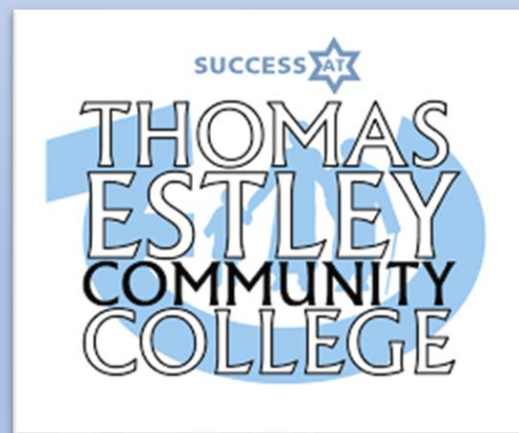


# Thomas Estley Community College

## Year 7 Spring Term

### Knowledge Organiser



## What are Knowledge Organisers?

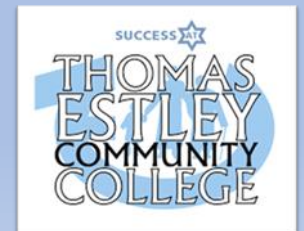
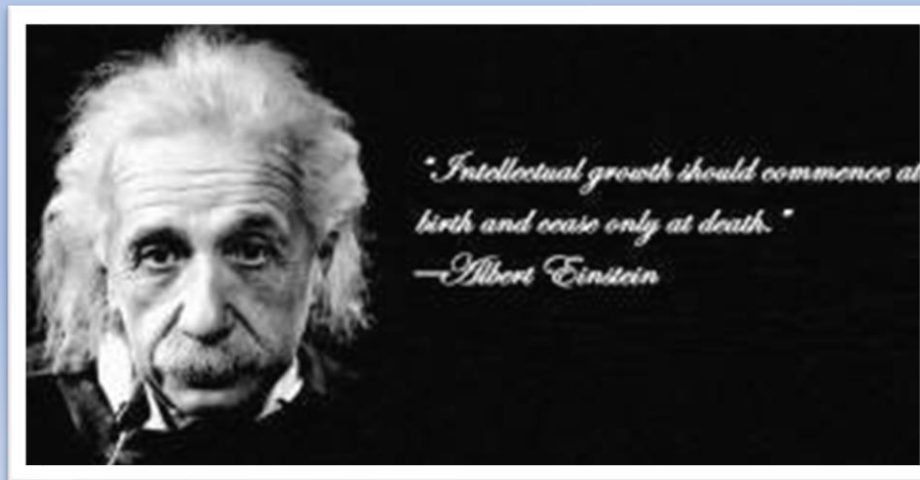
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these vary according to the subject being taught.

It will be the students responsibility to keep the knowledge organisers safe and refer to them over the whole academic year.

## How will these be used at Thomas Estley?

At Key stage 3, you will be given a knowledge organiser each term. You need to keep these safe in your learning packs that you were provided with at the start of the academic year.

Your subject teachers will use these in a variety of ways, for both class work, remote learning opportunities and homework. They will be used to help with revision for class quizzes and retrieval practice activities. They will also be used for flip learning activities, where subject teachers will ask you to learn some information and then go in to it in more detail in class.



# Revision Tips and Tricks!



## Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



## Teach it!

Teach someone your key facts and then get them to test you, or even test them!



## Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

## Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until its full!



## Back to front

Write down the answers and then write out what the questions the teacher may ask to get those answers.



## Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!



## Practice!

Some find they remember by simply writing the facts over and over again.

## Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



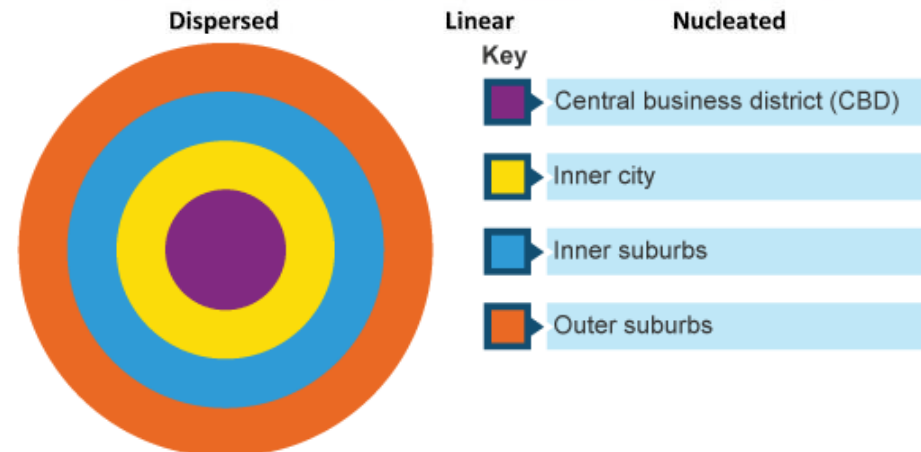
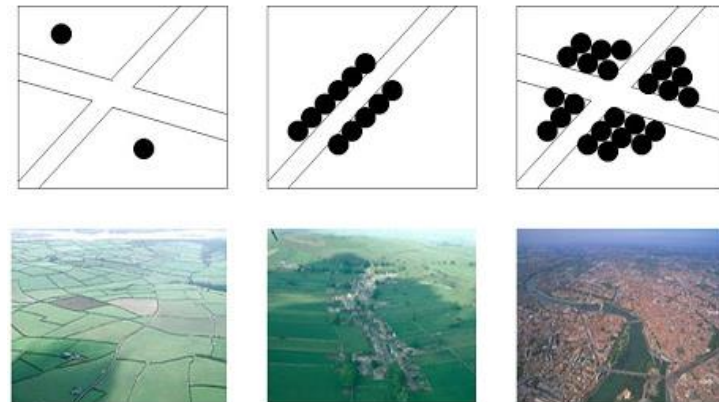
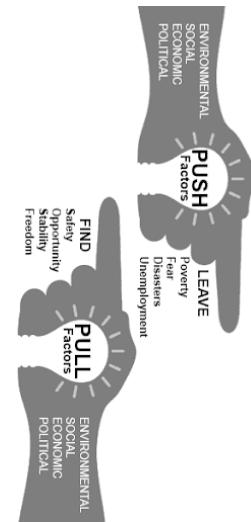
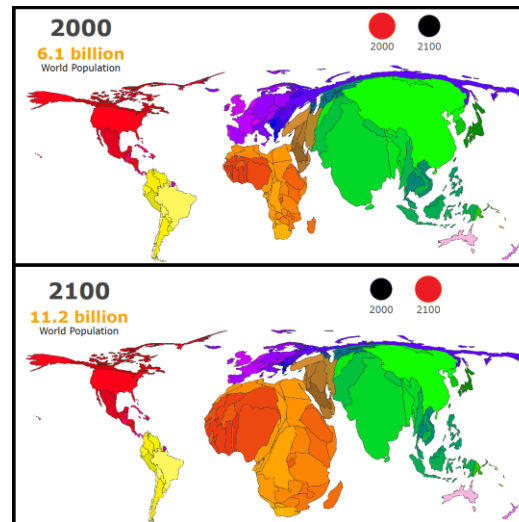
## Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

# Geography Knowledge Organiser

## Year 7: People and Place

Key Word	Definition
Population	The number of people in a given area.
Pull Factors	Reasons a person might be attracted to an area.
Push Factors	Reasons a person might leave an area.
Settlement	A place where people live.
Site	The land the settlement is built on.
Function	The reason it is there and the things it provides.
Dispersed	A settlement that is spread out allowing more space for farms.
Nucleated	A settlement that is centred on a focus point e.g. cross-roads, shops etc.
Linear	A settlement that is long and thin (like a line) along a narrow valley or a main road.
Urban Regeneration	Taking an old run-down area and turning it into something different and new.
Burgess Model	Theoretical model for the layout of cities.



### Useful websites...

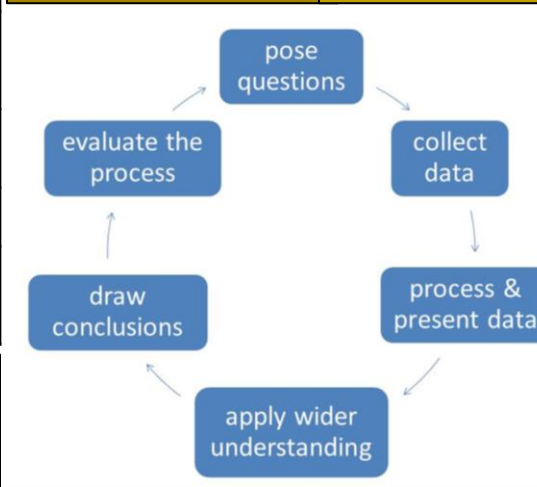
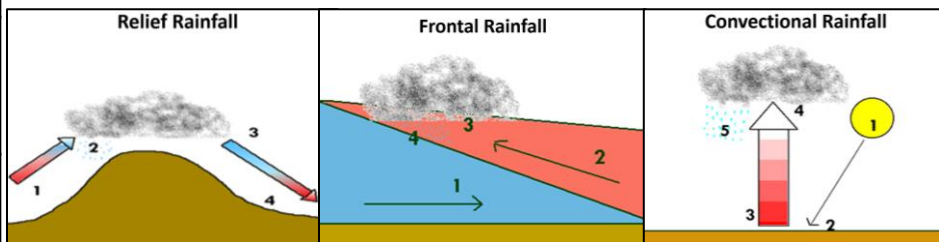
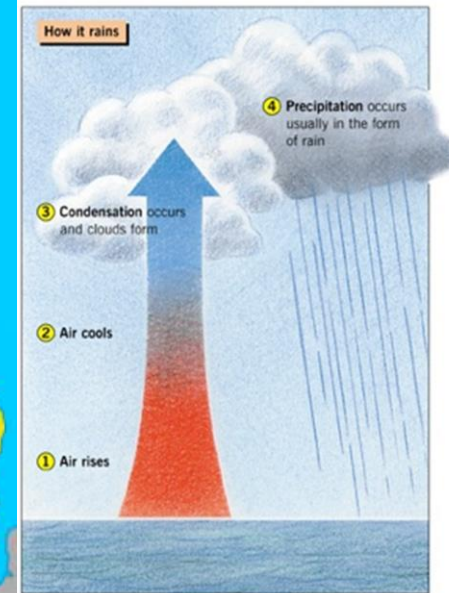
<https://www.bbc.co.uk/bitesize/topics/zg7nvcw>

# Geography Knowledge Organiser

## Year 7: British Geography

Key Word	Definition
Weather	The day to day condition of the atmosphere.
Climate	The average weather conditions of a place taken over many years.
Climate Graph	A graph which shows the climate of a place including temperature and precipitation.
Prevailing Wind	The most common wind direction, in the British Isles this is from the south-west.
National Parks	Large areas of public land chosen by the government for its scenic, recreational, scientific, or historical importance given special protection.
Microclimate	A small area with a distinctive climate which is different to that of the surrounding area e.g. temperature.
Fieldwork	Undertaking tasks outside of the classroom, this may be local or in another country!
Data	Information collected together to look into what is happening.
Method	What you did for your fieldwork to collect your data.
Analysis	Applying your understanding to your data.
Evaluation	What could improve your fieldwork if you were to do it again?

**Useful websites...**  
<https://www.geographyinthenews.org.uk/issues/issue-25/the-united-kingdom/ks3/>



# YEAR 7

## MODELLING DATA

### SPREADSHEETS

**Spreadsheets** are used to model data.  
That means that they can be used to perform calculations on data and make predicts.

Spreadsheets use data which is held in cells.

**Data and information** are not the same.

- **Data:** facts and figures in their raw form
- **Information:** data that has been given structure or meaning

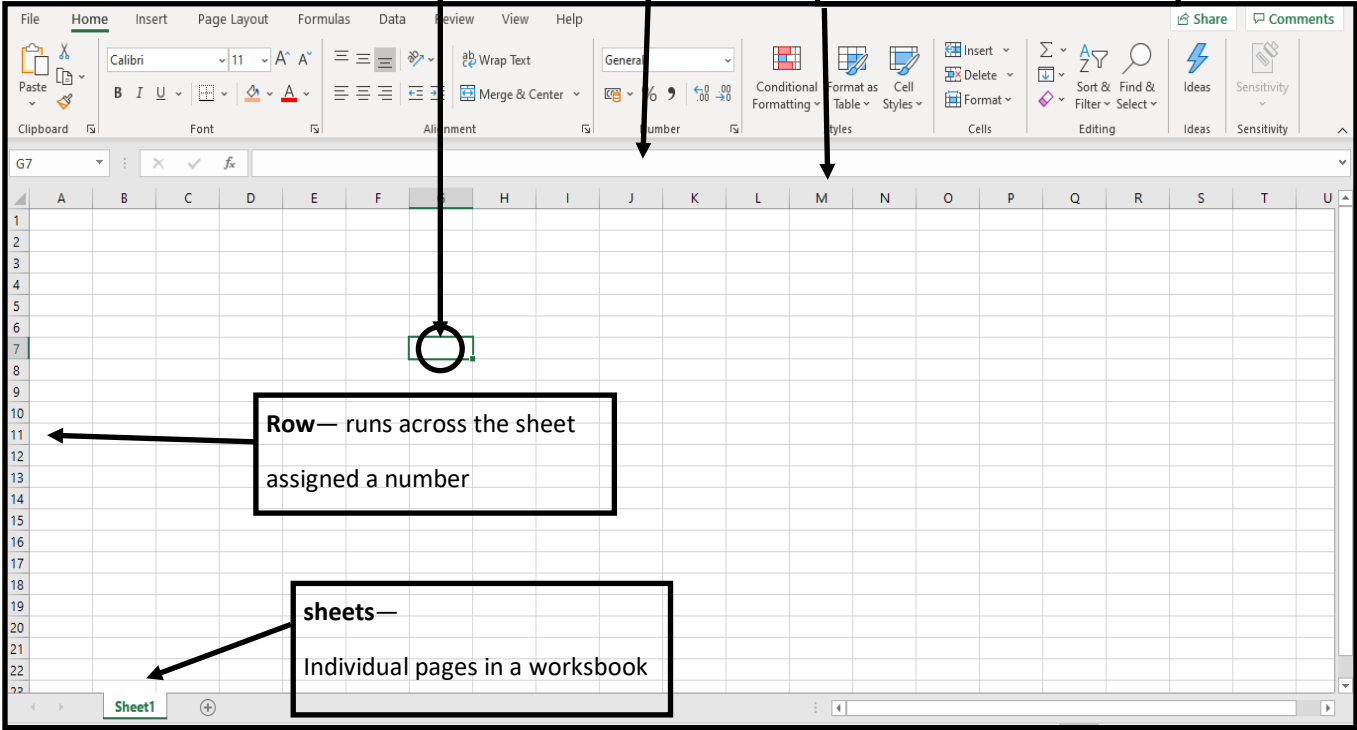
For example:  
**Data**—10, 2107, 18  
**Information**—Time 10am, date 21st July, temperature 18°

Data can be gathered from different sources

- **Primary** source: collecting data yourself
- **Secondary** source: someone else collects the data

Each box on a spreadsheet is called a **cell** and they hold data.  
 Each **cell** has a unique **cell reference** to identify its location.  
 Example G7

In order to complete calculations spreadsheets make use of **formula**.  
 A formula uses the following basic symbols  
 The = symbol is always at the start of a formula  
 The + symbol is used for addition  
 The - symbol is used for subtraction  
 The \* symbol is used for multiply  
 The / symbol is used for divide  
 Functions are also used which are predefined formula.



**Column**— runs down a sheet  
assigned a letter

**Cell reference**

**Formula bar**

**Row**— runs across the sheet  
assigned a number

**sheets**—  
Individual pages in a workbook

Common **functions** are  
**SUM**—adds a range of cells  
**MAX**—returns the largest value from selected cells  
**MIN**—returns the smallest value from selected cells  
**AVERAGE**—provides the arithmetic mean (average) of selected cells  
**COUNTIF**—counts the number of cells in a range that meet the given criteria  
**IF**— allows logical comparisons  
**COUNTA**—counts cells that are not empty

The tool bar at the top allows for **formatting** of the data.  
 Changing colour, size, style etc  
 There is a **sort** and **filter** tool that allows for data to be arranged in ways that is most useful for the user e.g. alphabetical, highest first etc.  
**Conditional formatting** can be set to allow the cell **formatting** to **automatically** change if certain criteria is met. For example a cell might turn red if there was a negative number

# Year 7 Networks

A **network** is where devices are connected together usually by cable or WiFi. This could be a few computers in a room, many computers in a building or lots of computers across the world.



## Wired and Wireless data transmission

A computer network can be either wired or wireless.

- Wired networks send data along cables.
- Wireless networks send data through the air using radio waves.

**Bandwidth**—Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second



**Bandwidth** is measured in bits per second

A bit is the smallest unit of data  
Data transfer rates are now so good that bandwidth is usually measured in Megabits per second (Mbps)  
1Mb—1 million bits

## Internet services

There are a range of services provided by the internet. These include:

- World Wide Web
- Email
- Online gaming
- Instant messaging
- Voice over IP (VoIP) – audio calls
- Internet of Things (IoT)
- Media streaming (e.g. watching Netflix online)

The rules for each service are different. As a result, a different protocol is used.

**HTTP**—HyperText Transfer Protocol—used so that data can be understood when sent between web browsers and servers.

**HTTPS**—is the secure version of HTTP where data sent is encrypted.

## Key Words

bandwidth	Amount of data that can be moved from one point to another in a given time.
buffering	Data arriving slower than it is being processed
internet	A worldwide network of computers
Internet of Things (IoT)	Takes everyday 'things' and connects them to the Internet eg smart light bulb, fridge, heating etc
IP address	A unique address for every device on the internet
packet	Networks send/receive messages in units called packets
protocol	All methods of communication need rules in place in order to pass on the message successfully. These sets of rules are called 'protocols'
Search engine	A website that allows user to look up information on WWW e.g. Bing, Google etc
Web browser	Piece of software( code) used to view information on the Internet
WWW	Part of the Internet that contains websites and webpages. NOT the same as the Internet.

**Network Hardware**—physical equipment required to set up a network

**Hub**—Connects a number of computers together. Ports allow cables to be plugged in from each connected computer.

**Router**—Used to connect two separate networks together across the internet

**Server**—A powerful computer which provides services to a network

**Cable**—Used to connect different devices together. They are often made up of a number of wires.

# A Midsummer Night's Dream

William Shakespeare

## Key Facts

Written between 1590 and 1595

First performed in 1594-96, and then published in 1600

Genre: Comedy

Setting: Ancient Athens, and the forest just outside the city

## Key Characters

Puck	A type of fairy. Oberon's servant who likes playing tricks. Has different magical abilities. Can still make mistakes, however.
Nick Bottom	An actor who isn't very good. Doesn't realise this. Doesn't notice when his head is turned into an ass's head. Titania falls in love with him.
Hermia	The beloved of both Lysander and Demetrius. Strong willed.
Helena	She loves Demetrius, but he falls in love with Hermia. Helena lacks self-respect. Willing to betray Hermia to win Demetrius back.
Lysander	He loves Hermia. Risks death by eloping to forest with Helena. Very loyal to Hermia, except when under effects of the love juice.
Demetrius	He wooed Helena previously, before rejecting her and moving onto Hermia. Can be cruel sometimes. Probably wouldn't return to Helena without the potion.

## Key Themes

Love

A play within a play

Dreams

The supernatural

Gender

## Key Vocabulary

**Soliloquy:** A speech given when there is no other character there

**Metaphor:** A comparison when you say something is something else

**Simile:** A comparison using like or as

**Alliteration:** When two or more words begin with the same sound

**Personification:** Giving a non-human object human characteristics

**Comedy:** In Shakespearean comedies, the humour arises from the

**Unrequited Love:** When someone loves someone, but they don't love

**Conflict:** a battle, disagreement or argument between two parties

**Dramatic Irony:** When the audience knows more than the characters

**Iambic Pentameter:** The rhythm of the line has 10 syllables in 5 sets of 2

## Plot Summary

**Act 1:** Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.

**Act 2:** In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. Lysander falls madly in love with Helena.

**Act 3:** Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.

**Acts 4 and 5:** Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.



# Oliver Twist

# English Knowledge Organiser Spring

# Discovering Poetry

Key Vocabulary	Definition
Morality	-a code of wrong or right. Good = moral, bad = immoral
Vulnerable	- In a situation in which you could be easily harmed (on the streets)
Naive	- To have no experiences of the complications of life
Workhouse	- Place where people who couldn't support themselves worked
Poverty	- State of being very poor
Malicious	- Meant to harm or upset someone

Character	
<b>Oliver</b>	- 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.
<b>Fagin</b>	An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.
<b>Jack Dawkins (The Artful Dodger)</b>	A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.
<b>Bill Sikes</b>	A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.
<b>Nancy</b>	Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

Term	Definition
Ballad	Story poems– often 4 lines stanzas
Blank verse	Verse with no rhyme – usually 10 syllables
Free verse	No regular rhyme/rhythm
Haiku	3 lines, syllables 5/7/5. Often about nature
Ode	Lyrical poem often addressed to one person
Sonnet	14 lined love poem
Shape poem	Poem is in shape of the main subject
Rhyme scheme	The pattern of the lines that rhyme in a poem.

Term	Definition
Alliteration	When words placed together start with the same sound. "She sells sea shells on the sea shore".
Metaphor	When you say something is something else but you know it can't be. "She is a star!"
Simile	When you compare two things using 'as' or 'like'. "As brave as a lion".
Onomatopoeia	Words that sound like what they are. "Meow" or "crash".
Assonance	The repetition of a vowel sound "Go slow over the road".
Emotive language	Language used to create a particular emotion in the reader.
Sibilance	A repeated 's', 'sh' or 'z' sound.
Caesura	A pause in the middle of the line.
Enjambment	When one line runs into another without a pause.

## Context

**Charles Dickens** Charles Dickens was born 7th February 1812 in Portsmouth. His novels are set in Victorian times (1830-1900). Dickens had to work in harsh conditions as a child when his father was sent to prison. Victorian London was a busy city growing bigger all the time due to the Industrial Revolution. Big cities were a place where crime developed and in the early 1800s the first police force was created. Victorian people were expected to know their place in society and the church taught people to be content in their 'station'.

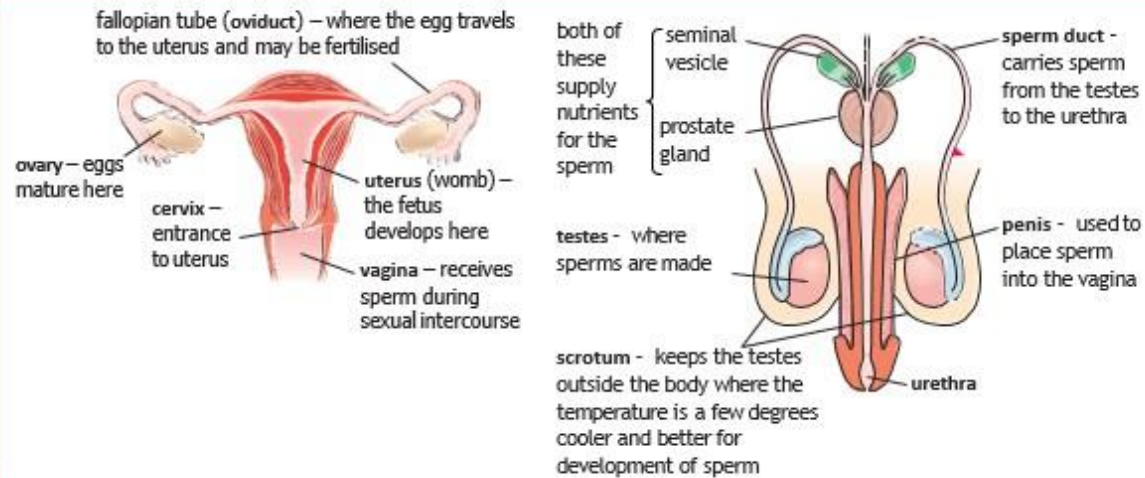
## Variation

- The differences in characteristics of living things is known as **variation**
- There is a large amount of variation between different **species**, but within species many more characteristics are shared
- Even though two organisms may look the same, they will always have variation between them

Inherited variation	Environmental variation
<ul style="list-style-type: none"> <li>Is anything that comes directly from your parents, anything that you inherit</li> <li>Examples can include lobe less or lobed ear lobes and eye colour</li> </ul>	<ul style="list-style-type: none"> <li>Is any type of variation that is caused by your surroundings</li> <li>Factors that can cause environmental variation include diet, education and lifestyle</li> </ul>

- Environmental factors can also impact inherited factors, for example a poor diet can affect height or your exposure to the sun can affect skin tone
- Characteristics which are inherited and not affected by environmental variation include natural eye colour, blood group and genetic diseases

## Reproductive systems

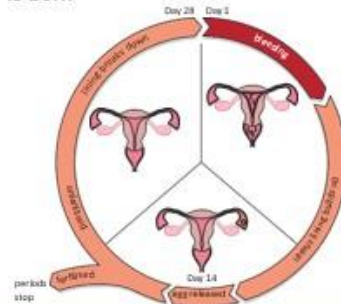


## Adolescence

- Adolescence** is the process in which a child changes into an adult, it involves both physical and emotional changes
- The physical changes alone in this time are known as **puberty**, these are caused by **sex hormones**

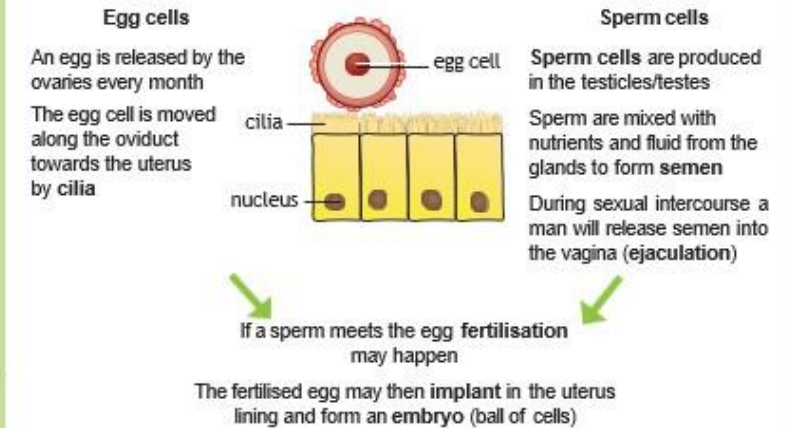
## The menstrual cycle

- The **menstrual cycle** is the process in which an egg is released from an ovary and leaves through the vagina
- Day 1: blood from the uterus lining leaves through the vagina, which is known as a **period**
- Day 5: the bleeding stops and the uterus lining starts to re-grow
- Day 14: an egg is released from one of the ovaries during **ovulation**
- If the egg is **fertilised** than the menstrual cycle stops until the baby is born



## Fertilisation, implantation and gestation

- Egg cells and sperm cells are also called **gametes**, and each contains half the genetic information needed to form a complete organism.



- During **gestation** the developing **fetus** needs nutrients from the mother, these are passed through the **placenta** which is connected to the fetus by the **umbilical cord**
  - Nutrients are passed from the mother to the baby and waste products are passed back from the baby to the mother
  - The baby is protected from bumps to the mother by the **amniotic sac** which acts as a shock absorber
- Fetus Development:**
  - Just a dot (0 weeks) - cells beginning to specialise
  - 3 mm long (4 weeks) - spine and brain forming, heart beating
  - 3 cm long (9 weeks) - tiny movements, lips and cheeks sense touch, eyes and ears forming
  - 7 cm long (12 weeks) - fetus uses its muscles to kick, suck, swallow, and practise breathing



Reproduction

Knowledge organiser

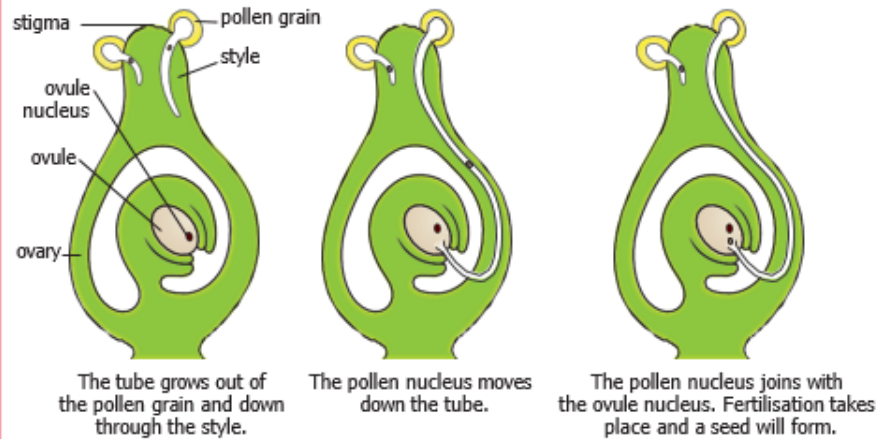
page 1

**Activate**  
Question • Progress • Succeed

## Pollination and fertilisation

**Pollination** is the **fertilisation** of the ovule, the point at which the pollen is transferred to the ovule from the anther to the stigma, there are two types of pollination

- Cross pollination is between two different types of plant
- Self pollination happens within the same plant



**Germination** is the process in which the **seed** begins to grow, for this to occur the seed needs:

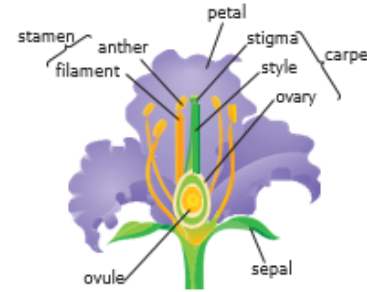
- Water to allow the seed to swell and grow and for the embryo to start growing
- Oxygen for that the cell can start respiring to release energy for germination
- Warmth to allow the chemical reactions to start to occur within the seed

## Parts of a flower

### Stamen

Male part of the flower

- The **anther** produces **pollen**
- The **filament** holds up the anther



### Carpel

Female part of the flower

- The **stigma** is sticky to catch grains of pollen
- The **style** holds up the stigma
- The **ovary** contains **ovules**

## Adaptations

- **Adaptations** are characteristics which organisms have developed to best survive in their surroundings
- Organisms with the best suited adaptations can breed and pass these on
- Those who are not best adapted will die out and not be able to pass on their genes

### Key terms

Make sure you can write definitions for these key terms.

Adaptation Adolescence Amniotic sac Anther Carpel Cervix Cilia Egg cell Embryo Environmental variation Fertilisation Fetus Gamete Germination Gestation Implantation Inherited variation Menstrual cycle Ovary Ovule Oviduct Ovulation Penis Petal Period Placenta Pollen Pollination Puberty Reproductive system Scrotum Semen Seed Sepal Sex hormones Species Sperm cell Sperm duct Stamen Style Testicles Umbilical cord Urethra Uterus Vagina Variation

B2

Reproduction

Knowledge organiser – page 2

**Activate**  
Question • Progress • Succeed

## Employment Keywords:

Full time  
Freelance  
Part Time  
Venue Manager  
Session musician  
Studio manager  
Mastering  
Engineer  
Live sound technician  
Sound engineer  
Roadie  
Artist Manager  
Record Producer

## The role of the recording studio:

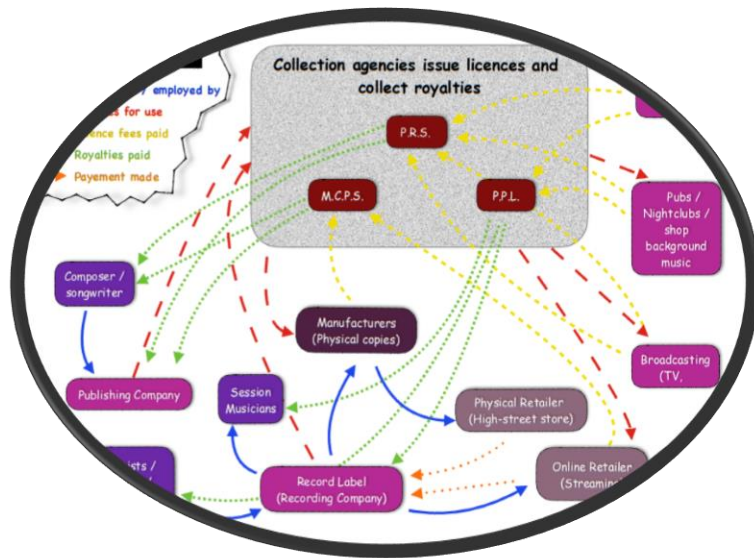
A recording studio is a facility where sound recording and mixing takes place. A number of job roles work with the studio to ensure the studio runs efficiently and produces a professional sound. In this section you will learn about these different recording roles and the process of making a sound recording. A recording studio works with other organisations in the industry: - a record label might book the studio to record a song for one of their artists for which they will then own. - An artist/band might book a studio to record their own songs to create a demo - A composer might book the studio themselves (as well as the musicians) to record a version of their song so they can pitch their music to publishers

## Venues:

Sports arena  
Theatre Park  
band-stand  
Restaurant  
Dance festival  
Pub  
Outdoor festival  
Concert hall

## Revision Video

<https://www.youtube.com/watch?v=QtJR-OEMU7Y&feature=youtu.be>



# The music industry

Year 8  
Music

Extravaganzas

Melodramas

Minstrelsy

Dissonance

Blue notes

Syncopation

Push rhythms

Interval

Tritone

Riff

Cross rhythms

Texture

Tonic

Dominant

Word painting

Neapolitan chord

duet

aria

## The background.....

West Side Story is an American musical and was completed in 1957. The music is by **Leonard Bernstein** and the words are by **Stephen Sondheim**. It is a jazzy musical based on Shakespeare's story of Romeo and Juliet but set in 20th-century New York against a background of racial gang warfare.

There are two rival gangs - the Sharks who are originally from Puerto Rico and the Jets who were born in New York. **Tony** (tenor) and **Maria** (soprano) meet at a dance and fall in love but have allegiances with opposing gangs. Both acts end with a murder.

The musical was groundbreaking because of its tragic tone, sophisticated musical style and innovative extended dance sequences which are integral to the show. The music has elements of opera, musical, jazz and Latin-American dance music. 'Something's Coming' is one of the well-known songs from West Side Story. Others include 'Somewhere', 'Maria' and 'Tonight'.

The first production was on Broadway. In 1961 it was made into a successful film and since then has been performed many times by theatre, opera companies and schools.

**'Something's Coming' is taken from Act I and is Tony's first solo. At this point he has not met Maria. He has become disillusioned with gang warfare and looks forward to a better future. He wants to leave the Jets but agrees to join them to go to a dance later that evening.**

**ARIA**

Something's coming:

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



Year 8  
Music

# KNOWLEDGE ORGANISER



## PANTOMIME

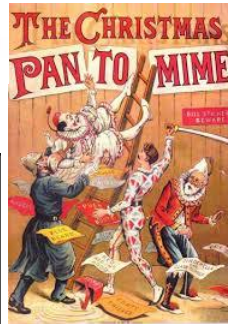


KS3  
Spring 1

### Origins of Pantomime

The origins of British Pantomime or Panto as it is affectionately known in the UK, probably date back to the middle ages, and blend the traditions of the Italian "Commedia dell'Arte, and the British Music hall to produce the art form that is Pantomime. "Commedia dell'Arte was a type of travelling street entertainment which came from Italy in the 16th century.

Commedia was a very physical type of theatre that used dance, music, tumbling, acrobatics and buffoonery. Commedia dell'Arte troupes had a repertoire of stories that they performed in fairgrounds and market places. Often the touring troupes were made up of family members who would inherit their characters, costumes, masks and stories from their parents or grandparents.



### Main Characters

Another element of "Traditional" pantomime is the "Principal boy" role [played by a female] although the role is that of a boy hero. The female playing the principal boy usually dresses in short, tight fitting skirts [the shorter and tighter the better] accompanied by knee-high leather boots and fishnet stockings.

### FAIRY TALE CHARACTERS

The Dame is played by a male member of the cast, dressed in drag; this character is usually portrayed as old, unattractive and fairly common, all qualities which she believes she is the exact opposite of! She befriends the two principals early in the story and is usually instrumental in all the good acts they perform in the course of the story; and quite often ends up "living happily ever after" either with the Principal Girl's kindly old widowed Father/Uncle/Guardian or with the ultimately-reformed Principal Baddie.

M  
A  
G  
I  
C



### Audience Participation

Audience participation is an important part of pantomime. This can involve audience members shouting out and joining in songs. They can even be invited on stage to take part



The fairy Queen and the Demon King appear in all pantomimes, although their exact guise and title may differ. From Old King Rat to modern Fairy Liquid, Peter Pan and Hook, names vary according to the location and topicality of shows, but certain stage directions nearly always hold strong. Good enters from stage right and Evil from stage left. This tradition of Evil entering from the sinister side goes back to the mystery plays and the few working star traps [through which the demon used to be projected in a puff of smoke] can always be found in the down stage left position. This tradition seems to echo medieval times, when the entrances to heaven and hell were placed on these sides. The story nearly always revolves around the tried and tested formula of good conquering evil. And requires the principal baddie to make all the innocent character's lives a misery, from the beginning. But by the end of the show, all the baddies and their henchmen will have either been destroyed, or be made to see they error of their ways and turn into reformed characters.

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# KNOWLEDGE ORGANISER



## Children as Outsiders

Year 7  
Spring 2

### Context

Bullying	The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online
Traveller Children	Families from Gypsy, Roma and Traveller communities are subject to frequent movement at short notice. This can mean that children of such families are disadvantaged educationally and have additional challenges when accessing education. The issue of improving educational outcomes for Gypsy, Roma and Traveller pupils has been a focus of research and policy for some time and is particularly serious for secondary age pupils. Evidence suggests that where Gypsy and Traveller pupils do transfer successfully to secondary school, their attendance is unlikely to continue beyond the age of 14.



### The Child Who Didn't Want to Go to School



You will also explore what it is like to be a child from the travelling community in a piece of work called *Ribbon of Silver*.

One of the main skills that you will develop is your empathy. Emotion researchers generally define **empathy** as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. ... "Cognitive **empathy**," sometimes called "perspective taking," refers to our ability to identify and understand other people's emotions.

### Other important things to consider

Research	You will need to think about methods of obtaining factual information to use in your work. This will make it more powerful
Intention	It is very important that you understand what your work is for. Is it to help a group of people making drama understand themselves? Could it also be that drama can be used to make an audience change their thinking or their behaviour.



### Styles of theatre

TiE Theatre In Education	The ground-breaking Theatre in Education (TiE) movement was first pioneered by the <a href="#">Belgrade</a> in 1965, as a way to use theatre and drama to create a range of learning opportunities for young people. The delivered a free TiE service to schools across Coventry between 1965 and 1996. The Theatre in Education movement soon spread to theatres across the UK. Then to broader settings across the globe. Inspiring a wide range of interactive theatre with children and young people. Encouraging and empowering them to investigate challenging situations for themselves.
Social Theatre	<b>Social Theatre™</b> provides a platform for children through young adulthood to practice <b>social</b> skills and collaboration through script creation, performing original skits, connecting through improvisation, and being part of sharing <b>plays</b> with the world about prevention and socialization.

**Year 7 Spring  
Term  
Britain  
c1348 – 1500s**

**Lesson Content**

**Medieval Towns and  
Cities**

**The Black Death**

**The Peasant's Revolt**

**Controlling other  
countries - Wales**

**Controlling other  
countries - Scotland**

**Controlling other  
countries -  
Ireland+France**

**The Wars of the  
Roses**

**The King in the Car  
park**

**Henry VII**

**Henry VIII**

**Religious Changes**

Key dates		Key people	
24 June 1314	Battle of Bannockburn	Richard II	King of England from 1377 until he was deposed in 1399.
April 1337	The Hundred Years War begins	John Ball	an English priest who took a prominent part in the Peasants' Revolt of 1381.
June 1348	Black Death arrives in England	Wat Tyler	a leader of the 1381 Peasants' Revolt in England.
1356	Battle of Poitiers	Llewellyn	was Prince of Wales from 1258 until his death in 1282.
15 June 1381	The Peasants Revolt begins	Owain Glyndwr	a Welsh leader who instigated a fierce and long-running yet ultimately unsuccessful war of independence with the aim of ending English rule
25 October 1415	Battle of Agincourt	Edward I	also known as Edward Longshanks and the Hammer of the Scots , was King of England from 1272 to 1307
22 May 1455	The Wars of the Roses begins at St Albans	Robert the Bruce	was King of Scots from 1306 to his death in 1329.
22 August 1485	Battle of Bosworth Field:	William Wallace	a Scottish knight who became one of the main leaders during the First War of Scottish Independence.
		Joan of Arc	a heroine of France for her role during the Lancastrian phase of the Hundred Years' War
		Richard III	was King of England from 1483 until his death in 1485. He was the last king of the House of York.
		Henry VII	King of England from his seizure of the crown on 22 August 1485 to his death in April 1509. He was the first monarch of the House of Tudor.
		Martin Luther	Religious reformer who criticised the Catholic Church, and helped to start the Reformation in Europe.
		Henry VIII	King of England from 1509 until his death in 1547. Henry is best known for his six marriages.
		Catherine of Aragon	Queen of England from June 1509 until May 1533 as the first wife of King Henry VIII.

**Key Words - Glossary**

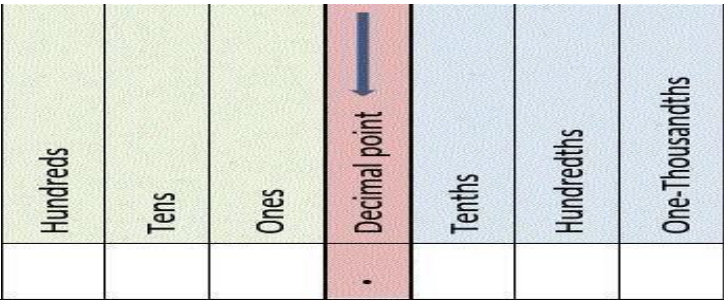
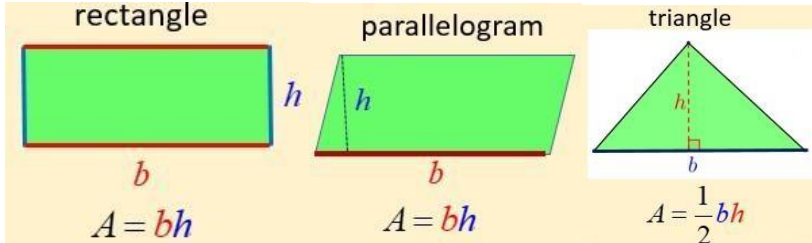
urban	means "related to a city"	chivalry	the medieval knightly system with its religious, moral, and social code
rural	countryside rather than the town	Civil War	a war between organized groups within the same state or country.
disease	any harmful deviation from the normal structural or functional state of an organism	archeologist	a person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
plague	an epidemic disease that causes high mortality	dynasty	a line of hereditary rulers of a country.
symptoms	a physical or mental feature which is regarded as indicating a condition of disease	divorce	the legal dissolution of a marriage by a court
insurrection	a violent uprising against an authority or government.	catholicism	the faith, practice, and church order of the Roman Catholic Church
Cymru	the Welsh name for Wales	protestantism	the faith, practice, and Church order of the Protestant Churches
heir	a person legally entitled to the property or rank of another on that person's death	reformation	a 16th-century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
disembowelled	cut open and remove the internal organs of	heresy	belief or opinion contrary to orthodox religious (especially Christian) doctrine.

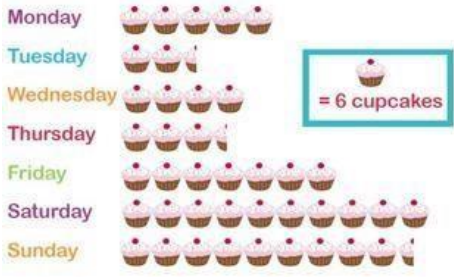

**Key resources:**  
[www.tecchistoryks3.blogspot.com](http://www.tecchistoryks3.blogspot.com)

**Key Assessment:** 50 minute assessment based on skills from Paper 1 GCSE History  
Questions 6a – 8 or 9



## Y7 Spring Maths Knowledge Organiser

Topic	Key fact	Hegarty maths clip number
Read, write and compare positive integers and decimals		13, 14 45 & 46
Multiply and divide by powers of 10	Multiplying: Move the digits to the left Dividing: Move the digits to the right	15 & 16
Calculations with integers	Addition and Subtraction: put in columns Multiplication: Remember place holder Division: Remember bus stop and remember to carry	1 to 12 & 18 to 23
Rounding	5 or more: round up 4 or less: keep the same Look to the right Significant figures: start counting at first non-zero	17, 56 & 130
Estimation	Round each value to 1 significant figure	131
Simplify expressions	Collect all the 'like' terms (numbers, $x$ , $x^2$ , $x^3$ are all separate terms) e.g. $12 + 3x + 6x^2 - 2x^3 - 5 - 3x + 5x^2 + 7x^3 = 7 + 11x^2 + 5x^3$ $3y$ means $3 \times y$ $\underline{7} X$ means $7 \div x$	156 and 157
Simplifying ratio	Divide all parts by the highest common factor. Always include the colon (:).	329
Perimeter	Perimeter is the distance all the way round a shape. All sides added together.	548-552
Area		553-559

<p><b>Pictograms</b></p>	<p>Use the key to work out the number of cupcakes sold each day.</p>  <p>Monday: 5 x 6 = 30  Tuesday: 2.5 x 6 = 15  Wednesday: 3.5 x 6 = 21  Thursday: 7 x 6 = 42  Friday: 10 x 6 = 60  Saturday: 9.5 x 6 = 57  Sunday: 9.5 x 6 = 57</p>	<p>426</p>												
<p><b>Bar charts</b></p>	<p>Which type of movie was most popular? <b>Romance</b>  How many people said comedy was this favourite? <b>4</b>  How many people were asked in total? <b>4</b>  + 5 + 6 + 1 + 4 = <b>20</b></p>  <table border="1"> <caption>Favorite Type of Movie</caption> <thead> <tr> <th>Movie Type</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Comedy</td> <td>4</td> </tr> <tr> <td>Action</td> <td>5</td> </tr> <tr> <td>Romance</td> <td>6</td> </tr> <tr> <td>Drama</td> <td>1</td> </tr> <tr> <td>SciFi</td> <td>4</td> </tr> </tbody> </table>	Movie Type	Number of People	Comedy	4	Action	5	Romance	6	Drama	1	SciFi	4	<p>425</p>
Movie Type	Number of People													
Comedy	4													
Action	5													
Romance	6													
Drama	1													
SciFi	4													

**Key Vocabulary**

- Integer – a whole number
- Product – the result of a multiplication.
- Divisor – the number that you are dividing by. Eg. 16 divided by 2. 2 is the divisor.
- Quotient - the answer after you divide one number by another.
- Power/Indices - 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.
- Root – The inverse operation of a power.
- Significant figures - Leading zeros are not significant. For example, 0.00052 has two significant figures: 5 and 2. Trailing zeros in a number containing a decimal point are significant.
- Remainder - A remainder in mathematics is what's left over in a division problem.
- Round - Rounding means making a number simpler but keeping its value close to what it was.
- Truncate – A method of approximating a decimal number by dropping all decimal places past a certain point without rounding.
- Estimate - To estimate means to find something close to the correct answer.
- Approximate – an alternative word for estimate.
- Area: The space inside a 2D shape
- Perimeter: Distance all around a shape
- Term- each part of an expression. A single number or variable within an expression.
- Expression- a mathematical sentence containing numbers and variables.
- Simplify: Write in shorter form.

○



# MES PASSE-TEMPS



Scan the QR code with your phone camera to practise on Quizlet

## Les ordinateurs et les portables • Computers and mobile phones

Qu'est ce que tu fais ? avec ton ordinateur ? avec ton portable?	What do you do/ are you doing ? with your computer? with your mobile?
Je joue	I play
Je surfe sur Internet	I surf / I'm surfing the net
Je tchatte sur MSN	I chat/ I'm chatting on MSN.
Je regarde des clips vidéos	I watch / I'm watching video clips
Je télécharge de la musique	I download/I'm downloading music
J'envoie des SMS	I send/ I'm sending SMS
Je texte	I text/ I'm texting
Je parle avec mes copains/ mes copines/ mes ami(e)s	I talk/ I'm talking to my friends/mates
J'envoie des e-mails	I send/I'm sending e-mails



## Qu'est ce que tu aimes faire ? • What do you like doing ?

Le soir/ le weekend	in the evenings/ at the weekends
Le samedi matin/ après-midi/soir	on Saturday mornings afternoons/evenings
J'aime.....	I like...
...retrouver mes amis en ville.	....meeting my friends in town.
....regarder la télé	....watching TV
...jouer sur ma PlayStation.	....playing on my PlayStation.
...faire les magasins.	....going shopping.
...faire du sport.	....doing sport.
...jouer au football.	...playing football.
...trainer avec mes copains	...hanging out with my mates.
...téléphoner à mes copines.	....phoning my mates.

## Quand?

en été	in the summer
en hiver	in the winter
quand il fait beau	when it's nice weather
quand il fait chaud	when it's hot
quand il pleut	when it rains
quand il fait froid	when it's cold



## When?

## La fréquence

quelque fois	sometimes
souvent	often
tous les jours	everyday
tous les soirs	every evening
tout le temps	all the time
de temps en temps	from time to time
une fois par semaine	once a week
deux fois par semaine	twice a week

## Frequency

## Le futur

Je vais.....	I'm going....	Ce sera = It will be
Il / elle va....	He/ she is going....	
On va....	We are going....	
aller en ville / au cinéma	to go in to town / to the cinema	
faire du sport / de la natation	to do sport / go swimming	
manger au restaurant	to eat at a restaurant	
faire les magasins	to go shopping	



## Le sport • Sport

Je joue... au basket au billiard au foot(ball) au hockey au tennis au volleyball sur la Wii à la pétanque/ aux boules au tennis de table /au ping-pong	I play... basketball billiard/snooker/pool football hockey tennis volleyball on the Wii boules table tennis
---	--



Tu es sportif(ve)?	Are you sporty?
Je suis (assez) sportif(ve)	I'm quite sporty
Je ne suis pas très sportif(ve)	I'm not very sporty
Mon sportif/ ma sportive préférée	My favourite sportsman/ sportswoman is...

## Qu'est ce qu'ils font? • What do they do?

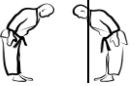
Il fait de la lutte	he does wrestling
Elle fait du jogging	she goes jogging
Elle a gagné le match	she won the match
Il est champion régional	he's the regional champion
Elle s'entraîne (trois) fois par semaine	she trains (3) times a week
Ils font de la musculation	they do weight training
Elles écoutent de la musique	they listen to music
Ils jouent au foot	they play football
Elles regardent la télé	they watch TV
Ils sont des clowns	they're clowns
Elles aiment le R&B	they like R&B



## Qu'est ce que tu fais?

## • What do you do ?

Je fais du judo	I do judo
Je fais du parkour	I do parkour
Je fais du patin à glace	I do ice-skating
Je fais du roller	I go roller skating
Je fais du skate	I go skateboarding
Je fais du vélo	I go cycling
Je fais de la danse	I do dance
Je fais de la gymnastique	I do gymnastics
Je fais de la natation	I go swimming
Je fais de l'équitation	I go horse-riding
Je fais des promenades	I go for walks



## ¿Qué estudiar? What do you study?



Estudio ...	I study	<b>informática</b>	ICT
ciencias	science	<b>inglés</b>	English
dibujo	art	<b>matemáticas</b>	maths
educación física	PE	<b>música</b>	music
español	Spanish	<b>religión</b>	RE
francés	French	<b>teatro</b>	drama
geografía	geography	<b>tecnología</b>	technology
historia	history		

El uniforme uniform

Llevo I wear

<b>Una camiseta</b>	a T-shirt
<b>Una camisa</b>	a shirt
<b>Una chaqueta</b>	a blazer
<b>Una corbata</b>	a tie
<b>Un jersey</b>	a jumper
<b>Una falda</b>	a skirt
<b>Un vestido</b>	a dress
<b>Unos pantalones</b>	trousers
<b>Unos zapatos</b>	shoes

## Opiniones Opinions

Te gusta el dibujo?

Do you like art?

**Aburrido/a**

boring

**Sí, me gusta el dibujo**

Yes, I like art

**Difícil**

difficult

**Divertido/a**

fun

**No, no me gusta el dibujo**

No, I don't like art.

**Fácil**

easy

**Importante**

important

**Te gustan las ciencias?**

Do you like science?

**Interesante**

interesting

**Práctico/a**

practical

**Sí, me encantan las ciencias**

Yes, I love science

**Útil**

useful

## ¿Cómo es tu insti? What's your school like?

Es ...	It is ...	<b>pequeño/a</b>	small
<b>antiguo/a</b>	old	<b>mixto</b>	mixed
<b>bonito/a</b>	pretty	<b>masculino</b>	boys school
<b>bueno/a</b>	good	<b>femenino</b>	girls school
<b>feo/a</b>	ugly	<b>publico</b>	public
<b>grande</b>	big	<b>privado</b>	private
<b>horrible</b>	horrible		
<b>moderno/a</b>	Modern		



## ¿Cuál es tu día favorito? What is your favourite day?

<b>Mi día favorito es el lunes</b>	My favourite day is Monday
<b>Los martes estudio...</b>	On Tuesdays I study...
<b>¿Por qué?</b>	Why?
<b>Porque...</b>	Because...
<b>Por la mañana</b>	In the morning
<b>Por la tarde</b>	In the afternoon
<b>Estudiamos</b>	We study
<b>No estudio</b>	I don't study



## ¿Qué hay en tu insti? What is there in your school?

<b>En mi insti hay ...</b>	In my school there is ...
<b>Un campo de fútbol</b>	A football pitch
<b>Un comedor</b>	A dining room
<b>Un gimnasio</b>	A gym
<b>Un patio</b>	A playground
<b>Una biblioteca</b>	A library
<b>Una clase de informática</b>	An ICT classroom
<b>Una piscina</b>	A swimming pool
<b>Unos laboratorios</b>	Some laboratories
<b>Unas clases</b>	Some classrooms
<b>No hay piscina</b>	There isn't a pool

## ¿Qué haces durante el recreo? What do you do during break?

<b>Como ...</b>	I eat	<b>Bebo...</b>	I drink...
<b>Un bocadillo</b>	A sandwich	<b>Agua</b>	Water
<b>Unos caramelos</b>	Sweets	<b>Un refresco</b>	A fizzy drink
<b>Chicle</b>	Chewing gum	<b>Un zumo</b>	A juice
<b>Una chocolatine</b>	A chocolate bar	<b>Leo mis SMS</b>	I read my texts
<b>Fruta</b>	Fruit	<b>Escribo SMS</b>	I write my texts
<b>Unas patatas fritas</b>	Some crisps	<b>Nunca hago mis deberes</b>	I never do my homework

## Los profesores Teachers

<b>El profesore es ...</b>	The (male) teacher is ...
<b>La profesora es ...</b>	The (female) teacher is ...
<b>paciente</b>	patient
<b>raro/a</b>	odd
<b>severo/a</b>	strict
<b>simpático/a</b>	kind,nice

To revise this topic

**Mi Insti**  
**Vocabulario**



SCAN ME

## Los días de la semana- days of the week

<b>lunes</b>	Monday
<b>martes</b>	Tuesdays
<b>miércoles</b>	Wednesday
<b>jueves</b>	Thursday
<b>viernes</b>	Friday
<b>sábado</b>	Saturday
<b>domingo</b>	Sunday

## Expresiones de tiempo Time expressions

<b>normalmente</b>	normally
<b>siempre</b>	always
<b>a veces</b>	sometimes
<b>nunca</b>	never
<b>primero</b>	first
<b>luego</b>	then

## Palabras muy frecuentes High frequency words

<b>algo</b>	something
<b>donde</b>	where
<b>también</b>	also
<b>tampoco</b>	nor/neither
<b>hay</b>	there is
<b>pero</b>	but



## Me gusta / me gustan

- You use **me gusta / me gustan** to say whether you like something.
- You must put the correct definite article (el,la,los or las) in front of the noun.
- Me encanta/me encantan** (I love) works in the same way.

### Singular

Me gusta **el/la** ...

No me gusta **a el/la** ...

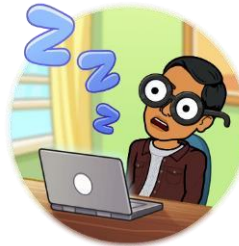
Me encanta **a el/la** ...

### Plural

Me gustan **los/las**...

No me gustan **los/las**...

Me encantan **los/las**...



## The definite & indefinite articles

The plural form of un/una (a) is unos/unas (meaning some)

	Singular		Plural	
<b>Masculine</b>	<b>Un</b> laboratorio	A laboratory	<b>Unos</b> laboratorios	Some laboratories
<b>Feminine</b>	<b>Una</b> clase	A classroom	<b>Unas</b> clases	Some classrooms

Remember, there are also four words for 'the' in Spanish.

	Singular		Plural	
<b>Masculine</b>	<b>el</b> laboratorio	the laboratory	<b>los</b> laboratorios	the laboratories
<b>Feminine</b>	<b>la</b> clase	the classroom	<b>las</b> clases	the classrooms

## Present Tense Verbs

There are 3 groups of verbs in Spanish:

**-ar** verbs

**Estudiar** to study

Estudio I study

Estudia You sg study

Estudia He/she/it studies

**-er** verbs

**Comer** to eat

Como I eat

Comes You sg eat

Come He/she/it eats

**-ir** verbs

**Vivir** to live

Vivo I live

Vives You sg live

Vive He/she/it lives

Estudiamos We study

Comemos We eat

Vivimos We live

Estudiáis You all study

Coméis You all eat

Vivís You all live

Estudian They study

Comen They eat

Viven They live



# Gramática

## Adjectives

Adjectives describe nouns. Their endings change to agree with the noun they describe. Adjectives fall into three main groups. The endings for each group work like this:

Singular		Plural	
Masculine	Feminine	Masculine	Feminine
Serio	Seria	Serios	Serias
Verde	Verde	Verdes	Verdes
Azul	Azul	Azules	Azules



## Year 7 PSHE – Health, Wellbeing and Relationships

<u>Key Words</u>	<u>Things to think about:</u>
Friends	1. Who is important to me?
Kindness	2. Why are those people important?
Equality	3. Do I like change?
Health	4. How do I react to change?
Change	5. How do I make friends?
Bullying	6. Why am I friends with my friends?
Media	7. What influences me?
Influence	8. How do I make decisions?
Stability	9. What is a healthy lifestyle?
Negativity	10. Do I have a healthy lifestyle?
	11. What is positive in my life?
	12. What is negative in my life?
	13. What type of person do I want to be?

### Examples of what could be considered as negative influences

- The media – tv/news or adverts
- Friends
- Social media

### Key Words

**Prejudice** - preconceived opinion that is not based on reason or actual experience.

**Discrimination** – the unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

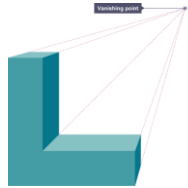
**Hate Crime** - acts of violence or hostility directed at people because of who they are or who someone thinks they are.

**Resilience** - the capacity to recover quickly from difficulties.

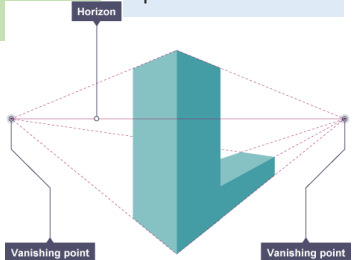
**Influence** - the capacity to have an effect on the character, development, or behaviour of someone or something

# Year 7 Resistant Materials Knowledge Organiser

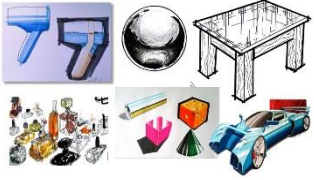
**Single-point perspective** - This shows an object from the front in a realistic way as it gets smaller going into the distance. The front view goes back towards a **vanishing point**, which is a point on the horizon line that all lines meet at.



**Two-point perspective** - This shows an object from the side with two vanishing points.



**Rendering**  
Creating the illusion of light, tone and texture using graphic materials.  
Creating the illusion that an object is made from a particular material.



**Personal protective equipment (PPE)**

- Apron
- Leather gloves
- Goggles
- Sturdy shoes

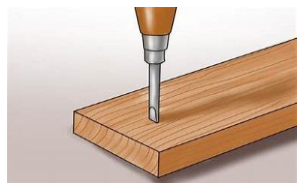
**Surface treatments and finishes**  
Used to improve the appearance and protect the material. Polish, varnish, paint, wax and stain are examples.

**Wasting tools**

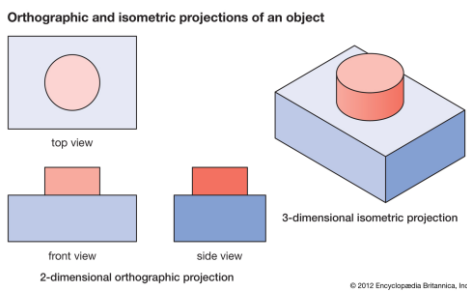
- Coping saw – used to cut curved lines
- Junior hacksaw - used for sawing plastic and metal
- Hand file – used to shape materials
- Rasp – used to shape wood
- Pillar drill – used to drill holes
- Needle file – used to shape materials, remove material in small spaces
- Disc sander : used to waste material

**Marking and measuring tools**

- Steel rule
- Bradawl
- Centre punch
- Marking knife
- Try square



**Orthographic Projection**  
They are used to show an object from every angle to help manufacturers plan production. Starting with a front view of a product, **construction lines** show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles. These drawings are **to scale** and must show **dimensions**.



## Metals and alloys

Metals are found naturally and are mined from the earth. Metals used in products are **extracted** from the natural **ore** using large heat furnaces.

**Ferrous metals**  
Ferrous metals contain iron and are **magnetic**. They are prone to **rust**.



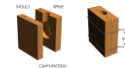
**Non-ferrous** metals do not contain iron and are not magnetic. They do not rust.

**Alloys** are mixtures of metal with an element to improve its properties or **aesthetic**. For example brass is a mixture of copper and zinc. Alloys can also be classified as ferrous or non-ferrous.

**Timbers** Wood comes from trees that are felled. There are three main groups of wood:

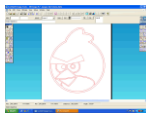
**Hardwoods** - take longer to grow, are not easily sourced and are expensive to buy. Oak, beech and mahogany are hardwoods.  
**Softwoods** - They are faster growing than hardwoods, making them cheaper to buy, and are considered a **sustainable** material. Pine is a softwood

**Manufactured board** - Manufactured boards are usually made from timber waste and **adhesive**. To make them more aesthetically pleasing they are often **veneered**. They are cheap to buy.



**Moulds and casting** – used to make complex shapes

**Computer aided design (CAD)** now has the capability to design new products in 3D, visualise them in a variety of materials and send images around the world for collaboration and consultation.



By using **computer aided manufacture (CAM)**, designs can be sent to CAM machines such as laser cutters, 3D printers and milling machines.

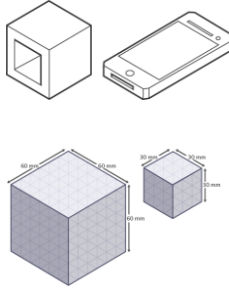


**Freehand sketching** is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely.



**Isometric**  
Isometric drawings, sometimes called isometric projections, are a good way of showing measurements and how components fit together. Unlike perspective drawings, they don't get smaller as the lines go into the distance.  
There are three main rules to isometric drawing:

- **horizontal** edges are drawn at 30 degrees
- **vertical** edges are drawn as vertical lines
- **parallel** edges appear as parallel lines



# Year 7 Textiles - Design and Technology

SMART MATERIALS	Material	Example	Properties
	Thermo chromic		Changes colour with heat
	Photo chromic	PHOTOCHROMIC LENS 	Changes colour with light
	Memory shape alloy		Metal that returns to original shape with heat
	Hydro-chromic	 Wet = colour Dry = white	Changes colour in water

Modern MATERIALS	Material	Example	Properties
	Kevlar		Very strong and resists cuts, tears.
	Nomex		Heat and fire resistant
	Micro-encapsulation	Encapsulation Technology  Antibacterial to stop feet smelling	Tiny beads encapsulated with liquid e.g. antibacterial
	Phosphorescent		Glow in the dark

## Equipment

 Sewing machine	 Thread	 Needle	 Scissors
One person at a time. Keep fingers away from moving parts. Use slowly and steadily.	 Pins	 Button	Carry with blade together. Always cut on the table away from fingers. Return to scissor rack when finished.
 Stitch ripper	Pins and needles are kept in containers. Use carefully pointing away from fingers and body.	 Pattern	 Iron
 Tape measure	 Zipper	Pattern pieces are used to make paper templates before cutting fabric out.	Extremely hot. Always ask before using. Turn off after use. Store hot plate down on rack.

## Hand Sewing

 Running Stitch	 Back Stitch	 Whip Stitch
Running stitch is quick and easy	Back Stitches are strong and look neat	Whip stitches are used to finish and neaten edges.

**More Key words:**

- Seam** - joining two separate pieces of fabric together.
- Hem** - fold on the edge of fabric which is sewn down making the edge look neat.
- Fray** - the yarn coming away at the edge of curt fabric.
- Dying** - when the fabric colour is changed by soaking in water and fabric dye.

## NATURAL

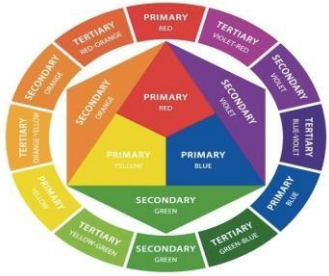
Natural fibre from a plant	<b>Cotton</b>	Used for making jeans, T-shirts and towels. <ul style="list-style-type: none"> <li>Cool to wear</li> <li>Very absorbent</li> <li>Dries slowly</li> <li>Soft</li> <li>Creases easily</li> </ul>
Natural fibre from a plant	<b>Linen</b>	Used for summer clothing, tea towels and table cloths. <ul style="list-style-type: none"> <li>Very cool to wear</li> <li>Very absorbent</li> <li>Dries quickly</li> <li>Stiffer than cotton</li> <li>Creases badly</li> </ul>
Natural fibre from a plant	<b>Bamboo</b>	Used for clothing and mixed with other fibres like spandex. <ul style="list-style-type: none"> <li>Cool to wear</li> <li>Very absorbent</li> <li>Soft</li> <li>Sustainable (environmentally friendly)</li> </ul>

## SYNTHETIC

Synthetic Fibre	<b>Viscose</b>	Used for shirts, dresses, linings. <ul style="list-style-type: none"> <li>Low warmth</li> <li>Absorbent</li> <li>Soft</li> <li>Good drape</li> <li>Not durable</li> <li>Creases easily</li> </ul>
Synthetic Fibre	<b>Nylon</b>	Used for sportswear, socks, seat belts. <ul style="list-style-type: none"> <li>Warm to wear</li> <li>Absorbent</li> <li>Breathable</li> <li>Soft or coarse</li> <li>Can shrink</li> <li>Durable</li> </ul>
Synthetic Fibre	<b>Polyester</b>	Used for raincoats, Fleece jackets, medical textiles. <ul style="list-style-type: none"> <li>Low warmth</li> <li>Non-absorbent</li> <li>Dries quickly</li> <li>Soft</li> <li>Very durable</li> <li>Crease resistant</li> <li>Can be recycled</li> </ul>

## COLOUR THEORY

PRIMARY= RED, YELLOW, BLUE	ANALOGUE COLOURS= NEXT TO EACHOTHER
SECONDARY= PRIMARY + PRIMARY	COMPLIMENTARY= OPPOSITE
TERTIARY= SECONDARY + PRIMARY	MONOCHROMATIC= SHADES, TONES & TINTS OF ONE COLOUR
SHADES- ADD BLACK	HUE- THE PIGMENT
TINT- ADD WHITE	WARM+= RED, ORANGE, YELLOW COLD= BLUE, GREEN, PURPLE

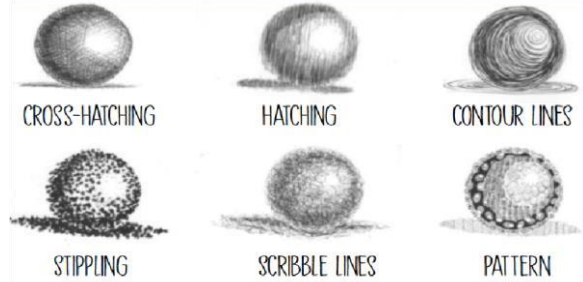


## VALUE

APPLY TONE TO CREATE A GRADUAL TRANSITION FROM DARK TO LIGHT:



- ★ PRODUCE A RANGE OF TONES BY VARYING THE PRESSURE AND LAYERING
- ★ CONSIDER USING SOFTER PENCILS FOR DARKER SHADES
- ★ APPLY TONE USING A SOFT CIRCULAR MOTION TO CREATE A SMOOTH COVERAGE
- ★ ADD DETAIL/INTEREST BY APPLYING TONE USING MARK-MAKING TECHNIQUES



## ELEMENTS OF ARTS

(Elements of the Visual Language)



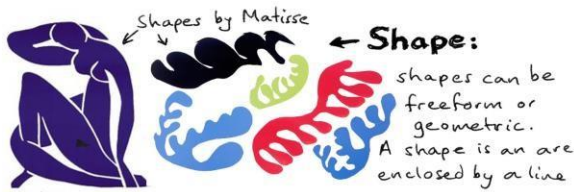
**Line:** Different lines express different emotions and ideas. a line is a path made by a moving point...



**Colour:** Another word for colour is 'hue'. Colours can be very pure (with a high intensity). Colours can be lightened or darkened using white or black.

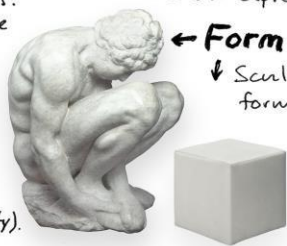


**Value** is the lightness or darkness of something. It is also called **tone**.  
← different values or tones created by shading.



Artworks are 'built' using the visual elements. These elements are an expressive language.

**Form** is 3D shape.  
↓ Sculpture uses form, of course.



**Texture** is the roughness or smoothness. Also called 'surface quality'.



**Space**  
You can't have shape or form without having space. Here the 'negative space' creates the image.

## CLASSROOM RULES

1. Hang your coat and blazer on pegs.
2. Put your bag **UNDER** the table.

TECHNIQUES TO ADD TONE

3. Pencil cases and planners **ON** the table.
4. **ALWAYS** listen carefully to instructions.
5. Wash hands after using paint, clay etc.



## PAINT NAMES



- Black
- Vandyke Brown
- Burnt Sienna
- Crimson
- Vermillion
- Prussian Blue
- Ultramarine
- Hookers Green
- Leaf Green
- Yellow Ochre
- Gamboge
- White



## CLAY LESSON:

Always wear an apron.

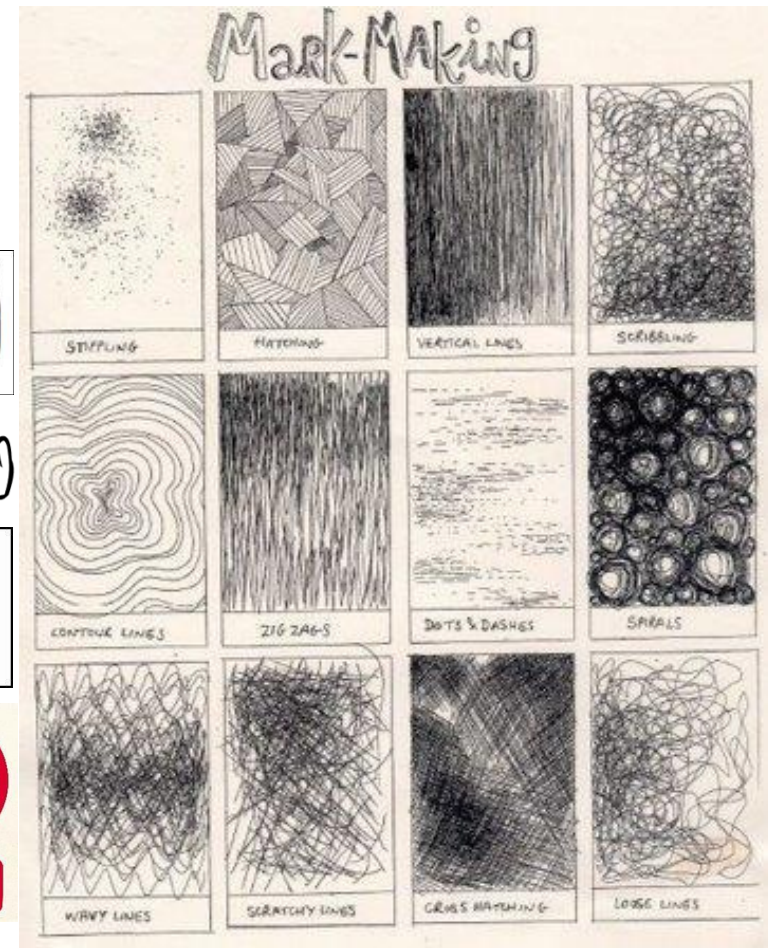


Tie your hair up.

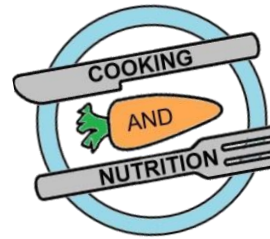
Hessian mat stops your work sticking to the table.



Guide rules help you to roll out the clay evenly.



# Year 7 - Healthy Eating



The 8 tips for healthy eating can help you make healthier choices.

1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish – including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Try to eat less salt – no more than 6g a day for adults
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast

Food safety and hygiene is about protecting people and reducing the risk of food poisoning.



[https://www.youtube.com/watch?v=kEZvOyp\\_-8c](https://www.youtube.com/watch?v=kEZvOyp_-8c)

Get active.



60 active minutes

do you get yours everyday?



<https://www.nhs.uk/change4life/activities/sports-and-activities>

<https://www.youtube.com/watch?v=k5Y9D37KmJo>

<https://www.youtube.com/watch?v=PByM12M1n3A>

Starchy foods give us the energy we need to keep going each day.



## Key vocabulary

clean / cook / chill / separate  
 cross-contamination / safety  
 bacteria / food poisoning  
 temperatures / danger zone  
 carbohydrates / protein  
 dairy / function / hydration  
 seasonality / portion  
 calories / energy

Eat at least 5 portions of a variety of fruit and vegetables every day.

<https://www.youtube.com/watch?v=K5pW7rpMTQw>



The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.



<https://www.youtube.com/watch?v=7MIE4G8ntss>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Water.



<https://www.youtube.com/watch?v=24lvMvFKFZo>

<https://www.youtube.com/watch?v=b7s2Aqj72Q8>

Foods high in fat, salt and sugars should be eaten less often and in smaller amounts.



= 6g



<https://www.youtube.com/watch?v=Jfac64PI14Q>

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