

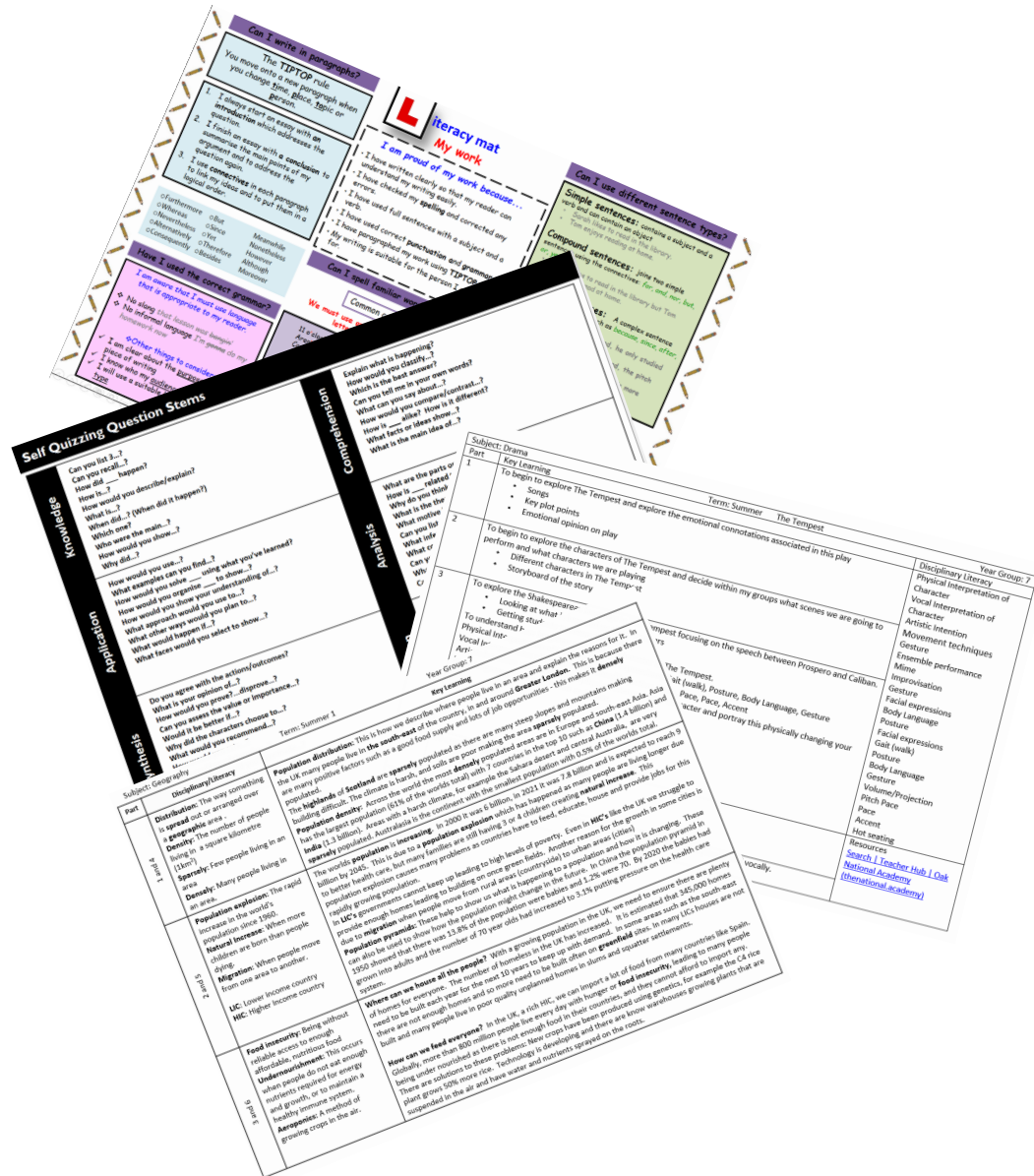
**Year 7**

**Knowledge Organiser**

**Spring 2023 - 2**

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# Self Quizzing Question Stems

Knowledge	<p>Can you list 3...?</p> <p>Can you recall...?</p> <p>How did ____ happen?</p> <p>How is...?</p> <p>How would you describe/explain?</p> <p>What is...?</p> <p>When did...? (When did it happen?)</p> <p>Which one?</p> <p>Who were the main...?</p> <p>How would you show...?</p> <p>Why did...?</p>	Comprehension	<p>Explain what is happening?</p> <p>How would you classify...?</p> <p>Which is the best answer?</p> <p>Can you tell me in your own words?</p> <p>What can you say about...?</p> <p>How would you compare/contrast...?</p> <p>How is ____ alike? How is it different?</p> <p>What facts or ideas show...?</p> <p>What is the main idea of...?</p>
Application	<p>How would you use...?</p> <p>What examples can you find...?</p> <p>How would you solve ____ using what you've learned?</p> <p>How would you organise ____ to show...?</p> <p>How would you show your understanding of...?</p> <p>What approach would you use to...?</p> <p>What other ways would you plan to...?</p> <p>What would happen if...?</p> <p>What faces would you select to show...?</p>	Analysis	<p>What are the parts or features of ...?</p> <p>How is ____ related to ...?</p> <p>Why do you think...?</p> <p>What is the theme...?</p> <p>What motive is there...?</p> <p>Can you list the parts...?</p> <p>What inference can you make...?</p> <p>What conclusions can you draw...?</p> <p>Can you identify the different parts of...?</p> <p>What evidence can you find...?</p> <p>Can you distinguish between...?</p>
Synthesis	<p>Do you agree with the actions/outcomes?</p> <p>What is your opinion of...?</p> <p>How would you prove?...disprove...?</p> <p>Can you assess the value or importance...?</p> <p>Would it be better if...?</p> <p>Why did the characters choose to...?</p> <p>What would you recommend...?</p> <p>How would you rate...?</p> <p>How could you determine...?</p> <p>What choice would you have made...?</p> <p>Why was it better that...?</p>	Evaluation	<p>What changes would you make to solve...?</p> <p>How would you improve...?</p> <p>What would happen if...?</p> <p>Can you elaborate on the reason...?</p> <p>Can you give an alternative...?</p> <p>Can you invent...?</p> <p>How could you change or modify the plot?</p> <p>What way would you design...?</p> <p>Suppose you could ____ what would you do?</p> <p>Can you predict the outcome if...?</p> <p>Can you construct a model of...?</p>



## Can I write in paragraphs?

### The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

## Have I used the correct grammar?

*I am aware that I must use language that is appropriate to my reader.*

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

### ❖ Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



## literacy mat

### My work

### *I am proud of my work because...*

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

## Can I spell familiar words accurately?

### Common contractions

**We must use an apostrophe to replace any letter(s) we have left out.**

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

## Can I use different sentence types?

**Simple sentences:** contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

**Compound sentences:** joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

**Complex sentences:** A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

### Homophones

*I have checked that I have not mixed up my homophones.*

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?  
Is my punctuation accurate?

### Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: ?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
  - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
  - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

### Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (*e.g. big elephants cannot always use small exits*)
- ❑ Find the word in a list –
  - Key words list
  - Frequently used words list
  - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.



## literacy mat

### Can I use punctuation?

#### The Apostrophe

*I always aim to use apostrophes correctly.*

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

**Note: Apostrophes are NEVER used to denote plurals**

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

### Apostrophe for Possession

*(To show that something belongs to another)*

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

### There/ their/ they're

**Note:** special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

### ITS

**Note:** **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

### Your/ you're

**Note:** special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

‘Animal Farm’: Knowledge Organiser

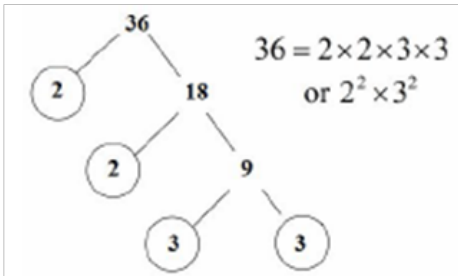
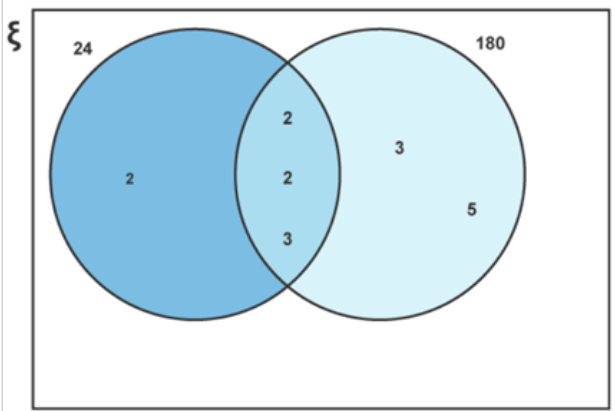
Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals’ first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker’s yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

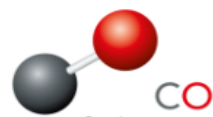
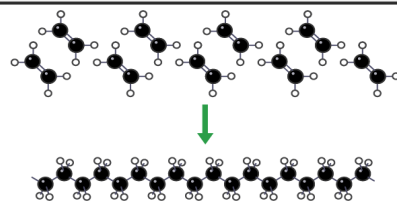












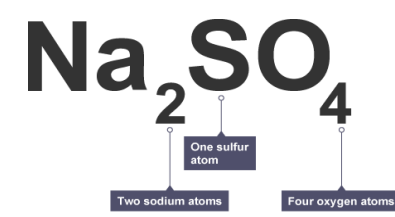
The seven commandments	
1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.
Characters	
<b>Napoleon</b> ‘a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.’	
<b>Snowball</b> ‘a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.’	
<b>Squealer</b> ‘with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.’	
<b>Boxer</b> ‘an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.’	

Key words	
<b>allegory</b> – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.	
<b>Manipulate</b> – To control or influence something or someone so that you get an advantage, often unfairly or dishonestly.	
<b>rebellion</b> – a rebellion is a situation in which people fight against those who are in charge of them.	
<b>Rhetoric</b> - The art of persuasive (or effective) speaking or writing.	
<b>corrupt</b> – when people use their power in a dishonest way order to make life better for themselves.	
<b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be true.	
<b>cult of personality</b> – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god.	
<b>treacherous</b> – If you betray someone who trusts you, you could be described as <b>treacherous</b> .	
Biographical information	
1	‘Animal Farm’ was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	‘Animal Farm’ was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	‘Animal Farm’ is an allegory for the events of the Russian Revolution.





Topic/Skill	Definition/Tips	Example
<b>Negative Number</b>	A number that is <b>less than zero</b> . Can be decimals.	$-8, -2.5$
<b>Multiple</b>	The result of multiplying a number by an integer. The times tables of a number.	The first five multiples of 7 are: 7, 14, 21, 28, 35
<b>Factor</b>	A number that divides exactly into another number without a remainder. It is useful to write factors in pairs	The factors of 18 are: 1, 2, 3, 6, 9, 18
<b>Lowest Common Multiple (LCM)</b>	The smallest number that is in the times tables of each of the numbers given.	The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.
<b>Highest Common Factor (HCF)</b>	The biggest number that divides exactly into two or more numbers.	The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.
<b>Prime Number</b>	A number with exactly two factors, itself and one.	The first ten prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29
<b>Product of Prime Factors</b>	Finding out which prime numbers multiply together to make the original number.  Use a prime factor tree.  Also known as 'prime factorisation'.	
<b>Venn Diagram</b>	A Venn Diagram shows the relationship between a group of different things and how they overlap. Can be used to find the Lowest Common Multiple and Highest Common Factors of a number.  e.g. Using the Venn Diagram for 24 and 180 on the right  LCM = Union multiplied together so $2 \times 2 \times 2 \times 3 \times 3 \times 5 = 360$  HCF = Intersection = $2 \times 2 \times 3 = 12$	



Part	Key Learning	Disciplinary/Literacy																													
1	<p><b>ATOMS, ELEMENTS, COMPOUNDS AND MOLECULES</b></p> <p>Every element is made up of one type of atom. The atoms of one element are different to the atoms of all other elements. One atom does not have the properties of an element (e.g. gold atoms are NOT shiny or yellow). The properties of an element are the properties of many atoms joined together (together the atoms make gold yellow and shiny). A compound has different properties to the elements in it. All compounds are molecules, but not all molecules are compounds. Hydrogen gas (H<sub>2</sub>) is a molecule, but not a compound because it is made of only one element. Water (H<sub>2</sub>O) can be called a molecule or a compound because it is made of hydrogen (H) and oxygen (O) atoms.</p>	<div><div>Elements</div><div>Compound</div><div>Helium atoms</div><div>Oxygen molecules</div><div>2 Hydrogen atoms bonding with 1 oxygen atom</div></div>	<table><tr><th>Tier 3 KEYWORDS</th><th>DEFINITION</th></tr><tr><td>Atom</td><td>The smallest part of an element that can exist.</td></tr><tr><td>Carbonate</td><td>A compound that includes carbon and oxygen atoms, as well as a metal element. There are three atoms of oxygen for every one atom of carbon.</td></tr><tr><td>Chemical formula</td><td>A formula that shows the elements present in a compound and their relative proportions.</td></tr><tr><td>Chemical symbol</td><td>A one- or two-letter code for an element that is used by scientists in all countries.</td></tr><tr><td>Compound</td><td>Pure substances made up of atoms of two or more elements, strongly (chemically) joined together.</td></tr><tr><td>Elements</td><td>Substances that all other materials are made up of, and which contain only one type of atom. An element cannot be broken down into other substances.</td></tr><tr><td>Hydroxide</td><td>A compound that includes hydrogen and oxygen atoms, as well as a metal element. There is one atom of oxygen for every one atom of hydrogen.</td></tr><tr><td>Molecules</td><td>A group of two or more (up to 1000s) atoms strongly joined together. Most non-metal elements exist either as small or giant molecules.</td></tr><tr><td>Natural polymers</td><td>A polymer made by plants or animals. E.g. starch, wool, cotton and rubber.</td></tr><tr><td>Nitrate</td><td>A compound that includes nitrogen and oxygen atoms, as well as a metal element. There are three atoms of oxygen for every one atom of nitrogen.</td></tr><tr><td>Polymers</td><td>A molecule made by joining up thousands of smaller molecules in a repeating pattern. Plastics are synthetic polymers, and starch is a natural polymer.</td></tr><tr><td>Sulfate</td><td>A compound that includes sulfur and oxygen atoms. There are four atoms of oxygen for every one atom of sulfur.</td></tr><tr><td>Synthetic polymers</td><td>A polymer made by people, often in a factory. E.g. poly(ethane) and poly(propene).</td></tr></table>	Tier 3 KEYWORDS	DEFINITION	Atom	The smallest part of an element that can exist.	Carbonate	A compound that includes carbon and oxygen atoms, as well as a metal element. There are three atoms of oxygen for every one atom of carbon.	Chemical formula	A formula that shows the elements present in a compound and their relative proportions.	Chemical symbol	A one- or two-letter code for an element that is used by scientists in all countries.	Compound	Pure substances made up of atoms of two or more elements, strongly (chemically) joined together.	Elements	Substances that all other materials are made up of, and which contain only one type of atom. An element cannot be broken down into other substances.	Hydroxide	A compound that includes hydrogen and oxygen atoms, as well as a metal element. There is one atom of oxygen for every one atom of hydrogen.	Molecules	A group of two or more (up to 1000s) atoms strongly joined together. Most non-metal elements exist either as small or giant molecules.	Natural polymers	A polymer made by plants or animals. E.g. starch, wool, cotton and rubber.	Nitrate	A compound that includes nitrogen and oxygen atoms, as well as a metal element. There are three atoms of oxygen for every one atom of nitrogen.	Polymers	A molecule made by joining up thousands of smaller molecules in a repeating pattern. Plastics are synthetic polymers, and starch is a natural polymer.	Sulfate	A compound that includes sulfur and oxygen atoms. There are four atoms of oxygen for every one atom of sulfur.	Synthetic polymers	A polymer made by people, often in a factory. E.g. poly(ethane) and poly(propene).
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2	<p><b>NAMING COMPOUNDS</b></p> <ul style="list-style-type: none"><li>Compounds made up of oxygen and another element have two word names. The second word is oxide. (e.g. aluminium + oxygen → aluminium oxide)</li><li>In any compound of a metal with a non-metal, the end of the name of the non-metal becomes -ide. (e.g. sodium + chlorine → sodium chloride)</li></ul>	<div><div><p>Carbon monoxide C≡O</p></div><table><tr><th>Number of Atoms</th><th>Prefix</th></tr><tr><td>1</td><td>mono-</td></tr><tr><td>2</td><td>di-</td></tr><tr><td>3</td><td>tri-</td></tr></table></div>	Number of Atoms	Prefix	1	mono-	2	di-	3	tri-																					
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3	<p><b>POLYMERS</b></p> <p>Polymers are made by chemical reactions that join lots of small molecules together to make long molecules. For example, a molecule of poly(ethene) is made by joining thousands of ethene molecules together. Polymer molecules are big and heavy. This means they melt at high temperatures.</p>																														
4	<p><b>CHEMICAL SYMBOLS</b></p> <p>Every chemical symbol starts with a capital letter, with the second letter written in lower case.</p>	<table><tr><th>Mg</th><th>mg</th><th>mG</th><th>MG</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Mg	mg	mG	MG																									
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5	<p><b>CHEMICAL FORMULA</b></p> <p>Shows the elements present in a compound. Shows the number of atoms of each element. Numbers are written to the right of their chemical symbol Numbers are smaller than the chemical symbol.</p> <p><u>Example:</u> sodium sulfate</p>	<table><tr><th>NATURAL POLYMERS</th><th>SYNTHETIC POLYMERS</th></tr><tr><td>Wool → fibres trap air between them. It traps heat so is used for jumpers and socks.</td><td>Poly(ethene)<ul style="list-style-type: none"><li>Low-density (LDPE) → molecules slide over each other, making it flexible. It is strong. Used for carrier bags.</li><li>High-density (HDPE) → strong and flexible. It is harder than LDPE. Surfaces can be smooth. It is used in artificial knee joints.</li></ul>Both do not wear away or decay naturally.</td></tr><tr><td>Rubber → long and bendy molecules so they slide over each other. Used for tyres as it's flexible, waterproof and durable.</td><td></td></tr></table>	NATURAL POLYMERS	SYNTHETIC POLYMERS	Wool → fibres trap air between them. It traps heat so is used for jumpers and socks.	Poly(ethene) <ul style="list-style-type: none"><li>Low-density (LDPE) → molecules slide over each other, making it flexible. It is strong. Used for carrier bags.</li><li>High-density (HDPE) → strong and flexible. It is harder than LDPE. Surfaces can be smooth. It is used in artificial knee joints.</li></ul> Both do not wear away or decay naturally.	Rubber → long and bendy molecules so they slide over each other. Used for tyres as it's flexible, waterproof and durable.																								
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6	<p><b>Na<sub>2</sub>SO<sub>4</sub></b></p> 																														

Part	Key Learning		Disciplinary/Literacy	
1	Sound transfers energy. The vibration that make makes the sound makes the air molecules vibrate to and fro in the direction of motion of the sound wave. Sound waves have areas of high-pressure (compression. and low-pressure (rarefaction)); so sound is a pressure wave.		<div><b>ELECTROMAGNETIC SPECTRUM</b></div> <div><div>radio waves<div></div></div><div>microwaves<div></div></div><div>infrared (IR)<div></div></div><div>visible light<div></div></div><div>ultraviolet (UV)<div></div></div><div>X-rays<div></div></div><div>gamma rays<div></div></div></div> <div>long wavelength over 10 000 m</div> <div>short wavelength 0.000 000 000 000 01 m</div> <div>increasing energy</div> <div>increasing wavelength</div> <div>increasing frequency</div>	
2				
3	<b>MAKING AND DETECTING SOUND WAVES</b> Sound can be made with a microphone (converts changes in air pressure to a changing potential difference) and detected with a loudspeaker (converts a changing potential difference to changes in air pressure).			
4	Humans cannot hear ultrasound but many other animals can. Ultrasound is useful because it has a short wavelength so it can be focussed into a beam. When sound or ultrasound interacts with solids or liquids it makes the particles in those materials vibrate.		<div><b>RADIATION AND THE HUMAN BODY</b></div> <ul style="list-style-type: none"><li>Only some EM waves emitted by the sun get through the atmosphere.</li><li>Different waves have different effects on the body.</li><li>Low frequency waves – have a heating effect.</li><li>High frequency waves – can knock electrons out of atoms in living cells. This is called ionisation. If the atoms are in your DNA, it can lead to mutations and produce cancerous cells.</li><li>UV radiation (not very penetrating) can cause skin cancer.</li><li>X-rays and gamma rays (very penetrating) can cause cancer (but is blocked by the atmosphere).</li></ul>	
5	<b>USES OF ULTRASOUND</b> <ul style="list-style-type: none"><li>Shake dust or dirt from objects; ultrasonic cleaning (for jewellery / scientific equipment).</li><li>Scans to check the health of unborn babies.</li><li>Physiotherapy; Its energy is absorbed by soft tissue in the body, bringing relief from sprains and arthritis (painful joints).</li></ul>			
6	<div><b>WAVE ENERGY AND ELECTRICITY</b> Waves push air through a turbine and generator to produce electricity.</div> <div></div>	<div><i>All waves transfer energy.</i> <i>They are reflected, can be refracted, transmitted or absorbed when they travel through media.</i> <i>They can all superpose.</i> <i>They have different speeds.</i></div> <div><div><div>In a <b>longitudinal wave</b>, particles move backwards and forwards in the same direction as the wave.</div></div><div><div>In a <b>transverse wave</b>, particles move up and down, at right angles to the direction of the wave.</div></div></div> <div><b>MODELLING WAVES</b><ul style="list-style-type: none"><li>Transverse and longitudinal waves can be modelled using a slinky; it shows the wave moves BUT the slinky does not.</li><li>Ripples on the water can be used to model EM waves or sound; the wave moves BUT the water does not.</li></ul></div>		
			<div><b>KEYWORD</b></div> <div><b>DEFINITION</b></div>	
			<b>Compressions</b>	Force squashing or pushing together, which changes the shape of the object.
			<b>Electromagnetic spectrum</b>	The range of wavelengths of radiation produced by the Sun and other sources.
			<b>Gamma rays</b>	Waves with the highest frequency in the electromagnetic spectrum.
			<b>Ionisation</b>	The removal of an electron from an atom.
			<b>Longitudinal wave</b>	A wave in which the direction of vibration is the same as that of the wave.
			<b>Loudspeaker</b>	A device that uses an electromagnet to make a sound. It turns an electrical signal (changing potential difference) into a pressure wave of sound.
			<b>Microphone</b>	Turns the pressure wave of a sound hitting it into an electrical signal (potential difference).
			<b>Pressure wave</b>	An example is sound, which has repeating patterns of high-pressure and low-pressure regions.
			<b>Rarefactions</b>	The part of a longitudinal wave where the air particles are spread out.
			<b>Superpose</b>	When waves join together so that they add up or cancel out.
			<b>Transmission</b>	Where waves travel through a medium rather than being absorbed or reflected.
			<b>Transverse wave</b>	A wave in which the direction of vibration is perpendicular to that of the wave.
			<b>Ultrasound</b>	Sound waves with frequencies higher than the human auditory range; >20 000 Hz.
			<b>Visible light</b>	The band of frequencies of light that we can detect with our eyes.
			<b>Wave</b>	Vibrations that transport energy from place to place without transporting matter.
			<b>X-rays</b>	Waves of the electromagnetic spectrum used for producing images of bones and tissue.

Part		Disciplinary/Literacy	Linked Assessment	Resources
1	Why do Believe? How and why do people who experience similar events come up with very different responses? The importance of <i>Tradition</i>	<i>Numinous</i> having a religious or spiritual experience that may lead to a belief in a god or God. <i>Miracle</i> an extraordinary and welcome event that is not explicable by scientific laws.	N/A	
2	The Buddhist Experience – The Wheel of Life Buddhist teaching on overcoming suffering. The significance of impermanence.	<i>Impermanence</i> the state or fact of lasting for only a short time. <i>Enlightenment</i> a state of spiritual enlightenment which puts an end to the cycle of rebirth.	N/A	
3	Buddhist Mandalas Ideas of Balance Why and How to meditate using a mandala	<i>Mandala</i> a symbolic diagram used as an instrument of meditation as well as an aid in prayer and for healing.	N/A	
4	The Road to Nirvana Ideas of what we mean by <i>peace</i> Strategies for obtaining peace	<i>Nirvana</i> a state of perfect peace and happiness, like heaven. In Buddhism, Nirvana is the highest state that someone can attain.	N/A	
5	What happens when we die? Different ideas held by people about what happens after physical death. What do we mean by <i>heaven</i> or <i>hell</i> ? Do animals have souls...what happens to them?	<i>Heaven</i> the abode of God or the gods, as well as of angels; some people may 'live' there after their earthly life. <i>Hell</i> the abode of the unredeemed dead (in the underworld).	N/A	
6	Pupil Survey and Assessment		Teams Assignment	

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p><b>Site</b> – The land a settlement is built on.</p> <p><b>Situation</b> – The area around the settlement and what it provides.</p> <p><b>Resources</b> – The items and materials that people in a settlement need e.g. wood for building, water, food.</p> 	<p><b>Site:</b> Settlements are located for a reason, normally because there are positive factors that make life easier for inhabitants. Early settlements in the UK were developed to be self-sufficient. Water is always needed so many settlements are located at a <b>wet point site</b>. Some were located on a hill as this was easy to <b>defend</b> and would not flood. Some are in areas where there is lots of <b>trade</b>, for example around a bridge over a river (<b>bridging point</b>). Some were located near the coast as they are good for <b>trade</b>. Some are located where there is good farmland and woodland.</p> <p><b>Plymouth</b> grew from the area around the Barbican. It started here as a fishing port (resources) where there was flat land and a fresh water supply (river Plym). It is also in a sheltered bay, <b>Plymouth sound</b>, so it is safer for boats, and it was easy to defend.</p> <p><b>Situation:</b> The area around a settlement is also important when deciding where to build a settlement. <b>Fertile soil</b> is important for farming so that there is plenty of food (many farms around Plymouth). It is also important that there are building materials so being close to woodlands (Cann Woods area of Plymouth) and areas where there is stone that can be quarried (Dartmoor).</p>
2 and 5	<p><b>Function</b> – is a job or process that happens in a settlement (a reason for it being there).</p> <p><b>Market town</b> – A function of a town where it is used for the buying and selling of resources.</p> <p><b>Land use</b> – The different use of land and how this is organised and distributed in settlements.</p> 	<p>The <b>function</b> of a settlement can change over time. The <b>primary</b> function often results in how the land is used. Functions of settlements include; industrial (making products e.g. Sheffield), commercial (trading, Bristol port), residential (Sherford), market towns (Tavistock). Plymouth has been a fishing port, commercial port and naval base and much of its original land-use is linked to this. The function of Plymouth has changed. It is now known for its University (Education function), Marine manufacturing (Industry) and as a residential area.</p> <p><b>Land use:</b> The land in settlements is used in different ways. In the centre of many cities the land is used for <b>offices</b> and <b>retail</b> (shopping) – the <b>Central Business District</b> (CBD). As many businesses want to be located here the cost of the land is high which means that only big companies can locate in the centre. Just outside of the CBD is the <b>Inner city</b>, here there is often old industrial land and small terraced <b>housing</b> (Mutley Plain). The land here is often cheaper. The land price rises in the <b>Inner suburbs</b> where there is a lot of housing (Eggbuckland). In the <b>Outer suburbs</b> land is more expensive. On the edge of cities there is a <b>commercial</b> use (Tesco at Woolwell and small industrial estates e.g. Estover).</p> <p><b>Problems in cities:</b> In some areas in cities the land has become <b>derelict (run down)</b> as the industry has closed down leaving areas that are disused and neglected (Milbay). Also there are areas of <b>deprivation</b> or poverty in some areas of cities. These are both problems that settlements have to overcome.</p>
3 and 6	<p><b>Regeneration</b> - The improvement of old parts of the built-up area by either installing modern facilities in old buildings or building new buildings.</p> <p><b>Urban sprawl</b> - The unplanned growth of urban areas into the surrounding countryside.</p> <p><b>Green belt</b> – An area of Green land (fields and woods) where building is restricted.</p>	<p>Many parts of the <b>inner-city</b> areas are old and disused, these need to be made useful again. This often means <b>demolishing</b> (knocking down) the old and building new (Bretonside) <u>OR</u> re-using old buildings for a different use (Royal William yard). These places are called <b>brownfield sites</b> as they have already been built on. However, a disadvantage is that they are often quite small. On the edge of cities there is plenty of cheap land with space for development, this is often farmland. These are known as <b>greenfield sites</b>. Building on these areas means that urban areas grow in size and often ruins the green space around settlements leading to the loss of habitats. Supermarkets, housing developers and retail parks often want to build on this land. However, conservationists and local residents are often against these plans as they create more traffic, reduce wildlife and cause environmental problems.</p> <p><b>The future:</b> Already settlements are having to change. Many are trying to reduce how many cars are in CBD areas, London has the congestion charge. Some are trying to develop more green space in cities and plant more trees. Others are looking at <b>integrated transport systems</b> including better cycle and walking networks combined with improved public transport like buses and trams.</p>

Part	Disciplinary/Literacy	Key Learning:
1 and 4	<p>Indulgences – Purchased to forgive a person’s sins</p> <p>Reformation – The split in the Christian church between Catholics and Protestants.</p> <p>Dissolution – The destruction or dissolving of an organization.</p> <p>Dynasty – A group of rulers from the same family.</p>	<p><b>The Tudors and the Church</b></p> <p>Throughout the middle ages there had been any times the Church had been criticized. The selling of <b>indulgences</b> to forgive peoples sins could be used to give people bribes. The laws against priests marrying were often ignored. In 1517 a German priest called Martin Luther listed 95 points he thought were wrong with the Catholic Church and this started a protest. Followers of Luther were known as Protestants and the division in the Christian faith was called the <b>Reformation</b>. Protestants believed that priests were just ordinary people, the bible could be translated into languages other than Latin, church’s should be plain and simple and that priests could marry. In England this caused an extra problem. Initially Henry VIII had been a devout Catholic, even named “Defender of the Faith” by the Pope. Henry VIII had got married at the age of 17 to the wife of his dead older brother. Whilst this had kept the alliance to the Spanish kingdom she had come from it failed to give Henry VIII the son he desired to maintain the Tudor dynasty. However, when he fell in love with Anne Boleyn and was denied a divorce from his then wife Katherine of Aragon by the Pope in Rome, Protestants saw their chance and Henry VIII created a new Church of England with the monarch at the head. In doing this Henry was able to grant himself the divorce he required to marry Anne Boleyn and was also able to take control over large amounts of Church owned property in the kingdom. This became known as the <b>dissolution</b> of the monasteries and the ruins of the old medieval monastery system can be seen throughout the country.</p>
2 and 5	<p>Hard-line – tough or strict</p> <p>Deposed – removed from power.</p> <p>Convert – Changing from one set of beliefs to another.</p> <p>Compromise – Where both sides give in partially to the others demands.</p>	<p><b>What Changes Happened to the Church</b></p> <p>Following Henry VIII’s death in 1547 he was succeeded by his young son Edward VI. The new king was just 9 years old when crowned and relied heavily on his uncle for advice. Under Edward VI’s rule England underwent a transformation to a more <b>hard-line</b> Protestant country. Churches were forced to abandon traditions and remove elements that were linked to the Catholic faith. However when Edward VI died in 1553 before he could marry and leave an heir all this seemed in danger as the next in line would be Henry VIII’s eldest daughter Mary who was a devout Catholic. To try and preserve the Protestant revolution, Lady Jane Grey was crowned Queen but she had little support and was easily <b>deposed</b> by Mary I who had her executed after reigning for only 9 days. Mary I’s reign was also short lived but is best remembered for her attempts to overturn the changes of her brother Edward VI. She developed the nickname “Bloody Mary” because of the punishment of those Protestant’s who would not <b>convert</b> to Catholicism and were burned at the stake. This included priests, women and even young children. However execution was not an uncommon punishment in this time and compared to the number’s executed by her father this nickname could be argued to be unfair. When Mary I died the throne passed to the daughter of Anne Boleyn, Elizabeth who would have to plot a dangerous path of <b>compromise</b> which kept her Protestant advisors pleased but would tolerate Catholics as long as they were loyal to her. Elizabeth lived much of her life in fear of assassination as she failed to find a suitable marriage and produce an heir of her own.</p>
Part 3 and 6	<p><b>Armada – A invasion fleet.</b></p> <p><b>Flanders – A area of modern day Belgium and the Netherlands.</b></p> <p><b>Engage – Start</b></p>	<p><b>The Spanish Armada</b></p> <p>The Spanish had many reasons for wanting to invade in 1588. As the most powerful Catholic country in Europe they had a strong desire to remove England’s Protestant Queen Elizabeth I from the throne. She had refused to marry Phillip II of Spain (partly because he was an old man but also because he had been married to her sister Mary I). But England had annoyed Spain by supporting Protestant Dutch rebels in Flanders and English pirates had plundered Spanish ships on their way across the Atlantic.</p> <p>In 1588 a huge fleet of 130 ships set sail in July and was known as the Spanish Armada. Led by the King’s cousin, Army General Duke Medina Sidonia was rumoured to suffer from sea sickness and had little experience of naval warfare. The Spanish plan was to join up with a Spanish army in Flanders and transport them across the Channel to England. The Armada sailed in a crescent moon formation. The ships themselves were known as castles and defended by soldiers rather than experienced naval fighters. As this was a religious conflict there were more priests on board than experienced gunnery crew. The English on the other hand were expertly led by Lord Admiral Howard and famously his second in command Sir Francis Drake. When they set sail from Plymouth on sighting the Armada The English found they could control the battle as they had the wind behind them. They engaged the Spanish of the coast of Holland at Gravelines and with the use of fire ships, forced the Spanish to flee north around the Scottish coast where they were destroyed by violent storms. The English proved determined, experienced and disciplined opponents and the victory heralded the prospect of a golden age for English seamanship.</p>

### 1.2.2 Saying what people do

le bateau	boat, ship
le magasin	shop
le numéro	number
la promenade	walk
la question	question
la réponse	answer, response
la visite	visit, tour
le voyage	trip, journey
beau	beautiful (m)
mauvais(e)	bad (m/f)
de	of
en	in, by
Paris	Paris
Londres	London

<https://quizlet.com/gb/441148776/year-7-french-term-12-week-2-flash-cards/>

### 1.2.3 Saying what people like to do

aimer	to like, liking
cocher	to tick, ticking
passer	to spend time, spending time
porter	to wear, wearing
rester	to stay, staying
trouver	to find, finding
l'école (m)	school
le moment	moment
la semaine	week
la solution	solution
l'uniforme (m)	uniform
chaque	every
à	at
avec	with

<https://quizlet.com/gb/441152504/year-7-french-term-12-week-3-flash-cards/>

### 1.2.4 Saying what people do to others

demander	to ask, asking
donner	to give, giving
montrer	to show, showing
penser	to think, thinking
le cadeau	present
l'exemple (m)	example

la raison	reason
aujourd'hui	today
normalement	normally
que	that
à	to, at
penser à	to think about

<https://quizlet.com/gb/442260862/year-7-french-term-12-week-4-flash-cards/>
























J'aime = Je + aime  
**Je → J'**  
 before a vowel





















verb <b>FAIRE</b> [to do, make]	
Je fais	I do
Tu fais	you do
Il / elle fait	he/she/it does
Je fais la cuisine. Tu fais le lit. Il fait le ménage.	<i>You make the bed. I do the cooking. He does the housework.</i>

When we use a verb in a sentence with **je, tu, il** or **elle**, we use the **short form** of the verb, with an **ending** that matches the pronoun:

**J'aime écouter** le professeur.  
**Tu aimes écouter** le professeur.



SF C dansX  [silent final consonant] Shhhhhh!	a araignée 	i midi 	eu deux 	e je 	au gauche  [au/eau]
U tu 	ou nous 	SFE timideX  [silent final -e] Shhhhhh!	é écrire  [é/-er/-ez]	en/a n enfant 	on Non! 
ain/in train 	ê/è tête  [head]	ai vrai 	oi voir  [to see]	ch chercher 	ç/soft c ici 
qu question 	 jaune	-tion pollution! 	ien bien 	Francophoniques 	

h horrible 	em/am temps 	aim/im faim 	om nom 	um/un un 	-gn- ligne 
r rue 	eu/ œu cœur 	o /ô photo 	o porte 	-s- maison 	th thé 
-ill-/-ille fille 	-aill-/-ail taille  [size]	-eill-/-eil oreille 	-euill-/euill feuille  [ueil/œil]	-ouill-/ouill brouillard  [fog]	y y  [there]
oy envoyer 	Francophoniques 				



# Key Learning

[to want]  
querer



pequeño



equipo



izquierda

[to meet up]

quedar



parque



¿qué?

[calm,  
tranquil]

tranquilo



quince



¿quién?



gato



amiga



regalo

[place]  
lugar



jugar



[with me]  
conmigo



largo

[something]  
algo



domingo



juego



segundo

[sure, safe]  
seguro



¡mucho gusto!



imagen



gesto



recoger

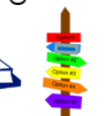


argentino

[generalmente]  
generalmente



página



elegir



religión



original



colegio



julio



rojo

[to leave]  
dejar



mujer



mejor

5

Ñ is a separate letter in Spanish.  
It is pronounced like  
the ni in onion.

2020  
año



señora



noche



nosotros

[morning;  
tomorrow]  
mañana



niña



montaña



nada

[to have]  
tener



poner



verdad



verano



abuela

[pretty]  
bonito



verde

[to live]  
vivir



joven

[to know]  
saber



deber

[quite]  
bastante



correr



cerrar



abrir



dar



barrio



correo



correcto



seria

[about; on  
top of]  
sobre



rico



hijo



helado

[to do]  
hacer



H is silent in Spanish.  
Imagine it's not there.



hospital

¡hasta luego!

6

**T1.2 Semana 5 Talking about the location of things:****T2.1 Semana 2****T1.2.5****T1.2.6****T1.2.7****T2.1.2**

1

el banco	bank	la respuesta	answer
el centro	centre	el teatro	theatre
la ciudad	city	la tienda	shop
la escuela	school	cerca	close, near
la iglesia	church	lejos	far
el mercado	market	entre	between
el museo	museum	el	the (m)
la plaza	square	la	the (f)

Verb TENER [to have, having]	
tengo	I have
tienes	you have
tiene	he/she/it has
tenemos	we have
tienen	they have
<b>Tenemos</b> dos primos. <b>We have</b> two cousins. <b>Tienen</b> un gato. <b>They have</b> a cat.	

2

3

**T1.2 Semana 6 :  
Describing a place****T1.2 Semana 7  
Talking about giving and  
wanting****Talking about family:**

4




el edificio	building
el equipo	team
la familia	family
la isla	island
la película	film
el plato	plate, dish
el pueblo	town
el trabajo	job
la vista	view
grande	big
interesante	interesting
de	of

dar	to give, giving
doy	I give
das	you give
da	s/he gives, it gives
querer	to want, wanting
quiero	I want
quieres	you want
quiere	s/he wants, it wants
el hermano	brother
la hermana	sister
la madre	mother
el padre	father
el regalo	present
a	to

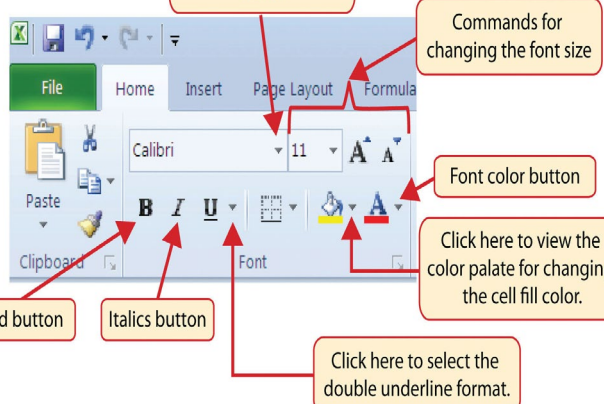
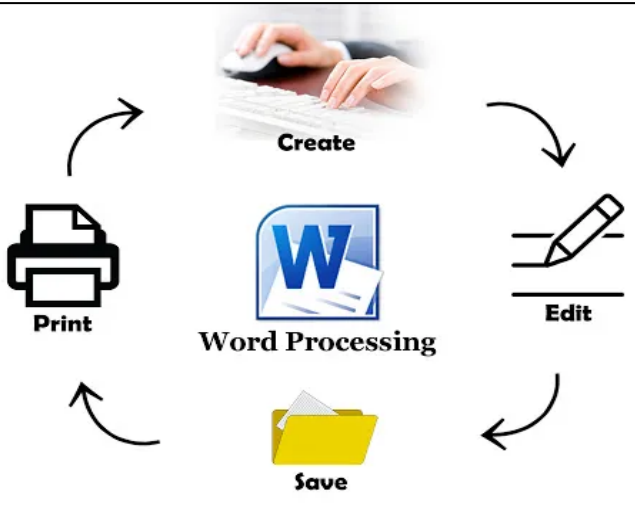

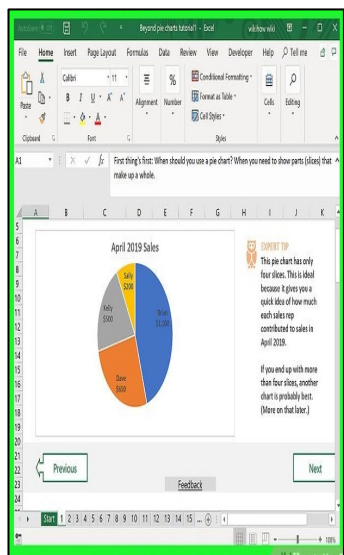
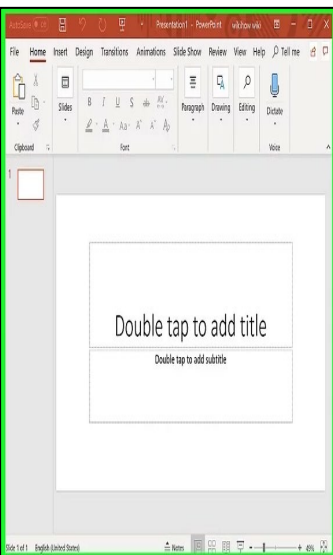
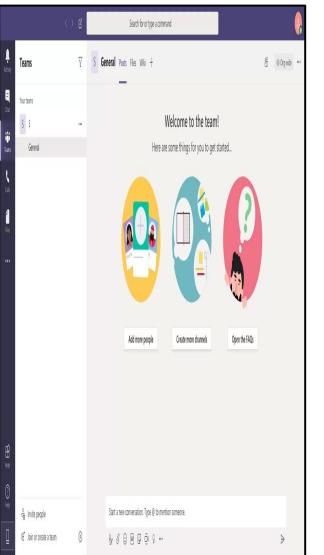
tenemos	we have
tienen	they have
el abuelo	grandfather
la abuela	grandmother
el perro	dog
el primo	male cousin
la prima	female cousin
el trabajo	job, work
activo	active
fuerte	strong
hermoso	beautiful
bastante	quite

5

6

Week	AO	Key Learning – Portrait, mixed media, layers and card relief	Disciplinary literacy in Art and Design	Definition	Resources
1	3	<b>Introduction to Weeping Woman by Picasso and the artist Kimmy Cantrell</b> <b>Drawing portrait features – the eye</b> Be reminded of the stages of drawing an eye Use HPS – hold, pressure, speed Use other media and continue to build confidence	<b>Portrait</b>	a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.	
			<b>Mixed media</b>	A variety of media (paint, pen, pencil collage) used in a work of art.	
2	3	<b>Drawing portrait features – the nose, ear and mouth</b> Students will use oil pastels and carbon paper to create a monoprint from a drawing or photograph as well as use drawing and coloured pencils, fineliner and biro to draw more features.	<b>Collage</b>	from the French term papiers collés (or découpage), used to describe techniques of pasting paper cut-outs onto various surfaces	
			<b>monoprint</b>	The image can only be created once when printing	
3	4	<u><b>Formal assessment – plan outcome</b></u> To use previous work to start to create a 3D relief outcome including drawn elements, collage elements and mark-making (Basquiat). <u><b>Careers week</b></u>	<b>Cubism</b>	An Art Movement from the 1920s objects are analysed, broken up and reassembled in an abstracted form. Instead of depicting objects from a single viewpoint, the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context	<a href="https://kimart.com/faces">Faces – Kimmy Cantrell (kimart.com)</a>  <a href="#">10 Iconic Cubist Portraits – Artst</a>  <a href="#">The Weeping Woman – Wikipedia</a>
4 & 5	2, 4	<u><b>Continue with 3D relief outcome</b></u> <u><b>Recap on paint techniques</b></u>	<b>Abstract outcome</b>	relating to art that does not attempt to represent reality, but achieves its effect using shapes, colours, and textures	
6	4	DIRT – Dedicated Improvement and Refinement Time.	<b>Evaluate</b>	Make judgements of the work created	

FORMAL ELEMENTS; COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE

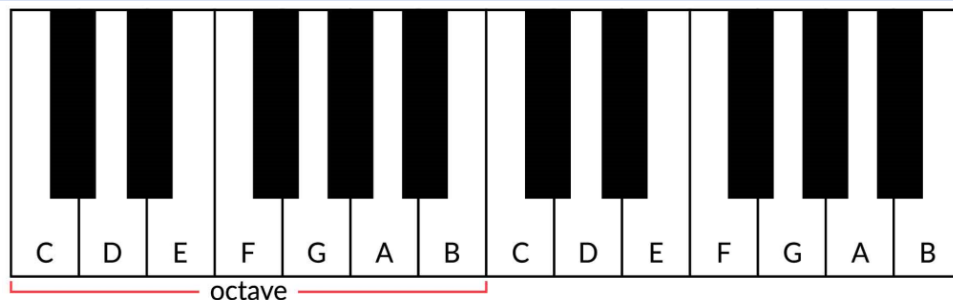
Part	Key Learning	Disciplinary Literacy	Resources
1	<p><b>Content Creation</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="155 78 818 628"> <p><b>Formatting</b></p>  <p>Click here to open the font style drop-down menu.</p> <p>Commands for changing the font size</p> <p>Font color button</p> <p>Click here to view the color palate for changing the cell fill color.</p> <p>Click here to select the double underline format.</p> <p>Bold button</p> <p>Italics button</p> </div> <div data-bbox="828 78 1481 628"> <p><b>Features of a word processor</b></p>  <p>Create</p> <p>Edit</p> <p>Save</p> <p>Print</p> <p>Word Processing</p> </div> </div>	<p><b>Word processor:</b> A program or machine for storing, manipulating, and formatting text entered from a keyboard and providing a printout.</p> <p><b>Formatting:</b> arrange or put into a format.</p> <p><b>Formatting techniques:</b> Document formatting refers to the way a document is laid out on the page.</p> <p><b>Software:</b> a collection of instructions and data that tell a computer how to work. This contrasts with physical hardware, from which the system is built and performs the work.</p>	<p><b>SharePoint platform:</b></p> <p><a href="https://egg.buckland.sharepoint.com/f:/r/ict/Shared%20Documents/Student%20Files/02.%20Year%207?csf=1&amp;web=1&amp;e=6YwtFo">https://egg.buckland.sharepoint.com/f:/r/ict/Shared%20Documents/Student%20Files/02.%20Year%207?csf=1&amp;web=1&amp;e=6YwtFo</a></p>
2	<p><b>Office365- Learn to navigate these pieces of software asap- as they are used frequently in school.</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="155 706 455 1342"> <p><b>Word</b></p>  </div> <div data-bbox="466 706 808 1342"> <p><b>Excel</b></p>  </div> <div data-bbox="818 706 1149 1342"> <p><b>PowerPoint</b></p>  </div> <div data-bbox="1160 706 1481 1342"> <p><b>Teams</b></p>  </div> </div>	<p><b>Microsoft Word:</b> a word processing program that allows for the creation of both simple and complex documents.</p> <p><b>Microsoft Teams:</b> the ultimate messaging app for ECC—a workspace for real-time collaboration and communication, meetings, file and app sharing.</p> <p><b>Microsoft Excel:</b> a spreadsheet program included in the Microsoft Office suite of applications.</p> <p><b>Office365:</b> a hosted, online version of the traditional installed software. This online service is subscription-based and includes Office, Exchange Online, SharePoint Online, Lync Online and Microsoft Office Web Apps.</p>	<p><b>SharePoint platform:</b></p> <p><a href="https://egg.buckland.sharepoint.com/f:/r/ict/Shared%20Documents/Student%20Files/02.%20Year%207?csf=1&amp;web=1&amp;e=6YwtFo">https://egg.buckland.sharepoint.com/f:/r/ict/Shared%20Documents/Student%20Files/02.%20Year%207?csf=1&amp;web=1&amp;e=6YwtFo</a></p>

Part	Key Learning	Disciplinary Literacy
1	<p>To begin to explore animal farm and explore the emotional connotations associated in this play</p> <ul style="list-style-type: none"> <li>Songs in film</li> <li>Key plot points</li> <li>Emotional opinion on play</li> </ul>	<p>Physical Interpretation of Character</p> <p>Vocal Interpretation of Character</p> <p>Artistic Intention</p> <p>Movement techniques</p> <p>Gesture</p>
2	<p>To begin to explore the characters of animal farm and decide within my groups what scenes we are going to perform and what characters we are playing</p> <ul style="list-style-type: none"> <li>Different characters in animal farm</li> <li>Storyboard of the story</li> </ul>	<p>Ensemble performance</p> <p>Mime</p> <p>Improvisation</p> <p>Gesture</p> <p>Facial expressions</p>
3	<p>To explore the rules set down in animal farm with the character I selected last week and make relations to me as a student</p> <ul style="list-style-type: none"> <li>Looking at the commandments imposed on the characters</li> <li>Getting students to connect with play</li> </ul> <p>To understand how language can create a character in Animal Farm.</p> <p>Physical Interpretation of Character: Facial expressions, Gait (walk), Posture, Body Language, Gesture</p> <p>Vocal Interpretation of Character: Volume/Projection, Pitch, Pace, Pace, Accent</p> <p>Artistic Intention of your ability to physical interpret your character and portray this physically changing your body language, facial expression and voice.</p>	<p>Body Language</p> <p>Posture</p> <p>Facial expressions</p> <p>Gait (walk)</p> <p>Posture</p> <p>Body Language</p> <p>Gesture</p> <p>Volume/Projection</p> <p>Pitch Pace</p> <p>Pace</p> <p>Accent</p> <p>Hot seating</p>
4	<p>To create a script from the selected scenes.</p> <ul style="list-style-type: none"> <li>Script creation from scenes</li> <li>Rehearsal of scenes</li> </ul>	<p>Resources</p> <p><a href="#">Animal Farm (1999) - All songs - YouTube</a></p>
5	<p>To rehearse and polish my scenes ready to perform next week, looking at physically and vocally.</p> <p>Rehearsal of chosen scenes</p> <p><b>Tips for learning lines</b></p> <p>Read the lines aloud, Little and often, Record yourself saying the lines then listen back, Walk around a while you are practicing your lines (this will also help you to develop character), Learn the line which is said before yours so you can use it as a prompt, Listen to what the other characters are saying so the lines make more sense.</p>	<p><a href="#">Animal Farm: Plot   Lit P.D.   BBC Teach - YouTube</a></p> <p><a href="#">George Orwell's Animal Farm Animation (Full Movie) - YouTube</a></p>
6	<p>To take part in a group perform to my class from the play animal farm.</p> <ul style="list-style-type: none"> <li>Performance</li> </ul> <p>Gesture – the actions used by an actor to show what the character is feeling or what they are doing.</p> <p>Facial expressions – changes made to the face to show how the Character is feeling.</p> <p>Body Language – the emotion shown by an actors movement or position of their body.</p> <p>Posture – the position that a character is sitting or standing in. It helps to show their emotions.</p>	



# KEYBOARD SKILLS

## A. Layout of a Keyboard/Piano

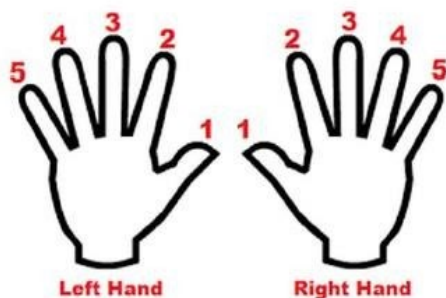


A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

## D. Keyboard Functions



## E. Left Hand/Right Hand (1-5)



## Exploring Treble Clef Reading and Notation

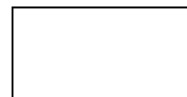


## B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

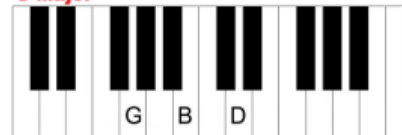


## C. Keyboard Chords

### C Major



### G Major



### F Major



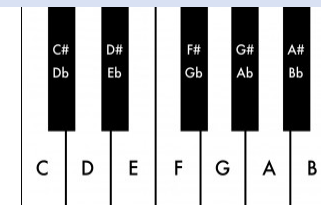
### A Minor



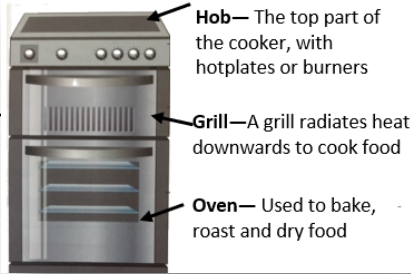



Play one – Miss one – play one – miss one – play one







## F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



Part	Key Learning	Disciplinary/Literacy	Resources
1	<b>Working in a food classroom - Weighing and Measuring</b> Kitchen scales – used for weighing solid ingredients in grams Measuring jug – measuring liquids in millilitres Measuring spoons – measure an accurate teaspoon or tablespoon. One teaspoon is 5ml; one tablespoon is 15ml. It is important to measure ingredients accurately to ensure a successful outcome.	<b>Grams (g)</b> – a metric unit of mass <b>Millilitres (ml)</b> – a metric unit of capacity <b>Accuracy</b> – being correct or precise	 SCAN ME
2	<b>Food Safety and Hygiene</b> <b>Personal hygiene</b> – Food handlers should wear aprons, wash hands and tie hair up before preparing food. The 4 C's – Cleaning, Cooking, Chilling, Cross contamination should be followed to ensure food is safe to eat. <b>Key temperatures</b> Fridge 5C, Freezer -18C, Cooked food 75C Different coloured chopping boards are used to prevent cross contamination. For example a red chopping board is used to prepare raw meat. Bacteria need food, moisture, warmth and time to multiply. Foods should be stored in a fridge, freezer or in a cupboard. Food poisoning symptoms - nausea, vomiting, stomach pains and diarrhoea.	<b>High risk foods</b> - Ready-to-eat moist foods, usually high in protein <b>Food poisoning</b> - An illness caused by eating contaminated food <b>Bacteria</b> – Microscopic organisms <b>Food spoilage</b> - When food deteriorates so that its quality is reduced, or it can no longer be eaten <b>Cross contamination</b> - The process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.	 SCAN ME
3	<b>Cooker safety</b> – Oven gloves should always be worn. There are three parts to the oven – Hob, Grill and Oven Grilling is a healthy method of cooking as the fat drains away from the food. Frying is a more unhealthy method of cooking as fat is added. Electric cookers use Celsius and Gas cookers use gas mark.		<b>Boiling</b> – Large bubbles rising to the top of a saucepan <b>Simmering</b> – Gentle bubbles just below boiling point <b>Grilling</b> – Dry heat applied to the surface of food <b>Frying</b> – A method of cooking in hot oil or fat. <b>Baking</b> – Cooking in an oven using dry heat.
4	<b>Knife skills</b> Bridge and claw grip – a safe method of using a sharp knife by making an arch or clench with your hands. <b>Knife Safety:</b> Carry a knife by the handle with the point downwards. Use the correct sized knife for the task. Do not leave knives in washing up bowl. Always cut away from your fingers. Seasonal food is when food is harvested and eaten in its natural season. For example Strawberries are in season in the UK between June and July. Out of season strawberries are imported from warmer countries e.g. Egypt.	<b>Dice</b> – Small cubes <b>Slice</b> – a thin, broad piece of food. <b>Enzymic browning</b> – a reaction that takes place in some foods making them turn brown. <b>Seasonal</b> – seasonal fruits and vegetables are grown at different times of the year according to their geographical location.	
5	<b>The Eatwell Guide - Couscous salad</b> <b>The Eatwell guide</b> is a visual representation of how different foods and drinks can contribute towards a healthy balanced diet. The <b>Eatwell Guide</b> is based on the 5 food groups and shows how much of what you eat should come from each food group every day to maintain a healthy diet. The <b>Eatwell Guide</b> applies to most people regardless of weight, dietary restrictions/preferences or ethnic origin. It doesn't apply to children under two years because they have different nutritional needs. Children aged two to five years should gradually move to eating the same foods as the rest of their family, in the proportions shown on the <b>Eatwell Guide</b> .	<b>Couscous</b> – a cereal grain - carbohydrate <b>Carbohydrate</b> – a substance that provides the body with energy. <b>Nutrients</b> - The components that make up food <b>Dissolve</b> – to disappear into a liquid	 SCAN ME
6	<b>Nutrition</b> – <b>Protein</b> - is needed for growth, repair, maintenance and energy. <b>Carbohydrate</b> - provides the body with energy. <b>Fat</b> - keeps the body warm, provides energy, protects vital organs and provides fat soluble vitamins	<b>Balanced diet</b> - A diet that contains all the nutrients in the correct amount <b>Blend</b> - To mix two or more ingredients together, by hand, a hand blender or food processor	

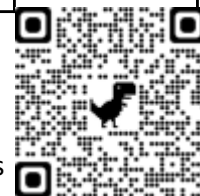



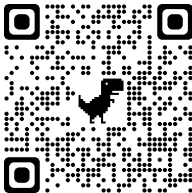
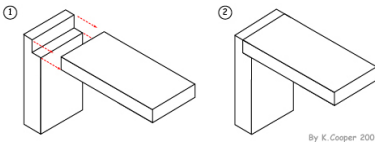





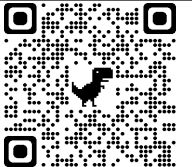

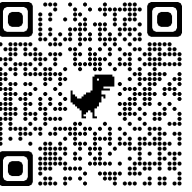
Part	Key Learning	Disciplinary/Literacy	Resources
1	This week, you will be introduced to the project and concepts involved. Teachers will demonstrate the use of CAD or <b>computer aided design</b> , the <b>laser cutter</b> and show you how you can use 2 colours to create a <b>monochrome</b> design. You will need to consider what it means to create an <b>ergonomic</b> product that is comfortable to hold and carry. As much of this product is completed electronically, you will learn how to <b>save, retrieve</b> and <b>email</b> files.	Ergonomic Monochrome Laser cutter Email CAD	
2	Because this product is made from a plastic <b>acrylic</b> , you will be considering the <b>sustainability</b> of the material. This means that you will consider where the raw materials used to make acrylic come from and environmental issues involved in drilling for it. Although most of our plastics last for many years and this has serious environmental consequences, <b>thermoforming plastics</b> – those that can be melted – can be <b>recycled</b> and turned into new products.	Acrylic Sustainability Recycle Thermoforming	
3	<b>Tensol cement</b> is used to join acrylic to itself. It works by dissolving the surface of the plastic using a <b>solvent</b> . When the solvent evaporates, the surfaces of the acrylic fuse together. This <b>welds</b> the parts together. Tensol cement works differently to other adhesives, it is not a “glue” that sticks parts together, rather as the surfaces dissolve, they fuse together and are welded.	Tensol Cement Weld Adhesive Solvent	
4	Carrying out a <b>product analysis</b> is when we analyse a product identifying its strengths, weaknesses and suitability for use. When analysing a product you might consider factors such as: the aesthetics or appearance, cost, intended customer, environmental factors, size, safety, function – what it is supposed to do and material.	Product analysis	
5	<b>Vacuum forming</b> is where a thin sheet of <b>thermoforming</b> (heat soften able) plastic is heated is so it becomes soft and the air underneath it removed so it sucks down over a mould. This is useful for low volume production and moulds can be made cheaply and easily. Vacuum forming is used extensively on packaging like yoghurt pots, chocolate trays etc and forms the clear plastic <b>blister</b> on <b>blister packaging</b>	Vacuum forming Blister packaging	
6	An <b>evaluation</b> is an essential part of the design process. The designer will review what has been made / done and try to learn what could be improved on future products. As humans, we are constantly evaluating what we do, this is an essential part of the learning and developing process. In “normal life” when we evaluate a situation we do it sub-consciously. In Design Technology, we encourage you to formally consider potential improvements and record them. This is a skill you need to develop for future coursework	Evaluation	

During this project students will be working as a designer/maker to create an ergonomically designed key fob using a monochrome colour palette  
They will find out how 2D Design can create CAD files which can be laser cut from acrylic  
Many plastics are difficult to join effectively. Students will understand how plastic can be welded using tensol cement  
Blister packaging will be created using a vacuum former with a standard mould. Card will be designed using CAD for the background

Part	Key Learning	Disciplinary/Literacy	Resources
1	This week, you will be introduced to the project and concepts involved. Teachers will demonstrate the use of CAD or <b>computer aided design</b> , the <b>laser cutter</b> and show differing maze designs. You will need to consider what type of maze you will design who it is for (Client) As much of this product is completed electronically, you will learn how to <b>save, retrieve</b> and <b>email</b> files.	Client Laser cutter Email CAD CAM CNC	
2	Because this product is made from a plastic + <b>acrylic</b> , you will be considering the <b>sustainability</b> of the material. You will learn the software 2d Techsoft and design the sketched chosen design for your maze to be CNCed	Acrylic Sustainability Recycle CAD CAM CNC	
3	You will be learning how to operated a <b>pillar drill</b> safely to drill the pilot holes for the maze design. Fitting the screen in place with Philips screws.  H and S is a large part of using a workshop space safely. You will participate in the demonstration and expiation of the correct way to operate the tools in the workshop	Health and safety Pillar drill Pilot hole clamp	
4	You will be learning how to clean up and <b>polish</b> the acrylic to remove any rough edges and make them smooth using differing grip sand papers for 60-600 grip wet and dry paper	Sand paper Grit Acrylic polish	
5	In this lesson you will design and build <b>cardboard engineered</b> packaging for the maze. It will need to be oversized by 2 mm to allow for the given <b>tolerance</b> of the packaging.  This will need to be designing to best “sell” the product on the selves of the toy store. Who is the <b>Client</b> ? How old are they? What are they in to?	Cardboard engineered Tolerance Client	
6	An <b>evaluation</b> is an essential part of the design process. The designer will review what has been made / done and try to learn what could be improved on future products. As humans, we are constantly evaluating what we do, this is an essential part of the learning and developing process. In “normal life” when we evaluate a situation we do it sub-consciously. In Design Technology, we encourage you to formally consider potential improvements and record them. This is a skill you need to develop for future coursework	Evaluation	

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Blister packaging will be created using a vacuum former with a standard mould. Card will be designed using CAD for the background  
As designers, students need to understand the sustainability of our materials and will come to understand advantages and disadvantages of using plastics



Part	Key Learning	Disciplinary/Literacy	Resources																		
1	<b>Softwood</b> Softwoods come from coniferous trees. These often have pines or needles, and they stay evergreen all year round - they do not lose leaves in the autumn. They are faster growing than hardwoods, making them cheaper to buy, and are considered a sustainable material. Softwoods are used by the construction industry and are used to produce paper pulp, and card products. 	<b>Softwood</b> <b>Accuracy</b> <b>Tolerance</b> <b>Safety</b> <b>Dimensions</b>																			
2	<b>Lap joint</b> This joint is only slightly stronger than the butt joint as there is a slightly bigger surface area for gluing. This joint is often used for making drawers and cabinets. <table border="1" data-bbox="120 379 1044 524"><thead><tr><th colspan="2">Ease of manufacture</th><th colspan="4">Suitable material</th></tr><tr><th>Hand Tools</th><th>Machine Tools</th><th>Solid Wood</th><th>MDF</th><th>Plywood</th><th>Chipboard</th></tr></thead><tbody><tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✗</td></tr></tbody></table> 	Ease of manufacture		Suitable material				Hand Tools	Machine Tools	Solid Wood	MDF	Plywood	Chipboard	✓	✓	✓	✓	✓	✗	<b>Orthographic</b> <b>Tolerance</b> <b>Accuracy</b> <b>Dimension</b>	
Ease of manufacture		Suitable material																			
Hand Tools	Machine Tools	Solid Wood	MDF	Plywood	Chipboard																
✓	✓	✓	✓	✓	✗																
3	The belt sander is used to smooth materials such as woods and plastics. It is also used to remove small amounts of waste material. It is a dangerous machine if safety is ignored. <ul style="list-style-type: none"><li>Loose clothing must be held back by an apron.</li><li>Long hair must be tied back for personal safety.</li><li>The material is carefully and lightly pushed against the rotating belt and at the same time moved from left to right.</li></ul> Only the exposed part of the belt can be used because of the position of the guard. 	<b>Waste</b> <b>PPE</b> <b>Dimension</b> <b>Safety</b> <b>Accuracy</b> <b>Precaution</b>																			
4	There are two types of machine drill, the bench drill and the pillar drill. The bench drill is used for drilling holes through materials including a range of woods, plastics and metals. It is normally bolted to a bench so that it cannot be pushed over and that larger pieces of material can be drilled safely. The larger version of the machine drill is called the pillar drill. This has a long column which stands on the floor. This can do exactly the same work as the bench drill but because of its larger size it is capable of being used to drill larger pieces of materials and produce larger holes. 	<b>Safety</b> <b>Guard</b> <b>Chuck</b>																			
5	To finally prepare natural wood and most boards for a suitable finish, different grades of glass paper are used, to produce a blemish free and smooth finish. Glass paper is often referred to as sand paper, but there are other similar abrasive sheets including aluminium oxide, silicon carbide and garnet. Abrasives have a paper or cloth backing, that holds the particles of abrasive in place. <table border="1" data-bbox="1118 959 1466 1109"><thead><tr><th>GRADE</th><th>GRIT SIZE</th><th>DENSITY</th></tr></thead><tbody><tr><td>EXTRA COARSE</td><td>60 TO 40</td><td rowspan="2">S.2, 2, 3</td></tr><tr><td>MEDIUM COARSE</td><td>80 TO 100</td></tr><tr><td>MEDIUM</td><td>120 TO 180</td><td>1, F.2, m.2</td></tr><tr><td>FINE</td><td>220 TO 280</td><td>2/0, 0, 1</td></tr><tr><td>VERY FINE</td><td>320 UPWARDS</td><td>FLOUR</td></tr></tbody></table>	GRADE	GRIT SIZE	DENSITY	EXTRA COARSE	60 TO 40	S.2, 2, 3	MEDIUM COARSE	80 TO 100	MEDIUM	120 TO 180	1, F.2, m.2	FINE	220 TO 280	2/0, 0, 1	VERY FINE	320 UPWARDS	FLOUR	<b>Abrasive</b> <b>Grit</b> <b>Grade</b>		
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FINE	220 TO 280	2/0, 0, 1																			
VERY FINE	320 UPWARDS	FLOUR																			
6	When you manufacture a product using woods it will soon be necessary to join parts together. This can be done using fixings such as screws, nails and pins OR through the use of glues. Modern glues are very strong and if adverts on TV are to be believed, joints made with glues can be stronger than the wood itself. Modern Glues - P.V.A. (Polyvinyl Acetate) Glues are very popular as they do not need preparation. 	<b>Adhesive</b> <b>PVA</b> <b>Clamp</b> <b>Assembly</b>																			

My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
		21/02/2023	22/02/2023	23/02/2023	24/02/2023	25/02/2023	26/02/2023
2							
	27/02/2023	28/02/2023	01/03/2023	02/03/2023	03/03/2023	04/03/2023	05/03/2023
3							
	06/03/2023	07/03/2023	08/03/2023	09/03/2023	10/03/2023	11/03/2023	12/03/2023
4							
	13/03/2023	14/03/2023	15/03/2023	16/03/2023	17/03/2023	18/03/2023	19/03/2023
5							
	20/03/2023	21/03/2023	22/03/2023	23/03/2023	24/03/2023	25/03/2023	26/03/2023
6							
	27/03/2023	28/03/2023	29/03/2023	30/03/2023	31/03/2023	01/04/2023	02/04/2023

My Homework						
Week						
21/02/2023						
27/02/2023						
06/03/2023						
13/03/2023						
20/03/2023						
27/03/2023						

# My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
21/02/2023			
22/02/2023			
23/02/2023			
24/02/2023			
27/02/2023			
28/02/2023			
01/03/2023			
02/03/2023			
03/03/2023			
06/03/2023			
07/03/2023			
08/03/2023			
09/03/2023			

## My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
10/03/2023			
13/03/2023			
14/03/2023			
15/03/2023			
16/03/2023			
17/03/2023			
20/03/2023			
21/03/2023			
22/03/2023			
23/03/2023			
24/03/2023			
27/03/2023			



**My Reading Record - To be completed at the end of each DEAR session**

Date	Book Title	Pages	Main Events
28/03/2023			
29/03/2023			
30/03/2023			
31/03/2023			

February / March	Friday 24 <sup>th</sup>	Friday 3 <sup>rd</sup>	Friday 10 <sup>th</sup>	Friday 17 <sup>th</sup>	Friday 24 <sup>th</sup>	Friday 31 <sup>st</sup>
	THIS WEEK:            %	THIS WEEK:            %	THIS WEEK:            %	THIS WEEK:            %	THIS WEEK:            %	THIS WEEK:            %
	OVERALL:                %	OVERALL:                %	OVERALL:                %	OVERALL:                %	OVERALL:                %	OVERALL:                %

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



[illegible]