

Year 7

Knowledge Organiser

Spring 2022 - I

Self Quizzing Question Stems

Knowledge

Can you list 3...?
 Can you recall...?
 How did ____ happen?
 How is...?
 How would you describe/explain?
 What is...?
 When did...? (When did it happen?)
 Which one?
 Who were the main...?
 How would you show...?
 Why did...?

Application

How would you use...?
 What examples can you find...?
 How would you solve ____ using what you've learned?
 How would you organise ____ to show...?
 How would you show your understanding of...?
 What approach would you use to...?
 What other ways would you plan to...?
 What would happen if...?
 What faces would you select to show...?

Synthesis

Do you agree with the actions/outcomes?
 What is your opinion of...?
 How would you prove?...disprove...?
 Can you assess the value or importance...?
 Would it be better if...?
 Why did the characters choose to...?
 What would you recommend...?
 How would you rate...?
 How could you determine...?
 What choice would you have made...?
 Why was it better that...?

Comprehension

Explain what is happening?
 How would you classify...?
 Which is the best answer?
 Can you tell me in your own words?
 What can you say about...?
 How would you compare/contrast...?
 How is ____ alike? How is it different?
 What facts or ideas show...?
 What is the main idea of...?

Analysis

What are the parts or features of ...?
 How is ____ related to ...?
 Why do you think...?
 What is the theme...?
 What motive is there...?
 Can you list the parts...?
 What inference can you make...?
 What conclusions can you draw...?
 Can you identify the different parts of...?
 What evidence can you find...?
 Can you distinguish between...?

Evaluation

What changes would you make to solve...?
 How would you improve...?
 What would happen if...?
 Can you elaborate on the reason...?
 Can you give an alternative...?
 Can you invent...?
 How could you change or modify the plot?
 What way would you design...?
 Suppose you could ____ what would you do?
 Can you predict the outcome if...?
 Can you construct a model of...?

Knowledge, Notes and Quizzes

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.



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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

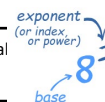
Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

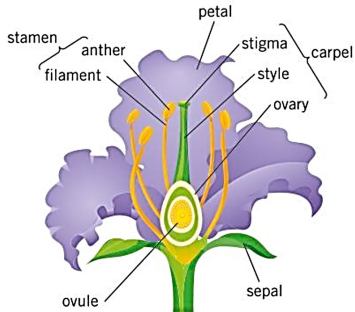
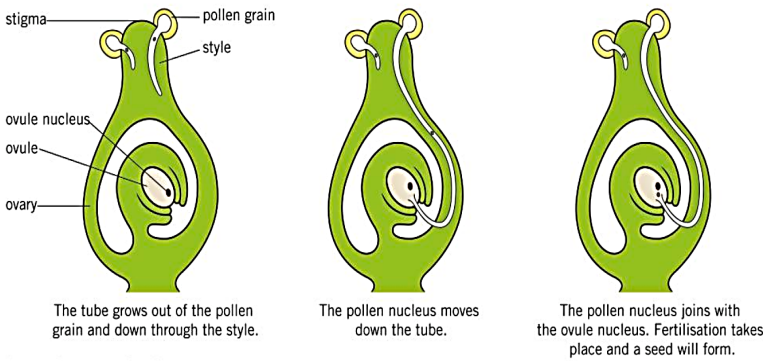
Your/ you're

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*

Part	Key Learning	Vocabulary	Resources
1	<ul style="list-style-type: none"> Rhetoric originated in Athens in the second half of the 5th century BC through a group of teachers known as the Sophists. An appeal to logos is an attempt to persuade by sounding reasonable and logical. It is an appeal to logic. Chapter 1 Summary: After Mr. Jones, the owner of Manor Farm, falls asleep in a drunken stupor, all of his animals meet in the big barn at the request of old Major, a 12-year-old pig. Major delivers a rousing political speech about the evils inflicted upon them by their human keepers and their need to rebel against the tyranny of Man. 	<p>Anecdote: a short amusing or interesting story about a real incident or person. – <i>'I had a friend who...'</i></p> <p>Facts: Something that can be proven to be true. – <i>'Smoking is bad for your health.'</i></p>	<p>Here</p> 
2	<ul style="list-style-type: none"> An appeal to ethos is an attempt to persuade by emphasising the good character of the writer (or speaker). It is an appeal to credibility. An appeal to pathos is an attempt to persuade by using emotion. It is an appeal to emotion. Chapter 2 Summary: Old Major dies. Three pigs, Napoleon, Snowball and Squealer attempt to make the animals rebel against Mr Jones. One day, the animals are so hungry and mistreated that they run all the humans off the farm and gain control. The three pigs reveal that they have learnt to read and write. Thus, they have created the seven commandments of Animalism – which they write upon the barn wall. The animals set to work to improve on Mr Jones's harvest. Napoleon milks the cows and then the milk goes missing. 	<p>Credibility: Something that has credibility is believable or worthy of trust.</p> <p>Opinion: A personal belief – <i>'I believe that schools need more money for books.'</i></p>	<p>Here</p> 
3	<ul style="list-style-type: none"> Chapter 3 Summary: The animals have a successful harvest. Snowball teaches the others to read and write whilst Napoleon hides the puppies. The milk and apples go only to the pigs – squealer convinces others that this is ok. 	<p>Rhetorical Questions: - A question designed to get the listener to think – <i>'Do you know what it's like to be homeless?'</i></p> <p>Emotive language: words/phrases that draw on the emotions of the reader/listener</p>	<p>Here</p> 
4	<ul style="list-style-type: none"> In 335 B.C., Alexander the Great began his campaign to recapture former Greek cities and to expand his empire. After ten years of undefeated battles, Alexander controlled an empire that included Greece, Egypt, and what had been the massive Persian Empire. Chapter 4 Summary: Mr Jones, Pilkington and Frederick attempt to recapture the farm. Snowball has read the works of Julius Caesar and has an attack planned. He leads the battle, getting injured himself. All the animals take part in whatever way they can. Boxer kicks a stable boy in the head and renders him unconscious – he is very remorseful. Mollie is found hiding during the fight. The animals win. 	<p>Statistics: using numbers and figures to strengthen your argument</p>	<p>Here</p> 
5	<ul style="list-style-type: none"> Chapter 5 Summary: Mollie is seen talking to a man across the fence. It is found out that she has sugar and ribbons. She disappears to another farm. Napoleon and Snowball disagree on everything. Snowball wants to build a windmill to supply the farm with electricity and continue to stir up rebellion by sending out pigeons. Napoleon is against the windmill and thinks that the animals should instead acquire guns and train to use them in defence. Napoleon uses his dogs to run Snowball off the farm. He then announces that there will be no more meetings – the pigs will decide everything. 	<p>Triplet: a series of three parallel words, phrases, or clauses</p>	<p>Here</p> 
6	<ul style="list-style-type: none"> Chapter 6 Summary: The harvest is not as good as last year, however, the animals continue to build the windmill. Napoleon states that they will begin to trade with other farmers for materials – having to give up their own wheat, corn and the chickens' eggs. Squealer convinces them that this is ok. The pigs move into the farmhouse – Squealer convinces them that this is also ok. There is a storm and the windmill is destroyed. Napoleon blames Snowball and creates a reward for anyone who captures him. They will rebuild the windmill. 	<p>Alliteration: the use of similar sounds at the start of numerous words in a sentence</p>	<p>Here</p> 

Part	Key Learning			
Indices	Keyword	Definition	Examples	
	Square number	A square number is a number that is the product of two numbers which are the same.	49 is a square number because $7 \times 7 = 49$	The first ten square numbers are 1, 4, 9, 16, 25, 36, 49, 64, 81, 100
	Cube Number	A cube number is a number that is the product of three numbers which are the same.	125 is a cube number because $5 \times 5 \times 5 = 125$	The first five cube numbers are 1, 8, 27, 64 and 125
	Square root	a number which produces a specified quantity when multiplied by itself.	The square root of 49 is 7 because $7 \times 7 = 49$	$\sqrt{49} = 7$
	Cube root	a number which produces a specified quantity when multiplied by itself three times	The cube root of 125 is 5 because $5 \times 5 \times 5 = 125$	$\sqrt[3]{125} = 5$
	Base	The number that gets multiplied when using an exponent.	in 8^2 , 8 is the base, and the result is $8 \times 8 = 64$	
	Index (Power or Exponent)	The index of a number says how many times to use the number in a multiplication.	It is written as a small number to the right and above the base number.	
	Simplify	Process of replacing a mathematical expression by an equivalent one, that is simpler (usually shorter)	$5^2 \times 5^8 = 5^{2+8} = 5^{10}$ $10^7 \div 10^4 = 10^{7-4} = 10^3$ $(3^5)^2 = 3^{5 \times 2} = 3^{10}$	
	Reciprocal	The reciprocal of a number is 1 divided by the number	the reciprocal of 2 is $\frac{1}{2}$ the reciprocal of 10 is $\frac{1}{10}$	Can be shown as a number raised to a negative power e.g. $4^{-1} = \text{reciprocal of } 4 = \frac{1}{4}$
	Keyword	Definition	Examples	
	Mean	The Arithmetic Mean is the average of the numbers: a calculated "central" value of a set of numbers.	To calculate it: <ul style="list-style-type: none">• add up all the numbers,• then divide by how many numbers there are.	
	Midpoint	The middle of. The point halfway along.		
	Compound	A thing that is composed of two or more parts.	Compound shapes are made up of two or more shapes.	
	Trapezium	A flat shape with 4 straight sides that has a pair of opposite sides parallel.		
	Area of a trapezium	The formula for the area of a trapezium is $\text{Area} = \frac{1}{2}(a + b)h$	A and B represent the parallel sides H is the perpendicular distance between A and B	



Part	Key Learning	Disciplinary/Literacy															
1	<p>POLLINATION</p> <ul style="list-style-type: none"> Can occur between two different plants (cross-pollination) or between male and female parts of the same plant (self-pollination). Pollen can be transferred by wind, insects, or other animals. 	<p>Tier 3 KEYWORDS</p> <p>Anther The male part of the flower that produces pollen.</p> <p>Carpel The female part of the flower, made up on the stigma where the pollen lands, style and ovary.</p>															
2	<p>PARTS OF A FLOWER</p>  <p>How are new plants made? Plants reproduce sexually to produce seeds. These seeds form after pollen grains and ovules join. After fertilisation, the fruit and seed are formed.</p>	<p>Fertilisation Joining of a nucleus from a male and female sex cell.</p> <p>Filament The part of a flower that holds up the anther.</p> <p>Fruit Structure that the ovary becomes after fertilisation, which contains seeds.</p>															
3	 <p>The tube grows out of the pollen grain and down through the style.</p> <p>The pollen nucleus moves down the tube.</p> <p>The pollen nucleus joins with the ovule nucleus. Fertilisation takes place and a seed will form.</p>	<p>Germination The period of time when a seed starts to grow.</p> <p>Ovary The part of a flower that contains ovules.</p> <p>Ovules Female sex cells in plants found in the ovary.</p>															
4	<table border="1"> <thead> <tr> <th></th><th>Insect pollinated</th><th>Wind pollinated</th></tr> </thead> <tbody> <tr> <td>Petals</td><td>Large brightly coloured</td><td>Small dull in colour</td></tr> <tr> <td>Smell</td><td>Sweet</td><td>No scent</td></tr> <tr> <td>Nectar</td><td>Yes (attract insects)</td><td>No</td></tr> <tr> <td>Pollen quantity</td><td>Very little</td><td>Large quantity</td></tr> </tbody> </table>		Insect pollinated	Wind pollinated	Petals	Large brightly coloured	Small dull in colour	Smell	Sweet	No scent	Nectar	Yes (attract insects)	No	Pollen quantity	Very little	Large quantity	<p>Petals A brightly coloured part of a flower that attracts insects.</p> <p>Pollen Contains the plant male sex cells found on the stamens.</p> <p>Pollination Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.</p>
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6	<p>SEEDS have three important structures: Seed coat → tough outer layer Embryo → young root and shoot Food store → store of food (starch) the young plant uses until it can photosynthesise.</p> <p>To germinate a seeds needs: 1. Water → seed swells and embryo can grow. 2. Oxygen → respiration (energy) 3. Warmth → speeds up reactions</p>	<p>Stamen The male reproductive parts of the flower.</p> <p>Stigma The female part of a flower that is sticky to catch grains of pollen.</p> <p>Style The female part of a flower that holds up the stigma.</p>															

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1	<p>ATOMS, ELEMENTS, COMPOUNDS AND MOLECULES</p> <p>Every element is made up of one type of atom.</p> <p>The atoms of one element are different to the atoms of all other elements.</p> <p>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).</p> <p>A compound has different properties to the elements in it.</p> <p>All compounds are molecules, but not all molecules are compounds. Hydrogen gas (H₂) is a molecule, but not a compound because it is made of only one element. Water (H₂O) 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>NAMING COMPOUNDS</p> <ul style="list-style-type: none">Compounds made up of oxygen and another element have two word names. The second word is oxide. (e.g. aluminium + oxygen → aluminium oxide)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)	<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>POLYMERS</p> <p>Polymers are made by chemical reactions that join lots of small molecules together to make long molecules.</p> <p>For example, a molecule of poly(ethene) is made by joining thousands of ethene molecules together.</p> <p>Polymer molecules are big and heavy. This means they melt at high temperatures.</p>																														
4	<p>CHEMICAL SYMBOLS</p> <p>Every chemical symbol starts with a capital letter, with the second letter written in lower case.</p> <p>CHEMICAL FORMULA</p> <p>Shows the elements present in a compound.</p> <p>Shows the number of atoms of each element.</p> <p>Numbers are written to the right of their chemical symbol</p> <p>Numbers are smaller than the chemical symbol.</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>Example: 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">Low-density (LDPE) → molecules slide over each other, making it flexible. It is strong. Used for carrier bags.High-density (HDPE) → strong and flexible. It is harder than LDPE. Surfaces can be smooth. It is used in artificial knee joints.</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">Low-density (LDPE) → molecules slide over each other, making it flexible. It is strong. Used for carrier bags.High-density (HDPE) → strong and flexible. It is harder than LDPE. Surfaces can be smooth. It is used in artificial knee joints.																									
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6	<p>Na₂SO₄</p> <p>Two sodium atoms</p> <p>One sulfur atom</p> <p>Four oxygen atoms</p>	<p>Rubber → long and bendy molecules so they slide over each other. Used for tyres as its flexible, waterproof and durable.</p> <p>Both do not wear away or decay naturally.</p>																													

Part	Key Learning: First Aid	Disciplinary/Literacy	Linked Assessment
1	Why First Aid is Important The basics of why everyone needs to understand First Aid	First Aid – the initial help you provide an injured person Casualty – the person who has been injured and needs First Aid	
2	Learning about DRAB (Danger, Response, Airway, Breathing)	Danger – check that it is safe for you to approach a casualty Response – see if they can respond using sound (calling out) or touch (gently touching their shoulders if an adult or child, or tapping their foot if they are a baby) Airway – place one hand on the casualty's forehead, then place two fingers on the other hand under the casualty's chin. Gently push the head backwards so that the tongue is moved away from their airway (windpipe/trachea) Breathing – put your ear close to the casualty's mouth. Look down their body and check for breathing (hearing breathing, seeing their chest rise or feeling their breath on your cheek)	
3	Recovery Position	<div data-bbox="770 646 1508 1299" data-label="Image"> </div>	Recovery Position Peer Assessment

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Weathering - the weakening of rocks</p> <p>Erosion - is the removal of material</p> <p>Deposition - when material is laid down</p>	<p>The north and west of the UK has many highland areas such as Snowdonia in Wales, the Lake District in England and the Scottish Highlands in Scotland. In the South East there is a lot of lowland areas that are close to sea level. The land is flat and this is where many people live.</p> <p>There are different types of weathering, physical, biological and chemical. Freeze thaw weathering is physical weathering, this makes rocks weak by water getting into a crack, when the water freezes it expands and makes the crack wider. Biological weathering happens when plant roots weaken the rocks as they grow. Chemical weathering weakens the rock as acids will dissolve the rock.</p> <p>Erosion breaks the weakened rock away, there are 4 types. Hydraulic action - the sheer force of water wears away bed and banks. Abrasion - material in the river scrapes the bed and banks. Attrition - Large material bumps into each other and breaks into smaller parts. Chemical - acid in the water dissolves rocks</p> <p>Deposition occurs when the energy creating movement is removed from the material being transported. This means that any material like sand and boulders are laid down. Over time more and more material is laid down creating features like deltas in rivers, beaches at the coast and moraines in glacial areas.</p>
2 and 5	<p>Glacier- An extended mass of ice that is constantly moving down a valley.</p> <p>Mass movement - bulk movements of soil and rock debris down slopes in response to the pull of gravity</p>	<p>V-Shaped valley: Formed in highland areas. The river cuts into the valley, weathering then weakens the sides of the valley. Mass movement carries material downslope to leave the V-shaped valley. Next, river erosion moves Downwards (vertically) by hydraulic action (force) and abrasion (scraping). Where the river winds around hard rock it leaves interlocking spurs. The valley has steep sides and a narrow bottom meaning it is a difficult place for people to live.</p> <p>U-shaped valleys: Formed in river valleys which, have been filled by a large glacier during an ice age. These glaciers have 'bulldozed the valley meaning it is deepened, straightened and widened the valley by erosion. These valleys have steep sides meaning it is difficult for people to live there. However the valley bottom is flat which makes the land great for building on and many people live at the bottom of these valleys.</p> <div data-bbox="1265 529 1947 982"> </div>
3 and 6	<p>Headland - A piece of land that sticks out into the sea.</p> <p>Longshore drift - The movement of sediment like sand or pebbles along the coast.</p> <p>Mesa - A tall tower like feature found in hot desert</p>	<p>At the coast headlands are formed. Over time these are eroded by the waves. This happens as the rocks have cracks in them. These cracks are made bigger by Hydraulic action and eventually form a cave. Due to erosion further erosion the cave breaks through the headland and forms an arch. The top of the arch is weakened by weathering and the top of the arch collapses. This leaves a stack.</p> <p>In hot sandy deserts dunes are formed by the material that has been deposited by the wind. Crescent-shaped sand dunes are formed by the action of wind mainly from one direction. Sand is trapped by an obstacle, over time more sand is deposited. A gentle slope facing toward the wind and a much steeper slope, known as the slip face, facing away from the wind where the 'horns' form. Barchans may be 9-30 m high and 370 m wide</p> <div data-bbox="1326 996 1972 1385"> </div>


Part	Disciplinary/Literacy	Key Learning: Life in Medieval Britain - Who really ruled Britain?
1 and 4	<p>Pope: Head of the Catholic Church</p> <p>Archbishop of Canterbury: Leader of the Church in England at this time.</p> <p>Doom Paintings: Paintings in church to remind people about heaven and hell.</p> <p>Excommunicated: This is where someone no longer belongs to the Church</p>	<p>How important was the Church in the lives of Medieval people?</p> <p>Nearly everyone believed in God, they followed the <u>Roman Catholic</u> religion led by the <u>Pope</u> in Rome. People believed <u>Heaven and Hell</u> were real places and whether you ended up in Heaven or Hell depended on how you lived your life on Earth. People <u>used religion to explain things</u> from broken arms to failed crops; they believed these bad things happened because it was a <u>punishment</u> from God. The church was the centre of everyone's lives, because everyone needed the church for baptisms, weddings and funerals. <u>Doom Paintings</u> were an effective way to illustrate what Heaven or Hell may have looked like to ensure people led a sin free life. The church did not come free; villagers had to pay a <u>tithe</u> to the parish priest. Crown Versus Church: Medieval England was ruled by kings and queens but they didn't always get their own way, so there were often <u>power struggles</u> between the Crown and the Church. <u>King Henry II and Thomas Becket</u> used to be good friends but their <u>friendship</u> ended when one of them was <u>brutally murdered</u>. The Church did not always follow the same rules as everyone else. For example, there were separate <u>law courts</u>. People who worked for the Church and broke the law went to the <u>Church's own court</u> instead; King Henry II did not like this as he felt the Church courts were too soft on lawbreakers.</p>
2 and 5	<p>Magna Carta: A charter (contract) of rights agreed to by King John.,</p> <p>Monarch: A King or Queen</p> <p>Bastide: A town attached to a castle. It was for the English even though it was in Wales.</p>	<p>Why is the Magna Carta so significant?</p> <p>The next <u>power struggle</u> did not involve the Church, it was the men who helped <u>King John</u> control the country –the <u>Barons</u>. King John made many mistakes: 1. He lost wars 2. He upset the Pope 3. He asked for high taxes 4. He was cruel. By 1215 the Barons gave the King a choice: Change the way the country was run OR face a fight against the Barons' armies. A list of rights were drawn up by the Barons which became known as the <u>Magna Carta</u>. King John negotiated with the Barons and agreed to rights laid down in the Magna Carta. For the first time the law that everyone had to live by was <u>written down</u>, although at the time these <u>laws</u> only protected Barons and others Nobles. <u>As a consequence of the Magna Carta, significant power</u> was taken away from the King and all future monarchs.</p> <p>A British Story: Wales In the 13th century, King <u>Edward I</u> invaded Wales. The Welsh did not have a king but instead each area had its own chief. Most of South Wales was already conquered by the English but in the North it continued to belong <u>to independent Welsh tribes</u>. A welsh tribal leader called <u>Llywelyn II</u> began to call himself the <u>Prince of Wales</u> from 1258. Edward I did not like this and demanded the Prince of Wales pay homage to him, which he refused! In 1277 Edward I successfully invaded Wales. In 1282 Llywelyn and his brother David attempted a rebellion against the English and failed. By 1284 ALL of Wales was in Edward I's hands. Edward I built 17 castles which became known as the '<u>Ring of Iron</u>'. They were designed to control the rebellious Welsh. <u>Bastide</u> towns were attached to the main castles and Welsh people were not allowed to live there.</p>
Part 3 and 6	<p>Patriotic: Loyal to your own country.</p> <p>Social mobility: The ability to move up</p>	<p>A British Story: Scotland</p> <p>After conquering Wales Edward I looked north to Scotland. Like the Welsh the Scots lived in tribes or clans but an overall <u>King of Scotland</u> existed. However, in 1296 Edward I <u>conquered Scotland</u> and <u>jailed the Scottish King</u>. A Scottish knight called <u>William Wallace</u> started a rebellion in 1297 against English rule but by 1305 Wallace was finally caught and taken to London where he was hanged, drawn and quartered. Despite this, Wallace had aroused <u>patriotic feelings</u> in Scotland and the nation united under a new leader called <u>Robert Bruce</u>. Edward I went north to face him but died on the way. The invasion continued under the <u>new King, Edward II</u> but he was a poor leader. In 1314 at <u>Bannockburn</u> the Scots (7,000 soldiers) crushed the English (25,000 soldiers). Robert Bruce remained King and Scotland was to remain as a <u>separate country</u> from England for the next 300 years. The impact of the Black Death:</p> <p>The Black Death arrived in England at the port of Melcombe Regis in <u>Dorset in 1348</u>. It had travelled from China and India, through the Middle East, then into Europe through Italy. <u>Ships</u> carrying the plague infected <u>people</u> and the infected <u>rats</u> landed in ports all over Europe. <u>Death toll:</u> It <u>killed approximately 75 million</u> people in Europe and killed <u>1/3</u> of the people in England. Life had dramatically changed once the Black Death passed and people began to question faith there was greater <u>social mobility</u>.</p>

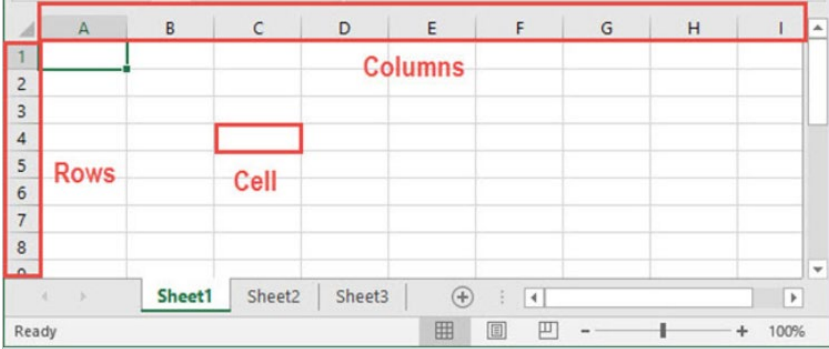
Part	Key Learning: La Familia					
	Adverb	Verb	Noun		Relative Pronoun	
1	Dans ma famille (in my family)	j'ai (I have) je n'ai pas de (I don't have any)	<u>(masculine)</u> mon père (my dad) mon frère (my brother) mon grand-père (my grandad) mon cousin (my (male) cousin) <u>(feminine)</u> ma mère (my mum) ma soeur (my sister) ma grand-mère (my grandma) ma cousine (my cousin) <u>(plural)</u> mes parents (my parents) mes cousins (my cousins) mes soeurs (my sisters)		qui  <i>La famille c'est tout !</i>	
2	Normalement Normally/ usually Parfois At times	il y a (there is) il n'y a pas (there isn't any)	mon beau-père (my step-dad) mon demi-frère (my step/half brother) mon oncle (my uncle) ma belle-mère (my step-mum) ma demi-soeur (my step/half sister) ma tante (my auntie)			<u>(plural)</u> s'appellent (are called...)
3		je m'entends bien avec... I get one well with... Je me dispute avec I fight with	mes grand-parents (my grandparents) mes frères (my brothers)			
4	Je n'ai pas de frère et soeur (I don't have siblings) Je suis fils unique (I am an only child (male)) je suis fille unique (I am an only child (female))					
	Verb	Family Member	Justification	Adjectives		
5	J'aime (I like) Je m'entends bien avec (I get on well with)	mon grand-père (my grandfather) mon père (my father) mon beau-père (my step-father) mon frère (my brother) mon demi frère (my half/step brother) mon cousin (my cousin - m)	car il est because he is parce qu' il est because he is	amusant fun généreux generous intelligent intelligent sympa nice patient patient honnête honest égoïste selfish méchant mean impatient impatient têtu stubborn ennuyeux boring énervant annoying		
6	Je n'aime pas (I don't like) Je ne m'entends pas (I don't get on well) Je m'entends mal avec (I get on badly with)	ma grand-mère (my grandmother) ma mère (my mother) ma belle-père (my step-mother) ma soeur (my sister) ma demi-soeur (my half/step sister) ma cousine (my cousin - f) ma tante (my aunt)	car elle est because she is parce qu'elle est because she is	amusante fun intelligente inteligente sympa nice patiente patient honnête honest égoïste selfish méchante mean impatiente impatient têtue stubborn ennuyeuse boring énervante annoying		

La famille c'est tout !



Part	Key Learning: <u>Describing family members, Talking about school</u>								
	Noun	Verb	Noun	Adjective		Es... (it is) Estudio... (I study) Estudiamos ... (We study)			
1	<u>(masculine)</u> mi padre (my dad) mi padrastro (my step-dad) mi hermano (my brother) mi hermanastro (my step/half brother) mi abuelo (my granddad) mi tío (my uncle) mi primo (my (male) cousin)	tengo (I have)	los ojos (the eyes)	azules (blue) verdes (green) marrones (brown) grises (grey) castaños (chestnut brown)		estudio (I study) me gusta (pleases me) no me gusta (doesn't please me) Si fuera posible, me gustaría estudiar If it were possible, I would like to study	el francés (French) el inglés (English)) el español (Spanish) el dibujo (Art) el teatro (drama) el deporte (sport)	que es which is	útil useful práctico practical fácil easy agotador exhaustng divertido fun la leche awesome
2	<u>(feminine)</u> mi madre (my mum) mi madrastra (my step-mum) mi hermana (my sister) mi hermanastra (my step/half sister) mi abuela (my grandma) mi tía (my auntie) mi prima (my cousin)	tiene (she has)	el pelo (the hair)	rubio (blonde) negro (black) marrón (brown) gris (grey) pelirrojo (red) castaño (chestnut brown)					
3	<u>(Plural)</u> mis padres (my parents) mis abuelos(my grandparents) mis primos (my cousins) mis hermanos (my brothers)	tienen (they have)	Age: dos años (two years) tres años (three years) cuatro años (eleven years) doce años (twelve years) trece años (thirteen years) veinte años (twenty years) cuarenta años (forty years)			me gustan (please me)	las ciencias (Sciences) las mates (Maths)		
4	Hola (hello) ¿Cómo es tu colegio? (how is your school?)	Mi colegio se llama... (my school calls itself...) Voy al colegio I go to school	y es (and it is)	sumamente (REALLY) muy (very) bastante (quite) un poco (a little)	grande (big) pequeño (small) moderno (modern) antiguo (old) limpio (clean) sucio (dirty) divertido (fun) aburrido (boring) emocionante (exciting)		Los profes son ... (the teachers are...) Los profes no son ... (the teachers are not)	simpáticos (nice) generosos (generous) pacientes (patient) amables (friendly) graciosos (funny)	
5	¿Qué estudias? (what do you study?)					Me llevo bien con (I get on well with) Me peleo con.... (I fight with...) Mi profe de (My teacher of...) El español es más divertido que..... Spanish is more fun than El español es menos divertido que..... Spanish is less fun than			
6									



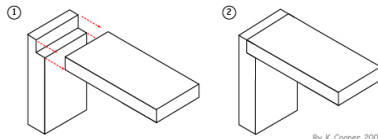



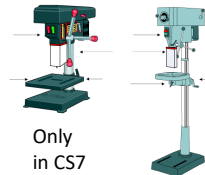



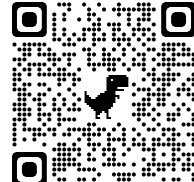
Week	AO	Key Learning – Portrait, Expressionism and Colour theory	Disciplinary literacy in Art and Design	Definition	Resources
1	1	Artist intro – analysis of work. What do you notice? What is the main subject within the work? What media has been used? What is your professional opinion? (research page for HW (set before Christmas break).	Hannah Hoch	An artist well-known for her political collage and photomontage work.	
			Analysis	To look at, to talk about something in detail.	
			Opinion	A view or judgement formed about something.	
2	1	Artist intro – analysis of work. What do you notice? What is the main subject within the work? What media has been used? What is your professional opinion? (research page for HW (set before Christmas break).	Basquiat	An artist known for his raw gestural style of painting. He incorporated graffiti-like images and scrawled text in his works.	1 – Hannah Hoch fact sheet and imagery. 2 – Basquiat fact sheet and imagery. 3 – Magazine portraits, pastels. 4 – Magazines, PVA glue, scissors. 5 – Watercolour paint, salt, cling film, white wax crayon, paint brushes, sponges. 6 – Acrylic paint, paint brushes. 7 – Access to all of the above equipment and media.
			Media	Something to work with in art, for example; paint, collage, pencil, pastel, crayon etc.	
3	2	Basquiat Mark Making – using pastels and inspiration from Basquiat's work, apply marks in his style to a portrait that has been selected from a magazine.	Mark making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	
4	2	Hannah Hoch Photomontage – create a photomontage using cut outs from magazines and inspiration from Hannah Hoch's work.	Photomontage	Photomontage is the process and the result of making a photograph by cutting, sticking, rearranging and overlapping two or more Photographs into a new image.	
5	2	Watercolour experiments	Watercolour	A water soluble paint with transparent properties.	
6	2	Acrylic experiments	Acrylic	A fast drying and thicker paint.	
7	1, 2	DIRT – Dedicated Improvement and Refinement Time.	Refine	To improve something.	

Part	Key Learning	Disciplinary/Literacy	Resources
1	<ul style="list-style-type: none">• Primary data is data that you have collected yourself to be analysed whereas Secondary data is data that someone else has collected that you are then using e.g. from the internet• A formula is an expression that operates on values in a range of cells or a cell. 		
2	<ul style="list-style-type: none">• SUM = adds all the numbers in a range of cells• COUNTA = counts the number of cells in a range that are not empty• MAX = Returns the largest value in a set of values• MIN = Returns the smallest number in a set of values• COUNTIF = Counts the number of cells within a range that meets the given condition• IF = Checks whether a condition is met and returns one value if TRUE and another if FALSE• AVERAGE = Returns the mean of the data		



SCAN ME

Part	Key Learning	Disciplinary/Literacy	Resources
1	Working in a food classroom - Weighing and Measuring 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.	Grams (g) – a metric unit of mass Millilitres (ml) – a metric unit of capacity Accuracy – being correct or precise	 SCAN ME
2	Food Safety and Hygiene Personal hygiene – 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. Key temperatures 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.	High risk foods - Ready-to-eat moist foods, usually high in protein Food poisoning - An illness caused by eating contaminated food Bacteria – Microscopic organisms Food spoilage - When food deteriorates so that its quality is reduced, or it can no longer be eaten Cross contamination - The process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.	 SCAN ME
3	Cooker safety – 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.		Boiling – Large bubbles rising to the top of a saucepan Simmering – Gentle bubbles just below boiling point Grilling – Dry heat applied to the surface of food Frying – A method of cooking in hot oil or fat. Baking – Cooking in an oven using dry heat.
4	Knife skills - Fruit Fusion Practical Bridge and claw grip – a safe method of using a sharp knife by making an arch or clench with your hands. Knife Safety: 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.	Dice – Small cubes Slice – a thin, broad piece of food. Enzymic browning – a reaction that takes place in some foods making them turn brown. Seasonal – seasonal fruits and vegetables are grown at different times of the year according to their geographical location.	
5	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
6	Nutrition - Smoothie Blender - A piece of electrical equipment that can cut up food and reduce it to a pulp. Protein - is needed for growth, repair, maintenance and energy. Carbohydrate - provides the body with energy. Fat - keeps the body warm, provides energy, protects vital organs and provides fat soluble vitamins	Balanced diet - A diet that contains all the nutrients in the correct amount Blend - To mix two or more ingredients together, by hand, a hand blender or food processor	

Part	Key Learning	Disciplinary/Literacy	Resources																		
1	<p>Softwood</p> <p>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.</p> 	<p>Softwood</p> <p>Accuracy</p> <p>Tolerance</p> <p>Safety</p> <p>Dimensions</p>																			
2	<p>Lap joint</p> <p>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.</p> <table border="1"><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	✓	✓	✓	✓	✓	✗	<p>Orthographic</p> <p>Tolerance</p> <p>Accuracy</p> <p>Dimension</p>	
Ease of manufacture		Suitable material																			
Hand Tools	Machine Tools	Solid Wood	MDF	Plywood	Chipboard																
✓	✓	✓	✓	✓	✗																
3	<p>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.</p> <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. <p>Only the exposed part of the belt can be used because of the position of the guard.</p> 	<p>Waste</p> <p>PPE</p> <p>Dimension</p> <p>Safety</p> <p>Accuracy</p> <p>Precaution</p>																			
4	<p>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.</p> 	<p>Safety</p> <p>Guard</p> <p>Chuck</p>																			
5	<p>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.</p> <table border="1"><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>S.2, 2, 3</td></tr><tr><td>MEDIUM COARSE</td><td>80 TO 100</td><td></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	<p>Abrasive</p> <p>Grit</p> <p>Grade</p>	
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FINE	220 TO 280	2/0, 0, 1																			
VERY FINE	320 UPWARDS	FLOUR																			
6	<p>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.</p> 	<p>Adhesive</p> <p>PVA</p> <p>Clamp</p> <p>Assembly</p>																			







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


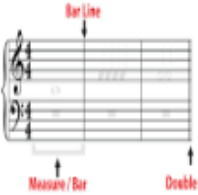

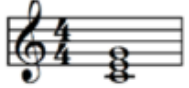



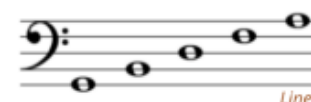
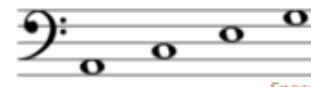
Pilot holes will need to be drilled and the screen will be fitted with Philips screws

Cardboard packaging will be created using a laser cutter and 2d CAD. Graphics will be developed follow style guides

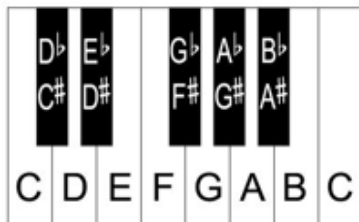
As designers, students need to understand the sustainability of our materials and will come to understand advantages and disadvantages of using plastics

Part	Key Learning	Disciplinary/Literacy	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 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	

Subject: Drama		Term: Spring	Animal Farm	Year Group: 7
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"> Songs in film Key plot points Emotional opinion on play 	Physical Interpretation of Character Vocal Interpretation of character Artistic Intention Movement techniques Gesture		
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"> Different characters in Animal Farm Storyboard of the story 	Ensemble performance Mime Improvisation Gesture Facial expressions		
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"> Looking at the commandments imposed on the characters Getting students to connect with play <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, accent</p> <p>Artistic intention of your ability to physically interpret your character and portray this by changing your body language, facial expression and voice</p>	Body Language Posture Facial expressions Gait (walk) Posture Body Language Gesture Volume/Projection Pitch pace Pace Accent Hot seating		
4	<p>To create a script from the selected scenes.</p> <ul style="list-style-type: none"> Script creation from scenes Rehearsal of scenes 	Resources Animal Farm (1999) - All songs - YouTube Animal Farm: Plot Lit P.D. BBC Teach - YouTube		
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>Tips for learning lines</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>	George Orwell's Animal Farm Animation (Full Movie) - YouTube		
6	<p>To take part in a group perform to my class from the play Animal Farm.</p> <ul style="list-style-type: none"> Performance <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 actor’s 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>			

Week Beginning	4/1/22 10/1/22	17/1/22	24/1/22	31/1/22	7/2/22
Subject Topic	To Understand how Programme music Paints a Picture, tells a Story or Depicts a character and to learn to play the main theme from Danse Macabre on the Keyboard	To understand how a theme is changed in different ways but is still recognisable and to practise Danse Macabre for your assessment	To understand what a sharp note is, the sign used and how to find a sharp note on the keyboard and to learn to play the main theme from the Sorcerer's apprentice on the keyboard	To Understand what a phrase mark is and to prepare for your assessment on the keyboard next lesson.	Assessment week
Key Learning	<p>Programme Music – Paints a picture. Tells a story or depicts a character</p> <p>Pitch - High and Low sounds</p> <p>Rhythm – The combination of a variety of notes of different durations</p> <p>Tempo – The speed of the music – Fast/Slow</p> <p>Timbre – The tone quality of the different instruments being used</p> <p>Texture - The different layers in a piece of music.</p> <p>Polyrhythm - Lots of different rhythms playing at the same time</p> <p>Danse Macabre The orchestral piece 'Danse Macabre' is composed by the French composer Saint-Saens based on a poem by Henri Canzalis. It describes gruesome happenings in a graveyard on the night of Halloween.</p>	<p>Transformation of themes – When a theme is changed in different ways but is still recognisable.</p>  	<p>Dynamics – The volume of a piece of music eg. Loud / quiet</p> <p>Piano – Quiet</p> <p>Forte – Loud</p> <p>Crescendo – Gradually getting louder</p> <p>Diminuendo – Gradually getting quieter</p> <p>Duration – How long the notes are held on for</p> <p>Staccato – Short notes</p> <p>Legato - Smoothly</p> <p># - Sharp sign – raises the note by one semitone. You can find the sharp note by it being the right sided black note from the original white note eg A# is the black note to the right of A on the keyboard.</p>	 <p>Phrase Marks</p>  <p>C Major chord</p>  <p>G Major Chord</p>	<p>Ledger Lines</p>    <p>Line</p> <p>Good Boys Deserve Football Always</p>  <p>Space</p> <p>All Cows Eat Grass</p>

Name of note	Appearance	Rest	Value (Beats)
Semibreve			4
Dotted Minim			3
Minim			2
Dotted Crotchet			1 1/2
Crotchet			1
Quaver			1/2
Semiquaver			1/4



Treble
Clef



Time signature –
4/4= 4 beats in a bar



Staff

5 lines where notes are placed to determine pitch



Treble Clef

Symbol placed on the staff. Used for high pitch (right hand on the piano)



Element of Music	Definition
Pitch	How high or low the notes are
Tempo	The speed of the music
Dynamics	The volume of the music
Duration	The length of the notes
Silence	Nothing being played
Rhythm	A pattern of notes
Timbre	The colour/tone of the instruments
Texture	The layers of the music/thick and thin
Structure	Sections within the music/How the music is built

Linked
Assessment

Low stakes test
Half Term Assessment

Low stakes test
Half Term Assessment

Low stakes test
Half Term Assessment

Low stakes test
Half Term Assessment

Low stakes test
Half Term Assessment

Resources

Link to SharePoint
<https://www.youtube.com/watch?v=rn9V0cN4NWs>
<https://www.youtube.com/watch?v=z0glOYQBISA>

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

<https://www.youtube.com/watch?v=3hKgEylk8ks>

www.musictechteacher.com

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

My Homework

Week						
03/01/2022						
10/01/2022						
17/01/2022						
24/01/2022						
31/01/2022						
07/02/2022						
14/02/2022						

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

Date	Book Title	Pages	Main Events
04/01/2022			
05/01/2022			
06/01/2022			
07/01/2022			
10/01/2022			
11/01/2022			
12/01/2022			
13/01/2022			
14/01/2022			
17/01/2022			
18/01/2022			
19/01/2022			
20/01/2022			

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

Date	Book Title	Pages	Main Events
21/01/2022			
24/01/2022			
25/01/2022			
26/01/2022			
27/01/2022			
28/01/2022			
31/01/2022			
01/02/2022			
02/02/2022			
03/02/2022			
04/02/2022			
07/02/2022			
08/02/2022			
09/02/2022			
10/02/2022			

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

Date	Book Title	Pages	Main Events
11/02/2022			
14/02/2022			
15/02/2022			
16/02/2022			
17/02/2022			
18/02/2022			

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