



Student Name _____

Form _____

Knowledge Organisers
Cycle B – 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.

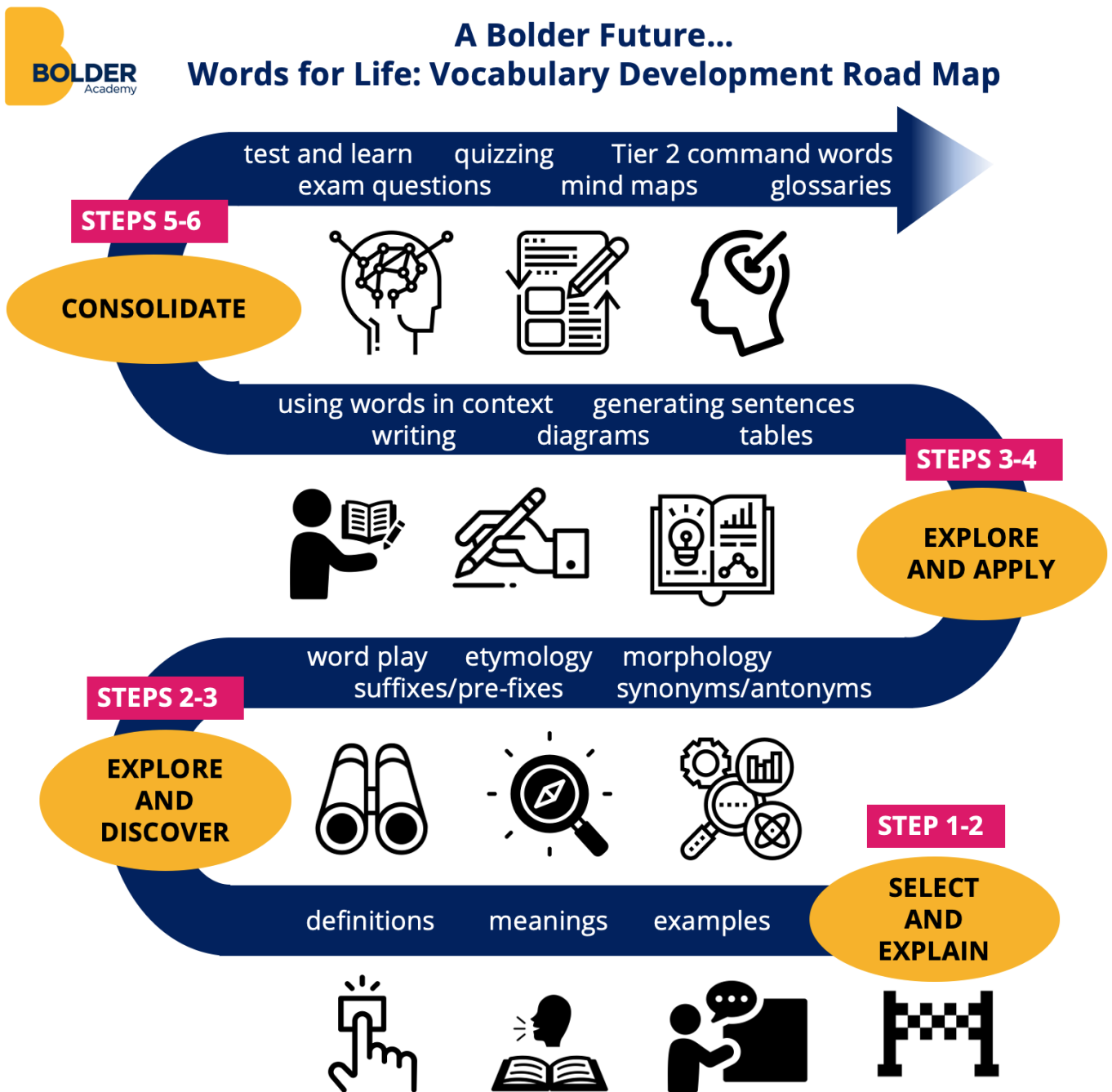
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- 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.

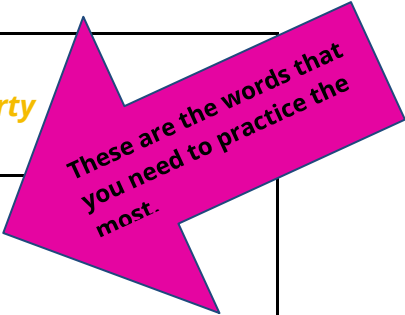
[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[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>



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

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

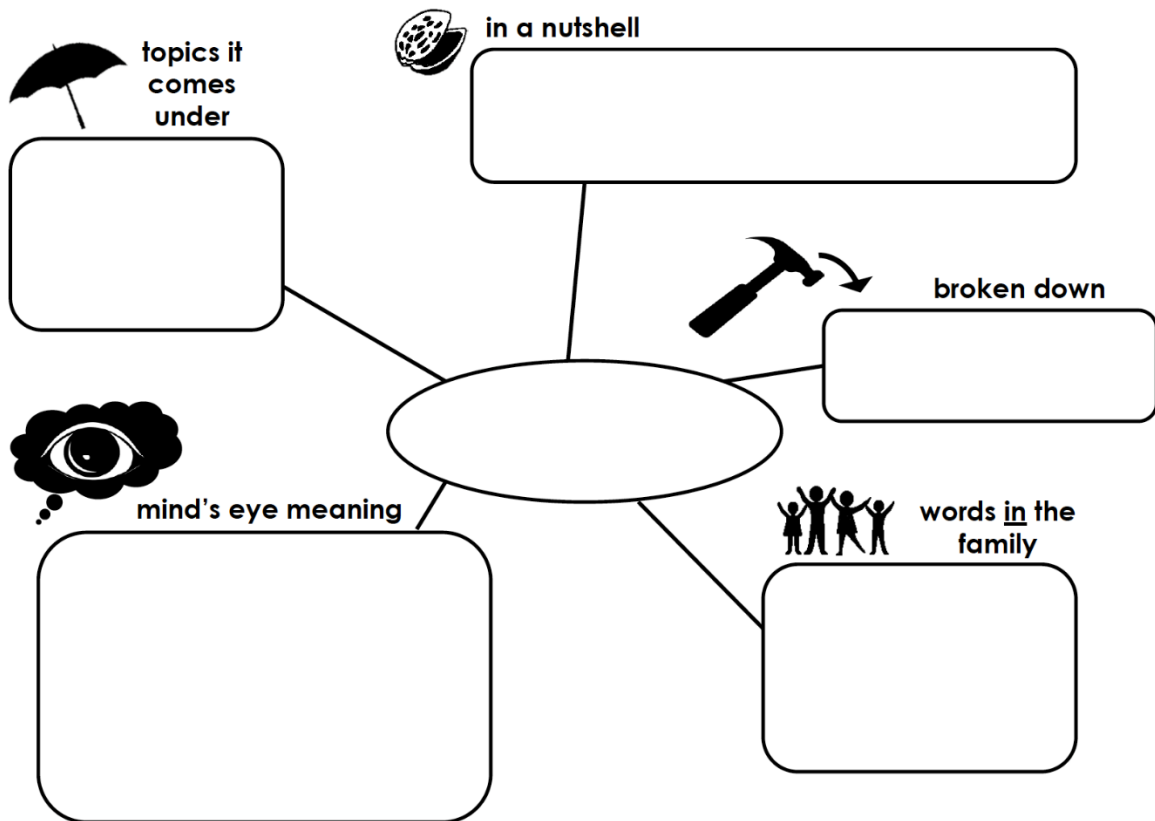
SELECT AND EXPLAIN – Key words in a text

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:

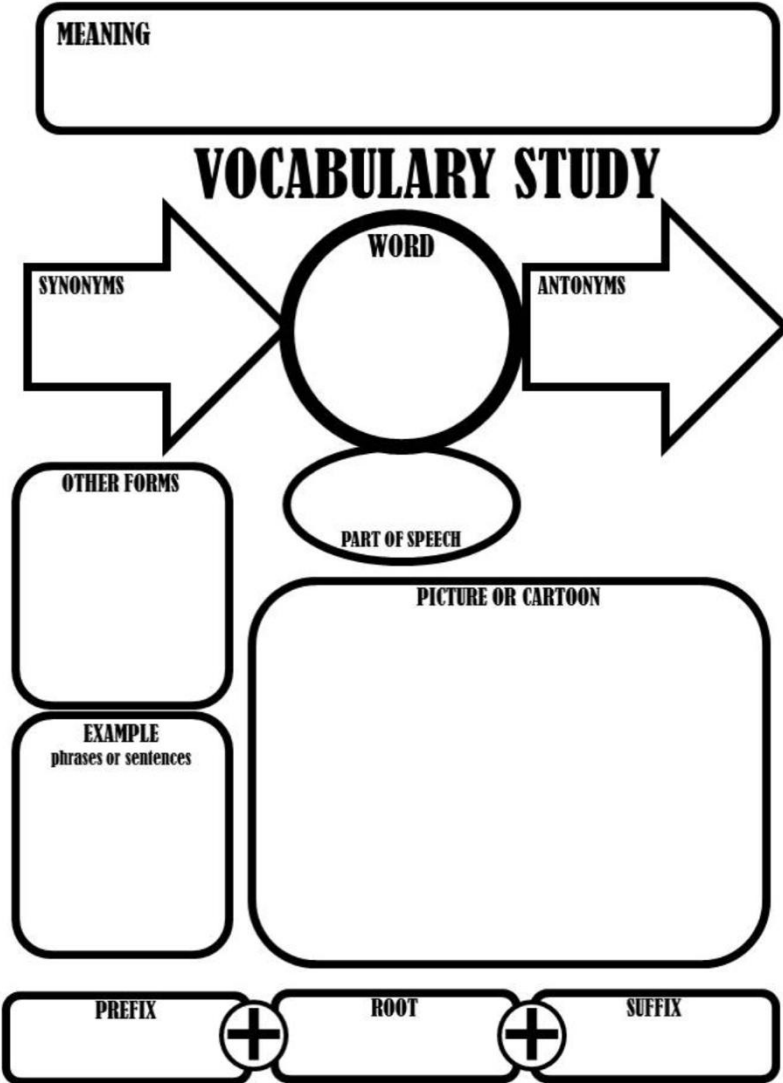
Important words in the text	Tick if this is an unknown word	Tick if you already know this word	Meaning of the word	Use the word in a new sentence

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

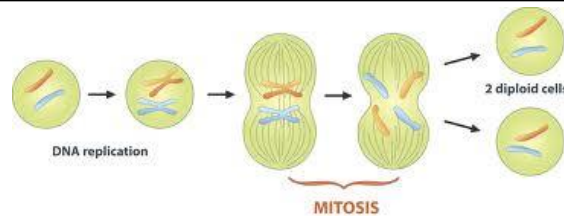
using this table.

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



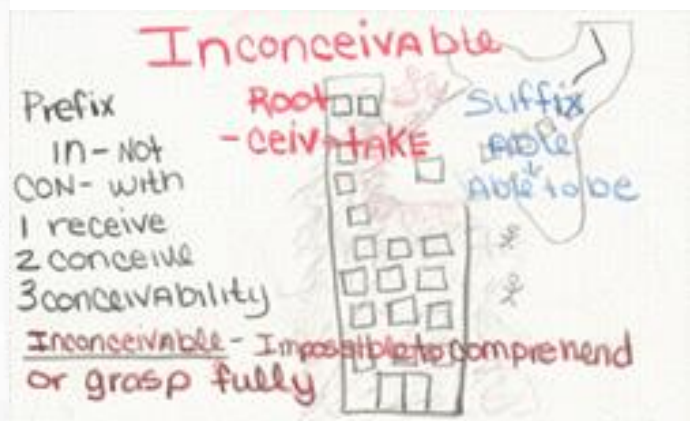
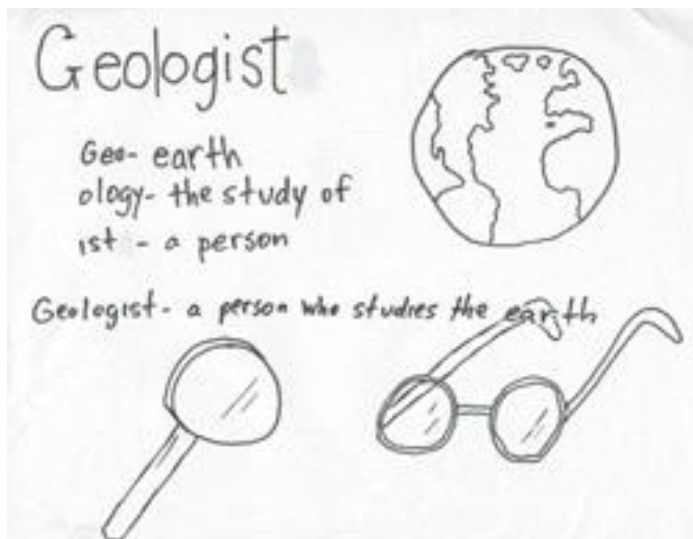
Mitosis

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

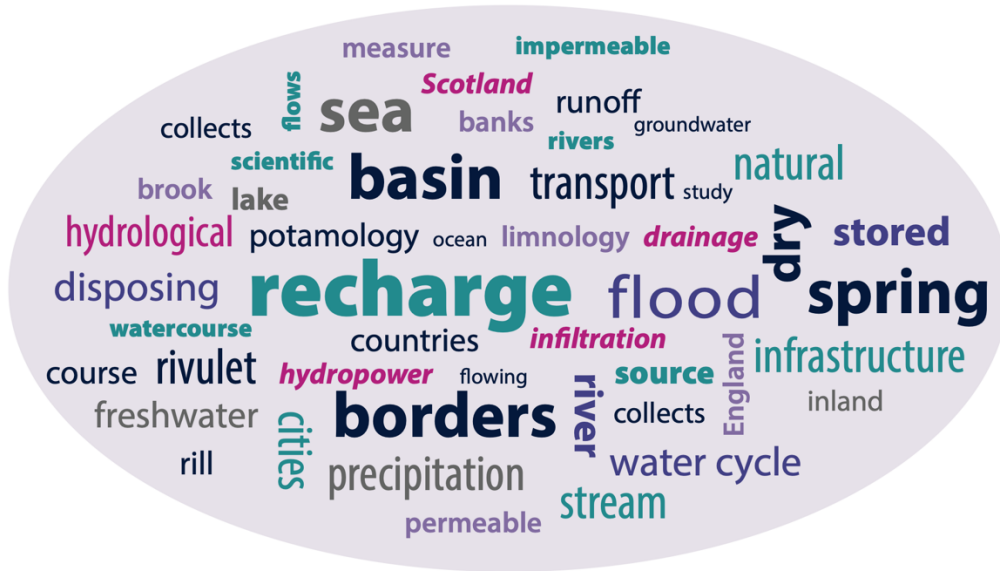
Mitosis



CONSOLIDATE – Word Clouds

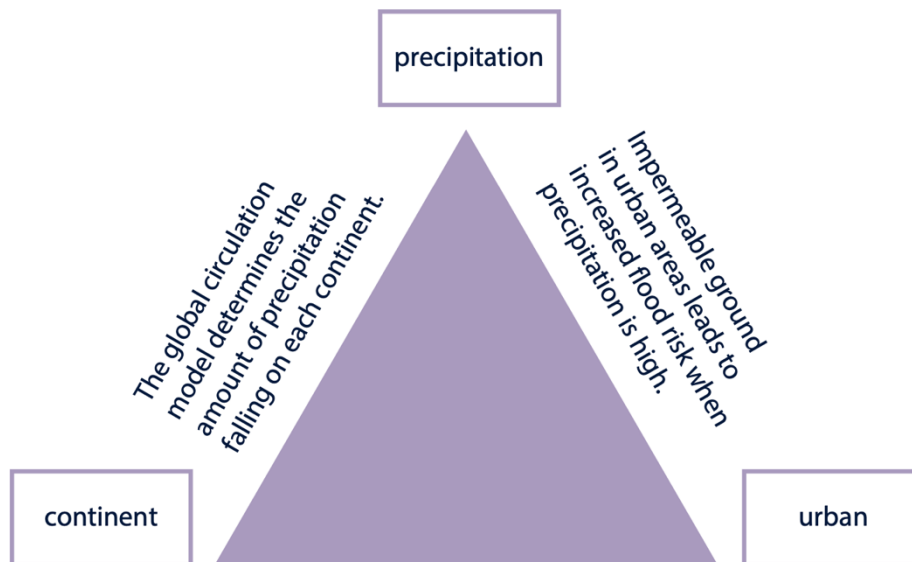
Revise a topic by creating a word cloud. The most important words that you need to remember should be the biggest. Use the website: <https://www.wordclouds.com> for inspiration.

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.

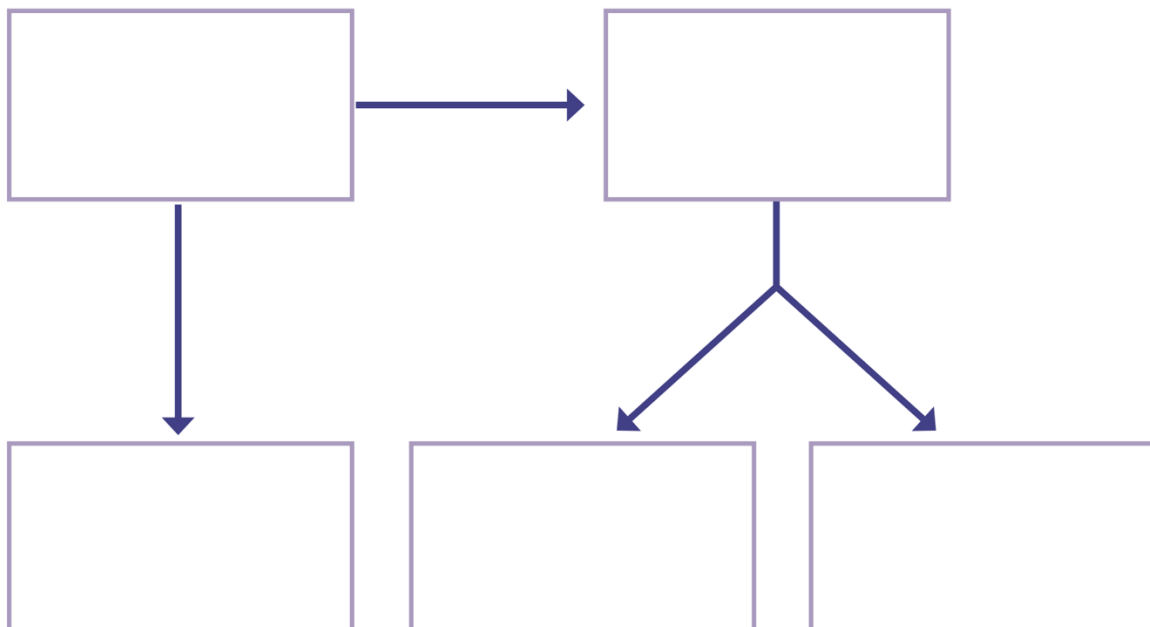


Rural–urban migration and the process of urbanisation is happening at a faster rate in LIDC cities (mostly in Africa, Asia, and South America).

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:

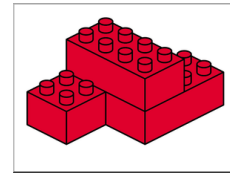
"I would like to start by saying..."

"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.



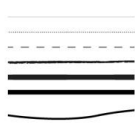
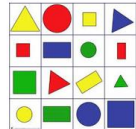


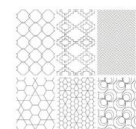

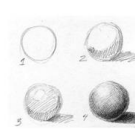
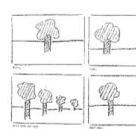

Will say:

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

"In summary..."

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

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 1. How can the formal elements be used to create meaning/mood/emotion in an artwork? 2. How do artists like Cezanne use the formal elements for effect in their work? 3. How have artists like Van Gogh manipulated the use of a medium with their mark making skills? 4. How can you challenge yourself to take your skills further with the medium you are using?			11	shade	This is created when you add black to a hue.
			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!

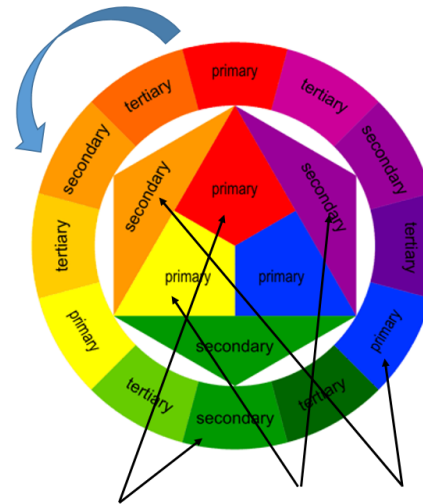
Visit art galleries to see art exhibitions. If you cannot make it there in person you can often take virtual tours on gallery websites. These websites have specific pages for young people where you can play art related games whilst exploring the work of Great Masters.

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 PAIRS

- 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	Analyse E	Similar to evaluate, you examine [the code] and identify its strengths and problems.	1	Algorithms	A series of ordered instructions e.g. a recipe, dance routine; instructions are in chronological order. <i>(see tier 2 number 5) (cq4, 5,9)</i>
2	Predict E	To guess/ make an estimation about a future event, which has not yet occurred.	2	Flowchart symbols: (cq5) <ul style="list-style-type: none"> Decision Input/Output Data Flow Process Start/Stop 	Decision = a diamond = to make a choice. This will be a yes or no question  Input/output = a parallelogram = representing when data is entered or display  Data flow = an arrow (not line!) = showing the direction of a data  Process = a rectangle = an action/step e.g. a calculation  start/stop = terminator oval = at the beginning and end of a flowchart. 
3	Flowchart	A collection of symbols to represent an algorithm . <i>(cq4,5)</i>			
4	Symbol	A shape to represent(show) something else <i>(see tier 3 number 2) (cq5)</i>	3	Sprite	A character that we control in Scratch (<i>software</i> that we use to program). <i>(cq6, 7)</i> .
5	Chronological order	An order from beginning to end; the order of which something happens. <i>(cq4,5)</i>	4	Variable	A temporary storage location that stores one value, of one data type, which can change during the running of the code. <i>Variable = varies= changes. (cq2, 3)</i>
6	Process	A series of actions or steps taken in order to achieve a particular end.	5	Programming constructs (c) <ul style="list-style-type: none"> Sequence Selection Iteration 	Constructs are like building blocks of your code. There's three for you to know. Sequence: instructions occurring one after the other; selection: an if statement, a user making a choice; iteration: making your code repeat – (think of <i>alliteration</i>). <i>(cq5)</i>
7	Efficiency	The shortest, quickest and most resourceful way to complete a task. <i>(cq4)</i> .	6	Loops – <ul style="list-style-type: none"> For While Nested (c) 	Loops make your code repeat. A For loop runs for a Fixed amount of time; a while loop runs until a condition is no longer met, it runs while true and stops at false; a nested loop is a loop within a loop <i>(cq5)</i> .
8	Rotate	To turn an object (measured in degrees)	7	Debugging	To fix/ correct your code <i>(cq7)</i> .
9	Modifying / modifications	To make some changes <i>(cq4)</i>	8	Data types: (cq8) <ul style="list-style-type: none"> Float Integer Boolean String and character 	Date types: a particular kind of data item, defined by the values it accepts Float = decimal/ real; Integer = whole number, positive or negative ; Boolean = a value that can have one of two (Boo, two!) possible values; string = combination of <i>characters</i> ; character = a single number, symbol, letter. <i>(cq 3)</i>

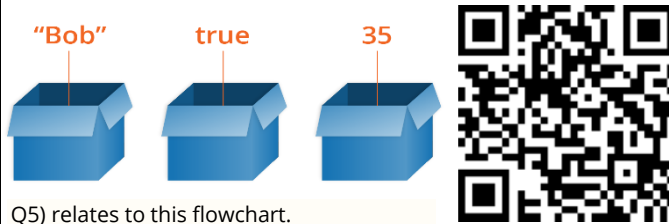


Key: E – exam command word C = Challenge words CQ = specific challenge question associated. *red text* is hints to help avoid misconceptions and remember the knowledge.

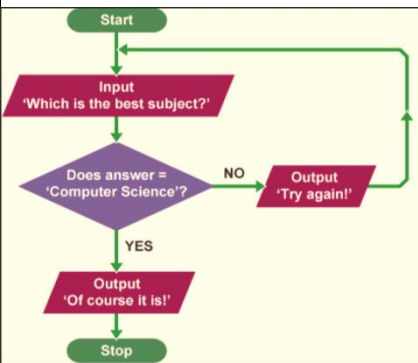
Diagrams

Challenge Questions/ Tasks

The QR code is a quiz to assess your knowledge **on programming constructs**. The link below will take you to the same place.
<https://www.101computing.net/quiz?q=Programming>



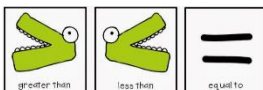
Q5) relates to this flowchart.



Integer Whole Numbers Any whole number can be written either as an integer, usually written as a single "int" type. We can store a 32-bit 2,147,483,648 values in an integer. int, long = int	Real Decimal Numbers Any number with a decimal point, with an infinity of 2 or a finite long, the stored data needs to be converted to the above number system and the floating point numbers. double, float = float
String Many Characters A sequence of characters, usually written as a single "string" type. Each character is a byte. Many strings are "immutable" (cannot be changed). String, char[] = string	Boolean TRUE or FALSE A boolean only stores two possible values, usually "TRUE" or "FALSE". Usually just "true" and "false" or "1" and "0". Boolean, boolean = bool
Date/Time Special Integers A date should be represented in the form YYYY-MM-DD e.g. "2016-01-01" and normally uses a type of "datetime". These should be represented in the form YYYY-MM-DD HH:MM:SS. datetime, datetime = datetime	Character Single Characters A single character, usually written as a single "char" type. Each character is a byte. Many characters are "immutable" (cannot be changed). char, char = char

What does this test plan represent/show? Will help with q8.

Test No	Test Data	Purpose	Expected Result	Actual Result
1	Enter a mark of '50'; this is within the range	Test input mark function	Mark accepted	
2	Enter a mark of '0'; this is on the limit of the range	Test input mark function	Mark accepted	
3	Enter a mark of '100'; this is on the limit of the range	Test input mark function	Mark accepted	
4	Enter a mark of '101'; this is out of the range	Test input mark function	Mark rejected	



Don't get these confused! How can you remember them? Think **b vs d**.

- Certain words – e.g. **input, output, software** was introduced in Cycle A. Explain what these words mean.
- A variable is like a box. Explain this **analogy**. What's the antonym to a **variable**? Provide examples.
- A game developer has some code. She has a **variable** called score, a variable called name and a variable called age. Explain what is meant by variables. What are the **data types** of these variables? What other variables might exist?
- Create an **algorithm** for brushing your teeth. Show some teamwork and **modify** someone else's to increase **efficiency**.
- What is this **flowchart** showing? Can you create your own one? Or create one for your teeth brushing algorithm. Label **the symbols** and the **relevant programming constructs**.
- Scratch can use features of an object orientated language. Compare this with text- based programming languages.
<https://www.codingkids.com.au/for-teachers/visual-based-vs-text-based-programming-languages/>
- Create a **scratch** program of your choice. Can you transform parts or all of your scratch program into python? Use a friend to help you **debug** your code.
- When we test our code, we need to use test data. Can you research and create a test plan for a program. What are the different **test data types** you can find? E.g. boundary data, erroneous
- There are **different types of algorithms**- e.g. sorting and searching algorithms. Can you find out more information about these?
- How many links can you make with the words above? Can you complete a mind map to illustrate this?

(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, fun activities)

- Be Brave Kind And Strong**
- <https://www.youtube.com/watch?v=rL8X2mINHPM>- **lots of great videos on algorithms here.**
 - <http://flowgorithm.org/documentation/tutorial/index.htm> - **fun software to construct your own algorithms**
 - <http://the.computing.cafe/bee88e7a> and <https://www.bbc.co.uk/bitesize/topics/z7d634j> - **Lots of focus on algorithms here**
 - <https://www.zdnet.com/article/ai-and-jobs-where-humans-are-better-than-algorithms-and-vise-versa/> - **compare algorithms with humans.**
 - <https://www.computerhope.com/people/index.htm> - **Which pioneer defined debugging? Can you explain the story behind this? What other computing pioneers can you find?**
 - https://tools.withcode.uk/keywords/subject/ks3_computing - **a great website where you can play games and revise**
 - www.computingpoetry.weebly.com - **Can you add some illustrations to go on the site? Can you work out the riddles?**
 - <https://www.bitsofbytes.co/2---practical-problem-solving-and-programming1.html> - **Be BRAVE! GCSE style questions here.**

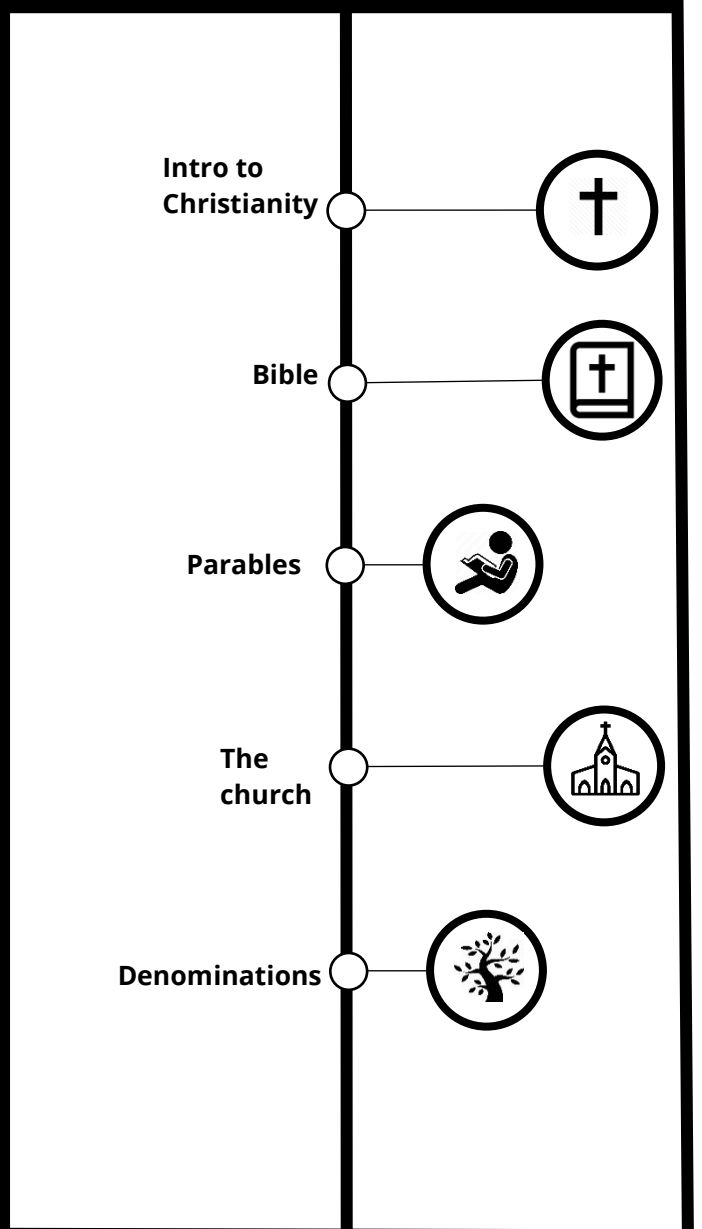
TIER 2 VOCABULARY

- 1 **Worship:** (verb) To have or show adoration for a god. For example, praying to a god.
- 2 **Devotion:** Religious worship or observance.
- 3 **Practise:** (verb) Actively pursue or be engaged in something.
- 4 **Compare:** Identifying similarities between things.
- 5 **Contrast:** Being different from something else.
- 6 **Justify:** (verb) To show or prove to be right or reasonable.
- 7 **Assume:** Making a judgement without checking first.
- 8 **Significant:** Meaningful, or having an important effect.

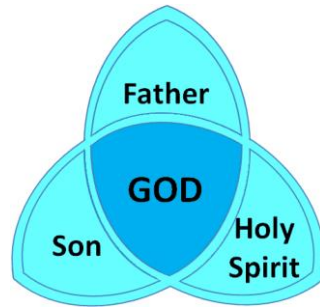
TIER 3 VOCABULARY

- 1 **Bible:** The main religious text in Christianity.
- 2 **Church:** The Christian place of worship.
- 3 **Parables:** A story used to illustrate a moral or spiritual lesson.
- 4 **Miracle:** An extraordinary event that is not explicable by natural or scientific laws.
- 5 **Denomination:** Different branches (groups) of practise within a religion.
- 6 **Messiah:** The promised deliverer of the Jewish nation prophesied in the Hebrew Bible.

What we will look at this cycle!

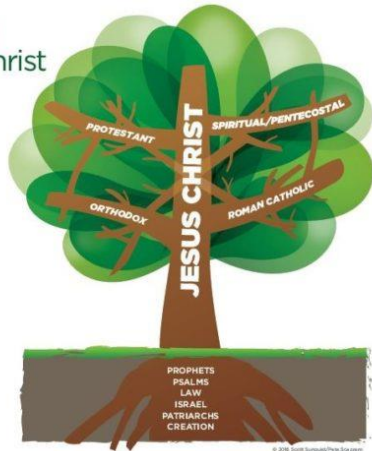


KEY DIAGRAMS



THE CHURCH: The Body of Christ

*I pray...that all of them may be one,
Father, just as you are in me and I
am in you. May they also be in us
so that the world may believe that
you have sent me. John 17:21*



DIG DEEPER



Research - follow the links to discover more about Cycle B!

Christianity, BBC:

<http://www.bbc.co.uk/religion/religions/christianity/>

Christian Aid:

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



Listen – listen to the following podcast:

The Knowing God Podcast for Kids

A fun and easy-to-understand podcast with in-depth bible study and real-life application.



Watch – watch the following video clips:

<https://www.youtube.com/watch?v=TG55ErfdaeY>

Crash Course world history – Christianity

A great channel that gives a historical approach to religions and the beginning of Christianity. Very fast spoken but a good challenge video.

CHALLENGE TASKS FOR EACH WEEK

1. Create a poster about the Bible. Make sure you include key term, examples and talk about the different sections.
2. “Christianity is all about Jesus”. Do you agree? Write a short paragraph explaining your reasons.
3. Compare the teachings of Christianity to another religion you have learnt about. Write an extended answer explaining your point.
4. Look into the work of a Christian charity. How do they use their beliefs to influence their actions?
5. “All Christians are the same”. Do you agree? Write a short paragraph explaining your reasons.
6. Choose one of the topics seen in cycle B and create a lesson to teach a Year 6 class.

Building Tension

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

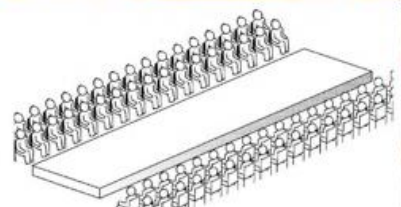
- 1. pause** - adding a pause or moment of stillness can create tension, as the audience are kept waiting to see what will happen next.
- 2. proxemics** - moving closer to another actor suggests that something is about to happen, which builds tension.
- 3. eye contact** - making direct eye contact with 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

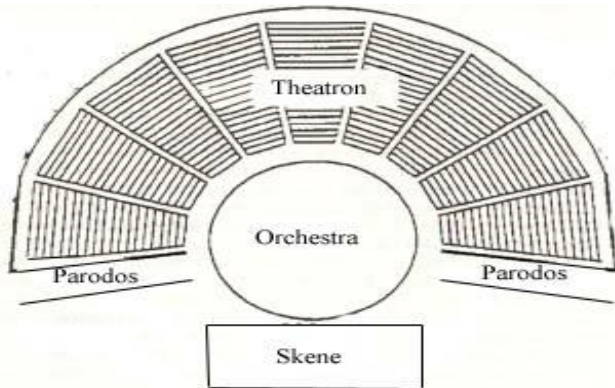


Tier 2 Vocabulary	
Emotion	A strong feeling.
Contribution	To suggest ideas and add information in order to help achieve something
Describe	Give a detailed account of something.
Justify	To show yourself to be right by explaining your reasons.
Analyse	To look at something very closely in order to explain 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

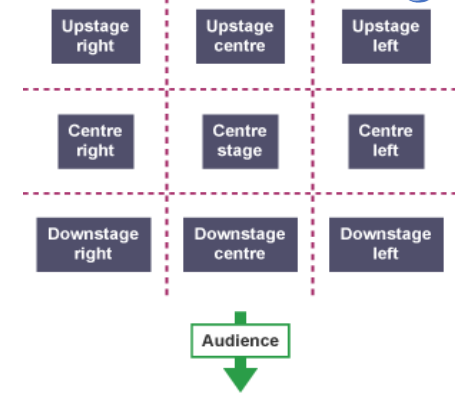
The function of the Greek Chorus is to tell the story, comment on the action and react to the experiences of the characters. They speak at the same time.



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*

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.

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.
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.																													
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.																									

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?



		 French 	Literal English	 Standard English 
1.		Bonjour! Je me présente. Je m'appelle Pierre.	<i>Good day! I myself introduce. I myself call Pierre.</i>	Hello! Let me introduce myself. My name is Pierre.
2.		J'habite à Paris en France avec ma famille	<i>I live in Paris, in France with my family.</i>	I live in Paris, in France with my family.
3.		Je suis né à Lyon, alors je suis français.	<i>I am born in Lyon, so, I am French.</i>	I was born in Lyon, so I am French.
4.		J'ai onze ans.	<i>I have eleven years.</i>	I am eleven years old.
5.		Mon anniversaire c'est le trois mai.	<i>My birthday is the three May.</i>	My birthday is the 3 rd May.
6.		J'ai les cheveux bruns et courts	<i>I have the hairs browns and shorts</i>	I have short, brown hair
7.		et j'ai les yeux bleus. Je suis de taille moyenne.	<i>and I have the eyes blues. I am of size medium.</i>	and I have blue eyes. I am of average height.
8.		J'ai une sœur qui s'appelle Amélie.	<i>I have a sister who herself calls Amelie.</i>	I have a sister called Amelie.
9.		Elle a les cheveux longs et blonds.	<i>She has the hairs longs and blonds.</i>	She has long blonde hair.
10.		Ma mère dit que je suis très gentil	<i>My Mum says that I am very kind</i>	My mum says that I am very kind
11.		mais mon père pense que je suis trop bavard.	<i>but my Dad thinks that I am too chatty.</i>	but my Dad thinks that I am too chatty.
12.		De temps en temps,	<i>From time to time,</i>	From time to time,
13.		je suis un peu paresseux	<i>I am a bit lazy</i>	I am a bit lazy
14.		mais mon frère est assez actif,	<i>but my brother is quite active,</i>	but my brother is quite active,
15.		donc nous jouons au foot ensemble	<i>so we play to the football together</i>	so we play football together
16.		parce qu'il le trouve amusant.	<i>because he it find fun.</i>	because he finds it fun.
17.		J'aime lire des livres	<i>I like to read some books</i>	I like to read books
18.		car c'est tellement intéressant.	<i>as it is so interesting</i>	as it is so interesting.
19.		Cependant, je n'aime pas regarder la télé	<i>However, I not like to watch the TV</i>	However, I do not like watching TV
20.		parce que je le trouve barbant.	<i>because I it find boring.</i>	because I find it boring.
21.		Le weekend dernier, je suis allé au cinéma.	<i>The weekend last, I am gone to the cinema</i>	Last weekend, I went to the cinema
22.		C'était amusant!	<i>It was fun!</i>	It was fun!
23.		Mais le weekend prochain, je vais faire mes devoirs	<i>But the weekend next, I am going to do my homeworks</i>	But next weekend, I am going to do my homework
24.		car c'est vraiment important.	<i>as it is really important.</i>	as it is really important.

Challenge Questions: Translate the sentences into French



- 1 **My** sister's name is Laila. **She is** twenty years old. **Her** birthday is the ninth of February.
- 2 **She lives** in Canada. From time to time, **I go** to Canada with **my** family. **I like** to visit Canada.
- 3 I also **like** going to the beach. Last year, **I went** to Nice. It was fun! Next year, **I am going to go to** Marseille with **my** brother Luc.
- 4 **Luc is** eighteen years old. **He does not like** football because it's boring. However, **he plays** tennis as he finds it fun.
- 5 When **it is hot**, **I love** going to the park with **my** friends and **my** dog, **who** is called Buster. I love my dog. **He is** small but very cute!



(Be brave, dig deep and discover)
Recommended texts/websites/writers

French Vocabulary Learning:



- Senecalearning.com → French KS3 → French AQA (For Bilingual students and Challenge)
- 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	Describe	Give details about what a map or diagram show (“say what you see” – speaking/writing like a geographer).	1	Development	Development is the process of a place undergoing changes that improves the quality of life for people living there.
2	Explain	To give the reasons why or how something has happened.	2	Quality of life	The standard of health, education, comfort, and well-being experienced by an individual or group.
3	Cause	A factor that is responsible for something happening.	3	GNI per capita	The dollar value of a country's final income in a year, divided by its population.
4	Rural	Belonging to, or relating to, a town or city.	4	Wealth	A great quantity or store of money, valuable possessions, property, or other riches.
5	Urban	Belonging to, or relating to, the countryside.	5	Economic indicator	An economic indicator is a statistic about the economy - the system of how money is made and used within a particular country or region.
6	Ethnicity	A social group that shares a common and distinctive culture, religion, or language.	6	Social indicator	A statistical indicator relating to people and how they may be affected in areas such as health, education, and well-being.
7	Data	Data is information that be measured, collected, reported, and analysed.	7	Industrialisation	The period of social and economic change that transforms a human group from an agrarian society into an industrial society.
8	Local	Relating to the small area where you live, or to the small area that you are talking about.	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.
9	National	Relating to the whole of a country or nation.	9	Manufacturing	Manufacturing is the making of goods by hand or by machine that upon completion the business sells to a customer.
10	Global	Relating to the whole world; worldwide.	10	Sanitation	The act or process of making or keeping things free from filth, infection, or other dangers to health e.g. the disposal of sewage and solid waste.
Graph and map types			11	Inequality	The quality of being unequal or uneven, for example the gap between the rich and the poor, and the unfair situation in society where people have more opportunity and money than others.
1	Pie Chart	A type of graph in which a circle is divided into sectors that each represent a proportion of the whole. 	12	Absolute poverty	Extreme poverty, or absolute poverty, is the condition whereby people are unable to access the basics needed for survival – food, water and shelter.
2	Bar Graph	To show Discrete Data (numbers), allows for easy comparisons. 	13	Relative poverty	Relative poverty is when households receive 50% less than average household incomes, so they do have some money but still not enough money to afford anything above the basics, and sometimes even this is a struggle.
3	Choropleth map	A type of thematic map that shows interval data, areas are shaded or patterned in proportion to a statistical variable.	14	International Aid	International aid is the voluntary donation of money, goods or knowledge from one country to another. It is typically a high income developed country supporting a middle income or low -income developing country.

Challenge questions

1	How would a countries level of development affect its recovery from an earthquake?
2	How might a countries level of development affect the type of government it has?
3	Why is access to toilets important for development?
4	Why is it important to focus on gender equality when trying to improve the development of a place?
5	What other areas do you think are the most important to focus on when trying to improve the development of a country?
6	Can you think of both the advantages and the disadvantages of aid?

Key maps











Digging deeper

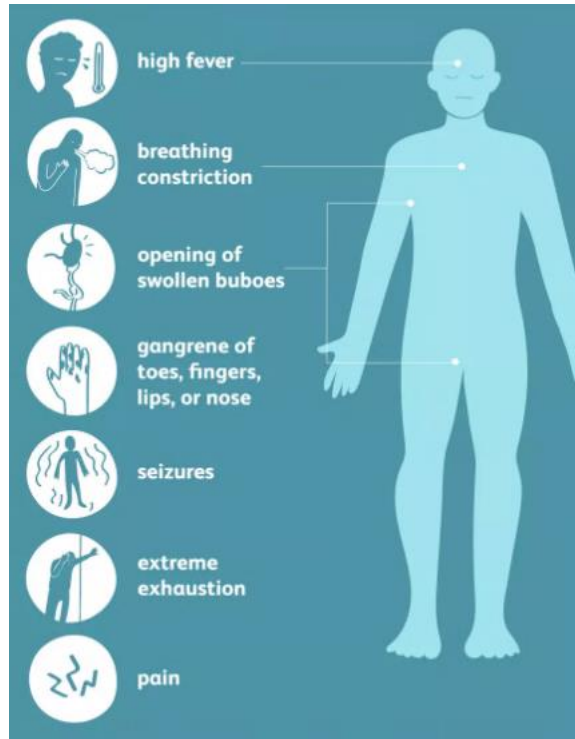
1. Dollar Street (where toilet photographs were from) - <https://www.gapminder.org/dollar-street/>
2. Gap minder – lots of statistics and interactive quizzes and maps about development, wealth and poverty. <https://www.gapminder.org>
3. World mapper – where enlarged GNI per capita map is from, collection of maps where places are resized according to the topic. <https://worldmapper.org>
4. BBC bitesize – development section – useful for revision and key pieces of information. <https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/1>
5. Oak National, KS3, Development – a series of videos on parts of development if you need something reexplained. <https://classroom.thenational.academy/units/development-c36b>



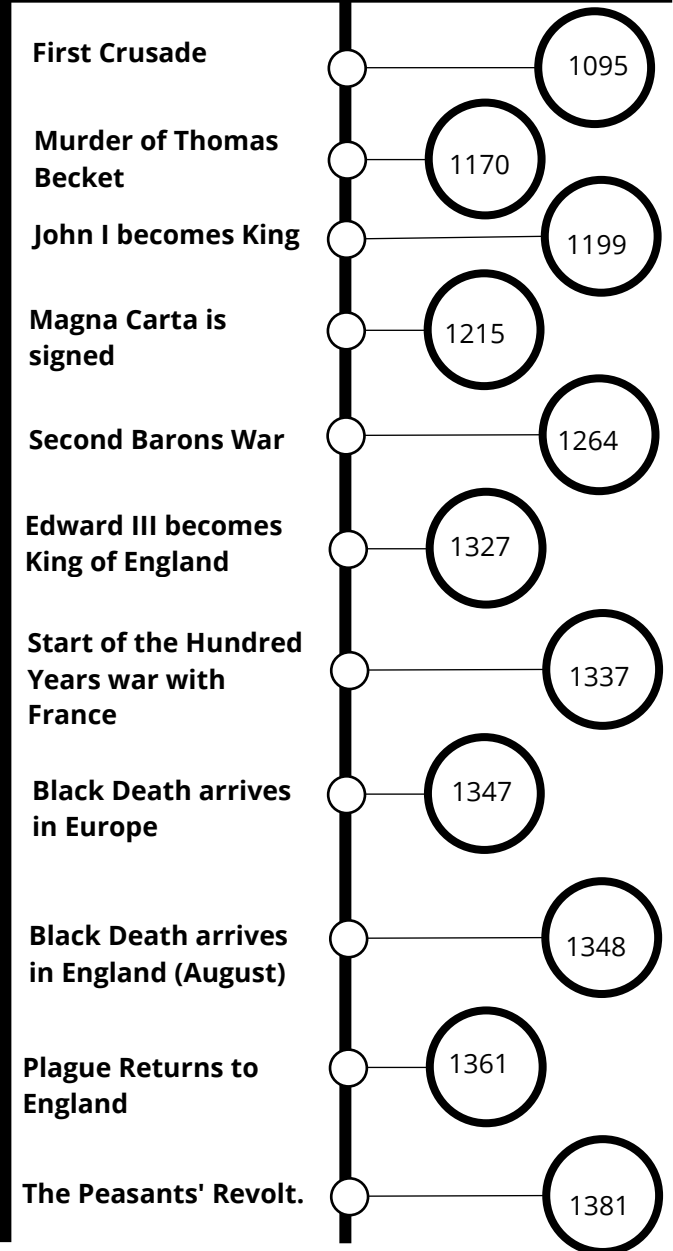
TIER 3 VOCABULARY

- 1  **Baron** - The most powerful nobles in England, helped the king rule. Baron is another name for an Earl.
- 2  **Manor** - A village containing the Baron or Lords house, farm and the peasants (farm workers) houses.
- 3  **Peasant** - Poorest people who worked (usually as farmers) for a Lord or Baron.
- 4  **Bubonic Plague** - A disease which killed millions in Europe between 1300 and 1700.
- 5  **Buboes** - Large growth filled with puss.
- 6  **Black Death** - A nickname for the plague.
- 7  **Poll Tax** - A one-time tax charged by country's government.
- 8  **Revolt** - When people fight against their rulers.

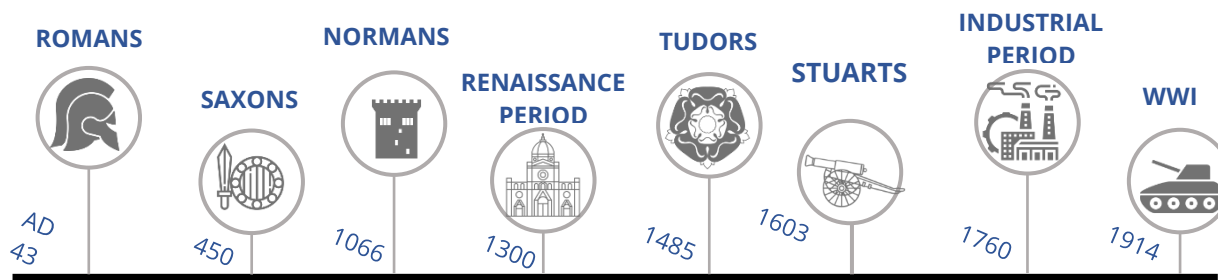
BLACK DEATH SYMPTOMS



KEY EVENTS in the 14th Century



CHRONOLOGY



TIER 2 VOCABULARY

- 1 **Religion** – The belief and worship of a God.
- 2 **Cathedral** – A very large and very important church.
- 3 **Abbey** – An important church; not as important as a Cathedral.
- 4 **Saint** – A person who is seen as very holy by Christians and went to heaven when they died.
- 5 **Priest** – A Christian religious leader.
- 6 **Mayor** – Leaders of a town (like a governor or King of a town or city).
- 7 **Population**– The amount of people living in a county.
- 8 **Contagious** – An illness of disease which is passed from contact with an infected person.
- 9 **Significant** – Something important which is remembered.

KEY HISTORICAL WORKS

Ian Mortimer

“You have come face to face with the contrasts of a medieval city. It is so proud, so grand, and in places so beautiful; and yet it displays all the disgusting features of a bloated glutton.”



Want to challenge yourself further?

Why not read what another historian has said about Medieval England!

To supplement your reading during your prep, collect another hand out, from your teacher, based on a podcast Dr Claire Kennan has recorded on the period! Scan the QR code to get to the podcast.



CHALLENGE

1. How significant was Magna Carta?
2. Were the Barons justified in their demands?
3. Was religion or power more important to medieval lords?
4. How far was the Black Death positive for medieval England?
5. What was the most significant event of the medieval period?
6. What was life like in Medieval England?

DIG DEEPER

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

Genghis Khan created the Mongol Empire
<https://drive.google.com/file/d/1Pp5i3yEFsy4VDvdaU3IH3OXU4gBNRzDZ/view>

A crusade was launched against the Cathars.

https://drive.google.com/file/d/1kb20M3nKx5kCOIAjS_2yN0RrTEBf0-GZ/view

Mansa Musa became the richest person in history.

<https://drive.google.com/file/d/1a8VtXyoYncWk7Qzxhg1lCKNYwBbjau9U/view>

Listen - Listen to the following History Extra podcasts on the Medieval Period:

Black Death and Social Change
8/4/2020

The Peasants Revolt
19/2/2015

The filthy Middle Ages?
30/12/2019

Watch the following films about the medieval period:

Robin Hood (2010)

A Knight's Tale (2001)

Horrible Histories (2009-present)

Scan the following codes and read the articles:





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.
----	---------	--	----	----------	--



Year 7: Easter Term

Spring	2-D geometry			The Cartesian plane		
	Angles <ul style="list-style-type: none"> Measuring and drawing angles Angles on a straight line and around a point Angles in parallel lines Creating expressions from angle facts 	Classifying 2-D shapes <ul style="list-style-type: none"> Classifying polygons according to their properties Rotational and line symmetry Internal angle sum of triangles and quadrilaterals 	Constructing triangles and quadrilaterals <ul style="list-style-type: none"> Using a ruler, protractor and compasses to construct 2-D shapes Using properties of quadrilaterals and triangles to explore standard constructions. 	Coordinates <ul style="list-style-type: none"> Plotting points in all four quadrants Horizontal and vertical lines Midpoints of line segments Problem solving on a coordinate grid 	Area of 2-D shapes <ul style="list-style-type: none"> Area of triangles and quadrilaterals Formulae and solving equations 	Transforming 2-D figures <ul style="list-style-type: none"> Translation, rotation and reflection of an object on a cartesian plane Enlargement by a positive scale factor

TIER 2 VOCABULARY

TIER 3 VOCABULARY

1	Compare	To look for the difference between two things.	1	Translation	Sliding; moving a shaped without rotating or flipping.
2	Classify	To say which group objects belong to.	2	Rotation	A circular movement around a fixed point.
3	Intersection	Where lines cross over.	3	Reflection	Flipping an image as it would be seen in a mirror.
4	Adjacent	Lying next to each other.	4	Transformation	Changing a shape by: flipping, rotating, sliding or resizing.
5	Illustrate	To show.	5	Symmetry	When two parts are identical after a flip, slide or turn.
6	Interior	Inside a shape.	6	Congruent	The same shape or size after a turn, flip or slide.
7	Exterior	Outside a shape.	7	Perimeter	The distance around a two-dimensional shape.
8	Conjecture	A statement that might be true but is not proven.	8	Equidistant	The same distance from a point or each other.
9	Deduce	To reach an answer by carefully working out.	9	Horizontal	Going side-to-side; like the horizon.
10	Comprise	To be made up of.	10	Intersection	Where lines cross.
11	Combine	To join together.	11	Polygon	A 2D shape with straight lines.
12	Partition	To divide into smaller parts.	12	Vertex	A point where two or more line segments meet; a corner.

USEFUL DIAGRAMS

Corresponding angles:

A lie on the same side of a transversal
B are in the different 'regions'

Allied angles:

A lie on the same side of a transversal
B are in the same 'region'

A lie on different sides of a transversal
B are in the same 'region'

Vertically opposite angles are equal

	No lines of symmetry	1 line of symmetry	2 lines of symmetry
Diagonals perpendicular	 Scalene	 Kite	 Rhombus
Diagonals not perpendicular	 Parallelogram	 Isosceles trapezium	 Rectangle

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
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ 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 1cm = 0.01m
A millilitre is one thousandth of a litre 1ml = 0.001l
A kilogram is one thousand times larger than a gram 1kg = 1000g

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
<https://mathfactor.uark.edu>

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



Challenge

The two lines currently intersect at the red dot.
If angle p was changed to 100° and angle q was changed to 30° ,
in which region would the two lines intersect?

What is the size of angle s ?

A 30°
 B 36°
 C 45°
 D Not enough information

Tom and Katie are arguing about shapes they can construct by joining up points on the diagram in the right.

Tom says you can construct a parallelogram.
Katie says you can construct a right-angled triangle.

Who is correct?

A Only Tom
 B Only Katie
 C Both Tom and Katie
 D Neither is correct

What is the equation of this line of symmetry?

A $x = -3.5$
 B $x = -2$
 C $x = -1$
 D $x = 1$

Which length do you **not** need when calculating the area of the parallelogram?

A a
 B b
 C c
 D You need them all









Jo and Paul are arguing about enlargements.

Jo says if a shape is enlarged by a scale factor of 0.5 then its area is half as big as the original area.
Paul says if a shape is enlarged by a scale factor of 2 then its area is 4 times as big as the original area.

Who is correct?

A Only Jo
 B Only Paul
 C Both Jo and Paul
 D Neither is correct

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.

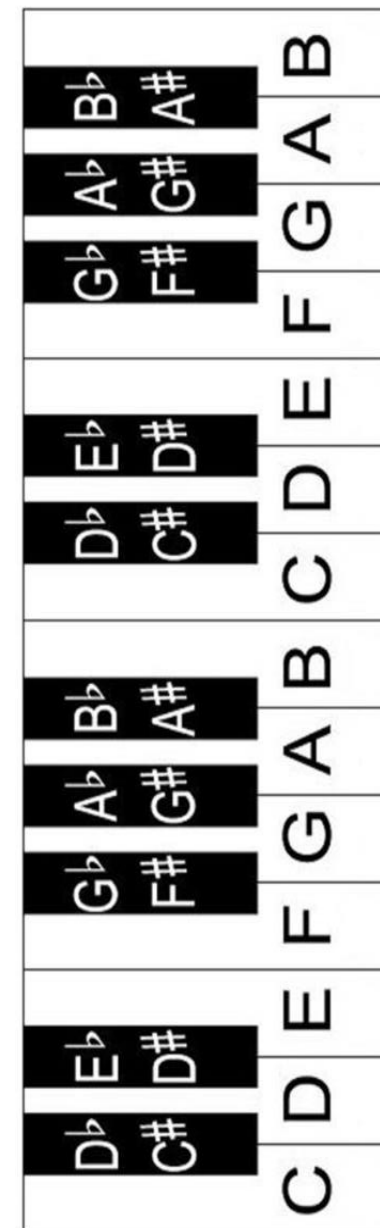


How to actively listen

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 Kamakawiwo'ole



Hans Zimmer



Gustav Holst

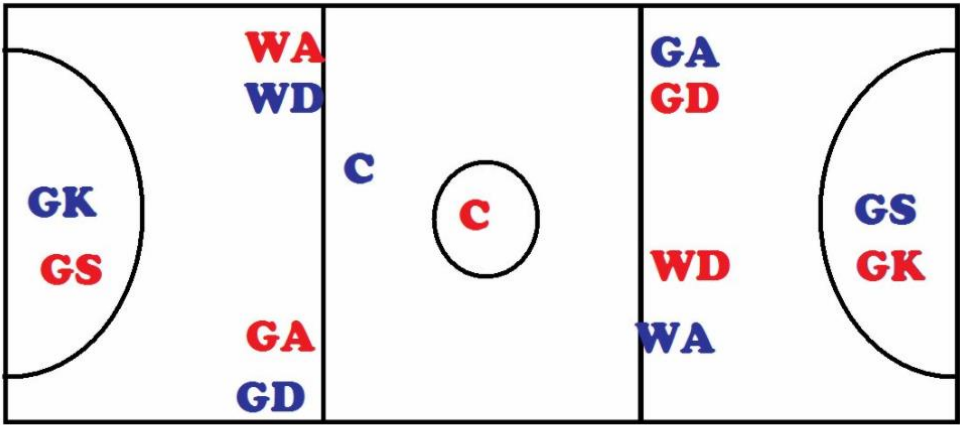




- 1) **Who** is the musician?
- 2) **What** are they most famous for?
- 3) **When** did they live?
- 4) **Where** were they born/where did they live?
- 5) **How or why** does this musician link to your learning?

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

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	tactic	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	infringement	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
			12	sportsmanship	Fair and generous behaviour or treatment of others, especially in a sporting contest.

Key Diagram	Challenge questions
 <p>👤 = Blue Team. 👤 = Red Team.</p>	<p>1. What areas of the netball court can each player move through?</p>
	<p>2. What happens if a player moves in to an area they aren't allowed to go in?</p> <p>3. What is the difference between the contact inside the semi-circle and contact outside of the semi-circle?</p> <p>4. How many umpires are there in a netball game?</p> <p>5. Can you explain the scoring system in netball?</p> <p>6. How long is a professional competitive netball game?</p>

<p>Be brave, dig deep and discover</p> 	<p>The National Governing body for Netball in the UK https://www.englandnetball.co.uk/</p> <p>England v Australia Commonwealth Games Finalist match https://www.youtube.com/watch?v=XD5Q9G5bBgo</p>

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
Energy	Joules	J
Temperature	degrees Celsius	°C
Speed	metres per second	m/s
Area	square metres	m ²
Volume	cubic metres	m ³



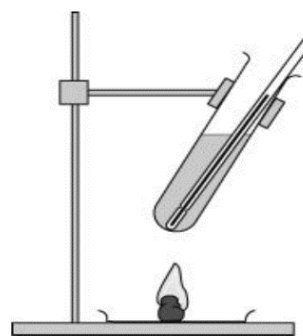
Statistic	How to work it out.
Mean	Add all the numbers together and divide by the number of numbers
Anomaly	An Anomaly is an odd one out. You do not include it in calculating the mean.



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)

Equipment

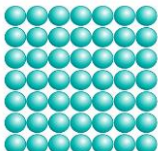
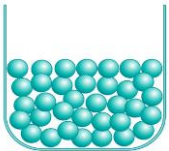
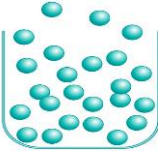


- Beaker
- Conical Flask
- Bunsen
- Thermometer
- Tripod
- Round Bottomed Flask
- Funnel
- Boiling Tube
- Test Tube

Particles

Tier 3 Word	Meaning
Solid	A state with a fixed shape and volume.
Liquid	A state with a fixed volume but no fixed shape
Gas	A state that doesn't have a fixed shape or volume, and is easy to squash.
Particles	The tiny pieces that everything is made out of.
Brownian Motion	Erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
Diffusion	The movement of particles from a high concentration to a low concentration.
Compressed	To be squeezed into a smaller volume.

States of Matter

	Solid	Liquid	Gas
Diagram of particles			
Movement	Vibrate in fixed positions	Move and slide past each other - flow	Move randomly, freely and in all directions.
Arrangement	Particles are close together in a regular pattern.	Particles are close together in an irregular pattern – they fill the container	Particles are very far apart with wide spaces between them.

C

Challenge Questions

- Compare when you would use filtration vs. evaporation.
- Describe how you could investigate into how much salt was in 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:



Phet Colorado – particle stimulator

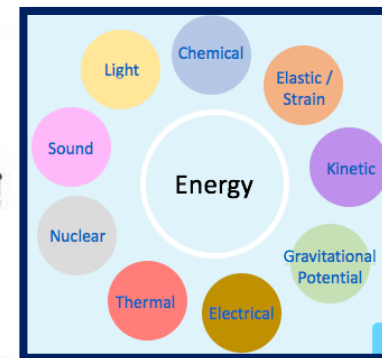
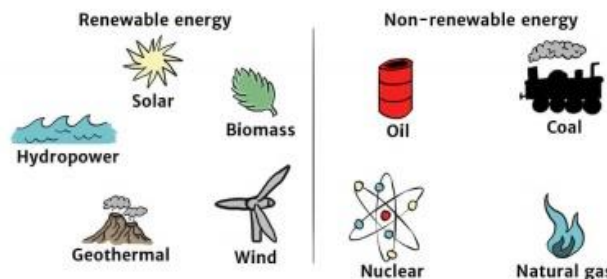


Deep Dive into the theory of Brownian Motion

Energy

Tier 3 word	Meaning
Energy	Something that is needed to make things happen or change.
Joule (J)	The unit for measuring energy.
Transfer	When energy is moved from one store into another or from one place to another we say it is transferred.
Non-renewable	Any energy resource that will run out because we cannot renew our supplies of it (e.g. oil).
Fossil Fuels	Coal, oil and natural gas – all fuels that were formed from the remains of dead plants and animals.
Renewable	An energy resource that will never run out (e.g. solar power).
Efficiency	A way of saying how much energy a process uses compares to wastes.

Renewable and Non-Renewable Energy Sources



C

Challenge Questions

- Research into Michael Phelps' diet – explain why he needs to eat so much.
- Describe how fossil fuels are made and explain why they release carbon dioxide into the atmosphere when burnt.
- Explain why people may be against windfarms.
- Explain why the sun is so important in generating energy.

Deep Dive:

Watch BBC2: Save your energy clip. →























Research into Greta Thunberg and why she recommends using Renewable Energy.



UNIT 1

UNIT 3


<p>Me llamo My name is</p> <p>Se llama His/her name is</p> 	<p>Antonio Carlos Diego Emilia Isabela María José Julián Roberto</p>	<p>y and</p>	<p>tengo I have</p> <p>tiene he has</p>	<p>seis [6] años siete [7] años ocho [8] años nueve [9] años diez [10] años once [11] años doce [12] años trece [13] años catorce [14] años quince [15] años</p>
<p>Tengo el pelo I have the hair</p>  <p>Tiene el pelo He has the hair</p>	<p>castaño brown moreno dark brown negro black pelirroja red/ginger rubio blonde</p>	<p>y</p>	<p>a media melena medium length corto short en punta spikey largo long liso straight rapado very short/shaved head rizado curly ondulado wavy</p> 	
<p>Tengo los ojos I have the eyes</p>  <p>Tiene los ojos He has the eyes</p>	<p>azules blues marrones browns verdes greens negros blacks</p>	<p>y</p>	<p>[no] llevo (I) [not] wear</p> <p>[no] lleva (He) [not] wears</p>	<p>gafas glasses </p> <p>bigote moustache </p> <p>barba beard </p>


<p>Yo (I)</p>	<p>Soy I am</p>	<p>alto/a tall </p> <p>bajo/a short </p> <p>bueno/a good </p> <p>delgado/a skinny </p> <p>feo/a ugly </p> <p>fuerte strong </p> <p>gordo/a fat </p> <p>guapo/a handsome </p> <p>Musculoso/a muscular </p>
<p>Mi hermana menor My sister younger </p> <p>Mi hermano mayor My brother older </p> <p>Mi madre My mother </p> <p>Mi padre My father </p>	<p>es (he/she) is</p>	<p>aburrido/a boring </p> <p>antipático/a mean </p> <p>divertido/a fun </p> <p>generoso/a generous </p> <p>malo/a bad </p> <p>simpático/a nice/friendly </p> <p>terco/a stubborn </p> <p>amable kind </p> <p>valiente brave </p>

- Dig Deeper**
1. Teach a member of your family some phrases in Spanish.
 2. Download the Duolingo app to your phone and earn lots of points practicing new Spanish words.
 3. Listen to Michel Thomas's lesson and practice your speaking: <https://www.youtube.com/watch?v=xFogt0ptVGI>
What new words do you learn? What En-Sp word patterns?
 4. Christmas is a very important family holiday in Spain. Find out more about Christmas traditions here: <https://www.whychristmas.com/cultures/spain.shtml>
 5. Animals: Watch "The Secrets of the Amazon" on YouTube <https://www.youtube.com/watch?v=CKUx1aSC9MU>. Which 10 countries is the Amazon located in? Which of them speak Spanish?
 4. Find out about Frida Kahlo's family and pets here: <https://www.frida-kahlo-foundation.org/biography.html>



Animales espectaculares de la Amazonia

el jaguar	un gato amarillo y negro, musculoso y rápido	
la anaconda	una serpiente enorme, verde o amarilla	
la piranha	un pez rojo y gris, agresivo, con mucho apetito	
el delfín rosado	de color rosa, muy inteligente y tímido	
el quetzal	un pájaro de colores, importante para los antepasados	
el caimán	verde, grande y feroz, similar a un cocodrilo	
un péjaro	o tigris	












uno madre jaguar y dos hermanos un quetzal



















UNIT 2

BE STRONG - Knowledge Organiser

UNIT 4

Cycle B Topic: Mi Familia

<p>En mi familia tengo In my family I have</p>  <p>Hay cuatro personas en mi familia There are four people in my family</p>  <p>Me llevo bien con... I get on well with</p>  <p>Me llevo mal con... I get on badly with</p> 	<p>mi abuelo Jaime my grandfather Jaime</p> 	<p>Él tiene He has</p>	<p>un [1]</p> <p>año year</p>
	<p>mi padre, Juan my father Juan</p> 		<p>.... dieciséis [16] diecisiete [17] dieciocho [18] diecinueve [19] veinte [20] veintiuno [21] veintidós [22] veintitrés [23]</p>
<p>mi tío, Ivan my uncle Ivan</p> 	<p>Ella tiene She has</p>	<p>..... cuarenta [40] cincuenta [50] sesenta [60] setenta [70] ochenta [80] noventa [90] cien [100]</p>	
<p>mi hermano mayor/menor Darren my brother older/younger Daren</p> 		<p>mi prima, Clara my cousin, Clara</p> 	

<p>En casa tengo In house I have</p> 	<p>un caballo a horse </p> <p>un conejo a rabbit </p> <p>un gato a cat </p> <p>un hámster a hamster </p> <p>un loro a parrot </p> <p>un pájaro a bird </p> <p>un pato a duck </p> <p>un perro a dog </p> <p>un pez a fish </p> <p>un pingüino a penguin </p> <p>un ratón a mouse </p>
<p>Mi amigo Paco tiene My friend Paco has</p> 	<p>una araña a spider </p> <p>una cobaya a guinea pig </p> <p>una rata a rat </p> <p>una serpiente a snake </p> <p>una tortuga a turtle </p>
<p>Me gustaría tener I would like to have</p> 	
<p>No me gustaría tener Not I would like to have</p>	

Challenge Tasks

- Use the vocabulary from the **UNIT 1 GRID** to create a **wanted poster** in Spanish. The title should be "**¡Se Busca!**" (you must describe the wanted person in detail). Include a drawing!
- You are Princess Leonora of Spain. Write a text describing your family and your relationship with them. Use the **KO grids**.
- You are Benny (Miguel's cousin). Look at the family tree on the front cover and write a text about your family. Include their names, physical appearance and use your imagination. What are they like character wise? Can you include all the words that are on the front cover of your booklet.
- Write a text of your dream pet and do a drawing of it. Include: its name, its age, its physical appearance and its character.
- List five species of plants and animals that can only be found in the Amazon Rainforest. "Latin America is one of the most **biodiverse** regions in the world." What does this sentence mean? What is biodiversity?



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.
			11	production flowchart	Step by step guide on how you produced your final product

Challenge Questions

1. WHAT IS THE DIFFERENCE BETWEEN A MOOD BOARD AND A THEME BOARD?	12	calico fabric	Is a plain-woven textile made from unbleached and often not fully processed cotton
2. WHO INVENTED THE SEWING MACHINE AND IN WHICH YEAR?	13	wadding	An animal based natural fibre from sheep. For stuffing toys and cushions with natural fibres.
3. LIST 5 HEALTH AND SAFETY RULES IN THE TEXTILES ROOM?	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.
4. WHAT IS AN UNPICKER USED FOR IN TEXTILES TECHNOLOGY?	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/>

Key words to the sewing machine