

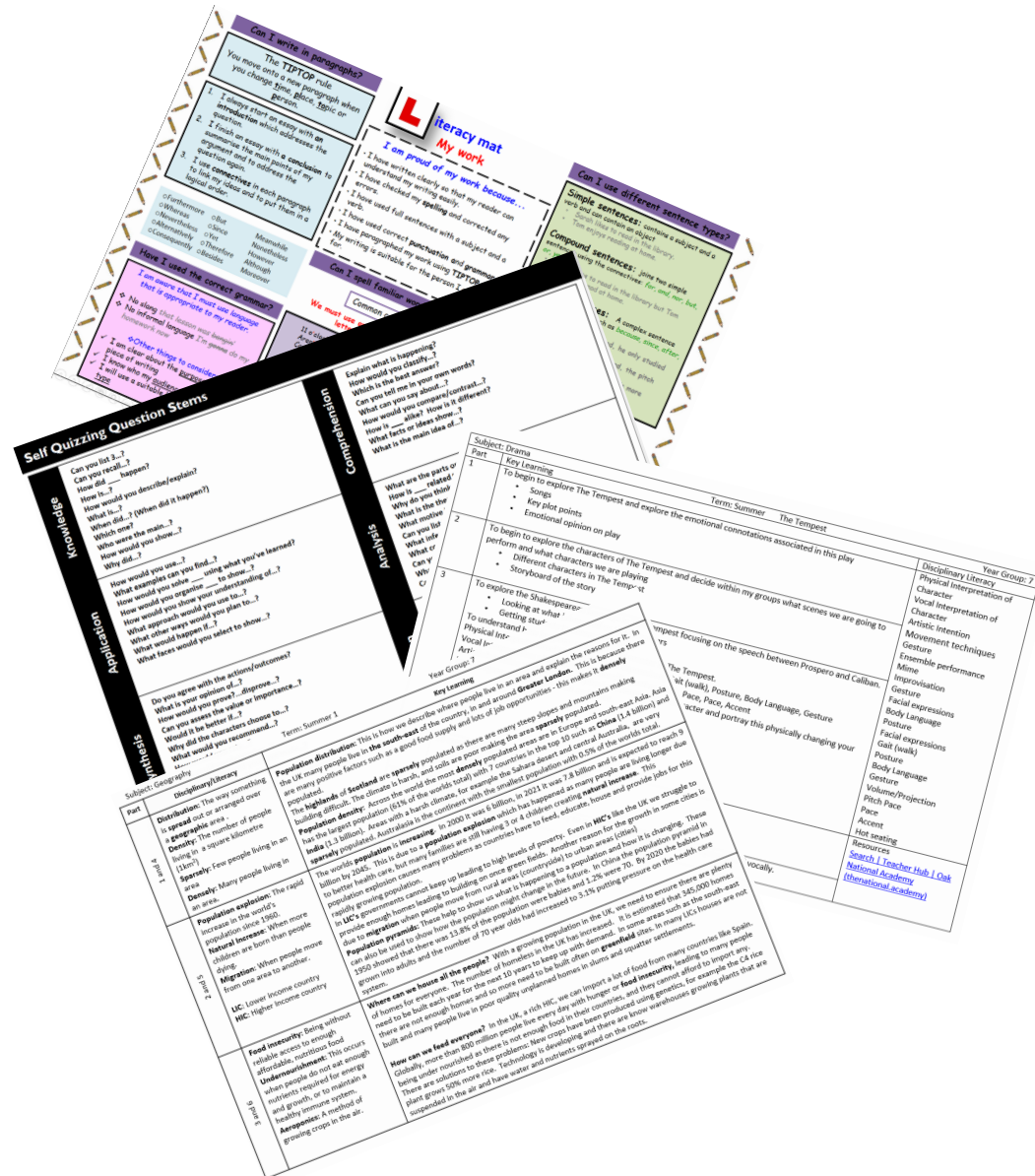
Year 7

Knowledge Organiser

Autumn 2022 - 2

Contents Page

Self Quizzing/ Question Stems	3	Food Preparation	23
Notes	4	Workshop	24
Literacy Mat	5	Diary	27
Literacy Mat	6		
English	7		
Maths	10		
Science	11		
Wellbeing	12		
Geography	13		
History	14		
French	15		
Spanish	17		
Art and Design	19		
Computing	20		
Performing Arts	21		



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

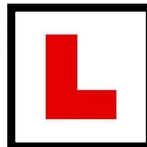
Have I used the correct grammar?

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.*
 - "It's the afternoon!" replied the student.*
 - ✓ 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*

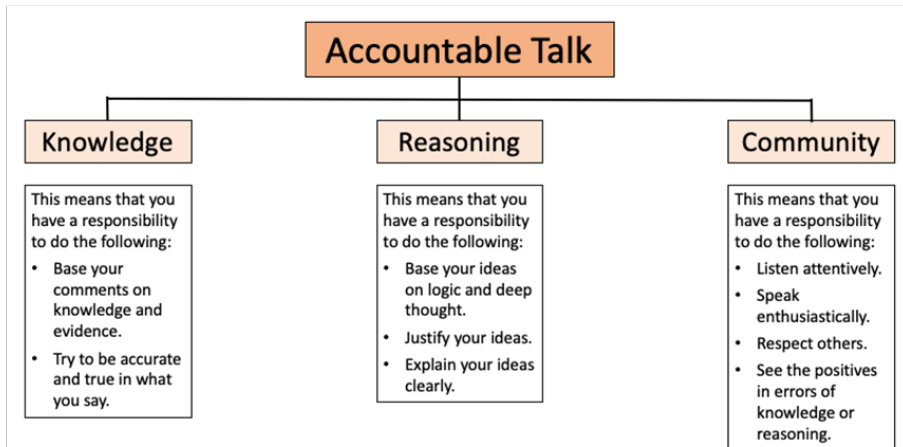
ITS

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*



Stands for...



GOAL



AUDIENCE



TYPE



CRAFT

Gothic Conventions

Supernatural

Fear/tension

Involves past

Trapped

Spooky setting

Gloomy

Mystery



Creative Writing and Literature

Creative writing is writing as art.

Just like other types of art, it is an attempt by the creator to convey thoughts, feelings, experiences, and/or truths about human existence (i.e. the human condition) in an imaginative, entertaining and powerful way.

Literature is creative writing that is recognised for its artistic value.

Literature usually means works of poetry, drama and prose fiction that are especially well written.

Quality description

When we craft **good quality** descriptive writing, we write with the goal of creating a **vivid** experience for our readers.

Great writing draws you into it and is, on some level, enjoyable.

The writer's toolkit


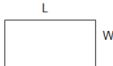
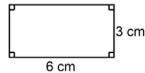
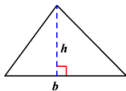
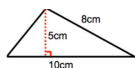
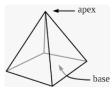
Content: what the writer chooses to include in a text (and what they leave out!)

Language: which words the writer has selected; what techniques they have used; how they have shaped their sentences; what tone the writer uses

Structure: how the writer has organised and put together their text.

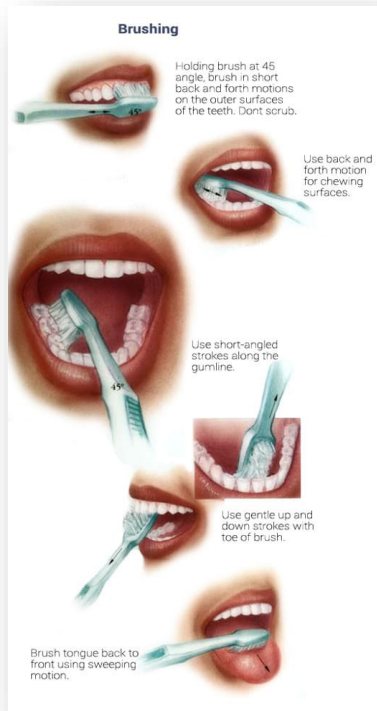
Key Vocabulary	Definition	Example
Accountable	Someone who is this is responsible for what they do and must be able to give a satisfactory reason for it if asked.	No-one should be above the law. You should be _____ for your actions no matter how rich you are.
Adverbial	A word or group of words that usually describe time, place, or manner.	To add information about where the action took place, she used an _____.
Atmosphere	In literature: the feeling or mood created by a story.	By describing the dark storm clouds and fallen-down house, the writer created a foreboding _____.
Construct	Something that is built, made, or created deliberately for a purpose.	All texts are _____: they are created deliberately with a goal in mind.
Conventions	The ingredients that make a genre.	Old buildings, mystery, and fear are all _____ of the gothic genre.
Epistolary	Works of fiction told through letters, diary entries, and newspaper articles.	Dracula is an _____ novel.
Establish	To set up.	We can use place, the weather, and time to help _____ setting.
Finite vs non-finite verbs	Finite verbs are verbs with tense; non-finite are verbs without tense.	_____ have tense; _____ don't have tense.
Foreboding	The feeling that something bad is going to happen.	Entering the empty house, Emily felt a deep sense of _____.
Genre	A type or category of art, music, or literature	We have been studying texts of the gothic _____.
Human condition	What it means to be human.	Fears about mortality are part of _____

Key Vocabulary	Definition	Example
Imagery	The use of words and phrases to create mental images in order to convey something e.g. a feeling or an idea.	The writer crafted their work carefully and created powerful _____.
Mortality	The way that people do not live for ever.	Her worry about what happens after death meant she was thought a lot about her own _____.
Noun Phrase	A group of words built around a noun.	Using expanded _____ can add detail to a description
Setting	The time and the place in which the action of a book, film, play, etc. happens.	Choosing _____ carefully is crucial. It can influence the atmosphere, the characters' behaviour, and
Stative vs action verbs	Action verbs describe an action. Stative verbs describe a state of being rather than an action.	_____ describe action; _____ describe a state of being rather than an action
Uncanny	Creepy, often in a strangely familiar way.	The strange similarity between the two children was _____
Universal	Existing everywhere and involving everyone.	Literature is about you, me, everyone: it's _____.
Vivid	Producing very clear, powerful, and detailed images in the mind.	The _____ imagery created by the writer brought the story to life.
Word choice	The usage of effective and precise language to create specific meaning.	The writer thought carefully about _____ - it was important to communicate their meaning precisely.

Part	Key Learning		
Multiplication and Division			
	Keyword	Definition	Examples
	integer	Whole number	4,10,158 NOT INTEGERS $2.3, \frac{1}{5}, \pi$
	Multiply	Times, product, lots of	The product of 3 and 8 is 24
	Product	Multiply, times	The product of 7 and 2 is 14
	Division	Share , separate into smaller equal parts	
	Array	An arrangement of objects or numbers in columns or rows. 	$3 \times 5 =$ $= 15$
	Base number	The number next to the power.	6^4 6 is the base number 3^7 3 is the base number
	Powers	Or exponent. Says how many times to use the number in a multiplication. It is the small number above the base number.	$3^4 = 3 \times 3 \times 3 \times 3 = 81$ 3^4 IS NOT 3×4
	Ordinary number	A number that is an integer or a decimal number.	5, 16, 92, 100005, 3.0002, 5.67, 0.0008
	Standard form	A way to write really large or small numbers. Standard form is written in the form of $a \times 10^n$, where a is a number bigger than or equal to 1 and less than 10.	4.2×10^7 is 42, 000, 000 written in standard from.
			7.2×10^{-4} is 0.00072 written in standard form 42×10^6 NOT STANDARD FORM 0.72×10^{-3} NOT STANDARD FORM
	Polygon	A 2D shape	Pentagon is a 5 sided polygon. Octagon is an 8 sided polygon
	Quadrilateral	4 sided polygon	Rectangle, Square, Trapezium, Parallelogram etc
	Compound	A thing that is composed of two or more parts.	Compound shapes are made up of two or more shapes.
	Perpendicular	At an angle of 90°	Two perpendicular lines form a right angle.
	Area	The measure of how much space there is inside a shape.	
	Area of square/ rectangle	Length x width	  $A = l \times w$ $A = 6 \times 3$ $A = 18\text{cm}^2$
	Area of triangles	$\frac{1}{2} \times \text{base} \times \text{perpendicular height}$	  $A = \frac{1}{2} \times b \times h$ $A = \frac{1}{2} \times 10 \times 5$ $A = 5 \times 5$ $A = 25\text{cm}^2$
	Apex	Tip or top. The vertice opposite the base.	

Part	Key Learning			Disciplinary/Literacy	
1	Solid	Liquid	Gas	KEYWORD	DEFINITION
	Fixed shape	No fixed shape	No fixed shape	Boiling	The change of state from liquid to gas.
	Fixed volume	Fixed volume	No fixed volume	Boiling point	The temperature at which a substance boils.
2	Do not flow easily	Flow quite easily	Flow very easily	Change of state	The process by which a substance changes from one state to another.
	Very dense	Less dense	Not dense at all	Condensation	The change of state from gas to liquid. It can happen at any temperature below boiling point.
	Cannot be squashed	Very difficult to squash	Easy to squash	Density	The mass of a material in a certain volume.
3	Particles very close together	Particles fairly close together	Particles are very far apart	Diffusion	The process by which particles in liquids or gases spread out through random movement from a region where there are many particles or one where there are fewer.
				Element	A substance that cannot be broken down into other substances and contains only one type of atom.
				Evaporation	The change of state from liquid to gas.
4				Freeze	The change of state from liquid to solid at the melting point of a substance.
				Gas	A substance that can flow and can also be compressed.
				Gas pressure	The force exerted per unit area on the walls of a container. It is caused by collisions of particles with the walls.
5				Liquid	A substance that can flow but cannot be compressed.
				Material	The different types of stuff that things are made from.
				Melt/melting	The change of state from a solid to liquid at the melting point of a substance.
6				Melting point	The temperature at which a substance melts.
				Mixture	Made up of two or more pure substances that are mixed (not chemically joined) together.
				Particle	A very tiny object (atom or molecule) that materials are made from. They are too small to be seen with a microscope.
7				Particle model	A way to think about how substances behave in terms of small, moving particles.
				Properties	A quality of a substance or material that describes its appearance or how it behaves.
				Solid	A substance that cannot be compressed and cannot flow.
8				States of matter	The three forms in which a substance can exist—solid, liquid and gas.
				Sublimation	The change of state from solid directly to gas.
				Substance	A material that is not a mixture. It has the same properties all the way through.

Part	Key Learning	Disciplinary/Literacy	Linked Assessment
1	Students will be able to understand why dental hygiene is important to their physical health	Dental Hygiene, Oral Cancer, Heart Disease, Gingivitis	
2	Students will be able to understand what causes body odour and how they can reduce this with regular washing.	Body odour, personal hygiene, deodorant, antiperspirant	End of term test and student survey



Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Population – a group of individuals within the same species that are living within a geographic area.</p> <p>Population explosion: The rapid increase in the world's population since 1960.</p> <p>Resource: Resources are things that people use. Some resources are essential for survival, whilst others are needed to maintain a standard of living</p>	<p>The worlds population is increasing. In 2000 it was 6 billion, in 2021 it was 7.8 billion and is expected to reach 9 billion by 2045. This is due to a population explosion which has happened as many people are living longer due to better health care, but many families are still having 3 or 4 children creating natural increase. This population explosion causes many problems as countries have to feed, educate, house and provide jobs for this rapidly growing population.</p> <p>Population pyramids: These help to show us what is happening to a population and how it is changing. These can also be used to show how the population might change in the future. In China the population pyramid in 1950 showed that there was 13.8% of the population were babies and 1.2% were 70. By 2020 the babies had grown into adults and the number of 70 year olds had increased to 3.1% putting pressure on the health care system.</p>
2 and 5	<p>Natural Increase: When more children are born than people dying.</p> <p>Distribution: The way something is spread out or arranged over a geographic area .</p> <p>Density: The number of people living in a square kilometre (1km²)</p>	<p>Population distribution: This is how we describe where people live in an area and explain the reasons for it. In the UK many people live in the south-east of the country, in and around Greater London. This is because there are many positive factors such as a good food supply and lots of job opportunities - this makes it densely populated.</p> <p>The highlands of Scotland are sparsely populated as there are many steep slopes and mountains making building difficult. The climate is harsh, and soils are poor making the area sparsely populated.</p> <p>Population density: Across the world the most densely populated areas are in Europe and south-east Asia. Asia has the largest population (61% of the worlds total) with 7 countries in the top 10 such as China (1.4 billion) and India (1.3 billion). Areas with a harsh climate, for example the Sahara desert and central Australia, are very sparsely populated. Australasia is the continent with the smallest population with 0.5% of the worlds total.</p>
3 and 6	<p>Migration: When people move from one area to another.</p> <p>Megacity: A city with a population over 10 million</p> <p>Sustainable city a city designed with consideration for social, economic, environmental impact, without compromising the ability of future generations to experience the same.</p>	<p>Mumbai is an important port city on the northwest coast of India. It operates as the commercial capital of India, it is important for manufacturing and finance and it is also the home of 'Bollywood' films. Almost 21 million people lived in Mumbai in 2022, compared to less than 16 million in 2002. It is one of the most densely populated megacities in the world, particularly the Island City sector with a population density of 43,000 people per square kilometer. Mumbai has had a high level of natural increase, as well as enormous rural to urban migration. A consequence of such rapid urbanisation is the development of squatter settlements. In Mumbai the squatter settlement of Dharavi is now home to over 1 million people.</p> <p>Sustainable cities: Many people are working towards trying to make cities more sustainable. A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy.</p> <p>Features of a sustainable city: Resources and services in the city are accessible to all. Public transport is seen as a viable alternative to cars and is safe and reliable. Wherever possible, renewable resources are used instead of non-renewable resources. Waste is seen as a resource and is recycled wherever possible. New homes are energy efficient. There is access to affordable housing. Community links are strong and communities work together to deal with issues such as crime and security. Cultural and social amenities are accessible to all. A sustainable city will grow at a sustainable rate and use resources in a sustainable way.</p>

Part	Disciplinary/Literacy	Key Learning: <u>The Anglo-Saxons brought a Golden Age to England". How far do you agree?</u>
1 and 4	Migrant – a person who moves from one country to another. Dominant – most important Manuscript – original document	<p>The Anglo-Saxons were migrants from northern Europe who settled in England in the fifth and sixth centuries. Initially comprising many small groups and divided into a number of kingdoms, the Anglo-Saxons were finally joined into a single political realm – the kingdom of England. They remained the dominant political force until the last king of Anglo-Saxon England, Harold II, was killed by the Normans at the Battle of Hastings in 1066. They came from three very powerful Germanic peoples, the Saxons, Angles and Jutes. There were many Saxon Kingdoms, the greatest of which were Wessex, Mercia, Northumbria and East Anglia. These early Kings are written about in stories such as Beowulf and by writers such as Bede and Asser. The unique surviving manuscript of <i>Beowulf</i>, one of the greatest epic poems in the English language, was copied around the year 1000.</p> <p>Sutton Hoo is the site of two early cemeteries dating from the 6th to 7th centuries near the English town of Woodbridge. Archaeologists have been excavating the area since 1938, when a previously undisturbed ship burial containing a wealth of Anglo-Saxon artefacts was discovered.</p>
2 and 5	Convert – change religion Parish – local Christian region. Dyke – big earth wall	<p>The Anglo-Saxons who first settled in England in the fifth and sixth centuries were pagans. The relatively little insight we have into their religious practices comes from looking at their burial customs or from records in later, Christian writings. Excavations of their earliest cemeteries show that the pagan Anglo-Saxons favoured cremation over inhumation, and that their dead were sometimes buried with grave goods, suggesting a possible belief in an afterlife. According to Bede, the Anglo-Saxon names for the months and days of the week had pagan origins, while in Anglo-Saxon mythology the rulers of the various kingdoms were all descended from the Germanic god, Woden. Late in the sixth century, Pope Gregory the Great (590–604) sent an Italian monk, to convert King Æthelberht of Kent (died 616) to Christianity. The Anglo-Saxon kingdoms adopted the Christian faith – with pockets of resistance – over the course of the next century, under the influence of Roman missionaries and Irish monks. As in Kent, royal support was crucial for the adoption of Christianity in Northumbria. Aidan, a missionary from Iona, was invited by King Oswald to convert the Northumbrians and he chose the island of Lindisfarne as the site of his new parish.</p> <p>Offa was King of the Mercians, a warrior tribe from central England, from 757 – 796, and is best remembered for his Dyke, which he had built to act as a defence against the Welsh. It was constructed at the end of the eighth century and consisted of a great defensive earthwork, with a ditch on the Welsh side, and it ran for 140 miles from the mouth of the River Dee in the north to that of the Wye in the south.</p>
3 and 6	Scandinavia – modern day Sweden, Denmark, Norway and Finland. Witan – Saxon council. Burhs – Saxon fortifications	<p>From around A.D. 800 to the 11th century, a vast number of Scandinavians left their homelands to seek their fortunes elsewhere. These seafaring warriors—known collectively as Vikings or Norsemen (“Northmen”)—began by raiding coastal sites, especially undefended monasteries, in the British Isles. Over the next three centuries, they would leave their mark as pirates, raiders, traders and settlers on much of Britain and the European continent, as well as parts of modern-day Russia, Iceland, Greenland and Newfoundland.</p> <p>There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called ‘Great’. His father was king of Wessex, but by the end of Alfred’s reign his coins referred to him as ‘king of the English’. He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly. Alfred became king in AD871 when his elder brother died. During his reign, he was advised by a council of nobles and church leaders. This council was called the Witan.</p> <p>Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. He also told monks to begin writing the Anglo-Saxon Chronicle. To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as ‘burhs’. He also built warships to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings. Alfred died in 899 and was buried at his capital city of Winchester.</p>

Key Learning: Avoir – to have. Describing what people have.										Resources	
1	1.1.3 AVOIR – to have			1.1.4 Describing what people have			1.1.5 Having and being			https://quizlet.com/gb/422584580/year-7-french-term-11-week-3-flash-cards/	
	Verb AVOIR [to have, having]										
	J'ai un chien. → I have a dog. Tu as un chien. → You have a dog. Elle a un chien . → She has a dog.										
2										https://quizlet.com/gb/436199569/year-7-french-term-11-week-4-flash-cards/	
3	avoir to have, having			cher / chère expensive (m/f)			il he, it			https://quizlet.com/gb/436201249/year-7-french-term-11-week-5-flash-cards/	
	j'ai I have			moderne modern			elle she, it				
	il a he has			rapide fast, quick			un ami a friend (m)				
4	elle a she has			voici here is			une amie a friend (f)				
	ce / c' this, that			oui yes			un chanteur a singer (m)				
	qui ? who			non no			une chanteuse a singer (f)				
5	un animal an animal, a pet			comment ça s'écrit ? how do you spell it?			un professeur a teacher (m)				
	une chambre a bedroom						une professeure a teacher (f)				
	un chien a dog						une femme a woman				
6	une chose a thing						un homme a man				
	une idée an idea						drôle funny				
	un portable a mobile phone						intéressant(e) Interesting (m/f)				
	une règle a ruler						sympa, sympathique nice				
	bon good (m)						vrai true				
	un a / an (m nouns)						faux false				
	une a / an (f nouns)										

Key Learning: Avoir – to have. Describing what people have.										Resources			
1	1.1.6 Talking about a thing or person				1.1.7 Talking about doing / making				<p>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:</p> <p>J'aime le professeur. Tu aimes le professeur.</p> <p>If the sentence has two verbs, the second verb is in the long form:</p> <p>J'aime écouter le professeur. Tu aimes écouter le professeur.</p> <p>In English, the second verb can be in the 'to' infinitive or the -ing form: I like to listen to the teacher. I like listening to the teacher.</p> <div><p>J'aime = Je + aime Je → J' before a vowel</p></div>	1.1.6	https://quizlet.com/gb/436201966/year-7-french-term-11-week-6-flash-cards/		
	l'acteur (m) actor (m)				faire to do, make / doing, making					1.1.7			
	l'actrice (f) actor (f)				je fais I do, I make / I am doing, I am making								
2	l'anglais (m) English language				tu fais you do, you make / you are doing, you are making					<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>			
	le français (m) French language				il fait he does, he makes / he is doing, he is making								
	la fille girl				elle fait she does, she makes / she is doing, she is making								
3	le garçon boy				ça that						<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>		
	le médecin doctor (m)				l'activité (f) activity								
	la médecin doctor (f)				les courses (fpl) food shopping								
4	le mot word				la cuisine cooking							<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>	
	la personne person				les devoirs (mpl) homework								
	la phrase sentence				le lit bed								
5	le the (m)				le ménage housework								<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>
	la the (f)				le modèle model								
	les the (pl)				quoi ? what?								
6	en in				le modèle model					<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>			
	1.2.1 Colours				le modèle model								
	le ciel sky				la vague wave								
7	la couleur colour				bleu(e) blue (m/f)				<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>				
	le poème poem				jaune yellow								
	le poète poet (m)				rouge red								
8	la poète poet (f)				vert(e) green (m/f)						<p>1.2.1</p> <p>https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/</p>		
	le rêve dream				comme like								

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

Key Learning

Double **ll**, as in *calle*, is very different to a single **l**.
In most parts of Spain it sounds like the letter "y" in English.



[to want]
querer



[to meet up]
quedar



[calm, tranquil]
tranquilo



quince



¿quién?



[place]
lugar



[with me]
conmigo



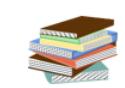
[something]
algo



[sure, safe]
seguro




[generalmente]
generalmente





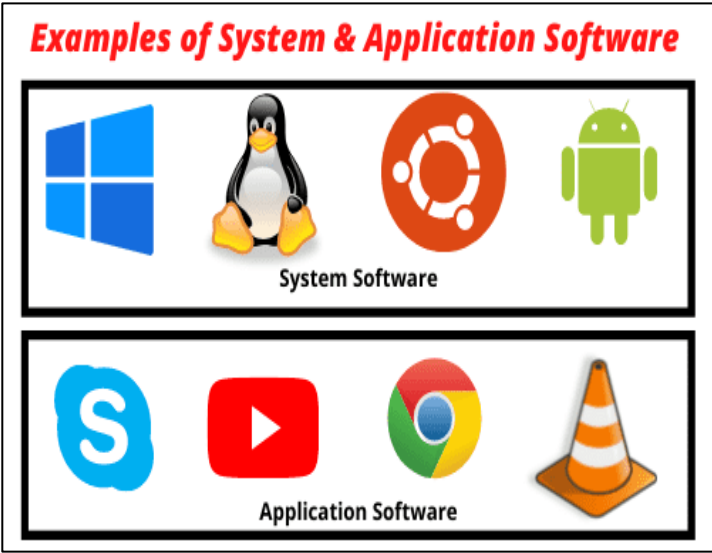

[to leave]
dejar



Key Learning										
1	1.1.4 Saying what people have:			1.1.5		1.1.6 Saying what people do:		1.1.7 Saying what I and others do:		1.1.4
	tener	to have, having	un amigo	a male friend	bailar	to dance	llevar	to wear, wearing		
2	tengo	I have	una botella	a bottle	comprar	to buy	necesitar	to need, needing	1.1.5	
	tienes	you have	un caballo	a horse	escuchar	to listen	usar	to use, using		
	tiene	s/he has, it has	una palabra	word	hablar	to speak, to talk	(una) ayuda	(a) help		
3	lee	read	un periódico	a newspaper	llegar	to arrive	una bolsa	a bag	1.1.6	
	¿qué?	what?	una planta	a plant	¿quién?	who?	una camisa	a shirt		
	barco	boat	una pregunta	a question	una amiga	a female friend	una cosa	a thing		
	bicicleta	bicycle	una revista	a magazine	la música	music	un producto	a product		
4	bolígrafo	pen	una tarea	a task	una pareja	a pair	un vaso	a glass	1.1.7	
	cama	bed	un teléfono	a telephone	importante	important	un voluntario	a volunteer		
	cámara	camera	también	also, too	bien	well	un zapato	a shoe		
	casa	house	1.2.1 Saying what I and others do			temprano	early	luego		then
5	gato	cat	caminar	to walk	el inglés		English	gracias	thanks	1.2.1
	frase	phrase, sentence	estudiar	to study	la ciencia		science	de nada	you're welcome	
	letra	letter	entiendo	I understand	el grupo		group	señor	sir, Mr.	
6	libro	book	el arte	art	el silencio		silence	señora	madam, Mrs.	
	moneda	coin	el español	Spanish				verdadero/a	true	
	papel	paper						falso/a	false	
	nuevo	new						mucho	much, a lot	
	un, una	a						pero	but	
									o	
								perdón	sorry	









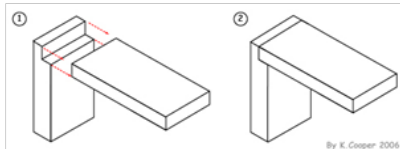

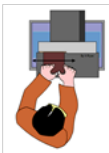






Week	AO	Key Learning – Portrait, Expressionism and Colour theory	Disciplinary literacy in Art and Design	Definition	Resources
8 & 9	1	El Dia de los Muertos research Include: On a research page you need – 1. Appropriate Background wash and title 2. 5 images in colour (for HWK) 3. 5 facts about the culture 4. 5 keywords chosen to analyse the artwork from the culture – What does they do? How do they do it? Your comments 5. Experiments using the patterns	3D / three dimensional	having, or seeming to have, the dimension of depth as well as width and height.	
			El Dia de los muertos	a Mexican holiday celebrated throughout Mexico and by people of Mexican heritage elsewhere. It involves family and friends gathering to pray for and remember friends and family members who have died, and helping support their spiritual journey	
10 & 11	2	Clay lessons Design and make a sugar skull – A calavera – (Spanish for "skull") is a representation of a human skull. They are edible or decorative skulls made (usually by hand) from either sugar or clay that are used in the Mexican celebration of the Day of the Dead (Spanish: <i>Día de Muertos</i>) and the Roman Catholic holiday All Souls' Day.	Design	to plan the form and structure of an object, work of art, decorative scheme, etc.	Paint – watercolour block, powder and acrylic Pencil black biro Fineliner marker pen Clay Slip – clay and water mixed into a glue
			Clay	a natural earthy material that is “plastic” when wet, used for making bricks, pottery, etc.	
12	4	Add colour to the sugar skull using acrylic Harmonious – next to on the colour wheel Complementary – opposite on the colour wheel	Pinchpot	using fingers to create a pot in clay	
			Ceramic	products made from clay	
13 & 14	4	Add pattern to outcome Using secondary source ideas based on floral patterns Evaluate outcome DIRT – to review work and complete to the best of your ability	Outcome	a final product or result;	
			Evaluation	to judge or determine the significance, worth, or quality of; assess:	

Part	Key Learning	Disciplinary Literacy	Resources
1	<p>Online communication- part 1</p> <p>Password creation:</p> <p>An example of a strong password is "Cartoon-Duck-14-Coffee-Glvs".</p> <p>Why?</p> <ul style="list-style-type: none"> • It is long, contains uppercase letters, lowercase letters, numbers, and special characters. • It is easy to remember. • Strong passwords should not contain personal information.  <p>The image shows two categories of software. The top category, 'System Software', includes icons for Windows, Linux (Tux penguin), Ubuntu, and Android. The bottom category, 'Application Software', includes icons for Skype, YouTube, Google Chrome, and a traffic cone.</p>	<p>Password: string of characters that allows access to a computer system or service. It should be kept a secret and ideally contain a mixture of uppercase, lowercase and special characters.</p> <p>School network: a set of folders and linked files on the school server. It can be accessed from home by going on to the Eggbuckland CC website and clicking on to SharePoint.</p> <p>Software: 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>SharePoint platform:</p> <p>https://egg-buckland.sharepoint.com/f/g/ict/EoYFKngQjKZHIVnNxiGjIJOBwCrMbGkvVVPmlZpIHeH8BQ?e=mBGn4J</p>
2	<p>Online communication- part 2</p> <p>Sending Emails:</p> <ol style="list-style-type: none"> 1. Email body. Type your message in the email body. 2. Subject line. Type the subject line of the message. 3. Recipients. Add recipients for the message. Remember, it's a good idea to add recipients last so you don't accidentally send a message before it is completed. 4. Attachments. Attach any necessary attachments. 5. Send. Select Send when you are ready to send your email. Remember to review your email to ensure it is adequate and appropriate before sending.  <p>The image contains two parts. The top part is a diagram titled 'CYBER BULLYING' showing a computer monitor surrounded by speech bubbles with words like HARRASMENT, ABUSE, HUMILIATE, THREAT, ANXIETY, DISRESPECT, ATTACKING, INTIMIDATE, VIOLENCE, and DISCREDIT. The bottom part is an infographic titled 'How to Protect Your Child From Cyberbullying' showing a mother and daughter at a laptop. It includes tips: 'Educate them on password safety', 'Ensure they don't share identifying info', 'Check their social accounts monthly', 'Set social accounts to private', and 'Report cyberbullies and disengage'.</p>	<p>Application: a computer program designed to complete a specific task.</p> <p>Documents: are files created by software applications on a computer. Documents may contain text, images, audio, video and other types of data.</p> <p>Email: a form of communication where messages are distributed by electronic means from one computer user to one or more recipients via a network.</p> <p>Email recipients: are individuals who have opted-in to receive emails from either an individual or a business.</p> <p>Cyberbullying: is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.</p>	<p>SharePoint platform:</p> <p>https://egg-buckland.sharepoint.com/f/g/ict/EoYFKngQjKZHIVnNxiGjIJOBwCrMbGkvVVPmlZpIHeH8BQ?e=mBGn4J</p>







PARTS	KEY LEARNING	DISCIPLINARY/LITERACY
Part 1	<p>CHARACTERISATION and building a character. Facial expressions and body language to convey character/ stereotypes. Being able to convey believable and exaggerated characters. Focus on voice, movement and facial expressions in TABLEAUX.</p> <p>How is music used in Pantomime? Creating atmosphere (underscore), sound effects, theme tune, emotion, on-screen musicians, represent a character or event (leitmotif), popular music etc.</p>	<p>Facial Expression Characterisation Body Language Tableaux Exaggeration Movement Believable Underscore Sound Effects Emotions</p>
Part 2	<p>Introduction to PANTOMIME and the traditions/ history of this performance type. Introduction to storytelling and the NARRATOR in performance.</p> <p>Introduction to STOCK CHARACTERS in Pantomimes and creating exaggerated Characterisation. Introduction to the explorative technique of HOT SEATING.</p> <p>Listening to different film themes and character themes in films to introduce a genre or a type of character</p>	<p>Pantomime Narration Storytelling Tradition Stock characters Hot Seating.</p> <p>Leitmotif, Repetition, Diegetic & Extra-Diegetic</p>
Part 3	<p>Developing understanding of additional stock characters. Looking at relationships between characters in well-known fairy tales. Introduction to THOUGHT TRACKING.</p> <p>Introduction to the use of ASIDE in Pantomime to create tension and engage an audience.</p> <p>G&T: Dramatic Irony.</p> <p>Understanding musical scales to depict mood and emotion. How does music changes the feeling of the scene?</p>	<p>Stock characters Thought tracking Fairy tales Aside Tension Dramatic irony Audience engagement</p> <p>Major Minor Chromatic Whole-tone scales.</p>
Pat 4	<p>Introduction to AUDIENCE PARTICIPATION in Pantomimes and how this engages an audience. Looking closely at the DAME and comedy.</p> <p>Developing understanding of COMEDY used in pantomimes and SLAPSTICK COMEDY. Looking closely at comic characters and understanding why these are funny.</p> <p>Revision of the Elements of Music. How would we start to build a piece of music that was funny? What elements would we need? Fast or Slow? High or Low? Long or Short notes.</p>	<p>Audience participation Comedy Pantomime Dame Slapstick Pitch Dynamics Texture Timbre</p>

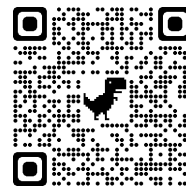
PARTS	KEY LEARNING	DISCIPLINARY/LITERACY
Part 5	<p>Introduction to SCRIPT WORK. Pupils will learn how to read and perform scripts, including stage directions. Pupils will develop an understanding of how to write their own scripts and perform these.</p> <p>Writing Song Lyrics. How is a song structured using verse and chorus?</p>	<p>Reading, writing and performing scripts. Stage Directions Lyrics Verse Chorus Section A Section B</p>
Part 6	<p>Pupils will gain knowledge and understanding of the Pantomime STRUCTURE; i.e. introduction to characters, crisis, rescue, happy ending. Pupils will understand why Pantomimes have this structure and be able to use this in performance</p> <p>ASSESSMENT PREPARATION. Pupils should continue to develop their Pantomimes for their assessment next lesson focusing on clear characterisation skills and incorporating as many Panto techniques as possible, i.e. Aside, Comedy, Audience Participation.</p> <p>Pupils will begin to structure their COMPOSITIONS and musical input</p>	<p>Structure Crisis Rescue Happy Ending Rehearsal Refinement</p> <p>REVIEW OF ALL PREVIOUS LEARNING OBJECTIVES</p>
Part 7	<p>ASSESSMENT of pupils' pantomimes and musical compositions. Brief peer assessment of pieces. Peer and self-assessment, and EVALUATION of performance pieces. Pupils are able to set targets for future development and understand what they have achieved so far.</p>	<p>Evaluation Reflection Development Targets</p>

Part	Key Learning	Disciplinary/Literacy	Resources
1	The Eatwell Guide - Couscous salad The Eatwell guide is a visual representation of how different foods and drinks can contribute towards a healthy balanced diet. The Eatwell Guide 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 Eatwell Guide 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 Eatwell Guide .	Couscous – a cereal grain – carbohydrate Carbohydrate – a substance that provides the body with energy. Nutrients - The components that make up food Dissolve – to disappear into a liquid	 SCAN ME  SCAN ME
2	Rock buns We need energy for breathing, keeping our organs healthy, digesting food, activities such as walking, running and even sitting down. The amount of energy we need depends upon our age, gender, activity level, our health and body size. Energy balance – if we eat more food than we need and do not use it up by exercising any energy is changed into fat and we put on weight. If we eat less food than we need and use it up we use up the fat stores and lose weight. If we eat the right amount of food for our energy needs we maintain our body weight.	Energy balance – ensuring we eat the correct amount of food for our energy needs Basal metabolic rate - BMR – the rate at which a person uses energy when resting Kilocalories – a unit of measurement for energy in food.	
3	Fairtrade The Fairtrade Foundation was established in 1992. Fairtrade is a way of buying and selling products that allows producers (farmers) to be paid a fair price for their produce and have better working conditions. Identified by the Fairtrade mark, products include both food and non-food items such as bananas, tea, coffee, chocolate and cotton.	 Fairtrade premium - An additional sum of money, which goes towards developing the farming community and protecting the environment farmers live and work in.	 SCAN ME
4	Scones – Function of ingredients Scones are produced using the rubbing in cake making method. They can be made sweet or savoury. Popular flavourings include dried fruit or cheese. Each ingredient in the scone plays an important role in the recipe. Self raising flour bulks out the dough and contains a raising agent called baking powder. This helps the scone to rise when baked. Butter adds moisture and flavour to the scones. Milk binds the mixture together. Milk can be brushed on the top of the scone to create a shiny appearance. This is called a glaze.	Rubbing In - Rubbing fat into flour traps air into the mixture Kneading – developing dough into a smooth, elastic dough. Glazing – a coating that makes the appearance of a produce shiny like a varnish.	
5	Scone based pizza The scone based pizza provides a further opportunity to practice the skill of rubbing in, forming and shaping a dough. Egg is used in the recipe to enrich the dough. The Eatwell guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet. The groups of the Eatwell guide are: Fruit and vegetables, starchy carbohydrates, protein, dairy and alternatives, oils and spreads. Macronutrients are needed in large amounts in the diet – protein, carbohydrate and fat. Micronutrients are needed in small amounts – vitamins and minerals.	Grate – to make coarse or fine threads by rubbing over one size of a grater. Dough – a mixture of dry ingredients and liquid that is mixed, kneaded, shaped and then baked. Enrich - use egg to add nutritional value and flavour to a dough.	
6	Sugar - Re think your drink Sugar is a simple carbohydrate. The only nutrient it provides our body with is energy. Sugar is produced from sugar cane (grown in a hot climate) and sugar beet (grown in a cool climate) Too much sugar can be harmful to our bodies and can cause tooth decay, obesity and Type 2 diabetes. A person should have no more than 30g of sugar per day (6 teaspoons) Sugar is often hidden in foods such as fizzy drinks, bread, tomato ketchup and pasta sauce.	Tooth decay - damage to a tooth caused by dental plaque turning sugars into acid Calories – a unit that can be used to measure energy. Energy - provided by the carbohydrate, protein and fat in the food and drinks we consume. Different food and drinks provide different amounts of energy	

Part	Key Learning	Disciplinary/Literacy	Resources																		
1	Softwood 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. 	Softwood Accuracy Tolerance Safety Dimensions																			
2	Lap joint 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="124 388 1081 535"><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	✓	✓	✓	✓	✓	✗	Orthographic Tolerance Accuracy Dimension	
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">Loose clothing must be held back by an apron.Long hair must be tied back for personal safety.The material is carefully and lightly pushed against the rotating belt and at the same time moved from left to right. Only the exposed part of the belt can be used because of the position of the guard. 	Waste PPE Dimension Safety Accuracy Precaution																			
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. 	Safety Guard Chuck																			
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="1147 978 1508 1129"><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	Abrasive Grit Grade		
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																			
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. 	Adhesive PVA Clamp Assembly																			

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
 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	This week, you will be introduced to the project and concepts involved. Teachers will demonstrate the use of CAD or computer aided design , the laser cutter and show you how you can use 2 colours to create a monochrome design. You will need to consider what it means to create an ergonomic product that is comfortable to hold and carry. As much of this product is completed electronically, you will learn how to save, retrieve and email files.	Ergonomic Monochrome Laser cutter Email CAD	
2	Because this product is made from a plastic acrylic , you will be considering the sustainability 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, thermoforming plastics – those that can be melted – can be recycled and turned into new products.	Acrylic Sustainability Recycle Thermoforming	
3	Tensol cement is used to join acrylic to itself. It works by dissolving the surface of the plastic using a solvent . When the solvent evaporates, the surfaces of the acrylic fuse together. This welds 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 product analysis 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	Vacuum forming is where a thin sheet of thermoforming (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 blister on blister packaging	Vacuum forming Blister packaging	
6	An evaluation 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 a maze using CAD/CAM and CNC mills
 They will find out how 2D Design can create CAD files which can be cnc milled from plastic
 Pilot holes will need to be drilled and the screen will be fitted with Philips screws
 Cardboard packaging will be created using a laser cutter and 2d CAD. Graphics will be developed follow style guides
 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
1	This week, you will be introduced to the project and concepts involved. Teachers will demonstrate the use of CAD or computer aided design , the laser cutter 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 save, retrieve and email files.	Client Laser cutter Email CAD CAM CNC
2	Because this product is made from a plastic + acrylic , you will be considering the sustainability 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 pillar drill 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 polish 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 cardboard engineered packaging for the maze. It will need to be oversized by 2 mm to allow for the given tolerance of the packaging. This will need to be designing to best “sell” the product on the selves of the toy store. Who is the Client ? How old are they? What are they in to?	Cardboard engineered Tolerance Client
6	An evaluation 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

My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	31/10/2022	01/11/2022	02/11/2022	03/11/2022	04/11/2022	05/11/2022	06/11/2022
2	07/11/2022	08/11/2022	09/11/2022	10/11/2022	11/11/2022	12/11/2022	13/11/2022
3	14/11/2022	15/11/2022	16/11/2022	17/11/2022	18/11/2022	19/11/2022	20/11/2022
4	21/11/2022	22/11/2022	23/11/2022	24/11/2022	25/11/2022	26/11/2022	27/11/2022
5	28/11/2022	29/11/2022	30/11/2022	01/12/2022	02/12/2022	03/12/2022	04/12/2022
6	05/12/2022	06/12/2022	07/12/2022	08/12/2022	09/12/2022	10/12/2022	11/12/2022
7	12/12/2022	13/12/2022	14/12/2022	15/12/2022	16/12/2022	17/12/2022	18/12/2022

My Homework

Week						
31/10/2022						
07/11/2022						
14/11/2022						
21/11/2022						
28/11/2022						

My Homework

Week						
05/12/2022						
12/12/2022						

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

Date	Book Title	Pages	Main Events
01/11/2022			
02/11/2022			
03/11/2022			
04/11/2022			
07/11/2022			
08/11/2022			
09/11/2022			
10/11/2022			
11/11/2022			
14/11/2022			
15/11/2022			
16/11/2022			
17/11/2022			

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

Date	Book Title	Pages	Main Events
18/11/2022			
21/11/2022			
22/11/2022			
23/11/2022			
24/11/2022			
25/11/2022			
28/11/2022			
29/11/2022			
30/11/2022			
01/12/2022			
02/12/2022			
05/12/2022			

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

Date	Book Title	Pages	Main Events
06/12/2022			
07/12/2022			
08/12/2022			
09/12/2022			
13/12/2022			
14/12/2022			
15/12/2022			
16/12/2022			

November	Friday 4 th	Friday 11 th	Friday 18 th	Friday 25 th
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %
December	Friday 2 nd	Friday 9 th	Friday 16 th	CHRISTMAS HOLIDAYS
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	
	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
--------	--------	--------	--------	--------	--------	--------

Are you a Rising Star?



Attendance Matters: record your attendance at the end of each week and track your progress!

[illegible]