

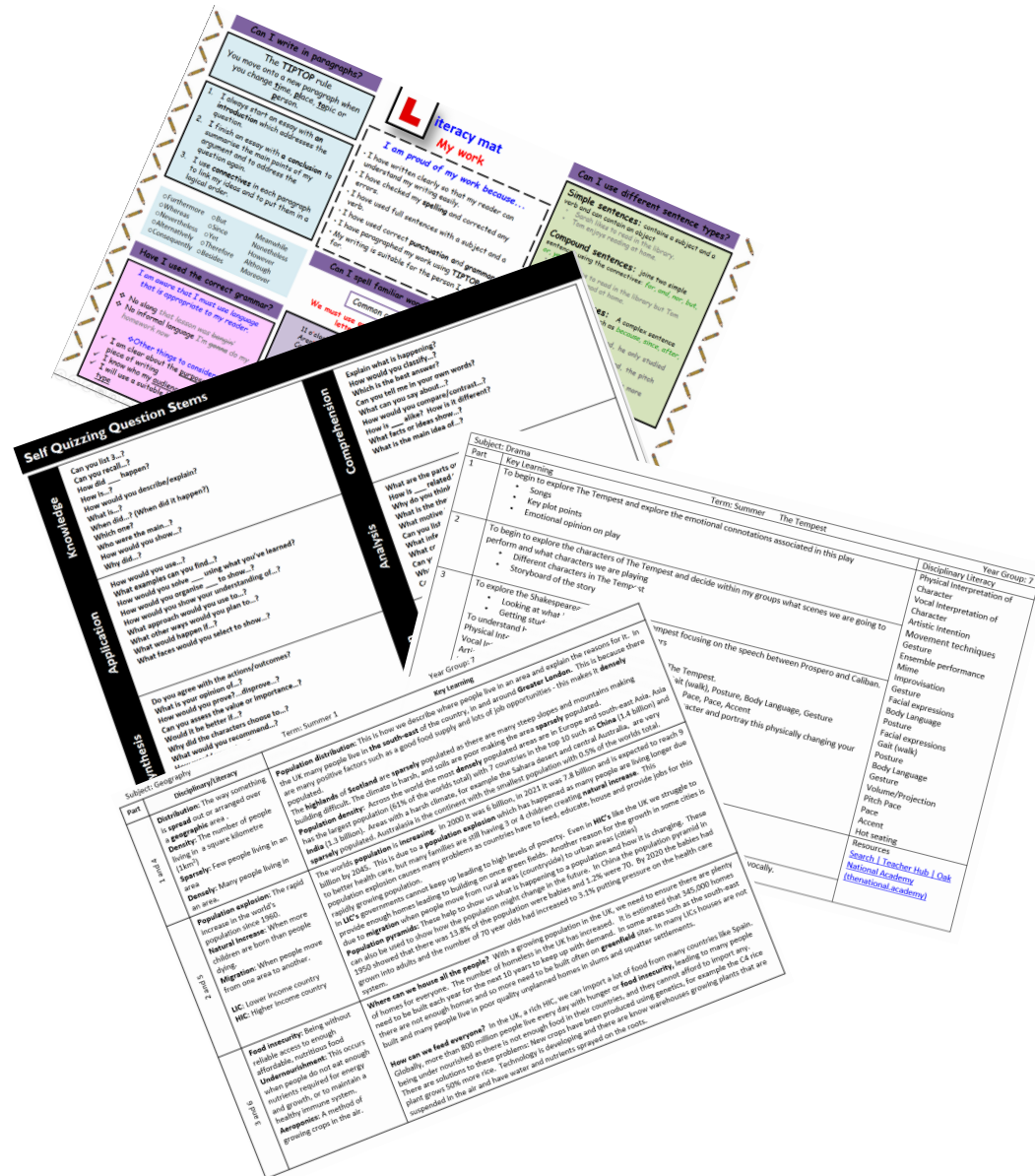
Year 7

Knowledge Organiser

Summer 2023 - I

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Self Quizzing Question Stems

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

Can I write in paragraphs?

The TIPTOP rule

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

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

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

Have I used the correct grammar?

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

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

❖ Other things to consider:

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



literacy mat

My work

I am proud of my work because...

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

Can I spell familiar words accurately?

Common contractions

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

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

Can I use different sentence types?

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

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

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

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

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

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

Homophones

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

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

What traffic light am I?
Is my punctuation accurate?

Basics:

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

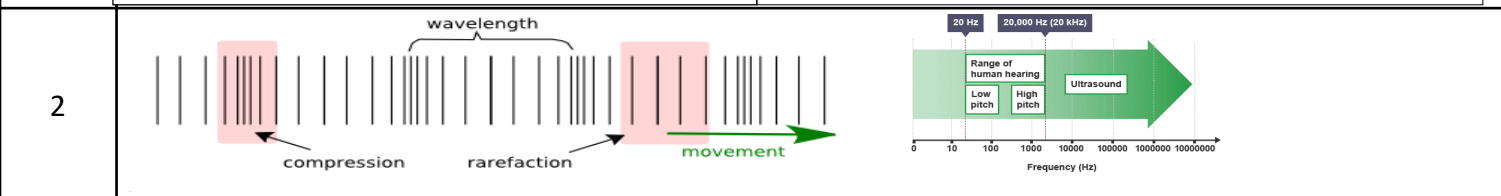
Your/ you're

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

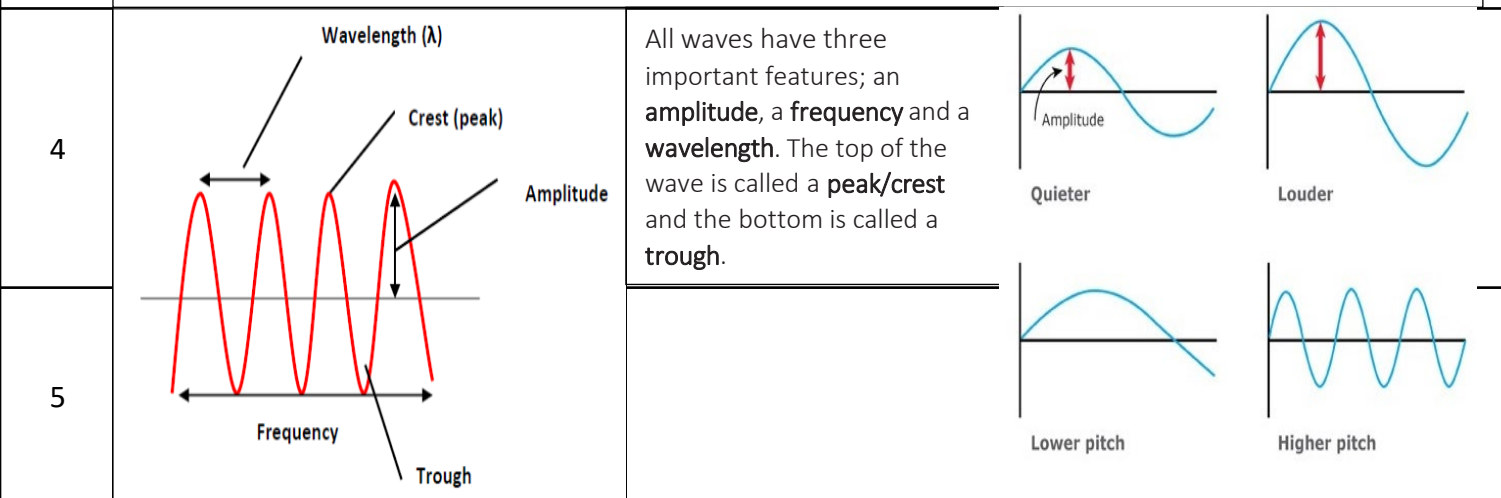
- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

Topic/Skill	Key Learning	Example
Fraction	<p>A mathematical expression representing the division of one integer by another.</p> <p>Fractions are written as two numbers separated by a horizontal line.</p>	<p>$\frac{2}{7}$ is a 'proper' fraction.</p> <p>$\frac{9}{4}$ is an 'improper' or 'top-heavy' fraction.</p>
Numerator	The top number of a fraction.	In the fraction $\frac{3}{5}$, 3 is the numerator.
Denominator	The bottom number of a fraction.	In the fraction $\frac{3}{5}$, 5 is the denominator.
Mixed Number	A number formed of both an integer part and a fraction part.	$3\frac{2}{5}$ is an example of a mixed number.
Simplifying Fractions	Divide the numerator and denominator by the highest common factor.	$\frac{20}{45} = \frac{4}{9}$
Equivalent Fractions	Fractions which represent the same value.	$\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150}$ etc.
Adding or Subtracting Fractions	<p>Find the LCM of the denominators to find a common denominator.</p> <p>Use equivalent fractions to change each fraction to the common denominator.</p> <p>Then just add or subtract the numerators and keep the denominator the same.</p>	<p>$\frac{2}{3} + \frac{4}{5}$</p> <p>Multiples of 3: 3, 6, 9, 12, 15..</p> <p>Multiples of 5: 5, 10, 15..</p> <p>LCM of 3 and 5 = 15</p> <p>$\frac{2}{3} = \frac{10}{15}$</p> <p>$\frac{4}{5} = \frac{12}{15}$</p> <p>$\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$</p>

Part	Key Learning	
1	Waves transfer energy from one place to another. Waves are made by forcing something to vibrate or oscillate. There are two types of waves; transverse and longitudinal. Sound waves are longitudinal waves. Light and waves on water are transverse waves.	The frequency of sound waves is measured in hertz, Hz. The bigger the number, the greater the frequency and the higher the pitch of the sound. Human beings can generally hear sounds as low as 20 Hz and as high as 20,000 Hz (20 kHz).

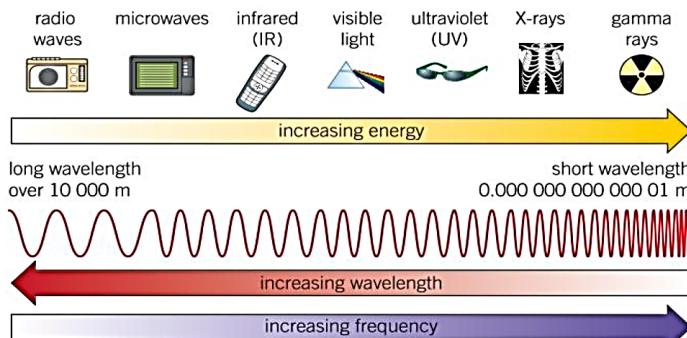
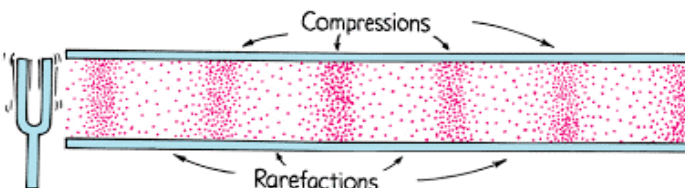
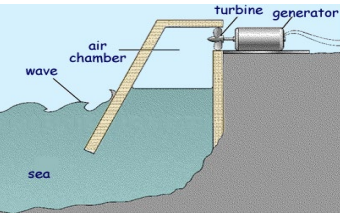
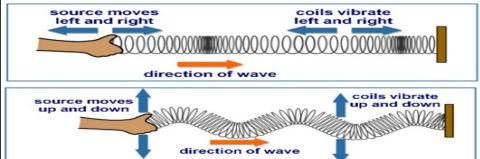


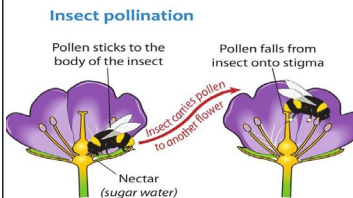
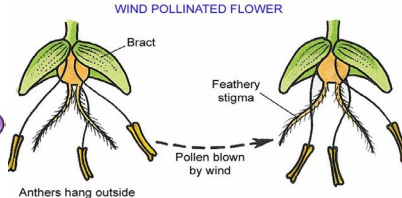
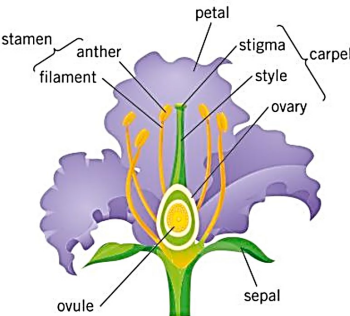
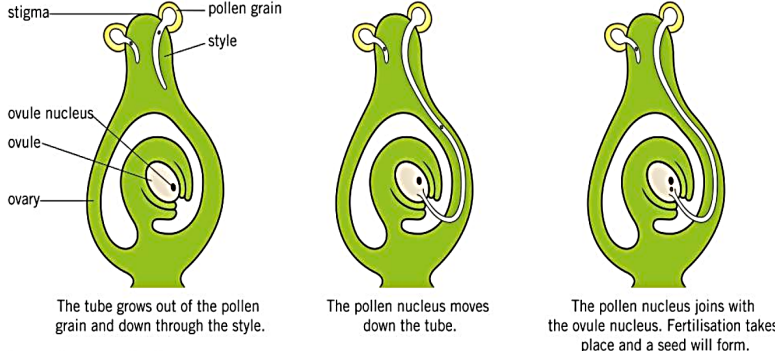
3	<p>Sound waves can only travel through a solid, liquid or gas. They cannot travel through empty space.</p> <p>Sound travels faster through liquids and solids than it does through air and other gases. This is because the particles of gases are further apart than liquids and finally solids. Sound waves move more slowly when particles are further apart.</p>	
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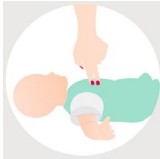



6	<ol style="list-style-type: none"> The vibrations in the air enter the pinna, travel down the ear canal and make the eardrum vibrate. These vibrations are passed through the three small bones (called ossicles) to a spiral structure called the cochlea. Signals are passed from the cochlea to the brain through the auditory nerve. Our brain interprets these signals as sound. 		Comparing light and sound waves	
			Similarities	Differences
			Both transfer energy	Travel as different type of wave
			Both have a range of frequencies and wavelengths	Sound waves need particles to carry energy but light waves do not
			Travel in waves	Different speeds – light travels up to a million times faster (300 000 000 m/s) than sound

Disciplinary/Literacy	
KEYWORD	DEFINITION
Absorption	When energy is transferred from sound (or other waves) to a material.
Amplitude	Maximum amount of vibrations, measured from the middle of the wave, in metres.
Auditory range	The lowest – highest frequencies that an animal can hear.
Decibel	Unit of sound intensity or loudness (dB)
Echo	Reflection of sound waves from a surface back to the listener. Hard, smooth surfaces are particularly good at reflecting sound.
Frequency	Number of waves produced in one second, in hertz (unit of frequency).
Infrared	Sound below a frequency of 20Hz
Longitudinal wave	Where the direction of vibrations is the same as the wave; sound waves are longitudinal.
Medium	Material that affects light or sound by slowing it down or transferring the wave.
Oscilloscope	Device able to view patterns of sound waves that have been turned to an electrical signal.
Ultrasound	Sound at a frequency greater than 20 000Hz, beyond the range of human hearing.
Vacuum	A space with no particles of matter in it.
Vibration	A back and forth motion that repeats.
Volume	How loud or quiet a sound is, in decibels.
Wavelength	Distance between two corresponding points on a wave, in metres.

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

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>Insect pollination</p>  <p>WIND POLLINATED FLOWER</p> 			<p>Tier 3 KEYWORDS</p> <table><tr><td>Anther</td><td>The male part of the flower that produces pollen.</td></tr><tr><td>Carpel</td><td>The female part of the flower, made up on the stigma where the pollen lands, style and ovary.</td></tr><tr><td>Fertilisation</td><td>Joining of a nucleus from a male and female sex cell.</td></tr><tr><td>Filament</td><td>The part of a flower that holds up the anther.</td></tr><tr><td>Fruit</td><td>Structure that the ovary becomes after fertilisation, which contains seeds.</td></tr><tr><td>Germination</td><td>The period of time when a seed starts to grow.</td></tr><tr><td>Ovary</td><td>The part of a flower that contains ovules.</td></tr><tr><td>Ovules</td><td>Female sex cells in plants found in the ovary.</td></tr><tr><td>Petals</td><td>A brightly coloured part of a flower that attracts insects.</td></tr><tr><td>Pollen</td><td>Contains the plant male sex cells found on the stamens.</td></tr><tr><td>Pollination</td><td>Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.</td></tr><tr><td>Seed</td><td>Structure that contains the embryo of a new plant.</td></tr><tr><td>Seed dispersal</td><td>The movement of seeds away from the parent plant.</td></tr><tr><td>Sepal</td><td>The special leaves found under the flower, which protect unopen buds.</td></tr><tr><td>Stamen</td><td>The male reproductive parts of the flower.</td></tr><tr><td>Stigma</td><td>The female part of a flower that is sticky to catch grains of pollen.</td></tr><tr><td>Style</td><td>The female part of a flower that holds up the stigma.</td></tr></table>		Anther	The male part of the flower that produces pollen.	Carpel	The female part of the flower, made up on the stigma where the pollen lands, style and ovary.	Fertilisation	Joining of a nucleus from a male and female sex cell.	Filament	The part of a flower that holds up the anther.	Fruit	Structure that the ovary becomes after fertilisation, which contains seeds.	Germination	The period of time when a seed starts to grow.	Ovary	The part of a flower that contains ovules.	Ovules	Female sex cells in plants found in the ovary.	Petals	A brightly coloured part of a flower that attracts insects.	Pollen	Contains the plant male sex cells found on the stamens.	Pollination	Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.	Seed	Structure that contains the embryo of a new plant.	Seed dispersal	The movement of seeds away from the parent plant.	Sepal	The special leaves found under the flower, which protect unopen buds.	Stamen	The male reproductive parts of the flower.	Stigma	The female part of a flower that is sticky to catch grains of pollen.	Style	The female part of a flower that holds up the stigma.														
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2	<p>PARTS OF A FLOWER</p> 		<p>How are new plants made?</p> <p>Plants reproduce sexually to produce seeds. These seeds form after pollen grains and ovules join. After fertilisation, the fruit and seed are formed.</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>																																																						

Part	Key Learning	Disciplinary/Literacy
2	<h2 data-bbox="174 79 638 129">CPR and how to do it</h2> <p data-bbox="174 139 609 168">CPR sequence for an adult casualty:</p> <ul data-bbox="174 175 685 239" style="list-style-type: none"> • 30 chest compressions using both hands followed by 2 rescue breaths <p data-bbox="174 247 478 275">CPR sequence for a child:</p> <ul data-bbox="174 282 654 382" style="list-style-type: none"> • 5 initial rescue breaths, then 30 chest compressions using <u>one hand only</u> followed by 2 rescue breaths. <p data-bbox="174 454 478 482">CPR sequence for a baby:</p> <ul data-bbox="174 489 665 589" style="list-style-type: none"> • 5 initial rescue breaths, then 30 chest compressions using <u>two fingers only</u>, followed by 2 rescue breaths.   	<p data-bbox="1363 75 2047 175">CPR – (Cardio Pulmonary Resuscitation) When you press on someone’s chest and you breathe into someone’s mouth to keep them alive.</p> <p data-bbox="1363 182 1991 247">Chest compression – when you press down onto the casualty’s sternum.</p> <p data-bbox="1363 254 2018 318">Sternum – the chest bone in the centre of the rib cage, where all the ribs are fused together.</p> <p data-bbox="1363 325 2009 425">Rescue breath – when you blow air into their chest through their mouth. (with a baby you blow over both their nose and mouth)</p>
3	<h2 data-bbox="174 618 733 668">Big bleeds and clinical shock</h2> <ul data-bbox="174 682 1110 846" style="list-style-type: none"> • Press on the wound (ideally use the casualty’s own hand) • Raise the wound above heart level (to reduce bleeding) • Bandage the wound (to help stop the bleeding and protect it from infection) • Call 999 for an ambulance. 	

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Development – The improvement of a country in it's economy and standard of living.</p> <p>Standard of living – The level of wealth (jobs), goods (shops) and services (healthcare) people have access to.</p> <p>Inequality – Wealth and standard of living is not equal between people. Many poor and a few very rich.</p>	<p>Countries all over the world have different levels of development. Low Income Countries (LIC's) are countries that do not have much money compared to other countries. This means that the government cannot provide good healthcare or education. It also means that many people live in poverty, where they have a low standard of living (poor housing, no schools and struggle to buy food), examples would be Haiti, Ethiopia and Bangladesh. There are some countries which are Newly Emerging Economies (NEE's). These are countries that are becoming more wealthy and the standard of living of people is increasing as they have better paid jobs, access to education and improved access to food and clean water. However there is still a lot of inequality in these countries, examples would be China, India, Brazil and Nigeria.</p> <p>Some countries are High Income Countries (HIC's) such as the UK. In these countries the majority of the population are wealthy and have a high standard of living. The World Bank (an organisation that aims to end poverty and boost prosperity (wealth and standard of living) ,measures Extreme poverty as the amount of people in a country living off less that \$1:90 per day. LIC's have many people living on less that \$3:20 and NEE's people live of less than \$5:50.</p>
2 and 5	<p>Assume – What we think something is like with evidence to support it.</p> <p>Economic – How we measure wealth and the number of jobs.</p> <p>Social – This is all to do with people e.g. If you have access to good school, how long on average you might live for.</p>	<p>Hans Rosling; a Doctor and academic wanted to reduce the amount of inequality, he wrote a book about this called Factfullness : 10 reasons we are wrong about the world. In it he splits countries of the world into 4 groups; Level 1: less than \$2 a day, Level 2: \$2–\$8 a day, Level 3: \$8–\$32 a day, Level 4: \$32+ a day. He also says that humans (us) assume certain ideas about the world, the world is split into the Rich and the Poor. Things in the world are bad and not improving. Because you live in a LIC you cannot be wealth or improve your standard of living. World problems have one cause and is someone elses' fault.</p> <p>The level of development can be measured in many different ways. We can measure the economic growth of a country using Gross National Income (GNI), this is where we take the total amount of money a country has and divide it by the population. Development can also be measured using social indicators. This could be the number of people who can read and write in a country, this shows if education is good. The number of Doctors and how long people live for help us to see if healthcare in a country is good.</p>
3 and 6	<p>Extreme poverty - Severe lack of basic human needs, including food, safe drinking water. Cycle of poverty - When a family becomes trapped in poverty.</p> <p>Trade - is the buying and selling of goods and services between different countries around the world</p>	<p>Humans in general are negative. Bad economic news gets more coverage than good news. Only 8% of people in the UK think the world is getting better! The extraordinary rate of economic growth (financial) in India and China —has led to a huge decline in poverty (people living on less than \$1.90 a day). This fell from 35% in 1987 to 11% in 2013. Therefore, hunger has started to decrease in many of these countries. Also, Child mortality has fallen by more than ½ since 1990. In Africa, 17 percent of children died before reaching age 5 in 1990. By 2015, that was down to 8 percent due to improved health care across countries.</p> <p>Some countries have tried to reduce Gender inequality so that males and females are treated the same. This could by making education free and accessible to all children, and enabling females to go to work. This has increased the work force. This means that many of these countries have increased how much they trade with other more wealthy countries to make money.</p>

Part	Disciplinary/Literacy	Key Learning: Morebath – In what ways did the Reformation matter to ordinary people?
1 and 4	<p>Dynasty A dynasty is a series of leaders in the same family. E.g. The Tudor dynasty (1485 - 1603).</p> <p>Heir A person who will inherit the crown after the current King or Queen dies.</p> <p>Reformation The growth of the Protestant religion after 1517, and the changes made by the Protestants in the churches.</p> <p>Protestant A group of people who protested against the Catholic church. They believed in plain, simple churches and worship to focus on the Bible.</p> <p>Roman Catholic The universal church, led by the Pope. They believed in beautiful decorated churches and wanted church services to be in Latin.</p> <p>Church of England The Protestant church set up in England after the Break with Rome.</p>	<p>What was the difference between Catholic and Protestant beliefs and practices?</p> <p>Catholic</p> <ul style="list-style-type: none"> The Bible should be written and read in Latin. Elaborate ceremonies. Churches should be beautiful and contain ornate decorations and statues. Church – strict hierarchy with the Pope, the voice of God, at the top. Being a good Christian is about performing sacraments, following the Pope’s rules and following the Bible. <p>Protestant</p> <ul style="list-style-type: none"> The Bible should be written in the language of the people reading it. Church services should be simple and focused on the Bible. Churches should be plain so that worship focuses on the bible. There shouldn’t be a strict hierarchy, because everyone is capable of communicating with God. The most important part of being a Christian is studying and following the Bible.
2 and 5	<p>Puritan Extreme Protestants, who wanted a very ‘pure’ religion, free from all the practices of the Roman Catholic faith.</p> <p>Pope The leader of the Catholic Church.</p> <p>Priest A person who was in charge of the village church.</p> <p>Monk Men who devote their lives to God.</p> <p>Martyr Someone who dies for their faith.</p> <p>Worship The adoration, praise and service of God.</p> <p>Faith When you have faith, you trust or believe in something very strongly.</p>	<p>Why did Henry VII Break with Rome?</p> <ul style="list-style-type: none"> In 1529 Henry wanted to divorce Catherine of Aragon but the Pope would not let him. Anne Boleyn liked Protestant ideas and wanted changes in the church. People thought the Catholic Church was corrupt and making money from them. If Henry could stop money going to Rome he could raise extra money for Wars.
Part 3 and 6	<p>Doctrine A doctrine is a set of beliefs.</p> <p>Vestments Special robes to wear during church services.</p> <p>Rosary beads A special necklace, which people would use to help them pray.</p> <p>Act of Supremacy The Act of Parliament in 1534, which declared that Henry VIII was the supreme ruler of the Church in England.</p> <p>Dissolution To close something or bring something to an end.</p>	<p>How did the Reformation affect Morebath church?</p> <p>Religious change: The Reformation changed the religion of Morebath church from Catholic to Protestant. Morebath church became plainer inside. All the beautiful statues of saints were gone, along with many of the candles. Morebath church now had Protestant church services. Sir Christopher had to use the Protestant Prayer Book to give services in English, rather than in Latin.</p> <p>Emotional change: The changes devastated the people of Morebath. The statues of the saints were more than just decorations to the villagers. They were holy helpers, who they prayed to for help and comfort. Without them, many villagers were left sad and possibly even empty.</p> <p>Economic change: All of the Protestant changes cost Morebath church a lot of money. They had to pay for the Protestant Prayer Book in Edward’s reign. They then had to pay to get rid of it in Mary’s reign. Finally, they had to pay for the Protestant Prayer Book all over again in Elizabeth’s reign.</p> <p>Social change: The Reformation had a huge impact on the community of Morebath. The villagers simply couldn’t do many of the activities they had always done together. Edward banned the ales, which meant the people of Morebath lost the chance to drink ale and feast together. Villagers had enjoyed raising money for the church together. However, in Edward’s reign all the stores closed. They also lost their chance to contribute to village life.</p>



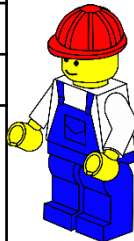
1.2.2 Saying what people do

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

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



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



1.2.3 Saying what people like to do

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

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

1.2.4 Saying what people do to others

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

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



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

J'aime le professeur.

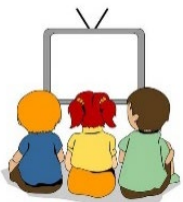
Tu aimes le professeur.

If the sentence has **two verbs**, the **second verb** is in the **long form**:

J'aime écouter le professeur.

Tu aimes écouter le professeur.

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.



1.2.5 Saying what you do with others

marcher	to walk, walking
manger	to eat, eating
préparer	to prepare, preparing
regarder	to watch, watching
travailler	to work, working
nous	we
le déjeuner	lunch
le film	film
la maison	house
le partenaire	male partner
la partenaire	female partner
la télé	television
dehors	outside
préfér(e)	favourite (m/f)



<https://quizlet.com/gb/442264762/year-7-french-term-12-week-5-flash-cards/>

-er verbs: 1st person plural

To say '**we**' + verb, the verb ends with **-ons**.

Nous regard**ons**. We watch (or we are watching).

Nous travaill**ons**. We work (or we are working).

1.2.6 Saying what others do

chanter	to sing, singing
étudier	to study, studying
jouer	to play, playing
elles	they (f)
ils	they (m, m/f)
un élève	pupil (m)
une élève	pupil (f)
l'histoire (f)	history
le fruit	fruit
la radio	radio
ensemble	together

<https://quizlet.com/gb/442268471/year-7-french-term-12-week-6-flash-cards/>



For either a group of boys or a mixed group.

For a group of girls only.

1.2.7 Saying 'you' meaning more than one person

fermer	to close, closing
regarder	to watch, to look at
vous	you (plural)
la chemise	shirt
la classe	class
la fenêtre	window
la porte	door
la salle	room
le silence	silence
le tableau	board
bien	good, well



<https://quizlet.com/gb/442271879/year-7-french-term-12-week-7-flash-cards/>



Vocabulary learning involves knowing different aspects of a word.

Use this checklist:

1. I have seen this word before.
2. I know what the word means.
3. I can read the word aloud.
4. I can spell the word correctly.
5. I can use the word in a sentence.
6. For nouns, I know the gender and the correct word for 'the'.

Key Learning

1

[to want]
querer



pequeño



equipo



izquierda

2

[to meet up]
quedar



parque



¿qué?

[calm,
tranquil]
tranquilo



quince



¿quién?



gato



amiga



regalo

[place]
lugar



jugar

3



[with me]
conmigo



largo

[something]
algo

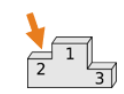


domingo



juego

4



segundo

[sure, safe]
seguro



¡mucho gusto!



imagen



gesto



recoger



argentino

[generalmente]
generalmente

5



página



elegir



religión



original



colegio

6



julio



rojo

[to leave]
dejar



mujer



mejor

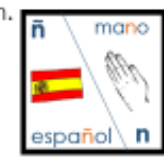
5

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

2020
año



señora



noche



nosotros

[morning;
tomorrow]
mañana



niña



montaña



nada

[to have]
tener



poner



verdad



verano



abuela

[pretty]
bonito



verde

[to live]
vivir



joven

[to know]
saber



deber

[quite]
bastante



correr



cerrar



abrir



dar



barrio



correo



correcto



seria

[about; on
top of]
sobre



rico



hijo



helado

[to do]
hacer



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



hospital

¡hasta luego!



6

T1.2 Semana 7**Talking about giving and wanting**

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

2.1.1 La plaza tiene una torre :

saber	to know
pasar	to pass
la torre	tower
su	his, her, its

2.1.2 Talking about family:

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

2.1.4 Hacer – to do:

verb HACER [to do, make]	
hago	I do
haces	you do
hace	he/she/it does


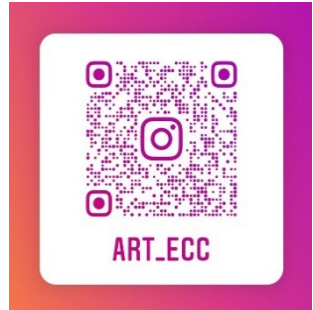
2.1.3 Describing people and places:

el árbol	tree
el lugar	place
la naturaleza	nature
el pájaro	bird
el río	river
amarillo	yellow
azul	blue
genial	great
rojo	red
verde	green
mucho	much, a lot (of)
solo	only

2.1.5/6 Revision:

hacer	to do, to make
hago	I do, I make
haces	you do, you make
hace	s/he does, s/he makes
cuál	which
la actividad	activity
los deberes	homework
el deporte	sport
el dibujo	drawing
la mañana	morning
la noche	night
la tarde	afternoon, evening
cuánto	how much, how many
cuándo	when
para	for

T1.2.7**T2.1.2****T2.1.3****T2.1.5/6**

Week	V	Key Learning – Myself: Figure	Disciplinary literacy in Art and Design	Definition	Resources
1		Drawing figures – Be shown the stages of figure drawing – proportion Use HPS – hold, pressure, speed Use other media and continue to build confidence Provided with images	Figure drawing	A figure drawing is a drawing of the human form in any of its various shapes and postures using any of the drawing media.	
			Figurative	Representing forms that are recognizably derived from life	
2		Figure drawing – using a mannequin Overlapping figures Different media explorations	Tone	The quality of brightness, deepness, or hue of a shade of a colour.	
			Tint	Adding white to a hue/ pure colour	
3		Introduction to Marcel Duchamp – Figure descending the stairs Generation of ideas	Shade	Adding black to a hue/ pure colour	
4		Create outcome – drawn elements considering proportion	Line	A single long mark made by an implement.	
5		Continue with outcome – use of tone to depict movement	Shape	The external form, contours, or outline of someone or something - 2D	
6		DIRT – Dedicated Improvement and Refinement Time.	Harmonious	Colours which are next to each other on the Colour Wheel. Often used as they create a calm effect.	

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

Part

Key Learning

Disciplinary Literacy

Resources

1

Navigating spreadsheets

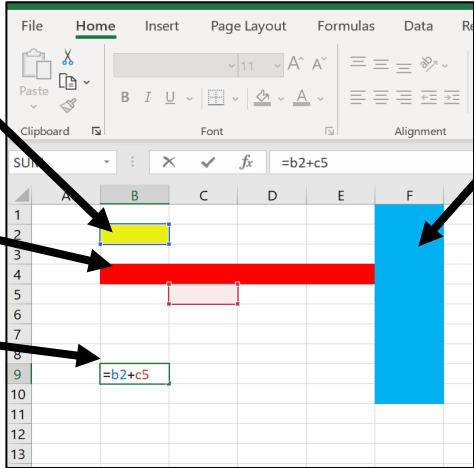
Identifying components

Cell

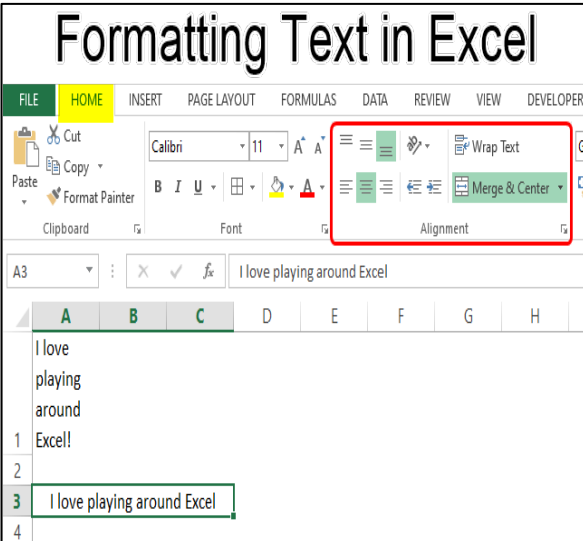
Row

Cell reference

Column



Formatting Text in Excel



Cells: a rectangular area formed by the intersection of a column and a row.

Formatting: change the appearance of the data represented in the worksheet.

Formatting techniques: used to modify the formatting of cell numbers without modifying the actual number.

Cell reference: refers to a cell or a range of cells on a worksheet and can be used in a formula so that Excel can find the values or data that you want that formula to calculate.

Formulae: an expression that operates on values in a range of cells.

SharePoint platform:

<https://egg.buckland.sharepoint.com/:f:/r/ict/Shared%20Document%20Files/02.%20Year%207?csf=1&web=1&e=6YwtFo>

2

Functionalities in Excel

Excel Basic Functions

Formulas

Statistical

Engineering

Cube

Information

Compatibility

AVERAGE

AVERAGEA

AVERAGEIF

AVERAGEIFS

BETA.DIST

CHISQ.DIST

CHISQ.DIST.RT

CHISQ.INV

CHISQ.INV.RT

CHISQ.TEST

=LEN()

LEN(text)

=TRIM()

TRIM(text)

=MAX()

MAX(number1, [number2], ...)

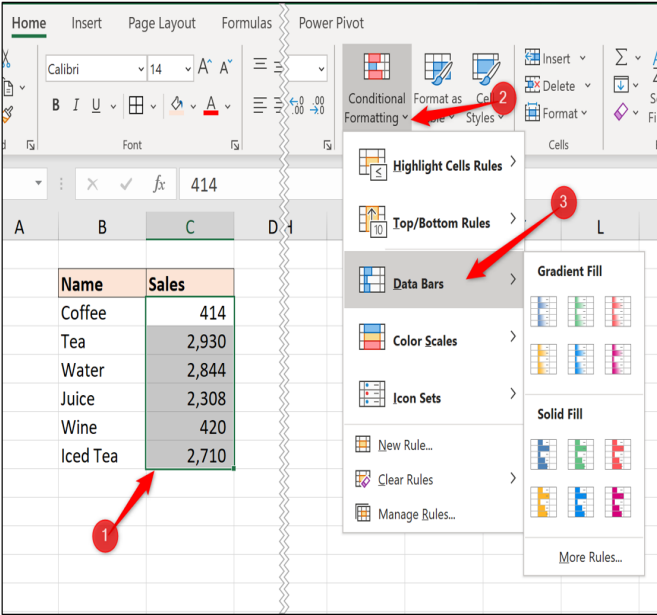
=COUNT()

COUNT(value1, [value2], ...)

=COUNTBLANK()

COUNTBLANK(range)

Conditional formatting



Primary data: refers to the first hand data gathered by the researcher themselves.

Secondary data: collected by someone other than the primary user.

Data: facts and statistics collected together for reference or analysis.

Conditional formatting: create rules that determine the format of cells based on their values, such as the following monthly temperature data with cell colours tied to cell values.

Functionality: predefined formulas that perform calculations by using specific values, called arguments, in a particular order, or structure.

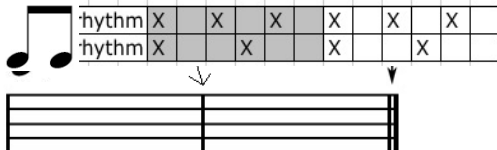
SharePoint platform:

<https://egg.buckland.sharepoint.com/:f:/r/ict/Shared%20Document%20Files/02.%20Year%207?csf=1&web=1&e=6YwtFo>

Subject: Computing

Year Group: 7

20



← one BAR →
throughout much music. Certain beats or the pulse can be emphasised to establish regular pulse patterns e.g.

1 2 3 4, 1 2 3 4 = a 4-beat pulse

1 2 3, 1 2 3 = a 3-beat pulse (often called a **WALTZ**)

1 2, 1 2, 1 2 = a 2-beat pulse (often called a **MARCH**)

RHYTHM – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse:

Music is my favourite



ACCENT – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

DURATION – The length of a sound – long/short

TEMPO – The speed of a sound or piece of music – fast/slow

TEXTURE – Layers of sound or how much sound is heard – thick/thin

STRUCTURE – The organisation of sound or how sounds are ordered

SILENCE – The absence of sound or no sound, shown in music by **RESTS**.

RHYTHM GRID NOTATION – A way of writing down and recording rhythms using boxes



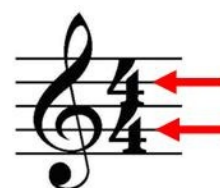
Rhythm

Exploring Rhythm and Pulse



B. Time Signatures

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.



Top Number = **HOW MANY BEATS**

Bottom Number = **TYPE OF BEAT**

2/4 = **TWO CROTCHET** beats per **BAR**



e.g. a **MARCH**

3/4 = **THREE CROTCHET** beats per **BAR**



e.g. a **WALTZ**

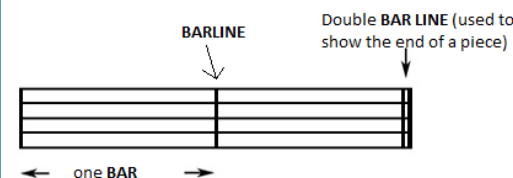
4/4 = **FOUR CROTCHET** beats per **BAR**



Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES



C. Ostinatos, Cyclic and Polyrhythms

RHYTHMIC OSTINATO – a short repeated pattern made up of notes of different lengths but without a particular pitch.

CYCLIC RHYTHM – a rhythm which is repeated over and over again (in a cycle) many times.

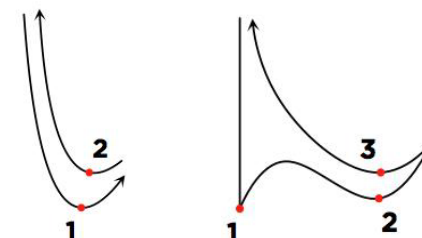
POLYRHYTHM – the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**. A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a “3 against 2 Polyrhythm”



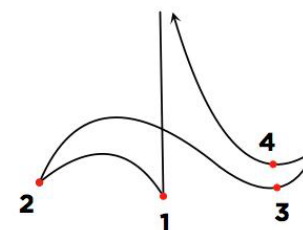
D. Conducting Pulses and Beats

Conducting a 2-beat Pulse/Beat (e.g. a March)






Conducting a 3-beat Pulse/Beat (e.g. a Waltz)



Conducting a 4-beat Pulse/Beat



E. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1

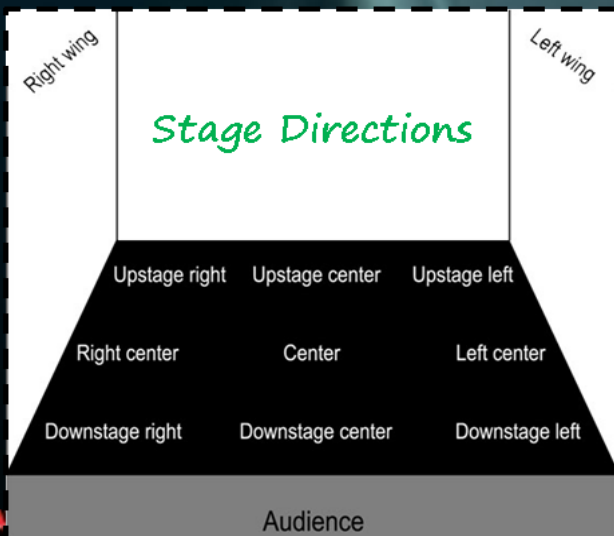
KS3 Drama Knowledge Organiser Years

KEY PHYSICAL SKILLS

Gesture	How everyday actions, such as shaking hands or putting on a jacket, express something about a character. What single gestures, like a wave or hug can reveal about a character.
Facial Expression	How different facial expressions reflect different characters and their moods. How eye movements can convey feelings and relationships.
Over Exaggeration	Exaggeration is a representation of something in an excessive manner. Overacting is the exaggeration of gestures and speech when acting.
Body Language	The gestures, postures, and facial expressions by which a person manifests various physical, mental, or emotional states and communicates nonverbally with others.
Slow Motion	How quickly or slowly a character makes a gesture or moves across the stage and how it influences our opinion of them.

DRAMA STRATEGIES

Freeze Frame	The action is frozen like a photograph.
Split Scene	Cutting from scene to scene.
Improvisation	Improvisation is a state of being and creating action without pre-planning. This can be when an individual or group is acting, dancing, singing, playing musical instruments, talking, creating artworks, problem solving, or reacting in the moment and in response to the stimulus.
Hot Seating	You are in role and people ask you questions about your background, behaviour and motivation.
Role on the Wall	Role on the Wall is a visual map that invites the actors to explore the inner feelings and outer influences on a character, place, or idea.
Thought Tracking	When frozen you speak the thought in the character's head aloud.
Levels	Using heights and proxemics to demonstrate meaning and relationships to the audience.



THE STAGE

Set	The set is the constructed or created setting in which a play takes place.
Props	The props are the items used during a performance.
Costume	All the clothes and accessories an actor wears to demonstrate meaning and/or character.
Masks	Masks are a form of covering the face enabling actors to represent different people or beings leading to a more striking and effective performance.
Make-Up	Make-up is the cosmetic paint, powder and colouring used on stage to make faces and expressions visible to the audience.
Lighting	The use of artificial light to create a range of effects and moods, or to direct the audience's attention.
Sound	This includes everything the audience hears.







"All the world's a stage."
William Shakespeare


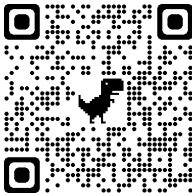
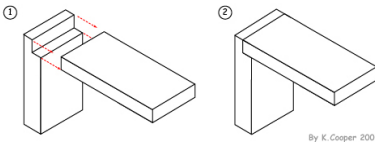





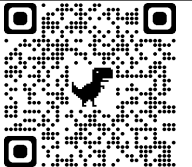

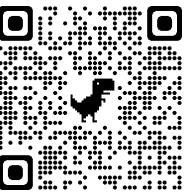
Blocking is:







- the precise staging of actors.
- working out an actors movements on the stage.

*"We must all do theatre, to find out who we are,
and to discover who we could become."*

Augusto Boal

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 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 – 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	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="120 379 1044 524"><thead><tr><th colspan="2">Ease of manufacture</th><th colspan="4">Suitable material</th></tr><tr><th>Hand Tools</th><th>Machine Tools</th><th>Solid Wood</th><th>MDF</th><th>Plywood</th><th>Chipboard</th></tr></thead><tbody><tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✗</td></tr></tbody></table> 	Ease of manufacture		Suitable material				Hand Tools	Machine Tools	Solid Wood	MDF	Plywood	Chipboard	✓	✓	✓	✓	✓	✗	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="1118 959 1466 1109"><thead><tr><th>GRADE</th><th>GRIT SIZE</th><th>DENSITY</th></tr></thead><tbody><tr><td>EXTRA COARSE</td><td>60 TO 40</td><td rowspan="2">S.2, 2, 3</td></tr><tr><td>MEDIUM COARSE</td><td>80 TO 100</td></tr><tr><td>MEDIUM</td><td>120 TO 180</td><td>1, F.2, m.2</td></tr><tr><td>FINE</td><td>220 TO 280</td><td>2/0, 0, 1</td></tr><tr><td>VERY FINE</td><td>320 UPWARDS</td><td>FLOUR</td></tr></tbody></table>	GRADE	GRIT SIZE	DENSITY	EXTRA COARSE	60 TO 40	S.2, 2, 3	MEDIUM COARSE	80 TO 100	MEDIUM	120 TO 180	1, F.2, m.2	FINE	220 TO 280	2/0, 0, 1	VERY FINE	320 UPWARDS	FLOUR	Abrasive Grit Grade		
GRADE	GRIT SIZE	DENSITY																			
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FINE	220 TO 280	2/0, 0, 1																			
VERY FINE	320 UPWARDS	FLOUR																			
6	When you manufacture a product using woods it will soon be necessary to join parts together. This can be done using fixings such as screws, nails and pins OR through the use of glues. Modern glues are very strong and if adverts on TV are to be believed, joints made with glues can be stronger than the wood itself. Modern Glues - P.V.A. (Polyvinyl Acetate) Glues are very popular as they do not need preparation. 	Adhesive PVA Clamp Assembly																			

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 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
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

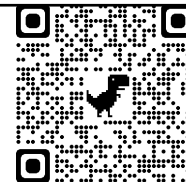
During this project students will be working as a designer/maker to create a maze using CAD/CAM and CNC mills

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



My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
	17/04/2023	18/04/2023	19/04/2023	20/04/2023	21/04/2023	22/04/2023	23/04/2023
2							
	24/04/2023	25/04/2023	26/04/2023	27/04/2023	28/04/2023	29/04/2023	30/04/2023
3							
	01/05/2023	02/05/2023	03/05/2023	04/05/2023	05/05/2023	06/05/2023	07/05/2023
4							
	08/05/2023	09/05/2023	10/05/2023	11/05/2023	12/05/2023	13/05/2023	14/05/2023
5							
	15/05/2023	16/05/2023	17/05/2023	18/05/2023	19/05/2023	20/05/2023	21/05/2023
6							
	22/05/2023	23/05/2023	24/05/2023	25/05/2023	26/05/2023	27/05/2023	28/05/2023
7							
	17/04/2023	18/04/2023	19/04/2023	20/04/2023	21/04/2023	22/04/2023	23/04/2023

My Homework						
Week						
17/04/2023						
24/04/2023						
01/05/2023						
08/05/2023						
15/05/2023						
22/05/2023						
17/04/2023						

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

Date	Book Title	Pages	Main Events
18/04/2023			
19/04/2023			
20/04/2023			
21/04/2023			
24/04/2023			
25/04/2023			
26/04/2023			
27/04/2023			
28/04/2023			
01/05/2023			
02/05/2023			
03/05/2023			
04/05/2023			

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

Date	Book Title	Pages	Main Events
05/05/2023			
08/05/2023			
09/05/2023			
10/05/2023			
11/05/2023			
12/05/2023			
15/05/2023			
16/05/2023			
17/05/2023			
18/05/2023			
19/05/2023			
22/05/2023			

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

Date	Book Title	Pages	Main Events
23/05/2023			
24/05/2023			
25/05/2023			
26/05/2023			

April/May	EASTER HOLIDAYS	Friday 21st	Friday 28th	Friday 5 th	Friday 12 th	Friday 19 th
		THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
		OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %

May	Friday 26 th	HALF TERM
	THIS WEEK: %	
	OVERALL: %	

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

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



[illegible]