
- 10 How many links can you make with the words above? Can you complete a mind map to illustrate this?

Test your



(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers



knowledge on devices with a quiz here!

https://www.proprofs.com/quiz-school/story.php?title=input-output-devices_1

Be Brave Kind And Strong

- <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f> - *go over or learn more content here!*
- <https://www.it4nextgen.com/emerging-trends-computer-science/> - *learn about some future technologies*
- https://www.youtube.com/watch?v=O5nshjZ_Gol&t=12s - *find out about early computing here*
- Steve Jobs, Steve Wozniak, Ada Lovelace, Tim Burners Lee, Alan Turing: **examples of pioneers. Can you find any more?**
- <http://the.computing.cafe/8e35d438/0ad728cd> - *Find out more about how computers work and pioneers here*
- https://tools.withcode.uk/keywords/subject/ks3_computing - *a great website where you can play games and revise computing knowledge.*

Tier 2 Vocabulary

1	Analyse	Examine in detail the structure of something, typically for purposes of explanation and interpretation.
2	Annotate	Add notes to (a text or diagram) giving explanation or comment.
3	Feature	A distinctive attribute or aspect of something.
4	Sustainability	Avoidance of the depletion of natural resources in order to maintain an ecological balance.
5	Aesthetics	A set of principles underlying and guiding the work of a particular artist or artistic movement.
6	Customer	A person or organization that buys goods or services from a store or business
7	Environment	The surroundings or conditions in which a person, animal, or plant lives or operates.
8	Function	An activity or purpose natural to or intended for a person or thing.
9	Manufacture	To invent or fabricate.

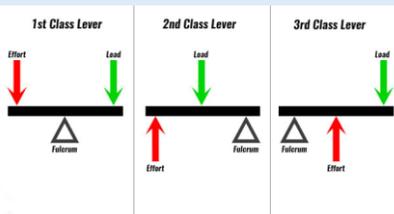
Tier 3 Vocabulary

1	Lever	A rigid bar resting on a pivot, used to help move a heavy or firmly fixed load with one end when pressure is applied to the other.
2	Fulcrum	The point on which a lever rests or is supported and on which it pivots.
3	Load	The object being moved OR the outcome of the lever.
4	Effort	The force applied to a lever.
5	1 st Class Lever	A lever that has the fulcrum in the middle.
6	2 nd Class Lever	A lever that has the load in the middle.
7	3 rd Class Lever	A lever that has the effort in the middle.
8	Deciduous Tree	Trees that drop their leaves in Autumn.
9	Coniferous Tree	Trees that hold onto their leaves all year round.
10	Hardwoods	A timber cut from deciduous trees.
11	Softwoods	A timber cut from coniferous trees.
12	Manufactured Boards	Man-made timber (often made from the waste of natural timbers).
13	ACCESS FM	Aesthetics / Cost / Customer / Environment / Safety / Size / Function / Manufacture

Challenge Questions/Tasks

1	Why are softwoods more sustainable than hardwoods?
2	What is PPE and what types do we need to use when in the workshop?
3	What are the main elements in a lever? Describe what each one is.
4	Draw a diagram for each of the classes of lever.
5	Using sketches and annotations, describe the process of marking a lap joint.
6	Using sketches and annotations, describe the process of cutting a lap joint.
7	Create an eye-catching poster that informs the audience of the correct health and safety rules in a workshop.
8	Create an eye-catching poster that informs the audience of the correct use of a specific workshop tool.
9	Draw your full name in block capitals and then make it 3D using the oblique drawing technique.
10	Draw different items you see around you in oblique.

Key Diagrams and Images









BE BRAVE, DIG DEEP AND DISCOVER

1	Practice your oblique drawing skills by following the video tutorials on the Bolder D&T YouTube. Go to the oblique drawing playlist. https://www.youtube.com/channel/UCxjbos3MpuHuC_r8YI2moWg
2	Test your knowledge using the flashcards available on Quizlet. Go to the Year 7 Projectile Project set. https://quizlet.com/
3	Watch some great videos that explore all of the different elements of Design and Technology. https://www.bbc.co.uk/bitesize/subjects/zfr9wmn

Year 7 - Cycle A - Introduction to Drama

Roles in the theatre

E: Theatre Roles and responsibilities

THEATRE MAKER: PLAYWRIGHT
WHAT THEY DO: Writing the script of the play including the dialogue and stage directions.

THEATRE Maker: Understudy
What they do: Learn a part including lines and movements, so they are able to take over from someone when needed.

THEATRE MAKER: Costume Designer
WHAT THEY DO: Design what the actors wear on stage. Making sure that costumes are appropriate for the style and period of the piece.

THEATRE Maker: Lighting designer
What they do: Design the lighting states and effects that will be used in a performance. Understanding the technical capabilities of the theatre and creating a lighting plot.

THEATRE MAKER: SOUND DESIGNER
WHAT THEY DO: Designing the sound required for the performance, which may include music and sound effects. Considering if microphones are needed and creating a sound plot.

THEATRE Maker: Technician
What they do: Operating the technical equipment (lighting and sound boards) during a performance.

THEATRE MAKER: Stage Manager
WHAT THEY DO: Running the backstage elements of the play and supervising backstage crew. Organises the rehearsal schedule and keeps a list of props and other technical needs. Creating a prompt book and calling the cues for the performance.

THEATRE MAKER: PERFORMER
WHAT THEY DO: Appearing in a production, for example by acting, singing, dancing or singing. Creating a performance or assuming a role on stage in front of an audience.

THEATRE Maker: Theatre Manager
WHAT THEY DO: Running the theatre building, including overseeing the Front of House staff and the box office staff who sell tickets.

THEATRE Maker: Director
What they do: Overseeing the creative aspects of the production. Developing an idea for the production. Liaising with designers, rehearses the actors and ensures all technical elements are ready. Giving notes to the actors to help them improve their performance and agreeing the blocking of the actors.

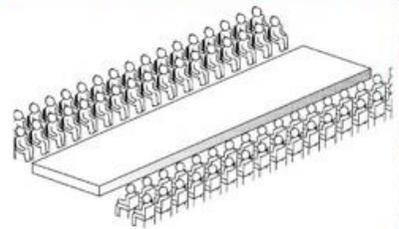
THEATRE Maker: Set Designer
What they do: Designing the set of the play. Providing sketches and other design materials before overseeing the creation of the set.

THEATRE MAKER: Puppet Designer
WHAT THEY DO: Designing the puppets for a production, taking into account the style of puppets and how they will be operated.

Types of Stages

Thrust stage

Proscenium Arch



Traverse stage

Promenade

Tier 2 Vocabulary

Emotion	A strong feeling.
Contribution	To suggest ideas and add information in order to help achieve something
Describe	Give a detailed account of something.
Justify	To show yourself to be right by explaining your reasons.
Analyse	To look at something very closely in order to explain it
Evaluate	Explain why something is good or bad.
Creativity	Using your imagination and original ideas to make something
Precision	Doing something accurately.

Tier 3 Vocabulary

Body Language	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.
Posture	The position an actor holds their body when sitting or standing. For example, an upright posture.
Gait	The way an actor walks.
Facial Expressions	A form of non-verbal communication that expresses the way you are feeling, using the face.
Gestures	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Stance	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child!
Projection	Ensuring your voice is loud and clear for the audience to hear.
Volume	How loudly or quietly you say something (shouting, whispering)
Tone	The way you say something in order to communicate your emotions.
Pace	The speed of what you say.
Pause	Moments of pause can create tension, or show that you are thinking.
Pitch	How high or low your voice is.
Emphasis	Changing the way a word or part of a sentence is said, in order to emphasise it. (Make it stand out.)
Backdrop	A piece of cloth hung behind the stage to form part of the scenery.
Monologue	An extended speech by a character where they reveal their thoughts and feelings.
Stimulus	Using an image, sound, piece of text, poem to generate ideas
Designer	A person responsible for creating the designs of the set, costume, lights, sound and props.
Unison	When several actors say their lines at the same time.

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication

Year 7 - Cycle A - Introduction to Drama

WRITING AN EVALUATION

Start by introducing:

- What the performance was called/about
- A brief summary of the plot
- How well you think the performance went

Then use **PEEL** to evaluate any of the areas below (unless specified otherwise)

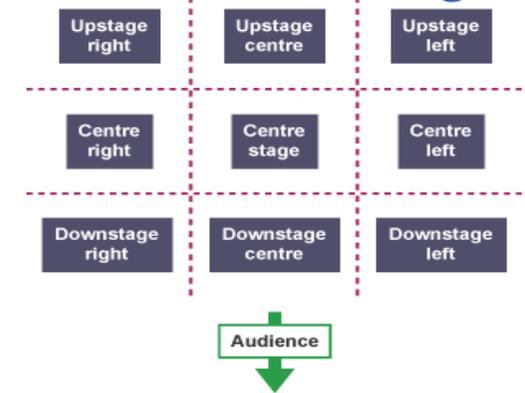
- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

Conclude with: How successful the performance was overall and why.

TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)

Areas of the Stage



Remember: The stage is always from the **actor's** point of view, as they are the ones standing on the stage. Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.

CHALLENGE QUESTIONS

1	What are the key elements of working as a team?
2	What is the effect on the audience of performing 'in the round'?
3	How can we use our voice and physicality when performing?
5	Why is hot seating an effective activity?
6	What are the key elements to consider when writing a monologue?
7	What is an example of a famous monologue? What do you think makes it effective?
8	What might make something tense for the audience?

TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence - do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about - move with purpose!

Dig Deeper

Physical interpretation of a character:

<https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1>

Vocal interpretation of a character:

<https://www.bbc.co.uk/bitesize/guides/zbbj47h/revision/1>

Performing a script:

<https://www.bbc.co.uk/bitesize/guides/zmtrf4j/revision/1>

Responding to a stimulus:

<https://www.bbc.co.uk/bitesize/guides/zhpcy9q/revision/1>

Make sure you check out your local theatre: *Richmond Theatre, The Orange Tree theatre, Rose Theatre, Lyric Hammersmith, National Theatre*

Year 7 English Term 1: Oliver Twist by Charles Dickens

Tier 2 key vocabulary		Tier 3 key vocabulary Pink = writing techniques		Vocabulary to help with writing about the novel				
1	morality 	A code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral .	1	Victorian 	The era of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.	1	quotation 	A sentence or phrase taken from a book to use as evidence in an analytical paragraph.
2	monarch 	A sovereign head of state, especially a king, queen or emperor.	2	novel 	A fictional narrative of book length, typically representing character and action.	2	analytical paragraph 	A paragraph that begins with a topic sentence, then presents evidence and explains how the evidence proves the point made in the topic sentence.
3	vulnerable 	In a situation in which you could be easily harmed. People living on the streets are vulnerable .	3	Industrial Revolution 	Began in the 18th century, an increase in factories.	3	characterisation 	The qualities, features and ways that characters are presented in a novel.
4	brutal 	Very violent or cruel.	4	workhouse 	A place where people who couldn't support themselves were sent to live and work.	4	topic sentence 	The opening sentence of a paragraph. It must focus on one thing, say something accurate and answer the question.
5	corrupt 	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.	5	pauper 	A person who is very poor.	5	climax 	The part of story or play where the tension or action reaches its highest part.
6	villain 	A 'baddie' who harms other people or breaks the law to get what they want.	6	poverty 	Not having enough money for basic needs.	6	introduction 	The opening paragraph of an essay that outlines your key ideas.

Year 7 English Term 1: Oliver Twist by Charles Dickens

7	malicious 	Meant to hurt or upset someone.	7	criminality 	Being a criminal/criminal activity.	<table border="1"> <thead> <tr> <th colspan="2">CHALLENGE TASKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Continue your research into Victorian London. Make a fact page about what it was like.</td> </tr> <tr> <td>2</td> <td>What is mud-larking? What is bone picking? Research the jobs people did in Victorian times.</td> </tr> <tr> <td>3</td> <td>Imagine you are Mr Bumble. Write a diary entry from his point of view.</td> </tr> <tr> <td>4</td> <td>Imagine you have just eaten your favourite food for the first time. Write a paragraph describing the experience.</td> </tr> <tr> <td>5</td> <td>Write a paragraph explaining the difference between bullying in the Victorian era vs. the modern day.</td> </tr> <tr> <td>6</td> <td>Write a letter to your friend Dick telling him about all the new people you have met.</td> </tr> <tr> <td>7</td> <td>Write a diary entry from Oliver's point of view. What happened and how does he feel about it?</td> </tr> <tr> <td>8</td> <td>We learnt that children's punishments were often as severe as adults'. Write a speech arguing whether this is a good or bad idea. Why?</td> </tr> <tr> <td>9</td> <td>Create your own villain. Just like the Bill Sikes introduction.</td> </tr> <tr> <td>10</td> <td>Imagine you are Oliver. Write a letter to an agony aunt explaining your situation and ask for help.</td> </tr> <tr> <td>11</td> <td>Retell the story of Oliver Twist so far from Bill Sikes' perspective.</td> </tr> </tbody> </table>	CHALLENGE TASKS		1	Continue your research into Victorian London. Make a fact page about what it was like.	2	What is mud-larking? What is bone picking? Research the jobs people did in Victorian times.	3	Imagine you are Mr Bumble. Write a diary entry from his point of view.	4	Imagine you have just eaten your favourite food for the first time. Write a paragraph describing the experience.	5	Write a paragraph explaining the difference between bullying in the Victorian era vs. the modern day.	6	Write a letter to your friend Dick telling him about all the new people you have met.	7	Write a diary entry from Oliver's point of view. What happened and how does he feel about it?	8	We learnt that children's punishments were often as severe as adults'. Write a speech arguing whether this is a good or bad idea. Why?	9	Create your own villain. Just like the Bill Sikes introduction.	10	Imagine you are Oliver. Write a letter to an agony aunt explaining your situation and ask for help.	11	Retell the story of Oliver Twist so far from Bill Sikes' perspective.
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8	victim 	Someone who has been harmed, often by other people.	8	social class 	The way in which people are grouped in society.																									
9	naïve 	If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.	9	orphanhood 	Someone whose parents have died, are unknown, or have permanently abandoned them.																									
10	wretched 	A person in a very unhappy or unfortunate state.	10	parentage 	Your identity, origins and ancestors.																									
11	society 	the people who live in a certain area. This could be a country, town or small group.	11	slums 	Dirty and overcrowded neighbourhoods.																									
12	abridged 	A piece of writing after it has been shortened.	12	urbanisation 	The move from the countryside to the city in the Victorian era.																									
13	Betrayal 	When a person breaks the trust and faith of others that trust them.	13	undertaker 	A person whose business is preparing dead bodies for burial or cremation and making arrangements for funerals.																									
14	repulsive 	Something extremely unpleasant or unacceptable.	14	dialect 	The language used by the people of a specific area, class, district, or any other group of people.																									

Year 7 English Term 1: Oliver Twist by Charles Dickens

KEY DIAGRAMS AND QUOTES

Themes

Poverty

Poverty is a trap that closed on Oliver and many of the novel's children at birth. Victorian society punished, rather than helped, the poor.



Virtue vs. Evil

Dickens believed virtue trumps evil. Oliver's virtuous heart proves incorruptible, and unrepentant evildoers are punished.



Criminality

The poor often feel forced into a life of crime. Many criminals are also victims.



Characters

Oliver

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.

Mr. Bumble

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.

Noah Claypole

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.

Fagin

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.

Jack Dawkins (The Artful Dodger)

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.

Bill Sikes

A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.

Nancy

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.

Mr. Brownlow

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.



BE BRAVE, DIG DEEP AND DISCOVER

RESEARCH:

- Find out more about workhouses and pickpocketing in Victorian England.
 - Research about the punishment of being sent to Australia in Victorian London and write up what you find!
- Fagin represents the criminal world of London. -Find out more about adults who used children for crime in Victorian times.

Key websites to research on:

www.victorianweb.org

www.charlesdickensinfo.com



WATCH:

Watch the 2005 Roman Polanski version of Oliver Twist. How is it different from the novel?



LISTEN:

Listen to an audiobook adapted version of Oliver Twist. What are the key events in the plot? Can you make a timeline of the key events?



READ:

'Oliver Twist and the workhouse' - An article from The British Library. Why did Dickens set the novel in a workhouse?



Year 7 Food Technology Knowledge Organiser

Tier 2 Vocabulary		Tier 3 Vocabulary	
Cooling Rack	Used for placing baked products on, to allow them to cool down.	Carbohydrates	FOUND IN: Bread, Cereal, Pasta, Rice, Cake, Potatoes NEEDED FOR: Energy Simple carbohydrates = sugars – fast releasing energy Complex carbohydrates = starch – slow releasing energy
Grater	Used to grate or shred foods like potatoes, carrots and cheese . Also for grating ginger and to zest lemons.	Protein	FOUND IN: Egg, Meat, Fish, Nuts, Dairy Products, Milk NEEDED FOR: Growth and repair. Helps build new cells and body tissue. Helps maintain and repair body tissue
Peeler	Used for removing the skin off vegetables		
Measuring jug	Used to accurately measure liquid ingredients.	Vitamins	FOUND IN: Fruit, vegetables, fish, cereal NEEDED FOR: Keeping body healthy, for growth and development
Sieve	Used to remove any lumps from flour.	Water	FOUND IN: Water, Fruit , Vegetables and drinks NEEDED FOR: Keeping us hydrated it helps to keep our blood liquid, keep our joints supple and maintain our body temperature
Cooling Rack	Used for placing baked products on, to allow them to cool down.	Bun tin	Used for cooking cakes

Year 7 Food Technology Knowledge Organiser
Be brave, dig deep and discover,. Recommended website:
Jamie Oliver making bread <https://youtu.be/VrUdtzXquWk>



What are the potential hazards when preparing food and cooking?

Number
each hazard
you have
identified.



Equipment
Dinner knife
Knife
Chopping board
Colander
Butter
Fillings

Create your
own
sandwiches
and email to
Ms Qureshi

Year 7 Food Technology Knowledge Organiser Challenge Questions

Sift with the _ i _ _ _

Weigh with the _ _ _ l _ _

Beat with the _ _ _ k

Whip with the _ h _ _ _

Mix in the _ _ w _

Cut with the k _ _ _ _

Stir with the _ p _ _ _

Measure with the _ u _

Spoon
Fork
Whisk
Sieve
Bowl
Jug
Knife
Scales

What equipment will I need to use and what is it used for?

- Chopping boards
- Chef's knife
- Wooden spoon
- Teaspoon (tsp)
- Tablespoon (tbsp)
- Fork
- Knife
- Weighing scale



- Saucepan and lid
- Mixing bowl
- Peeler
- Measuring jug
- Grater
- Sieve
- Cooling rack
- Baking tray



Match
the
images
to the
key
words



GRID 1

BE STRONG - Knowledge Organiser

Cycle A Topic: Je me présente

A. Comment t'appelles tu?
[What is your name]



B. Quelle âge as-tu?
[How old are you?]



C. D'où es-tu?
Where are you from?



PRONOUN	REFLEXIVE PRONOUN	VERB	PROPER NOUN	PRONOUN & VERB	NOUN PHRASE	PRONOUN & VERB	PREPOSITION	PROPER NOUN
Je [I]	m' [myself]	appelle [call]	Jean Pierre Yousuf	J'ai [I have]	1. un an [one year] 2. deux ans [two years] 3. trois ans [three years etc.] 4. quatre ans 5. cinq ans 6. six ans 7. sept ans 8. huit ans 9. neuf ans 10. dix ans 11. onze ans 12. douze ans 13. treize ans 14. quatorze ans 15. quinze ans 16. seize ans 17. dix-sept ans 18. dix-huit ans 19. dix-neuf ans 20. vingt ans	Je suis [I am]	de [from]	Londres [London] L'Angleterre [England] la France [France]
Il/elle [he/she]	s' [himself/herself]	appelle [calls]	Adama Juliette Marie	Tu as [he/she has]		Il/elle est [He/she is]		
Ils/elles [they]	s' [Themselves]	appellent [they call]	Jean et Adama [Jean and Adama]	Ils/elles ont [They have]		Ils/elles sont [They are]		

GRID 2

Quelle est la date de ton anniversaire?

	Número	
Mon anniversaire c'est le [My birthday is the the]	1 premier [special number for 1 st]	janvier
	2 deux	février
	3 trois	mars
	4 quatre	avril
	...	mai
	21 vingt-et-un	juin
	22 vingt-deux	juillet
	23 vingt-trois	août
	24 vingt-quatre	septembre
	...	octobre
	30 trente	novembre
	31 trente-et-un	décembre



VERB	INDEFINITE ARTICLE + NOUN	ADJECTIVE
<p>Je voudrais [I would like]</p> <p>J'ai besoin de [I need]</p> <p>Il y a [There is]</p> <p>Tu as..? [Do you have...?]</p> <p>Dans ma trousse j'ai [In my pencil case I have]</p> 	<p>un cahier [an exercise book]</p> <p>un crayon</p> <p>un taille-crayon [a sharpener]</p> <p>un stylo [a pen]</p> <p>un livre [a book]</p> <p>une gomme [a rubber]</p> <p>une feuille [a sheet]</p> <p>une règle [a ruler]</p> <p>SINGULAR NOUNS</p>       	<p>rouge [red]</p> <p>jaune [yellow]</p> <p>noir(e) [black]</p> <p>orange [orange]</p> <p>rose [pink]</p> <p>bleu(e) [blue]</p> <p>vert(e) [green]</p> <p>gris(e) [grey]</p> <p>marron [brown]</p>
<p>Dans mon sac j'ai [In my bag I have]</p> 	<p>des livres [books]</p> <p>deux cahiers</p> <p>des ciseaux [scissors]</p> <p>trois gommes</p> <p>PLURAL NOUNS</p>      	<p>rouges [reds]</p> <p>bleu(e)s [blues]</p> <p>vert(e)s [greens]</p> <p>etc.</p>

Tu aimes le rouge?	
Verb (opinion)	Definite article + Noun
J'adore [I love]	le rouge [red] le foot [football] le chocolat [chocolate] le collège [school]
J'aime beaucoup [I like a lot]	la natation [swimming]
Je préfère [I prefer]	les animaux [animals]
Je n'aime pas [I don't like]	les vacances [holidays]
Je déteste [I hate]	
Il/elle aime [He/she likes] Il/elle déteste [he/she hates]	

Challenge Translations/Questions

- 1 Translate into English:** Bonjour, je m'appelle Pierre et j'ai douze ans. **Je dois dire que** mon artiste préféré est Monet, parce qu'il est fantastique. Et toi ?
- 2 Translate:** What is he called? He is called MC Solaar and he is from France. **I would say that** he loves music, especially rap.
- 3 Record yourself** introducing yourself in French using <https://vocaroo.com/> Email it to your teacher.
- 4 Translate into French:** A: Hello! How are you? Do you want a green pen? B: No thank you. I need a black pen. Do you have a black pen?
- 5 Do some research** on Francophone countries - where is French spoken around the world?

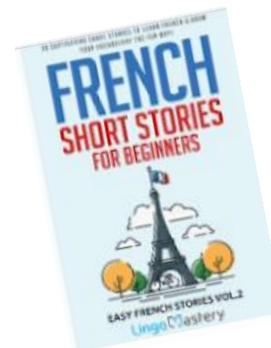
Dig Deeper: Find out more about French and Francophone culture

French Vocabulary Learning:

- [Senecalearning.com](https://www.senecalearning.com) → French KS3 → French AQA (For Bilingual students and Challenge)
- [Quizlet.co.uk](https://www.quizlet.co.uk)
- <https://www.duolingo.com> Select **French** as the language you want to learn → The app is also available
- <https://www.memrise.com/courses/english/french/>

French culture:

- https://www.britishcouncil.org/sites/default/files/the_great_french_language_challenge.pdf
- <https://lyricstraining.com/fr> → The app is also available
- <https://www.culturetheque.com/exploitation/GBR/accueil-portal.aspx> → **LOTS AND LOTS** of **FREE** French magazines, comic, audio books, articles and film guides.



Tier 2 words			Tier 3 words		
1	2-D	In geometry, a two-dimensional shape can be defined as a flat plane figure or a shape that has two dimensions – length and width.	1	Geography	Geography is the study of people and places and the relationships between people and their environments.
2	3-D	In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions – length, width and height.	2	Human Geography	The branch of geography that studies how humans (people) live, their cultures, how they make money, and how they use and change the environment.
3	Horizontal	A horizontal line goes across.	3	Physical Geography	The branch of geography that studies the natural features of the Earth such as volcanoes, earthquakes, rivers and coasts.
4	Vertical	A vertical line goes up and down.	4	Globe	A globe is a spherical 3-D representation of the Earth.
5	Political	Relating to the government of that country – the Prime Minister and the political group in power and the decisions they make about how to run the country.	5	Map	A map is a 2-D representation of a place and they can show key human and physical features.
6	Rural	In, relating to, or characteristic of the countryside rather than the town.	6	Continent	A continent is one of several large continuous landmasses e.g. Africa, Europe.
7	Urban	In, relating to, or characteristic of a town or city.	7	Ocean	A large mass of salt water that covers most of the earth's surface.
8	Agriculture	The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.	8	Direction	Direction is the way we need to go to get to a location, or the location of a feature based on the position of another feature.
9	Features	A noticeable or important characteristic of a place e.g. mountains, schools, churches.	9	Hemispheres	A half of a sphere. The Earth has four hemispheres – Northern, Southern, Eastern, and Western.
10	Monarchy	Monarchy is the oldest form of government in the United Kingdom. In a monarchy, a king or queen is Head of State.	10	Latitude	Latitude is the measurement of distance north or south of the Equator. There are five main lines of latitude – Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle.
<p>The Five Stages of geographical fieldwork enquiry</p> <p>Stage 1: Introduction and planning</p> <p>Stage 2: Fieldwork techniques and methods</p> <p>Stage 3: Data processing and presenting</p> <p>Stage 4: Analysing and interpreting data</p> <p>Stage 5: Conclusions/Evaluations</p>			11	Longitude	Longitude is the measurement east or west of the Prime Meridian.
			12	Global Positioning System (GPS)	GPS is a system of 30+ navigation satellites circling Earth. They can be used to pinpoint the exact location of people through devices such as phones and SatNavs.
			13	Settlement	A settlement is a place where people live. There are a variety of settlement types including villages, towns and cities.
			14	Compass	A compass is a tool used for finding directions, and they use the cardinal and inter-cardinal directions (N, NE, E, SE, S, SW, W, NW)

BE STRONG- Knowledge Organiser

Tier 2: Key command words

COMMAND WORD	DEFINITION
Describe (say what you see) 	'Say what you see' about a map, graph, or image using your geographical knowledge to identify patterns, trends, or specific details.

Dig Deeper



Oak National videos for if you want to go over any content!



Check out BBC Bitesize for further videos on each topic!

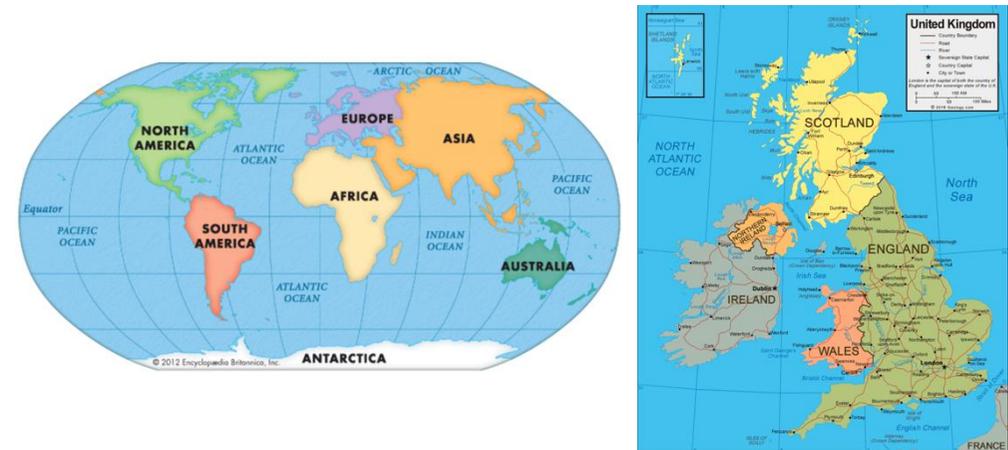


Watch this video on the history of maps and make a mind-map!

- Using the compass on your phone, write a set of map directions from your house to somewhere in your local area.
- Create a map of your local area including the key human and physical characteristics.
- Create your own map of a fictional place with accompanying questions relating to directions.
- Go on a walk and take some photos of your local area. Identify which features in the images are human features and which are physical features and the reasons why.

Year 7 Geography, Cycle A - Map Skills, and Fieldwork

Key maps



HISTORY - Cycle A

The Dark Ages and Norman Invasion

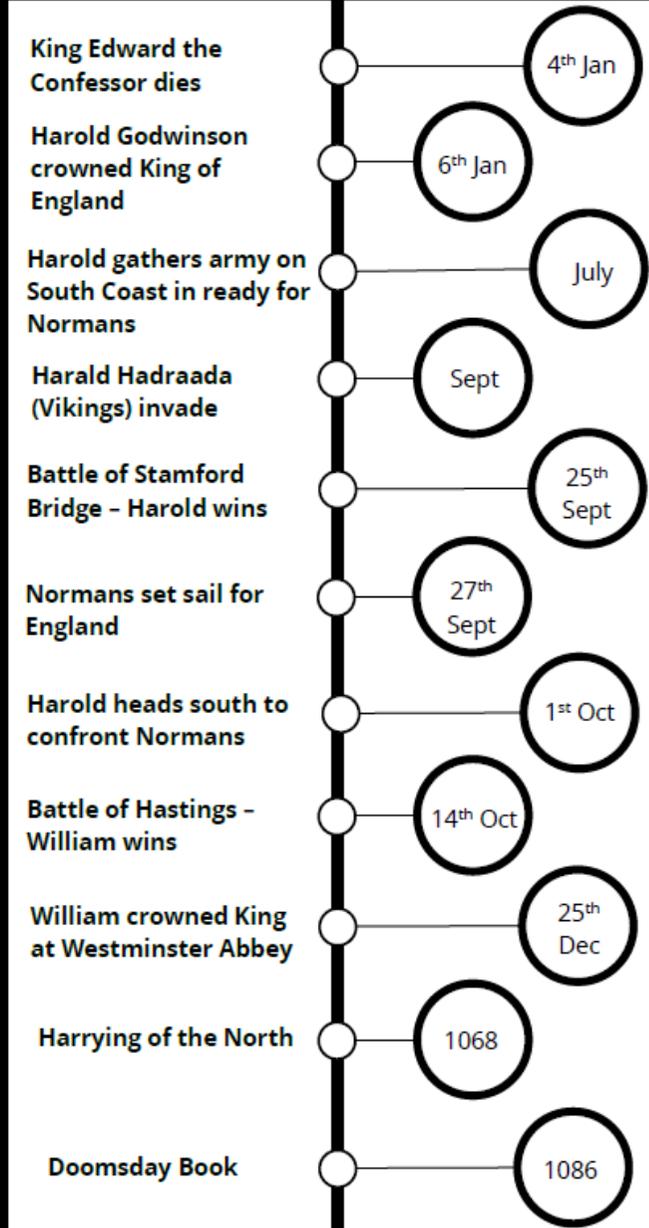
TIER 3 VOCABULARY

- 1 **Witan** - The king's council or advisors
- 2 **Noble** - The richest and most important men in medieval society.
- 3 **Earl** - The richest most powerful nobles, apart from the King.
- 4 **Earldom** - Land owned or controlled by an Earl.
- 5 **Infantry** - Soldiers who fought on foot.
- 6 **Cavalry** - Soldiers who fought on horseback (they rode horses).
- 7 **Archers** - Soldiers who fired arrows at the enemy using their bows.
- 8 **Castle** - A large defensive fortification made from stone or wood built for nobles.
- 9 **Rebellion** - When a group of people (rebels) fight against their rulers to try to overthrow (get rid of) their leaders.
- 10 **Harrying** - Carrying out lots of attacks on an enemy to oppress them.

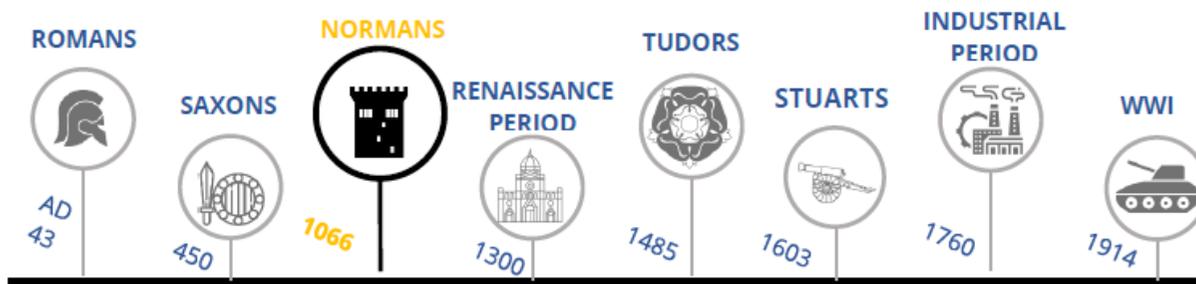
LOCATIONS



1066: THE KEY EVENTS



CHRONOLOGY



TIER 2 VOCABULARY

- 1 **Change** - Something is different to how it was before.
- 2 **Continuity** - When something from the past continues.
- 3 **Transformation** - A huge change that happens quickly.
- 4 **Inconsistent** - Change has occurred but not everywhere.
- 5 **Dramatic** - Lots has changed possibly in a shocking way.
- 6 **Oppression** - Controlling people by being cruel, violent or showing you are more powerful.
- 7 **Society** - The community in which a group of people live.
- 8 **Famine** - Starvation caused by lack of food.
- 9 **Tax** - Money collected by the leaders of a country.

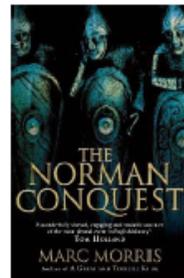
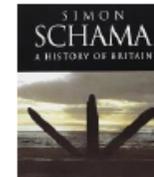
CHALLENGE

1. How dark were the Dark Ages overall?
2. Was William Duke of Normandy lucky or clever in 1066?
3. What mistakes did Harold Godwinson make in 1066?
4. Why might Simon Schama have claimed the Normans 'brought a truckload of trouble' in 1066?
5. How far did the Normans transform England after their conquest of England?
6. What continuities were there between Anglo-Saxon and Norman rule of England?

KEY HISTORICAL WORKS

Simon Schama

There are times and places where history comes at you with a rush; violent, decisive and bloody; a ***truck load of trouble***. Wiping out everything that gives you your bearing in the world: law, customs, loyalty and language. Hastings is one of those places... Here **one kind of England was annihilated and another kind of England set-up in its place.**



Want to challenge yourself further?

Why not read what another Historian, Marc Morris, has said about the Norman Conquest!
To supplement your reading from Prep (Week 6) collect a hand out, from your teacher, of another article Marc Morris wrote on the period!

DIG DEEPER

Research - Follow the links to discover what was happening around the world!

Whilst William the Conqueror successfully invaded England... Elsewhere the Byzantine Empire came under pressure from the Seljuk Turks.
<https://drive.google.com/file/d/1LDj8QmIyr53qFuf0LjN-UIZcsMQhyWd/view>

Whilst the Normans ruled in England... The Song Dynasty ruled in China
<https://drive.google.com/file/d/113zKcrVhm1kqLX6Trg2blhd5hDOIxheE/view>

Listen - Listen to the following History Extra podcasts on 1066:

Marc Morris: The Norman Conquest
13/10/2016 (History Extra Podcast)

Everything you ever wanted to know about the Normans
29/3/2020 (History Extra Podcast)

Watch - Watch the following films about 1066:

1066 a year to conquer England
The Conquerors (2005)
1066: The Last Battle (2009)



Maths Year 7: Autumn Term

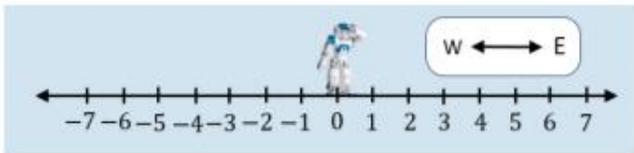
Autumn	Making generalisations about the number system 1				Making generalisations about the number system 2	
	Numbers and numerals	Axioms and arrays	Factors and multiples	Order of operations	Positive and negative numbers	Expressions, equations and inequalities

TIER 2 VOCABULARY

TIER 3 VOCABULARY

1	Convert	To change into a different form.	1	Sum	The total; the result of adding.
2	Prove	To show, using evidence, that something is true.	2	Integer	A whole number.
3	Representation	A picture or model.	3	Non-integer	Numbers that are expressed as fractions.
4	Derive	To get an answer from something else.	4	Product	The result when numbers are multiplied.
5	Illustrate	To show	5	Factor	A whole number that divides exactly into another. E.g. 2 and 3 are factors of 6
6	Distinguish	To show the difference between two things.	6	Multiple	The result of multiplying a number by an integer. E.g. 12 is a multiple of 3, $3 \times 4 = 12$
7	Abundant	A number that is smaller than the sum of its divisors.	7	Prime number	A number that has exactly two factors e.g. 3
8	Contrast	To show the differences between two things.	8	Commutative	When you can swap numbers around in a calculation and get the same answer. E. g. $6 + 3 = 3 + 6$
9	Deduce	To reach an answer by carefully working out.	9	Associative	When adding or multiplying it doesn't matter how numbers are grouped. E.g. $6 + (3 + 4) = (6 + 3) + 4$
10	Interpret	To give a value to.	10	Distributive	When multiplying a number by a group of numbers added together is the same as doing each multiplication separately. E.g. $3 \times (2 + 4) = 3 \times 2 + 3 \times 4$
11	Manipulate	To use something to help you.	11	Square number	A number that results from multiplying a number by itself. E.g. $25 = 5 \times 5$
12	Similar	Having the same shape but not necessarily the same size.	12	Equation	A number sentence that says two things are equal; contains an 'equals' sign.

USEFUL DIAGRAMS



Can I put these into equal groups?

	$2n$	3
2	$4n$	6

I can have 2 groups of $2n + 3$

Your definition
e.g. An operation is commutative if it can be applied to two numbers in any order

Models
3 rows of 6 is equivalent to 6 rows of 3

Commutativity

$3 \times 5 = 5 \times 3$

3 groups of 5 is the same as 5 groups of 3

$5 + 3 = 3 + 5$

$15 \div 3 \neq 3 \div 15$

$5 - 3 \neq 3 - 5$

Examples Non-examples

ETYMOLOGY

Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double,
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci – Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, Kilometre, millennium
$\frac{1}{2}$ Half	Hemi-	Semi-	Hemisphere, semicircle
$\frac{1}{4}$ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

Did you know?
During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement				
Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	10^{12}	1 000 000 000 000	trillion
Giga-	G	10^9	1 000 000 000	billion
Mega-	M	10^6	1 000 000	million
Kilo-	k	10^3	1 000	thousand
Hecto-	h	10^2	100	hundred
Deca-	da	10^1	10	ten
		10^0	1	one
Deci-	d	10^{-1}	0.1	tenth
Centi-	c	10^{-2}	0.01	hundredth
Milli-	m	10^{-3}	0.001	thousandth
Micro-	μ	10^{-6}	0.000001	millionth
Nano-	n	10^{-9}	0.000000001	billionth

Examples
A centimetre cm is one hundredth of a metre $1\text{cm} = 0.01\text{m}$
A millilitre is one thousandth of a litre $1\text{ml} = 0.001\text{l}$
A kilogram is one thousand times larger than a gram $1\text{kg} = 1000\text{g}$

Did you know?
The word for one thousand comes from Italian "mille – thousand" "–oné – big". A millioné was a 'big thousand' or a thousand thousand.

DIG DEEPER

Read The Everything Kids: Maths Puzzle Book by Meg Clements - puzzles, games and trivia.



Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series - The Math Factor



Watch the documentary: The Story of 1 - history of numbers presented by Terry Jones, directed by Nick Murphy



Challenge

I= Eedi

3 hours + 700 minutes =

A 11 hours and 40 minutes

B 10 hours

C 14 hours and 66 minutes

D 14 hours and 40 minutes

I= Eedi

Jo and Paul are having a conversation about multiples

Jo says that if n is a positive integer that is divisible by 8, then $8 + n$ will always be a multiple of 8

Paul says that if n is a positive integer, $8n$ will always be a multiple of 8

Who is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

I= Eedi

Think of a number, then subtract 5, next divide by 8, next add 4, and finally multiply by 7.

Jo says you can write this as:
 $7\left(\frac{n-5}{8} + 4\right)$

Paul says you can write this as:
 $7((n-5) \div 8) + 4$

Who is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

I= Eedi

Which number is 3 less than $\frac{5}{6}$?

A $-3\frac{1}{6}$

B $-2\frac{1}{6}$

C $-3\frac{5}{6}$

D $\frac{2}{6}$

I= Eedi

$a = 5$ $b = -0.9$

Which of the following gives a a value of -4.1 ?

A $a - b$

B $b - a$

C $-a - b$

D $-a - (-b)$

I= Eedi



Jo and Paul are trying to write calculations based on the diagram on the left.

Jo says:
 One quarter of negative 24 is negative 6.
 $(-24) \div \frac{1}{4} = -6$

Paul says:
 Four lots of negative six added together is negative twenty four.
 $-6 + (-6) + (-6) + (-6) = -24$

Whose calculation is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

Year 7 – Music: Cycle A - Knowledge Organiser

Tier 2: Music Vocabulary

1	IDENTIFY	Recognise and name something or someone.
2	DEFINE	Describe something exactly.
3	APPRAISE	Assess the quality of something.
4	JUSTIFY	Explain your argument and provide evidence.
5	ANALYSE	Examine in detail from different angles.

Tier 3: Music Vocabulary

1	Pitch High / Low	A particular frequency or note.
2	Interval Tone / Semitone	The distance between two or more notes / pitches.
3	Scale Ascending / Descending	An ordered series of notes / pitches used to form melodies and chords.
4	Key Relative / Harmonic	The group of notes or scales that are used in a piece of music.
5	Harmony Assonant / Dissonant	Different pitches or notes at the same time.
6	Tonality Major / Minor	The character of a chord, scale or key e.g. C Major, C Minor, C Augmented, C Diminished.
7	Melody Conjunct / Disjunct	The tune in a piece of music.

★ Music In The Community Challenge: 50 HPTS ★ Cycle A – Year 7

Document 3 different local folk music buskers (10 house points)

Solo or in a group, ask Mr. Williams for the notation to learn Gamelan piece 'Ladrang Pankur' and play it in a school performance.
(10 house points)

Write a folk song in the style of the great singer-songwriters e.g. Bob Dylan, Joni Mitchell etc
(10 house points)

Take part in a local traditional folk dance (Morris dancing, River dancing etc.)
(10 house points)

8	Texture Thick / Thin	How many layers there are and how they interact.
9	Meter On-beat / Off-beat	The method of measuring rhythm through time signatures, beats and bars.
10	Tempo Fast / Slow	The underlying pulse measured in beats per minute (BPM) with a metronome.
11	Dynamics Loud / Soft	The volume of an sound.
12	Timbre Clean / Distorted	The unique distinctive quality or colour of a sound.
13	Articulation Staccato / Legato	How the music is communicated e.g. spiky and detached or flowing and smooth.
14	Ornamentation Decorative / Plain	Decorative flourishes added to a performance e.g. melisma for a vocalist or tremolo for a violin.
15	Form Structured / Through-Composed	How a piece of music is put together e.g. through reoccurring sections like a chorus.

Year 7 – Music: Cycle A - Knowledge Organiser

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Physical Education – Ultimate Frisbee- Cycle A

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Identify	To recognise and name something or somebody	1	Attack	The players in a team who are in the position of trying to score a goal or win points
2	Describe	Account of something without reasons	2	Defence	The action or role of defending one's goal, basket, wicket against the opposition
3	Explain	Requires an example of a point. The answer must contain some linked reasoning	3	Outwit	To defeat or get the better of (someone) by being clever or cunning
4	Analyse	Break something down in to its component parts	4	Tactics	An action or strategy carefully planned to achieve a specific end
5	Calculate	Requires computation in relation to match data	5	Technique	A skill or ability in a particular field
6	Discuss	Required to explore the issue/situation/problem that is being assessed in the question context	6	Spatial awareness	To be or becoming aware of ones surroundings, especially in competitive situations to support your team in the best possible way
7	Evaluate	Review/analyse information, bringing it together to form a conclusion/judgement	7	Cardiovascular fitness	The ability to exercise the whole body for long periods of time
8	Strength	A good or beneficial quality or attribute	8	Foul	The action of breaking the terms of the laws within the game
9	Weakness	A disadvantage or fault	9	Teamwork	The combined action of a group, especially when effective and efficient
10	Justify	Give reasons for answers. This could range from a single response to extended writing answers, depending on question context.	10	Co-operation	The action or process of working together to the same end
			11	Communication	The successful conveying or sharing of ideas and feelings



Key Diagram	Challenge questions	
<p>Task 1. Draw and label a diagram of an ultimate Frisbee pitch.</p>	1.	Where is the local club closest to school for ultimate Frisbee?
 	2.	How many players are on a team?
	3.	How do you score in ultimate Frisbee?
	4.	Explain why ultimate Frisbee is an invasion game?
	5.	Create a 10-minute game which supports spatial awareness, ensure this is written out in prep book. Diagrams will be required.
	6.	What might the most important components of fitness be when playing Ultimate Frisbee?
7.	Justify whether agility or hand and eye coordination are more important to a Frisbee player.	

<p>Be brave, dig deep and discover</p>	<p>The National Governing body for Frisbee in the UK (see QR code above) https://www.ukultimate.com</p> <p>What type of diet should an elite ultimate frisbee player follow and can you explain why? How might interval training be beneficial for an ultimate frisbee player?</p> 
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Science: Year 7 Cycle A – Safety, Separating Mixtures and Living Things



Science Question Words

Tier 2 Word	Meaning
Calculate	Use numbers given in the question to work out the answer.
Conclude	Look at both sides of an idea and come to a decision.
Define	Say the meaning of something.
Describe	Recall some facts or processes in a scientific way.
Evaluate	Make points for and against an idea and come to a conclusion.
Explain	Say the reasons for something happening.
Label	Point out the correct names on a diagram.
Measure	Find the amount, size or degree of something.
Predict	Give a likely outcome.
Plan	Write a method.



Hazard Symbols

What do the COSHH symbols mean?

Dangerous to the environment	Toxic	Gas under pressure
Corrosive	Explosive	Flammable
Caution – used for less serious health hazards like skin irritation	Oxidising	Longer term health hazards such as carcinogenicity



Units

Quantity being measured	Unit in words and symbols	
Length	metre	m
Mass	gram	g
Time	second	s
Force	Newton	N
Temperature	degrees Celsius	°C
Speed	metres per second	m/s
Area	square metres	m ²
Volume	cubic metres	m ³

Statistic How to work it out.

Mode	The most frequent number
Median	The middle number when values are in numerical order
Mean	Add all the numbers together and divide by the number of numbers
Range	The largest number take away the smallest number

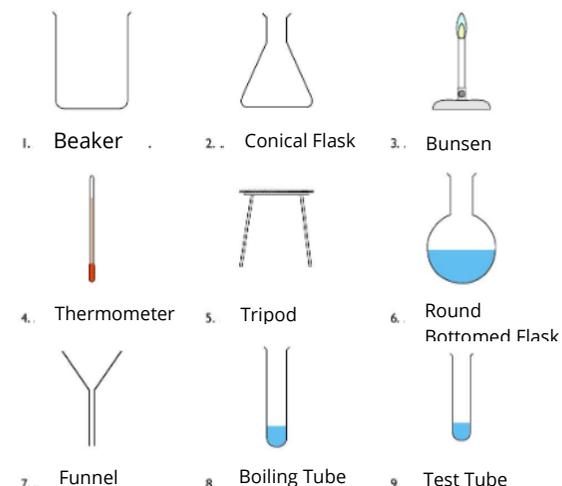
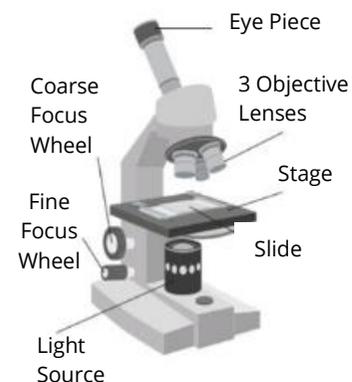


Experimental Words

Tier 3 Word	Meaning
Accurate	Close to the true value.
Reliable	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as repeatable .
Precise	Values are close together and close to the from the mean.
Variables	These are physical, chemical or biological quantities.
Control Variable	Control variable are the parts of the practical that have to be kept constant or monitored.
Dependent Variable	Dependent variable is the part of the practical that is measured.
Independent Variable	Independent variable is the part of the practical that is changed on purpose.
Prediction	A prediction suggests what will happen in the future.
A Fair Test	A fair test is occurs when only the independent variable affects the dependent variable.
Anomalies	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out)



Equipment



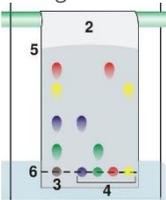
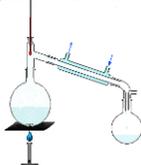
Science: Year 7 Cycle A – Safety, Separating Mixtures and Living Things



Separating Mixtures

Tier 3 Word	Meaning
Mixture	Two or more substances jumbled together but not joined. The substances in mixtures can be separated from each other.
Solute	The substance that dissolves in a solvent to make a solution.
Solvent	The liquid which a substance dissolves in to make a solution.
Solution	When a solute has dissolved in a solvent to form a solution.
Soluble	A substance that can dissolve in a liquid
Insoluble	A substance that cannot dissolve in a liquid
Solubility	The amount of substance that dissolves in a particular solvent at a particular temperature to make a saturated solution.

Examples of Separating Techniques

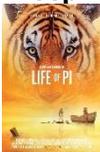
Filtration	Evaporation	Chromatography	Distillation
A technique to separate an insoluble solid from a mixture 	A technique to separate a soluble solid from a mixture. The mixture is heated and the liquid turns into a gas leaving the solute. 	A technique that separates dissolves substances in a mixture – using a solvent. 	A technique used to separate a liquid from a mixture evaporating and condensing the liquid to be collected. 

C

Challenge Questions

- Compare when you would use filtration vs. evaporation.
- Describe how you could investigate into how much salt was in 100ml of sea water.
- Write a method for a chromatography practical.
- Explain why you must use a pencil when drawing the base line in Chromatography.
- Explain why you would use Distillation instead of Evaporation.

Deep Dive:



Explore separating techniques on the STEM Learning Centre

Scan the QR code and watch the experiment videos.

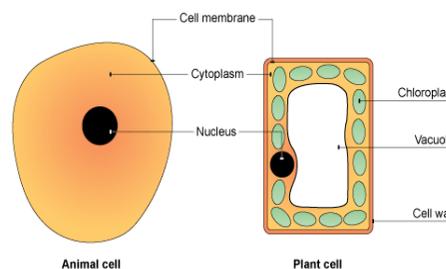
Read the Life of Pi by Yann Martel – a story of a young boy and his tiger stranded on a boat and take note of how they purify their water.



Living Things

Tier 3 word	Meaning	Example
Cell	The basic unit of all life.	<u>Animal</u> and <u>Plant</u> Cell
Tissue	A group of the same cells all doing the same job.	<u>Fat</u> and <u>Xylem</u>
Organ	A group of tissues that form a very important part of a plant or animal that has an important job.	<u>Heart</u> and <u>Leaf</u>
Organ System	A group of organs that work together to do an important job	<u>Circulatory System</u> & <u>Water transport System</u>
Organism	A living thing.	<u>Animal</u> and <u>Plant</u>

Parts of a cell	Job (Function)
Nucleus	Controls the Cell
Cell Membrane	Controls what goes in and out of the cell
Cytoplasm	Where chemical reactions take place
Chloroplast	Where photosynthesis takes place (makes food for the plant)
Cell Wall	Protects and Supports the cell
Vacuole	Contains substances like Cell Sap



C

Challenge Questions

- Explain the difference between a light and an electron microscope.
- Define Resolution.
- Explain why animal cells do not have a chloroplast.
- Describe how a bacteria cell different to a plant and animal cell.
- Draw a root hair cell and describe how it is adapted to absorb more water.

Deep Dive:

How was the microscope invented and developed?

Scan the QR to explore the development of the microscope



Explore the human body : Scan the QR code to explore the human body.



Watch First Life with David Attenborough on: naturedocumentaries.org

GRID 1

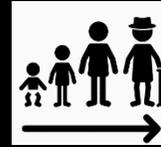
BE STRONG - Knowledge Organiser

Cycle A Topic: Me presento

A. ¿Cómo te llamas?
¿Cómo se llama?



B. ¿Cuántos años tienes?
¿Cuántos años tiene?



C. ¿De dónde eres?
¿De dónde eres?



PRONOUN	REFLEXIVE PRONOUN	VERB	PROPER NOUN	VERB	NOUN PHRASE	VERB	PREPOSITION	PROPER NOUN	
Yo (I)	Me (myself)	llamo (I call)	Antonio Juanito Miguel Dante Concha	Tengo (I have)	<ol style="list-style-type: none"> un año dos años tres años cuatro años cinco años seis años siete años ocho años nueve años diez años once años doce años trece años catorce años quince años dieciséis años diecisiete años dieciocho años diecinueve años veinte años 	Soy (I am)	de	Inglaterra Polonia / Somalia Italia / Alemania	
Él/ella (he/she)	Se (himself/her self)	llama (he/she calls)		Tiene (he/she has)		Es (He/she is)			España Argentina Bolivia Chile Colombia Costa Rica Cuba Ecuador El Salvador Guatemala Honduras México Nicaragua Panamá Paraguay Perú Puerto Rico Uruguay Venezuela República Dominicana
Ellos/ellas (they)	Se (Themselves)	llaman (they call)		Tienen (They have)		Son (They are)			

GRID 2

¿Cuándo es tu cumpleaños?



NÚMERO

P

MES

Mi cumpleaños es el (My birthday is the)	1 uno	30. treinta	de (of)	enero
	2 dos	31. treinta y uno		febrero
			marzo
	21. veintiuno			abril
	22. veintidós			mayo
	23. veintitrés			junio
	24. veinticuatro			julio
	25. veinticinco			agosto
	26. veintiséis			septiembre
				octubre
				noviembre
				diciembre



VERB	INDEFINITE ARTICLE + NOUN	ADJECTIVE
<p>E. ¿Qué quieres?</p> <p>Quiero (I want)</p> <p>Necesito (I need)</p> <p>Hay (There is)</p> <p>¿Tienes..? (Do you have...?)</p> <p>¿Quieres...? (Do you want...?)</p> <p>En mi estuche tengo</p>	<p>un cuaderno (an exercise book)</p> <p>un lápiz</p> <p>un sacapuntas (a sharpener)</p> <p>un bolígrafo (a pen)</p> <p>un libro (a book)</p> <p>una goma (a rubber)</p> <p>una hoja de papel (a piece of paper)</p> <p>una regla</p> <p>libros (reading books)</p> <p>dos cuadernos</p> <p>tijeras (scissors)</p> <p>tres gomas</p>	<p>rojo/a (red)</p> <p>amarillo/a (yellow)</p> <p>negro/a (black)</p> <p>naranja (orange)</p> <p>rosa (pink)</p> <p>azul (blue)</p> <p>verde (green)</p> <p>gris (grey)</p> <p>marrón (brown)</p> <p>rojos/as (reds)</p> <p>azules (blues)</p> <p>verdes</p>
	<p>SINGULAR NOUNS</p> <p>PLURAL NOUNS</p>	

Verb (opinión)	Definite Article + Noun
Me encanta (I love)	el rojo (the red)
Me gusta mucho (I like a lot)	el fútbol
Prefiero (I prefer)	el chocolate
No me gusta (I don't like)	la escuela (the school)
Odio (I hate)	la natación (the swimming)
Le gusta (He/she likes)	los animales
Odia (He/she hates)	las vacaciones

Challenge Translations/Questions

- Translate into English:** ¡Hola! Soy Inaki y tengo doce años. **Debo admitir que** Mi artista favorita es Pablo Picasso porque es fantástico. ¿Y tú?
- Translate:** What is she called? She is called Frida Kahlo and she is from Mexico. **I would say that** she likes animals but she hates swimming.
- Record yourself saying** this in Spanish: Hello! My name is Miguel but my dog is called Dante. I am from Mexico and I'm 11 years old. Email it to the teacher.
- Translate into Spanish:** A: Hello! How are you? Do you want a green pen? B: No thank you. I need a black pen. Do you have a black pen?
- Explain some of the symbols on **the map of Spanish-Speaking world in your Cycle A Booklet**. What do they represent?

Dig Deeper: Find out more about the Spanish-Speaking World and read short stories in Spanish

- <https://readon.myon.co.uk/library/search.html> (search the below books)

 - Spain: A Benjamin Blog and His Inquisitive Dog Guide:** Visit some of the most famous places in Spain and find out more about Spanish culture. *Write about 5 interesting facts from the book.*
 - ¡Tú sabes contar!** or **¡Bienvenidos a México!** (listen in Spanish by clicking on the speakerphone)
 - Read other Spanish books by searching **"Spanish"**
- Watch the film *Coco* (in Spanish with subtitles if possible!).



Tier 2 Vocabulary			Tier 3 Vocabulary		
1	design task/design brief	Project developed by a person or team (the 'designer' or 'design team') in consultation with the 'client'.	1	specification	Is often a list of details of technical standard required for a product.
2	mind map	A diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.	2	design development cycle	Is used during the development of a project, it describes the different stages involved in the project from the drawing board, through to the completion of the project.
3	mood board	A mood board is a type of visual presentation or collage consisting of images, text, and samples of objects in a composition	3	fabric construction	Fibres are spun to form yarns which are then used to produce the variety of fabrics we use.
4	theme board	A theme board is a collage, which has inspiration from a certain topic.	4	animal or plant fibres	Natural fibres come from animal or plants. Manufactured or Made fibres may come from coal or oil, or they can be waste fibres, which are bonded together with a chemical.
5	health and safety	Regulations and procedures intended to prevent accident or injury in workshops or Food rooms	5	product analysis	Is conducted by potential buyers, by product managers attempting to understand competitors and by third party reviewers.
6	pattern cutting	Is making a basic pattern, to your specific measurements, that you can adapt to make different styles or trousers, skirts or bodices	6	design specification	Using the brief as a starting point for research, a specification can be written when more facts are known. Information needs to be found through research to help produce early design solutions and improvements.
7	texture	This describes the surface quality of how different fabrics feel	7	initial design idea	Are an opportunity to explore possible solutions that meet the design brief. Initial drawings do not need to be perfect and can be quick 'concept' sketches. Annotation should be added to explain your ideas in detail and depth.
8	fibres	Fibres are the hairs that are put together to make fabric.	8	final design idea	Design idea may show a range of different images you are thinking of using for one final outcome as shown in the two examples
9	Sewing machine	A machine with a mechanically driven needle for sewing or stitching cloth.	9	final design evaluation	Evaluating your final designs explain any faults and improvements
10	bobbin	A bobbin is a spindle or cylinder, on which yarn, OR thread is wound. Bobbins are typically found in sewing machines	10	making	Completing your final product through practical lessons.
Challenge Questions			11	Production flowchart	Step by step guide on how you produced your final product

<ol style="list-style-type: none"> 1. WHAT IS THE DIFFERENCE BETWEEN A MOOD BOARD AND A THEME BOARD? 2. WHO INVENTED THE SEWING MACHINE AND IN WHICH YEAR? 3. LIST 5 HEALTH AND SAFETY RULES IN THE TEXTILES ROOM? 4. WHAT IS AN UNPICKER USED FOR IN TEXTILES TECHNOLOGY? 	12	calico fabric	Is a plain-woven textile made from unbleached and often not fully processed cotton
	13	wadding	An animal based natural fibre from sheep. For stuffing toys and cushions with natural fibres.
	14	fabric scissors	Fabric scissors or fabric shears as they are more commonly referred to are the main tool used for cutting out your fabric.
	15	dress making pins	Helping you fix your garments and fabrics until you're ready to stitch.

EXPLORE the world of Technology!

Visit the Design Museum or Science Museum to get inspired. If you cannot make it there in person you can often take Virtual Tours or Museum websites. These websites have specific pages for young people where you can engage in design activities while exploring the history of design.

[Take a look:](#)

Design Museum

The Design museum is a museum in Kensington, London, which covers product, industrial, graphic, fashion and architectural design. In 2018, the museum won the European Museum of the Year Award.

<https://designmuseum.org/>

The Science Museum

The Science museum is a major museum on Exhibition Road in South Kensington, London. It was founded in 1857 and today is one of the city's major tourist attractions, attracting 3.3 million visitors annually.

<https://www.sciencemuseum.org.uk/>

