

# Year 7 Homework Booklet

*"Knowledge is power. Information is liberating.  
Education is the premise of progress, in every  
society, in every family"*

*Nelson Mandela*

Learning Cycle 1



**Name:**

**Tutor:**

*Belong Believe Be Proud*



# Your Homework Booklet

## Learning Cycle 1

This is your homework booklet, in your homework booklet you will find a knowledge organiser for each subject that you are going to study in learning cycle 1, these are a summary of the most important pieces of information that you need to know.

You will be expected to learn all this information and complete activities in your workbook.

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# Your Homework Booklet

At TKASA, we place a great emphasis on the importance of reading in order to accelerate the development of your vocabulary and fluency in communication. Not only that, a good book will teach you more about the world around you and help you empathise with others. We recommend a minimum of 20 minutes of reading per day. Have a look at the reading list below for some inspiration

## **The Hunger Games**

Suzanne Collins

## **Northern Lights**

Philip Pullman

## **The Fault in Our Stars**

John Green

## **The Lord of the Rings**

J. R. R. Tolkien

## **Twilight**

Stephenie Meyer

## **To Kill a Mocking Bird**

Harper Lee

## **When Hitler Stole Pink Rabbit**

Judith Kerr

## **Maggot Moon**

Sally Gardner

## **Shug**

Jenny Han

## **Jane Eyre**

Charlotte Brontë

## **A Street Cat Named Bob**

James Bowen

## **Stargirl**

Jerry Spinelli

## **Roll of Thunder Hear My Cry**

Mildred D. Taylor

## **Swallows and Amazons**

Arthur Ransome

## **The Wheel of Surya**

Jamila Gavin

## **The Earthsea Quartet**

Ursula K. Le Guin

## **Never Say Die**

Anthony Horowitz

## **Treasure Island**

Robert Louis Stevenson

## **Fly-By-Night**

Frances Hardinge

## **Mortal Engines**

Philip Reeve

## **Geek Girl**

Holly Smale

## **Flour Babies**

Anne Fine

## **My Family and Other Animals**

Gerald Durrell

## **Holes**

Louis Sachar

## **Cirque Du Freak**

Darren Shan

## **Cow Girl**

G R Gemin

## **The Girl Who Drank the Moon**

Kelly Barnhill

## Learning Cycle 1



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# Knowledge Quiz

Your teacher will quiz you on your knowledge organiser 3 times each learning cycle to check how well you are doing your homework.

The 'Mark' box must be used to record your score from each quiz.

	Maths	English	Science	Geography
QUIZ 1	/	/	/	/
QUIZ 2	/	/	/	/
QUIZ 3	/	/	/	/

	History	MFL	Drama	Music	PE
QUIZ 1	/	/	/	/	/
QUIZ 2	/	/	/	/	/
QUIZ 3	/	/	/	/	/

	Art	DT	Comp	RS
QUIZ 1	/	/	/	/
QUIZ 2	/	/	/	/
QUIZ 3	/	/	/	/

Learning Cycle 1



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# How to use your knowledge organiser for homework

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

For homework you should use your knowledge organiser to complete one of our accepted strategies in your workbook you should either

- **Write**
- **Mind Map**
- **Transform**

Do not just copy into your workbook!

Here are some tips on how you can use your workbook

Your tutor will check your workbook each week

# Look, cover Write, check, Correct

## First

Look through and read the information on a section of your knowledge organiser



## Then

Cover the section so you can no longer see the information

History

Cycle 1 in History will focus on: An introduction to studying history, a depth study enquiry called *why did William win the Battle of Hastings?* and a short enquiry into why the Church was so important in medieval times.

Key Words and Definitions	
<b>Chronology</b>	The order in which events happened
<b>Primary Source</b>	Something from the time being studied for example if you were studying The Battle of Hastings a shield from the Saxon shield Wall would be primary source
<b>Interpretation</b>	A view of the past created from primary sources e.g. a museum exhibition about the Battle of Hastings is an interpretation.
<b>Cause</b>	A reason why something happened
<b>Consequence</b>	A result of an event or change
<b>Significance</b>	A measure of how much impact an event, person or change has had.
<b>Saxon</b>	Most of the English people before 1066
<b>Norman</b>	People from Normandy, France e.g. William the Conqueror
<b>Tactics</b>	A planned action to help you achieve success
<b>Cavalry</b>	Soldiers on horseback
<b>Infantry</b>	Soldiers on foot
<b>The Church</b>	Christian organisation led by the Pope. England was a catholic country until the 16th century

**Interpretations** are versions of history. Authors, film makers, and museum designers are all producers of interpretations. There are different interpretations of the same event or person.

**Topic 1 What is History?**

History is finding out about the past by using the evidence that has been left behind. It is also about asking questions and sorting out answers. In history we also look at how why interpretations are created

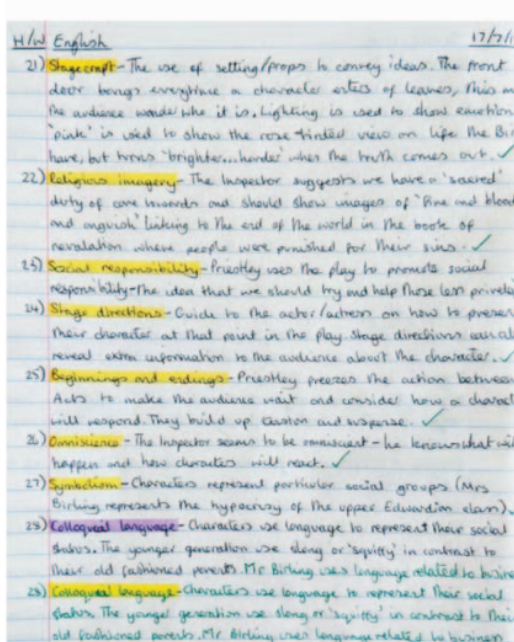
Here are the different **time periods** we use to divide up British History:

55BC - 410AD	<b>Roman Britain</b>
410 - 1066	<b>Saxon and Viking Britain</b>
1066 - 1485	<b>Medieval Britain</b>
1485 - 1603	<b>Tudor Britain</b>
1603 - 1714	<b>Stuart Britain</b>
1714 - 1837	<b>Georgian Britain</b>
1837 - 1901	<b>Victorian Britain</b>
1901 - 1910	<b>Edwardian Britain</b>

**The five ways a historian can measure significance**

- 1 Did the person or event **matter to the people at the time?**
- 2 Did the person or event **affect a large number or a small but important group** of people?
- 3 Did the person or event **cause change** and if so, **how great** was the change?
- 4 Was the change **long lasting or short term?**
- 5 Is the person or event **still seen as important** today?

# Learning Cycle 1



## Next

Try and write out the key definitions or facts that you need to know

## Now

Uncover the section of your knowledge organiser and check how correct you were

## Finally

Correct anything that you wrote down that was incorrect

# Look, cover Mind Map, check, Correct

## First

Look through and read the information on a section of your knowledge organiser



## Then

Cover the section so you can no longer see the information

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Learning Cycle 1



## Next

Create a mind map that maps out everything from your knowledge organiser using keywords, colour and images

## Now

Uncover the section of your knowledge organiser and check how correct you were

## Finally

Correct anything that you wrote down that was incorrect



# Look, cover Transform, check, Correct

## First

Look through and read the information on a section of your knowledge organiser



## Then

Cover the section so you can no longer see the information

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# Learning Cycle 1

Kings	Play	Chess	On	Fine	Glass	Sets
K	P	C	F	K	G	S
I	H	L	A	I	E	P
N	Y	A	M	N	N	E
G	L	S	I	G	U	C
D	U	S	L	D	S	I
O	M		Y	O		E
M				M		S

## Next

Transform the information on the knowledge organiser into either a mnemonic or series of images

## Now

Uncover the section of your knowledge organiser and check how correct you were

## Finally

Correct anything that you wrote down that was incorrect

**WHY SKETCHNOTES**

- SIMPLIFIES THE COMPLEX
- visual METAPHORS allow brain to fill gaps
- ENABLES CONNECTION and synthesis OF IDEAS
- raises ATTENTION and ENGAGEMENT
- organizes and SUMMARIZES insights
- A TOOL FOR IMMERSIVE LEARNING
- eases CLARITY and comprehension
- HELPS IN SENSE MAKING
- QUICK GRASP and BETTER RETENTION
- EASY sharing & COMMUNICATION

JOHN MEDINA "BRAIN RULES"

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# HOW BEDROCK WORKS

Bedrock Vocabulary is an online programme that teaches you the academic words you need to succeed at school and beyond, while encouraging reading, boosting literacy, and improving learning outcomes across the curriculum.

Bedrock is self-marking and adapts to your individual needs, making it easy for you to use independently.

Once per fortnight, you will have a Bedrock lesson in school.

Once per fortnight, complete at least one lesson at home as part of your English homework. Record the topic you completed and any test scores in your homework book.

[My Bedrock timetable](#)

My English library Bedrock lesson is on:

I will complete my Bedrock homework on:

1. To log in, go to <https://app.bedrocklearning.org/> on any device.
2. Make sure the Student tab is selected.
3. Enter your username and password.
4. Click Learn!

Username:

Password:

Access Code:

Dear Parents,

You can also register for an account to monitor your child's progress.

**Make your parent account**

1. Go to <https://app.bedrocklearning.org/>
2. Click the Parent/teacher tab.
3. Click Parent sign up.
4. Enter your child's last name, access code, and your details. The access code is provided by your child's school, and allows you to link your account with your child's. Bedrock can't issue access codes - only your child's school.
5. You'll be sent an email containing your username. Click the link in the email.
6. Click the orange Show password button. Make sure you remember your username and password, as you'll need them each time you log in.

**Log in**

1. Go to <https://app.bedrocklearning.org/>
2. Click the Parent/teacher tab.
3. Enter your username and password and click Login.

# Safeguarding

**Speaking to people you trust - friends, family and teachers or support staff at school**

**Art therapy/ reading**

**Eating well**

**Exercising - doesn't have to be at the gym, a walk on the beach? After school club**

**Social media detox - or stay away from the ones that give you the most anxiety body image - instagram?**

**Listening to music**

**Watch your favourite film or tv programme**

**Self care pamper - facemask?**

**Spend time with your pets**

**Try a new hobby or skill?**

**Organise your time**

## Useful Numbers

**Samaritans** - To talk about anything that is upsetting you  
**116 123**

**Mindline Somerset - 01823 276 892**

**National Suicide Prevention Helpline UK** - Offers a supportive listening service to anyone with thoughts of suicide. **0800 689 5652**

Text "**SHOUT**" to **85258** to contact the **Shout Crisis Text Line**

**Mind** provides confidential mental health information services **0300 123 3393**

**The Mix** provides judgement-free information and support to young people aged 13-25 on a range of issues **0808 808 4994**

**FRANK (National Drugs Helpline)** - National drugs helpline offering general advice and information. **0300 123 6600**

**In Charley's Memory** is a charity that offers one-to-one counselling for young people aged 11-25 in North Somerset and Somerset. **01278 557490**

**Young Somerset** is the largest youth work charity in Somerset and our mission is to put young people first. **01278 722100**

# Safeguarding

Around the school there are posters with members of TKASA Safeguarding Team.

If you are worried about something or someone please contact one of the Safeguarding Team

*Belong Believe Be Proud*

Cycle 1 in English will focus on: How is language used to persuade? You will read a range of non-fiction persuasive texts and use persuasive techniques in your own writing in order to successfully promote travel opportunities both locally and further afield.

<b>Quiz One: Key words: PERSUADE</b>	
<b>Power of three</b>	Three adjectives, verbs or ideas together to drive home a point.
<b>Emotive Language</b>	Words that are used to make us feel an emotion.
<b>Rhetorical question</b>	A question that is asked to make the reader think rather than respond.
<b>Simile</b>	A comparison of two things using like or as.
<b>Undermine the Opposition</b>	Provide an alternative point of view in order for you to show how unworthy it is.
<b>Anecdote</b>	A true-life story.
<b>Direct Address</b>	Directing speech towards the audience/reader to gain their attention.
<b>Exaggeration</b>	Saying something is more or less than it actually is.

Using a range of these persuasive techniques will help to make your points memorable and convincing, so your reader will be more likely to agree with your point of view.

Learn these persuade techniques so that you can improve your writing.

## Quiz 2 : Letter layout

When you know the name of the person you are writing to, you end your letter **'Yours sincerely'**.

If you do not know their name (e.g. Dear Sir), then you end with **'Yours faithfully'**.

**TIP** to remember this rule: you cannot have two letter 's' together (eg: **Sir** and **Sincerely**).

<b>Quiz 3: vocabulary.</b> Learn to spell and to use these words in a sentence	
Pallid	Pale, something that it is lacking in interest
Perilous	Dangerous
Arduous	Difficult
Obsidian	Dark, glass rock
Cacophony	Mixture of harsh sounds

### Sample Business Letter

Sender's Address  
42 C. Farnes-Barnes  
Valentine Gardens  
ABERDEEN  
AB55 8ZZ

Your ref: AIB55/pm  
02 June 2004

Reference  
Date  
Recipient's name & address  
S. Entwistle  
Crimmoed Insurance International  
High Street  
CRIMMOND  
CR1 7GB

Subject  
Dear Mr Entwistle,

CAR POLICY REFERENCE: XYZ1

Thank you for forwarding me my car insurance policy. You told me that the cover included 90 days of travel in Europe and asked me to let you know the dates we will be travelling abroad. We will be driving in France from 22<sup>nd</sup> to 24<sup>th</sup> June 2004.

Closing  
Yours sincerely,

Space for your signature

Main Body

## QUIZ 3 continued: Learn the steps to the super sentence and write your own example.

Step 1: 3 words or ideas.

Step 2: Add a colon :

Step 3: Explain your words

Step 4: Add a simile

Example super sentence.

Money, corruption, winning at any cost: these man made problems fester exponentially in a toxic atmosphere like a nuclear power plant ready to blow.

Cycle 1 in **Maths** will focus on developing a deep understanding of the basic algebraic forms and notation. You will be introduced to forming and solving linear equations, building on your prior knowledge of inverse operations and time will be spent on exploring sequences in detail, both those presented as diagrams and lists of numbers.

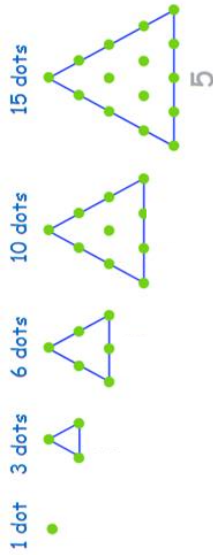
Sequences – key words and definitions	
sequence	items or numbers put in a pre-decided order
term	a single number or variable
position	the place something is located
rule	what is happening in a sequence.
linear	the difference between the terms increases or decreases by the same value
non-linear	the difference between terms increases or decreases in different amounts
ascending	increasing in size
descending	decreasing in size
arithmetic	a sequence where the difference between the terms is constant
geometric	a sequence where each term is found by multiplying the previous one by a fixed non-zero number
Fibonacci	the sequence of numbers: 0, 1, 1, 2, 3, 5, 8, 13, 21 ... Each number equals the sum of the two numbers before it.

**Topic 1**  
Exploring Sequences

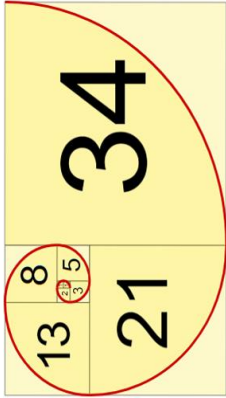
**Linear sequences** are created by adding or subtracting the same value each time.



**The RULE:** 'Add 3 to the previous term'

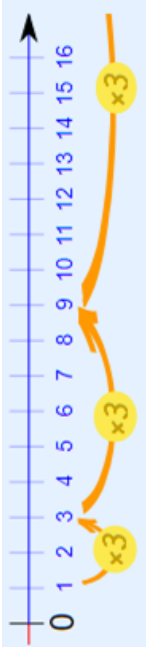


Sequences don't have to be numbers they can be shapes as well. With this sequence you can look at the number of dots within each shape and see how it grows.



**Fibonacci** sequence is the series of numbers:  
0, 1, 1, 2, 3, 5, 8, 13, 21, 34, ...

The next number is found by adding up the two numbers before it.



**Geometric sequences** are created by multiplying by the same value each time.

## ALGEBRA - Key words and definitions

coefficient	a number used to multiply a variable.
constant	a number on its own, or sometimes a letter such as a, b or c to stand for a number.
difference	the result of subtracting one number from another.
evaluate	work out the numerical value of a statement.
expression	a mathematical statement written using symbols, numbers or letters.
formula	shows the relationship between two or more variables
function	a special relationship where each input has a single output.
input	the number/variable used to put into a function.
output	the number/function that comes out of the function.
substitute	putting values where the letters are.
term	a term is either a single number or variable, or numbers and variables multiplied together.
variable	a symbol (usually a letter) that may take any value.
equation	a statement that shows two expressions are equal e.g. $3x + 2 = 11$
simplify	collect like terms e.g. $3a + 2a = 5a$

### Topic 2

Understanding and using algebraic notation

#### Example:

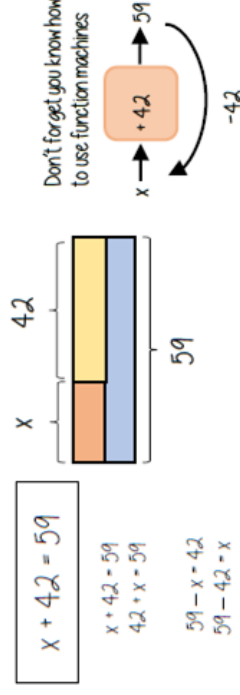
If  $a = 3$ ,  $b = 5$  and  $c = 2$ .

Evaluate the following:

- $2a = 2 \times 3 = 6$
- $b + 4c = 5 + (4 \times 2) = 5 + 8 = 13$
- $6c - 2b = (6 \times 2) - (2 \times 5) = 12 - 10 = 2$

### Solve one step equations (+/-)

There is more to this than just spotting the answer



#### Essential Knowledge:

- $a + a + a = 3a$
- $4 \times d = 4d$
- $y \times y \times y = y^3$
- $7 \times e \times f = 7ef$

### Topic 3

Solve simple linear equations

In order to solve a linear equation, you need to ensure that the equation is balanced at all times.

### Solve one step equations (x/+)

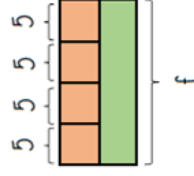
$$\frac{f}{4} = 5$$

$$f - 4 \div 5$$

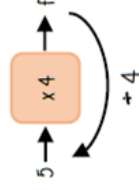
$$f - 5 \div 4$$

$$5 \times 4 = f$$

$$4 \times 5 = f$$



Don't forget you know how to use function machines



# Maths

**Fraction**  $\xrightarrow{\text{Divide}}$  **Decimal**  $\xrightarrow{\text{by } 100}$  **Percentage**  
 E.g.  $\frac{7}{20}$  is  $7 \div 20 = 0.35$       e.g.  $0.35 \times 100 = 35\%$

Here are some key equivalent fraction, decimal and percentages

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{3}$	0.333333...	$33\frac{1}{3}\%$
$\frac{2}{3}$	0.666666...	$66\frac{2}{3}\%$
$\frac{1}{10}$	0.1	10%
$\frac{2}{10}$	0.2	20%
$\frac{1}{5}$	0.2	20%
$\frac{2}{5}$	0.4	40%

**Topic 4**  
 Fraction, decimal and percentage equivalence

**FDP - Key words and definitions**

equivalent	fractions with the same value
fraction	a part of a number, group or whole
percent	out of 100
numerator	the number on top of the fraction
denominator	the number at the bottom of the fraction
improper	the numerator is larger than or equal to the denominator
mixed number	a number written as a whole number with a fraction
recurring decimal	a decimal which has repeating digits or a repeating pattern of digits

$$2\frac{3}{4} = \frac{11}{4}$$

Equivalent Fractions are different fractions that name the same number

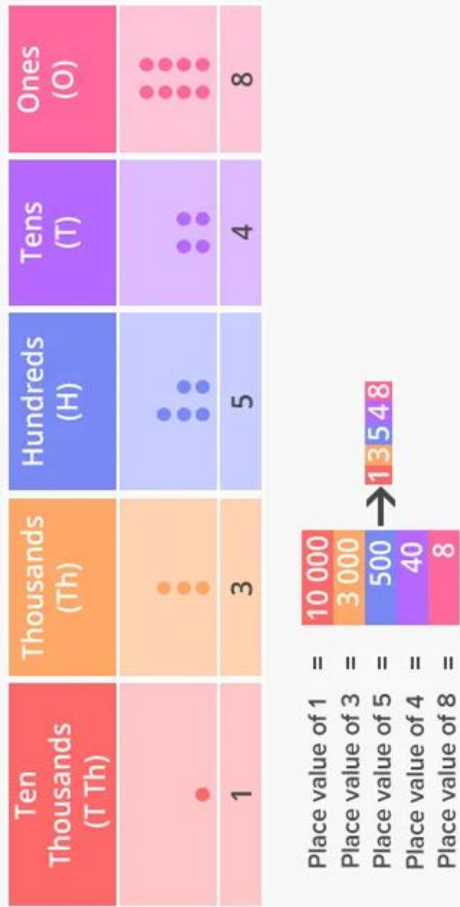
The fractions  $\frac{2}{3}$  and  $\frac{4}{6}$  are equivalent.



When converting between mixed number fraction and improper fractions you need to calculate how many of the denominator you have in total.



## Using a place value chart



Put these decimals in ascending order  
**1.506, 1.56, 0.8**

Ones	Decimal Point	Tenths	Hundredths	Thousandths
1	.	5	0	6
1	.	5	6	
0	.	8		

Fill in the empty boxes with zeros and start to compare

Ones	Decimal Point	Tenths	Hundredths	Thousandths
1	.	5	0	6
1	.	5	6	0
0	.	8	0	0

Compare the ones,  
Next compare the tenths,  
Then compare the hundredths and thousandths.

**0.8, 1.506, 1.56**

### Topic 5

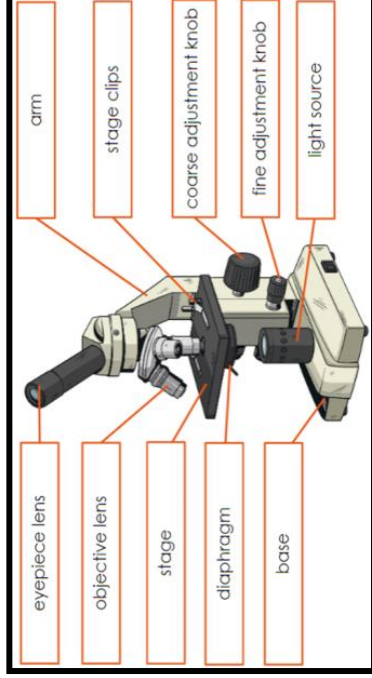
Place value and ordering integers and decimals

Place value – key words and definitions	
approximate	to estimate a number, amount or total using rounding of numbers to make them easier to calculate with.
integer	a whole number
interval	between two points or values
median	found by putting all the values in order and finding the middle value of the list
negative	a number less than zero
place value	the value of the digit depending on its place in a number
range	the difference between the largest and smallest numbers in a set

# Science

## Learning cycle 1 in Science will focus on exploring Cells (Biology) and Contact Forces (Physics).

- Cell wall**- Supports and strengthens cell
- Cell membrane**- Controls which substances can enter and leave the cell
- Cytoplasm**- Location of many chemical reactions
- Chloroplasts**- Location where photosynthesis occurs and sugar is produced
- Vacuole**- Water storage and maintenance of turgor within the cell
- Nucleus**- Compartment in cell where DNA is stored as chromosomes



	Millimetre, mm	Micrometre, $\mu\text{m}$	Nanometre, nm
	$\frac{1}{1000}$ metre	$\frac{1}{1000}$ millimetre	$\frac{1}{1000}$ micrometre
Division of a metre as a fraction	$\frac{1}{1000}$ metre	$\frac{1}{1\,000\,000}$ metre	$\frac{1}{1\,000\,000\,000}$ metre
Division of a metre in standard form	$1 \times 10^{-3}$ m	$1 \times 10^{-6}$ m	$1 \times 10^{-9}$ m

Actual Image =  $\frac{\text{Image Size}}{\text{Magnification}}$

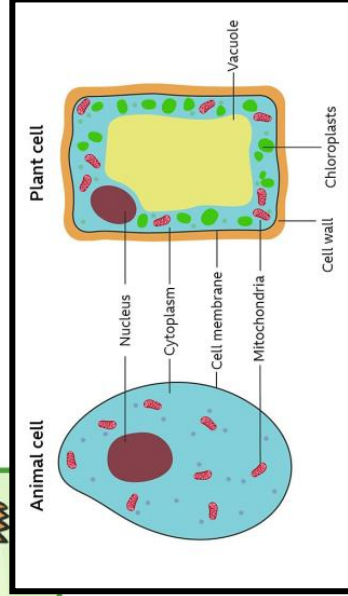
Magnification =  $\frac{\text{Image Size}}{\text{Actual Image}}$

Image Size = Actual x Magnification

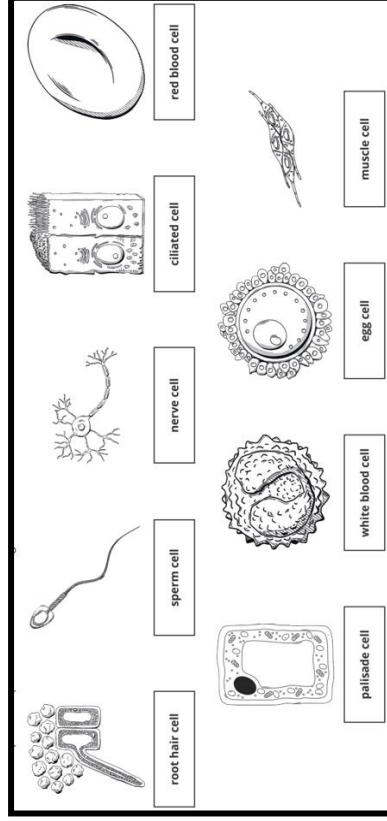
Characteristics of living things

**MRS GREN**

**M**ovement  
**R**espiration  
**S**ensitivity  
**G**rowth  
**R**eproduction  
**E**xcretion  
**N**utrition



## Cells (Biology)



## Learning cycle 1 in Science will focus on exploring Cells (Biology) and Contact Forces (Physics).

### Free body diagrams

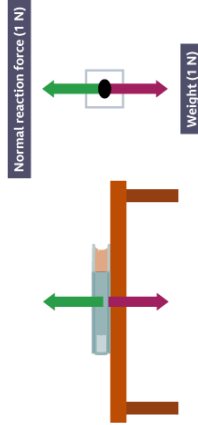
Show the forces acting on an object in a free body diagram. The arrows represent the size and direction of the forces acting.

When drawing a force diagram:

- represent the object with a small box or dot
- draw the arrows with a pencil and ruler
- draw the arrows from the centre of the box or dot
- label the arrow with the name of the force and the size of the force

Examples of force diagrams include:

#### A book resting on a table



**Force:** A push or a pull. The unit of force is the newton (N).

**Contact force:** Force exerted between two objects when they are touching.

**Mass:** The amount of matter an object contains. Mass is measured in kilograms (kg) or grams (g).

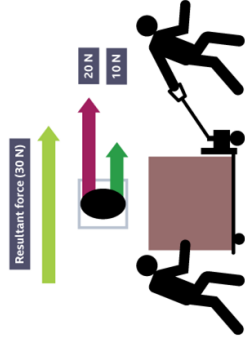
**Weight:** The force acting on an object due to the pull of gravity from a massive object like a planet. The force acts towards the centre of the planet and is measured in newtons (N).

### 1. Forces acting in the same direction

In this diagram there are two forces, which, when added together give a resultant force of 30 newtons (N).

Resultant force = 20 N + 10 N

Resultant force = 30 N to the right

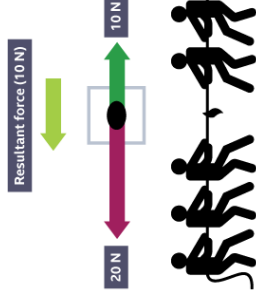


### 2. Forces acting in opposite directions

In this diagram there are two forces, acting in opposite directions:

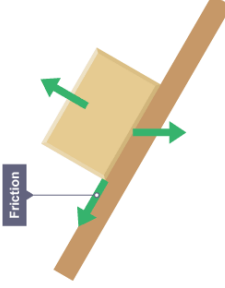
Resultant force = 20 N - 10 N

Resultant force = 10 N to the left

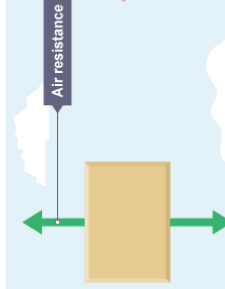


### Two objects sliding past each other experience friction forces.

For example, a box sliding down a slope.



### An object moving through the air experiences air resistance. For example, a skydiver falling through the air.



## Contact Forces (Physics)

# Cycle 1 Knowledge Organiser: Invaders and Conquerors

Year 7 Cycle 1 in History will focus on the theme 'Invaders and Conquerors'. The two enquiries are: **Why was the Roman army so successful?** and **What did the English think when William took control?**

## Key words and definitions

chronology	the order in which events happened
primary source	something from the time being studied e.g. example, if you were studying the Battle of Hastings, a shield from the Saxon shield wall would be a primary source.
interpretation	a view of the past created from primary sources e.g., a museum exhibition about the Battle of Hastings is an interpretation
cause	a reason why something happened
consequence	a result of an event or change
continuity	something which has stayed the same
significance	a measure of how much impact an event, person or change has had
Saxon	most of the English people before 1066
Norman	people from Normandy, France e.g. William the Conqueror
tactics	a planned action to help you achieve success
cavalry	soldiers on horseback
infantry	soldiers on foot
rebellion	An attempt to overthrow the leader of a country.

## TIER 2 Vocabulary



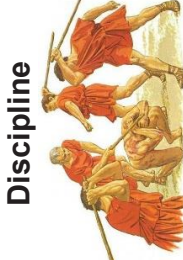



**defend** = to protect something from harm or danger  
**evidence** = anything which makes you believe something is true  
**presume** = to believe something is true

### Enquiry 1

Why was the Roman army so successful?

Julius Caesar brought Roman soldiers to Britain in 55 BC and 54 BC. He did not actually conquer Britain though. It was Emperor Claudius who first invaded Britain in AD 43. Over the next 45 years the Romans conquered Britain. The Roman emperors relied on their great army to build their empire.

There were **6** reasons **why** the Roman army was so successful:

<b>Organisation</b>		<b>Communication</b>	
<b>Discipline</b>		<b>Weapons and Tactics</b>	
<b>Camps and Forts</b>		<b>Strong and healthy soldiers</b>	

# History

## Organisation

The Roman army was made up of full time trained soldiers. All male Roman citizens between the ages of 17 to 46 could be called up as soldiers. Soldiers were organised into legions of about 5,000 men. Each legion was divided into ten cohorts. Cohorts were divided into six centuries.

## Communication

The Roman army could move quickly because of the roads that they built. The Romans cut down woods, cut into hillsides and drained marshes to make the roads as straight as possible.

## Discipline

The Roman army was run very strictly so that the soldiers did as they were told when they went into battle. Soldiers who broke rules were put to death as an example to others.

## Weapons and tactics

Roman soldiers had exceptionally good armour which included Lobster tail helmets. They used short swords for close combat. One of the most successful tactics was the *testudo*. This was when soldiers interlocked their shields to create a strong tortoise like shell which could withstand enemy attacks.

## Camps and Forts

As the Roman army moved around the country it pitched camps. These camps had to be made safe from enemy attacks. The camp was organised into rows of leather tents. The outer defences were made to look like a wall. Sometimes the camps became permanent forts.

## Strong and healthy soldiers

Soldiers were given advice about how to keep healthy. They were told not to drink swampy water. They were told to build up their upper body strength, so they had powerful shoulders and strong arms. They had to take daily exercise.



## Enquiry 2

What did the English think when William took control?

**William the Conqueror became King of England in 1066 after he won the Battle of Hastings.**

**By 1087 he had full control of England. How did he do this and what did the English think about it?**

**William took the land.** William had to stop many rebellions against his rule. He had serious problems in the north of England. Two English lords called Edwin and Morcar rose up against him in 1069. William headed north with a great army. He went from village to village, burning houses. This was called the **Harrying of the North**.

**William controlled the land.** William built castles to control the land. The earliest castles were **motte and bailey castles**. They were built near river crossings or large towns. Any English army could not take back an area without taking the Norman castle first and this was difficult. In larger towns they put up stone castles like the Tower of London.

**William shared the land.** William shared out the land to his knights (**barons**). They then shared their land to those beneath them. This was called the **feudal system**.

**William enjoyed the land.** William made royal hunting estates. When he turned the New Forest into hunting land, he pulled down over sixty villages. William also carried out a survey of what people in England owned so that he could increase taxes. It became known as the **Domesday Book**.

# Cycle 1 Knowledge Organiser

Cycle 1 in Geography will focus on the question 'Where in the world are we?' This will involve developing mapping, field sketching and atlas skills and learning where places are.

## Key terms:

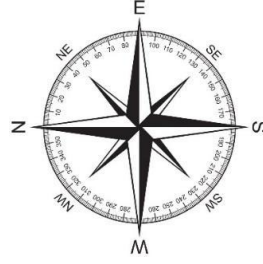
Key words and definitions	
<b>Human Geography</b>	Study of the manmade world.
<b>Physical Geography</b>	Study of the natural world.
<b>Longitude</b>	Grid lines from north to south, include the <b>Greenwich Meridian</b>
<b>Latitude</b>	Grid lines from east to west, include the <b>Equator</b>
<b>Northern and Southern Hemispheres</b>	Two halves of the globe
<b>Local scale</b>	Small area
<b>National scale</b>	A whole country
<b>Global scale</b>	The whole world
<b>Environmental region/biome</b>	Large area with one type of environment i.e. desert or rainforest

## Topic 1: Map Skills

### Grid references & directions

**Four-figure grid references**  
Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.

**Six-figure grid references**  
In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references.



### Height and distance

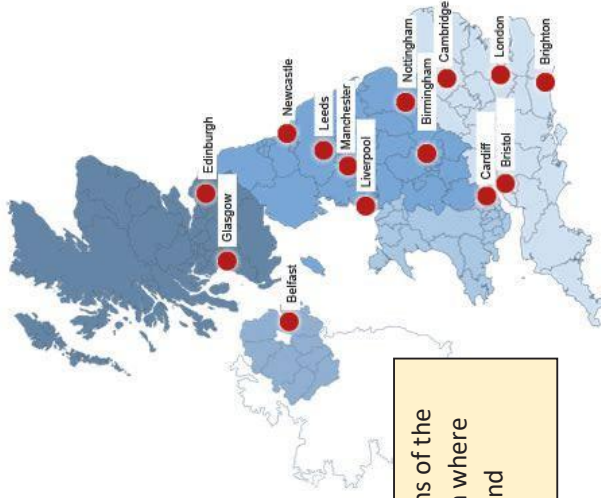
1. Colour shading
2. Spot heights
3. Contours

- Look for a scale bar – use your ruler to work out how many centimetres (cm) for 1 kilometres (km)
- For example: 2cm = 1 km
- There are two main ways:
  - Using a ruler for straight line distances
  - Using a piece of string or paper to measure curved distances



## Topic 2

### Key places in the UK, Europe & World



**UK map:** Learn the locations of the 14 cities shown. Also learn where Scotland, England, Wales and Northern Ireland are.



**Europe:** Make sure you know where the following countries are located: Belgium, Britain, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Netherlands, Norway, Poland, Portugal, Romania, Russia, Spain, Sweden, Switzerland, Turkey, Ukraine



**World:** Learn the seven continents and the five oceans shown on this map.

# Cycle 1 Knowledge Organiser

Cycle 1 in RS will focus on: An introduction to Religious Studies and Animal Rights which is an ethical issue.

Key words and definitions	
Jesus	Preacher and religious leader 1 <sup>st</sup> century
Muhammad	Prophet of Islam
Nanak	Founder of Sikhism
Abraham	Founder of Judaism
Siddhartha	Founder of Buddhism
Gautama	
ethics	Ideas/beliefs of how we behave
vegetarianism	Not eating meat
Stewards	A person who looks after something
atheist	A person with no religious views
BCF	Be Cruelty Free – a pressure group who are fighting to end animal testing.
Anglicans	Members of the Church of England
Factory Farming	Rearing animals in controlled conditions
pets	Animals kept at home
zoos	Places where different types of animals are kept for people to visit
hunting	Killing animals for food or sport.
humanists	Set of ideas based on the belief that Science explains all knowledge and that there is no after life or reincarnation.
GM	Genetically modified – genes changed

In KS3 RS you will study 6 religions and learn about how and why they began:

**Christianity**  
began over 2000 years ago.

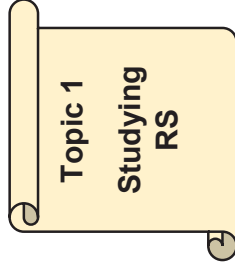
**Islam** began in 610.

**Sikhism**  
began in the 16<sup>th</sup> century.

**Judaism**  
began 1800 years before Christianity.

**Buddhism**  
began in about 500 BC.

**Hinduism**  
began over 4000 years ago.



Topic 1  
Studying  
RS

Symbols are important in studying RS. It is worth being able to recognise the following symbols:

		
The symbol of the Islamic faith made up of the crescent and the star guiding Muslims in their lives.	The symbol of the Hinduism called the Aum (pronounced Om). It means 'God and everything that is.'	The Christian symbol of the Trinity – God the Father, the Son and the Holy Spirit.

There are **7 features** which make up a religion:

- Beliefs and Teachings** - Shared beliefs – God, universe, life and death.
- Rules** - A clear set of instructions about what is right and wrong.
- Feelings** - Religion can make people feel happy and free.
- Stories** - Stories are used to inspire and explain difficult ideas.
- Social** - People worship together and support each other.
- Material** - Objects – books, special clothes and buildings.
- Ritual** - Special times like festivals and ceremonies



# Animal Rights

## Factory Farming

Factory farming is how most chickens are produced for sale in the UK. There are arguments for and against this.

1. It is a way of **producing more food** so more people can be fed.
2. It's **selfish** – why should animals suffer to give us cheap food?
3. The meat is low in fat so leads to **healthy** eating.
4. It makes chicken and eggs **cheap** for low income households.
5. All living beings should be treated with **respect**.
6. It's **unnatural** – the hens have no light and no space to run.
7. It's **cruel** – birds are cramped together and peck each other.
8. It's **carefully controlled** by inspectors who check on the birds.

## There are different Christian attitudes to animals:

1. Most Christians accept that humans were given a **responsibility** from God to **look after and care** for all animals.
2. Some Christians argue that **animals are similar** to humans and they should be given the **same rights**. However, the main difference seen by Christians between humans and animals is that humans are said to have a **soul**. So it could be argued that humans are **more important** than animals.
3. More strict Christians do not believe that animals have rights but their teaching focuses on the duties humans have towards animals. Animals should be **looked after** and cared for but the rights of humans should always be **put above the rights of animals**.

## Is it right to use animals for testing cosmetics?

1. Testing cosmetics on animals is for **safety reasons**. It makes sure that new products are safe before being used by the public.
2. Companies who do test on animals have an advantage over those who do not because people may **trust** the product more.
3. Countries who do test cosmetics on animals have to follow very **strict laws** about how the animals are treated.
4. The EU **banned** cosmetic companies using animals for testing in 2013 because it was regarded as **cruel**, including the UK.

## Is it right to use animals for testing medicines?

1. Testing **saves lives**. Many medicines are tested on animals.
2. Animal testing is wrong, ethically and scientifically.

## What are the different viewpoints about animal testing?

<b>Hindus</b>	<i>Human life is more valuable; oppose testing for cosmetics but possibly yes to saving lives.</i>
<b>Buddhists</b>	<i>All lives must be respected; disagree with animal testing.</i>
<b>Sikhs</b>	<i>If lives are made better then animal testing must be considered.</i>
<b>Humanists</b>	<i>Human life is more important but there is some feeling for animals.</i>

## Is it right to keep pets?

1. Pets give people **companionship**.
2. There is a long history of some animals being kept as pets e.g. dogs and cats.
3. It is **morally right** to adopt an animal who may be destroyed.
4. Some animals are kept in environments which cause them **stress** e.g. chained up, too small cages.
5. Some pets are **mistreated** e.g. not enough food, not taking them to the vets, no exercise, no space.
6. Some animals are **inappropriate** to keep.

## Are GM animal products ethical?

GM animals are those whose characteristics have been **changed by Science**.

1. GM animals are produced for humans so animal rights are **not considered**.
2. GM animals can be **stronger and healthier** by removing characteristics which would cause injury.
3. Modern pigs grow extra fast. This puts **pressure** on their hearts.
4. Broiler chickens are bred so fast that they become **too heavy** for their legs.
5. GM bred animals are just the same as **selective breeding** which has happened for centuries.

Learning Cycle 1 is an introductory module to study French. You will learn some of the basics of the language to set you up ready for Learning Cycle 2.

<b>Subject Pronouns</b>	<u>Singular</u> je = I tu = you (informal) il/elle = he/she on = we	<u>Plural</u> nous = we vous = you (formal) ils = they (masc) elles = they (fem)
<b>Nouns</b>	identify places, people and things. Nouns have <i>gender</i> e.g. <b>le</b> collège (school) – <b>masculine (m)</b> <b>la</b> femme (woman) – <b>feminine (f)</b> <b>les</b> bonbons (sweets) – <b>plural (pl)</b>	
<b>Adjectives</b>	describe nouns. They have to <i>agree</i> with the noun: e.g. <b>le</b> pantalon <b>bleu</b> → <b>les</b> pantalons <b>bleus</b> <b>la</b> chemise <b>bleue</b> → <b>les</b> chemises <b>bleues</b>	
<b>Verbs</b>	are doing words, e.g. <b>il joue</b> au foot = <b>he plays</b> football. Verbs need to be put into a <i>tense</i> (see below)	
<b>Adverbs</b>	add more detail to a sentence e.g. très (very), vraiment (really), souvent (often), quelquefois (sometimes)	
<b>Infinitives</b>	are the “to” form of the verb. French has three kinds: -ER (e.g. jouer) –IR (e.g. finir) and –RE (e.g. faire)	

### Key word – **COMPARISON**

Compare the days and the months in both languages. What’s the same, and what is different?

### L’alphabet – the alphabet

<b>A</b> ah	<b>B</b> bay	<b>C</b> say	<b>D</b> day	<b>E</b> ugh!
<b>F</b> eff	<b>G</b> zhey	<b>H</b> ash	<b>I</b> ee	<b>J</b> zhee
<b>K</b> ka	<b>L</b> el	<b>M</b> em	<b>N</b> en	<b>O</b> oh
<b>P</b> pay	<b>Q</b> koo	<b>R</b> err	<b>S</b> ess	<b>T</b> tay
<b>U</b> oo	<b>V</b> vay	<b>W</b> doo bl vay	<b>X</b> icks	<b>Y</b> ee-grec
<b>Z</b> zed				

### Les jours de la semaine (the days of the week)

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
le weekend	the weekend

### Les mois de l’année (the months of the year)

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

### Les couleurs (colours) (m/f)

blanc / blanche	white
noir / noire	black
bleu / bleue	blue
vert / verte	green
gris / grise	grey
rouge (red), rose (pink), jaune (yellow), orange (orange) marron (brown)	

### Les numéros - Numbers

1. un	40. quarante
2. deux	50. cinquante
3. trois	60. soixante
4. quatre	70. soixante-dix
5. cinq	80. quatre-vingt
6. six	90. quatre-vingt dix
7. sept	100. cent
8. huit	
9. neuf	
10. dix	
11. onze	
12. douze	
13. treize	
14. quatorze	
15. quinze	
16. seize	
17. dix-sept	
18. dix-huit	
19. dix-neuf	
20. vingt	
21. vingt-et-un	
22. vingt-deux	
23. vingt-trois	
24. vingt-quatre	
25. vingt-cinq	
26. vingt-six	
27. vingt-sept	
28. vingt-huit	
29. vingt-neuf	
30. trente	
31. trente et un	
32. trente deux	
33. trente trois...	

Désolé(e), (Sorry,)	j'ai oublié (I've forgotten)	mon (m) (my) ma (f) mes (pl)	crayon (m) (pencil) stylo (m) (pen) règle (f) (ruler) choses (pl) (things)
	je n'ai pas de (I don't have)		cahier (m) (exercise book) dictionnaire (m) (dictionary)
Est-ce que je peux (Can I)	aller aux toilettes (go to the toilet)		
	emprunter (borrow)	un crayon un stylo une règle	
	avoir (have)	un nouveau cahier (a new exercise book)	s'il vous plaît? (please?)
	parler avec vous (talk to you)		
Est-ce que vous pouvez (Can you)	m'aider (help me)		
	ouvrir (open) fermer (close)	la porte (the door) les fenêtres (the windows)	

<b>Key verbs</b>	I am
je suis	I am <b>not</b>
je ne suis pas	I have
j'ai	I <b>don't</b> have
je n'ai pas (de)	How old are you?
quel âge as-tu?	I'm ... years old
j'ai ... ans	My name is...
je m'appelle...	there is/are
il y a	there is/are <b>not</b>
il n'y a pas (de)	

<b>How to say "my"</b>	
mon	if the noun is <b>masculine</b>
ma	if the noun is <b>feminine</b>
mes	if the noun is <b>plural</b>

<b>Dans mon sac (In my bag)</b>	
un cahier	an exercise book
un livre	a [text]book
un crayon	a pencil
un agenda	a diary
un stylo	a pen
un portable	a phone
un taille-crayon	a pencil sharpener
une trousse	a pencil case
une règle	a ruler
une gomme	a rubber
une calculatrice	a calculator
des ciseaux	some scissors



All your LC1 vocab is also on Quizlet:

<b>Les objets de la classe</b> <b>Objects in the classroom</b>	
la chaise	the chair
la fenêtre	the window
la porte	the door
la table	the table
la salle de classe	the classroom
le bureau	the desk
le professeur	the teacher
le tableau interactif	the smartboard
l'ordinateur	the computer
les livres	the books
les élèves	the students

<b>Quel temps fait-il?</b> <b>What is the weather like?</b>	
il fait chaud/froid	it's hot/cold
il fait beau	it's nice
il y a du soleil	it's sunny
il y a du vent	it's windy
il y a du brouillard	it's foggy
il y a des nuages	it's cloudy
il y a de l'orage	it's stormy
il y a du tonnerre	there's thunder
il pleut	it's raining
il neige	it's snowing
il gèle	it's freezing/icy

**Key word: EXAMINE (to look at) – Examine the classroom objects. Which words are masculine/feminine?**

Belong Believe Be Proud

Learning Cycle 1 is an introductory module to study Spanish. You will learn some of the basics of the language to set you up ready for Learning Cycle 2.

<b>Subject Pronouns</b>	<u>S</u> ingular yo = I tú = you (informal) él/ella = he/she elle (el-yay) = they	<u>P</u> lural nosotros = we vosotros = you (informal) ellos/ellas/elles = they Usted(es) = you (formal)
<b>Nouns</b>	identify places, people and things. Nouns have <i>gender</i> e.g. <b>el</b> colegio (school) – <b>masculine (m)</b> <b>la</b> mujer (woman) – <b>feminine (f)</b> <b>los</b> chicos (boys) / <b>las</b> chicas (girls) – <b>plural (pl)</b>	
<b>Adjectives</b>	describe nouns. They have to <i>agree</i> with the noun: e.g. <b>el</b> bolígrafo negro ☐ <b>los</b> bolígrafos negros <b>la</b> regla negra ☐ <b>las</b> reglas negras	
<b>Verbs</b>	are doing words, e.g. él <b>juega</b> al tenis = he <b>plays</b> tennis. Verbs need to be put into a <i>tense</i> (see below)	
<b>Adverbs</b>	add more detail to a sentence e.g. muy (very), quite (bastante), a menudo (often), a veces (sometimes)	
<b>Infinitives</b>	are the “to” form of the verb. Spanish has three kinds: -AR (e.g. jugar) –ER (e.g. tener) and –IE (e.g. vivir)	

### Key word – COMPARISON

Compare the days and the months in both languages. What’s the same, and what is different?

<b>A</b> h	<b>B</b> ay	<b>C</b> hay	<b>D</b> ay	<b>E</b> ay
<b>F</b> effay	<b>G</b> hay	<b>H</b> atchay	<b>I</b> ee	<b>J</b> hota
<b>K</b> ka	<b>L</b> ellay	<b>M</b> emmay	<b>N</b> ennay	<b>O</b> oh
<b>P</b> pay	<b>Q</b> koo	<b>R</b> erray	<b>S</b> essay	<b>T</b> tay
<b>U</b> oo	<b>V</b> oovay	<b>W</b> oovaydoblay	<b>X</b> ek-ees	<b>Y</b> ee griayga
<b>Z</b> theta	<b>N</b> enay			

### Los días de la semana (the days of the week)

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	

### Los meses del año (the months of the year)

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	

### Los colores (Colours) (m/f)

blanco / blanca	white
negro / negra	black
rojo / roja	red
amarillo / amarilla	yellow
morado / morada	purple
gris (grey), azul (blue), verde (green), naranja (orange) marrón (brown)	

### Los números - Numbers

1. uno/una	40. cuarenta
2. dos	50. cincuenta
3. tres	60. sesenta
4. cuatro	70. setenta
5. cinco	80. ochenta
6. seis	90. noventa
7. siete	100. cien
8. ocho	
9. nueve	
10. diez	
11. once	
12. doce	
13. trece	
14. catorce	
15. quince	
16. dieciséis	
17. diecisiete	
18. dieciocho	
19. diecinueve	
20. veinte	
21. veintiuno	
22. veintidós	
23. veintitrés	
24. veinte cuatro	
25. veinticinco	
26. veintiséis	
27. veinte siete	
28. veinte ocho	
29. veinte nueve	
30. treinta	
31. treinta y uno	
32. treinta y dos	
33. treinta y tres	
34. treinta y cuatro	
35. treinta y cinco	

Lo siento, (Sorry,)	he olvidado (I've forgotten)	mi mis	(my) (singular) (my) (plural)	lápiz (m) (pencil) bolígrafo (m) (pen) regla (f) (ruler) cosas (pl) (things)
	no tengo (I don't have)			mi cuaderno (m) (my exercise book) diccionario (m) (a dictionary)
¿Puedo (Can I)	ir a los servicios (go to the toilet)			
	usar (borrow)		un lápiz un bolígrafo una regla	
	tener (have)		un nuevo cuaderno (a new exercise book)	por favor? (please?)
¿Puede (Can you)	hablar con Usted (talk to you)			
	ayudarme (help me)			
	abrir (open) cerrar (close)		la puerta (the door) las ventanas (the windows)	

soy	<b>Key verbs</b>
no soy	I am
tengo	I am <b>not</b>
no tengo	I have
¿Cuántos años tienes? How old are you?	I <b>don't</b> have
tengo ... años I'm ... years old	
me llamo... My name is...	
hay there is/are	
no hay there is/are <b>not</b>	

<b>How to say my/your/their</b>
<b>mi</b> if the noun is <b>singular</b>
<b>mis</b> if the noun is <b>plural</b>
<b>tu/tus</b> = your,
<b>su/sus</b> = his/her/their

<b>En mi mochila hay (In my bag there is)</b>
un cuaderno an exercise book
un libro a [text]book
un lápiz a pencil
un bolígrafo a pen
un móvil a phone
un sacapuntas a pencil sharpener
un estuche a pencil case
una regla a ruler
una goma a rubber
una agenda a diary
una calculadora a calculator
unas tijeras some scissors

me gusta I like
<b>no</b> me gusta I <b>don't</b> like

<b>Hablar en la aula</b>	
<b>Speaking in the classroom</b>	Sir/Miss
Señor/Señora	Do you understand?
¿Entiendes?	I don't understand
no entiendo	please/thank you
por favor/gracias	I need
necesito	look at the whiteboard
mira la pizarra	el professor / la profesora the teacher
estoy enfermo/a	I'm ill
levantaos	stand up
sentaos	sit down
recoger	pack away

<b>¿Qué tiempo hace?</b>
<b>What is the weather like?</b>
hace calor/frío it's hot/cold
hace <b>mucho</b> calor it's <b>really</b> hot
hace buen tiempo it's nice
hace mal tiempo it's horrible
hace sol it's sunny
hace viento it's windy
está nublado it's cloudy
está nevando it's snowing
hay niebla it's foggy
hay tormenta it's stormy
llueve it's raining

**Key word: EXAMINE (to look at) – Examine the classroom objects. Which words are masculine/feminine?**

# Music

Tempo	
Term	Definition
Adagio	Slow
Andante	Walking Pace
Allegro	Fast

**Pitch**

Notes in the spaces spell the following word

Musical Elements	
Tempo	The speed of the music
Dynamics	How loud or quiet the music is
Pitch	How high or low the notes are
Rhythm	Note values, and the patterns of different notes
Meter	Time signatures - how many beats are in each bar

Meter	
Time Signature	Beats in the bar
2/4	2 crotchet beats per bar
3/4	3 crotchet beats per bar
4/4	4 crotchet beats per bar

Figure 1

Dynamics		
Term	Symbol	Definition
Pianissimo	<b>pp</b>	Very quiet
Piano	<b>p</b>	Quiet
Forte	<b>f</b>	Loud
Fortissimo	<b>ff</b>	Very loud

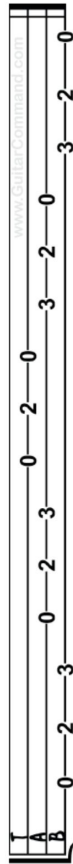
**Rhythm**

When performing music, there is usually a **regular** beat (sometimes known as a pulse) within which we fit each note.

**Vocabulary Alert!**  
**Regular** - with a constant or definite pattern, especially with the same space between individual items

# Music

## Bass Guitar



### Reading TAB – Tips & Tricks:

- The numbers represent the frets.
- Frets are run vertical along the guitar.
- TAB is read upside down.
- The four lines running horizontally represent the strings on the guitar

## Drum Kit

Percussion clef  
Closed High-hat  
Bass Drum  
Snare Drum  
Rising in pitch

## Piano

C D E F G A B

C# D# E# F# G# A# B#

C D E F G A B

For notes in the spaces, remember 'Put your faces in the spaces'

F A C E

For notes on the lines:

E G B D F

Every Deserves Boy Football

## Electric Guitar

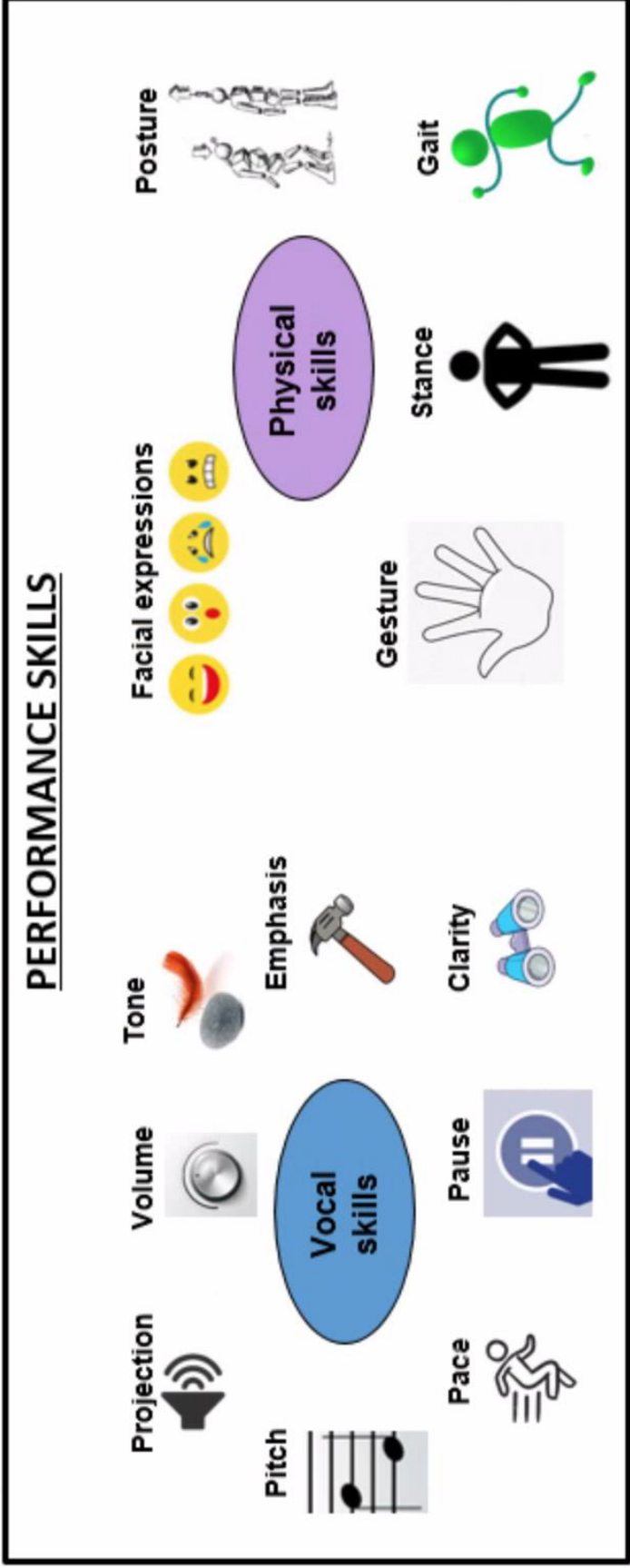
A '0' means you play the string without pressing any of the frets down.

These represent the rhythms and tell you what to play, e.g. These represent the rhythms of 'John' and 'Susan'.

Reading TAB – Tips & Tricks:

- The numbers represent the frets.
- Frets are run vertical along the guitar.
- TAB is read upside down.
- The six lines running horizontally represent the strings on the Electric guitar

Cycle 1 in Drama will focus on: key performance skills. These are the skills you need to know to be able to create a successful piece of drama.



**Spellings to learn this cycle.**

Scene    Audience    Performance    Rehearsal    Auditorium

Character    Characterisation    Tableau    Tableaux    Corpsing

Monologue    Sightlines    Collaboration    Theatre



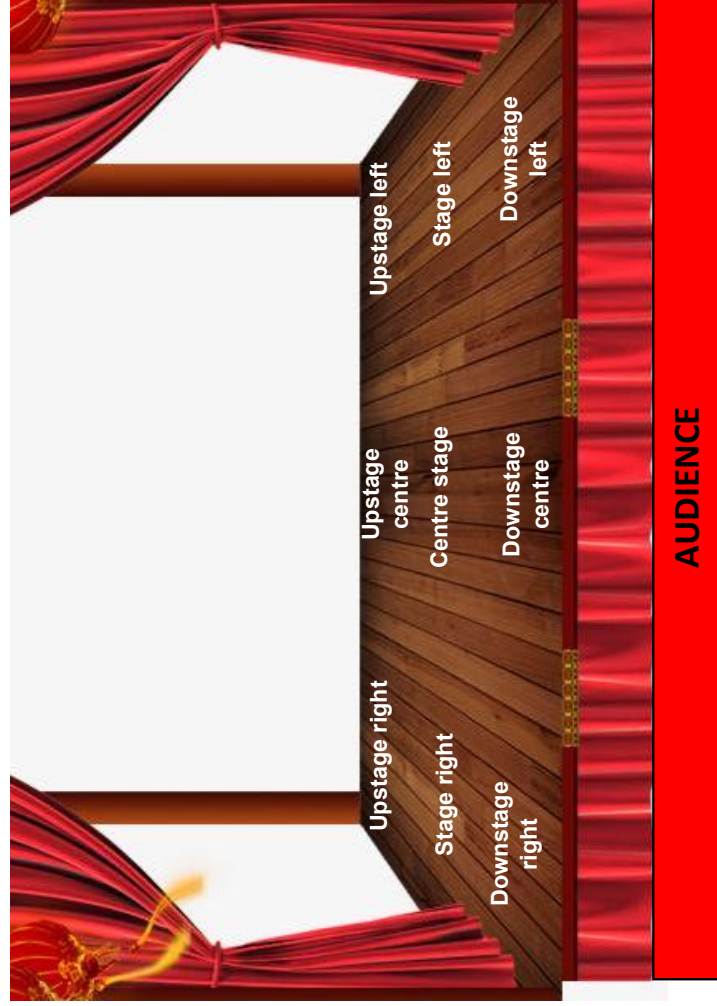
# Drama



# Drama

Drama Skill	Definition
Mime	Showing a character, scene or scenario entirely by gesture and bodily movement and without the use of props. Silent mime is the same but with no speech.
Characterisation	The act of changing your voice, body language, movement, stance, posture, facial expressions and gesture to become a character. Characterisation is the act of changing yourself physically to become another person in a drama.
Tableau	A still image or freeze frame. A tableau captures a moment in time and tells the audience a story of what is going on at that moment.
Thought track	A thought-track is when a character steps out of a scene to address the audience about how they are feeling. Sharing thoughts in this way provides deeper insight into the character for an audience. Sometimes the character might feel something different to the words they are speaking.
Corpsing	Coming out of role during a performance that kills your character. This is usually from laughing or forgetting lines.
Rehearsal	A practice session or practice performance done prior to a real performance. Going over your work repeatedly.
Audience	The group of people who will watch a performance – the area they sit in is called the auditorium.
Blocking	The process of putting together your piece. Blocking is deciding where the actors should stand, sit or move to and then setting and rehearsing it.
Sightlines	The line of sight for an audience member. When blocking a piece of drama the actor must consider whether all members of the audience can see the action. This is called considering audience sightlines.

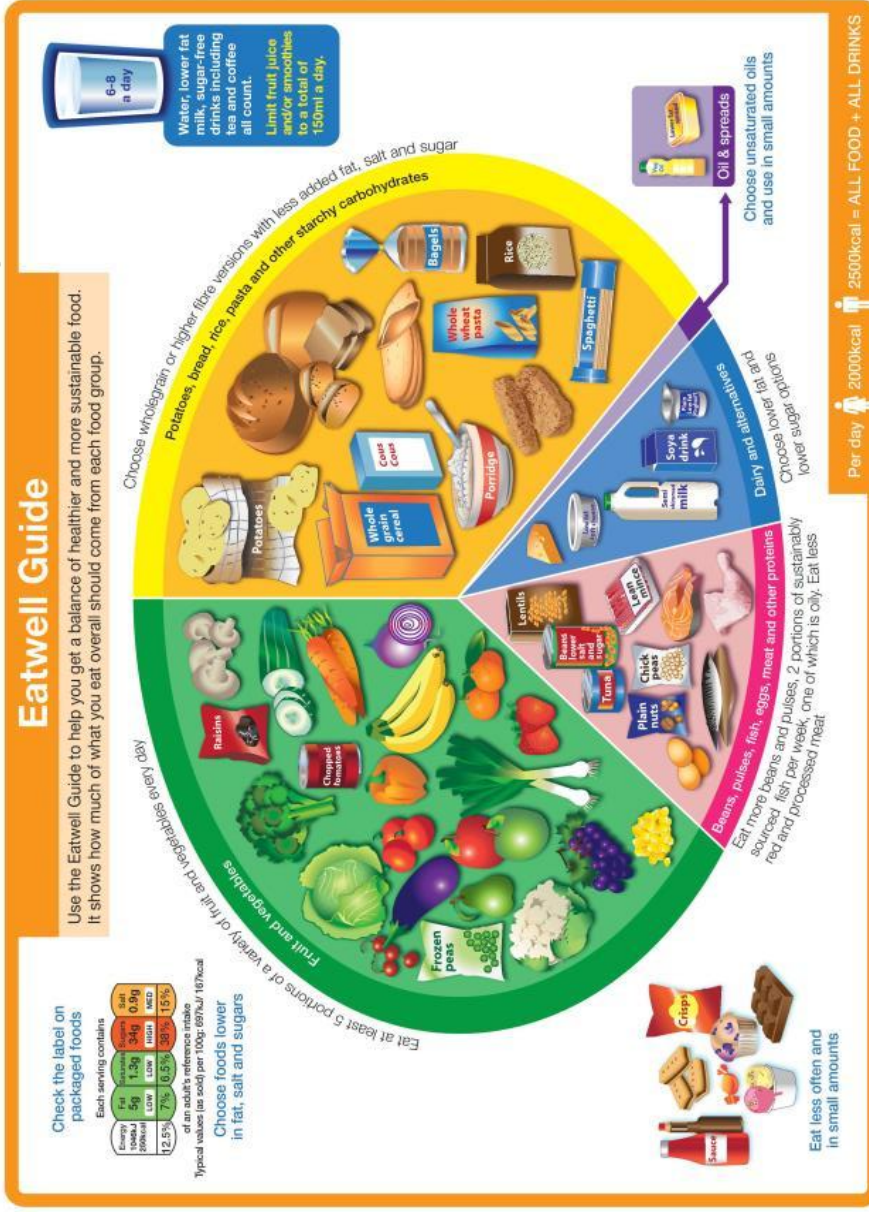
## Stage Positions



**Remember, your left and rights are from the actor's point of view! So if you are looking as an audience member, the left and rights are the opposite!**

## Quiz 1 General Knowledge

# Food Cycle Knowledge Organiser



Learn the names of each of the food groups and examples of foods in each group:

- Starchy foods (yellow)
- Fruit and vegetables (green)
- Protein foods (pink)
- Dairy (blue)
- Fats and oils (purple)

The only fats that you need to add to foods are vegetable fats.

You should get 50% of your energy from starchy carbohydrates (starchy foods).

1/3 (30%) of your plate should be starchy foods

1/3 (30%) of your plate should be fruits and vegetables

About 1/5 (20%) of your plate should be protein foods and where possible these should be low in saturated fat

About 1/6 (17%) of your plate should be dairy products – where possible they should be low fat (includes soya)

Drink 6-8 glasses of liquid (without sugar) every day

Use the traffic lights symbols on food packages to help you make healthy choices (but remember they are based on an average adult woman - red for anyone under 20 should be extra red).

Cut down on foods high in sugar, fats (especially saturated fats) and salt.

## Quiz 2 Key Words

Key word	Definition (What it means)
Hazard	Something dangerous
Control	To make a hazard safer
Safety	Reducing the risk of accidents
Hygiene	Keeping food clean and preventing bacterial growth
Evaluation	Looking back at what you have done and assessing it
Adjective	A describing word
Boiling	100° C, large bubbles
Simmering	95° C, small bubbles
Bridge hold	Make a bridge with one hand to hold veg/fruit, picture overleaf
Claw grip	Make a claw with one hand to hold fruit/veg, picture overleaf
Produce	make or manufacture from components or raw materials.
Previous/ Previously	occurring before in time or order



# Food Cycle Knowledge Organiser

## Quiz 3 General Knowledge

### Health and Safety

- **Take off blazer, roll up long sleeves**
- **Tie up long hair**
- **Stack the stools**
- **Wash hands in warm soapy water**
- **No nail varnish**
- **Short nails**
- **Put on an apron**
- **Make sure your work surface and equipment are clean**
- **Throw away food you drop on the floor**
- **If you need to sneeze or cough, move away from the food to do it**
- **If you touch your hair, cough or sneeze, wash your hands again**
- **Keep your work area free of rubbish**
- **Wash up properly in hot soapy water**
- **Dry equipment thoroughly**
- **Keep high risk foods in the fridge**

## Quiz 1 Key Words

Research To investigate

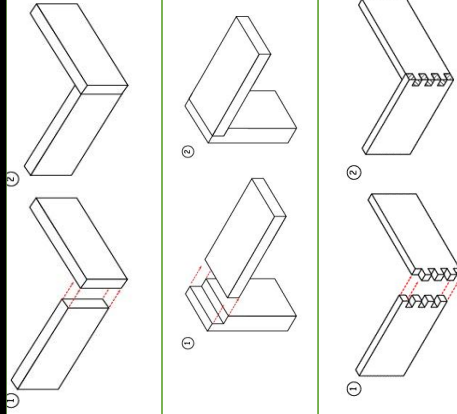
Completely Totally, Fully



# Timbers Cycle Knowledge Organiser

During this topic you will learn the types, properties, structures and uses of the main natural and manufactured boards.

## Quiz 1 General Knowledge



## Wood joints

### Butt joint

A very simple joint but it is also very weak. They tend to be used for making picture frames, corner pieces and nails are often used to strengthen the joint.

### Lap joint

This joint is only slightly stronger than the butt joint. There is however a bigger surface area for gluing. This joint is often strengthened with nails.

### Comb joint

This is the strongest joint on this page. The comb joint can be difficult to make but looks very good. It has a lot of surface area to glue together.

## Quiz 1

### Knots

**Knots** - Appear in the trunk where there are branches. Knots are imperfections that cause living wood grain to grow around them.



**Grain** is the direction or pattern of fibres seen in a cut surface of wood.

## Quiz 1 General Knowledge



Medium density fibreboard (MDF)

Made from wood; often using off-cuts from natural timber. They are bonded together with adhesives. They tend to be cheaper than solid wood planks

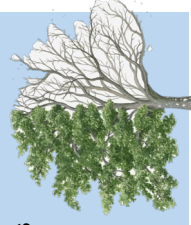
- Has a smooth flat surface, which makes it easier to sand and paint.
- Denser (more compact) than other manufactured boards.
- It has equal strength in all directions
- **Used in flat-pack furniture, storage units.**

MDF is made by squashing tiny particles of timber together with adhesive (glue).

## Quiz 2 Properties

### Hard wood

**Hardwoods** mostly come from **broad-leaved, deciduous tree (trees that shed their leaves in autumn and winter)**. They are generally **slow growing** and are therefore usually more **scarce and more expensive than softwoods**.



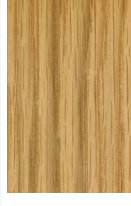
### Properties

- Very strong
- Durable
- Hard
- Attractive grain

### Uses

- Flooring
- Furniture
- Whisky barrels

### Oak

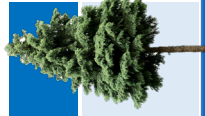


During this topic you will learn new tools, equipment and joining methods for woods.

# Timbers Cycle Knowledge Organiser

## Quiz 2 Properties

### Softwood



**Softwoods** – come from coniferous trees that have long needle-like leaves and are generally found in cold climates. They are quick growing and can therefore be replaced quicker than hardwoods.











Wood is an organic material that is the main substance in the trunk and branches of a tree. Wood prepared for use in building and carpentry is known as timber. There are two types of natural timber: **Hardwood** and **Softwood**. These names do not refer to how hard the wood is.

Properties	Uses	
<ul style="list-style-type: none"> <li>• Easy to work with</li> <li>• Quite strong</li> <li>• Lots of knots</li> </ul>	<ul style="list-style-type: none"> <li>• Furniture</li> <li>• Construction</li> <li>• Door frames</li> </ul>	
<th>Properties</th> <th>Uses</th>	Properties	Uses
Natural oils make it <ul style="list-style-type: none"> <li>• Durable</li> <li>• Weather resistant</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor Furniture</li> <li>• Sheds</li> <li>• Fencing</li> </ul>	

## Quiz 2 Properties

### Wood Properties

<b>Hardness</b>	The resistance to indentation, scratching and wear and tear.
<b>Toughness</b>	The ability to withstand impact without fracturing
<b>Durability</b>	The ability to resist damage, pressure and the wear and tear of daily use.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 
9. 	10. 

## Quiz 3 Processes

### Tool names and uses

1. <b>Try square</b>	Marking 90° angles	6. <b>File/s</b>	Removes fine amount of material from work.
2. <b>Tenon saw</b>	Cutting straight lines in wood.	7. <b>Pillar drill</b>	Drills accurate 90° vertical holes in materials.
3. <b>Coping saw</b>	Cutting curves in wood and plastic.	8. <b>Sanding disc</b>	Sanding and finishing wood.
4. <b>Bench hook</b>	Helps hold wood in place whilst cutting.	9. <b>G clamp</b>	Holding work down whilst cutting or gluing.
5. <b>Wood vice</b>	Holding working whilst cutting/filing.	10. <b>Steel rule</b>	Measuring material in cm/mm.

# Polymer & Metal Cycle Knowledge Organiser

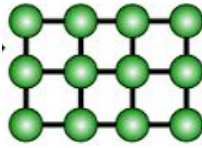


## Design and Technology

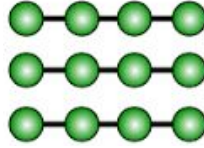
### Quiz 1 General Knowledge

#### Plastics / Polymers

There are two categories of polymers, **thermosetting plastics** and **thermoplastics**



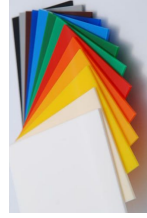
**Thermosetting:** Links between the polymer chains do not allow for any movement, meaning thermosetting plastics cannot be remoulded. Once thermosetting plastics are set, they cannot be remoulded. They are not recyclable, but are resistant to heat.



**Thermoplastic:** No links between the chains allowing movement when heated so thermoplastics can be remoulded. They become soft or *plastic* when heated, allowing them to be remoulded over and over, and are therefore recyclable

#### Thermoplastic

- Hard and rigid
- Range of colours
- Easily scratched
- Waterproof
- Insulator
- Safe alternative to glass



Acrylic

#### Thermosetting plastic

- Hard
- Brittle
- Can be cast into shapes
- When combined with fiberglass it becomes GRP (glass reinforced plastic)



Polyester resin

### Quiz 1 General Knowledge

#### Metals

Metals are usually produced from rocks mined from the earth, called ore. Metals can be divided into two groups - **ferrous metals** and **non-ferrous metals**

#### Ferrous metals and properties

- Iron + Carbon (0.25%)
- Malleable
- Ductile
- Tough
- Poor corrosion resistance



The word **ferrous** comes from the Latin word **ferrum**, meaning **iron**.

Mild Steel  
(low carbon steel)

#### Non-ferrous metals and properties

- Lightweight
- Corrosion resistant
- Malleable
- Tough
- High electrical & thermal conductivity

Aluminium



### Quiz 2 Key Words

#### Form

Shape , or appearance

### Justify

Show it, or prove it

### Quiz 2 Properties

#### Material Properties

#### Plasticity



The ability to be easily shaped or moulded.

#### Elasticity







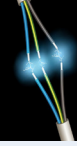
The ability to stretch and return to its original shape.


#### Brittle



Shatters easily under pressure or vibration e.g. glass.

## Polymer & Metal Cycle Knowledge Organiser

Quiz 2 Properties		Material Properties
<b>Insulator</b>		A material which does not conduct electricity or heat.
<b>Hard/ hardness</b>		The resistance to indentation or scratching.
<b>Tough/ toughness</b>		The ability to withstand a sudden impact
<b>Thermal conductivity</b>		The ability to transfer heat through the material.
<b>Electrical conductivity</b>		The ability to allow electricity to pass through it.

Quiz 3 Processes		Metal Surface Finishes
<b>Metal surface finishes prevents corrosion of metals by creating a barrier and enhances the aesthetics (appearance) of metals. Before finishes are added to a metal, it is first smoothed and cleaned with abrasives and cleaners to get a quality finish.</b>	 Paint  Lacquering Clear spray protective coating	 Plastic dip coating/ powder coating 

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 
9. 	10. 

### Quiz 3 Processes

- 1. Metal vice** To hold work whilst cutting/ filing.
- 2. Coping saw** Cutting curves in wood and plastic.
- 3. Strip heater** Used to heat and bend acrylic.
- 4. Pillar drill** Drills accurate 90° vertical holes in materials.
- 5. File/s** Removes fine amount of material from work.

### Tool names and uses when using metals


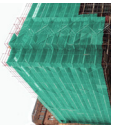





- 6. Wet and dry paper** Creates a smooth finish on plastic edges.
- 7. Hacksaw** Cutting straight lines in metal.
- 8. Scriber** Use to mark out lines/ design on metal.
- 9. Centre punch** Make an indent in metal before drilling.
- 10. Ball peen hammer** Use to shape metal/ use with centre punch.

During this topic you will learn the types, textiles, tools and health and safety rules

# Textiles Cycle Knowledge Organiser

## Quiz 1 General Knowledge

### Technical Textiles

<b>Agro-textiles</b>	 Textiles used in the agriculture industry (farming) e.g. netting to protect crops.
<b>Construction textiles</b>	 Netting on scaffolding to protect people from falling debris. Lining for ponds.
<b>Geotextiles</b>	 Used to hold sand for preventing flooding and protect eroding coastlines.
<b>Domestic textiles</b>	 Common in homes e.g. cleaning cloths, cushion padding, carpet.
<b>Environmentally friendly textiles</b>	 Textiles that come from sustainable and organic sources (without the use of pesticides and fertilisers).
<b>Protective textiles</b>	 Can protect against heat (fire fighters clothing), harmful chemicals and bullets (Kevlar®).
<b>Sport textiles</b>	 They can remove moisture (sports tops), control bacteria (running socks), resist impact (sports shoes).

## Quiz 1 Key Words

Various

More than one, different types



Alter

Change something

## Quiz 2 Properties

### Natural Fibres

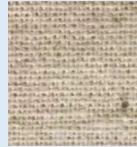
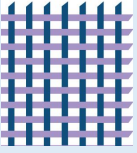

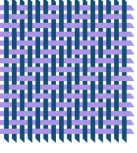
Natural fibres come from plants or animals. They are easily **renewable** and **biodegradable**.

Name	Image	Properties	Uses
<b>Cotton</b> Sourced from the cotton plant		<ul style="list-style-type: none"> <li>Highly absorbent</li> <li>Cool to wear when hot</li> <li>Creases easily</li> <li>Flammable</li> </ul>	Clothing, upholstery and towels.
<b>Wool</b> Sourced from animal fleece (mainly sheep)		<ul style="list-style-type: none"> <li>Warm</li> <li>Absorbent</li> <li>Crease-resistant</li> <li>Low flammability</li> <li>Can shrink</li> </ul>	Jumpers, rugs, blankets, coats and carpets.

## Quiz 2 Properties

### Woven Fibres

Woven fabrics are made by weaving two sets of yarn at right (90°) angles to each other.

Name	Image	Properties	Weave
<b>Calico</b> Plain weave		<ul style="list-style-type: none"> <li>Basic weave</li> <li>Cheapest weave</li> <li>Pattern same on both sides</li> <li>Shirts</li> </ul>	
<b>Denim</b> Twill weave		<ul style="list-style-type: none"> <li>Hard wearing</li> <li>Strong</li> <li>Diagonal pattern</li> <li>Jeans</li> </ul>	





During this topic you will learn the types, textiles, tools and health and safety rules

## Quiz 2 Properties

### Synthetic Fibres



**Synthetic fibres** are **thermoplastics** are made from chemicals and **fossil fuels**. Most synthetic fibres are not sustainable or biodegradable

Name	Image	Properties	Uses
<b>Polyester</b>		<ul style="list-style-type: none"> <li>Durable</li> <li>Poor absorbency</li> <li>Resistant to creases</li> <li>Not very warm</li> </ul>	Sportswear, raincoats and medical textiles.
<b>Acrylic Imitation wool</b>		<ul style="list-style-type: none"> <li>Warm</li> <li>Dries quickly</li> <li>It is crease resistant</li> <li>Poor absorbency</li> </ul>	Knitwear, blankets and upholstery fabrics.

## Quiz 2 Properties

### Non-woven fabrics

Non-woven fabrics are made directly from fibres that have not been spun into yarns.

Name	Image	Properties	Uses
<b>Bonded fabrics</b>		<ul style="list-style-type: none"> <li>Wabs of fibres bonded together with glue, heat and stitching.</li> <li>Weak</li> <li>Do not fray</li> </ul>	Disposable clothing, tea bags
<b>Felt</b>		<ul style="list-style-type: none"> <li>Matting wool fibres together using moisture heat and pressure.</li> <li>Pulls apart easily</li> </ul>	Hats, crafts, pool table surface

# Textiles Cycle Knowledge Organiser

## Quiz 3 Processes

### Textiles Health and Safety

- Always follow your teacher's instructions.
- Only use equipment you've been shown how to use.
- Tie long hair up.
- Keep your eyes on your work.
- Keep your desk area tidy.
- No running/ rushing around.
- Tuck in stools when not using.
- No liquids in the room.

Do not distract other students whilst using equipment.

## Quiz 3 Processes

### Tool names and uses

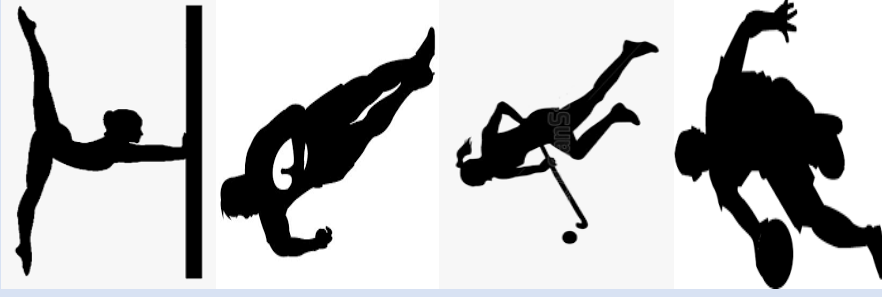
- Un-picker** Used for cutting or removing stitches.
- Tailors chalk** Marking out on fabric.
- Tape measure** A flexible ruler for measuring.
- Fabric shears** The main tool for cutting fabric.
- Needles** Used for hand sewing.
- Pins** Temporarily holds the fabric in place when attaching and cutting patterns, or whilst sewing.



Cycle 1 in Year 7 PE will focus on developing your **Personal Development** through sports such as Hockey, Rugby, Gymnastics and Basketball.

## Cycle 1 Knowledge Organiser

<b><u>Key words and definitions</u></b>	
<b><u>Concept - Personal Development</u></b>	<b><u>Personal Development - Focus Statement</u></b>
<b>Develop</b>	Developing my knowledge of basic skills
<b>Perseverance</b>	Building confidence in my basic skills
<b>Application</b>	Applying my basic skills
<b>Attitude</b>	Developing confidence in competitive activities / performing
<b>Communication</b>	Communicating with other students to develop tactics/ strategies/ routines
<b>Focus</b>	Making informed choices regarding skills/ tactics / routines
<b>Growth</b>	Acting upon peer feedback to develop my weaknesses
<b>Confidence</b>	Completing my assessment to the best of my ability
<b>Evolution</b>	Responding to feedback to improve my skills/ understanding



**Personal Development - Develop competence to excel in a broad range of physical activities.**



Cycle 1 in Computer Science will focus on being safe online, using the Internet for research and learning to use Google applications to help support your studies.

### Key words and definitions









Username	The name you use to log into the school network and Google, usually the year you started, your last name and first letter of your first name, e.g. 2019SmithB for Bob Smith who started in September 2019.
Network Password	Used with your username to log into the network. Make sure your password is a strong one.
Strong Password	Use a combination of lowercase and upper case letters and symbols to make it hard to guess (e.g. Pa55WorD! rather than password)
Network login	A secure way to access your files and folders and to access the internet. Uses your username and password.
E-Mail Address	Your school email address is: <your user name>@tkasa.org.uk (e.g. 2019SmithB@tkasa.org.uk)
Google Sign-in	Use your school E-Mail address and your network password to sign-in to Google
Acceptable Use Policy	When you log into the School network, you agree to a set of rules on how you use the computer and how you use the Internet.

**It is important that you use strong passwords where ever you have to log into a network or website. Check how long it would take to guess your password using this website: <https://howsecureismypassword.net/>**

### Topic 1 Google Apps

Understand how to use Google Apps including Docs (word processor), Sheets (spreadsheets) Slides (presentations), Google Classroom (activities, assignments and assessments) and Gmail (email and calendar)

#### Google Apps:

	Google Chrome – preferred web browser for accessing the Internet and Google Apps.
	Waffle Icon – appears in the top right hand corner of the web browser once you have signed into Google. Used to access Google Apps
	Google Docs – a word processor which auto-saves your work to Google Drive. Used for writing letters, reports, assignments
	Google Sheets – an application for creating spreadsheets. Used for calculations, producing graphs and modelling data
	Google Slides – an application for creating presentations. Used for presenting information to an audience.
	Google Classroom – an application used in class to organise activities, provide resources and to set assignments and assessments
	Gmail – an application for sending and receiving email. Used for communicating with other people, such as your teachers and friends.
	Google Drive – Used to save and organise your Google files and folders

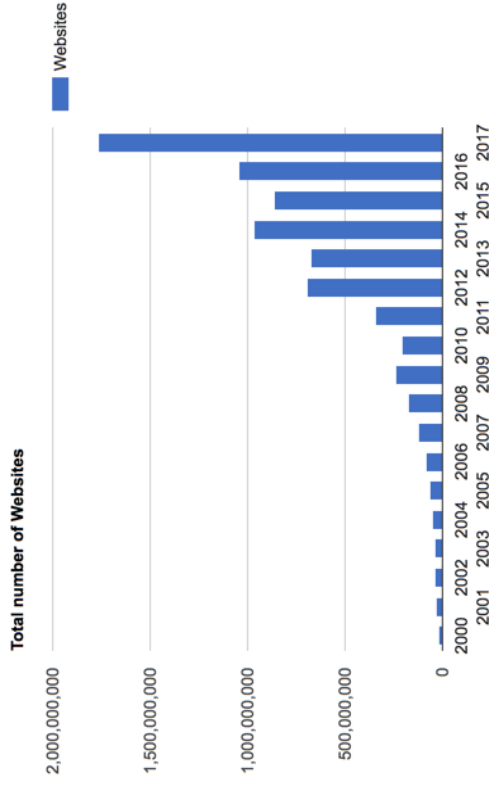
**Topic 2**  
**E-Safety**

Understand how use the Internet for research, how to stay safe online, and be able to identify good and bad practices when using social media.

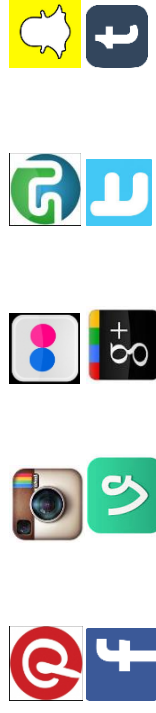
**Key words and definitions**

Web browser	An application for viewing and interacting with webpages from the World Wide Web, which is part of the Internet
URL	Uniform Resource Locator – this is the unique address of the website you type into the browser (e.g. www.bbc.co.uk)
Search Engine	A database on the World Wide Web that enables you to use search terms or key words to find relevant web pages or websites. E.g. Google, Bing, Yahoo
Keywords	The terms used in a webpage that would be used to match the search term a user enters into a search engine.
http and https	These are the protocols (set of rules) used to send and receive web pages over the Internet. The 's' in https means that the connection is secure (e.g. used with online banking sites).
Advanced search	Using Google's advanced search to have greater control over your search terms ( <a href="https://www.google.co.uk/advanced_search">https://www.google.co.uk/advanced_search</a> )
Cyber bullying	The use of electronic communication to bully a person by sending messages of an intimidating or threatening nature.
Sexting	The sending or receiving of inappropriate images, videos or texts.

# Computer Science



**Social Media Applications:**

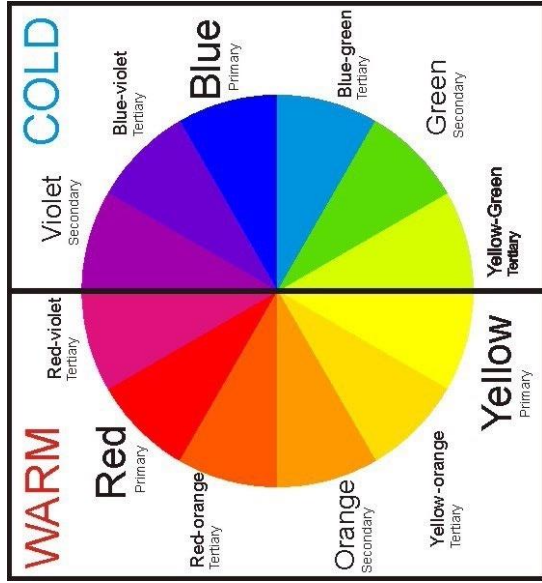


**Rules for using social media:**

1. Don't upload pictures that you wouldn't want anyone else to see.
2. Make sure your user settings are kept private.
3. Make sure you know who is on your friends list.
4. Report abuse – tell a trusted adult, or use the CEOP website: <https://www.ceop.police.uk>



Cycle 1 will develop your understanding of the formal elements of art. You will study the fundamental techniques of the subject, explore how artists use the formal elements within their work, and develop your own experimental pieces.

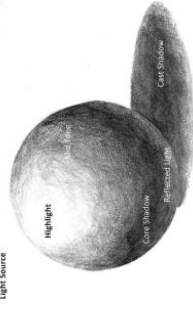
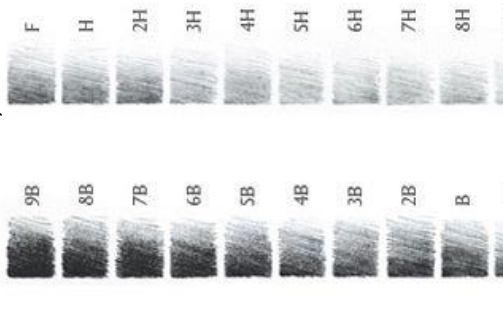


Key Art Vocabulary	
Critical	Important
Display	Present ready to be seen
Highlight	Brightest part of the art work

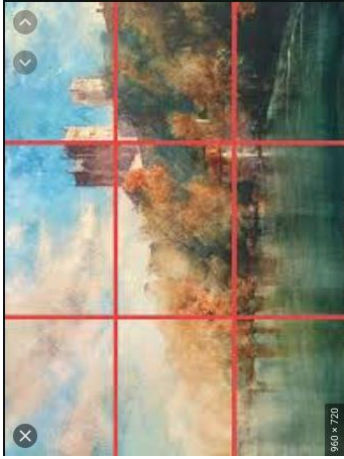
Colour Wheel	A circle with different coloured sections to show the relationship between colours.
Primary Colours	Three colours that can not be mixed (Red, Yellow and Blue).
Secondary colours	A colour made by mixing two primary colours (Orange, Green and Purple).
Tertiary Colours	A primary and secondary colour next to each other on the colour wheel mixed together.
Complimentary colours	Are opposite on the colour wheel. When placed next to each other they create the strongest contrast.
Harmonious colours	Are colours that sit next to each other on the colour wheel. The colours are pleasing to the eye.
Hot/ Warm colours	Red, orange and yellow.
Cold/ Cool colours	Blue, green and purple.

In your homework book create your own colour wheel, be imaginative with your materials. You will also need to learn the definitions.

**TONE:** Sketching pencils. H= Hard Lead (light tones)  
B=Soft Lead (dark tones)



**TONE** can create **SHAPE & FORM**



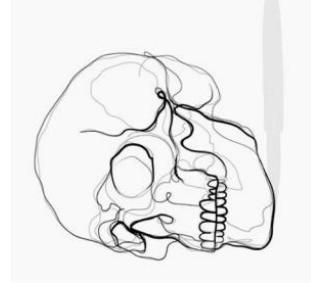
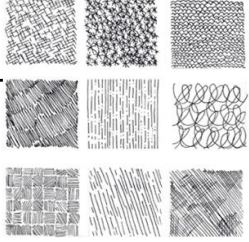
**COMPOSITION:** The rule of thirds is where an image is divided into thirds horizontally and vertically.

Key words and definitions: The Formal Elements	
LINE	A continuous mark
TOPE	The brightness of shade of a colour
COLOUR	Created from reflected light
TEXTURE	The surface of a material or object
PATTERN	An arrangement of repeated shapes
FORM	The shape of something
COMPOSITION	The arrangement and content of a piece of art

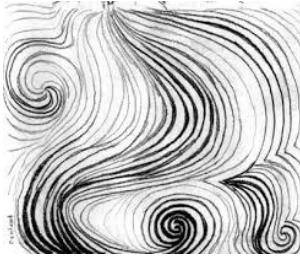


**PATTERN:** Shapes can repeat or tessellate to create a pattern

**TEXTURE:** Texture can be added with a range of mark making techniques.



**LINE:** Lines vary in length, width and create texture.



In your homework book create a series of drawings that focus on the formal elements. You will also need to learn the definitions.

**ALWAYS**

# TALK TO SOMEONE WHEN YOU HAVE A PROBLEM

Remember you can use tootoot in confidence whenever you or any of your friends have a worry, or you just want to talk to someone.

[www.tootoot.co.uk](http://www.tootoot.co.uk)



*Belong Believe Be Proud*

# Notes

*Belong Believe Be Proud*



# Notes



**Email:** [sales@hdc-uk.com](mailto:sales@hdc-uk.com) **Web:** [hdc-uk.com](http://hdc-uk.com)