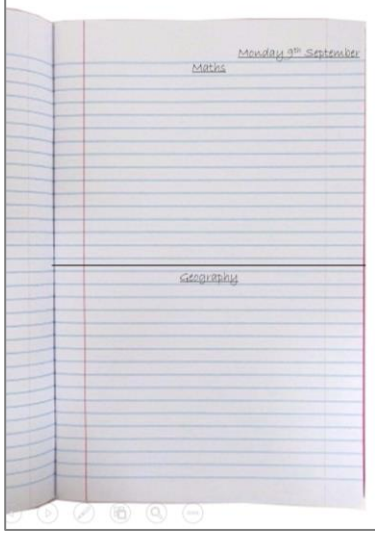
# Knowledge Organisers
# Year 7 – Term 1

## How to complete your Knowledge Organiser Homework

- Learning is an **active process**, just reading the information will not be enough




Each day, in your Knowledge Organiser book, you must write the date at the top and then draw a line to divide the page in half using a ruler.

Use the top half of the page for one subject and the bottom half of the page for the other

You can use some of the techniques you have been taught;

- Look, cover, write, correct, repeat
- Mind maps
- Word Up
- Flashcards

(YouTube channel – Woodrush Online)

## Key Points

- Each night you should spend 20 minute learning the information from the knowledge organisers for 2 subjects as set out in your planner
- You should also read you book each night
- You must have evidence of your work in your knowledge organiser exercise book (reading the knowledge organisers is not enough!)
- Your learning of the information will be checked in your lessons
- Your parent/carer must sign your planner each week to confirm that you have been completing your homework
- You may be given option homework to complete but this is not compulsory (but worth lots of achievement points!)
- You can find videos of ways to learn the information at the YouTube Channel 'Woodrush Online'

NAME: _____ FORM: _____

# English

# Identity

## Key Terms

| | |
|---|---|
| Adjective | A word which describes the quality of a noun. For example:<br>**She read an exciting book.**<br>**The weather was cold and miserable.** |
| Autobiography | A book about a person's life, written by that person. |
| Culture | Culture is the behaviour shared by a group of people. Many different things make up a society's culture. These things include food, language, clothing, music, arts, customs, beliefs, and religion. |
| Effect | In a reading response, we talk about the effect of a writer's choices. This might include how it makes the reader feel, what it makes the reader think of, or what meaning is created. |
| Identity | Your identity is who you are. This can include your characteristics, your beliefs, and how you spend your time. |
| Inference | This is when you use evidence to work out the deeper meaning of what is written. This can be known as 'reading between the lines.' |
| Noun Phrase | A noun phrase is a group of words which includes a noun and any words which modify it.<br>For example:<br>**a dog**<br>**the spotted dog**<br>**the well trained dog** |
| Simile | A descriptive device where something is described by comparing it to something else using 'like' or 'as.'<br>**Her hair stood out from her head like a crest of serpents.** |
| Verb | Every sentence must contain a verb. A verb is a word which describes an action, state, or process.<br>**Jack always runs to school.**<br>**She made a mess of her homework.**<br>**That glass may fall off that wobbly table.** |

## Features of an Autobiography

- ✓ Autobiographies are written in **1st person**
- ✓ Writers will often talk about their family and childhood
- ✓ Will include stories about special or important moments in a person's life
- ✓ Although autobiographies will be written in standard English, they may have quite a **personal** or even a 'chatty' tone
- ✓ A range of **adjectives and noun phrases** will be used when describing interesting details
- ✓ Writers will use a range of **sentence types** to effectively communicate their ideas
- ✓ **Time connectives** are often used when describing events in their life
- ✓ Writer's don't simply describe events – they will give the reader their **thoughts and feelings**

## J.R.R. Tolkien

- John Ronald Reuel Tolkien was born in 1892 and is the writer of the Hobbit and The Lord of The Rings
- As a child, Tolkien lived in Moseley. He described the area as "*a kind of lost paradise.*"
- Many of the places described in his books were inspired by places in Birmingham. These include Sarehole Mill, Edgbaston Waterworks Tower, and Moseley Bog
- Today visitors can follow the 'Tolkien Trail' and see the sights which inspired his work
- Tolkien's books are still very popular all around the world

## Local Identity

The West Midlands has been home to a lot of important industries. For example, there were lots of factories during the Industrial Revolution due to the mining of raw materials such as iron and coal.
In the 20th century, Birmingham and Coventry were an important centre of the car industry with companies such as Rover and Land Rover. In the 1930s, Spitfire aircraft were manufactured in Castle Bromwich.

Around 2.27 million people live in the West Midlands

In 2018, 42 million tourists visited Birmingham!

Birmingham has more canals than Venice!

# English

# SPaG

## Key Punctuation

### Capital letters

Aa

Should be used at the start of every sentence
Should be used for proper nouns (names, places, titles)
Should be used for the words I / I'll / I'm / I'd / I've

### A comma has many uses but its 2 most common functions are:

**To separate items in a list:**
Julie loves ice cream, books and kittens.
I still have to buy a gift, pack the suitcases, and arrange for someone to water the plants while we're at the wedding.

**To separate a main clause from a dependent clause:**
If you love relaxation, this resort is the ideal choice.
Gorillas, which are large and originate in Africa, can sometimes be found in zoos.

,

### Apostrophes

,

**In contractions:**
Does not → Doesn't
Should have → Shouldn't

**To indicate possession:**
That is Emily's ruler
The money was returned to the boy's mother

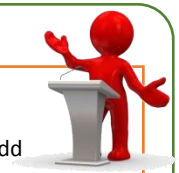
**Note that if a word already ends in the letter 's' or is a plural the apostrophe goes at the end:**
We are all going to James' house
The teacher phones all of the students' parents

**Pay special attention to the word *it's***
It's always means 'it is'
If you are unsure, read the sentence back to yourself replacing *it's* with *it is* to see if it makes sense. For example, the sentence below would be incorrect:
X The dog chased after it's owner

## Keywords and sentence starters for reading responses

| Analytical phrases you can use instead of 'this shows': | Effect on the reader: This may/might/could... |
|---|---|
| This illustrates that ... | make the reader sympathise/empathise with _____ because... |
| This presents the idea that... | evoke a sense of anger from the reader because... |
| This therefore demonstrates... | evoke a sense of sadness from the reader because... |
| This implies... | encourage the reader to reflect on... |
| This reinforces the idea that... | inform the reader that_____ which could be important because... |
| This therefore emphasises... | shock the reader. They may want to do this to... |
| As a result, this highlights... | create a sense of suspense which would make the reader want to find out... |
| This word connotes... | |
| This is effective because... | |
| By including this, the writer is communicating that... | |

## Speaking and Listening Tips



- ✓ Introduce your topic in a clear and interesting way
- ✓ If you are using a PowerPoint, avoid putting words on there. Instead, you could add interesting images, numbers, or diagrams to talk about
- ✓ Speak loudly and clearly
- ✓ Try using cue cards to write notes instead of reading your whole speech from a piece of paper
- ✓ Rehearse at home so you don't have to rely on reading from your paper
- ✓ Use connectives so the audience can follow what you are saying
- ✓ Use a wide range of vocabulary as well as devices such as metaphors and similes to interest the audience
- ✓ Speak about each idea in detail. Give examples to explain your ideas

# MATHS

# Whole numbers and Decimals

## Order of Operations

**BIDMAS** is an acronym used to tell you the correct order to complete a equation when there are different operations.

**Brackets** refers to any part of the equation that is in brackets. These should always be complete first.

**Indices** simply means to the power of. For example, $3^2$ or $5^3$.

**Division** and **Multiplication**: Starting from the left, work these out in the order that they appear in the equation. If multiplication appears first you should complete this before division.

**Addition** and **Subtraction**: Also start from the left and work these out in the order that they appear in the equation. If subtraction appears before addition, you should complete this first.

| | | |
|---|---|---|
| B | Brackets | 10 × (4 + 2) = 10 × 6 = 60 |
| I | Indices | 5 + $2^2$ = 5 + 4 = 9 |
| D | Division | 10 + 6 ÷ 2 = 10 + 3 = 13 |
| M | Multiplication | 10 - 4 × 2 = 10 - 8 = 2 |
| A | Addition | 10 × 4 + 7 = 40 + 7 = 47 |
| S | Subtraction | 10 ÷ 2 - 3 = 5 - 3 = 2 |

## Division

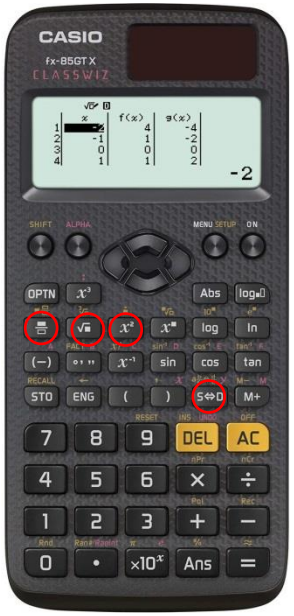
186 ÷ 6 =

$$6\overline{)186} = 31$$

no groups of 6 can be made

3 × 6 = 18

1 × 6 = 6



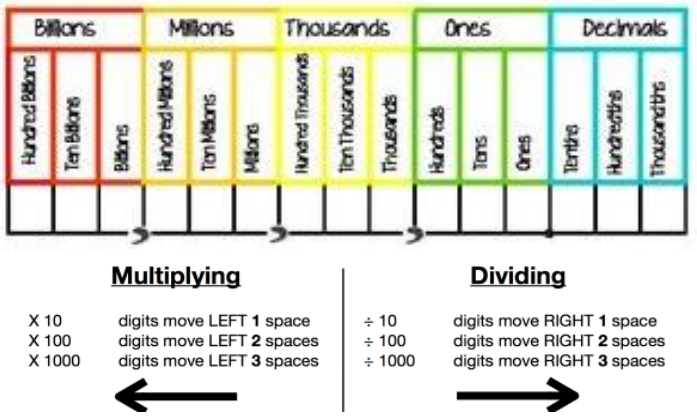

## Key buttons on your calculator

— : Fraction button

$x^2$ : to square a number

$\sqrt{\ }$ : Square root

$s \leftrightarrow D$: Changes an answer to a decimal




**Multiplying**

| | |
|---|---|
| X 10 | digits move LEFT **1** space |
| X 100 | digits move LEFT **2** spaces |
| X 1000 | digits move LEFT **3** spaces |

**Dividing**

| | |
|---|---|
| ÷ 10 | digits move RIGHT **1** space |
| ÷ 100 | digits move RIGHT **2** spaces |
| ÷ 1000 | digits move RIGHT **3** spaces |

## Addition

14 + 23 = ← start with the 'units' first

Line up the numbers in columns

$$\begin{array}{r} 14 \\ +\,23 \\ \hline 37 \end{array}$$

29 + 34 =

$$\begin{array}{r} {\scriptstyle 1}\,29 \\ +\,34 \\ \hline 63 \end{array}$$

9+4 = 13 so we must 'carry' 1

don't forget this

This can be extended to include numbers of any size :

13 427 + 238 =

$$\begin{array}{r} {\scriptstyle 1}\,13427 \\ +\,\;238 \\ \hline 13665 \end{array}$$

7+8 = 15 ... again we need to do some "carrying"

## Subtraction

29 - 13 = ← start with the numbers in the top row

$$\begin{array}{r} 29 \\ -\,13 \\ \hline 16 \end{array}$$

142 - 89 =

$$\begin{array}{r} 1\,{\scriptstyle 3}\,{\scriptstyle 1}2 \\ 89 \\ \hline 53 \end{array}$$

2 - 9 can't be 'done' so we need to do some "borrowing"

## Multiplication (Grid method)

34 x 28

Start by splitting 34 and 28

30 4 20 8

| X | 30 | 4 |
|---|---|---|
| 20 | 600 | 80 |
| 8 | 240 | 320 |

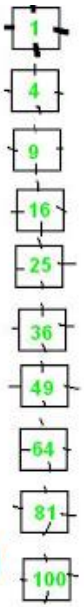
600
240
320
80
1240

# MATHS

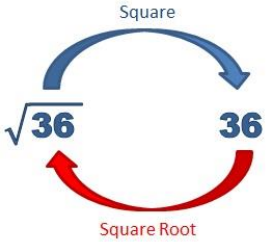
# Factors and multiples

## Square numbers

$1^2 = 1 \times 1 = 1$
$2^2 = 2 \times 2 = 4$
$3^2 = 3 \times 3 = 9$
$4^2 = 4 \times 4 = 16$
$5^2 = 5 \times 5 = 25$
$6^2 = 6 \times 6 = 36$
$7^2 = 7 \times 7 = 49$
$8^2 = 8 \times 8 = 64$
$9^2 = 9 \times 9 = 81$
$10^2 = 10 \times 10 = 100$




## Square roots




Square roots are the inverse operation of squaring a number.

## Prime numbers

A Number is Prime if it has exactly 2 factors: 1 and itself

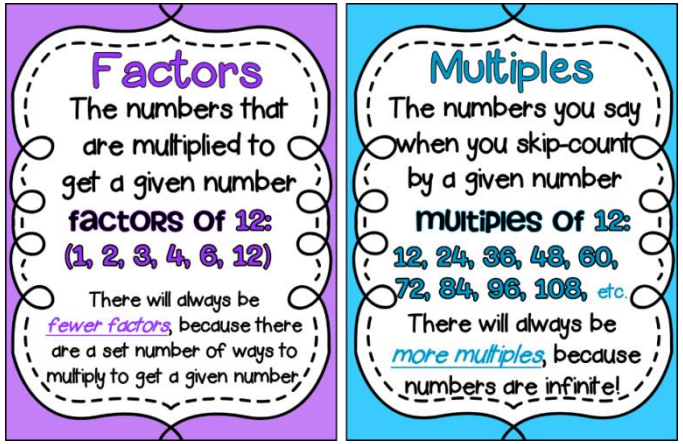
No other number can divide into it exactly

1 is not a prime number

2 is the only even prime number

Prime numbers up to 50

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47




## Factors and multiples in context

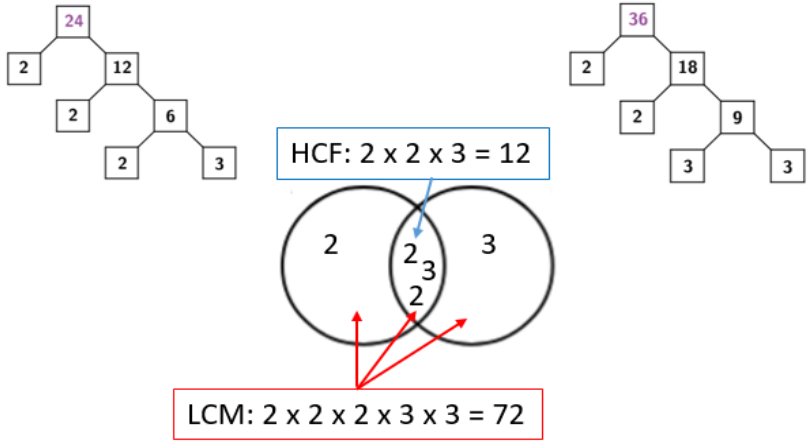
Example of when this appears in real life:

One bus leaves Wythall to Birmingham at 10:00 and then every 20 minutes after. Another leaves Wythall for Solihull at 10:00 and every 15 minutes after. When is the next time they both leave Wythall at the same time?

## HCF and LCM from prime factors

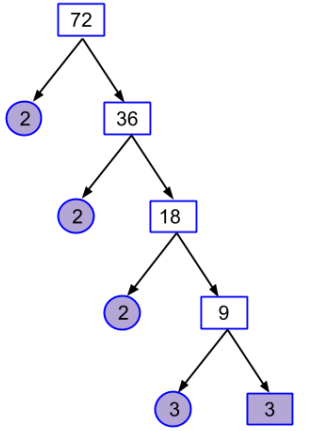
For larger numbers to find the HCF and LCM use prime factor decomposition and then put the numbers into a Venn diagram. The middle numbers multiplied give you the HCF, multiply all of the numbers you get the LCM

Find the HCF and LCM of 24 and 36




## Prime factor decomposition

Use only prime numbers to divide until you cannot divide anymore.




**Prime factors of 72 = 2 x 2 x 2 x 3 x 3**

# MATHS

# Fractions

**Remember what you do to the top you must do to the bottom!**

## Simplifying fractions

You need to identify a common factor of both the numerator and the denominator and divide them both by the same number. Keep going until you cannot find a common factor.

1. $\frac{10}{16} \xrightarrow{\div 2} \frac{5}{8}$ ($\div 2$)

2. $\frac{20}{50} \xrightarrow{\div 5} \frac{4}{10} \xrightarrow{\div 2} \frac{2}{5}$ ($\div 5$, then $\div 2$)

## Multiplying fractions

When you multiply fractions just times the numerators and the denominators!

$$\frac{2}{3} \times \frac{5}{7} = \frac{10}{21}$$

Multiply across the top and bottom

## Dividing fractions

To divide fractions, keep the first one the same, change the divide to a multiply and flip the second fraction

$$\frac{10}{3} \div \frac{2}{3} \xrightarrow{\text{Multiply by the Reciprocal}} \frac{10}{3} \times \frac{3}{2} = \frac{30}{6} = 5$$

Finding the reciprocal of a fraction swaps the numerator and denominator

## Adding and subtracting fractions

$$\frac{2}{9} \xrightarrow{+} + \frac{5}{9} \Rightarrow \frac{7}{9}$$

When denominators are the same, simply add the numerators

When the denominators are different you need to find a multiple that they both have. Once you have found a common multiple multiply the whole fraction to get the denominators the same!

$$\frac{7}{9} - \frac{1}{6}$$

$\times 2$ $\times 3$

When denominators are different, multiply the fractions

$$\frac{14}{18} \xrightarrow{-} - \frac{3}{18} \Rightarrow \frac{11}{18}$$

Remember to simplify your answers

## Fractions of amounts

Divide amount by denominator → Then multiply by the numerator

$\frac{3}{5}$ of $60 \Rightarrow 60 \div 5 = 12 \Rightarrow 12 \times 3 = 36$

# MATHS

# Decimals and percentages

## Adding and subtracting decimals

136.04 + 102.27 → 136.04 + 102.27 = 238.31

Write in vertical column, aligning the decimal points.

Add each column, starting on right. Carry digits when needed.

2.37 - 0.031 → 2.370 - 0.031 = 2.339

Write in vertical column, aligning the decimal points.

Subtract each column, starting on right and working left. Borrow as needed.

## Dividing decimals

$0.5\overline{)4.5}$ $05\overline{)45.}$ $05\overline{)45.}$ 90. - 45. = 0

Steps:

1. If the divisor has a decimal, move it as many places to the right as necessary to make it a whole number.
2. Move the decimal in the dividend the same amount of times to the right as you did the divisor.
3. Divide.
4. Place the decimal in the same spot as the decimal in the dividend.

## Multiplying decimals

16.82 x 2

$$\begin{array}{r} 16.82 \\ \times \quad 2 \\ \hline 33.64 \end{array}$$

Steps:

1. Align both numerals to the right (do not line up decimals).
2. Multiply.
3. Count over from the right of each numeral to the decimal. Add those together.
4. Counting from the right, put the decimal in the correct spot based on how many decimals you counted in step 3.

## Percentage of amounts

Find 35% of 40

| Method 1- Unitary method | Method 2- Decimal method |
|---|---|
| Find 1%, 10%, 5% etc. | Turn % to a decimal (÷ 100) Then multiply by amount |
| 10% = 4 (÷ 10)<br>30% = 12<br>+ 5% = 2<br>14 | 35% ÷ 100 = 0.35<br>0.35 × 40 = 14 |

2017

This works best if you have a calculator!

## Decimals and percentages in context

Below are some examples of percentages and decimals in context- often the context is money! Have a go can you work out the correct answer?

The cost of a meal for 17 people was £315.35 and they shared the amount equally. How much did each pay?

Emma is paid £24,000 each year. She is given a pay rise of 12%. Work out 12% of £24,000.

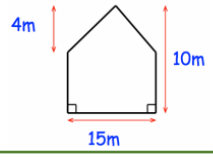
# MATHS

# Perimeter, area and volume

## Perimeter, area and volume in context

Perimeter, area and volume are used when considering the amount of something needed for a certain area, such as paint for a house. Have a look at the question below.

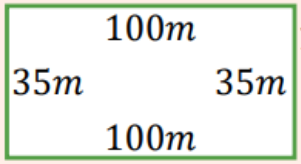
William is painting the side of his house.
He has 8 litres of paint and each litre of paint covers $16m^2$
Does William have enough paint?




## Perimeter

The total distance **AROUND** a 2D shape

Adding all the side lengths together



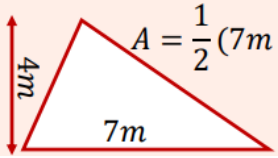

$100 + 100 + 35 + 35$

$270m$

## Area of triangle

The area of a triangle takes up **half** the space of the rectangle that is formed around it

Area of triangle $= \frac{1}{2}(b \times h)$

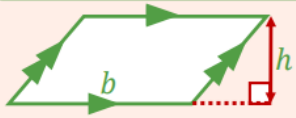



$A = \frac{1}{2}(7m \times 4m) = \frac{1}{2}(28m^2)$

$14m^2$

## Area of parallelogram

Imagine a tilted rectangle




$= b \times h$

Be sure to use **perpendicular heights**

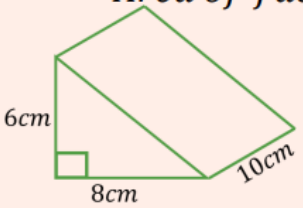
## Volume of prism

The same cross sectional area throughout

$Volume = Area\ of\ face \times depth$

$Area\ of\ face = \frac{1}{2}(8 \times 6)$

$24cm^2$



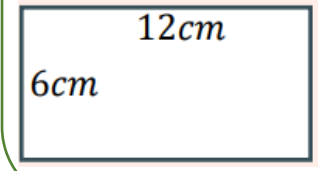

$24cm^2 \times 10cm = 240cm^3$

## Area of a rectangle

The total **space** taken up by a 2D shape

Multiplying two side lengths together

Area of rectangle $= l \times w$

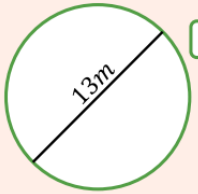



$Area = 6cm \times 12cm$

$72cm^2$

## Area of circle

$A = \pi r^2$ ➡ Pi times the radius squared




Diameter is double the radius

$A = \pi \times 6.5^2$

$A = \pi \times 42.25$

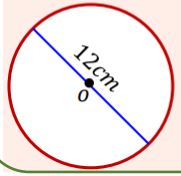
$A = 132.73m^2$

## Circumference of a circle

$C = \pi d$

$C = 2\pi r$

The circumference is always about three time the length of the diameter




$C = \pi \times 12cm$

$C = 37.7cm$

# MATHS

# Angles

## Angles in a triangle

All three angles can be orientated to fit on a straight line → All angles in a triangle make 180°


Calculate what you already know.

$$\begin{array}{r} 112° \\ +\ 37° \\ \hline 149° \end{array}$$

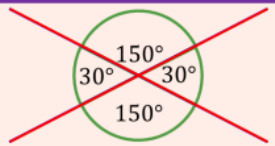
Subtract from 180°

$$180° - 149°$$

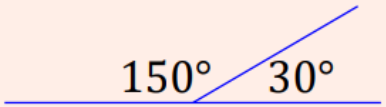
$$x = 31°$$

## Angle facts

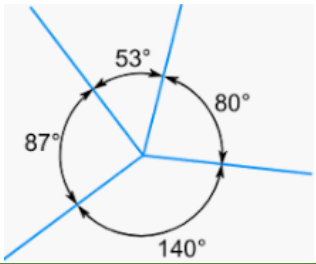
Where two straight lines cross, opposite angles are equal




All angles on a straight line will add up to make 180°

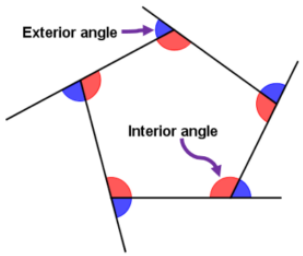



All angles around a point will add up to make 360°




## Angles in polygons

Sum interior angles:
(n-2) x 180
n – number of sides




## Angle properties

**Acute** — Greater than 0° less than 90°

Looks like a book closing or crocodile jaws

**Right** — Exactly 90°

Has a square in the angle to indicate that it is 90°

**Obtuse** — Greater than 90° less than 180°

Looks like a book falling open

**Straight** — Exactly 180°

A half turn to create a straight line

**Reflex** — Greater than 180° less than 360°

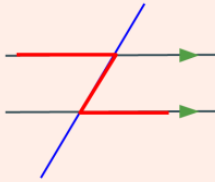
The larger angle outside the acute or obtuse angle

**Full turn** — Exactly 360°

A movement around a point to create a circle

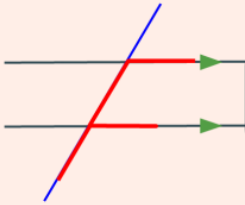
## Angles in parallel lines

**Alternate**



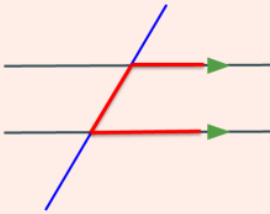

Alternate angles are the same

**Corresponding**




Corresponding angles are the same

**Co-Interior**




Co-interior angles make 180°

# SCIENCE

# B1 Cells

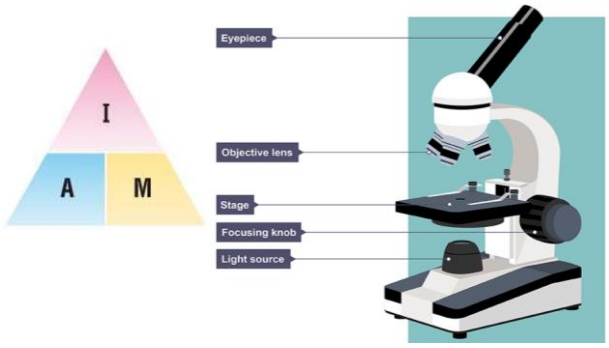
## Microscopy

Microscopes are used to **magnify** things that are too small to observe with the human eyes.

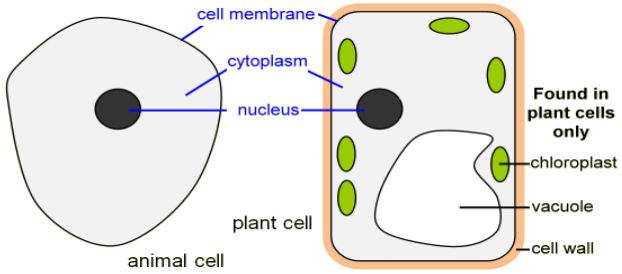
**Magnification** is how much bigger an object appear compared to its real size.

**Resolution** is the ability to see fine detail clearly

Total magnification = Eye piece lens x objective lens

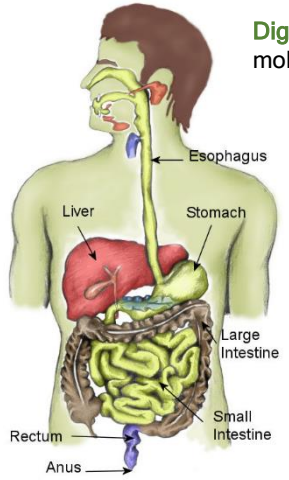



## Cell structure




| Organelle | Function |
|---|---|
| Nucleus | Contains DNA |
| Cell membrane | Controls what enters/exits |
| Chloroplast | Where photosynthesis occurs |
| Mitochondria | Where respiration occurs |
| Cytoplasm | Cellular reactions occur here |

## Digestive System & Enzymes




**Digestion** is breaking larger, complex food molecules into smaller, simple molecules

Carbohydrate → Simple sugars

Proteins → Amino acids

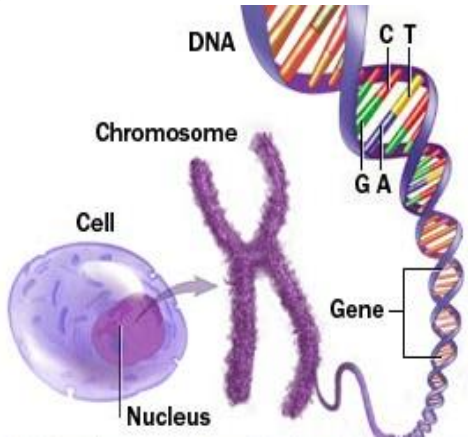
Lipids → Glycerol + Fatty acids

**Physical/Mechanical** digestion is when large pieces of food are physically broken up into smaller pieces.

**Chemical** digestion is the break down of food using **enzymes & acid** whereby a **new chemical substance** is formed.

## MRS GREN

| | |
|---|---|
| M | Movement |
| R | Respiration |
| S | Sensitivity |
| G | Growth |
| R | Reproduction |
| E | Excretion |
| N | Nutrition |




## DNA

DNA (deoxyribonucleic acid) is found in the nucleus of cells

It is stored in tightly coiled up structures called **chromosomes**

When chromosomes are unwound, it reveals a structure of DNA called a **double helix**

The double helix has a **sugar-phosphate backbone** and **bases** in the centre

## Variation & inheritance

**Variation** means differences in characteristics.

**Inherited variation** is differences due to genetics passed on from parents.

**Environmental variation** is differences due to the environment that the organism has developed in.

**Continuous variation** is a characteristic that changes gradually over a range of values.

**Discontinuous variation** is a characteristic with only a limited number of possible values

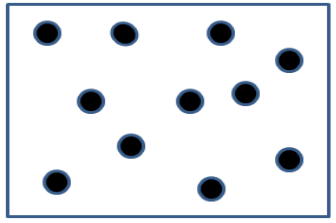
# Science

# C1: The Particle Model

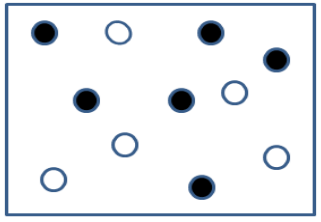
## Key terms

| Term | Definition |
|---|---|
| Dissolve | The process of a solid mixing with a liquid to make a solution |
| Solute | The solid substance that dissolves in the liquid |
| Solvent | The liquid in a solution |
| Solution | The solute and the solvent mix to form a solution |
| Insoluble | Describes a substance which can't dissolve |
| Pure | Describes something made up of just one substance |
| Mixture | Describes something made up of more than one substance |

## Pure substances and mixtures

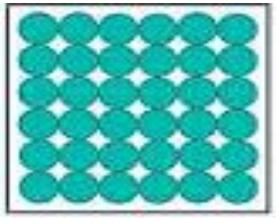


Pure - 1 substance



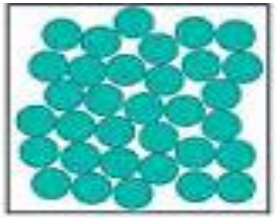
Mixture - More than 1 substance

## Solids, liquids and gases - Particle model



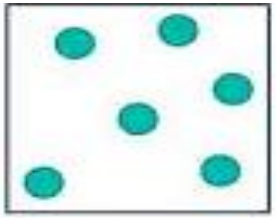
Solid

Particles: Close, regular pattern
Properties: Hard, fixed shape + volume



Liquid

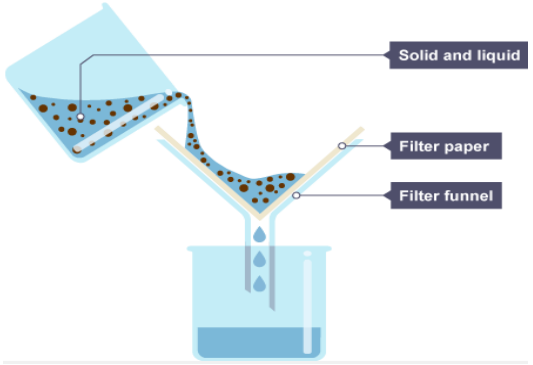
Particles: Close, but free to move
Properties: Flow, fixed volume, no definite shape



Gas

Particles: Spread out, free to move
Properties: No fixed shape or volume

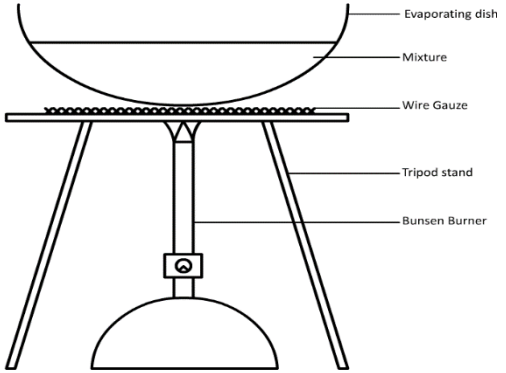
## Filtration: Separates an insoluble solid from a liquid




**Example:** Separate sand + water

**Products:** Residue (Solid left on the filter paper) + Filtrate (Liquid that passed through the filter)

## Crystallisation: Separates a soluble solid from a liquid




**Example:** Separate salt + water

**Products:** Crystals of the soluble solid (can be filtered). The liquid will evaporate.

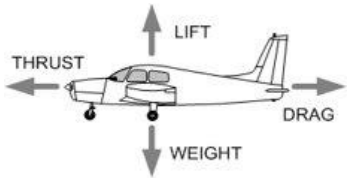
# Science

**Isaac Newton** discovered the rules of forces in 1681

# P1 Forces

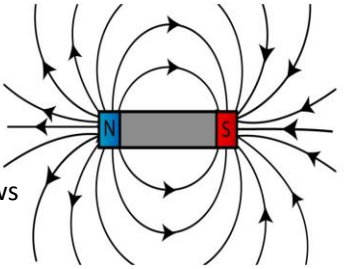
## Keywords

| Word | Definition |
|---|---|
| Contact force | Force that can only acts when two objects are in contact |
| Non- contact force | Force that can act when two objects are not in contact |
| Newton | Unit of force. |
| Newton meter | Equipment used to measure the force on an object |
| Friction | Contact force caused by 2 objects rubbing against each other. Causes loss of energy as heat |
| Drag | Drag is a frictional force that acts when an object moves through a fluid. |
| Gravity | Gravity is an attractive force caused by objects with mass. |
| Mass | Amount of matter – measured in kg |
| Weight | The force of gravity on a mass – measured in N. |
| Upthrust | Force on an object when placed in a liquid |
| Density | Density = mass / volume |
| Tension | Force that acts when an object is stretched |
| Hooke's Law | Extension is directly proportional to force applied, provided the elastic limit is not exceeded. |
| Poles | Ends of a magnet. Magnets have a N and a S pole. Like poles repel, opposite poles attract. |
| Magnetic field | Created by magnets. Other magnets and magnetic materials feel a force in a magnetic field. |
| Speed | Speed = distance / time. Unit = m/s |
| Force diagrams | Show direction and size of forces acting on an object. |

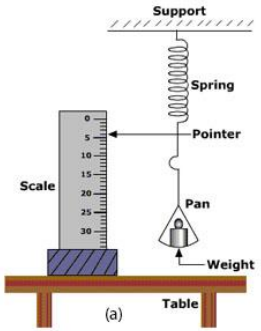


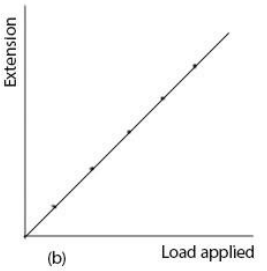

- Force diagrams show all the forces on an object.
- Forces are vectors – the arrow shows the direction and the length shows the size of the force.

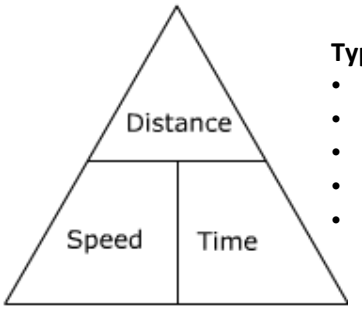
- Magnets create **magnetic fields.**
- Magnetic fields are drawn going from N to S pole.
- Arrows show direction
- Density of lines shows the strength.
- Magnetic fields get weaker with distance.
- Iron, cobalt and nickel are the only 3 magnetic metals.




- **Hooke's law** – force is directly proportional to forece applied – providing the elastic limit is not exceeded.
- When stretched beyond the **elastic limit** a material is permanently deformed.

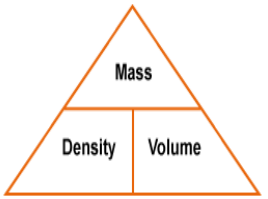



**Typical Speeds**

- Walking 1-2 m/s
- Running 5-8 m/s
- Cycling 10-12m/s
- Car on road 20m/s
- Train - 40m/s




- Objects more dense than liquid sink.
- Objects less dense than water sink.

# History

# The Norman Conquest

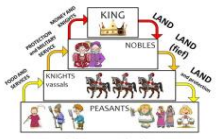
## Key Terms:

| | |
|---|---|
| Hierarchy | A system where a few people at the top have a lot of power, while the people at the bottom have the least. |
| Feudal | The hierarchy that William put into place. |
| Conquest | A successful invasion of a country i.e. William became known as William the Conqueror. |
| Tax | Money collected off the public to be used by the government. |
| Heir | The next person in line to the throne. |
| Monarch | Another word for the king or queen. |
| Reign | The amount of time a King or Queen is in power for. |
| Normandy | The area of France where William was from. |

## How did William keep control of England after the Battle of Hastings?

**Motte and Bailey Castles:** **simple castles** made out of wood and built on high ground to **intimidate people who wanted to rebel against William.**

**The Feudal System:**
William used the **Feudal System to organise English society into a hierarchy** with the King at the top, followed by Barons/Lords, Knights and finally the peasants. Land would be exchanged for money or work at each step of the pyramid.



Feudal Pyramid of Power

Control

**The Domesday Book:**
William sent officials around England, recording everyone's details about how much they earned and what property they had. This **allowed William to know how much tax he could collect.**

**The Harrying of the North:**
The North of England had rebelled against William. **To force them to stop (and to intimidate other rebels) William killed the rebels, killed their animals, burnt down their homes and crops, and then sowed salt into the soil so nothing else would grow!** Over 100,000 were killed as a result.

## Key People:

### Edward the Confessor:

Edward was **King of England** from 1042 until 1066- he was known for his **religious lifestyle and beliefs** (this is why he was known as the confessor). People believed that his **touch could cure them of disease.** When the Vikings invaded England in 1013, Edward and his family **ran away to Normandy where he stayed for 25 years!** He was only allowed back into the country in 1041 and became King the year after- he **faced a number of rebellions throughout his reign** though, including from Harold Godwinson.

### Harold Godwinson:

Harold Godwinson was **Edward the Confessor's brother-in -law**. He became King of England after his death. He was an **experienced warrior** and could also be **brutal** (he had chopped the head off a Welsh leader in the past). His **family was one of the most powerful in England**. 15 years before, **Harold's family had tried to take over England** from Edward but they had lost. Godwinson **defeated Harald Hardrada at Stamford Bridge** before being **killed at the Battle of Hastings**.

### William, Duke of Normandy:

**Ruled an area of France called Normandy**. He could be **brutal-** he had ordered 30 townsmen to be skinned alive! William's **parents were not married** so he was not a legitimate (legal) heir. He wanted to be King of England after Edward and **claimed that Edward had promised him the crown** of England when he died. He invaded England when Harold Godwinson became king and **took the crown at the Battle of Hastings.**

### Harald Hardrada:

England had been ruled by Vikings up until 1042 when Edward the Confessor took the throne. The **Vikings said they were the real Kings of England**. Harald Hardraada was next in line to the Viking throne. At the age of 51, he was the **most famous soldier of the age.** His name means '**hard ruler' and he was nicknamed 'The Ruthless**,' The people in the north of England supported him. When Godwinson became King after Edward died, **Harald Hardrada invaded England** and was **killed at the Battle of Stamford Bridge**

# History

# Medieval Life

## Life in Medieval England:

In the Middle Ages nearly everyone lived in a village. There were no shops in these villages and villeins (the people who lived in the village) could only go to the nearest town if the lord of the manor let them.

Each village was surrounded by 3 open fields. They had no fences or hedges in them. Everyone got a share of the land in the village. Each year one of the fields was left fallow. This meant that no crops were grown in it to help the soli recover. Animals would be allowed to graze there, the droppings acting as fertilizer.

## Magna Carta

**Causes of the barons' revolt**

King John spent ten years raising taxes for a war in Normandy with France. The barons did not support this. John lost the war and ran up huge debts.

John increased taxes and did not consult the barons on important issues. The barons were angry with John. In April/May the barons took up arms against the King, led by Robert FitzWalter. They marched on London, Lincoln and Exeter, which all fell to the barons and the rebellion grew in size. The barons issued a royal charter of demands which John was forced to accept on the field of Runnymeade on 15th June 1215. This became known as the MAGNA CARTA.

**Some of the key terms of this were:**

- It promised the protection of church rights
- The King could not sell justice.
- Protection from illegal imprisonments
- All people were to be tried by jury.
- New taxation only with the consent of the barons
- The King could not sell justice
- A council of 25 barons would be set up to ensure that the King was respecting the rights and the laws of the charter.

The charter defined that a formal relationship should exist between the monarch and barons. The king was now subject to the law. These were radical ideas!

## Black Death

**What were the causes of the Black Death?**

We know today that he Black Death was caused by fleas that lived on black rats. The fleas sucked the rat's blood which contained the plague germs. When the rat died the flea jumped onto humans and passed on the deadly disease. However in the Middle Ages there was no scientific understanding of illness and disease.

They used several different ways of explaining the cause of the Black Death:

- Caused by a miasma - an 'evil air'.
- It had been sent as a punishment by God for the sins of the people.
- A 'Cosmic Serpent' had come too close to Earth. It's evil breath had caused the illness.
- Mars and Saturn had moved too close to each other. The Earth had been polluted by an 'evil dust'.
- The Jews of England had poisoned the wells.

**What cures were used to stop the Black Death?**

Ask for God's forgiveness/ bleeding/strong smelling herbs/ lancing buboes

**How did Medieval people try to prevent catching the Black Death?**

Pray/ Pilgrimage/self - flagellation/ escape!/ carry a posy of flowers/ do joyful things/ quarantine laws

**Consequences of the Black Death**

| Short Term | Long Term |
|---|---|
| Half the people in Britain died from the Black death. More died in later outbreaks of the disease.<br>Food prices went up by 4 times as animals and crops died with no one to look after them.<br>An estimated 35 million people, two thirds of the world's population, died from the disease.<br>As there were less people alive after the Black Death, survivors could charge more for their services. Wages increased. | The Black Death lasted from 1348-1350. Later outbreaks did occur, but they were less severe.<br>After the Black Death people demanded freedom but lords refused. This led to the Peasants Revolt in 1381.<br>It took 300 years for the population to recover to the same level as before the Black Death. |

## Key Terms:

| | |
|---|---|
| Bubonic Plague | The more common Plague that was carried in the bloodstream of rats. Fleas bit the rats and become infected. They then hopped onto humans, bit them and passed on the disease. |
| Pneumonic Plague | This was more deadly. It was caught by breathing in the germs when an infected person coughed or sneezed. They would cough up blood and their lungs rotted inside them. |
| Freeman | These people paid rent to the lord to farm their land, but they weren't 'owned' by the Lord, and could come and go as they pleased. |
| Villein | They were Medieval peasants who were 'tied' to the Lord's land. They had to farm their own land and the land of the Lord, and they had to get the Lord's permission to do things like get married or leave the village |
| King John (1199-1216) | Brother of the popular King Richard I, who died shortly after his return from the 3rd Crusade. John was suspicious and had rebelled against both his father and brother. John inherited the cost of his brother's costly wars, but was a cruel and incompetent king. |

# History

# The Tudors

## Who were the Tudors?

- Henry VII (1485 – 1509) The first Tudor monarch, crowned winning The Battle of Bosworth.
- Henry VIII (1509 – 1547) Famous for having eight wives. Began The Church of England so he could have a divorce.
- Edward VI (1547- 1553) Henry VIII's only son. He came to the throne at 9 and died at 16.
- Lady Jane Grey (1553) Queen for only nine days. Mary had her imprisoned and beheaded.
- Mary I (1553 – 1558) Henry VIII's eldest daughter. She was Catholic and was also known as 'Bloody Mary' because she had so many Protestants killed.
- Elizabeth I (1558 – 1603) Henry VIII's last heir. She never married nor had children so the Tudor era ended with her.

## Key Terms:

| | |
|---|---|
| Heir | The next person in line to the throne. |
| Annul | To cancel a marriage |
| Protestant | A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church. They broke away from the Church during the Reformation. |
| Catholic | A form of Christianity, followers of the Roman Catholic Church. |
| Reformation | Reformation, also called Protestant Reformation, the move of part of the church away from the authority of the Pope |
| Dissolution of the Monasteries | The closure of English Monasteries by Henry VIII in 1536-1540. Monasteries were run by the catholic church and were homes for Monks and Nuns. They also provided hospital care and charity to the local people. |

## Why did Henry VIII break from Rome?

Succession – Henry desperately needed an heir to ensure a peaceful and stable succession. By the late 1520s he no longer believed that his wife, Catherine of Aragon, could provide him with a son.

Love – Henry had fallen in love with one of his wife's ladies in waiting, Anne Boleyn. Anne did not want an affair, but marriage.

Power – Henry's ministers had been unable to get the Pope to agree grant the divorce. This was humiliating. Henry believed that Kings should have power over the church in their own country.

Money – the Church was extremely wealthy because of tithes, donations and the amount of land they owned. Henry was quite poor from his wars with France and needed money to fight future wars.

Religious beliefs -Some people criticised the Catholic Church for being corrupt. These were known as Protestants. Many of the supporters of Anne Boleyn were Protestant.

## Mary I – Does she deserve the nickname, 'Bloody Mary'?

When she became queen people celebrated in the streets and bells were rung across the country.

Mary executed an estimated 284 Protestants by burning them at the stake for refusing to convert to Catholicism.

Mary was a committed Catholic. She tried to restore England to Catholicism as she believed that Protestantism was heresy

Mary married the Catholic King Phillip II of Spain. This was unpopular and led to a rebellion against her in 1554 led by Sir Thomas Wyatt. It was stopped by Mary's forces in London.

While she was queen, Mary restored the navy and increased England's wealth, she also established new hospitals and improved the education of the clergy.

In 1557 Mary's husband Phillip persuaded Mary to go to war against France, in support of Spain. However, this was expensive, taxes were raised, and disastrous. Calais, the last English possession in France, was lost.

# Geography

# My Place: Settlements and Regeneration

## Why cities decline

1. Factories close down because of cheaper products made abroad. DE-INDUSTRIALISATION

2. Inner Cities have higher UNEMPLOYMENT and POVERTY

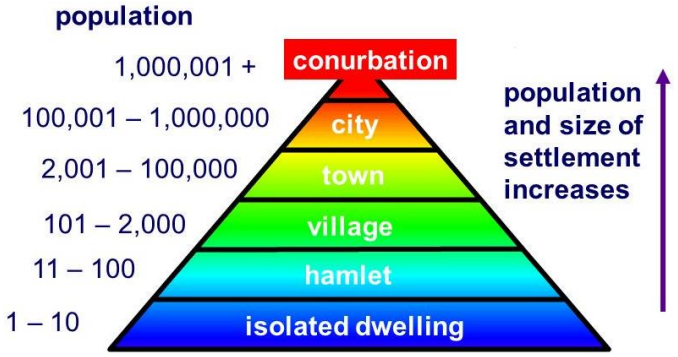
3. This leads to SHOPS and SERVICES CLOSING due to a lack or sales. They become run down and VANDALISED

4. Then, CRIME rates increase and HOUSING quality DECLINES

5. Finally, COUNCILS draw up plans for REGENERATION

## UK cities


## Settlement Hierarchy




## Key terms

**DE-INDUSTRIALISATION**-The decline of manufacturing in the UK in the 1970's -1990's.

**REGENERATION**-The attempt to reverse decline in cities by improving the physical environment and economy.

**INNER CITY**- The area near the city centre that is often run down and full of old factories.

**DEPRIVATION**- Where people have a standard of living below what is acceptable.

**URBAN** - Towns and cities **RURAL** - Countryside

**SUBURBANISTION**- A population shift from the cities into suburbs, usually families in search of more space

**URBANISATION**- The growth in the percentage of people moving to urban areas from rural areas

## Birmingham's regeneration

**Mailbox-** cost £150 million
Opened Dec 2000
Designer shops and restaurants, improved 2013.

**Grand central-** £600 million
Opened- Sept 2015
John Lewis, 2000 jobs
Can hold 200,000 passengers per day

**Bull Ring-** £400 million
200 shops, 8000 jobs in total
Busiest shopping centre in UK, 35 million ppl per year

**Brindley Place-** Offices, pubs Restaurants, health clubs employ 8500 people, **NIA** opened in 1991.

## Settlement land zones

Key
- Central business district (CBD)
- Inner city
- Inner suburbs
- Outer suburbs

## What is sustainability?

- Improving **social** wellbeing
- Improving **economic** prosperity and wealth and.....
- Improving the **environment**

for future generations.....
Without compromising our own generation.

# Geography

# My Place: Map skills and sport

## Living near a football stadium.

| + | - |
|---|---|
| Cheaper travel to games, sometimes get discounts. | Anti social behaviour associated with some fans. |
| Jobs for local people as sellers, stewards or in finance. | Waste and litter and transport congestion as people leave the ground. |
| Councils invest money in the local area. | High cost of tickets for fans. |
| Fans spend money in local shops. | More police = cost to the public through tax. |

## The Birmingham commonwealth games 2022.

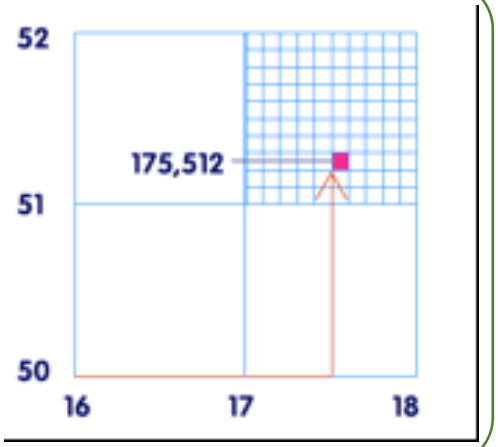
Birmingham has been chosen to host the commonwealth games in 2022!

Construction work started May 2019. A ground-breaking ceremony was staged at the Commonwealth Games Village site in Perry Barr – which will host around 6,500 athletes and officials coming to the city in the summer of 2019.

The Government will pay 75% of the 750 million cost, the rest will be raised in Birmingham. On a positive, the games will create over 1000 jobs and local schools can use the facilities after the games finish.

## Six figure grid reference rules.

**Rule 1**. Put a dot in the bottom corner of the square you are looking for
**Rule 2**. Always go along the bottom first, read first two numbers (17).
**Rule 3**. Divide the big square into 9x9 in your head, how many little squares going across ? (5) so 175.
**Rule 4**. Now go up the side, read the first two numbers (51)
**Rule 5**. Count the little squares going up the side 2
So its 175 going across and 512 going up.
Find an example on google images to practice at home!




## Tottenham's new stadium: Key facts.

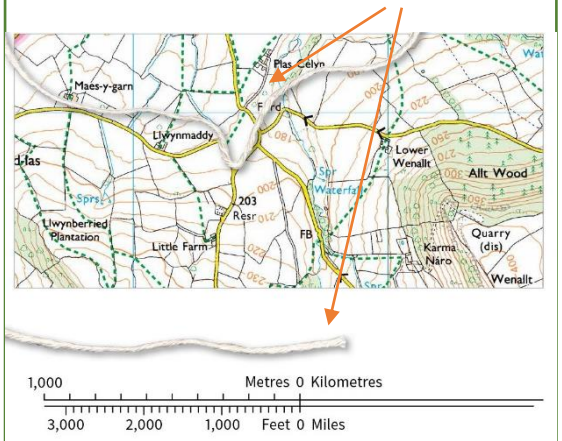
- *Located, Harringey, London*
- *Now holds 56,000 seats, 20,000 more than old stadium.*
- *Completed April 2019*
- *Cost £400 million.*

To the north of the new walkway, the Harringey council's plans include
- 1,650 new homes,
- Shops including large Sainsburys, and a cinema,
- Also a new sports and community centre, and a library.

**However…..**
- Some businesses have been forced to move out to make space for the new developments.
- The new homes are expensive to rent so not everyone can afford to stay in the area.

## Measuring distance on maps.

The scale at the bottom is really important.
1 km on a map is usually 2 cm.
For a straight line use a ruler
For a curved line measure a piece of string



# R.E.

# Judaism

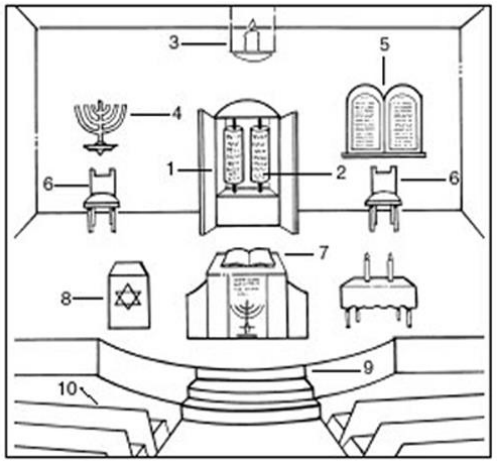
## Key Terms

| | |
|---|---|
| Covenant | an agreement made by God with humanity in general |
| Pesach | The festival of Passover |
| Rabbi | A Jewish teacher/ Leader of the Jewish faith community |
| Torah | The five books of Moses which contain God's law. |
| Mitzvot | The commandments that Jews must follow |
| Orthodox | Following a culture or belief system by tradition (as it has always been followed). |
| Shabbat | The Jewish day of rest (Friday night to Saturday night) |
| Seder | The symbolic meal of Pesach |

## Bar/Bat Mitzvah

A Bar Mitzvah is a Jewish boy, and a Bat Mitzvah a Jewish girl, who has turned 13 years old.
They go through a ceremony which symbolises the young person's responsibility for themselves.
On the Shabbat following their thirteenth birthday, the child is called up in front of the congregation in the synagogue to read a passage from the Torah in Hebrew.
After the ceremony there is usually a big party.

## Synagogues



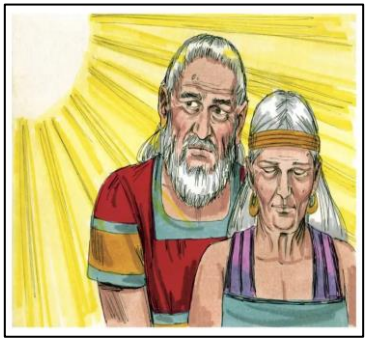

1) Holy Ark
2) Sefer Torah
3) Ner Tamid
4) Menorah
5) Ten Commandments
6) Rabbi's seat
7) Bimah
8) Star of David
9) Steps to podium
10) Congregation seating

## The Story of Abraham

### God's Promise

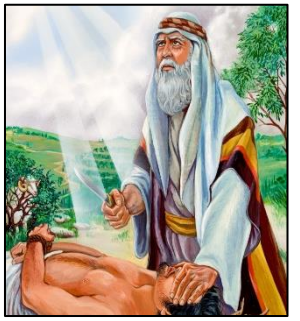
God asked Abram to leave his home and country and he makes Abram three promises: the promise of a relationship with God, numerous descendants and land.
The only problem is that both Abram and his wife, Sarai (later called Sarah) are old people and childless..

Abram has to place his trust in this nameless God. As a result of his obedience, God changes his name to Abraham, meaning 'father of the people'. When Abraham was 100 years old and Sarah was 90 years old, they had a baby boy named Isaac. God had kept his promise!



### God's Test

When Isaac had grown older, God tested Abraham's faith. He called: 'Abraham!' And Abraham answered: 'Here I am!' Then God said: 'Take your son, your only son, Isaac, and go to a mountain that I will show you. There kill your son and offer him up as a sacrifice.'



Abraham did not understand, but still he obeyed God. When he got to the mountain, Abraham tied up Isaac and put him on the altar that he built. Then he took out the knife to kill his son. At the very last minute, God intervenes and spares Isaac's life by providing another animal (a ram) for sacrifice.
The test is complete and God once more reiterates his promises to Abraham of land, descendants and a personal relationship.

# R.E.

# Judaism

## The Story of Moses

Moses was born in Egypt during the period in which the Hebrews had become a threat to the Egyptians. The Pharaoh had ordered that all newborn male Hebrew children be cast into the Nile to drown.

Moses' parents placed him in a waterproof basket and hid him in the tall grasses of the Nile. Meanwhile, his sister Miriam hid and watched over the baby from a distance.

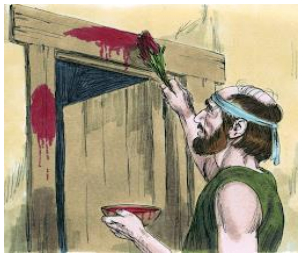
The Pharaoh's daughter, hearing the baby cry, found and rescued him. She named him "Moses," meaning "drawn from the water." Moses was raised as a Prince of Egypt.

Moses witnessed an Egyptian master brutally beating a Hebrew slave, and impulsively killed the Egyptian. Fearing the Pharaoh's punishment, he fled into the desert of Midian, becoming a shepherd.

One night in the desert, God appeared to Moses as a burning bush and commanded him to return to Egypt to tell the Pharoah to release the Hebrews from their slavery.

Moses returned to Egypt and tried to persuade the Pharaoh to release the Hebrew's.
The Pharoah refused so Moses warned him that God would bring down plagues on Egypt until his request was granted.

The Egyptians suffered under the plagues of water turned into blood, frogs, gnats, flies, disease to their cattle, boils, hail, locusts, and darkness.
Each plague was severe to the Egyptians but left the Israelites untouched.



For the tenth plague God sent the Angel of Death to kill the firstborn sons of the Egyptians. The Hebrews protected their households by putting lamb's blood on their doorway. This last plague broke the Pharaoh's resistance and he released the Hebrews immediately.

## Passover

Pesach takes place in the spring and commemorates the deliverance of the Jewish people from captivity in Egypt. The festival begins on the 15th day of the Hebrew month of Nisan; corresponding roughly with the Western months of March and April.

There are three main customs connected with Pesach:

### Matzah

Matzah is unleavened bread made from wheat, rye, barley, oats or spelt. It is a mitzvah (commandment) to eat matzah during Pesach.

### Chametz

Jews are not allowed to eat anything made of chametz ('leaven'). Meat, fish, fowl (chicken, duck, etc.), all fruits, all vegetables, all spices, dairy products and, of course, matzah are not chametz and may be eaten during Pesach. Jews must completely clean our homes before Pesach starts, and get rid of any food that has chametz. Dishes, pots and pans that were used for chametz are either stored away for Pesach.

### Seder

The Hebrew word 'seder' means 'order'. Jews eat a special meal on the first two nights of the festival (but only on the first night if in Israel). Jews read about the story of Pesach in the haggadah (a special book read only at the Seder) and eat a meal which includes many special foods with symbolic meanings to remind us better of the Pesach story.

# R.E.

# Life of Jesus

## The Birth of Jesus

The Jesus of history was a child of a Jewish family living under a foreign regime. He was born into an extended family living away from home and his family fled from a king who sought to kill him because he posed a political threat.

The actual birth day of Jesus was not December 25. The date we celebrate was adopted by the Christian church as the birthday of Christ in the fourth century. Prior to this period, different Christians celebrated Christmas on different dates.

Only two of the four gospels in the Bible discuss Jesus's birth. Luke recounts the story of the angel Gabriel appearing to Mary, the couple's journey to Bethlehem because of a census and the visit of the shepherds.

Matthew's gospel tells a similar story about Mary's pregnancy but from a different perspective. This time, the angel appears to Joseph to tell him that his fiancée Mary is pregnant but he must still marry her because it is part of God's plan.

Where Luke has shepherds visit the baby, a symbol of Jesus's importance for ordinary folk, Matthew has magi (wise men) from the east bring Jesus royal gifts.

## Holy Week

### Palm Sunday

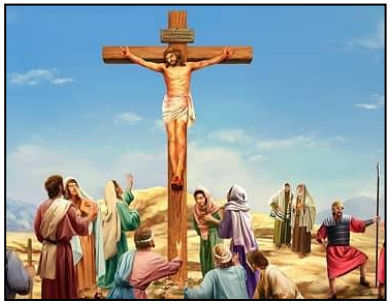
On Sunday of Holy Week Jesus entered Jerusalem. He rode on a donkey. Many people were there. They took branches and waved them. Some took off their coats and laid them on the road. Then Jesus went to the temple. When He got there, He threw out the people who exchanged money saying 'My house will be called a house of prayer,' but you're turning it into a gathering place for thieves"

### Maundy Thursday

In the evening Jesus shared a special meal with His friends. Christians call this meal The Lord's Supper.
Jesus passed round bread and wine. He said the bread was his body broken for them and the wine was his blood shed for them.
Then Jesus went with His friends and followers to the Garden of Gethsemane. Judas, kissed Jesus on the cheek. This was a sign to tell the guards who they were to arrest.

### Good Friday

they took Jesus to the Roman governor, Pontius Pilate. They told Pilate that Jesus should die because He claimed to be "the Messiah, the Son of God" . Pilate finally agreed to it. After the soldiers made fun of Jesus, they led Him to Golgotha. That's where they crucified Him.
On the cross Jesus had cried out in a loud voice, 'Father, into your hands I commend my spirit.' With these words he breathed his last."



## Easter Sunday - The Resurrection

On the Sunday after Jesus' death, two women, one being Mary Magdalene, were visiting his tomb.

They saw the stone had been rolled away from the entrance of the tomb.

The angel told the women not to be afraid, that Jesus was not there for he had risen. This meant that Jesus was alive! The angel told them to go quickly and tell Jesus' friends that he is alive.

On their way back suddenly Jesus met them and said "Do not be afraid. Go and tell my brothers to go to Galilee, there they will see me"

Then the eleven disciples went to Galilee. When they saw him, they worshiped him. Jesus came to them and said,

*"All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit."*

# R.E.

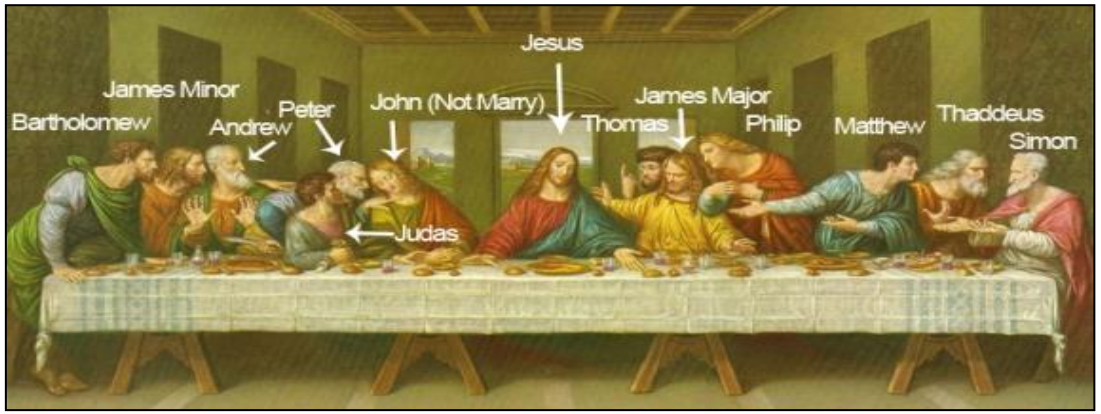
# Life of Jesus

## The Twelve Disciples

The 12 Disciples (also known as Apostles) were Jews, uneducated commoners, and simple men of faith who gave up everything to be followers of Christ.

Jesus spent three years training these men to be leaders. Jesus' plan was to eventually have the disciples take over and carry on the work he had started.

One of the most famous depictions of Jesus and his disciples is by Leonardo da Vinci, in his painting The Last Supper;



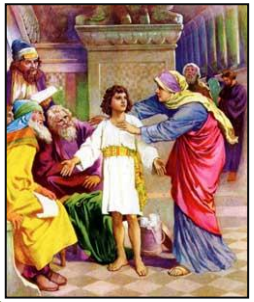

- **Peter** (who Jesus called 'his rock') was a gregarious, natural leader, and an obvious spokesperson for the twelve. Peter is well known for denying Christ three times after Christ was arrested.
- **Andrew**, was present when John the Baptist said, "Behold, the Lamb of God!" (John 1:35) Andrew was the first to follow Jesus.
- **John** is known as the "disciple Jesus loved". He wrote a large portion of the New Testament.
- **James** was the elder brother of John and was one of Jesus' closet friends (along with Peter and John).
- **Phillip** was a fisherman and worked alongside James and John.
- **Bartholomew** was also known as Nathanael.
- **Thomas** is often known as 'Doubting Thomas' because he did not believe that Jesus could be resurrected.
- **Matthew** was a tax collector, the most despised people in all of Israel.
- **James** the less (minor) is barely mentioned in the bible.
- **Simon** was known as 'the Zealot' because of his passion and loyalty when preaching God's word.
- **Thaddeus** was the brother of Simon.
- **Judas Iscariot** is known as 'the Traitor' because he betrayed Jesus for 30 pieces of silver by telling the Romans where he could be found.

## Jesus' Childhood

Luke 2:40 gives a summary statement describing Jesus' development from infancy to age 12:
*"And the Child grew and became strong in spirit, filled with wisdom; and the grace of God was upon Him."*

Every year Jesus and his family go to Jerusalem for the Passover. It's a long trip from Nazareth to Jerusalem, it takes them about three days to get to Jerusalem and it common for children to travel with other families or friends.

When Jesus is 12, May and Joseph realise he is not with the m on the journey home, so they return to Jerusalem to look for him there.



At last they find Jesus here with the teachers. He is listening to them and asking questions. And all the people are amazed at how wise Jesus is.

But Mary says: 'Child, why have you done this to us? Your father and I have been very worried trying to find you.

"Why did you have to look for me?' Jesus answers. 'Didn't you know that I had to be in the house of my Father?'

## The Baptism of Jesus

John was a prophet God called to announce the arrival of Jesus, Many people went to see John to confess their sins and be baptized by him.

The people gathered on one particular day. John began to tell them about their need for a Saviour.

He waded into the water to invite those who wanted to be baptized to come. Then the crowd parted, and Jesus came to be baptized!

At first, John was so humbled he said, "I need to be baptized by you, and you come to me?"

But Jesus insisted. Even though Jesus did not need to repent because He never sinned, His baptism showed that Jesus would take the punishment for our sin.

# Spanish

# All about me

## Model answer:

| | | |
|---|---|---|
| 1 | **Buenos días. ¿Cómo te llamas?** | Good morning! What's your name? |
| 2 | **Me llamo Yazmine. Se escribe YA-Z-M-I-N-E.** | I'm called Yazmine. It's spelt YA-Z-M-I-N-E |
| 3 | **¿Cómo estás? Estoy bien, gracias.** | How you are? I am well, thanks. |
| 4 | **¿Cuántos años tienes? Tengo once años.** | How old are you? I'm eleven years old. |
| 5 | **¿Cuándo es tu cumpleaños?** | When is your birthday? |
| 6 | **Mi cumpleaños es el primero de julio.** | My birthday is the first of July. |
| 7 | **El sábado celebré mi cumpleaños con mis amigos.** | On Saturday I celebrated my birthday with my friends. |
| 8 | **Jugué al fútbol y fue emocionante.** | I played football and it was very exciting. |
| 9 | **Recibí dinero de mis padres.** | I received money from my parents. |
| 10 | **¡Qué guay!** | How cool! |

## Pronunciation practice:


## Los números

| | | |
|---|---|---|
| 1 - uno | 11 - once | 21 - veintiuno |
| 2 - dos | 12 - doce | 22 - veintidós |
| 3 - tres | 13 - trece | 23 - veintitrés |
| 4 - cuatro | 14 - catorce | 24 - veinticuatro |
| 5 - cinco | 15 - quince | 25 - veinticinco |
| 6 - seis | 16 - dieciséis | 26 - veintiséis |
| 7 - siete | 17 - diecisiete | 27 - veintisiete |
| 8 - ocho | 18 - dieciocho | 28 - veintiocho |
| 9 - nueve | 19 - diecinueve | 29 - veintinueve |
| 10 - diez | 20 - veinte | 30 - treinta |

## Months of the Year

| | |
|---|---|
| January | enero |
| February | febrero |
| March | marzo |
| April | abril |
| May | mayo |
| June | junio |
| July | julio |
| August | agosto |
| September | septiembre |
| October | octubre |
| November | noviembre |
| December | diciembre |

## A tongue twister!

**Tres tristes tigres comen**
**trigo en un trigal.**
**Tanto trigo tragan**
**que los tres tigres**
**tragones**
**con el trigo**
**se atragantan.**

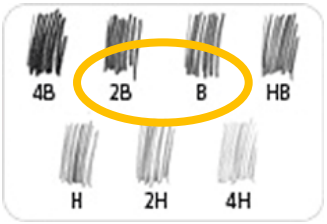
# Art

# Line and Tone

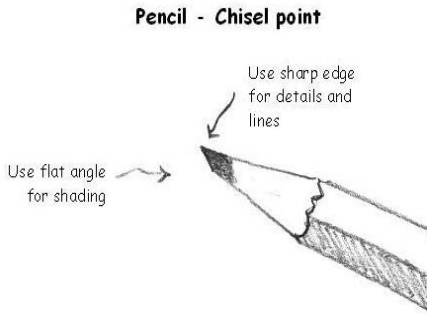
## Using Pencils

Pencils come in different grades. The softer the pencil the darker the tone
H=Hard, B= Black (soft)

In Art the most useful pencils are B and 2B

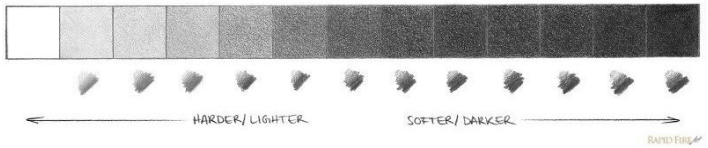


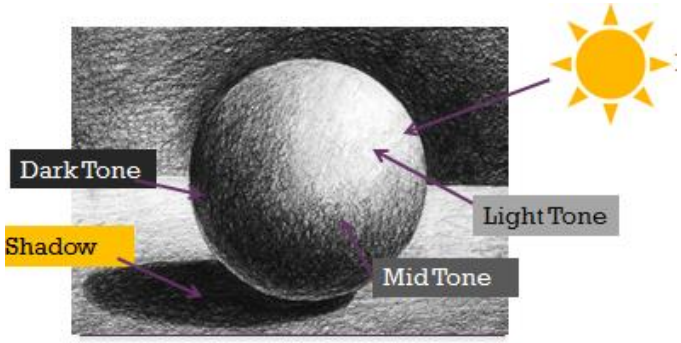





## Tone

Pressing harder or lighter with a pencil creates different tones




Including shadows will help make objects appear 3D

## Keywords

**Line**
Defines shape, the outer edges of something

**Tone**
Light or dark values used to add definition and texture.

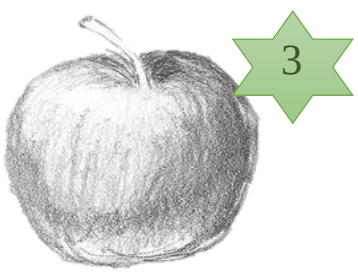
**Shape**
The main sections that the subject can be broken down into to create basic shapes.

**Contouring**
Bending and shaping the lines to give the impression of a 3D form.

**Blending**
Merging two or more colours to create a gradual change or soften a line

## Developing skills


Some basic shape, and some attempt to add more than one tone.




Shape is accurate and a variety of tones have been used. Lines have been contoured to follow the shape of the apple.


Accurate shape, a full tonal scale is seen and tones have been blended smoothly form one to another.

## Practicing Skills

Complete a PENCIL drawing of a whole Apple,

Then eat half of the apple and draw it again.

Finally eat the apple down to the core and draw its appearance .

Shade to show TONE.

## Artist in Focus

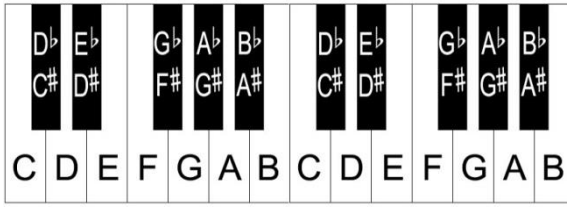
**Susannah Blaxill** is a British 'Botanical Artist' who creates photo-realistic drawings using a range of media including graphite pencil. Blaxill primarily focuses on natural forms.

She tries to recreate every small detail of the fruit, plants or vegetables and uses a wide range of tone to create extraordinarily realistic texture.

# Music

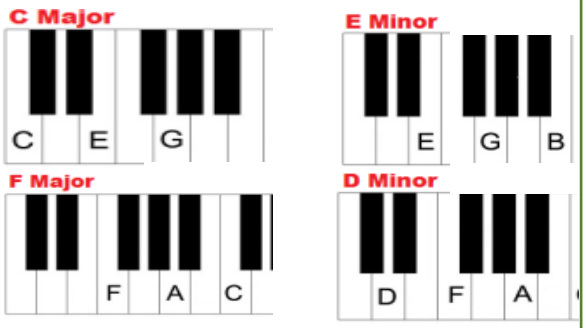
# The Elements of Music & Introduction to the Keyboard

## The Notes on a Keyboard



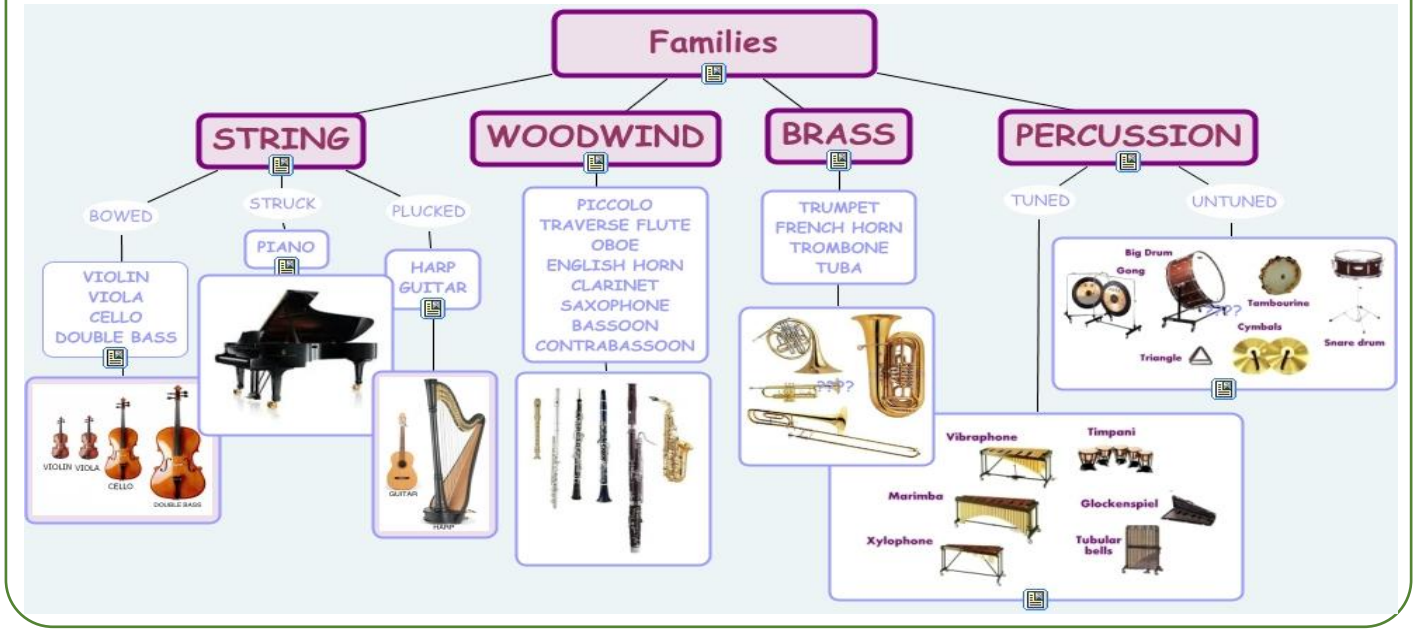

- The notes on a keyboard run from A to G and start again, just getting higher in pitch.
- The black notes are called sharps (#) and flats (b)

## Chords




- Chords in music are where you play more than one note at the same time.
- On the keyboard we often play chords in groups of 3.
- Major chords give a light happy tone and minor chords give a much darker sadder tone.

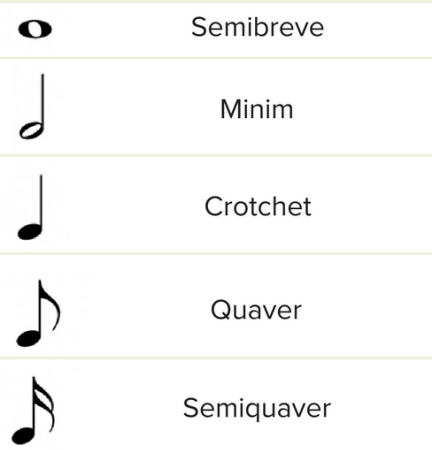
## Instruments of the Orchestra




## Keywords

| | |
|---|---|
| **Pitch** | How high or low the notes are |
| **Duration** | The length of the notes used |
| **Dynamics** | How loud or quiet a piece is |
| **Tempo** | The speed of the music |
| **Texture** | Musical layers (thick - lots of parts, thin - a few parts) |
| **Timbre** | Type of instruments used |
| **Structure** | Order the parts come in (Verse, Chorus etc) |
| **Pulse** | The beat of the music |

## Note Names



# Drama

# Creating a Character

## Vocal Skills

| | |
|---|---|
| Accent | How you pronounce words to sound like you are from a particular country. |
| Pace | How fast or slow you talk. |
| Pause | A beat in between a word for dramatic effect. |
| Pitch | How high or low you talk. |
| Stress | Putting emphasis on certain words. |
| Tone | How you say a word to show a particular emotion. |
| Volume | How loud or quiet you talk. |

## Physical Skills

| | |
|---|---|
| Body Language | How you use your body to show a particular emotion. |
| Eye Contact | Where you look to involve your audience or other characters. |
| Facial Expressions | How you use your face to show a particular emotion. |
| Gait | How you walk as a specific character. |
| Hand Gestures | How you use your hands to show a particular emotion. |
| Posture | How you position your back and shoulders to show a specific character/emotion. |
| Stance | How you stand as a specific character. |

## Performance Tips

| | |
|---|---|
|  | Face the audience all the time. No one wants to see the back of your head! |
|  | Stay in role! Try not to laugh or come out of character. |
|  | Project! |
|  | Know what you're doing! Practice means confidence. |

## Characterisation Skills

Frowning and mouth upturned.

Loud volume.

High pitch.

Angry tone.

Intense eye contact.

Straight posture.

Arms crossed.

Wide stance.

Lots of stress.

**How might we know this character is angry?**

## Why is Important to Create Successful Characters?

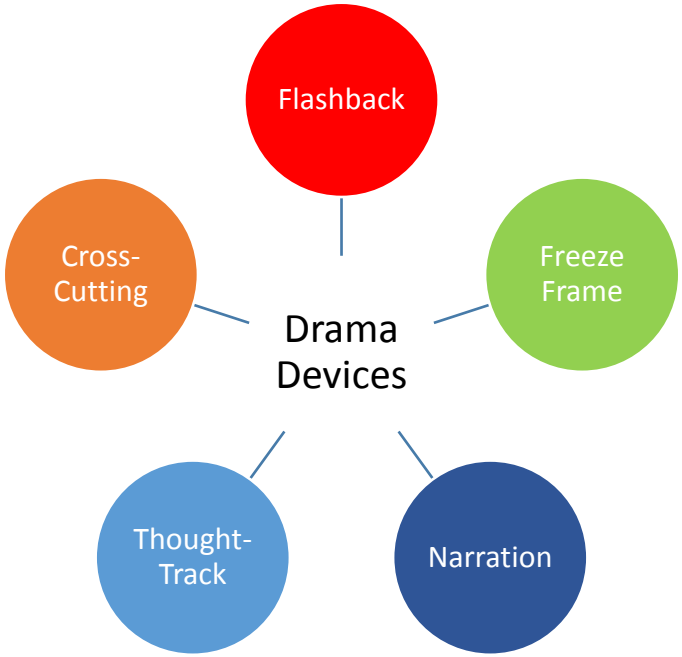
In Drama, we have to make our audiences believe us. Therefore, we must work hard at creating a character completely different from ourselves.

For example, Alan Rickman who played Severus Snape in Harry Potter was a lovely person. However, he used his skills to show us how horrible his character was.

# Drama

# Creating a Scene

## How can we make a scene look interesting?




## Performance Tips

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|  | Stay in role! Try not to laugh or come out of character. |
|  | Project! |
|  | Know what you're doing! Practice means confidence. |

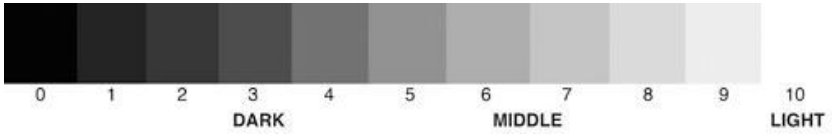
## Dramatic Devices

| | |
|---|---|
| Cross-Cutting | Where you have two scenes happening at the same time that link. |
| Flashback | Creating a scene that goes back in time to get a better understanding of what is happening. |
| Freeze Frame | A frozen image showing a key moment. |
| Narration | Telling the audience a story. |
| Thought-Track | Telling the audience exactly what your character is thinking and feeling. |

## Why should we add devices to our scenes?

Adding devices to our scenes makes them more interesting. They can also give our audiences more information on what is happening.

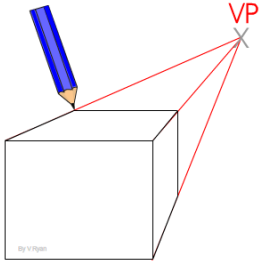
# Graphics



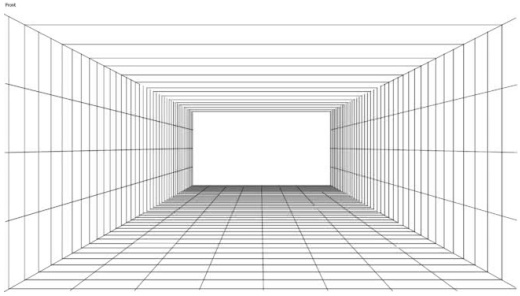

# Year 7

## Graphics Techniques

1 Point Perspective

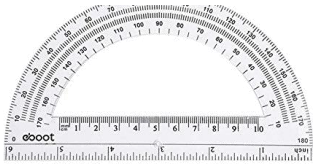



1. Decide where your vanishing point will be.
2. Draw a 2D shape.
3. Join each point of the shape to your vanishing point with a ruler.
4. Add parallel lines to complete your shape.



## Useful tools for InkScape


## Key Equipment



## Keywords

| | |
|---|---|
| Perspective | **Perspective** is what gives a three-dimensional feeling to a flat image such as a **drawing** or a painting |
| Illustration | An **illustration** is a decoration, interpretation or visual explanation of a text, concept or process. |
| Tone | Tone refers to how light or dark a colour or shade is. |
| Construction Lines | Lines which are lightly added to a drawing to help guide you to create the correct angles. |
| Typography | The style and appearance of writing. |

## Computer Aided Design – "CAD"

Any design created using a computer is classed as CAD. The CAD industry is huge and includes **Engineering, Architecture, Movies**, **Advertising** and **Video Games**. Graphic Designers will have a keen eye for detail when creating realistic renderings and textures for movies and games etc.

## Jon Burgerman


**Jon Burgerman was asked what the worst piece of criticism he's received about his work…**

*"That it looks like a child has drawn it. I mean, children often have amazing imaginations and their drawings are really loose, free and uninhibited.* ***I wish I could draw like that****."*

- Jon Burgerman is a British illustrator. He creates vibrant illustrations and murals featuring monsters and patterns using continuous line.
- He has been commissioned all over the world to create murals on walls in public places.
- He has also created illustrations for advertising campaigns with Pepsi, Coke, Nike, Sony, New Era, Sky, Puma, Nintendo, MTV, Levis and AOL.

# Food & Nutrition

# Function of ingredients & balanced diets

## The function of ingredients in bread making

**Flour** – gives bulk and structure to the bread. Gives taste and absorbs the moisture.
**Salt** – gives structure by helping gluten form. Adds taste.
**Sugar** – provides food for the yeast, adds flavour, and helps the bread brown.
**Yeast** – is the raising agent in the bread
**Water** – helps the gluten form, adds moisture for the yeast to grow

## Measurements

G = grams

kg = kilograms - 1kg = 1000g

ml = millilitre

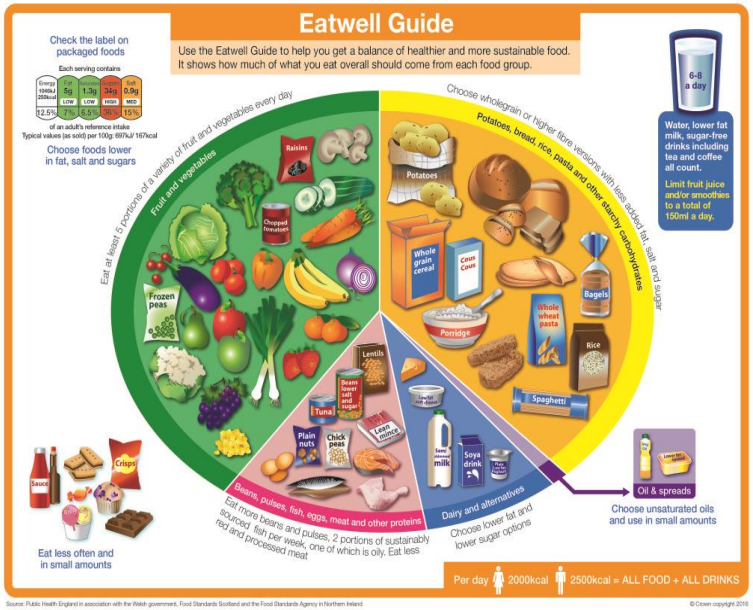
L= litre - 1 litre = 1000ml

Tsp = teaspoon = 1 tsp = 5g

Tbsp = tablespoon = 1 tbsp = 15g

## Key Words

| | |
|---|---|
| **Nutrient** | The properties found in food and drink that give the nourishment that are vital for growth and life. The main nutrients are carbohydrates, protein, fats, vitamins and minerals |
| **Contamination** | The presence in food of an item that can cause harm. Contamination can be physical, chemical or biological. |
| **Enzymic browning** | A chemical process where oxygen and enzymes in the food react to cause the surface to go brown. This process cannot be reversed. |
| **Gluten** | formed from the two proteins in wheat when water is added. It is developed when it is needed. |
| **Fermentation** | The chemical breakdown of sugar to acid, gas or alcohol by bacteria, yeast or other micro-organisms |




Jamie Oliver states that 'Cooking from scratch is a fantastic way to save money and keep ourselves and our families healthy.' He goes on to say that 'Teenagers should all know how to cook a variety of healthy, balanced and cost effective dishes by the time they are 14.'

# Textiles

# Oscar the Owl Doorstop

## Textile Techniques

**Applique**

Pieces of fabric sewn on to a larger piece to form a picture or pattern.

**Seams**

A line where two pieces of fabric are sewn together on a product.

**Paper Pattern**

A paper pattern acts like a template. You pin it onto your fabric in order to cut fabric the correct size. Paper patterns include seam allowance

## Stitches

Running Stitch


Back stitch


Blanket stitch


## Key Equipment

Fabric Scissors are sharper than paper scissors in order to cut fabrics. You must not use them for paper as it makes them blunt.

A sewing needle has what is called an eye, which is a small hole, where you place the thread through. This allows you to sew.

Pins are use to attached paper patterns to fabric or keep fabric together before sewing. You remove these once you have finished sewing.

## Textiles Keywords

| | |
|---|---|
| Thread | Thread comes on a reel and it is what you thread through a needle in order to sew. |
| Seam Allowance | This is 1.5cm extra fabric you add onto your fabric pieces in order for your product to turn out the correct size once sewn. |
| Design Ideas | Initial design ideas are you first sketches of an idea which you develop into a final design, that you can follow when making. |
| Fabric | Fabric is the term used for all materials such as cotton, polyester, silk, felt, fleece etc. |

## Common Fabrics

**Cotton –** This is a natural fabric that is used to make a wide range of items. For example shirts, dresses, socks, underwear and T-shirts.

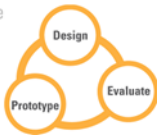
**Denim –** This is a fabric made of cotton however it is woven in a special way and often dyed in different shades of blue. Denim is most commonly used in Jeans.

**Wool –** This is a natural fabric that is used to make mainly knitted items. For example jumpers, scarves, hats and gloves.

**Polyester –** This is a man-made fabric that is often blended with cotton to reduce the cost of items.

**Felt –** This can be man-made or a natural fabric using wool. It is easy to cut and sew and used a lot for craft items.

# Product Design



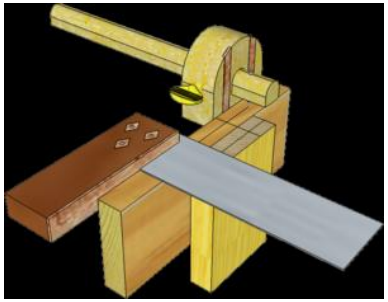

Innovative
Sustainable
Functional

Year 7

## What is Product Design and why is it important?

The role of **design** is to create a marketable **product** from an innovation. Design is often the deciding factor in the success of a product.

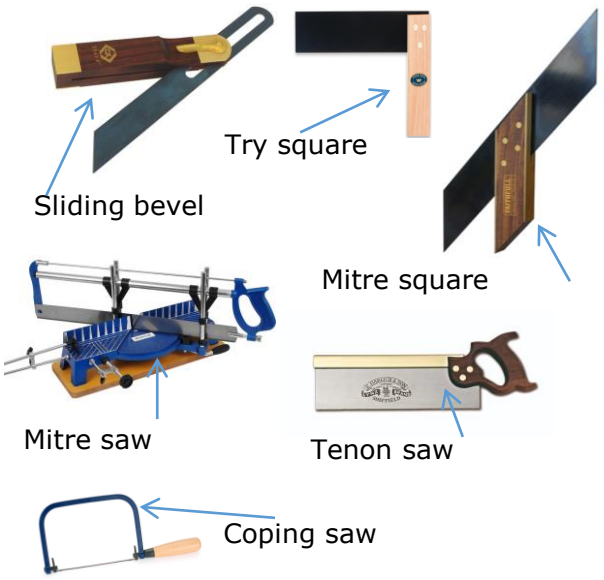
Many customers make purchasing decisions based primarily on product design, because good product design ensures **quality**, **appearance**, **performance**, **ease of use**, and **reliability**.



Tools we use to mark out;

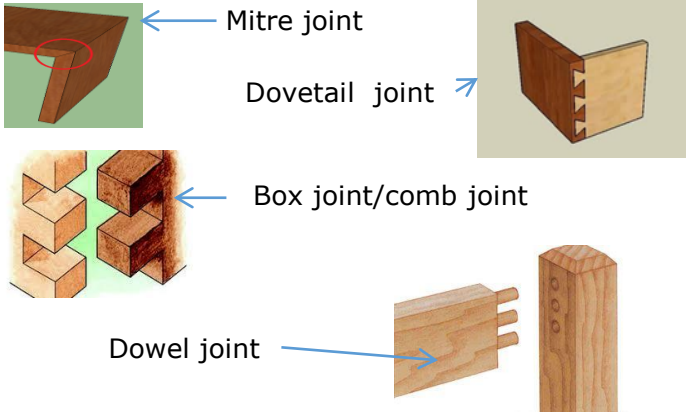
- **Marking gauge**
- **Try square**
- **Pencil**
- **Rule or ruler**

## Identifying the equipment




| | |
|---|---|
| **Precision** | Being exact and accurate when marking and cutting out. |
| **Tolerance** | An allowable amount of variation of a specified quantity, especially in the dimensions of a machine or part e.g. +/- 0.25mm. |
| **Aesthetics** | The look and/or feel of a product and how this is incorporated into the design. |
| **Ergonomics** | The study of people's efficiency in their working or home environment. |
| **Stakeholders** | A person with an interest or concern in something, especially a business. |

## Shaping and joining




## Famous Designers

This is James Dyson.
He is an influential designer because ….

- He constantly **innovates**, his designs are creative and unique
- His products are designed around the needs of the **stakeholders**
- The "cyclone technology" design, including the 15 years and **5,127 prototypes** it took before the first model, DC01, would ultimately prove successful in 1993. Fifteen years!
- **Design** and **manufacturing** occurs on a **global** scale. Dyson employs over 7,000 people.

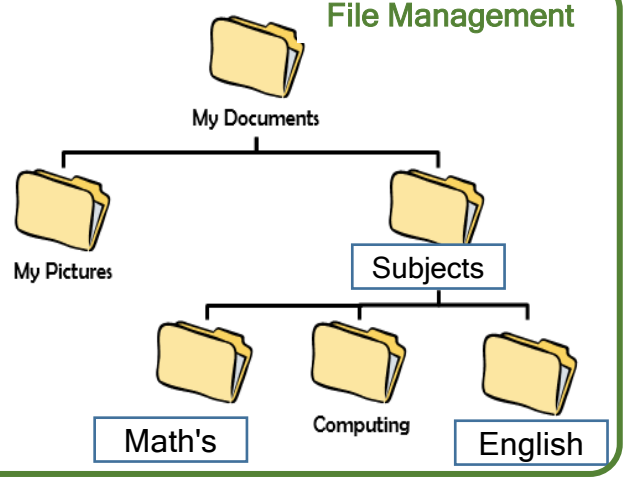
# Computing

# Digital Literacy and Web Safety

## Key Words

| | |
|---|---|
| Transition | To move from one slide to another with an effect in PowerPoint |
| Animation | To move a picture or a piece of text to enter /leave the slide that the user is on. |
| Font | The size of the text can be made larger or smaller |
| File organisation | The correct way to organise a files within a computer system |
| Internet | The global system of interconnected computer networks |
| Packet switching | A message is broken into a number of parts which are sent independently and then reassembled at the destination. |
| IP address | A unique string of numbers separated by full stops that identifies each computer. |
| Personal details | Recorded information about an individual that may include his or her name, address, email address and phone number. |
| Netiquette | The correct or acceptable way of using the Internet. |
| Copyright | The legal right given to the originator for a fixed number of years, to print, publish, perform, film, or a recording. |

## File Management




## Microsoft Office

## Key Words

| | |
|---|---|
| Ethics | Moral principles that govern a person's behaviour or conducting |
| SPAM  | Irrelevant messages sent over the Internet, typically to a large number of users, for the purposes of advertising, phishing, spreading malware |
| Phishing  | The illegal process of sending emails pretending to be from a company in order to gain personal information, such as passwords and credit card numbers. |
| Virus  | Malicious software that, when executed, replicates itself by modifying other computer programs and inserting its own code |
| Firewall  | A security system that monitors and controls incoming and outgoing network traffic. |
| Encryption  | The process of encoding a message or information so that only authorized parties can access it and those who are not authorized cannot. |
| Search Engine | A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, |
| Password james0898 @!#$%{} | A combination of letters, numbers and symbols used to gain access to a computer system with a username. |

# Computing

# Analyzing data

| | |
|---|---|
| Data analysis | The process of evaluating data using analytical and logical reasoning to examine each component of the data provided |
| Sort | Sorting is the process of arranging objects in a certain sequence or order according to specific rules. |
| Filter | allows you to view specific rows in an Excel spread sheet, while hiding the other rows |
| Spread sheet | A sheet of paper that shows accounting or other data in rows and columns |
| Database | is a list of data |
| Field | A column of data |
| Record | is the complete set of data about one person. |
| Work sheet | is a single page in a file created with an electronic spreadsheet program such as Excel |
| Criteria | The correct or acceptable way of using the Internet. |

## Key Words

| | |
|---|---|
| Cell Reference | is an alpha-numeric value used to identify a specific **cell** in a spreadsheet |
| If statement | If statements are decision making commands that can be used in spread sheets and computer programming |
| Conditional formatting | Conditional formatting is the process of formatting a set of data in a spread sheet automatically based on a set of defined rules. |
| Absolute cell | An absolute cell reference is a cell address that contains a dollar sign ($) in the row or column coordinate, or both. |
| Formula | The exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material. |

## An example If Statement

Formulas Start with =

The maths operator

The value or text to display If the test is true

The value or text to display If the test is false

```
=IF(E5>10,"Win","Lose")
```

The command IF

The Cell Reference we are testing

The value to test against

Remember to use brackets, commas and quotation marks correctly