



Student Name _____

Form _____

Knowledge Organisers
Cycle C – Year 7

How to Use your Knowledge Organiser

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

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

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

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

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

Finally, a reminder that prep completion is your responsibility.

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

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

Homework Timetable - Year 7

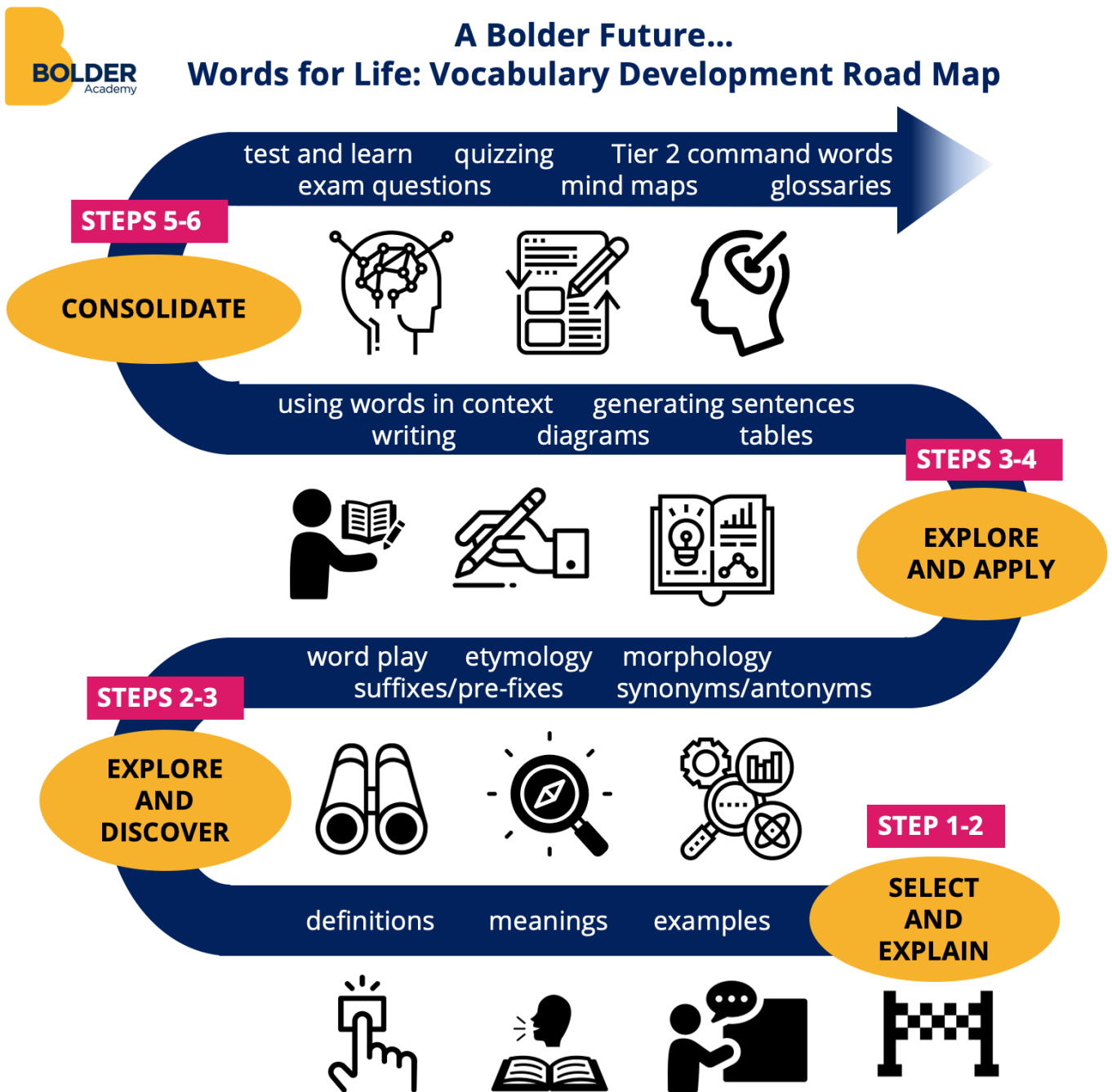
For cycle A, to support with your transition from primary school, you will only receive Prep for the following subjects:

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Science	History	Geography

Words for Life at Bolder: Vocabulary Activities

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

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



Vocabulary Websites

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

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

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

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

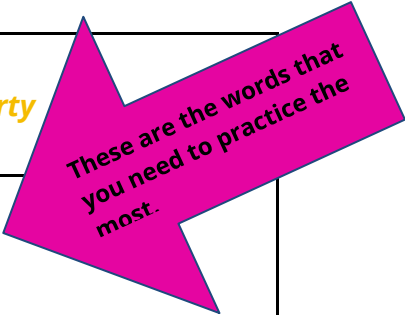
[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

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

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

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

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



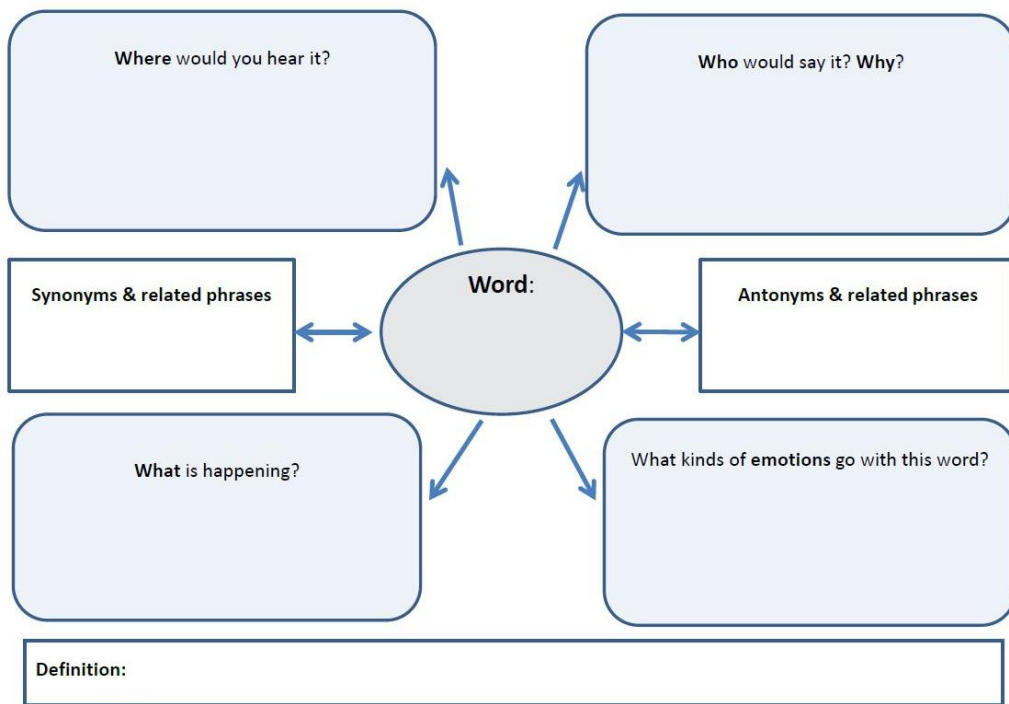
These are the words that you need to practice the most.

Vocabulary Homework Examples

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

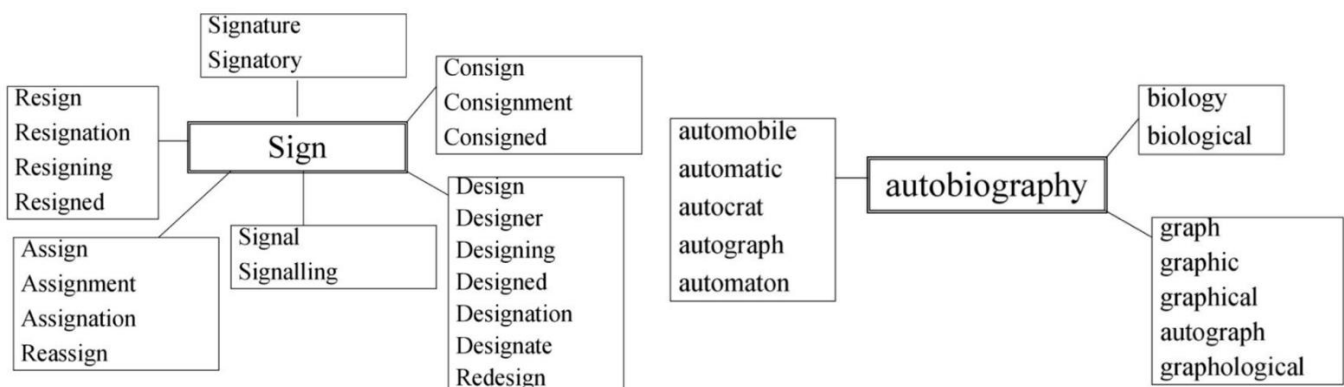
SELECT AND EXPLAIN – Vocabulary diagrams

Your teacher will tell you which key words to use for these. Make sure you spend time on these and make them detailed – be as creative as you want! The challenge is to make a creative diagram or map with the word. Here are some ideas below:



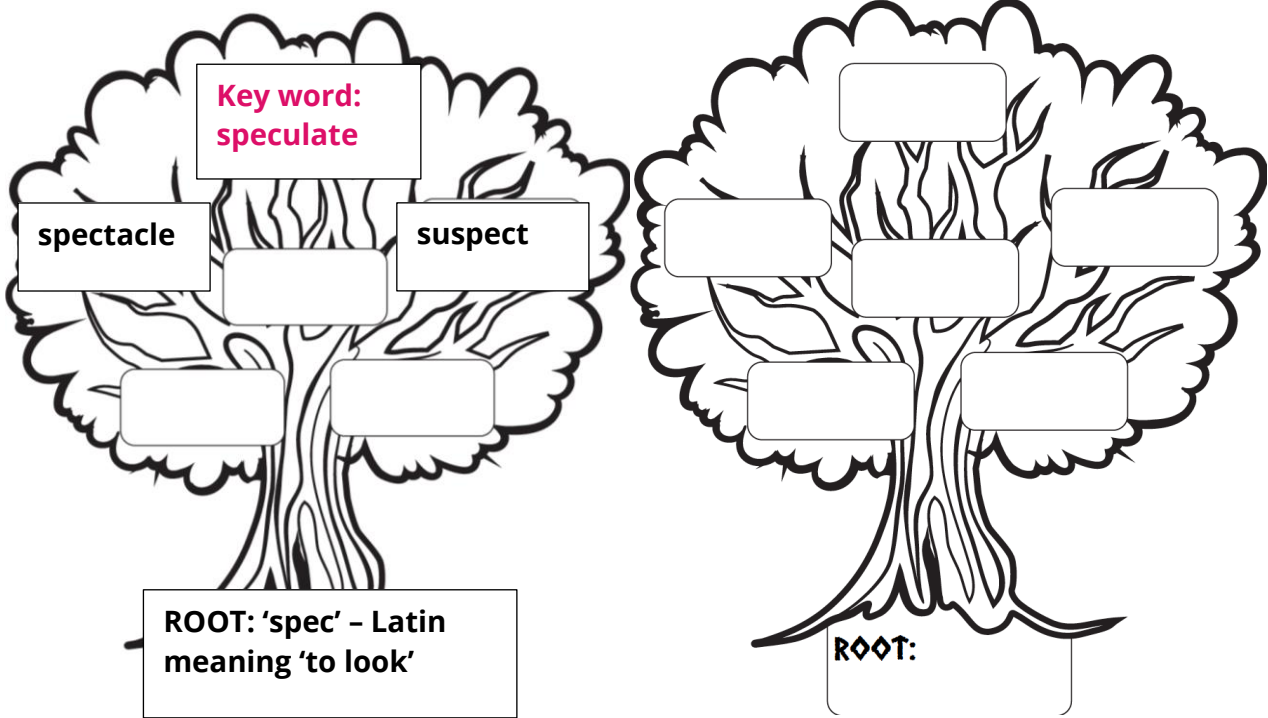
EXPLORE AND DISCOVER – Word Webs

The challenge is to make as many words as you can from the same word. If you break the words up into parts (root words, suffixes and prefixes) you should be able to make other words from the original word. Look at the examples below to help you. Make as many groups of new words as you can. (Use the vocabulary websites to help you)



EXPLORE AND DISCOVER – Green and Latin Root word tree

Your teacher will give you a key word from the knowledge organiser to put at the top of your tree. You need to work out what the root word is and then any other words that have the same root word.



EXPLORE AND DISCOVER – Root word tables

Using the Latin and Greek root words tables in the front of your knowledge organiser can you find the root words for the key words your teacher gives you. Fill in the table with the correct root word.

Maths example:

Key word	Root word	Meaning of the root word	Use the word in a sentence	Your own definition of the key word
polygon	Greek: poly	many	A regular polygon has all angles equal and all sides equal, otherwise it is irregular	A polygon is a plane shape with many sides.

Whole Word:	Word Parts:	Literal Definition:
Meanings of Word Parts:		Dictionary Definition:

EXPLORE AND APPLY – Would you rather?

Your teacher will give you 'would you rather' scenarios based on your subject. You must explain your answers in full sentences: **I would rather.....because.....**

Science example:

- Would you rather separate different inks from a mixture by **Chromatography** or **Distillation**? Explain why.
- Would you rather light a Bunsen Burner on a **roaring** or **safety** flame? Explain why.
- Would you rather your food travelled down your **Oesophagus** or **Trachea**? Explain why.
Extension: What is a Trachea?
- Would you rather **evaluate** a practical to improve it or **conclude** a practical to improve it? Explain why.
- Would you rather **explain** why you got your results or **describe** why you got your results? Explain why.

Music example:

- Would you rather create a monophonic piece of music or a homophonic piece of music? Explain why.
- Would you rather sing acapella or accompanied? Explain why.
- Would you rather learn the harmony or the melody of your favourite song? Explain why.
- Would you rather play a fast or slow tempo song? Explain why.

EXPLORE AND APPLY– What? So what? Now what?

Your teacher will tell you which words you need to use. Write in full sentences under each heading:

- **What? (What is the word that your teacher has given you?)**
- **So what? (Why are you learning this word? How does it connect to your topic and subject?)**
- **Now what? (How will you use this word – in lessons, in your work, in your speech, in you writing?)**
- **So what does it mean? (What is the dictionary definition and what is your own definition?)**
- **Now in what way can you use the word in your life? (How does this word apply to your life and other subjects?) English example – Sherlock Holmes**

What? The word I am learning is deduction.

So what? I am learning the word deduction because it is the main detective skill that Sherlock Holmes uses to analyse people when they are involved in an investigation.


Now what? I will use this word to explain how Sherlock Holmes carries out investigates and to explain how Arthur Conan Doyle descriptively writes Sherlock's deductions of the main suspects in an investigation. I will also use the word to explain the different methods of analysing a person and how Doyle wanted readers to understand how crimes were being solved in the Victorian era.

So what does it mean? Deduction in Sherlock Holmes is the process of logic where you take the information you do know to deduce and work out what you don't. You use the facts to then work out what you don't know.

EXPLORE AND APPLY – Sentence generators

Your teacher will give you some nouns or a key word from your knowledge organiser. Fill in the table to work out all of the different ways you could use the noun in a sentence related to a topic.

English Example:

constabulary 	The police force, or officers.
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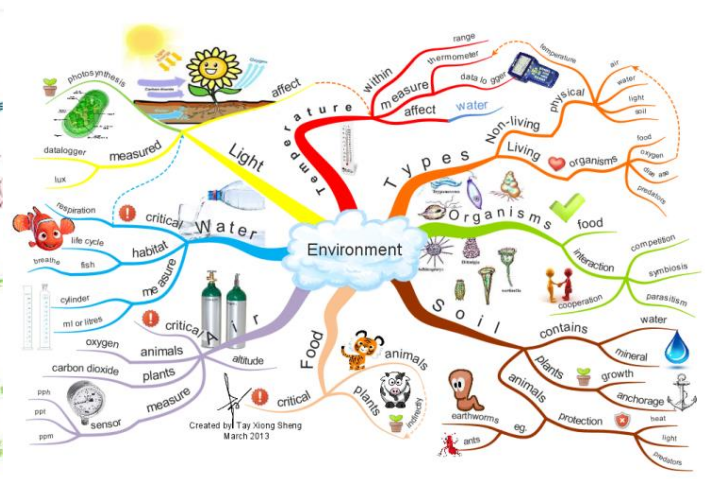
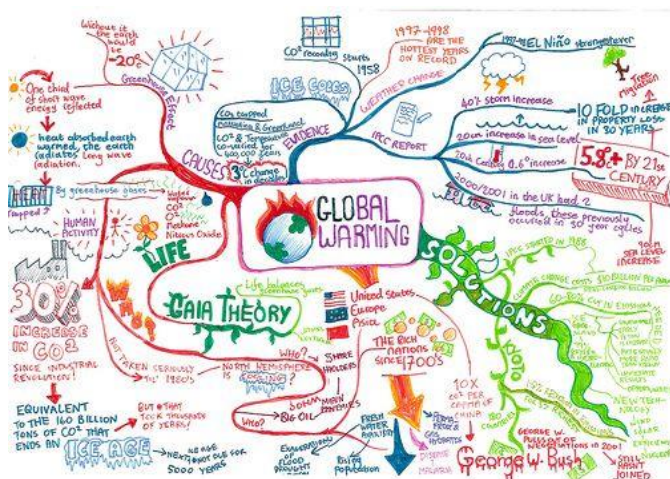
Article	Adjective	Noun	Adverb	Verb	Where or When
The	strong	constabulary	bravely	fought	back at the criminals.
	brave		actively	wanted to	find all of the evidence.
	fierce		violently	hit	the criminal with their batons.

Science example:

Noun	Verb	Adverb	Verb	Where or When
Crohn's disease	will	violently	damage	the small intestine if you do not eat the correct nutrients.
If you have Crohn's disease you	should	actively	avoid	eating gluten.

CONSOLIDATE – Vocabulary mind map

Using images is one of the best ways to revise and remember your vocabulary. Create a creative mind map using vocabulary that your teacher sets you to help you revise your current topic- include definitions and images.



Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.



Will say:

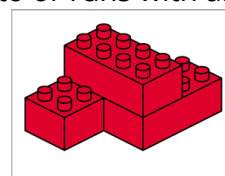
"I would like to start by saying..."

"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..."


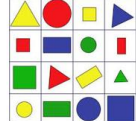


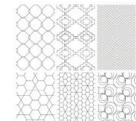


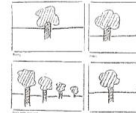

"In summary..."

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

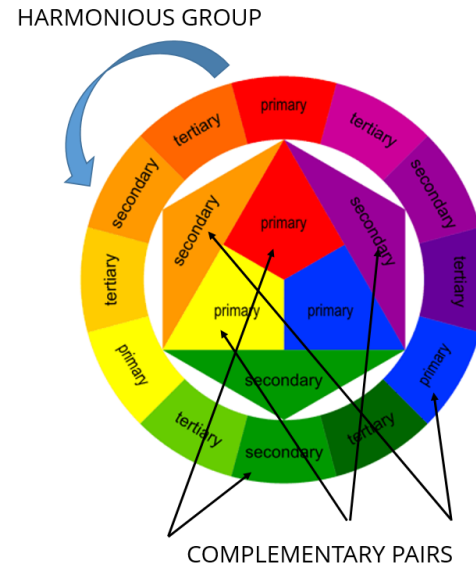
Tier 2 Vocabulary			Tier 3 Vocabulary		
1	line	This is a mark created on a surface.	1	formal elements	This is the name of the group which the following keywords belong to: Line, tone, shape, form, colour, texture, pattern, composition, proportion.
2	tone	This describes how light or dark something is.	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			11	shade	This is created when you add black to a hue.
<ol style="list-style-type: none"> 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? 			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.

Year 7 Art – Cycle A and B

FORMAL ELEMENTS and COLOUR THEORY

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> 

Complementary and Harmonious Colours



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

Dig Deeper

Explore the world of Art!

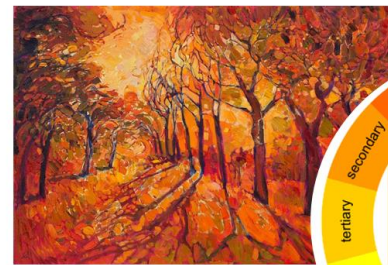
Visit art galleries to see art exhibitions. If you cannot make it there in person you can often take virtual tours on gallery websites. These websites have specific pages for young people where you can play art related games whilst exploring the work of Great Masters.

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/>

HARMONIOUS LANDSCAPE BY ERIN HANSON:

Red, Red-orange, Orange, Yellow-orange



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



HARMONIOUS LANDSCAPE BY CLAUDE MONET:

Blue-green, Green, Green-yellow, Yellow



HARMONIOUS LANDSCAPE BY JAMES DICKINSON INNES:

Purple- Blue, Blue, Blue- green, Green

BE STRONG - Computing Knowledge Organiser

Topic: Digital Citizenship

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	[digital] citizenship	Belonging to a nation/ country. Digital Citizenships refers to using technology safely, responsibly and ethically.	1	E-Safety <i>cq2,3</i>	Being safe online, when using the internet.
2	[Personal] Data <i>cq9</i>	Personal data – also known as sensitive data- is data that is about an individual which they would not want shared. More generally in IT Data refers to raw facts and figures, without meaning.	2	Digital footprint <i>cq2,3</i>	The information about a person that exists on the internet.
3	Information	Is data with meaning/context.	3	Troll	Somebody who is mean online.
4	[Cyber]bullying <i>cq2</i>	Use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	4	Catfish	Pretending to be someone else online.
5	[online] Etiquette	A set of rules/guidelines to dictate how one should behave.	5	Malware <i>what does mal mean in Spanish? Cq7</i>	Bad software which corrupts and deletes data.
6	Ethics	Right from wrong; moral principles that direct a person's behavior/activities.	6	Trojan [horse] <i>have you heard of the Trojan war?</i>	Something which pretends to be (disguises itself as) good but is bad.
7	Intimidation	Act of frightening someone, especially in order to make them do what one wants.	7	Worm <i>cq1</i>	A self-replicating program able to spread across a network, typically having a detrimental (poor) effect.
8	Harassment (links with troll)	Repeatedly bothering another person; aggressively putting pressure on another	8	Virus <i>cq1</i>	A piece of code that copies itself and destroys data.
9	Prevention <i>cq6</i>	Putting things in place to try stop something from happening/occurring.	9	Firewall – <i>remember a wall acts as a barrier- cq6</i>	A barrier protecting a device from unwanted users/programs.
10	Replicate	To make an exact copy of itself	10	Hacking- there's three types of hackers- cq8	Unauthorized access into a computer system.
11	Corrupt <i>cq7</i>	Causing errors and alterations -a potential consequence of malware	11	Happy Slapping	Assaulting a stranger and videoing it to then be shared online.
13	Deception	Deliberately causing (someone) to believe something that is not true, especially for personal gain.	12	Viral videos	Videos which have gained mass popularity and attention.
14	Artificial	Something that is not real, is fake.	13 Artificial Intelligence Artificial intelligence (AI), is intelligence demonstrated by machines that is like the actions of humans. Cq10		
15	Implications <i>cq9</i>	A likely consequence – e.g. penalties			
16	Mitigate	To reduce the effects			
17	Susceptible	Likely to be influenced or harmed; vulnerable			

Key Diagram



1	Explain the difference between a virus and a worm . What other malware can you find?
2	Explain the potential implications of cyberbullying . Consider as many different people as you can.
3	The internet does more harm than good. Do you agree? Explain your reasoning.
4	What news stories can you find surrounding computer misuse? What news stories can you find surrounding computer legislation?
5	Can you label each of the social medias above?
6	What other steps could be put in place to reduce security threats?
7	Why might you suspect that your computer is infected?
8	What are the three types of hackers? Explain them.
9	A doctor has left his pendrive on the train with lots of personal data . What data might this contain? What could be the possible implications ?
10	Alan Turing is important with Artificial intelligence . Can you find out why? Who is Turing?
11	List all the organisations/people you can report online concerns to.
12	Make a mind map with the words above.

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

Find out how cyberbullying affected Jessy Nelson here:
<https://www.bbc.co.uk/news/av/entertainment-arts-49626526/little-mix-s-jesy-nelson-calls-out-online-abuse>
Find out about cybersecurity jobs: <https://www.youtube.com/watch?v=-AkuKKJ8dN0>
How did Paris Brown's digital footprint affect her? <https://www.bbc.co.uk/news/uk-england-22083032>
https://beinternetawesome.withgoogle.com/en_uk/interland --> fun internet safety game!
Find lots of good TedTalks on Digital Citizenship by searching on YouTube.
<https://www.goconqr.com/en/quiz/512913/malware-quiz> - complete a malware quiz
Can you create a program educating students on threats from the online world?

e SAFETY CHECK LIST

- CHECK YOUR FRIENDS LIST - DO YOU KNOW EVERYONE?
- DELETE ANY 'RANDOM' FRIEND REQUESTS THAT YOU MAY HAVE.
- BE CAREFUL WHAT YOU POST ONLINE! #CREATENOHATE
- MAKE SURE YOU SET YOUR PRIVACY SETTINGS TO FRIENDS ONLY.
- TELL SOMEONE, REPORT ABUSE, USE THE CEOP BUTTON, DON'T RESPOND, DON'T DELETE!

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 **Describe:** Define the key term and then explain what it means.
- 6 **Justify:** (verb) To show or prove to be right or reasonable.
- 7 **Evaluate:** Weigh up both sides of a statement and reach a conclusion.
- 8 **State:** Give relevant points briefly.

TIER 3 VOCABULARY

- 1 **Tawhid-** Oneness of Allah.
- 2 **Malaikah:** The belief in angels.
- 3 **Qur’an:** Holy book of Islam.
- 4 **Nubuwwah:** Belief in prophets.
- 5 **Day of Judgement:** The last day, when God judges all of humanity according to how they have lived.
- 6 **Five roots of Usul ad-Din- Shi’a Islam:** The five key principles of faith in Shi’a Islam.
- 7 **The six articles of faith- Sunni Islam:** The six key principles of faith in Sunni Islam.

What we will look at this cycle!

Introduction to Islam.



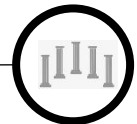
The Mosque.



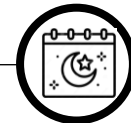
The Qur’an.



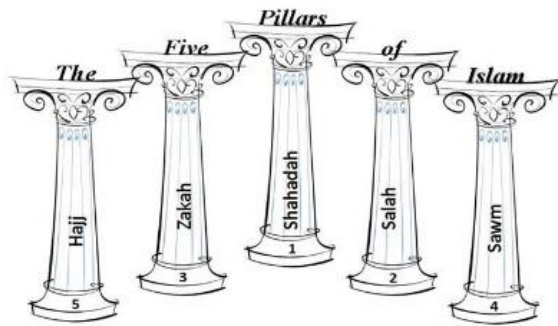
The Five Pillars of Islam.



Festivals.



KEY DIAGRAMS



Five Pillars of Islam



The Religious symbol of Islam

DIG DEEPER



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

Key facts about Islam:

<https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt>

Explore the inside of an Islamic mosque:

<https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt>

The Five Pillars of Islam



<https://www.truetube.co.uk/film/five-pillars-islam>

The Five Pillars of Islam

It's the Muslim month of Ramadan so Faysal and Jubayr are up at two in the morning to eat before the fast begins at sunrise. We follow the boys throughout their day as they explain the most important things they have to do as Muslims: The Five Pillars of Islam.

CHALLENGE TASKS FOR EACH WEEK

1. Explain the Five Pillars of Islam.
2. How did Islam begin?
3. Explain the six articles of faith.
4. Why do you think the Five roots of Usul ad-Din are important to Shi'a Muslims?
5. 'The Shahadah is the most important Pillar of Islam'. How far do you agree with this statement?
6. Explain what Tawhid means and how this influences a Muslim's daily life.
7. What is Ramadan?
8. Why is the Qur'an important to Muslims?

Tier 2 Vocabulary

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

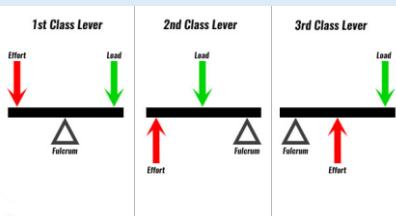



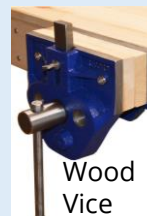


Tier 3 Vocabulary

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

Challenge Questions/Tasks

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

Key Diagrams and Images

BE BRAVE, DIG DEEP AND DISCOVER

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

Year 7 – Cycle C – Greek Theatre

The Stage

Three Main Portions of Greek Theatre:

Skene – Portion of stage where actors performed (included 1-3 doors in and out)

Orchestra – “Dancing Place” where chorus sang to the audience

Theatron – Seating for audience



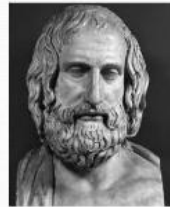
Tier 2 Vocabulary	
Emotion	A strong feeling.
Contribution	To suggest ideas and add information in order to help achieve something
Describe	Give a detailed account of something.
Justify	To show yourself to be right by explaining your reasons.
Analyse	To look at something very closely in order to explain it
Evaluate	Explain why something is good or bad.
Creativity	Using your imagination and original ideas to make something
Reflect	Think deeply or carefully about.
Improvement	Make or become better.
Feedback	Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.
Responding	Do something as a reaction to someone or something.
Refinement	The improvement or clarification of something by making small changes.

Who were the three great Greek playwrights?

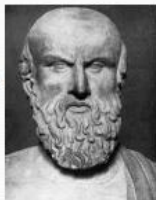
SOPHOCLES →



EURIPIDES →



AESCHYLUS →



Tier 3 Vocabulary	
Genre	A style or category of art, music, or literature.
Direct Address	A speaker communicates a message directly to another individual or group of individuals.
Still Image	This is a frozen picture which communicates meaning.
Chorus	1) Say and do the same thing at the same time. 2) A simultaneous utterance of something by many people
Unison	Simultaneous performance or utterance of action or speech
Character	A person in a novel, play, or film.
Exaggeration	The representation of something as more extreme or dramatic than it really is.
Ensemble	A group of musicians, actors, or dancers who perform together.
Stimulus	Using an image, sound, piece of text, poem to generate ideas
Rehearsal	A practice or trial performance of a play or other work for later public performance.
Performance	An act of presenting a play, concert, or other form of entertainment.
Plot	A person in a novel, play, or film.
Atmosphere	The mood or feel created by something.

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

Year 7 – Cycle C – Greek Theatre

WRITING AN EVALUATION

Start by introducing:

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

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

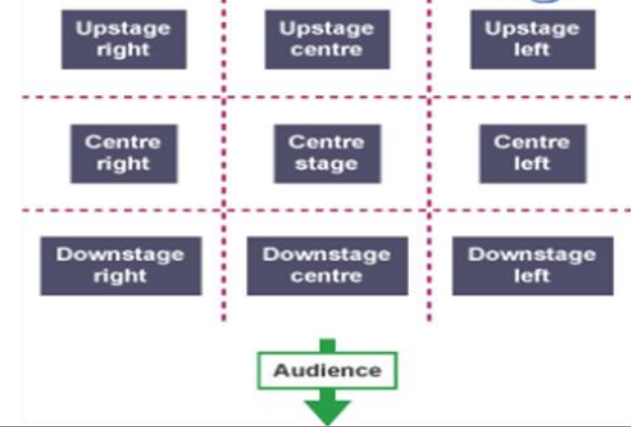
- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

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

TOP TIPS FOR CREATING:

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

Areas of the Stage



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

CHALLENGE QUESTIONS

1	What Greek genre would Exaggeration be more commonly used in? Why might this be?
2	Actors in Ancient Greece had to be very confident and loud performers. Can you think of any reasons why this might be?
3	What techniques could you use to make your audience aware of how your character feels?
4	What is the purpose of Direct Address? What can it allow for the audience experiencing Direct Address?
5	In your opinion, who is the most vocally and physically challenging character to perform as in 'The Gorgon's Head'?
6	Evaluate another group/another person's performance you have seen in class.
7	What do you need to be aware of when performing as a chorus? How can you overcome these issues?

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




















Additional information on Ancient Greek Theatre:
https://www.worldhistory.org/Greek_Theatre/

Video information on Ancient Greek Theatre:
<https://www.bbc.co.uk/bitesize/clips/zx67xnb>













Facts about Ancient Greek Theatre:
<https://factfile.org/10-facts-about-ancient-greek-theatre>

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


Year 7, English, Term 2


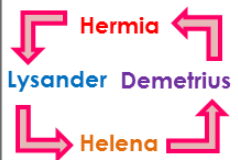
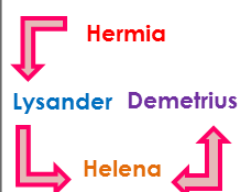
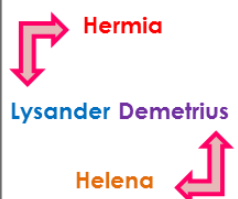
Tier 2 key vocabulary			Tier 3 key vocabulary			Vocabulary for essay writing		
1	Severe 	Very strict or harsh.	1	Soliloquy 	A speech in a play that the character speaks to himself or herself or to the audience	1	Analytical paragraph	A paragraph that begins with a topic sentence, then presents evidence and explains how the evidence proves the point made in the topic sentence.
2	Conflict 	A conflict is a struggle between people. The struggle may be physical, or between conflicting ideas.	2	Ancient Greece and Rome 	Two famous places that were very important about 2500 years ago.	2	Topic sentence 	The opening sentence of a paragraph. It must focus on one thing, say something accurate and answer the question.
3	Mock/mocking 	To mock someone is to make fun of them.	3	Myths 	A traditional story with supernatural beings or events.	3	Metaphor 	A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common.
4	Infatuated 	Having a very strong but not usually lasting feeling of love or attraction for someone.	4	Girdle 	A belt or piece of cord worn around the waist.	4	Quotation 	A line or phrase taken from the play – used as evidence in essay writing.
5	Destructive 	Something capable of causing great damage.	5	Henchman 	A faithful follower or assistant.	5	Suggests 	Use this verb instead of 'shows' to explain what a quotation could mean.
6	Chaos 	When something unpredictable or random happens. A state of confusion.	6	A changeling 	A changeling was believed to be a fairy child that had been left in place of a human child stolen by the fairies.	6	Reveals 	Use this verb instead of 'shows' to explain what a quotation tells you about a character or theme.
7	Dote 	When you love or care about a person or thing very much and ignore any faults they may have.	7	Elizabethan 	From the period when Queen Elizabeth I was the ruler of England (1558-1603).	'The course of true love never did run smooth.' Lysander, Act 1		

Year 7, English, Term 2

				CHALLENGE TASKS				
8	 <p>Resolve</p>	To solve or end a problem or difficulty.	8	 <p>Groundling</p>	A groundling was a person who visited the Globe Theatre in the early 17th century. They were too poor to pay to sit.	1	Creative writing: Create a family tree for William Shakespeare.	
9	 <p>Bewitching</p>	So beautiful or attractive that you cannot think about anything else.	9	 <p>Patriarchy (theme)</p>	A society controlled by men.	2	Research: Find out more about Metamorphoses and some of its stories.	
10	 <p>Obedience</p>	Doing as you are told – obeying the rules.	10	 <p>Order vs disorder (theme)</p>	Almost all of Shakespeare's plays begin with a state of order or stability, which gives way to disorder or confusion	3	Extension: Compare life in Elizabethan England to life today.	
11	 <p>Threatening</p>	A person or thing that is regarded as dangerous or likely to inflict pain or misery.	11	 <p>The Globe Theatre</p>	A theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company.	4	Creative writing: Write about a typical day in the life of someone living in Classical Athens – similar to the story of the groundling in Elizabethan London.	
12	 <p>Corrupt</p>	A form of dishonesty.	12	 <p>Unrequited love</p>	If a person loves someone who doesn't love them back.	5	Research: Find out more about the Cottingley Fairies – what do you think happened?	
13	 <p>Irrationality</p>	Behaviour that is not logical or clear.	13	 <p>Canker-blossom</p>	A disease like the plague.	6	Creative writing: Imagine you are Hermia. Write a letter to an agony aunt explaining your situation and ask for help.	
							7	Creative writing: Imagine you are an agony aunt. Hermia has written to you telling of her terrible situation. Write back to her offering advice on what she could do.
							8	Research: Theseus was a character in Classical Greek mythology. Find out who he was and what he did.
							9	Extension: Create a family tree of all the characters we have met so far. Explain how the characters relate to each other.
							10	Creative writing: Imagine you are Hermia. Write a letter to Lysander that tries to win him back.
							11	Extension: Decide which character you think has the worst situation because of the love potion.

KEY DIAGRAMS

Characters	
Theseus The duke of Athens. He is a strong and strict ruler of the city.	Oberon The king of the fairies who controls the love potion.
Hippolyta Theseus's bride. She was a fearless warrior.	Titania The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.
Egeus Hermia's stubborn father who wants her to marry Demetrius or be put to death.	Bottom A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.
Hermia Egeus's daughter who is in love with Lysander.	Puck Oberon's mischievous servant who puts the potion on people's eyes. 
Lysander He is in love with Hermia and runs away to the forest with her.	The Love Potion The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.
Demetrius He wants to marry Hermia and is disgusted by Helena's love for him.	
Helena Hermia's friend who is desperately in love with Demetrius.	

Plot Summary	Who loves Whom
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia . Helena loves Demetrius . They follow Hermia and Lysander into the forest.	
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena . However, the first Athenian man Puck sees is Lysander , so he puts the love potion on him. Lysander falls madly in love with Helena .	
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena . As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.	
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena .	



WILLIAM SHAKESPEARE
1564–1616

The feast day of St. John the Baptist is celebrated in England every June 24 (Midsummer Day). Some people believed fairies held their own festivity that night. English playwright William Shakespeare wrote the comedy *A Midsummer Night's Dream* about what chaos might occur if fairies and humans mixed on midsummer eve.

BE BRAVE, DIG DEEP AND DISCOVER

RESEARCH/READ:

Challenge yourself and read the full Shakespeare play - write down and research 20 new Shakespearean words.



Read this analysis to help you revise the text:



Read the summaries and watch the videos to help you learn the plot, theme characters - make a revision map:



LISTEN: Podcast Resources:
Listen to these podcast and make notes or write a review of them:



Thematic analysis:



[In Our Time podcast:](#)

WATCH:

Watch this summary of the play and write down the key events:



Character Analysis - make a poster of your favourite character:



Watch the live RSC version how have they adapted the staging and costumes:



Watch the Animated Tales version and make a poster about the plot:



Tier 2 Vocabulary

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

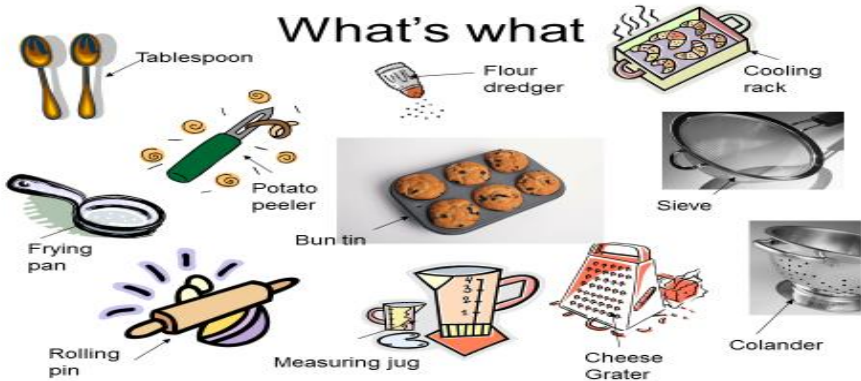
Tier 3 Vocabulary

1	Cooling rack	Used for placing baked products on, to allow them to cool down.
2	Grater	Used to grate or shred foods like potatoes, carrots and cheese . Also for grating ginger and to zest lemons.
3	Measuring jug	Used to accurately measure liquid ingredients.
4	Sieve	Used to remove any lumps from flour.
5	Peeler	Used for removing the skin off vegetables
6	Protein	FOUND IN: Egg, Meat, Fish, Nuts, Dairy Products, Milk. NEEDED FOR: Growth and repair.
7	Water	FOUND IN: Water, Fruit , Vegetables and drinks NEEDED FOR: Keeping us hydrated
8	Vitamins	Vitamin A for healthy eyes Vitamin C for our immune system and for repairing the skin Vitamin B for our nervous system.
9	ACCESS FM	Aesthetics / Cost / Customer / Environment / Safety / Size / Function / Manufacture

Challenge Questions/Tasks

1 will be made of flour, butter, eggs and milk. (Fill in the missing word)
2	The rice dish 'paella' comes from what country?
3	The 'Pizza Hut' franchise began in what country?
4	Fruit preserves made from citrus fruits, sugar and water are known as what?
5	Dairy products are generally made from what common liquid?
6	Foods rich in starch such as pasta and bread are often known by what word starting with the letter C?
7	True or false? 'Beefsteak' is a variety of tomato.
8	The 'Pizza Hut' franchise began in what country?
9	What is the sweet substance made by bees?
10	Are humans omnivore, herbivore or carnivore?

Key Diagrams and Images



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

Equipment
 Dinner knife
 Knife
 Chopping board
 Colander
 Butter
 Fillings

Create some sandwiches.



GRID 1

	<p>le coréen [Korean] 🇰🇷</p> <p>le dessin [art] 🎨</p> <p>le français [French] 🇫🇷</p> <p>le théâtre [drama] 🎭</p>
Je préfère [I prefer]	
J'adore [I love]	l'anglais [English] 🇬🇧
J'aime beaucoup [I like a lot]	l'arabe [Arabic] 🇸🇦
J'aime [I like]	l'espagnol [Spanish] 🇪🇸
J'aime un peu [I like a bit]	la géographie [geography] 🌍
	la musique [music] 🎵
	la culture et la société [culture and society] 🎭
	la religion [RE] 🏛️
	la technologie [technology] 🖨️
	l'EPS [PE] 🏃
	l'histoire [history] 🏰
	l'informatique [computing] 💻
	les maths [maths] ➕✖️
	les sciences [sciences] 🔬
	
Je n'aime pas [I don't like]	
Je n'aime pas du tout [I don't like at all]	
Je déteste [I hate]	
Je ne supporte pas [I can't stand]	



car [because]	c'est [it is]	barbant [boring]
parce que [because]	ce n'est pas [it is not]	intéressant [interesting]
cependant [however]		passionnant [exciting]
mais [but]		créatif [creative]
néanmoins [nevertheless]		fascinant [fascinating]
		utile [useful]
		facile [easy]
		difficile [difficult]
		nul [rubbish]
		relaxant [relaxing]
		Note: After c'est/ce n'est pas, adjectives are always in the masculine form.
		ma passion [my passion]
		ma matière préférée [my favourite subject]
		mon truc [my thing]

GRID 2

<p>Mon père [my father] 👤</p> <p>Mon frère [my brother] 👤</p> <p>Mon oncle [my uncle] 👤</p>	est is	<p>acteur [actor]</p> <p>avocat [lawyer]</p> <p>coiffeur [hairdresser]</p> <p>comptable [accountant]</p> <p>cuisinier [chef]</p> <p>fermier [farmer]</p> <p>homme au foyer [house husband]</p> <p>homme d'affaires [business man]</p> <p>infirmier [nurse]</p> <p>ingénieur [engineer]</p> <p>mécanicien [mechanic]</p> <p>médecin [doctor]</p> <p>professeur [teacher]</p>	<p>actif [active]</p> <p>amusant [funny]</p> <p>barbant [boring]</p> <p>difficile [difficult]</p> <p>divertissant [entertaining]</p> <p>gratifiant [rewarding]</p> <p>intéressant [interesting]</p> <p>stimulant [stimulating]</p> <p>stressant [stressful]</p> <p>très facile [very easy]</p>	<p>Il/elle aime cela car c'est [he/she likes it because it is] 👍</p> <p>Il/elle n'aime pas cela car c'est [he/she doesn't like it because it is] 👎</p> <p>Il/elle adore cela car c'est [he/she loves it because it is] 👍</p> <p>Il/elle déteste cela car c'est [he/she hates it because it is] 😞</p>	<p>Il/elle travaille dans... [he/she works in...]</p> <p>...un atelier [a workshop] 🏠</p> <p>...un bureau [an office] 🏢</p> <p>...la campagne [the countryside] 🌾</p> <p>...un collège [a school] 🎓</p> <p>...une entreprise [a company] 🏢</p> <p>...une ferme [a farm] 🏡</p> <p>...un garage [a garage] 🚗</p> <p>...un hôtel [a hotel] 🏨</p> <p>...la maison [at home] 🏠</p> <p>...un restaurant [a restaurant] 🍴</p> <p>...un théâtre [a theatre] 🎭</p> <p>...la ville [the city] 🏙️</p>
<p>Ma mère [my mother] 👤</p> <p>Ma grande sœur [my older sister] 👤</p> <p>Ma tante [my aunt] 👤</p>	est is	<p>actrice [actress]</p> <p>avocate [lawyer]</p> <p>coiffeuse [hairdresser]</p> <p>comptable [accountant]</p> <p>cuisinière [chef]</p> <p>femme au foyer [housewife]</p> <p>femme d'affaires [business woman]</p> <p>fermière [farmer]</p> <p>infirmière [nurse]</p> <p>ingénieure [engineer]</p> <p>mécanicienne [mechanic]</p> <p>médecin [doctor]</p> <p>professeure [teacher]</p>			

Dig Deeper

1. Download the Duolingo app and earn lots of points practising new French words
2. Do a French song challenge on [LyricsTraining](https://www.lyrics-training.com/)
3. Learn a French tongue-twister and try to say it as fast as you can <https://www.fluentu.com/blog/french/french-tongue-twisters/>
4. Research options for work and study in French-speaking countries
5. Find out more about France and its economy <https://kids.britannica.com/students/article/France/274407>



GRID 3





Present tense of 'Être' (to be)		Singular (masc/fem)	Plural (more than one)
Je	suis [I am]	avocat(e) [lawyer]	avocat(e)s [lawyers]
Tu	es [you are]	coiffeur/euse [hairdresser]	coiffeurs/euses [hairdressers]
Il / Elle	est [he/she is]	comptable [accountant]	comptables [accountants]
Mon frère		cuisinier/ière [chef]	cuisiniers/ières [chefs]
Mon père		fermier/ière [farmer]	fermiers/ières [farmers]
Ma sœur		homme / femme au foyer	hommes / femmes au foyer
Ma mère		[house husband/wife]	[house husbands/wives]
Nous	sommes we are	homme / femme d'affaires [business man/woman]	hommes / femmes d'affaires [business men/women]
Vous	êtes you guys are (plural)	infirmier/ière [nurse]	infirmiers/ières [nurses]
		ingénieur/euse [engineer]	ingénieurs/euses [engineers]
Ils / elles	sont they are	mécanicien(ne) [mechanic]	mécaniciens(nes) [mechanics]
		médecin [doctor]	médecins [doctors]
Mes frères		plombier/ière [plumber]	plombiers/ières [plumbers]
Mes sœurs		professeur(e) [teacher]	professeur(e)s [teachers]
		vendeur/euse [shop assistant]	vendeurs/euses [shop assistants]

GRID 4

Elle [She]	est is	affectueux/euse(s)	elle [she/her]	
Il [He]		[affectionate]		lui [him]
Ma grand-mère [My grandmother]		aimable(s) [likeable]		ma grand-mère [My grandmother]
Mon grand-père [My grandfather]		amusant(e)s [funny]		mon grand-père [My grandfather]
Mon amie Anne [My friend Anne]		antipathique(s) [unfriendly]		mon amie Anne [My friend Anne]
Mon ami Paul [My friend Paul]		barbant(e)s [boring]		mon ami Paul [My friend Paul]
Mon chat [My cat]		bavard(e)s [talkative]		mon chat [My cat]
Ma sœur [My sister]		plus + more		ma sœur [My sister]
Mon frère [My brother]		beau(x)/belle(s) [good-looking]		mon frère [My brother]
Mon fils [My son]		bruyant(e)s [noisy]		mon fils [My son]
Ma fille [My daughter]		moins less -		ma fille [My daughter]
Ma mère [My mother]		faible(s) [weak]		ma mère [My mother]
Ma meilleure amie [My best friend, (female)]		fort(e)s [strong]		ma meilleure amie [My best friend, (f)]
Mon meilleur ami [My best friend, (male)]		grand(e)s [tall]		mon meilleur ami [My best friend, (m)]
Mon père [My father]		gros/se(s) [fat]		mon père [My father]
Mon canard [My duck]		intelligent(e)s [intelligent]		mon canard [My duck]
Mon chien [My dog]		jeune(s) [young]		mon chien [My dog]
Ma cousine [My (female) cousin]	mince(s) [slim]	ma cousine [My (female) cousin]		
Mon cousin [My (male) cousin]	moche(s) [ugly]	mon cousin [My (male) cousin]		
Ma tortue [My tortoise]	aussi as =	ma tortue [My tortoise]		
Ma tante [My aunt]	sont are	petit(e)s [short]	ma tante [My aunt]	
Mon oncle [My uncle]		sérieux/euse(s) [serious]	mon oncle [My uncle]	
Ma petite amie [My girlfriend]		sportif/ive(s) [sporty]	ma petite amie [My girlfriend]	
Mon petit ami [My boyfriend]		stupide(s) [stupid]	mon petit ami [My boyfriend]	
		sympa(s) [friendly]	mes grands-parents [my grandparents]	
		tranquille(s) [relaxed]	mes sœurs [my sisters]	
		travailleur/euse(s) [hard-working]	mes frères [my brothers]	
		vieux/vieille(s) [old]	mes parents [my parents]	
			mes oncles my uncles	
			moi [me]	

Challenge Tasks

- 1 Use the vocabulary from GRID 2 to create a careers poster featuring several people describing what job they do and why they like it.
- 2 Record an mp3 or a video of 'vox pops' of people talking about the job they do and the positives and negatives. You can get your friends to act out the parts, or put on a different voice for each job yourself!
- 3 Imagine you are an employer writing a review of your employees' performance. Use the comparatives in GRID 4 to compare them.
- 4 Write a text about your dream job in the future, starting "Dans l'avenir je voudrais être [...] car..."
- 5 List ten jobs that would benefit from having fluent French or another modern language.






Tier 2 vocabulary			Tier 3 vocabulary		
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	To what extent	Considering different sides to an argument and forming a conclusion.	3	GNI per capita	The dollar value of a country's final income in a year, divided by its population (number of people). This gives an average income per person.
4	Cause	A factor that is responsible for something happening.	4	High-income country (HIC)	HICs are some of the world’s wealthiest countries with a GNI per capita of over \$12,696 or more.
5	Economy	The economy is about how money is created and spent in an area (local, national, global).	5	Newly Emerging Economy (NEE)	An emerging economy is one in which the country is becoming a developed nation often driven by fast economic growth.
6	Wealth	A great quantity or store of money, valuable possessions, property, or other riches.	6	Low Income Country (LIC)	Low-income countries are some of the world’s poorest countries with a GNI per capita of less than \$1,026.
7	Social	Relating to people (healthcare, education, sanitation)	7	Literacy rate	The percentage of adults who can read or write.
8	Economic	Relating to the economy (income, employment)	8	Life expectancy	The average number of years a person can expect to live.
9	Environmental	Relating to the natural world (air pollution, water pollution)	9	Human Development Index (HDI)	HDI is a composite measure of development that uses an average of life expectancy, literacy rate, and GNI per capita to categorise a countries level of development.
10	Tourism	The industry that drives people to travel for recreation (fun) and leisure (relaxing).	10	Physical factor	A factor that is related to the natural environment.
Skills (graphs & maps)			11	Human factor	A factor that is related to the actions of people.
1	Pie Chart	A type of graph in which a circle is divided into sectors that each represent a proportion of the whole. 	12	Uneven development	Uneven development means that development has taken place at different rates (speeds) in different regions (parts of a country)
2	Bar Graph	To show Discrete Data (numbers), allows for easy comparisons. 	13	Sustainable	Development that meets the needs of the present generation without harming the ability of future generations to meet their own needs.
3	Choropleth map	A map which uses different colours or shades to represent different values. 	14	Development gap	The development gap refers to the widening difference in levels of development between the world’s richest and poorest countries.
4	Line graph	A type of chart to show information that has changed over time. 	15	Inequality	Inequality in Geography refers to the idea that different people experience different standards of living.

Challenge questions & tasks

Digging deeper

Complete research to answer the following questions –

1. How might 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. Which is the best development indicator and why?
7. Create a poster about a country of your choice and their level of development including development indicators.
8. Research the history of an NEE/LIC country and create an informative piece of work about the factors that have hindered its development in the past.

Resource -	QR code –
<p>1. Dollar street - Imagine the world as a street. Everyone lives on Dollar Street. The poorest to the left and the richest on the right. Every else live somewhere in between. Link - Dollar Street</p>	
<p>2. Gap minder – Gap minder fights devastating misconceptions and promotes a fact-based worldview everyone can understand. Link - Gapminder</p>	
<p>3. World mapper – World mapper is a collection of world maps called cartograms, where territories are resized on each map according to the subject of interest. Link - Worldmapper rediscover the world as you've never seen it before</p>	
<p>4. BBC Bitesize - Learn and revise how developmental indicators measure the standard of living and development of country. Link - What is development? - Development - 3rd level Geography Revision - BBC Bitesize Development indicators - Development - KS3 Geography Revision - BBC Bitesize</p>	
<p>5. Oak National – Learn and revise about development. Link - Unit - Oak National Academy (thenational.academy)</p>	

Cycle C: Change in the Early Modern Period

TIER 3 VOCABULARY

- 1 **Early Modern** - Time period from roughly 1485-1714.
- 2 **Renaissance** - Revival of art, literature and architecture in Europe.
- 3 **Protestant** - A type of Christianity, developed in the Renaissance.
- 4 **Reformation** - When many countries turned from Catholic to Protestant.
- 5 **Catholic** - A type of Christianity. Headquarters in Rome, Italy.
- 6 **Pope** - The leader of the Catholic Church (most powerful priest).
- 7 **Heretic** - A person who disagrees with the beliefs of the Church.
- 8 **Excommunicate** - When heretics are forced out of the Catholic Church.
- 9 **Gloriana** - A name given to Queen Elizabeth the I meaning she was glorious.
- 10 **Gutenberg Press** - World's first printing press, invented in 1440.

Key Figures in the Early Modern Period



Henry VII



Henry VIII



Thomas Cromwell



Archbishop Cranmer



Martin Luther



Edward VI



Elizabeth I



Mary I



Galileo of Galilei



Isaac Newton



Johannes Gutenberg



Leonardo Da Vinci

KEY EVENTS

Gutenberg invents the world's first printing press

1440

Wars of the Roses

1455-1485

Leonardo Da Vinci paints the Mona Lisa

1506

Henry VIII becomes King

1509

Martin Luther nails his protests to a church in Germany

1517

The Protestant Reformation in England

1534

Henry begins to close the monasteries in England

1536

Edward VI becomes King

1547

Mary I becomes Queen

1553

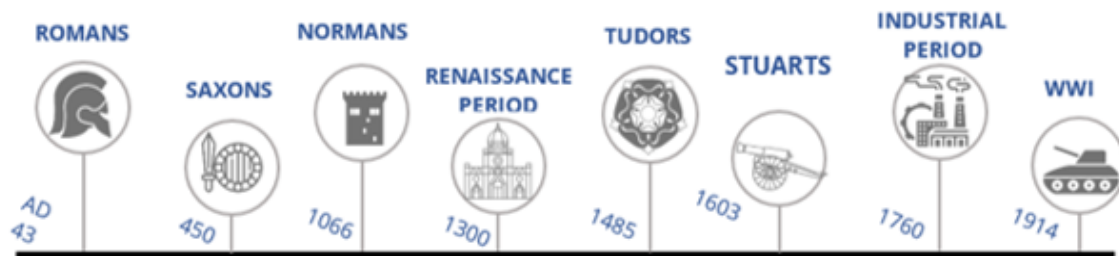
Mary has 280 protestants burned for heresy.

1553-1558

Elizabeth I becomes Queen

1558

CHRONOLOGY



Cycle C: Change in the Early Modern Period

TIER 2 VOCABULARY

- 1 **Architect** - A profession (job) where you design buildings.
- 2 **Sculptor** - A profession (job) where you create sculptures.
- 3 **Inconsistent** - Some things change, some things stay the same.
- 4 **Transformation** - When everything changes; history is transformed.
- 5 **Dramatic** - A big change which affects lots of things or people.
- 6 **Reform** - To change the laws or ideas in a country.
- 7 **Reign** - The amount of time a monarch rules for.
- 8 **Dynasty** - When one family or group rules a country.
- 9 **Revolution** - a huge change in a country.
- 10 **Monastery** - buildings where Monks and Nuns live.

CHALLENGE

1. What were the most radical changes caused by the Renaissance?
2. How might we explain why Leonardo da Vinci is remembered as the Great Man?
3. What mattered most to Henry VIII during his reign?
4. Should Mary I be remembered as Mary the Trailblazer rather than Bloody Mary?

KEY HISTORICAL WORKS

Anna Whitelock
"Mary was the Tudor trailblazer. Never before had a Queen worn the crown of England. She won the crown against the odds preserving the Tudor line of succession and establishing precedents for female rule. Her significance as long been overlooked."



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



You could also scan the QR code to read an article in history extra by Anna Whitelock.



Alternate historian!
Try reading **Black Tudors** by **Miranda Kaufmann**.
Scan the QR code to read about the book.
You can get a copy of the book from the school library!



DIG DEEPER

Research - Follow the links/scan the QR codes to discover what was happening around the world!



The Mughal Empire in Northern India
<https://drive.google.com/file/d/14y2Wvh003IAK1WPeLIM8H3SNN578T3P6/view>



Lorenzo Medici and the republic of Florence
https://drive.google.com/file/d/1YDSh2_eh8gNZ27s9F7pku6kdVKm9rQmk/view



Ivan the Terrible united Russia
<https://drive.google.com/file/d/1WSM-z3j5YrXaTtsLHoeGO0v1H7Q9yqV/view>



Listen - Listen to the following History podcasts!



Rise and fall of the House of York - Dan Snow's History Hit (top QR code)



The Tudors - Dan Snow's History Hit (bottom QR code)



Everything you ever wanted to know about the Tudors- History Extra (5/4/2020)

Mother of the Tudors - History Extra (21/11/2019)

Watch - Watch the following films about



Henry VIII (2003)
The Virgin Queen (2005)
The other Boleyn Girl (2008)
Elizabeth the Golden Age (2008)

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	 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, diode, 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, septagenarian
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 see 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" "-one - 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

Year 7 - Music In The Community Challenges & Dig Deeper: Wider Listening



Music Channels

Concert Films

Other Sources

1. TwoSet Violin
(2X young professional Classical violinists music comedy channel)
2. Rick Beato / Everything Music
(Industry professional producer – reviews, interviews & song breakdowns)
3. 12tone
(Young music theorist explains by concepts with doodles)
4. Gareth Green / Music Matters
(Experienced pro musician & teacher tips, tricks & explanations)

1. 'Stop Making Sense' Live Concert Film - by Talking Heads (Avant-Funk, New Wave, Post-Punk)
2. 'This Is It' Live Concert Film - by Michael Jackson (Pop, Soul, Post-Disco, R&B)
3. 'Demon Days: Live From The Manchester Opera House' Concert Film – by Gorillaz (Hip-Hop, Electro, Art Pop)
4. 1. 'Unplugged' Concert Television Series – by Eric Clapton, Live at MTV Studios (Blues Rock, Acoustic)

1. PRS Foundation – find out how artists get paid royalties for live performances & radio play
2. Reverb.com – provider of quality and unusual second-hand musical instruments
3. YMS
www.yourmusicschool.co.uk
1-1 online instrumental or theory lessons
4. Bandlab.com /
edu.bandlab.com /
noteflight.com
- online music making programmes

Visit the library to find the Music book section!








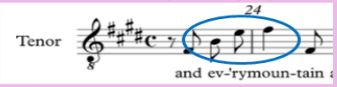


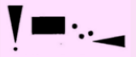



**Music In The Community
Challenge: 50 HPTS
Cycle C – Year 7**

Carry out a music social experiment and report your findings **(10 house points)**

Find and visit a local sound sculpture / installation, such as the ones in Kew Gardens and write a review **(10 house points)**

Compose a piece of Art Music using a different technique to your extended project in your own time **(10 house points)**

Learn and perform a glockenspiel piece either on your own or as a group **(10 house points)**



YEAR 7: Music Knowledge Organiser	CYCLE A (Foundation of Musical Elements + Folk Music)	CYCLE B (Melody & Accompaniment)	CYCLE C (Musique Expérimentale)
Elements of Music	<p>Pitch – high or low (frequency) Dynamics – loud or soft (volume) / <i>Piano (soft) Forte (loud)</i> Timbre – characteristics of a sound (nasal, growly, breathy) Tempo – fast or slow (speed) Duration / Value – how long a note or rest lasts Texture – the layers of sound & the way they interact</p> <p>Types of Texture: Monophonic – 1X main melody ONLY  Biphonic – 1X main melody with a drone underneath  Polyphonic – multiple melodies at the same time e.g. a round  Homophonic – 1X main melody with harmonies or chords </p>	<p>Harmony – multiple notes at the same time Tonality – major or minor (happy or sad) C – is to the LEFT of the TWO black notes</p> <p>Interval – the distance between two notes</p> <p>Semitone (ST) – the smallest distance between two notes e.g. C – C# / Db or E – F e.g. - 'Jaws (Main Theme)'</p> <p>Tone (T) – two semitones (an interval with 1 note in the middle e.g. C – D has the black note C# / Db in between)</p> <p>Major Chord – 4ST + 3ST (C Major = CEG) Minor Chord – 3ST + 4ST (C Minor = CEBG)</p> 	<p>Form – how a piece of music is structured (Ternary Form – ABA, 12 Bar Blues, Strophic Form – AAA, Through Composed ABCDE...)</p> <p>Word Painting: Handel's 'Messiah' - where the melody literally replicates the lyrics</p>   <p>Here the phrase 'mountain' goes up in pitch, 'hill' had a little hill shape to it and 'crooked' is up and down.</p>
Stylistic Features	<p>Folk Music (Genre)</p> <ul style="list-style-type: none"> o TRADITIONAL music from different countries o Uses ACOUSTIC instruments (normally made of wood and do not require electricity to create a sound e.g. acoustic guitar) o Gamelan – folk / traditional music from Indonesia o Kpathian Notation – numbers to represent which notes to play o Slendro Pentatonic Scale – 5 note scale used in Gamelan music 	<p>Melodic Vocabulary:</p> <ul style="list-style-type: none"> • Conjunct – a melody moving in a steady direction (in STEPS) • Disjunct – a melody jumping (in LEAPS) • Chromatic – moving in semitones (C – C# - D – D# - E – F – F# - G etc.) • Scalic – moving up or down an organised scale of notes • Harmony Notes – notes in a chord • Passing Notes – moving between 2 harmony notes e.g. C – D – E 	<ul style="list-style-type: none"> ◇ Avant-Garde: new experimental ideas or methods. ◇ Aesthetics: a branch of philosophy that deals with beauty and taste through experience and judgement. ◇ Dissonance: a combination of sounds considered to be inharmonious (or clash).
Compositional Devices	<ul style="list-style-type: none"> o Drone – holding one long note underneath a piece of music o Round – a melody is performed in one voice and midway through the same melody is performed by a second voice causing overlapping 	<ul style="list-style-type: none"> • Octave – an interval of 8 notes e.g. from C to the next C up (as used in the first 2 notes of 'Somewhere Over The Rainbow') • Antecedent / Consequent – question & answer phrases which may have similar rhythms or intervals 	<ul style="list-style-type: none"> ◇ Note Addition / Subtraction – gradually adding or taking away notes ◇ Note Augmentation / Diminution – gradually increasing or shortening note lengths
Notation	<p>- Treble Clef – FACE in the SPACES (from bottom to top)</p> <p>Note Lengths from left to right:</p> <ol style="list-style-type: none"> 1. Semibreve (4 beats) 2. Minim (2 beats) 3. Crotchet (1 beat) 4. Quaver (1/2 beat) 5. Semi-Quaver (1/4 beat)  <p> - Graphic notation: representation of music through images / symbols</p>	<p>Accompaniment: what is happening underneath the melody (drone, chords, harmonies, a counter-melody etc.) </p> <p>Chord – playing multiple notes at the same time on an instrument</p> <p>Inversion – changing the order of the notes in the chord E.g. C Major Chord (root position) = C + E + G C Major Chord (1st Inversion) = E + G + C C Major Chord (2nd Inversion) = G + C + E</p> <p> - Bass Clef – ALL COWS EAT GRASS in the SPACES (from bottom to top)</p> <p>Melody: the main tune of a piece of music </p>	<p>$\frac{4}{4}$ - Time Signature – how many beats each bar will add up to e.g. 1 bar could have 4 crotchets (each worth 1 beat) or 2 minims (each worth 2 beats, to add up to 4.</p> <p>C - Common Time – another way of writing a 4/4 time signature</p> <p>$\frac{7}{4}$ - Complex Time Signature – to break this down, you could count a bar of 4/4 followed by a bar of $\frac{3}{4}$ e.g. 1,2,3,4 / 1,2,3</p>
Instruments	<p>Bagpipes (Scotland), Saron (Indonesia), Balalaika (Russia), Bouzouki (Ireland), Agogo (Nigeria), Cajon (Peru), Cabasa (Portugal), Banjo (USA)</p>	<p>Families: string e.g. violin / guitar, percussion e.g. glockenspiel / drum / piano, brass e.g. trumpet / trombone, woodwind e.g. saxophone, flute</p>	<p>High Tide Organ (Blackpool) – the sea / ocean Score for A Hole in The Ground (Kent) – rainfall</p>
Great Composers / Musicians	<ul style="list-style-type: none"> o Ivan Larionov – 'Kalinka', 1860 – Russian Folk Song – inspired (below): o Igor Stravinsky (Classical) – 'Rite of Spring', 1913 - composed for ballet 	<ul style="list-style-type: none"> • John Williams - 'Star Wars (Main Theme)', 1977 – uses a leap of a 5th • Haydn 'The Clock Symphony 101', 1793 (chromaticism / scalic steps) 	<ul style="list-style-type: none"> ◇ Mike Oldfield – 'Tubular Bells Pt1', 1973 ◇ Thomas Tallis – 'Spem in alium' 1570
Culture / Context	<ul style="list-style-type: none"> o Rite of Spring caused a small riot due to the music and choreography o Folk Stories / Traditional Clothing / Folk Dances / Native Art 	<ul style="list-style-type: none"> • Bass = low pitch (double bass / electric bass guitar, sub bass) • Vocal Ranges from low to high – bass / tenor / alto / soprano 	<ul style="list-style-type: none"> ◇ 'Three Studies for Figures at The Base of a Crucifixion' 1944 by Francis Bacon (abstract)

Year 7 Physical Education - Football



Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Demonstrate	Give a practical exhibition and explanation of a skill is performed	1	Tactic	An action or strategy carefully planned to achieve a specific end
2	Categorise	place in a particular group or order	2	Spatial awareness	To be or becoming aware of ones surroundings, especially in competitive situations to support your team in the best possible way
3	Explain	Requires an example of a point. The answer must contain some linked reasoning	3	Warm up	Prepare for physical activity or a performance by practicing gently beforehand
4	Analyse	Break something down in to its component parts	4	Benefits of exercise	Physical, mental and social benefits to improve well-being
5	Calculate	Requires computation in relation to match data	5	Rules	Regulations or principles governing conduct to allow fair play
6	Discuss	Required to explore the issue/situation/problem that is being assessed in the question context	6	Leadership	Influences other team members in the pursuit of common objectives
7	Evaluate	Review/analyse information, bringing it together to form a conclusion/judgement	7	Respect	Helps to promote a positive environment for everyone by showing respect towards each other
8	Strength	A good or beneficial quality or attribute	8	Communication	Includes listening as well as speaking fairly. Can also be non-verbal communication
9	Weakness	A disadvantage or fault	9	Resilient	To be able to bounce back or keep going in difficult circumstances
10	Justify	Give reasons for answers. This could range from a single response to extended writing answers, depending on question context.	10	Outwit	To defeat or get the better of the opposition



Key Diagram	Challenge questions
<p style="text-align: center;">Football is a game of 11 vs 11</p> <p>Draw up a starting line up to play against this team:</p> <p>Label: Attackers Midfielders Defenders Goalkeeper</p> 	<p>1. What year did England Men win the world cup?</p>
	<p>2. What do the initials VAR mean in football?</p> <p>3. What happens if the goalkeeper picks up the ball when their teammates have passed it to them?</p> <p>4. How many substitutions can a manager make in a game?</p> <p>5. How long is a game of football?</p> <p>6. What is St. George's Park?</p> 
<p>Be brave, dig deep and discover</p>	<p>The National Governing body https://www.thefa.com/</p>
	<p>Suggested reading: https://www.thefa.com/news/2021/mar/08/sian-massey-ellis-international-womens-day-article-20210308 https://www.gaystarnews.com/article/meet-the-41-out-gay-and-bi-soccer-stars-in-the-womens-world-cup-2019/ https://www.nationalfootballmuseum.com/halloffame/hope-powell/</p>

Science Question Words



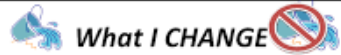
Tier 2 Word	Meaning
calculate	Use numbers given in the question to work out the answer.
conclude	Look at both sides of an idea and come to a decision.
define	Say the meaning of something.
describe	Recall some facts or processes in a scientific way.
evaluate	Make points for and against an idea and come 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.



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

INDEPENDENT VARIABLE



What I CHANGE

DEPENDENT VARIABLE



What I OBSERVE

CONTROLLED VARIABLE

What I KEEP THE SAME



Maths Challenge:

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)

Challenge Questions

1	Compare reproduction in fish and humans
2	Describe the stages of fertilization to birth
3	Create a leaflet giving advice for a mother who is pregnant about what she should and shouldn't do.
4	Research into different electrostatic uses.
5	Write a speech titled 'The Earth as a magnetic field'

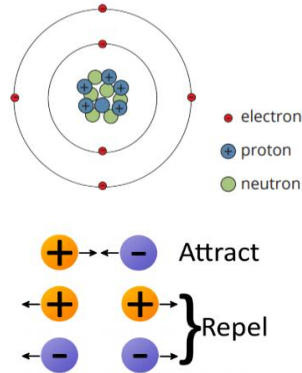


Static Electricity

Occurs when a material loses / gains an electron, thus, gaining a charge. If it gains an electron it now has a negative charge. If it loses an electron, it now has a positive charge.

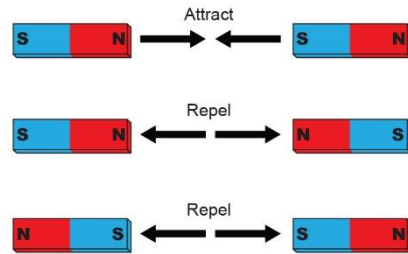
The Atom

Subatomic Particle	Relative Charge	Relative mass	Where is it found
proton	+1	1	nucleus
neutron	0	1	nucleus
electron	-1	(almost 0)	orbiting the nucleus



Magnets

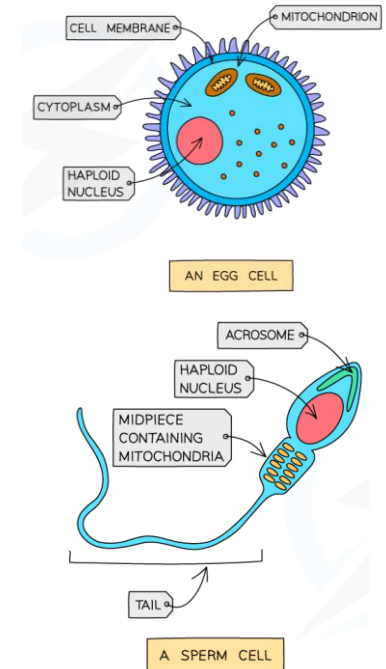
Tier 3 word	Definition
magnetism	The non-contact forces of a magnetic field
magnet	A material or object that produces a magnetic field and can attract / repel magnetic materials.
magnetic field	The area around a magnet where its magnetic force can be felt.
poles	The part of a magnet where its magnetic field is strongest
Attraction	The force pulling magnets together. Two opposite charges attract
Repulsion	The force pulling magnets apart. Two like charges repel



Reproduction

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

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



SPANISH

BE STRONG - Knowledge Organiser

Cycle C Topic: El colegio y el trabajo

GRID 1

Opinion →	Subject →
Me gusta I like	el deporte - Sport
No me gusta I don't like	el dibujo - Art
Me encanta I love	el español - Spanish
Odio - I hate	el inglés - English
Prefiero - I prefer	el teatro - Drama
	la geografía - Geography
	la historia - History
	la informática - computing
	la música - Music
	la cultura y sociedad
Me gustan I like	las ciencias Science
No me gustan I don't like	las matemáticas - Maths
Me encantan I love	
Connective →	Reason →
porque - because	es - it is (singular)
dado que - because	pienso que es - I think that it's
pero - but	magnífico/a(s) - magnificent maravilloso/a(s) - marvelous divertido/a(s) - fun aburrido/a(s) - boring monótono/a(s) - monotonous molesto/a(s) - annoying cansado/a(s) - tiring
por lo tanto - therefore	interesante(s) - interesting terrible(s) - terrible emocionante(s) - exciting fascinante(s) - fascinating excelente(s) - excellent
por un lado - on one hand	son - it is/they are (plural)
por el otro lado - on the other hand	pienso que son - I think that it's/they are sensacional(es) - sensational difícil(es) - difficult genial(es) - great

GRID 2

Mi padre My father	es is	actor actor abogado lawyer amo de casa house-husband cocinero chef contable accountant enfermero nurse granjero farmer hombre de negocios business man ingeniero engineer mecánico mechanic médico doctor peluquero hairdresser profesor teacher	Le gusta porque es He/she likes it because it is	aburrido boring active active difícil difficult divertido funny	Trabaja en... He/she works in... el campo the countryside
Mi hermano My brother	trabaja como works as a		No le gusta porque es He/she doesn't like it because it is	un colegio a school	
Mi tío My uncle			Le encanta porque es He/she loves it because it is	un garaje a garage	
Mi madre My mother	es is	actriz actor abogada lawyer ama de casa house wife cocinera chef contable accountant enfermera nurse granjera farmer mujer de negocios business woman ingeniera engineer mecánica mechanic médica doctor peluquera hairdresser profesora teacher	Lo odia porque es He/she hates loves it because it is	una empresa a company una granja a farm	
Mi hermana mayor My older sister	trabaja como works as			un hotel a hotel	
Mi tía My aunt				una oficina an office	
				un restaurante a restaurant	
				un taller a workshop	
				un teatro a theatre	

Dig Deeper

1. Download the Duolingo app and earn lots of points practising new Spanish words
2. Do a Spanish song challenge on [LyricsTraining](https://www.lyricstraining.com/)
3. Learn a Spanish tongue-twister and try to say it as fast as you can <https://www.fluentu.com/blog/spanish/spanish-tongue-twisters-pronunciation/>
4. Research options for work and study in Spanish-speaking countries
5. Find out more about Spain's economy <https://kids.britannica.com/students/article/Spain/277157#208457-toc>



GRID 3



Present tense of 'Ser' (to be)		Singular (masc/fem)
Yo	soy I am	abogado/a lawyer
Tú	eres you are	amo/a de casa house-husband/wife
Él/Ella	es he/she is	cocinero/a chef
Mi padre		dependiente/a shop assistant
Mi hermana		enfermero/a nurse
Mi madre		fontanero/a plumber
Nosotros		somos we are
Mi padre y yo	sois you (men) are	ingeniero/a engineer
Vosotros		mecánico/a mechanic
Vosotras		médico/a doctor
Ellos/ellas	son they are	peluquero/a hairdresser
Mis hermanos		profesor(a) teacher
		contable accountant
		repcionista receptionist

Most nouns (including jobs) add an 's' if plural e.g. Mis padres son dependientes.

Él/Ella he/she		es are		aburrido/a boring		él/ella he/she	
Mi abuelo/a	my grandfather/grandmother			alto/a	tall	mi abuelo/a	my grandfather/grandmother
Mi amiga Ana	my friend Ana			amable	kind	mi amiga Ana	my friend Ana
Mi amigo Paco	my friend Paco			antipático/a	unfriendly/mean	mi amigo Paco	my friend Paco
Mi mejor amigo/a	my best friend			bajo/a	short	mi mejor amigo/a	my best friend
Mi gato	my cat			cariñoso/a	caring	mi gato	my cat
Mi hijo/a	my son/daughter			débil	weak	mi hijo/a	my son/daughter
Mi madre	my mother			delgado/a	slim	mi perro	my dog
Mi padre	my father			deportista	sporty	mi tortuga	my tortoise
Mi perro	my dog			divertido/a	fun	mi primo/a	my (m/f) cousin
Mi perro	my dog			feo/a	ugly	mi novio/a	my boyfriend/girlfriend
Mi tortuga	my tortoise			fuerte	strong	mis hermanas	my sisters
Mi primo/a	my (m/f) cousin			generoso/a	generous	mis hermanos	my brothers/siblings
Mi novio/a	my boyfriend/girlfriend			gordo/a	fat	mis padres	my parents
Mis abuelos	my grandparents			guapo/a	good-looking	mis tíos	my uncles/my uncle and aunt
Mis hermanas	my sisters			hablador(a)	talkative	yo	I
Mis hermanos	my brothers/siblings			inteligente	clever		
Mis padres	my parents			joven	young		
Mis tíos	my uncles/my uncle and aunt			perezoso/a	lazy		
				ruidoso/a	noisy		
				serio/a	serious		
				simpático/a	nice/friendly		
				terco/a	stubborn		
				tonto/a	silly		
				trabajador(a)	hard-working		
				tranquilo/a	relaxed		
				valiente	brave		
				viejo/a	old		

ADD AN 'S' AT THE END OF YOUR ADJECTIVES FOR PLURALS (WHEN DESCRIBING MORE THAN ONE PERSON) e.g. Mis abuelos son más TRANQUILOS que mis padres.

GRID 4

Challenge Tasks

- 1 Use the vocabulary from GRID 1 to create a careers poster featuring several people describing what job they do and why they like it.
- 2 Record an mp3 or a video of 'vox pops' of people talking about the job they do and the positives and negatives. You can get your friends to act out the parts, or put on a different voice for each job yourself!
- 3 Imagine you are an employer writing a review of your employees' performance. Use the comparatives in GRID 4 to compare them.
- 4 Write a text about your dream job in the future, starting "En el futuro me gustaría ser ____" porque...
- 5 List ten jobs that would benefit from having fluent Spanish or another modern language.

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

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

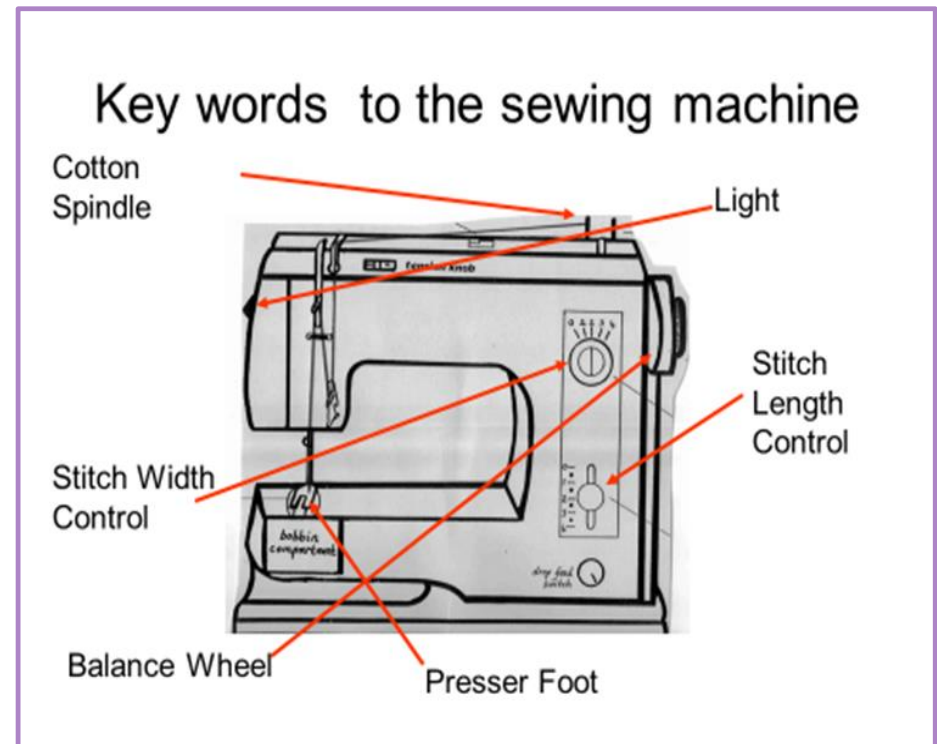
The Design museum is a museum in Kensington, London, which covers product, industrial, graphic, fashion and architectural design. In 2018, the museum won the European Museum of the Year Award.

<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/>



SPEAK STRONG AND WRITE BRAVELY!

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

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

Phrases to help you respond: BE STRONG

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

Fillers that I SHOULD NOT USE: BE KIND

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

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

How sure are you? BE BRAVE

Almost certain!

I'm fairly sure...

Hmm...

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

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

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

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

Answering questions -
How sure are you?

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

SPEAK STRONG AND WRITE BRAVELY!

Academic Verbs - these are very helpful when you are analysing

Inference:

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

Writer's purpose:

establishes creates constructs
devises develops epitomises
outlines encapsulates

Comparison:

contrasts contradicts
juxtaposes reinforces refers
alludes to opposes supports
develops

Discourse Markers - These are helpful in discussions and your writing

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

How do we revise using knowledge organisers?

RECORD IT

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

POST IT NOTES

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

FLASH CARDS

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

PRACTICE

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

RAG RATE

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

LOOK, SAY, COVER, WRITE, CHECK

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

REVISING EXAM QUESTIONS

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

READ ALOUD

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

SKETCH IT

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

Q&A

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

TEACH IT

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