

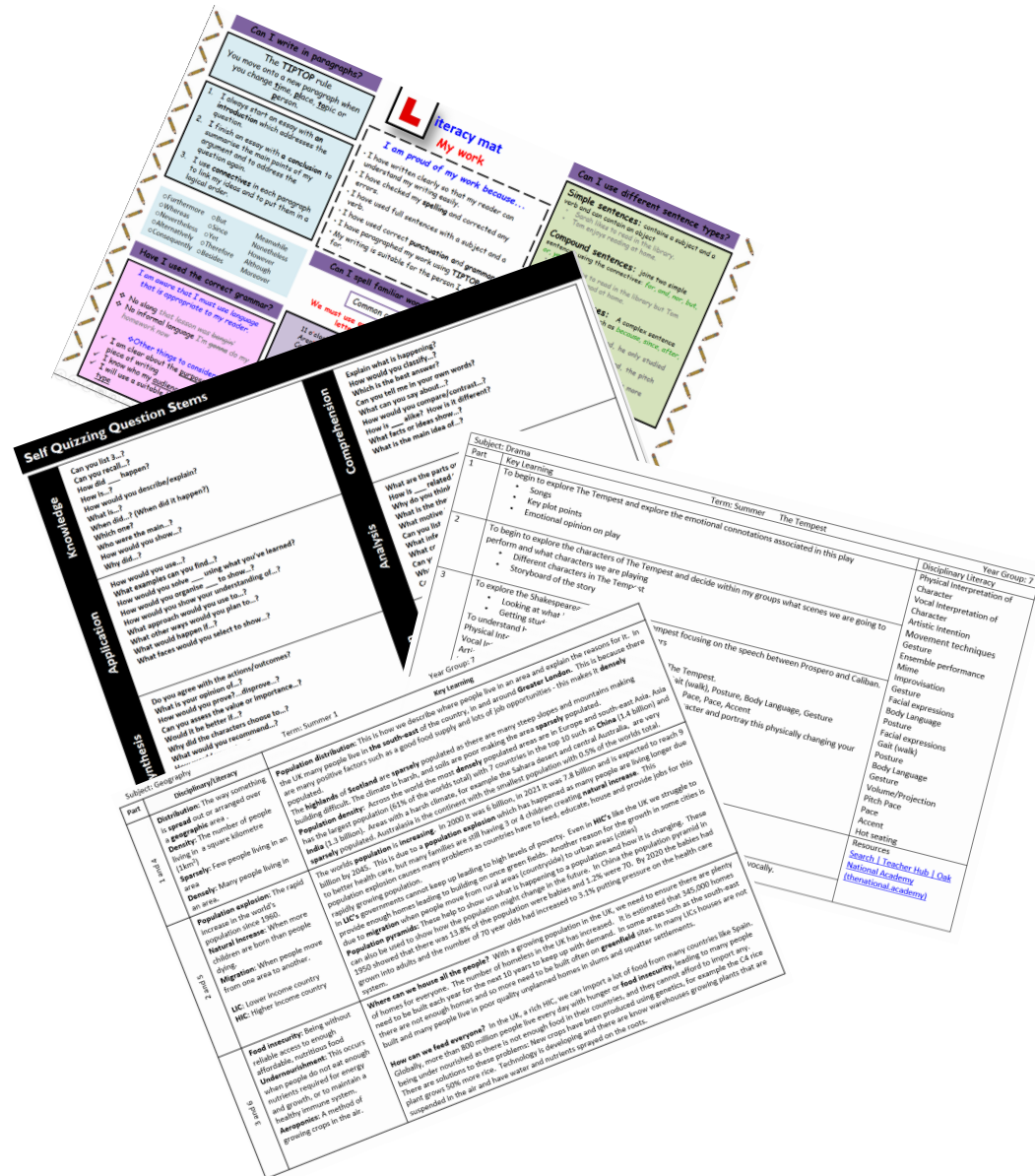
Year 7

Knowledge Organiser

Spring 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*

'Animal Farm': Knowledge Organiser

Chapter breakdown

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

The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

Characters

Napoleon

'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

Squealer

'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

Boxer

'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

Key words

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

Manipulate – To control or influence something or someone so that you get an advantage, often unfairly or dishonestly.

rebellion – a rebellion is a situation in which people fight against those who are in charge of them.

Rhetoric – The art of persuasive (or effective) speaking or writing.

corrupt – when people use their power in a dishonest way order to make life better for themselves.

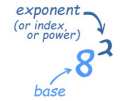
propaganda – Information that is meant to make people think a certain way. The information may not be true.

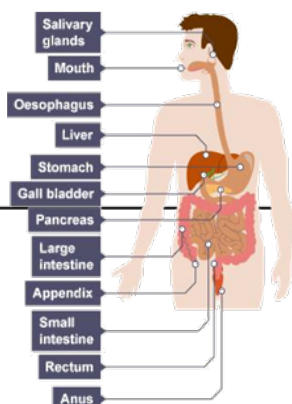
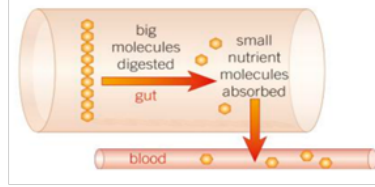
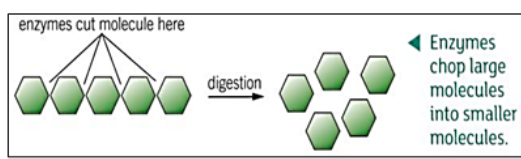
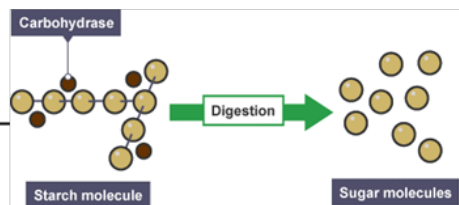
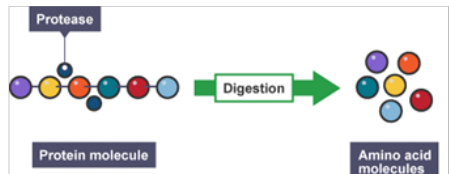
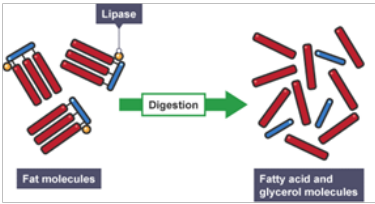
cult of personality – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as **treacherous**.

Biographical information

1	'Animal Farm' was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	'Animal Farm' was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	'Animal Farm' is an allegory for the events of the Russian Revolution.

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)		$5^2 \times 5^8 = 5^{2+8} = 5^{10}$ $10^7 \div 10^4 = 10^{7-4} = 10^3$ $(3^5)^2 = 3^{5 \times 2} = 3^{10}$	NOT $5^2 \times 5^8 = 25^{16}$ NOT $2^3 \times 7^3 = 14^6$ NOT $(2^4)^3 = 8^{12}$
	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. $4^{-1} = \textit{reciprocal of } 4 = \frac{1}{4}$
	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 $Area = \frac{1}{2}(a + b)h$	A and B represent the parallel sides H is the perpendicular distance between A and B		

Part	Key Learning		Disciplinary/Literacy																																										
1	<p>There are 7 different types of nutrients;</p> <ol style="list-style-type: none">1. Carbohydrates; simple carbohydrates provide a quick source of energy. Complex carbohydrates release energy more slowly.2. Lipids (fats and oils)3. Proteins4. Vitamins5. Minerals6. Water (needed in all cells and body fluids)7. Dietary fibre	<h3>DIGESTIVE SYSTEM</h3> <p>The small intestine has a thin wall, covered in villi. These structures increase the surface area for absorption. They also contain blood capillaries to carry away absorbed food molecules.</p>  <p>Mouth Food is chewed and mixed with saliva. Teeth help to break the food into smaller chunks.</p> <p>Gullet Food passes down this tube.</p> <p>Stomach Food is mixed with digestive juices and acids. Digestive juices from the liver and pancreas are added and digestion is completed. Small molecules of nutrients pass through the intestine wall into the bloodstream.</p> <p>Small intestine Only food that cannot be digested gets this far. Water passes back into the body, leaving a solid waste of undigested food called faeces.</p> <p>Large intestine Faeces are stored here until they leave the body.</p> <p>Rectum This is a muscular ring through which faeces pass out of the body.</p> <p>Anus</p>  <p>Gut bacteria make important vitamins (vitamin K) and help break down food.</p>  <p>enzymes cut molecule here</p> <p>Enzymes chop large molecules into smaller molecules.</p>	<table><tr><th>KEYWORD</th><th>DEFINITION</th></tr><tr><td>Balanced diet</td><td>Eating food containing the right nutrients in the correct amounts.</td></tr><tr><td>Bile</td><td>Substance that breaks fat into small droplets.</td></tr><tr><td>Carbohydrase</td><td>Enzyme that breaks down carbohydrates into sugar molecules.</td></tr><tr><td>Carbohydrates</td><td>Nutrients that provide the body's main source of energy. There are two types; simple (sugars) and complex (starch).</td></tr><tr><td>Deficiency</td><td>A lack of minerals that causes poor growth.</td></tr><tr><td>Dietary fibre</td><td>Parts of plants and animals that cannot be digested. It helps the body to eliminate waste by providing bulk to keep food moving through the digestive system.</td></tr><tr><td>Digestion</td><td>Process in which large molecules are broken down into small molecules.</td></tr><tr><td>Digestive system</td><td>Group of organs that work together to break down food.</td></tr><tr><td>Enzymes</td><td>Substances that speed up the chemical reactions (biological catalysts) of digestion resulting in large molecules being broken into small molecules.</td></tr><tr><td>Food tests</td><td>Chemical test to detect the presence of particular nutrients in food.</td></tr><tr><td>Gut bacteria</td><td>Microorganisms that naturally live in the intestine and help food break down.</td></tr><tr><td>Lipase</td><td>Enzyme that breaks down lipids into fatty acids and glycerol.</td></tr><tr><td>Lipids</td><td>Nutrients that provide a store of energy and insulate the body. Sources are butter, milk, nuts.</td></tr><tr><td>Minerals</td><td>Essential nutrients needed in small amounts to keep you healthy. Sources are fruit and vegetables.</td></tr><tr><td>Nutrients</td><td>Essential substance that your body needs to survive, provided by food.</td></tr><tr><td>Obese</td><td>Extremely overweight.</td></tr><tr><td>Protease</td><td>Enzyme that breaks down protein into amino acids.</td></tr><tr><td>Proteins</td><td>Nutrient your body uses to build new tissue for growth and repair. Sources are meat, fish, eggs.</td></tr><tr><td>Starvation</td><td>Extreme case of not eating enough food.</td></tr><tr><td>Vitamins</td><td>Essential nutrients needed in small amounts to keep you healthy. Sources are fruit and vegetables.</td></tr></table>	KEYWORD	DEFINITION	Balanced diet	Eating food containing the right nutrients in the correct amounts.	Bile	Substance that breaks fat into small droplets.	Carbohydrase	Enzyme that breaks down carbohydrates into sugar molecules.	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2	<h3>Food Tests</h3> <p>A food solution must be prepared by crushing the food and then adding a few drops of distilled water.</p> <ul style="list-style-type: none">• Starch → If iodine is added to starch it will turn blue/black.• Sugar → If Benedict's solution is added to a sugar and heated it will form an orange-red precipitate.• Lipids → To test for fat, mix the substance with a small amount of ethanol and distilled water, if a milky white emulsion appears, then fat is present OR rub solid food into a piece of filter paper, if the paper turns translucent the food contains lipids.• Protein → If Biuret solution is added to protein it will turn purple.																																												
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4	<h3>UNHEALTHY DIET</h3> <ul style="list-style-type: none">• Energy in food is measure in joules or kilojoules (1 kilojoule = 1000 joules).• The amount of energy you need depends on your age, body size, gender and fitness.• If energy in food is less than the energy you use, you will lose body mass (become underweight). Underweight people suffer from health problems, lack energy and are likely to have mineral deficiencies.• Overweight people have an increased risk of heart disease, stroke, diabetes and some cancers.• Vitamin and mineral deficiencies can damage a person's health; vitamin D deficiency can lead to weak bones (rickets).	<h3>DIFFERENT TYPES OF ENZYMES;</h3> <p>different enzymes break down different nutrients.</p>  <p>Carbohydrates are digested in the mouth (saliva), stomach and small intestine.</p>																																											
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6	 <p>Proteins are digested in the stomach and small intestine. Acid in the stomach helps digestion and kills harmful microorganisms.</p>  <p>Lipids are digested in the small intestine. It is helped by bile (a substance made in the liver).</p>																																												

Part	Theme	Disciplinary/Literacy
1	How do different cultures account for the existence of the universe?	<i>Aborigine</i> : a person (or group) who has been in a country from the earliest times <i>The Dreaming/Dreamtime</i> : Aboriginal beliefs and stories about how life came to be
2	Secular theories for the origins of the universe	<i>Big Bang Theory</i> : the theory that the universe began with a very large explosion from a single point <i>Theory of Evolution</i> : theory explaining how living things change and develop over millions of years <i>Natural Selection</i> : the process by which species that are best able to survive produce new adaptations
3	The Biblical Creation Story	<i>Ex Nihilo</i> : literally ‘from out of nothing’ – the idea that God created all things from nothing <i>Original Sin</i> : the belief that all human beings are born sinful as a consequence of Adam and Eve’s sin <i>Satan</i> : (literally meaning ‘Accuser’ or ‘Adversary’) – an angel that was thrown out of heaven by God...determined to keep humans from reaching God <i>The Fall</i> : the point where human sin caused a separation between God and mankind
4	The Argument from Design	<i>Teleological Argument</i> : the argument that there is evidence of design in the known universe <i>Complexity</i> : the idea that the natural world has such complex functionality that there must be an intelligent creator. <i>William Paley</i> : A Christian philosopher who put forward the argument that there is evidence of design in the universe <i>Charles Darwin</i> : the naturalist who sailed around the world gathering evidence for the theory of evolution...published in ‘On the Origin of Species’
5	Stewardship and Dominion	<i>Khalifah</i> : the Islamic teaching that Allah created the world and Muslims are stewards of his creation. <i>Stewardship</i> : the process of caring for and looking after something <i>Dominion</i> : having a responsibility for, and authority over, something
6	Free will and Predestination	<i>Predestination</i> : the teaching that God has already decided everything that will happen to people...including whether or not they will go to heaven. <i>Free-will</i> : the idea that human beings have the power to make decisions that are not dictated by their past, God or the universe <i>Self determinism</i> : the teaching that our actions are entirely determined by ourselves (similar to free will.

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Migration: When people move from one area to another.</p> <p>Megacity: A city with a population over 10 million</p> <p>Sustainable city a city designed with consideration for social, economic, environmental impact, without compromising the ability of future generations to experience the same.</p>	<p>Mumbai is an important port city on the northwest coast of India. It operates as the commercial capital of India, it is important for manufacturing and finance and it is also the home of 'Bollywood' films. Almost 21 million people lived in Mumbai in 2022, compared to less than 16 million in 2002. It is one of the most densely populated megacities in the world, particularly the Island City sector with a population density of 43,000 people per square kilometre. Mumbai has had a high level of natural increase, as well as enormous rural to urban migration. A consequence of such rapid urbanisation is the development of squatter settlements. In Mumbai the squatter settlement of Dharavi is now home to over 1 million people.</p> <p>Sustainable cities: Many people are working towards trying to make cities more sustainable. A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy.</p> <p>Features of a sustainable city: Resources and services in the city are accessible to all. Public transport is seen as a viable alternative to cars and is safe and reliable. Wherever possible, renewable resources are used instead of non-renewable resources. Waste is seen as a resource and is recycled wherever possible. New homes are energy efficient. There is access to affordable housing. Community links are strong and communities work together to deal with issues such as crime and security. Cultural and social amenities are accessible to all. A sustainable city will grow at a sustainable rate and use resources in a sustainable way.</p>
2 and 5	<p>Biomes – areas of the world that have similar climate and vegetation characteristics.</p> <p>Desert – This is a biome that is arid (dry) as it has less than 250mm of rain per year.</p>	<p>There are many factors that a great place to live such as access to water, flat land for building and growing crops. However there are many people that live in biomes that are more challenging to live in. The Tundra in the north of Russia and Canada. It is characterised by extremely cold temperatures, low rainfall. Tundra winters are long, dark, and cold, with temperatures below 0°C for six to 10 months of the year. The temperatures are so cold that there is a layer of permanently frozen ground below the surface, called permafrost. In the tundra summers, the top layer of soil thaws only a few centimeters, providing a growing surface for the roots of vegetation. Only mosses grow there and any other plants stay close to the ground. In contrast hot deserts have an extremely hot climate with little rainfall creating a challenging environment to live. There are few plants or animals in hot deserts, those which do survive there have adapted to difficult conditions.</p>
3 and 6	<p>Precipitation – Moisture that falls from the sky including rain, snow, sleet and hail.</p> <p>Soil - is the loose mineral or organic material on the surface of the Earth that plants grow in.</p>	<p>When investigating places there are a number of physical characteristics we can compare. We can compare the climate using a climate graph which, shows the rainfall (precipitation) and the temperature of a place. Rainfall is shown using a bargraph, temperature is shown on a line graph.</p> <p>Soils can be measured to discover how good they will be for growing crops. The soil is determined by the climate, if the land is steep or flat, the type of bedrock underneath the soil and the type of animals that are in the place. Soils have different layers from the thin humus layer on top, then the top soil and sub soil moving downwards to the rocks.</p> <p>Many plants have adapted to live in different soils and different climates. In hot deserts, Cacti have developed a thick waxy skin so that it does not lose water due to the hot conditions. In the Tundra plants like the Arctic poppy has developed a hairy stem to help keep it warm due to the cold climate.</p>

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 & hell.</p> <p>Excommunicated: This is when someone is banned from going to 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 & Hell</u> were real places & 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 life's, because everyone needed the church for Baptisms, Weddings & 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 & the Church. <u>King Henry II & Thomas Becket</u> used to be good friends but their <u>friendship</u> ended when one of them were <u>brutally murdered</u>. The Church did not always follow the same rules as everyone one else, for example <u>law courts</u>. People who worked for the Church & 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 the <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 Barons & 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> of the Magna Carta only protected Barons & others Nobles. <u>As a consequence of the Magna Carta, significant power</u> was taken away from the King & 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 to <u>independent Welsh tribes</u>. A welsh <u>tribal leader called Llywelyn II</u> became to call himself the <u>Prince of Wales</u> in 1258, Edward I did not like this & demanded the Prince of Wales pay homage to him, which he refused! In 1277 Edward I successfully invaded Wales. In 1282 Llywelyn & his brother David attempted a rebellion against the English & 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 & 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 <u>tribes or clans</u>, however an overall <u>King of Scotland</u> existed. However, in 1296 Edward I <u>conquered</u> Scotland & <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 & taken to London where he was hanged, drawn & quartered. Despite this, Wallace had aroused <u>patriotic feelings</u> in Scotland & 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 & Scotland was to remain as a <u>separate country</u> from England for the <u>next 300 years</u>. 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 & India, through the Middle East, then into Europe through Italy. <u>Ships</u> carrying the Plague infected <u>people</u> & the infected <u>rats</u> landed in ports all over Europe. <u>Death toll:</u> It would <u>kill 75 million</u> people in Europe & killed <u>1/3</u> of the people in England. Life had dramatically changed once the Black Death passed & people began to question faith & <u>social mobility</u>.</p>

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

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

Key Learning

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

1



2



3



4



5



6



[to want]
querer



[to meet up]
quedar



[calm, tranquil]
tranquilo



[place]
lugar



[with me]
conmigo



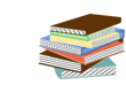
[something]
algo



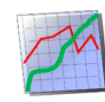
[sure, safe]
seguro



[generalmente]
generalmente



[to leave]
dejar



Key Learning

1.2.1 Saying what I and others don't do

1	caminar	to walk	señor	sir, Mr.
	estudiar	to study	señora	madam, Mrs.
2	entiendo	I understand	verdader o/a	true
	el arte	art	falso/a	false
	el español	Spanish	mucho	much, a lot
3	el inglés	English	pero	but
	la ciencia	science	o	or
	el grupo	group	perdón	sorry
	el silencio	silence	no	no, not

1.2.3 Saying what there is around y

hay	there is / are	una puerta	a door
mirar	to look, looking	una silla	a chair
un chico	a boy	una ventana	a window
una chica	a girl	allí	there
una clase	a class	aquí	here
una mesa	a table	(un) señor	Mr, man
una persona	a person	(una) señora	Mrs, woman

1.2.4 Describing what there is around you


son	they are (trait)
antiguo	old, ancient
barato	cheap
bonito	pretty
bueno	good
caro	expensive
famoso	famous
feo	ugly
malo	bad
pequeño	small
rico	rich
¿Cómo es?	What is s/he like? What is it like?

1.2.2 Talking about more than one thing

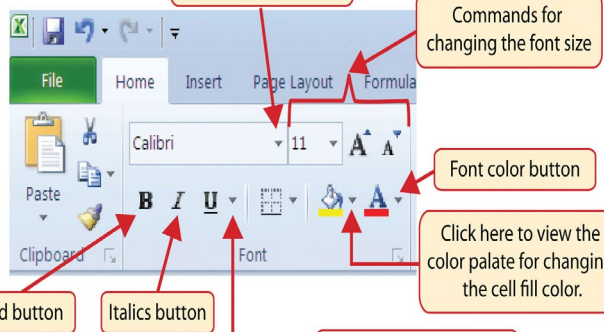
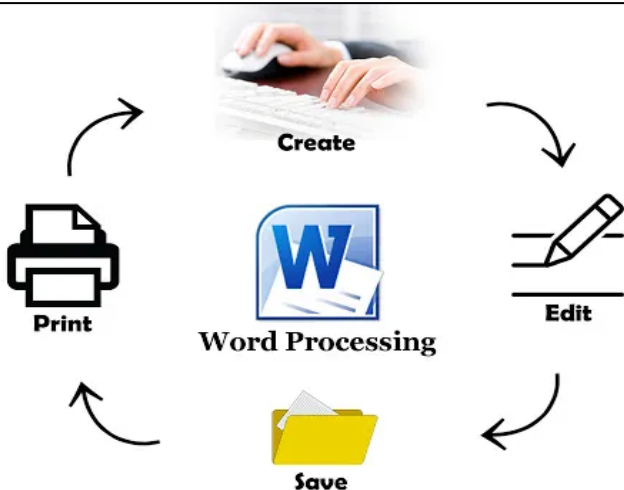

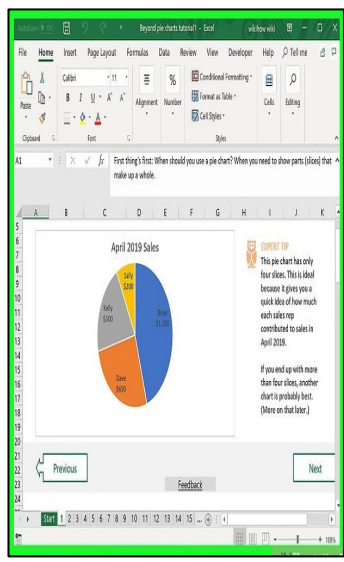
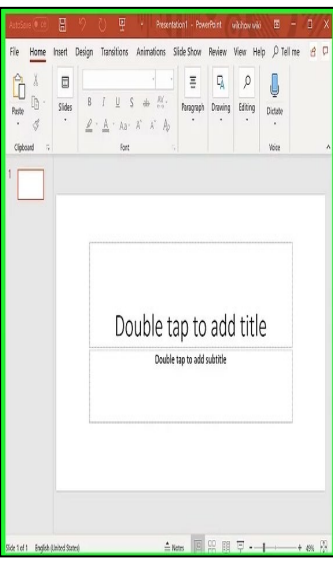
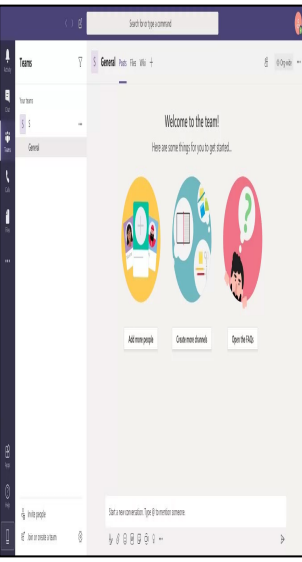
uno	1	siete	7	un autor / una autora	author
dos	2	ocho	8	un color	colour
tres	3	nueve	9	un director/ una directora	a head teacher
cuatro	4	diez	1 0	una flor	a flower
cinco	5	once	1 1	un plan	a plan
seis	6	doce	1 2	un profesor / una profesora	a teacher
un número	a number				

1.2.1







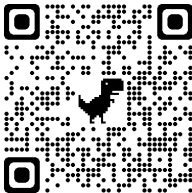
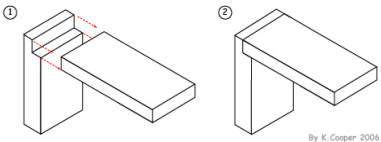





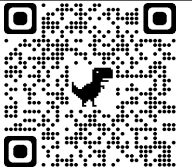

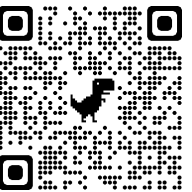
Week	AO	Key Learning – Portrait, mixed media and layers	Disciplinary literacy in Art and Design	Definition	Resources
1	1	Artist intro – analysis of work. What do you notice? What is the main subject within the work? What media has been used? What is your professional opinion? (research page for HW (set before Christmas break).	Basquiat	An artist known for his raw gestural style of painting. He incorporated graffiti-like images and scrawled text in his works.	 <p>1 – Basquiat fact sheet and imagery.</p> <p>2 – mark-making in Basquiat style, oil pastels</p> <p>3 – Magazine portraits, pastels.</p> <p>4 – Magazines, PVA glue, scissors.</p> <p>5 – Watercolour paint, salt, cling film, white wax crayon, paint brushes, sponges.</p> <p>6 – Access to all of the above equipment and media.</p>
			Analysis	To look at, to talk about something in detail.	
			Opinion	A view or judgement formed about something.	
2	1	Drawing in a variety of media Exploration of media <u>Eyes</u> Continuous Line Opposite hand 30 second etc.	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.	
			Media	Something to work with in art, for example; paint, collage, pencil, pastel, crayon etc.	
3	2	Acrylic mark-making	Composition	The arrangement of line, colour, shape etc in an outcome.	
4	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.	Acrylic paint	A plastic based paint, are pigment suspended in water, but become water-resistant when dry. Quick drying, can be applied impasto or as a thin wash	
5	2	Basquiat outcome using control, mixed media, layers and collage.			
6		DIRT – Dedicated Improvement and Refinement Time.	Refine	To improve something.	







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

Part	Key Learning	Disciplinary Literacy	Resources
1	<p>Content Creation</p> <div data-bbox="155 78 818 621"> <p>Formatting</p>  <p>Click here to open the font style drop-down menu.</p> <p>Commands for changing the font size</p> <p>Font color button</p> <p>Click here to view the color palate for changing the cell fill color.</p> <p>Click here to select the double underline format.</p> <p>Bold button</p> <p>Italics button</p> </div> <div data-bbox="828 78 1471 621"> <p>Features of a word processor</p>  <p>Create</p> <p>Edit</p> <p>Save</p> <p>Print</p> <p>Word Processing</p> </div>	<p>Word processor: A program or machine for storing, manipulating, and formatting text entered from a keyboard and providing a printout.</p> <p>Formatting: arrange or put into a format.</p> <p>Formatting techniques: Document formatting refers to the way a document is laid out on the page.</p> <p>Software: a collection of instructions and data that tell a computer how to work. This contrasts with physical hardware, from which the system is built and performs the work.</p>	<p>SharePoint platform:</p> <p>https://egg.buckland.sharepoint.com/f:/r/ict/Shared%20Documents/Student%20Files/02.%20Year%207?csf=1&web=1&e=6YwtFo</p>
2	<p>Office365- Learn to navigate these pieces of software asap- as they are used frequently in school.</p> <div data-bbox="155 706 1460 1306"> <div data-bbox="155 706 455 1306"> <p>Word</p>  </div> <div data-bbox="466 706 808 1306"> <p>Excel</p>  </div> <div data-bbox="818 706 1149 1306"> <p>PowerPoint</p>  </div> <div data-bbox="1160 706 1460 1306"> <p>Teams</p>  </div> </div>	<p>Microsoft Word: a word processing program that allows for the creation of both simple and complex documents.</p> <p>Microsoft Teams: the ultimate messaging app for ECC—a workspace for real-time collaboration and communication, meetings, file and app sharing.</p> <p>Microsoft Excel: a spreadsheet program included in the Microsoft Office suite of applications.</p> <p>Microsoft PowerPoint: a powerful slide show presentation program</p> <p>Office365: a hosted, online version of the traditional installed Microsoft Office software. This online service is subscription-based and includes Office, Exchange Online, SharePoint Online, Lync Online and Microsoft Office Web Apps.</p>	<p>SharePoint platform:</p> <p>https://egg.buckland.sharepoint.com/f:/r/ict/Shared%20Documents/Student%20Files/02.%20Year%207?csf=1&web=1&e=6YwtFo</p>

Part	Key Learning	Disciplinary Literacy
1	<p>To begin to explore animal farm and explore the emotional connotations associated in this play</p> <ul style="list-style-type: none"> Songs in film Key plot points Emotional opinion on play 	<p>Physical Interpretation of Character</p> <p>Vocal Interpretation of Character</p> <p>Artistic Intention</p> <p>Movement techniques</p> <p>Gesture</p>
2	<p>To begin to explore the characters of animal farm and decide within my groups what scenes we are going to perform and what characters we are playing</p> <ul style="list-style-type: none"> Different characters in animal farm Storyboard of the story 	<p>Ensemble performance</p> <p>Mime</p> <p>Improvisation</p> <p>Gesture</p> <p>Facial expressions</p>
3	<p>To explore the rules set down in animal farm with the character I selected last week and make relations to me as a student</p> <ul style="list-style-type: none"> 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, Pace, Accent</p> <p>Artistic Intention of your ability to physical interpret your character and portray this physically changing your body language, facial expression and voice.</p>	<p>Body Language</p> <p>Posture</p> <p>Facial expressions</p> <p>Gait (walk)</p> <p>Posture</p> <p>Body Language</p> <p>Gesture</p> <p>Volume/Projection</p> <p>Pitch Pace</p> <p>Pace</p> <p>Accent</p> <p>Hot seating</p>
4	<p>To create a script from the selected scenes.</p> <ul style="list-style-type: none"> Script creation from scenes Rehearsal of scenes 	<p>Resources</p> <p>Animal Farm (1999) - All songs - YouTube</p>
5	<p>To rehearse and polish my scenes ready to perform next week, looking at physically and vocally.</p> <p>Rehearsal of chosen scenes</p> <p>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>	<p>Animal Farm: Plot Lit P.D. BBC Teach - YouTube</p> <p>George Orwell's Animal Farm Animation (Full Movie) - YouTube</p>
6	<p>To take part in a group perform to my class from the play animal farm.</p> <ul style="list-style-type: none"> 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 actors movement or position of their body.</p> <p>Posture – the position that a character is sitting or standing in. It helps to show their emotions.</p>	

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.
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		
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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

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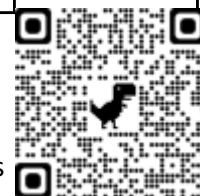
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As designers, students need to understand the sustainability of our materials and will come to understand advantages and disadvantages of using plastics



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

My Homework						
Week						
02/01/2023						
09/01/2023						
16/01/2023						
23/01/2023						
30/01/2023						
06/02/2023						

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

[illegible]

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[illegible]

[illegible]

January	Friday 6 th		Friday 13 th		Friday 20 th		Friday 27 th	
	THIS WEEK:	%	THIS WEEK:	%	THIS WEEK:	%	THIS WEEK:	%
	OVERALL:	%	OVERALL:	%	OVERALL:	%	OVERALL:	%
February	Friday 3 rd		Friday 10 th		HALF TERM			
	THIS WEEK:	%	THIS WEEK:	%				
	OVERALL:	%	OVERALL:	%				

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

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



[illegible]