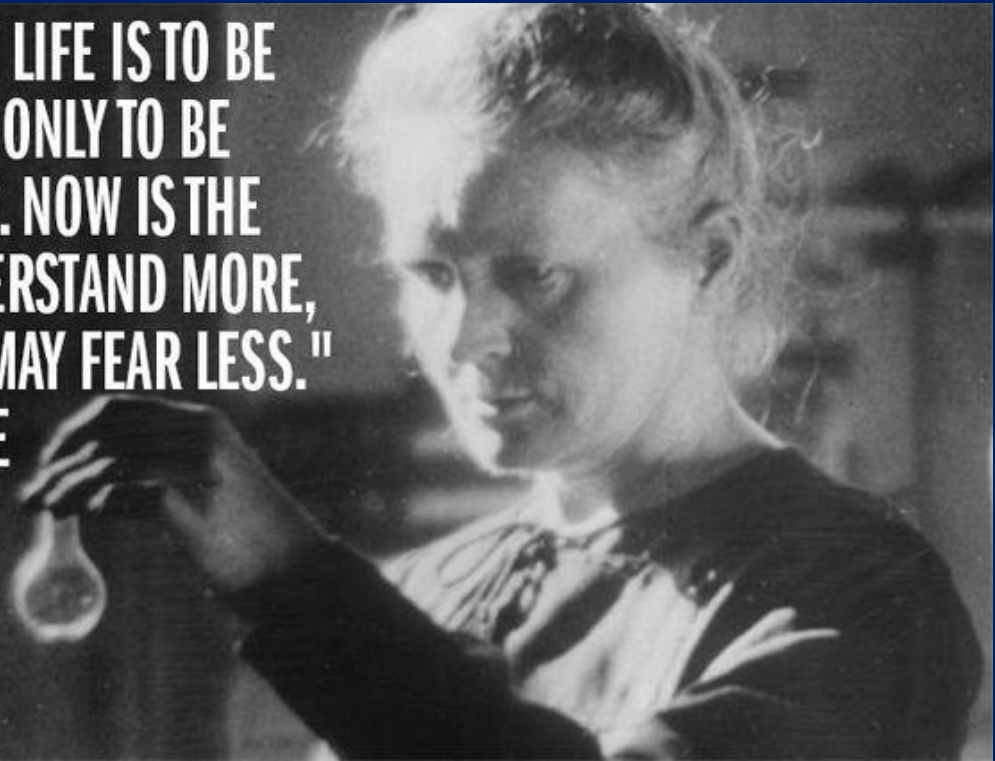


"NOTHING IN LIFE IS TO BE
FEARED, IT IS ONLY TO BE
UNDERSTOOD. NOW IS THE
TIME TO UNDERSTAND MORE,
SO THAT WE MAY FEAR LESS."
-MARIE CURIE



Student Name _____

Form _____

Knowledge Organisers
Cycle D – 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.

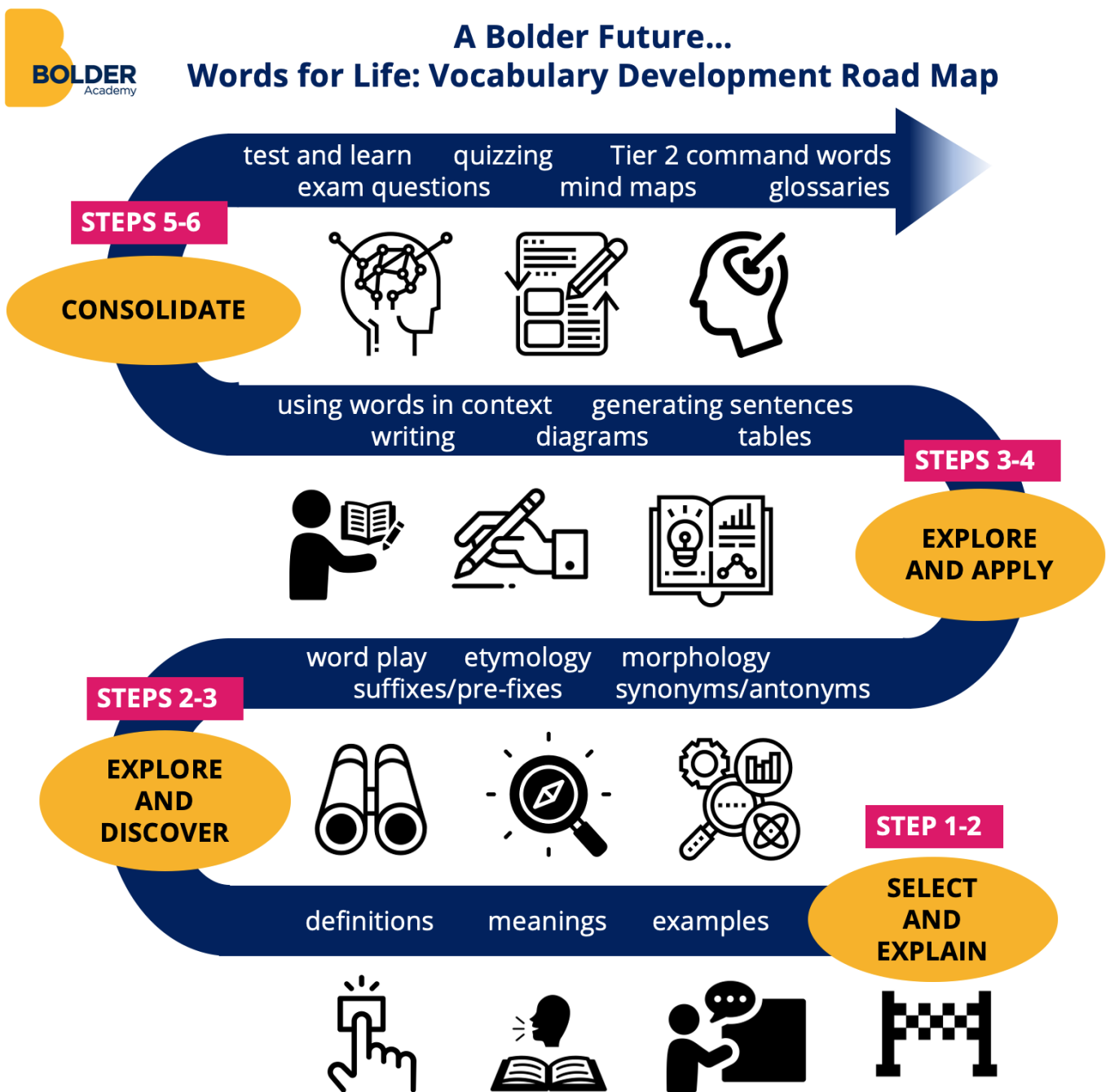
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

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

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.

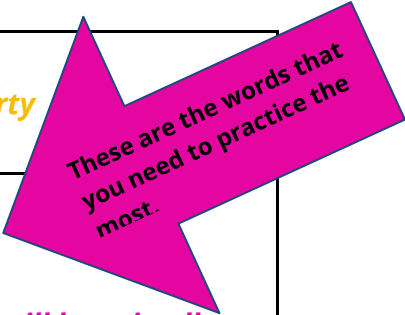
[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[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 style="text-align: center;"><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 style="text-align: center;"><u>*Tier 2 Words* (Academic Vocabulary)</u> Sophisticated words that fit into lots of subjects.</p> <p style="text-align: center;"><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 style="text-align: center;"><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.

Word Histories: Etymology

Etymology is the study of the origin of words and the way in which their meanings have changed throughout history.

Did you know that the majority of complex vocabulary has Latin and Greek origins? For some of your vocabulary tasks you might be asked to look at where words come from and how words are created. Use these tables to help you.

Common Greek Roots

Greek Root	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hyper	over; above; beyond	hyperactive, hyperbole
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer

Common Latin Roots

Latin Root	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

Timetables

7A

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	History	Culture and Society	Maths	Technology	English
Subject 2	Computer Science	Creative Arts	Spanish	Science	Geography

7B

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Computer Science	Culture and Society	Maths	Technology	English
Subject 2	History	Creative Arts	Spanish	Science	Geography

7C

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Computer Science	Geography	Technology	Spanish	English
Subject 2	Maths	Creative Arts	Culture and Society	Science	History

7D

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Creative Arts	Culture and Society	Computer Science	Technology	English
Subject 2	Maths	Geography	French	Science	History

7E

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Geography	Culture and Society	Computer Science	History	French
Subject 2	Creative Arts	Maths	Technology	English	Science

7F

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	History	Science	Computer Science	Technology	French
Subject 2	Creative Arts	Maths	Culture and Society	English	Geography

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
<div style="border: 1px solid black; border-radius: 20px; height: 300px;"></div>	<div style="border: 1px solid black; border-radius: 20px; height: 300px;"></div>	<div style="border: 1px solid black; border-radius: 20px; height: 300px;"></div>

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

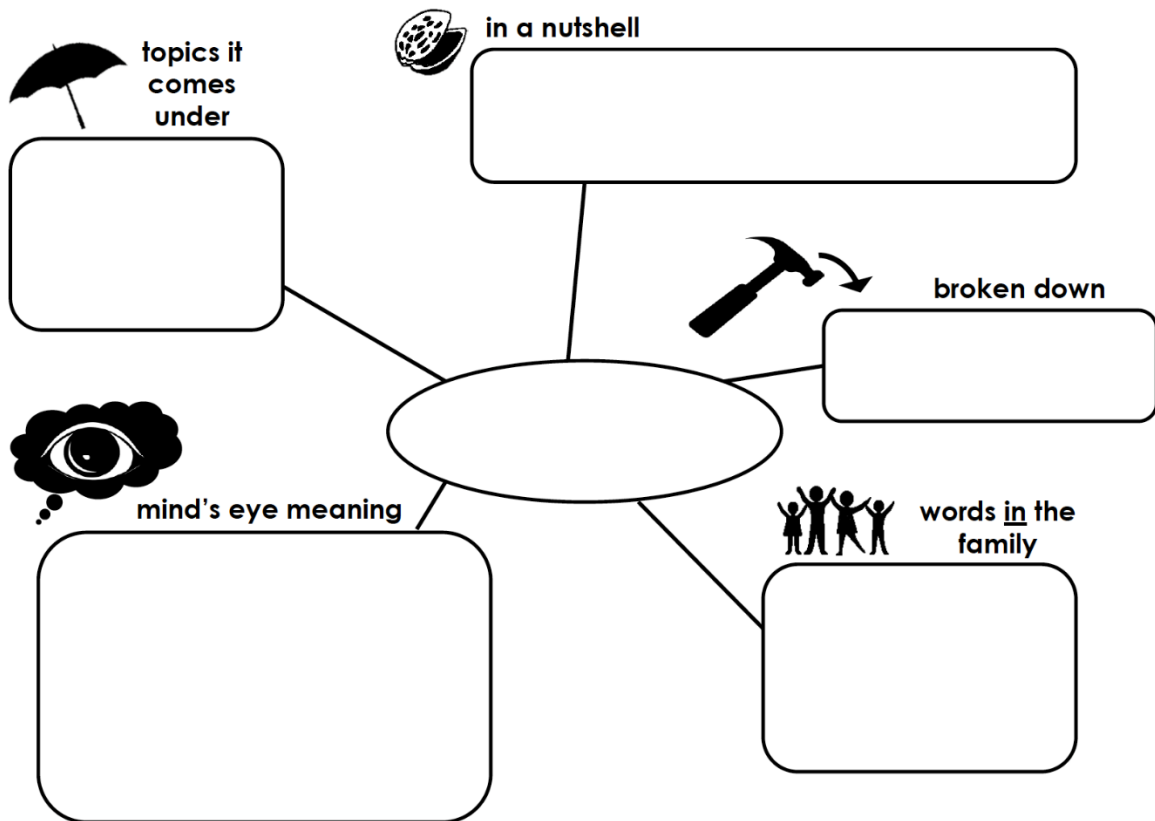
SELECT AND EXPLAIN – Key words in a text

Your teacher will give you something to read at home, fill in the table to show your understanding of the key words that you find in the text:

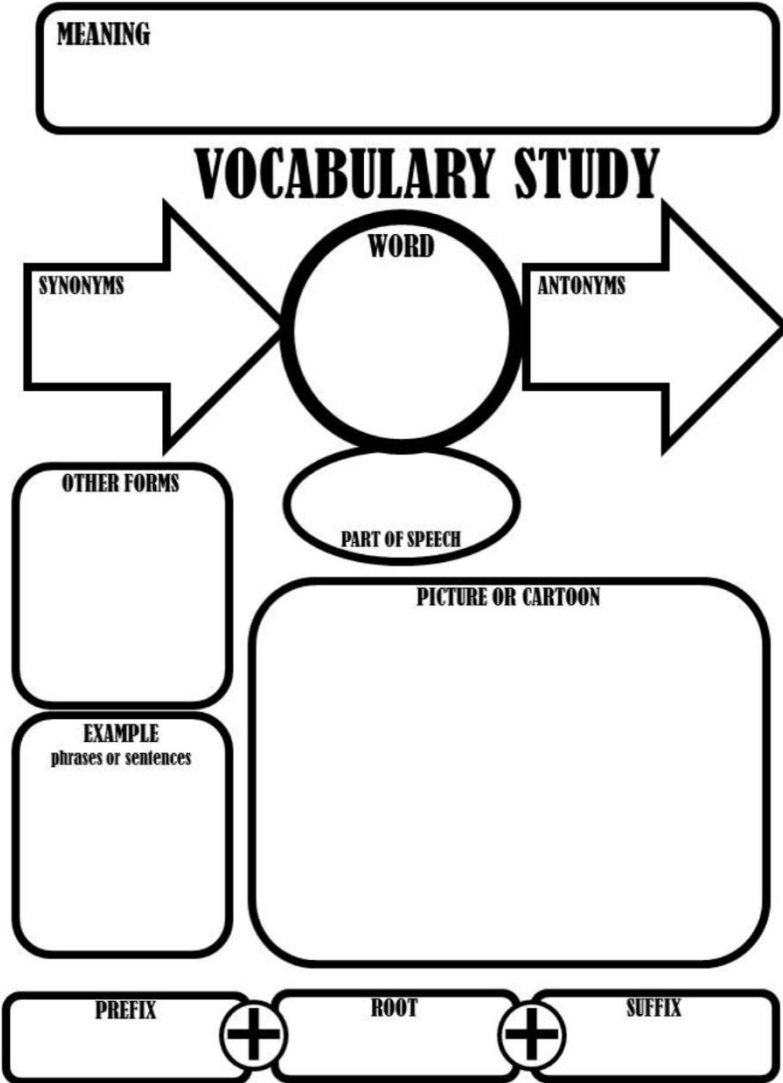
Important words in the text	Tick if this is an unknown word	Tick if you already know this word	Meaning of the word	Use the word in a new sentence

SELECT AND EXPLAIN – 'In a nutshell'

Your teacher will give you new words to learn – make maps like this to try to explain it.



EXPLORE AND DISCOVER – Vocabulary study



EXPLORE AND DISCOVER – Alliterative sentence generator

Your teacher will give you some words – put them in the correct part of the table and create alliterative sentences to play with the word. Each word must start with the same letter. This is really good for helping you remember new words!

	ADJECTIVE	NOUN	ADVERB	VERB	ADJECTIVE	NOUN
b	big	boys	brutally	bash	bald	bullies

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

WORD:	Transform it! Transform the word into an image to help you remember it.	Use it! Use the word in three different sentences that you can use in your own work: 1. 2. 3.
Etymology (Research the word origins)		
Link It! Can you link the word to any vocabulary you already know?	Take It Further! How does this word link to your current topic?	

EXPLORE AND DISCOVER – 3 Truths and A Lie: Etymology

Your teacher will give you a word from your knowledge organiser with three truths and lie about the origins and etymology of that word.

English Example:

Pathos

Pathos makes you feel sadness or pity.
Pathos is a famous character in Greek mythology.
Pathos originally comes from the word suffering.
Pathos is a noun.

ANSWER: I think the lie is that pathos is a character from Greek mythology. This is a lie because pathos is not a character it is usually the part of the play where an audience feels sadness. It does however originate from Greek tragedy but it is not a character.

Ubiquitous

Ubiquitous is kind of like the plague. Even if you don't like it, you can't get rid of it.
Ubiquitous is an adverb.
Ubiquitous is similar to the words "pervasive" and "universal."
If cockroaches were ubiquitous, I'd move to Mars.

ANSWER: I think the lie is that ubiquitous is an adverb because it is actually an adjective which describes something appearing everywhere.

EXPLORE AND APPLY – First, Second, Last

Your teacher will give you a key word. You need to put it into three different sentences: 1st where the word goes at the beginning of the sentence, 2nd where the word is the second word of the sentence, 3rd where the word is the last word in the sentence.

Example for PE:

(First):

Endurance music is often used during our workout sessions in the gym.

(Second):

The **endurance** of Rafael Nadal was unending in the U.S open final as against his archrival Novak Djokovic.

(Last):

Patience is an attribute of **endurance**.

EXPLORE AND APPLY – Slow Writing

Your teacher will give you 6 of these slow writing prompts and some key words from your knowledge organiser. You must use them to write a paragraph on a topic you are given – using the 6 sentences.

Examples of sentences your teacher might give you:

Your sentence will start with the word 'when'	Your sentence will include a quote
Your sentence will start with an adverb (ends in ly)	Your sentence will include a metaphor
Your sentence will include a simile	Your sentence must be 17 words long!
Your sentence will start with the word 'despite'	Your sentence will have at least two commas in it
Your sentence will include an 'expert' opinion	Your sentence will have three words in it
Your sentence will include a fact or statistic	Your sentence must have three adjectives in it
Your sentence will include a clause that starts with the word 'however'	Your sentence will have a colour in it

WRITING FRAMES - Your teacher will set you a writing task that you need to plan - make sure you use the correct writing frame dependent on the task.

EXPLORE AND APPLY – Writing to explain

Writing to explain: Writing frame for explanation writing:

Your teacher might set this to help you revise for a topic and to check your understanding. Your teacher will provide you with the key words you need to use or the key word you are explaining.

Examples your teacher could give you:

- A maths equation or problem
- A scientific problem or experiment
- A moment from a book or something you read in class

Title/key vocabulary I need to use:
Describe what you are explaining (try and use the words how and why):
Explain what it is (use subheadings if necessary):
What happens (remember it is important to explain events in time order)?
Why does it happen?
How does it happen?
Explain the result (use time based connective, e.g. next...)
Conclusion:

EXPLORE AND APPLY – Writing to recount

Writing to recount:

Your teacher will give you a factual or fictional event that you need to recount. For example this could be:

- An experiment in Science
- An event in history
- A moment from a book

Title/key vocabulary I need to use:
What happened? Remember to describe events in sequential order, use verbs in the past tense and write in either the first or third person.
Where did it happen? Use time-based connectives
Who or what did it involve?
What was said or shared?
How did it end?
Conclusion. An important paragraph that should highlight the importance of these incidents.

EXPLORE AND APPLY – Writing to advise

Your teacher will give you a new topic, scenario or topic you need to revise:

For example you might be given:

- A topic to advise people on – something you may have learned in culture and society or Geography.
- You might need to give advice to a fictional character.
- You might be asked to give advice to someone on how best to learn something or complete something.
- You might be given a problem scenario and you need to give advice on how best to solve it.

Title/key vocabulary I need to use:
Explain what you are advising:
Explain why you are advising this: (Do X first...then you might want to consider)
Be encouraging-give evidence that this is best for them. (Don't worry...be positive...alternatively....)
Give a choice of alternatives.
Explain the outcome if they do as you have advised.
Conclusion. End by encouraging your reader to carry out the advice you have suggested.

EXPLORE AND APPLY – Creative writing plan

Your teacher might ask you to plan a piece of creative writing on a topic. Plan your ideas carefully

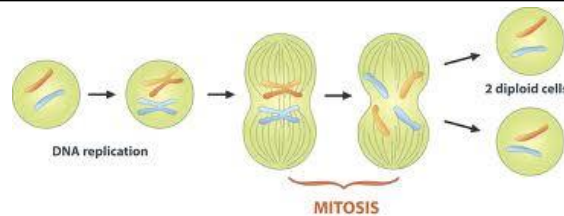
using this table.

Title:
Who are the characters? Why will we want to read about them?
Where does the action happen?
Plot?
Twist?
Ending?
Key vocabulary I will use:

CONSOLIDATE – Vocabulary concept cards

Create vocabulary concept cards to help you revise for your topic. You could include key information, diagrams, quotations, word parts – anything that will help you remember the words.

Divides the chromosomes in a cell nucleus



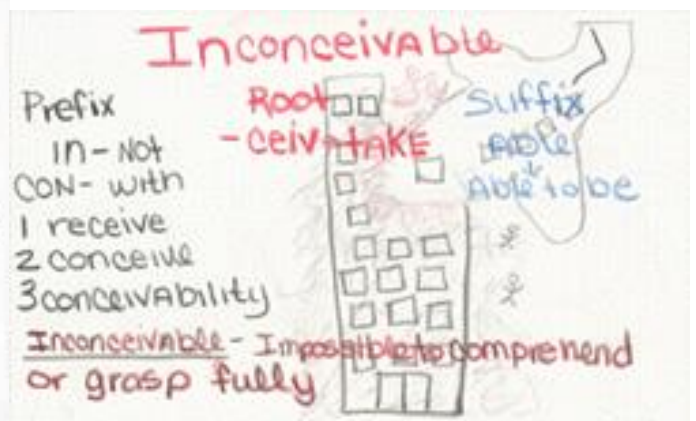
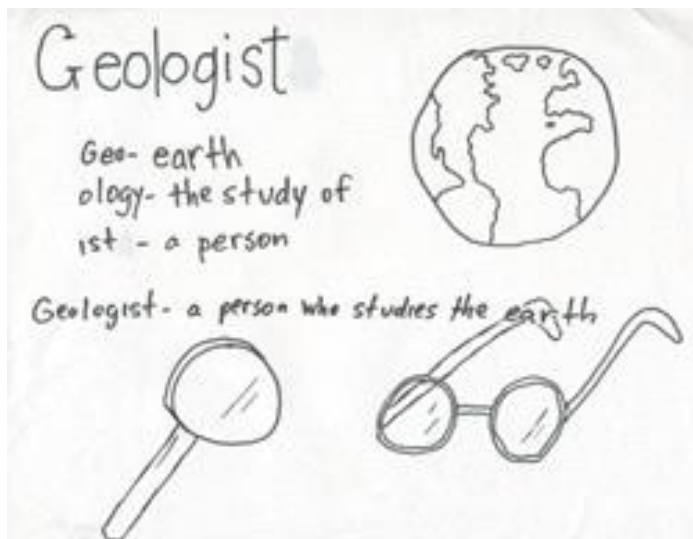
Mitosis

process by which a cell, which has previously replicated each of its chromosomes, separates the chromosomes in its cell nucleus into two identical sets of chromosomes, each set in its own new nucleus

Cellular division

Meiosis

Mitosis

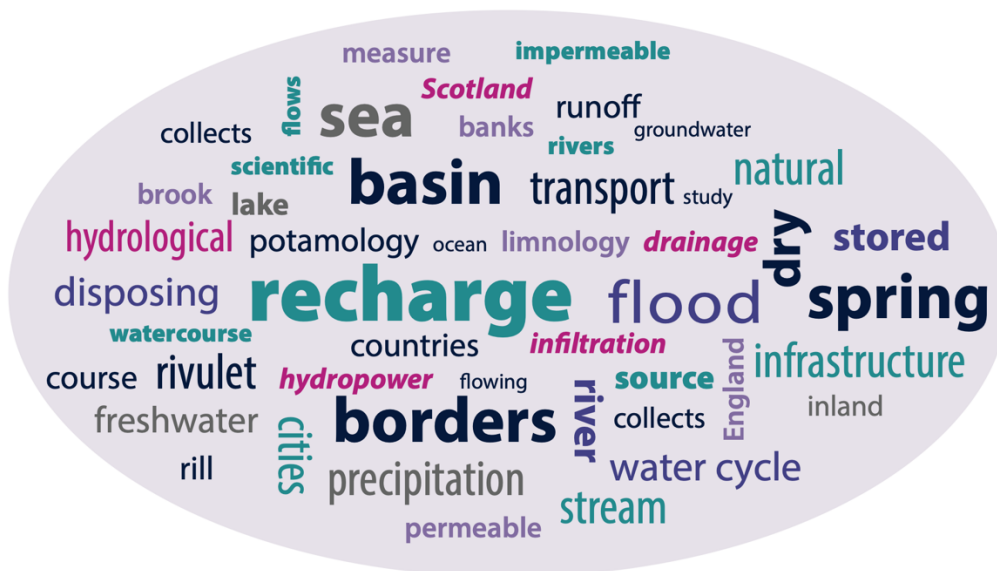


CONSOLIDATE – Word Clouds

Revise a topic by creating a word cloud. The most important words that you need to remember should be the biggest. Use the website:

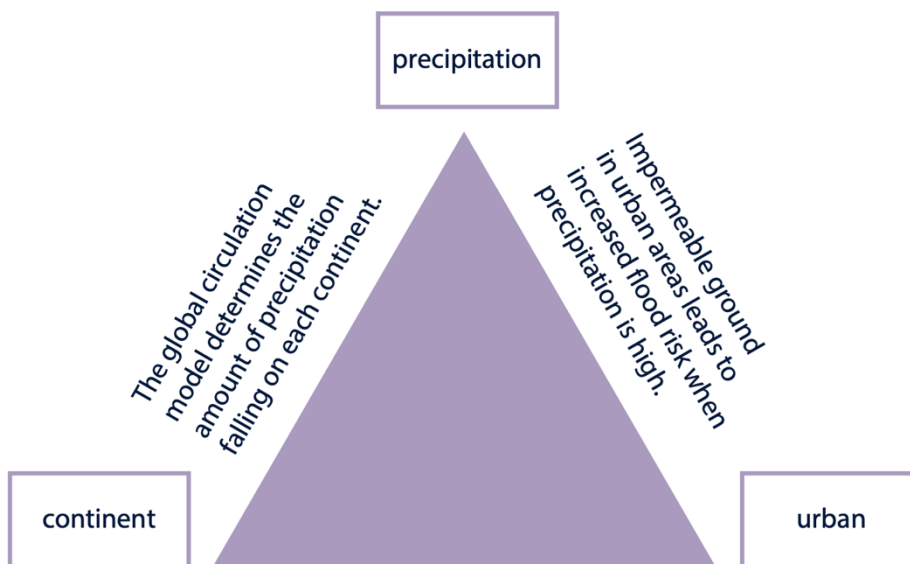
<https://www.wordclouds.com> for inspiration.

Geography Example:



CONSOLIDATE – Triangle Links

Your teacher will give you three key words. You need to put them into a triangle with the most important word at the top. Write a linking sentence along each of the sides of the triangle.

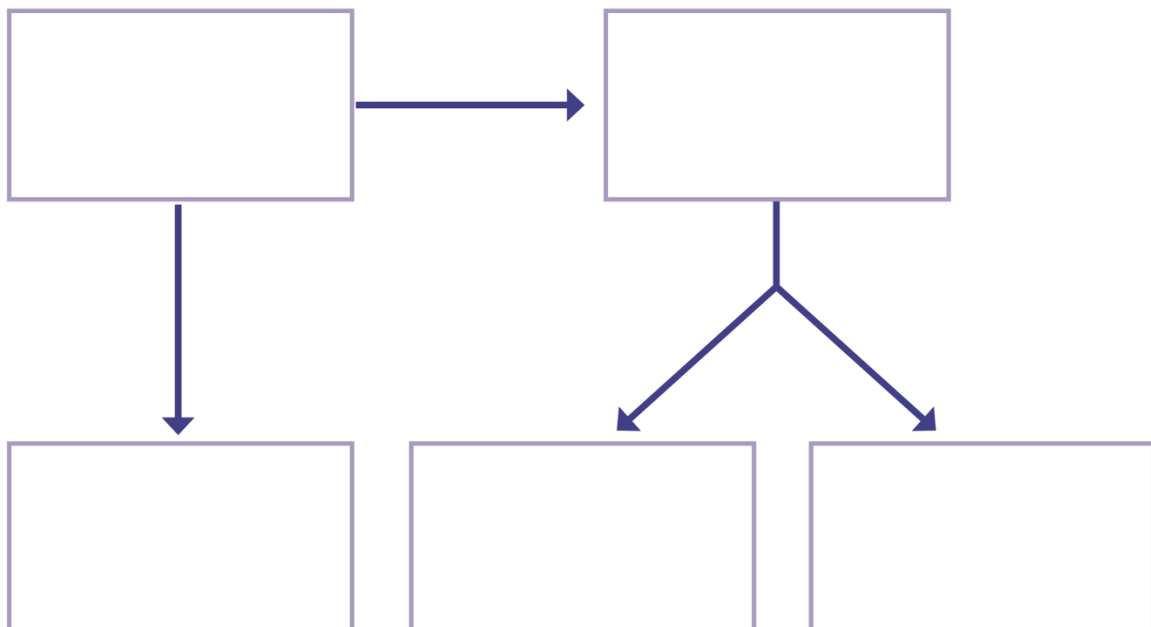


Rural–urban migration and the process of urbanisation is happening at a faster rate in LIDC cities (mostly in Africa, Asia, and South America).

CONSOLIDATE – Concept mapping

Your teacher will give you a set of terms from your knowledge organiser. Your task is to arrange them onto a page and demonstrate the links between the words. Explain the links between them by writing along the arrows. Challenge yourself to put the words in an order using the template.

Science Example:



Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.



Will say:

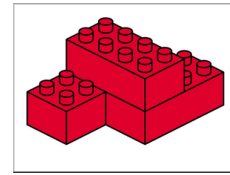
"I would like to start by saying..."

"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:


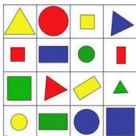


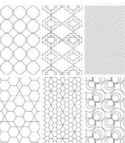

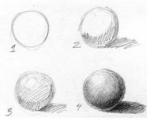
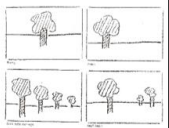

"Overall, the main points covered were..."

"In summary..."

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

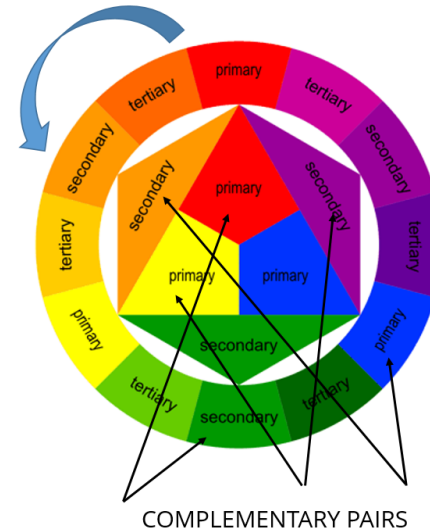
Year 7 Art Knowledge Organiser

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 an 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 an 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	TOPE
<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> 

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.

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 while 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/>

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

BE STRONG - Computing Knowledge Organiser

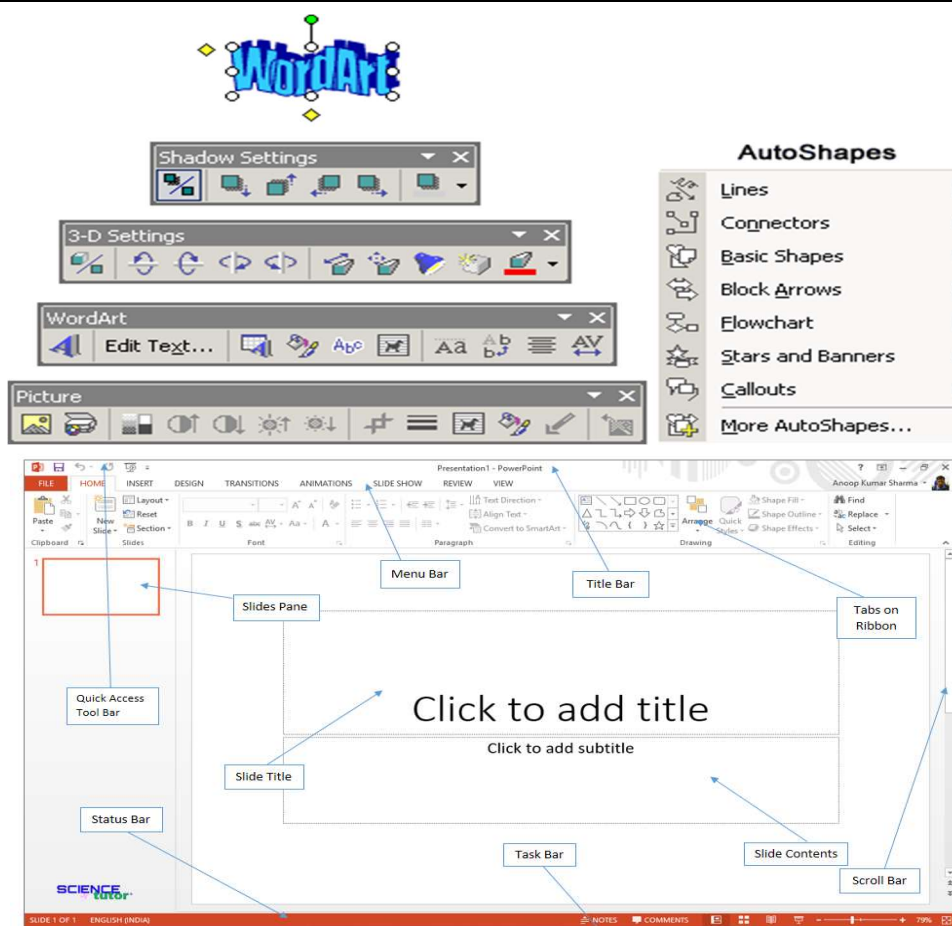
Topic: Software Project

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.



Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Pioneer	Someone who develops or is the first to apply a new method, area of knowledge or activity (cq1)	1	ENIAC 6	Six females who programmed the first general purpose computer (cq2)
2	Contribution	Something given in order to help achieve or provide something; helped to cause or bring about (cq1)	2	Animate/Animation	The manipulation of an image to create a moving effect. (cq4)
3	Significant	Great or important to be worthy of attention; noteworthy	3	Slideshow	A presentation which is based on a display of projected images/texts on slides
4	Evolved	Developed / changed gradually (typically for the better)	4	Software	Programs and apps e.g. PowerPoint and Publisher
5	Presentation	A speech or talk in which a new product, idea or piece of work is shown and explained to an audience. In Microsoft we use PowerPoint as our presentation software.	5	Colour Scheme	An arrangement of combination of colours, used consistently.
6	Theme	The subject of or a particular idea/setting which is repeated	6	White Space	A section that is unused or space around an object.
7	Format	The way in which something is arranged or set out. You can add formatting effects such as colour, bold, underline etc.	7	Footnote	An additional piece of information printed at the bottom of the page
8	Alignment	It's position on a page – e.g. left, or center aligned.	8	Comments	To add additional information/guidance on a piece of software
9	Preview	To view something before it's finalised	9	Custom [format]	A uniquely designed format
10	Feature	An attribute (characteristic) or aspect of something (cq5/6)	10	Transition	The process of changing from one condition to another (cq4)
11	Template	A preset format (it's already made) for a document or file (cq7)	11	Morph	Change smoothly from one image to another – transition effect.
12	Effects	A change, e.g. sound, lighting or movement added to an object.	12	Handout	A piece of printed information given to an audience.
13	Automatic	To be performed without human input, it occurs on its own (cq3)	13	Artefact	An object made by a human
14	Manual	To be done/controlled by human input (cq3)	14	Algorithm	A series of ordered instructions to complete a task.
15	Resource	A supply of materials to help assist your audience (cq9)	15	Variable	A temporary storage location, containing a value that can change during the running of a program,
16	Adapting	Changing requirements to fit individual needs. (cq8)	16	Programming constructs	As seen in cycle B, this is code used to control the order/flow of instructions . 3 constructs we need to know are sequence, selection and iteration. (cq11)
17	Accessible	Able to be accessed (used) by everyone.(cq8)			

Key Diagram



- 1 Who is known as the father of computing? Name three facts about him. Name three other **pioneers** and their **significant contributions**. Are any **obsolete**?
- 2 Female pioneers are underrated. **Explain** your view on this statement.
- 3 Consider input devices. Provide examples of both **manual** and **automatic** input devices.
- 4 Name and explain five different **animations** and **transitions** using PowerPoint.
- 5 Draw a table outlining the strong and weak **features** of a **presentation**.
- 6 How do **features** compare to benefits? Provide examples
- 7 Compare the pros and cons of a **template** versus a **custom format**.
- 8 A child is blind. Explain how your **presentation/ resources** may be **adapted** to consider **accessibility**.
- 9 Name another additional need and how the resource you're providing may be **adapted**.
- 10 Other than advertising, name some careers which benefit from presentation and/or publishing **software**.
- 11 Create your own program on **Edublocks**. **Can you use all the constructs? (c)**
- 12 Create a mindmap on key words throughout this topic. How many links can you make to previous content (c)?

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

Keyboard shortcuts:

- CTRL C - Copy
- CTRL X - Cut
- CTRL V - Paste
- CTRL Z - Undo
- CTRL S - Save
- Windows E - open file Explorer
- Windows L - locks screen

Look at the first computer here:
<https://www.youtube.com/watch?v=Hfdg3hI4bkM>
 See computing pioneers here:
<https://www.computerhope.com/people/index.htm>
<https://www.tynker.com/blog/articles/ideas-and-tips/10-reasons-kids-should-learn-to-code/> - <https://www.raisesmartkid.com/6-to-10-years-old/5-articles/benefits-learning-code-kids> - can you create a resource to demonstrate why we should learn to code? **C**

Building Tension

Tension is important for creating suspense and hooking in your audience! Try using the techniques below to create tension in your performances.

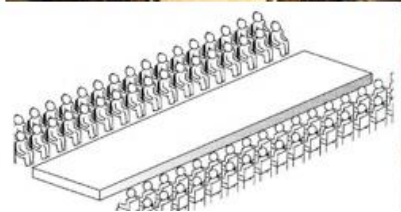
- 1. pause** - adding a pause or moment of stillness can create tension, as the audience are kept waiting to see what will happen next.
- 2. proxemics** - moving closer to another actor suggests that something is about to happen, which builds tension.
- 3. eye contact** - making direct eye contact with another actor or the audience engages them or shows them who you are communicating with.
- 4. body language** - your body language is a vital tool for communicating your emotions towards another character.
- 5. status** - showing your status is crucial in performance. Your status is the amount of power/control your character has in any given moment. This can change throughout your performance, depending on what happens to your character or who they are on stage with.

Types of Stages

Thrust stage



Proscenium Arch

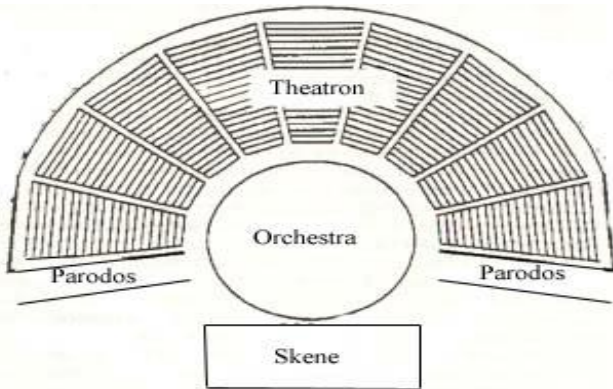


Tier 2 Vocabulary	
Emotion	A strong feeling.
Contribution	To suggest ideas and add information in order to help achieve something
Describe	Give a detailed account of something.
Justify	To show yourself to be right by explaining your reasons.
Analyse	To look at something very closely in order to explain it
Evaluate	Explain why something is good or bad.
Creativity	Using your imagination and original ideas to make something
Precision	Doing something accurately.
Atmosphere	The mood or feel created by something.

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 at which you talk e.g. slow or fast.
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.)
Tension	When you create emotional or mental strain for the audience.
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
Flashback	Showing what happened in the past.
Physical theatre	A form of theatre that puts emphasis on movement rather than dialogue.
Hot seating	A character or characters are interviewed by the rest of the group.

GREEK THEATRE

The function of the Greek Chorus is to tell the story, comment on the action and react to the experiences of the characters. They speak at the same time.



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?

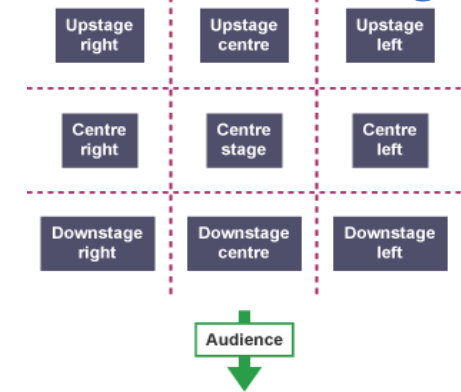
TOP TIPS FOR CREATING:

- ✓ 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)

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!

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.

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 3: Nature Poetry

Tier 2 Vocabulary		
1	dignity	The quality of being worthy of honour or respect.
2	strutting	Walking around as though you think you are important.
3	Conscience	A person's moral of what is right and wrong, viewed as acting as a guide to their behaviour.
4	Untameable	Not capable of being controlled.
5	God-like	Resembling God.
6	symbolises	Represents something else.
7	interpretation	One way of explaining the meaning of something.
8	elusive	Difficult to find, catch, or achieve.
9	Pads (verb)	To walk around quietly as if your feet were padded.
10	suggests	To cause one to think that (something) exists or is the case.
11	inference	A conclusion reached on the basis of evidence and reasoning.
12	seize	To take hold of suddenly and forcibly.
13	anvil	A heavy iron block with a flat top on which metal can be hammered and shaped.
14	crag	A steep or rugged cliff or rock face.
15	gaped	Wide open.

Tier 3 Vocabulary		
1	The natural world	All of the animals, plants, and other things existing in <i>nature</i> and not made or caused by people.
2	Simile	When you compare something to something else using 'like' or 'as'.
3	Structure (of a poem)	The order of events in a poem.
4	metaphor	A metaphor is a word or a phrase used to describe something as if it were something else.
5	The tenor (in a metaphor)	The tenor is the subject of a metaphor.
6	The vehicle (in a metaphor)	The vehicle is the imaginative, comparison element of a metaphor.
7	The ground (in a metaphor)	The ground is the common feature between the tenor and the vehicle.
8	Natural imagery	The author's use of animals, landscapes, and atmospheric conditions to help the reader visualise the scene.
9	Stanza	A group of lines in a poem.

Key words and phrases	
Couch potato	This phrase would be used to describe someone lazy.
Harbour	An area of water near the coast where ships are kept.
Haunches	The rear legs of an animal with four legs.
Dog-rose	A dog-rose is a type of flower. It is very common in British gardens.
Elusive	Something that is difficult to achieve or to get hold of.
Briars	Briars are wild bushes with long stems and sharp thorns.
Delve	This is to search to try to find something.
Hedgerows	These are hedges that mark the edges of fields in the countryside.
Scolded	To be told off.
(to be given) the hazel switch	To be caned.

Year 7 English Term 3: Nature Poetry

The poems and their key metaphors	
	'Fog' – Carl Sandburg, 1878 – 1967 'The fog comes on little cat feet '
	'November Night' – Adelaide Crapsey, 1878 – 1914 'like steps of passing ghosts ,/ The leaves , frost –crisp'd, break from the trees and fall'
	'Dreams' – Langston Hughes, 1902 – 1967 '... if dreams die / Life is a broken-winged bird / That cannot fly '
	'Sally' – Phoebe Hesketh, 1909 – 2005 ' She was a dog-rose kind of girl:/ Elusive, scattery as petals '
	'Frogs' – Norman MacCaig, 1910 – 1996 'In mid-leap they are/ parachutists falling / in a free fall ' '... their ballet dancer's / legs '
	'Pigeons' – Richard Kell, 1927 – 'small blue busybodies / Strutting like fat gentlemen ' ' their heads like tiny hammers '
	'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892 'And like a thunderbolt he falls '
	'The Tyger' – William Blake, 1757 – 1827 ' Tyger, tyger burning bright'
	'A Case of Murder' – Vernon Scannell, 1922 – 2007 ' The cat , half-through, was cracked like a nut ' '... the wound of fear gaped wide and raw' '... the huge black cat pads out' (the cat turns from tenor into vehicle for the bov's fear)

Challenge questions

1.	What is a metaphor?
2.	Write down three examples of your own metaphor, labelling the parts.
3.	What does the following quotation tell us about pigeons: 'they [pigeons] fountain into the air'?
4.	What does the following quotation tell us about the eagle: 'The wrinkled sea beneath him crawls'?
5.	What does the following quotation tell us about the tiger 'Tyger tiger, burning bright'?
6.	What does the following quotation tell us about Sally 'She was a dog-rose kind of girl'?
7.	Write a summary of three of the poems.
8.	Who was William Blake? Why was he such a famous poet? Why is he still popular today?
9.	Think of a story you know or have recently read. Change it into poetry. Maximum 30 lines.
10.	Why do you think animals are such a good subject for poetry?
11.	Write your own poem about an animal. Maximum 30 lines.

KEY DIAGRAMS AND QUOTES

William Blake was an avid painter.

He studied engraving and grew to love Gothic art, which he used into his own unique works.

Many of his poems are accompanied by paintings, such as the one pictured here.



BE BRAVE, DIG DEEP AND DISCOVER

RESEARCH:

Research more poetry. Explore the 'Romantic' poetry of the 18th Century, paying particular attention to the works of Blake, Wordsworth, Keats and Shelley.



WATCH:

Iain Sinclair visits William Blake's grave and discusses the spiritual visions that made up such a significant part of his life and works.



LISTEN:

Listen to poets read their works and critics discuss life and works of famous poets on BBC Sounds.

























READ:

Find some amazing poetry at:

<https://www.poetryfoundation.org/learn/children>



Qu'est-ce que tu aimes manger? 			
VERB (opinion)	Definite Article + NOUN SINGULAR	ILLUSTRATION (saying why...)	ADJECTIVE SINGULAR M/F
J'adore (I love) J'aime beaucoup (I like a lot) J'aime (I like) J'aime un peu (I like a bit) Je n'aime pas (I don't like) Je déteste (I hate) Je préfère (I prefer)	le café (the coffee)  le fromage (cheese)  le lait (milk)  le pain (bread)  le poulet rôti (roast chicken)  la salade verte (green salad)  l'eau [wáter] (l'+ vowel)  FEM	le chocolat (chocolate)  le jus de fruit (fruit juice)  le miel (honey)  le poisson (fish)  le riz (rice)  la viande (meat) 	parce que c'est (because it is) dégoûtant (disgusting) délicieux (delicious) dur (tough) épicé (spicy) gras (oily, greasy) juteux (juicy) malsain (unhealthy) refraîchissant (refreshing) sain (healthy) savoureux (tasty) sucré (sweet)
VERB (opinion)	Definite Article + NOUN PLURAL	ILLUSTRATION	ADJECTIVE PLURAL M/F
J'adore J'aime beaucoup J'aime J'aime un peu Je n'aime pas Je déteste Je préfère	les chocolats  les hamburgers  les oeufs (eggs)  les bananes  les crevettes  les tomates 	les fruits les légumes les fraises  les pommes 	parce qu'il sont (because they are) dégoûtant(e)s (disgusting) délicieux/euses (delicious) dur(e) (tough) épicé(e)s (spicy) gras(se)s (oily, greasy) juteux/euses (juicy) malsain(e)s (unhealthy) refraîchissant(e)s (refreshing) sain(e)s (healthy) savoureux/euses (tasty) sucré(e)s (sweet)

1. After "c'est" an adjective is always in its masc. form.
 Ex. *J'aime la viande parce que c'est délicieux*

2. However in the below section after "ils sont/elles sont", adjectives both agree in gender and number.
 Ex. *J'aime les oeufs parce qu'ils sont sains.*
 Ex. *J'aime les tomates parce qu'elles sont saines.*

BE STRONG - Knowledge Organiser

Cycle D Topic: La nourriture

¿Qu'est-ce que tu bois?

¿Qu'est-ce que tu manges?



VERB

NOUN

Boire = to drink

Je bois I drink
Tu bois You drink
Il/elle boit He/she drinks
Nous buvons We drink
Vous buvez You drink
Ils/elles boivent They drink

du café (hot chocolate)
du chocolat chaud (hot chocolate)
du jus de fruits (fruit juice)
du jus d'orange (orange juice)
du jus de pomme (apple juice)
du lait (milk)
du thé (tea)
de l'eau (water)

Manger = to eat

Je mange I eat
Tu manges You eat
Il/elle mange He/she eats
Nous mangeons We eat
Vous mangez You eat
Ils/elles mangent They eat

du chocolat
du fromage (cheese)
des fruits (fruit)
du miel (honey)
du pain (bread)
du poisson (fish)
de la salade verte (green salad)
de la viande (meat)
des chocolats **des hamburgers**
des légumes **des oeufs**
des bananes **des crevettes**
des pommes **des tomates**

Time Phrases

de temps en temps
 (from time to time)
une fois par jour
 (once a day)
tous les jours
 (every day)
tous les matins/soirs
 (every morning/evening)

Challenge Questions (Write your answers using EQUATACO)

1	Qu'est-ce que tu prends au petit-déjeuner?
2	Qu'est-ce que tu aimes boire?
3	Est-ce que tu aimes aliments sains?
4	Parles-moi de ta famille et de tes amis (Cycle A+ B)
5	Parles-moi de ton école. (Cycle C)

Super challenge: What are the below images? How are they linked to French cuisine?



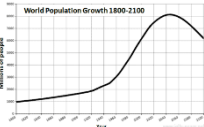

Dig deeper: Find out more about the French-Speaking world of food.


1. What is a "plat du jour"? What would be a typical "plat du jour"?
2. When and where was the croissant invented?
3. Where is Martinique and what is its national dish?
4. Find a traditional recipe for a French-speaking country of your choice.
5. Watch "Chef's Table: France" on Netflix



Albert and Michel Roux



Tier 2 words			Tier 3 words		
1	Rural	In, relating to, or characteristic of the countryside rather than the town.	1	Population distribution	Population distribution is the pattern of where people live, and this can be even or uneven.
2	Urban	In, relating to, or characteristic of a town or city.	2	Population density	Population density is the number of people living in an area.
3	Change	An act or process through which something becomes different.	3	Sparsely population	Sparsely populated is an area that contains few people.
4	Immigrate	To come into a country of which one is not a native for permanent residence.	4	Densely populated	Densely populated is an area where there are many people living.
5	Emigrate	To leave one's own country in order to settle permanently in another.	5	Settlement	A place, typically one which has previously been uninhabited, where people establish a community.
6	Population	All the inhabitants (people) living in a particular place.	6	Site	This is the place where the settlement is first located.
7	Census	An official count or survey, especially of a population.	7	Urbanisation	The increase in the proportion of people living in towns and cities.
8	Infrastructure	The basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies).	8	Megacity	A city with a population of over 10 million people.
9	Overcrowding	The presence of more people or things in a space than is comfortable, safe, or permissible.	9	Push factor	Push factors are negative things that make people want to move to a new area e.g. war.
10	Squatter settlements	These are any collection of buildings where the people have no legal rights to the land they are built upon.	10	Pull factor	Pull factors are positive aspects that attract people to move to a place e.g. good employment opportunities.
Geographical Skills			11	Life expectancy	The average period that a person may expect to live.
			12	Birth rate	The total number of live births per 1,000 population.
1	Line graph	A line graph is useful in displaying data or information that changes continuously over time. 	13	Death rate	The total number of deaths per 1,000 population.
2	Flow line map	Flow maps are a type of thematic map that show the movement of objects between different areas. 	14	Ageing population	Population ageing is an increasing median age in a population due to declining fertility rates and rising life expectancy.
			15	Diaspora	Areas where there are many people who identify as a group (e.g. a nationality or ethnicity) who spread from an original country or place to another country of place.

Tier 2: Key command words			Dig Deeper
COMMAND WORD	DEFINITION	SENTENCE STARTERS	<p>Added challenge:</p> <p>Hans Rosling:</p> <p>https://www.youtube.com/watch?v=FACK2knC08E</p> <p>https://www.youtube.com/watch?v=fTznEIZRkLg</p> <p>https://www.youtube.com/watch?v=2LyzBoHo5EI</p> <p>Other links:</p> <p>https://www.gapminder.org/</p> <p>https://timeforgeography.co.uk/videos_list/cities/multiculturalism-london/</p> <p>https://timeforgeography.co.uk/videos_list/cities/gentrification/</p> <p>https://www.bbc.co.uk/bitesize/articles/zmm8wtw</p> <p>https://www.bbc.co.uk/bitesize/guides/z8jwrmd/video</p> <p>https://www.bbc.co.uk/bitesize/guides/z8jwrmd/video</p> <p>https://www.rgs.org/geography/online-lectures/urbanisation/</p>
<p>Describe (say what you see)</p> 	Give an account in words of an entity, an event, a feature, a pattern, a distribution or a process.	Overall... For example... For instance ... An example of this...	
<p>Explain</p>	Set out the causes of a phenomenon and/or the factors which influence it.	Consequently... As a result of this... This happens because... This means that... This is formed by... Therefore... This will result in...	
<p>Suggest reasons for</p>	Suggest potential causes or factors that may influence something.	This may happen because... This may have been formed by... This may be because... This could result in...	
<p>Challenge questions:</p>			
1	What do you predict will happen to the global population in the future? (Hint: Could you do some research on this so you have evidence?)		
2	Do you think life in the countryside (rural) in a high-income country is similar or different to life in the countryside in a low-income country? Explain your answer.		
3	What pull factors do you think attract people to London in the 20 th Century?		
4	What do you think is the main reason slums are developing in Bangalore?		
5	How do you think education could improve the quality of life for people in the slums in Bangalore?		
6	What ideas do you have for how we could make the U.K. a better place for an increased number of elderly people to live?		

How far did Early Modern England open up and Migration to Britain.

TIER 3 VOCABULARY

- 1  **Empire** - When one country conquers and rules many other countries.
- 2  **Colony** - A country or area that is part of another countries' Empire.
- 3  **Plantation**- Land in colonies used for farming, usually worked on by slaves.
- 4  **Privateer** - A pirate who has permission to attack from a monarch.
- 5  **Americas** - North America, South America and the Caribbean islands.
- 6  **Sultana** - A female ruler or wife to a Sultan (a Muslim ruler).
- 7  **Transatlantic Slave Trade** - The trading of slaves between Europe, America and Africa.
- 8  **Pogrom** - Large violent attack which aims to massacre or expel a group.
- 9  **Trading Company** - A business which sets up trade between two countries/colonies in an Empire.

Key Diagrams



England's colonies in 1500AD (left)



Britain's colonies in 1700 (below)



KEY EVENTS

William I invited people of the Jewish faith to England.

1070

Henry II claims Ireland as English territory.

1179

Edward I expels people of the Jewish faith from England.

1290

1492 Christopher Columbus discovers the Americas.

1492

Elizabeth I becomes Queen.

1558

Sir Francis Drake completes his circumnavigation.

1577

The Spanish Armada fails

1588

Sultan Ahmad al-Mansur sends a delegation to London.

1596

The East India Company is granted a royal charter.

1600

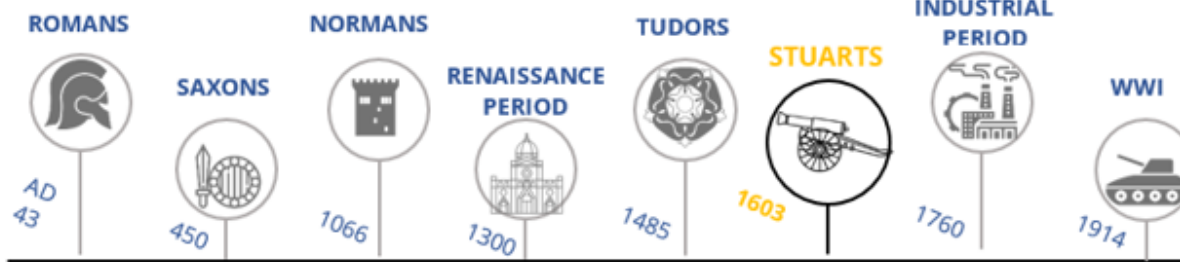
Jamestown is established in Virginia.

1607

Britain capture Jamaica from Spain

1655

CHRONOLOGY



How far did Early Modern England open up and Migration to Britain.

TIER 2 VOCABULARY

- 1 **Pirate** – someone who robs and attacks at sea.
- 2 **Trade** – The exchange of goods for money or other goods.
- 3 **Americas** - North America, South America and the Caribbean islands.
- 4 **Mughal** - The people who controlled India from 16th-19th Centuries.
- 5 **Migration** - Moving from one country to another.
- 6 **Immigrant / Migrant** - Someone who migrates (moves) from one country to another.
- 7 **Expelled** - Forcing someone to leave and not allowing them to come back.
- 8 **Multicultural** - A country that has lots of people of different nationality, race or religion living in it.

CHALLENGE

1. When did the British Empire begin?
2. How diverse was Early Modern England?
3. What was the most important factor that caused the beginning of the British Empire?
4. The British Empire was 'not taught well' in schools in the 1990s and 2000s. If true, what negative consequences might this cause?

KEY HISTORICAL WORKS

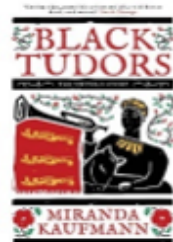
Niall Ferguson

"In 1615, Great Britain had been an economically unremarkable, politically fractious and second-class entity. Two hundred years later Great Britain had acquired the largest Empire the World has ever seen, encompassing forty-three colonies in five continents."



You will read an extract from this book in Cycle D lessons.

You could also **scan this QR code** and read an article written by the Historian Liza Pickard about exploration and trade in Elizabethan England.



Why not challenge yourself and learn about Dr Miranda Kaufmann's book called *Black Tudors*!

You could also scan these QR codes to listen to and read Dr Kaufmann ideas in her book *Black Tudors*.



DIG DEEPER

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

Learn about Grace O'Malley, the fearless Irish pirate!



Learn about the German Peasants' War!



Learn about the Early Mughal Empire!



Listen - Listen to the following Dan Snow podcasts on Early Modern Britain:

Pirates - Jan 2021

Lockdown Learning the

Tudors - Jan 2021

How Slavery Built Modern Britain - Jan 2021

Migration in Europe - May 11 2020



Watch - Watch the following films and TV series about migration.

Noughts and Crosses (2020)

Soon Gone: A Windrush Chronicle (2019)

Oranges and Sunshine (2010)

Elizabeth I The Golden Age (2007)



The Cartesian plane			Summer	Fractions		
Coordinates	Area of 2-D shapes	Transforming 2-D figures		Prime factor decomposition	Conceptualising and comparing fractions	Manipulating and calculating with fractions

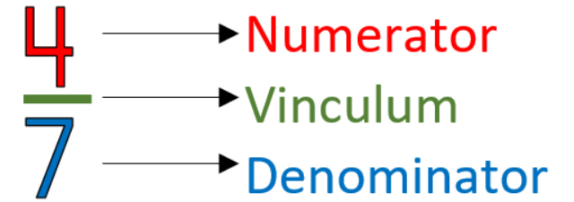
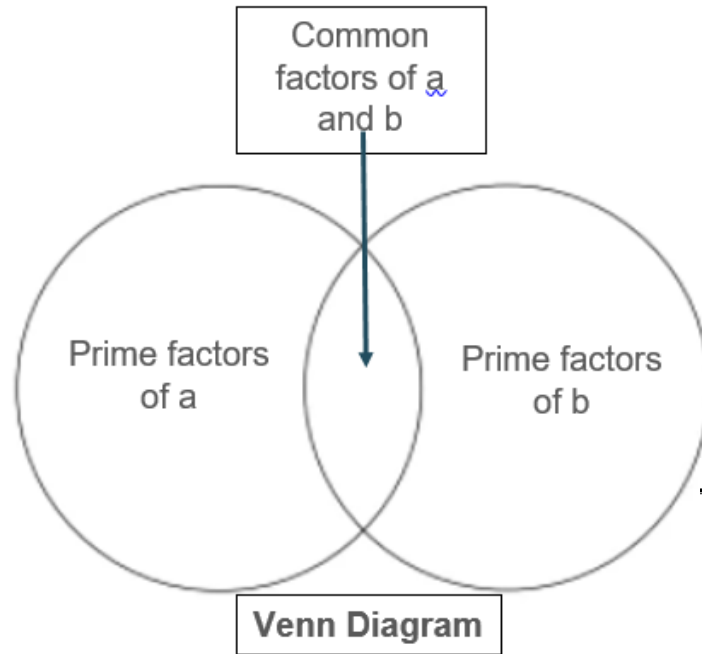
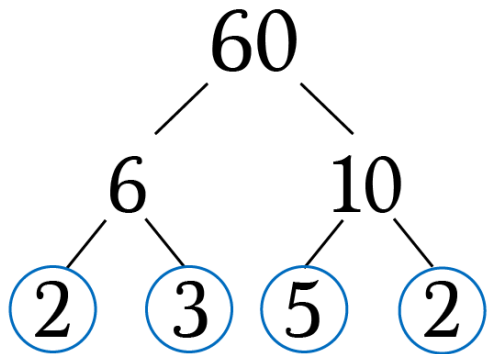
TIER 2 VOCABULARY

1	Identify	Recognize or distinguish
2	Prove	To demonstrate the truth of something using evidence or an argument
3	Justify	Show or prove to be right or reasonable
4	Generalise	Make a general or broad statement by inferring from specific cases
5	Analyse	Examine something methodically and in detail in order to explain and interpret it
6	Approximate	Close to the actual, but not completely accurate or exact
7	Ascending	Rising or increasing from smallest to largest
8	Descending	Decreasing from largest to smallest
9	Convert	To change from one form to another
10	Express	To put thoughts clearly into words
11	Enlargement	Changing the size of a shape
12	Reflection	The production of an image as if by a mirror
13	Translation	Movement of a shape from one location to another without changing its size, shape or orientation
14	Orientation	The way the object is facing
15	Rotation	The motion of a shape around a fixed point
16	Transformation	A way of changing the size or position of a shape
17	Recurring	Occurring again periodically or repeatedly
18	Equivalent	Equal in value

TIER 3 VOCABULARY

1	Expression	A collection of symbols that jointly express a quantity
2	Sum	Total; the result of adding
3	Product	The result when numbers are multiplied
4	Integer	Whole number
5	Factor	A whole number that divides exactly into another, e.g. 2 and 3 are factors of 6
6	Multiple	The result of multiplying a number by an integer, e.g. 12 is a multiple of 3, $3 \times 4 = 12$
7	Prime number	A number that has exactly 2 factors, 1 and itself, e.g. 3
8	Numerator	The top number in a fraction
9	Denominator	The bottom number in a fraction
10	Vinculum	The line that separates the numerator and the denominator in a fraction
11	Like terms	Terms whose variables with exponents are the same, e.g. $7x$ and $2x$ are like terms
12	Column vector	Describes a movement from one point to another. The top number represents the movement in the x-direction, while the bottom number represents the movement in the y-direction
13	Point of rotation	Central point around which a figure is rotated
14	Isometry	A transformation where distances between points stay the same
15	Index	Power – shows how many times a number has been multiplied by itself
16	Scale factor	Describes the size of an enlargement or reduction
17	Prime factor	Factors of a number that are, themselves, prime numbers
18	Compound integer	A positive integer that can be formed by multiplying 2 smaller positive integers, e.g. 299 can be written as 13×23

USEFUL DIAGRAMS



FRACTION INFORMATION CARD

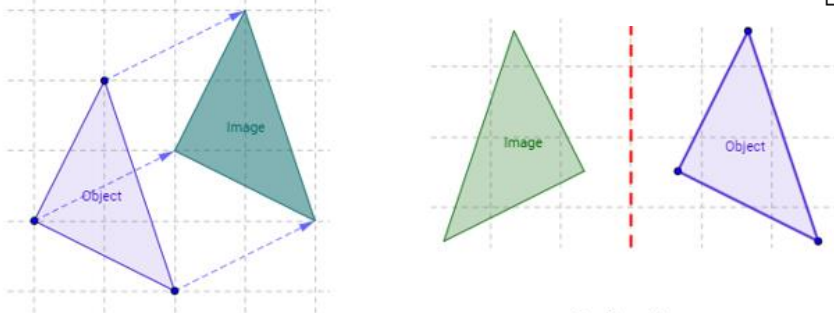


Two-eighths

A central box contains the fraction $\frac{2}{8}$. Surrounding it are various representations:

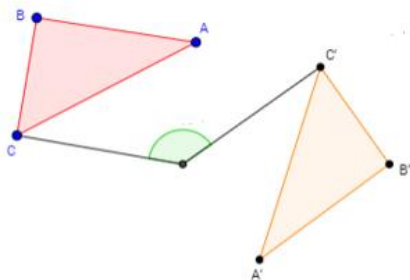
- A square divided into 8 equal triangles, with 2 shaded cyan.
- A circle divided into 8 equal sectors, with 2 shaded cyan.
- The decimal '0.25' in a pink box labeled 'DECIMAL'.
- The percentage '25%' in a yellow box labeled 'PERCENT'.
- A number line from 0 to 1 with a tick mark at $\frac{2}{8}$.
- A box containing 8 fish icons, with 2 fish shaded cyan.

Transformations

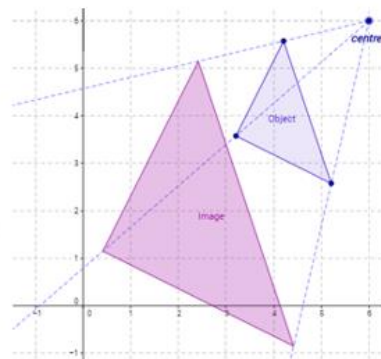


Translation

Reflection










Rotation



Enlargement

Music Cycle D Year 7

TIER 3 VOCABULARY

- ①  **Chord** – Two or more notes heard at the same time
- ②  **Tonality** – The character of music, such as major or minor
- ③  **Semi-tone** – The distance between two notes on a keyboard. Two semi-tones are a tone
- ④  **Staff** – A line or set of lines that music is written on to
- ⑤  **Clef** – A musical symbol that tells you the pitch of the written notes on a staff
- ⑥  **Octave** – A series of 8 notes in a scale
- ⑦  **Ostinato** – A continually repeated musical phrase
- ⑧  **Motif** – A short musical phrase that is re-used multiple times, often used to represent something

ACTIVE LISTENING (Challenge)

Each of the questions below should be used when completing listening homework.







- 1 Who composed this piece of music? When did they compose it?
- 2 Which instruments can you hear in this piece of music?
- 3 What is the **tempo** of this piece? You should use an Italian music term.
- 4 Describe the **structure** of this piece of music.
- 5 What is the time signature of this piece of music?
- 6 Describe the **tonality** of this piece of music.

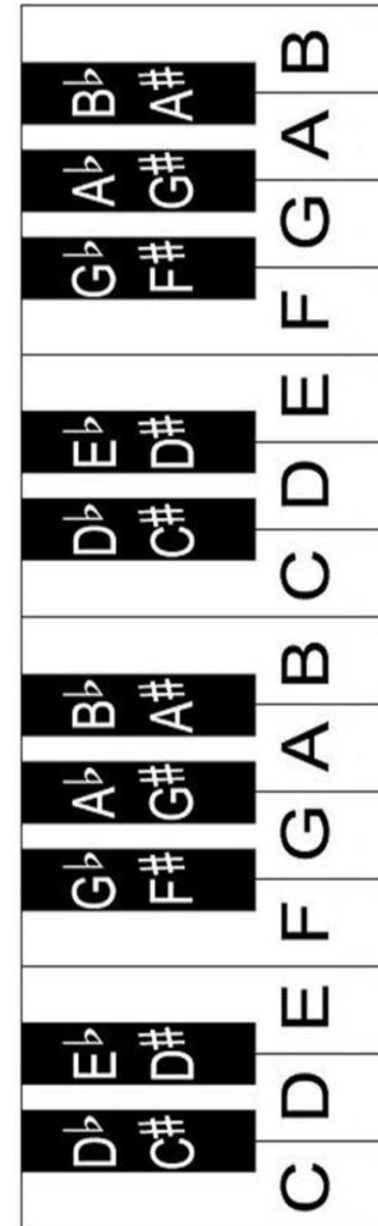


How to actively listen

Sit down in a quiet space. Focus on the music. Listen specifically for one musical element at a time.

DIG DEEPER

- musictheory.net  Listening exercises to help with the theory of music
- bandlab.com  Two options for DAWs to create music using a computer
- noteflight.com  Two options for composing using musical notation
- flat.io 
- music-timeline.appspot.com Music history, with listening examples



TIER 2 VOCABULARY

①



Compose – to write a new piece of music

②



Perform – to play a piece of music to an audience

③



Rehearse – to prepare for a future performance

④



Ensemble – a group of musicians that perform together

⑤



Appraise – to listen to and assess how effective a piece of music is

⑥



Balance – The relative dynamics of different instruments

⑦



Drone – A repeated sound that does not change

⑧



Sharp – A note that has been raised a semi-tone

⑨



Flat – A note that has been lowered a semi-tone

⑩



Scale – A series of musical notes placed in order of pitch

MUSICIANS IN FOCUS (Challenge)

Israel Kamakawiʻole



Hans Zimmer



Gustav Holst



- 1) **Who** is the musician?
- 2) **What** are they most famous for?
- 3) **When** did they live?
- 4) **Where** were they born/where did they live?
- 5) **How or why** does this musician link to your learning?

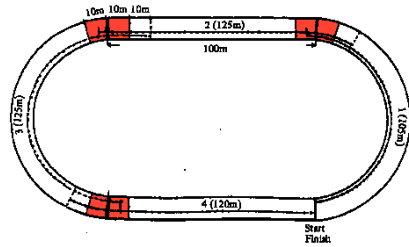
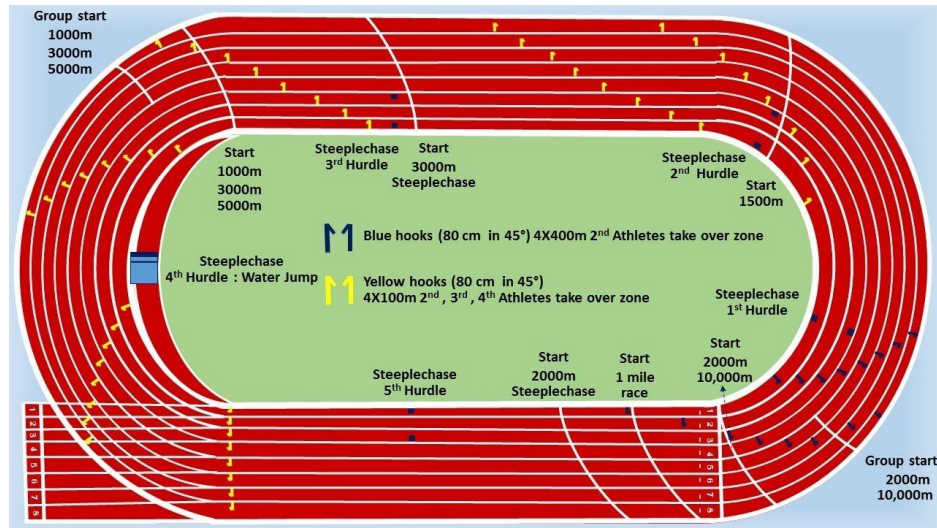
MAD T-SHIRT (The Elements of Music)

MELODY	ARTICULATION	DYNAMICS
The main tune	How it's played	How loud or soft it is
TEXTURE	STRUCTURE	HARMONY
Layers of sound	The sections and their order	The chords that are used
INSTRUMENTATION	RHYTHM	TEMPO
Instruments used	Pattern of notes in time	The speed of the music

Year 7 Physical Education – Athletics and OAA

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Demonstrate	Give a practical exhibition and explanation of a skill is performed	1	Track	All running events. 100m, 200m, 300m, 400m, 800m, 1500m, 3000m, hurdles, relay, steeple chase
2	Categorise	place in a particular group or order	2	Field	All throws and jumps. Long Jump, Triple Jump, High Jump, Pole Vault, Hammer, Discus, Shot Putt, Javelin
3	Explain	Requires an example of a point. The answer must contain some linked reasoning	3	Sprint	To run as fast you possibly can, ensuring you have a good technique which supports this.
4	Analyse	Break something down in to its component parts	4	Pace	To be able to pace yourself, so you can complete a middle – long distance event, without your speed changing
5	Calculate	Requires computation in relation to match data	5	Speed	Being able to sprint in a race over a short distance or at the end of a middle/long distance race.
6	Discuss	Required to explore the issue/situation/problem that is being assessed in the question context	6	Power	Being able to jump further/higher, throw further and run faster
7	Evaluate	Review/analyse information, bringing it together to form a conclusion/judgement	7	Muscular Endurance	Your muscles contracting over a sustain period of time
8	Strength	A good or beneficial quality or attribute	8	Communication	Includes listening as well as speaking fairly. Can also be non-verbal communication
9	Weakness	A disadvantage or fault	9	Resilient	To be able to bounce back or keep going in difficult circumstances
10	Justify	Give reasons for answers. This could range from a single response to extended writing answers, depending on question context.	10	Outwit	To defeat or get the better of the opposition

Key Diagrams



Challenge questions

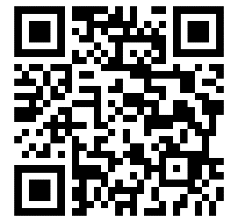
1. What country held the first Olympic Games, and how many countries competed?
2. Where will the next Olympics be held?
3. Who holds the world record (wr) for the male and female 100m sprint?
4. What individual disciplines are completed when competing in a pentathlon, heptathlon and decathlon?
5. Where will the next Commonwealth Games be held?
6. What is the difference between the Commonwealth Games and the Olympic Games?

Be brave, dig deep and discover

1. The National Governing Body for Athletics in the UK is



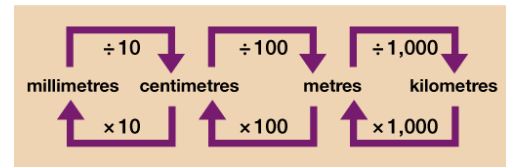
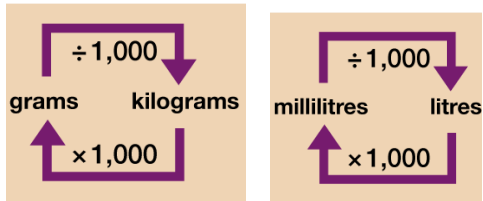
2. <https://www.bbc.co.uk/sport/athletics>



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.



Units



Quantity being measured	Unit in words and symbols	
length	metre	m
Length	Centimetre	cm
Length	Kilometre	km
mass	gram	g
Mass	kilogram	kg
Volume	Millilitres	ml
volume	litres	L
time	second	s
energy	joules	J
temperature	degrees Celsius	°C



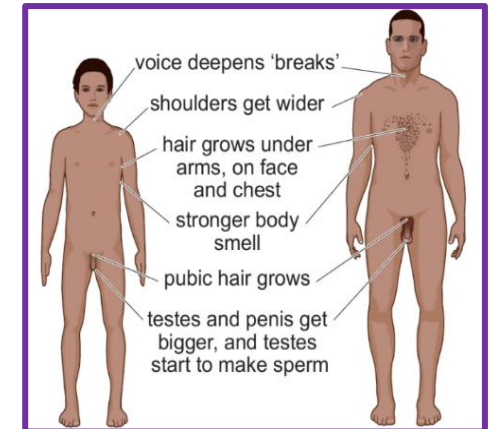
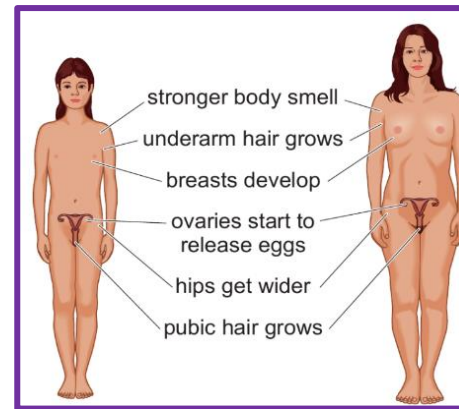
Statistic	How to work it out
mean	Add all the numbers together and divide by the number of numbers
anomaly	An anomaly is an odd one out. You do not include it in calculating the mean.



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)

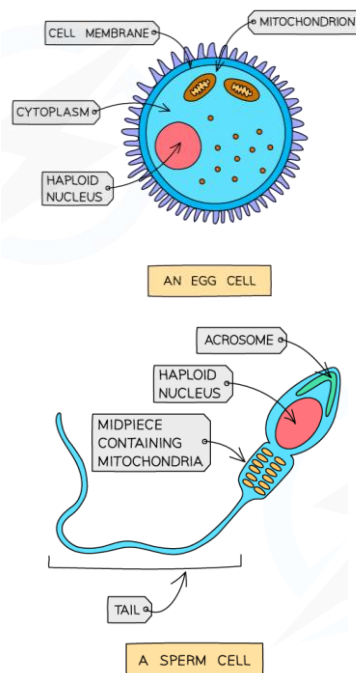
Changes to the body during puberty



Reproduction

	Tier 3 Word	Meaning
Female	ovary	Produces egg cells
	oviduct	Carries egg cells from the ovaries to the uterus in females. Fertilisation happens here.
	uterus	Organ in females in which a baby develops.
	cervix	Ring of muscle at the bottom of the uterus in females.
	vagina	Tube in females leading from the cervix to the outside. The penis is placed here during sexual intercourse.
Male	glands	Special tissues that make and release substances. They add a special liquid to the sperm cells to make semen.
	scrotum	Bag of skin containing the testes in males.
	testes	Produces sperm cells
	urethra	Tube that carries sperm cells from the testes and urine
	sperm duct	Tube that carries sperm cells from the testes to the urethra.

Tier 3 Word	Meaning
Fertilization	Fusing of a male gamete with a female gamete.
Sperm Cell	Male gamete (sex cell)
Egg Cell	Female gamete (sex cell)
Gestation Period	The length of time from fertilisation to birth.
Puberty	Time when big physical changes happen in the body.
Menstrual cycle	Series of events lasting about a month, happening in the female reproductive system. The cycle causes ovulation and the lining of the uterus is replaced.



Atoms, Elements and Compounds

Tier 3 Word	Meaning
proton / atomic number	Indicates the number of protons. The number of protons is the same as the number of neutrons
mass number	Indicates the number of protons and neutrons together.
atom	A small particle from which all substances are made.
molecule	two or more atoms joined together
compound	Substance that can be split up into simpler substances, since it contains the atoms of two or more elements joined together.
element	A simple substance, made up of only one type of atom.
mixture	Contains more than one substance with different types of particles that are not joined together.

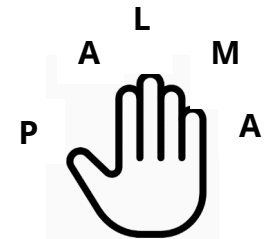
Metals	Non-Metals
Solids with high melting points	Substances with low melting points
Shiny	Not shiny / Dull
Strong and Malleable and Ductile	Brittle
Good Conductors of heat	Poor Conductors of heat
Good Conductors of Electricity	Poor Conductors of Electricity

Challenge Questions
























- 1 Compare reproduction in fish and humans
- 2 Describe the stages of fertilization to birth
- 3 Create a leaflet giving advice for a mother who is pregnant about what she should and shouldn't do.
- 4 Identify how many protons, neutrons and electrons there are in each element in the first 20 elements on the periodic table.
- 5 Research into the history and development of the periodic table.

Deep Dive

Royal Society of Chemistry: <https://edu.rsc.org/resources/periodic-table>
 Reproduction BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zybbkqt>



People: *En la foto hay...X personas*
Action: *Las personas comen*
Location: *Está en España*
Mood: *Está contento.*
Additional Information: *Hace sol*

¿Qué te gusta comer o beber? 			
VERB (opinion)	Definite Article + NOUN SINGULAR	ILLUSTRATION (saying why...)	ADJECTIVE SINGULAR M/F
Me encanta (I love)	el agua (the water)  la leche (milk) 	porque es (because it is)	asqueroso (disgusting) delicioso (delicious)
Me gusta mucho (I like a lot)	el arroz (rice)  la miel (honey)		dulce (sweet)
Me gusta (I like)	el café (coffee)  el pan (bread) 		duro/a (hard)
Me gusta un poco (I like a bit)	la carne (meat)  el pescado 		grasiento/a (greasy)
No me gusta (I don't like)	el chocolate  el pollo asado (roast chicken) 		malsano/a (unhealthy)
Odio (I hate)	la fruta (fruit) el queso (cheese) 		picante (spicy)
Prefiero	la ensalada verde (green salad)		refrescante (refreshing)
			rico/a (delicious rich)
			saboroso/a (tasty)
			sano/a (healthy)
VERB (opinion)	Definite Article + NOUN PLURAL	ILLUSTRATION	ADJECTIVE PLURAL M/F
Me encantan	los chocolates las naranjas (oranges)  	porque son (because they are)	asquerosos/as (disgustings)
Me gustan mucho	 las gambas (prawns)  		deliciosos/as (deliciouses)
Me gustan	los plátanos 		dulces (sweets)
Me gustan un poco	las hamburguesas  		duros/as (hard)
No me gustan	los huevos (eggs)  los tomates 		grasientos/as (greasy)
Odio	las manzanas   las verduras (vegetables)		malsanos/as (unhealthy)
Prefiero			picantes (spicy)
			refrescantes (refreshing)
			ricos/as (delicious)

1. Adjectives ending in 'o' change to 'a' in the feminine.
2. However, the adjectives in 'e' never change.
3. All adjectives add an "S" for plural



BE STRONG - Knowledge Organiser

¿Qué bebes? ¿Qué comes?		
VERB	NOUN	Time Phrases
Beber = to drink		
Bebo I drink	agua 	a menudo (often)
Bebes You drink	chocolate caliente (hot chocolate) 	
Bebe He/she drinks	té (tea)	
Bebemos We drink	zum de fruta (fruit juice)	
Bebéis You drink	zum de manzana	
Beben They drink		a veces (sometimes)
Comer = to eat		
Como	arroz con carne (rice with meat)	de vez en cuando (from time to time)
Comes	cereales con leche (cereal and milk) 	
Come	una tostada (toast) 	nunca (never)
Comemos	pescado 	
Coméis	pollo asado	raramente (rarely)
Comen	huevos (eggs) 	
Desayuno (I have breakfast)	manzanas 	todos los días (every day)
Almuerzo (At lunch I eat)	plátanos 	
Meriendo (At tea time I eat)	paella	porque es + adjective singular
Ceno (At dinner I eat)	tortilla de patatas	

Challenge Questions (write your answers following the POINT structure)

1	¿Qué desayunas?	4	¿Te gustan los animales? (Cycle B)
2	¿Qué te gusta beber?	5	Hablame de tu escuela. (Cycle C)
3	¿Te gusta la comida sana?	6	Hablame de tu carácter (Cycle B)

Cycle D Topic: La comida

Un diálogo en un restaurante en España			
PERSON SPEAKING		VERB PHRASE	INFINITIVE
CLIENTE	¡Buenos días!	¿Puedo (I can)	pedir?
CAMARERO 	¡Si por supuesto! (Yes of course!)	¿Qué quieres... (what do you want)	pedir? (to order)
		¿Qué te gustaría (What would you like)	comer?
CLIENTE	Bueno..Well	¿Qué quiere...	beber?
		¿Qué le gustaría	tomar? (to take)
		INFORMAL TÚ	
		FORMAL USTED	
		Quiero (I want)	pedir X (X = food or drink)
		Me gustaría (I would like)	comer X
		Voy a (I'm going to)	beber X
			tomar X



Dig Deeper: Find out more about the Spanish-Speaking world of food. Try some recipes

- <https://readon.myon.co.uk/library/search.html> (search the below books)
 - Spain: A Benjamin Blog and His Inquisitive Dog Guide: *What food is mentioned in the book?*
 - Meriendas Saludables (listen to the book in Spanish!)
- What are the following foods and which Spanish-speaking country do they come from: Guacamole? Ceviche? Hormigas Culonas?
- Find a traditional recipe for all 20 Spanish-speaking countries.
- What are tapas? What types of tapas do you find in Spain?
- Watch Vigilio Martinez A Chef's Table on Netflix to find out more about food in Peru.

Year 7 Textiles Technology Knowledge Organiser

Tier 2 Vocabulary

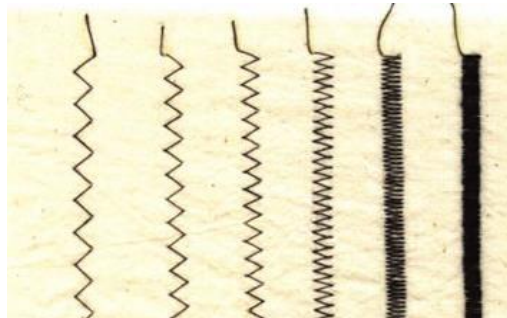
Tier 3 Vocabulary

Zip	Zips have a slider that opens and closes the teeth. They are available in different types and some of the most commonly used are closed end, open end, invisible and jeans.	Reverse Applique	This is a traditional technique in which fabrics are layered, tacked together, and then the design machine or hand stitched. Colours are revealed by cutting back layers of fabric.
Velcro	Velcro is a touch and close fastener that consists of two fabric tapes with tiny nylon hooks on one, and a soft furry surface on the other. When the tapes are pressed together the two layers stick, making it a quick and easy fastening, often used on children's clothing.	Stained Glass Applique	This is a recent form of applique in which shapes of fabric are stitched in place and outlined with black lines of ribbon, bias binding, fabric tape. Thus creating the illusion of a stained glass window.
Press Studs	Press Studs also known as snap fasteners. They consist of two circular metal or plastic sections that are stitched on by hand and lock into each other. They are a flat fastening, and are useful for openings where there is not too much strain as they can pop open easily.	Shadow applique	This is the process in which layers of coloured fabrics are trapped by hand or machine stitching under a layer of sheer fabric e.g. organza, chiffon, netting.
Hooks & Eyes	Hooks & Eyes are a two-part fastening made of metal and applied with hand stitching. The hook fits into the eye, which may be a curved loop or straight bar. These fastenings are meant to be discrete and are often used at the top of a zipped opening or on a waistband.	Hand Applique	This is a traditional technique in which shapes of fabric are sewn by hand, onto a base fabric using different embroidery stitches.
Embellishment	An Embellishment is a decorative detail or feature added to something to make it more attractive.	Machine Applique	Following the invention and development of the sewing machine; this technique involves fabric shapes being stitched on top of each other, using different stitches on the sewing machine.
Paper pattern	Patterns are usually made of paper, and are sometimes made of sturdier materials like paperboard or cardboard if they need to be more robust to withstand repeated use.	Production log	A production log documents the production of your prototype. It contains information about what materials, equipment and processes you used at each stage of production. It also gives you an opportunity to evaluate your progress, successes and areas for development during each stage of production.

Year 7 Textiles Technology Knowledge Organiser Challenge Questions



Name the items in the photos



Words to help

crude oil, petroleum or coals.

Animal

flax plant

goat or rabbits

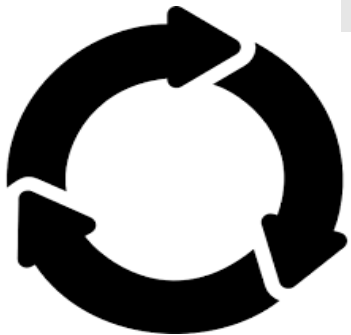
Sheep

Silk worm

Plant

Fibres	Sources	Natural or Synthetic?
cotton	Animal	natural
polyester		
wool		
elastane		
linen		
nylon		
hair fibres		
acrylic		
silk		

Fill in the missing key words

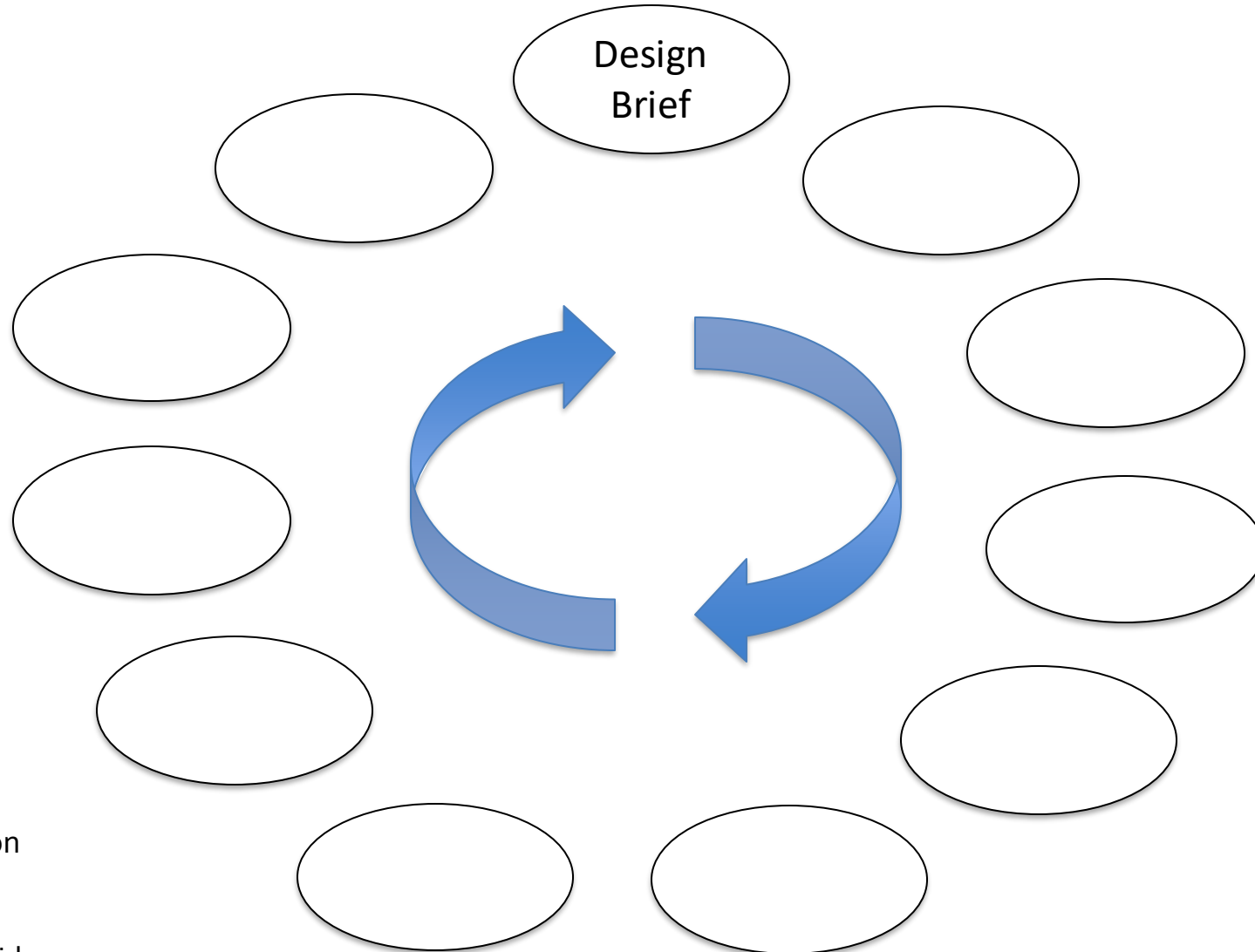


Design Development Cycle



Arrange the headings of each stage within the 'Design Development Cycle' into the correct position on the wheel. Use the headings below to help you:

Be brave, dig deep and discover,. Recommended website:
Textiles designer:
Joana Vasconcelos
<https://www.artsy.net/artist/joana-vasconcelos>



- Final design
- Prototype
- Initial ideas
- Testing
- Research
- Making
- Design specification
- Evaluating
- Plan of making
- Developed design ideas