

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 2



Name

Tutor

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Homework Timetable

It is expected that you complete one full page in your workbook as a minimum. Students should spend around 20 minutes on homework for each subject. Tutors will check your Knowledge Organiser homework during Tutor Time. They will be looking for a full page of work on the correct subjects of the Knowledge Organiser completed with no gaps, as well as for purple pen ticks/corrections and good presentation. Your writing needs to be neat and legible with H/W, Title and Date underlined with a ruler at the top of the page. If your tutor feels that any of these elements are not up to standard, your tutor will enter you for a homework support session that same day.

In addition to the timetable below students should also complete 30 minutes per week using online Sparx Maths.

	WEEK 1	WEEK 2
Monday	Maths Drama	Spanish Religious Studies
Tuesday	English History	Computing PE
Wednesday		
Thursday	Science French	Science Design Technology
Friday	Art Music	English Geography

Your Homework Booklet

Learning Cycle 2

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 2, 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



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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 2



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Online Maths Work

Learning Cycle 2

Learning Cycle 2	Topic practised	Signed by parent	Signed by Maths Teacher
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			



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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



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Learning Cycle 2

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

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	
Chronology	The order in which events happened
Primary Source	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
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
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
The Church	Christian organisation led by the Pope. England was a catholic country until the 16th century

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	Roman Britain
410 - 1066	Saxon and Viking Britain
1066 - 1485	Medieval Britain
1485 - 1603	Tudor Britain
1603 - 1714	Stuart Britain
1714 - 1837	Georgian Britain
1837 - 1901	Victorian Britain
1901 - 1910	Edwardian Britain



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?

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.

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

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6

Look, cover Mind Map, check, Correct

First

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History

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The five ways a historian can measure significance

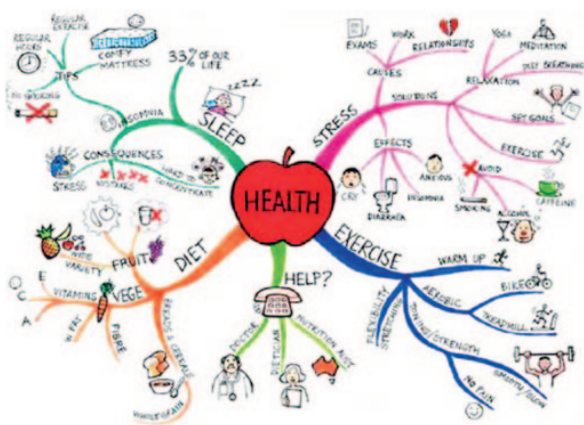
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Next

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



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Learning Cycle 2

Learning Cycle 2

Look, cover Transform, check, Correct

First

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



Then

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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	L	S	L	D	S	I
O	O		Y	O		E
M	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 MELONA '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.

Maths

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Cycle 2 in **Maths** will focus on developing a deeper understanding of the 4 operations; addition, subtraction, multiplication and division. All students will look at this in the context of interpreting and solving problems in terms of area and perimeter of 2D shapes. Students will also look at converting between fractions, decimals and percentages.

4 OPERATIONS – Key words and definitions

Digit	any number from 0 to 9 (inclusive)
Integer	a positive or negative whole number, including zero
Decimal	a decimal is a way of writing a number that is not whole
Percentage	parts per 100, the symbol used is %
Fraction	how many parts of a whole
Mean	total of items ÷ number of items
Median	middle value (when in order of size)
Mode	most common value
Range	difference between highest and lowest

Topic 1
 Converting between fractions, decimals and percentages
 HM: 73 - 76

You need to be able to convert between fractions, decimals and percentages fluently. In the table below are some common conversions which would be helpful to remember.

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{3}$	0.3333333...	$33\frac{1}{3}\%$
$\frac{2}{3}$	0.6666666...	$66\frac{2}{3}\%$
$\frac{1}{10}$	0.1	10%
$\frac{2}{10}$	0.2	20%
$\frac{1}{5}$	0.2	20%
$\frac{2}{5}$	0.4	40%

In a fraction, the fraction bar means "divided by". So to find the decimal equivalent of a fraction like $\frac{3}{5}$ you need to solve the maths problem: 3 divided by 5
 $3 \div 5 = 0.6$

You can use this table below to help you convert between fractions, decimals and percentages.

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

Maths

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Topic 2

Addition & subtraction – use formal written methods for addition and subtraction of integers and decimals

HM: 18 – 20, 47

To add and subtract decimals you do exactly the same as with integer values – just remember to line up the decimal point.

EXAMPLE:

- 1) $2 + 1 + 8 = 11$ 2) $4 + 3 + 7 + 1 = 15$ 3) $3 + 2 + 1 = 6$
 Write 1 and carry the 1 Write 5 and carry the 1 Write 6 and you're done.

Line up units

$$\begin{array}{r} 342 \\ 231 \\ + 78 \\ \hline 651 \\ 11 \end{array}$$

Remember to add the carried number too.

EXAMPLE:

1) $6 \overset{12}{\cancel{3}7}2$ Line up units

$$\begin{array}{r} 6 \overset{12}{\cancel{3}7}2 \\ - 324 \\ \hline 048 \end{array}$$

You can't do $2 - 4$, so borrow 10 from the left.

2) $6 \overset{12}{\cancel{3}7}2$

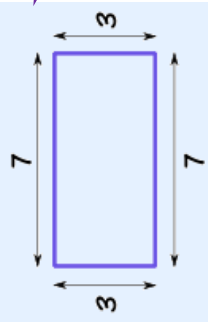
$$\begin{array}{r} 6 \overset{12}{\cancel{3}7}2 \\ - 324 \\ \hline 048 \end{array}$$

$12 - 4 = 8$
 $6 - 2 = 4$
 $3 - 3 = 0$

Topic 3

Perimeter of 2D shapes.

HM: 548 - 552

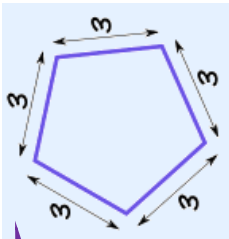


To find the perimeter of this shape, you would need to add the sides 3, 7, 3, 7 together;
 $3 + 7 + 3 + 7 = 20$

The perimeter is 20

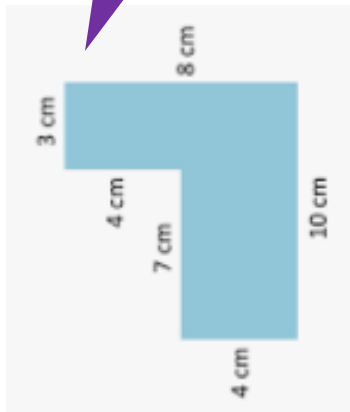
To find the perimeter of this shape, you would need to add the sides 3, 3, 3, 3 together;
 $3 + 3 + 3 + 3 = 12$

The perimeter is 15



To find the perimeter of this shape, you would need to add the sides 3, 4, 7, 4, 10, 8 together;
 $3 + 4 + 7 + 4 + 10 + 8 = 36$

The perimeter is 36 cm



Maths

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4 OPERATIONS – Key words and definitions	
Sum	the result of one or more additions
Difference	subtracting one number from the other
Inverse	opposite operations that undo each other
Multiply	a mathematical operation where a number is added to itself a number of times
Divide	to divide or division is sharing or grouping a number into equal parts
Quotient	a result obtained by dividing one quantity by another
Commutative	operators gives the same result whatever the order of the quantities involved, e.g. $3 \times 4 = 4 \times 3$

Topic 4

Multiplication and division – To use formal written methods to multiply and divide.

HM: 21 - 23

ALTERNATIVE WORDS:

Multiply:
Product
Lots of
Groups of
Times table
Times

Divide:
Average
Each
Equal parts
Evenly
Shared equally

When you divide by 10 all the digits move **one** place to the right.

$$21 \times 10 = 210$$

$$210 \div 10 = 21$$

H	T	O
2	1	0
2	1	0

When you multiply by 10 all the digits move **one** place to the left.

H	T	O
2	1	0
2	1	0

LONG MULTIPLICATION

$$\begin{array}{r} 35 \\ \times 26 \\ \hline 210 \\ + 700 \\ \hline 910 \end{array}$$

When using long multiplication don't forget to add a '0' into the second row as you are going into the tens column.

You can use any method you choose to carry out a multiplication or division calculation – here are some examples...

GRID METHOD

x	30	5
20	600	100
6	180	30

$$600 + 100 = 700$$

$$180 + 30 = 210$$

$$700 + 210 = 910$$

SHORT DIVISION

$$186 \div 6 = 031$$

no groups of 6 can be made

3 x 6 = 18

1 x 6 = 6

Maths

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Topic 5

Calculate areas of 2D shapes.

HM: 554, 556, 557

Each 2D shape has a formula to find its area.

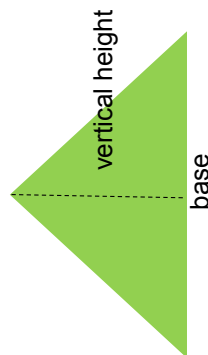
The **area** is the amount of space taken up by a shape.

Below are the key formula that you need to remember.

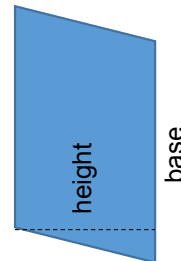
Area of **rectangle** = length x width



Area of a **triangle** = $\frac{1}{2}$ x base x vertical height



Area of a **parallelogram** = base x vertical height



When we find the area of a shape we need to add units to our answer, these could be m², cm², mm² etc.

Topic 6

Calculate the mean of set of numbers.

HM: 405 - 408

The mean is a type of average.

To find the **mean** you add the values together and divide by the number of values.

Look at these numbers:

3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29

The sum of these numbers is 330

There are fifteen numbers.

The mean is equal to $330 / 15 = 22$

The mean of the above numbers is 22

Year 7: Cycle 2 in English will focus on reading a range of poems written in the time of World War One. You will develop your poetry analysis skills, as well as considering how historical context can influence a literature text.

WW1, also known as 'The Great War', started in 1914 after the assassination of Archduke Franz Ferdinand of Austria. During the four-year conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States (the Allied Powers). By the time the war was over and the Allied Powers had won, there were a total of 40 million casualties recorded and more than 16 million soldiers and civilians dead.

Wilfred Owen and Siegfried Sassoon were both soldiers who shared their experiences of the true reality of wartime horrors through the medium of poetry.



Using these 'ingredients' in your writing will help to make the description more interesting for the reader.

Learn what SOAPAIMS stands for	
S	Simile
	Comparing using 'like' or 'as'
O	Onomatopoeia
	Sounds
A	Alliteration
	2+ words starting with the same letter
P	Personification
	Giving inanimate objects human characteristics
A	Adjectives/adverbs
	Words describing nouns/verbs
I	Idiom
	A phrase that conveys a figurative meaning different from the words used.
M	Metaphor
	A direct comparison
S	Senses
	See, hear, touch, taste, smell

English

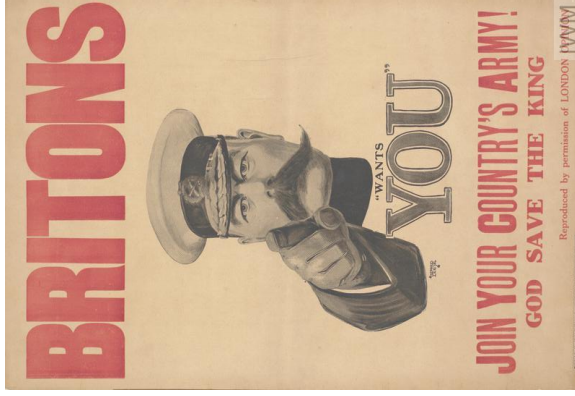
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English

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Learn the following terminology

Enjambment	No punctuation at the end of a line or stanza
Stanza	A group of lines in a poem; a verse
Patriot	Someone who loves their country
Doomed	An ill-fated outcome
Caesura	A pause (punctuation) in the middle of a line
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Connotation	The ideas and feelings which a word creates



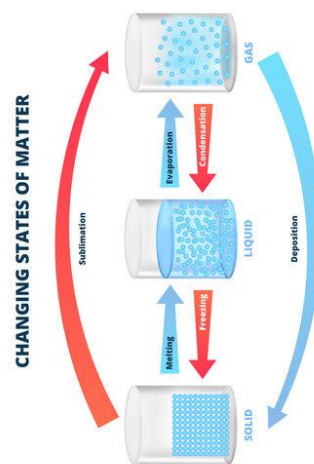
Literacy: using colons and semicolons

Colon	<ul style="list-style-type: none"> • Introduce things in a list • Qualify a sentence 	<ul style="list-style-type: none"> • He was going to buy three things: chairs, tables, and utensils. • They will not make it: the storm is too strong.
Semicolon	<ul style="list-style-type: none"> • Joins two sentences • Separates items in a list 	<ul style="list-style-type: none"> • It was the best of times; it was the worst of times. • There are five soldiers in the trench: one from London; two from Bristol; and one from Birmingham.

Science Substances & Mixtures

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Substances and Mixtures key words and definitions	
Solvent	A substance that dissolves a solute to make a solution
Solute	A substance that dissolves to make a solution.
Mixture	Contains different substances that are not chemically combined or joined together.
Dissolving	Particles of a solvent collide with particles of solute. They surround the particles of solute, moving them away until the particles are evenly spread through the solvent.
Evaporation	When a liquid reaches its boiling point and turns to a gas.
Distillation	A method for separating the solvent from a solution by boiling the mixture. For example, water can be separated from salt solution.
Boiling point	The process by which a liquid turn into a vapour when it is heated.
Melting point	The process by which a solid turn into a liquid when it is cooled.
Solid	In the solid state, a substance cannot be compressed and it cannot flow.
Liquid	In the liquid state, a substance can flow but cannot be compressed.
Gas	In the gas state, a substance can flow and can also be compressed.
Freezing	The change of state from a liquid to a solid.
Evaporation	The change of state from a liquid to a gas. This occurs at any temperature.
Boiling	The change of state from a liquid to a gas at the boiling point.
Condensation	The change of state from a gas to a liquid.
Melting	The change of state from a solid to a liquid.




Science Substances & Mixtures

Explain state changes

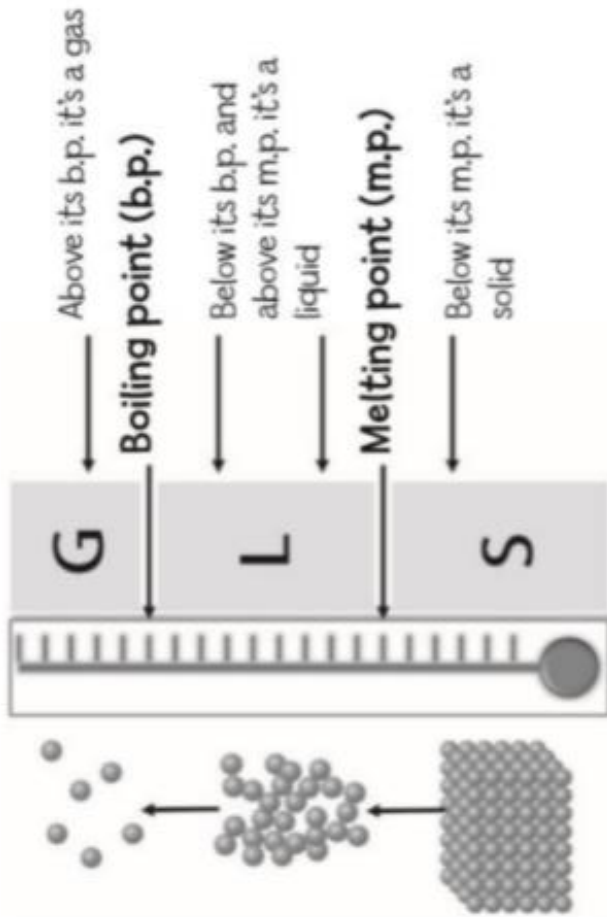
1. There is water vapour in the air. This is water in the gas state.

2. Forming water droplets is condensation, a change of state from gas to liquid.

	Freezing		Condensing	
	Solid	Liquid	Gas	
Forces	Strong	Weaker	None. The particles move freely.	
Energy	Little	More. The energy partly overcomes the forces of attraction (but not enough to move freely).	Lots. The particles have enough energy to completely overcome the forces of attraction.	
Spacing	Very close together. Particles cannot change position.	Close together. The particles move around each other.	Far apart. The particles move in all directions	

3. A liquid evaporates at all temperatures. But it only boils at the boiling point.

Changing states



1. First I decide whether the temperature (room temperature) is above or below its boiling point.

2. Then I decide whether the temperature is above or below its melting point.

Solubility data

Temperature	40 °C	60 °C
Mass of substance dissolved (solubility)	75 g	105 g

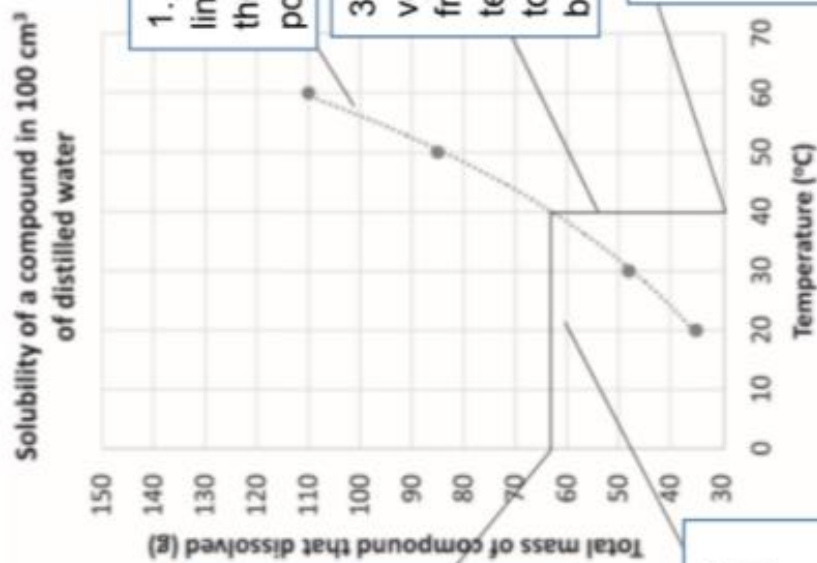
1. Solubility means the mass of substance that dissolves in 100g of water.
2. The relationship between temperature and solubility is: as the temperature increases more substance dissolves.

3. There is a simple way to work out the mass of solute that dissolves in different amounts of water.



Solubility curve

My estimate is that 62-64g of the substance will dissolve at 40°C.



1. Draw a line of best fit through the points.

3. Draw a vertical line from the temperature to the line of best fit.

2. Find the temperature you want on the x-axis: 40°C

5. Read the value from the y axis. It's between 62-64g

4. Draw a horizontal line from the line to the y axis.

Science Substances & Mixtures

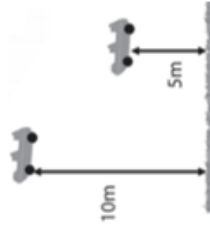
Energy stores and transfers key words and definitions	
Energy store	A system that uses mechanical, chemical, or thermal processes to store energy for later use.
Energy transfer	The conversion of one form of energy into another, or the movement of energy from one place to another.
Sankey diagrams	A specific type of flow diagram, in which the width of the arrows is shown proportionally to the flow quantity. Sankey diagrams are typically used to visualize energy transfers between processes.
Friction	The resistance that one surface or object encounters when moving over another.
Kinetic	Moving objects have kinetic energy.
Thermal	All objects have thermal (heat) energy.
Chemical	Anything that can release energy during a chemical reaction.
Elastic potential	Things that are stretched gain elastic potential.
Gravitational potential	Anything that is raised gains gravitational potential.
Electrostatic	Charged that attract or repel.
Magnetic	Magnets that attract or repel.
Nuclear	The nucleus of an atom releases nuclear energy.
Mechanically	Energy that is transferred when work is done.
Electrically	Energy that is transferred when moving charge does work.
Heating	Energy that is transferred when energy is transferred from a hotter object to a colder object.

Kinetic energy (KE) and Gravitational potential energy (GPE)

Energy moves from one store to the other during a journey.

Energy moves from GPE to KE during its journey.

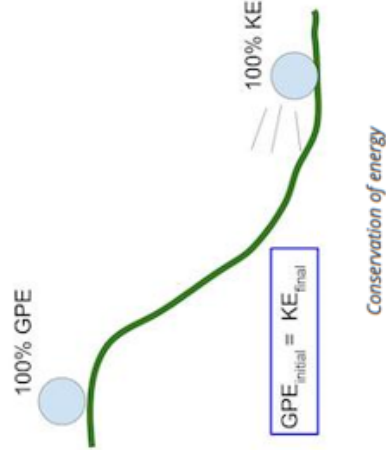
KE depends on speed. KE = 0 at rest.



GPE depends on height.

When the object loses height, GPE decreases, GPE = 0 on the ground.

No energy is lost.



Science Energy Stores and Transfers

Belong Believe Be Proud

Science Energy Stores and Transfers

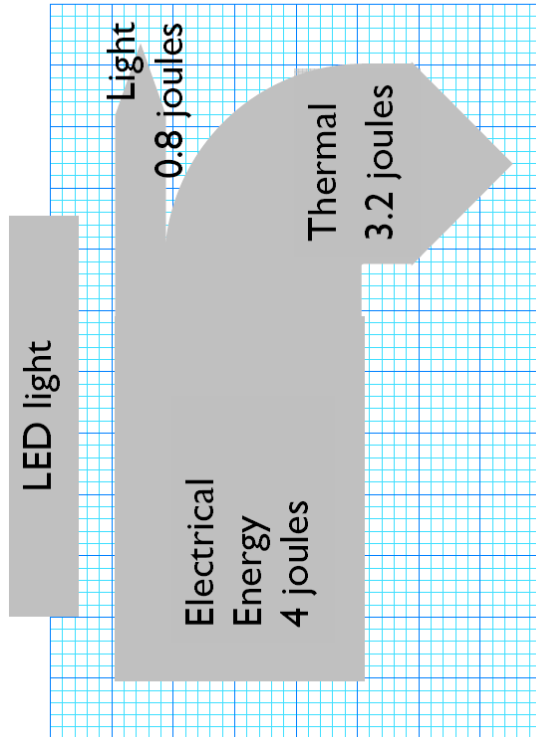
Belong Believe Be Proud

Energy Store	Description
Kinetic	Energy an object has because it's moving
Gravitational	Energy an object has due to its position above the ground. An object gains gravitational energy when lifted and loses it when it falls
Elastic	Energy stored in a stretched spring or elastic band
Electrostatic	Energy due to the force of attraction (or repulsion) between two charges
Magnetic	Energy due to the force of attraction (or repulsion) between two magnets
Chemical	Energy found in fuels, foods, or in batteries. This energy is transferred during chemical reactions
Nuclear	Energy contained within the nucleus of an atom
Thermal	Energy a substance has due to its temperature

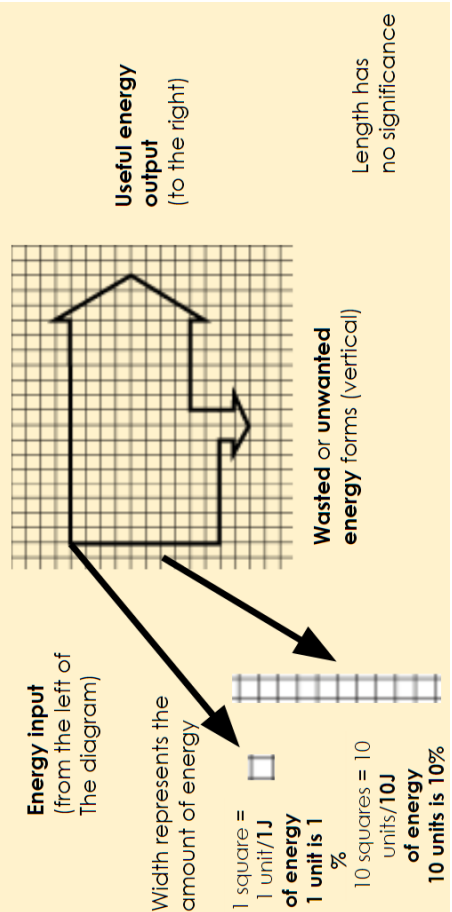
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Energy Transfer	Description
Mechanical	When a force acts on a body e.g. a collision
Electrical	Electricity can transfer energy from a power source, such as a cell, delivering it to components within a circuit
Heating	Thermal energy can be transferred by conduction, convection or radiation
Radiation	Light and sound carry energy and can transfer this between two points







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A more scientific way of showing energy transfers is to draw Sankey diagrams on graph paper.



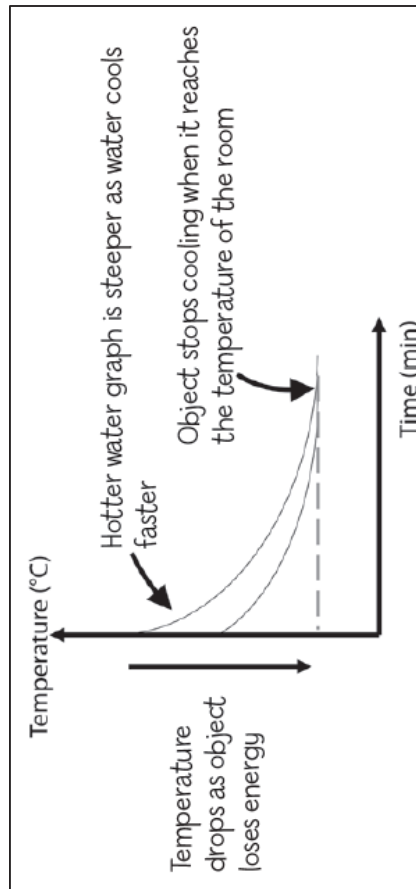
Temperature tells us the average energy of the particles

Temperature	80 °C	20 °C	? °C
			
	More	Less	In-between
Particle energy			

The hotter the water, the greater the energy of particles.

- When mixed.
- Hot water cools
- Cold water warms
- Particle energy is in-between

Temperature drops as objects lose energy

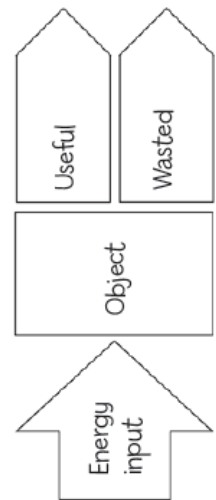


- When there is a temperature difference between two objects, energy moves from the hotter to the cooler one.
- The bigger the difference in temperature, the faster energy moves.
- The change stops when there is no difference in temperature.

Efficiency

Efficiency means how much of the input energy an object transfers to useful output energy.

Efficiency is a number less than 1. Useful energy is less than input energy because some energy is always wasted.



$$\text{Efficiency} = \frac{\text{Useful output energy}}{\text{Input energy}}$$

Science Energy Stores and Transfers

Cycle 2 Knowledge Organiser

Cycle 2 in History will focus on England's medieval monarchy and society. You will be investigating who they were, their power and how their power was challenged. You will also study the lives of ordinary people.

Key words and definitions

The Church	Christian organisation led by the Pope. England was a Catholic country until the 16 th century.
tax	money paid to the government
excommunication	Excluded (banned) from the Church
The Pope	Head of the Catholic Church
baron	a powerful nobleman
Archbishop of Canterbury	most powerful Church leader in England
Magna Carta	a set of rules for the king to follow which guarantees the rights of the people
Provisions of Oxford	a new set of rules for kings which led to the setting up of parliament
Parliament	a law-making group who represent the people of this country
Black Death	a terrible disease which struck England in 1348
Wars of the Roses	a war between two sides of the same royal family
deposed	removing a king from power
monarch	king or queen
knights	Important soldiers who served a baron and the king

Interpretations. 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. A good historian can explain why.

Getting the dates right

Lots of events happened in the years 1066 to 1485. It is important that you can put these in the correct order. When doing your homework, try to focus on getting the dates and events correct.

1066	Battle of Hastings
1170	Murder of Archbishop Thomas Beckett
1215	Magna Carta
1258	Provisions of Oxford
1295	Edward I model parliament
1314	Battle of Bannockburn
1327	Edward III became King of England
1381	Peasants' Revolt
1399	Henry IV deposed Richard II
1415	Battle of Agincourt
1455	Wars of the Roses began
1483	The princes in the Tower disappeared
1485	Wars of the Roses ended at the Battle of Bosworth

TIER 2 Vocabulary

source = someone or something that gives us information.

History

Belong Believe Be Proud

Henry II and Thomas Becket

King Henry II and Archbishop Becket fell out over who had power over the Church.

DATE	WHAT HAPPENED?
1154	Henry II became King of England. His friend Thomas Becket became his Chief Adviser and friend.
1161	Henry asked Becket to become Archbishop of Canterbury to control the Church.
1162	Becket refused to help the king end the power of the Church, particularly Church courts.
1164	Becket ran away to France because he feared what King Henry might do to him.
1170	Henry asked the Archbishop of York to crown his son as the next King of England. Becket was furious – that was his job!
July 1170	Henry and Becket meet in France and make friends again. Becket goes back to England.
December 1170	Becket breaks his friendship with Henry again by expelling all the bishops who sided with Henry. Henry gets angry and says, 'Who will rid me of this troublesome priest?'
29 Dec 1170	Thomas Becket is murdered by four knights in Canterbury Cathedral.

Medieval society

- Medieval people lived in a different way.
- Medieval people thought in a different way.
- Medieval people treated each other in a different way.
- In 1348 medieval people had to face the Black Death. This changed their lives.
- In 1381 medieval peasants rebelled.

The significance of Magna Carta

Magna Carta was the first step towards democracy.

Magna Carta: Magna Carta was issued in June 1215 and was the first document to put into writing the idea that the king and his government was not above the law. It tried to prevent the king from using his power badly.

The Provisions of Oxford: Simon De Montfort's Parliament was the first time that a parliament in which representatives from towns and the shires were summoned together to discuss important changes in the country.

Edward I: Edward I made the meeting of Parliament a more frequent event and over the course of his reign of 35 years (1272-1307) he summoned it 46 times. For the first 20 years of his reign it met regularly - almost twice a year. From 1278 official records were kept of its proceedings and decisions, written up and sewn together in long scrolls called the Rolls of Parliament.

Edward III: Edward III came to the throne in 1327, and from that point the representatives of the counties (knights of the shire) and of the towns (burgesses) became a permanent part of Parliament. After 1332 they sat together in one chamber and were known as the House of Commons. After 1341 these Commons met in a different place from the king and his nobles.

Henry IV: Parliament was placed in a strong bargaining position when Richard II's cousin Henry Bolingbroke overthrew the King in 1399 and looked to Parliament to say it is the right thing to do and to provide him with money. In 1401 the new King agreed that the Commons did not have to give the king money until they were listened to and any of their demands met.

Simon de Montfort is an important person in the history of our country. He was a powerful baron who forced King Henry III to agree to the Provisions of Oxford, which set up Parliament.



History

Belong Believe Be Proud

Cycle 2 Knowledge Organiser

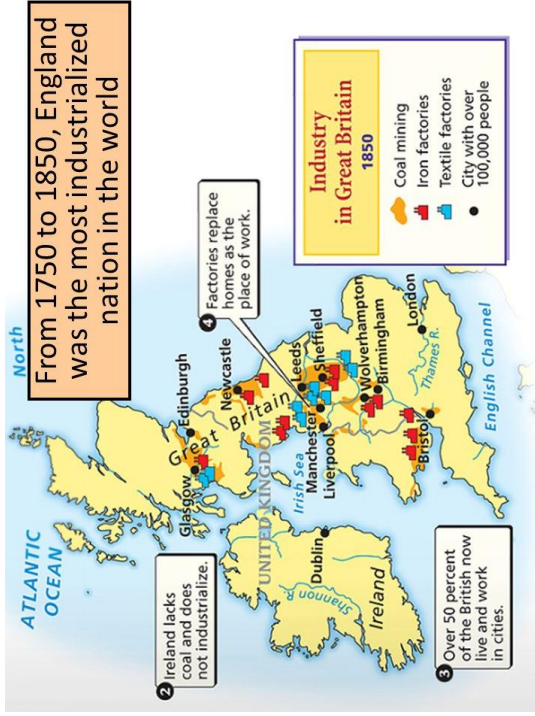
Cycle 2 in Geography will focus on the topic of 'UK Uncovered'. This will involve learning about where and why cities developed in the UK, how the economy has changed and issues related to the UKs ageing population.

Key terms:

Key words and definitions	
Urban area	Built up area
Urbanisation	Growth of urban areas
Industry	Different types of activity to make money
Raw materials	Needed to make things
Industrialisation	Increase in people working in industry rather than farming
Deindustrialisation	A decline in industries in an area
Employment	Having a paid job
Employment structure	% of people in an area working in different sectors
Primary sector	Gathering raw materials i.e. farming
Secondary sector	Making something i.e. car factory
Tertiary sector	Providing a service i.e. bank worker
Quaternary sector	ICT, research & development
Ageing population	Increase in the average age of the people in an area
Migration	When people move from one place to another
Assess	Make a judgement
Event	Something important that happens

Topic 1: Urbanisation

- **Industries** grew up near **raw materials** i.e. coal & iron ore
- Factories and mines needed workers
- People moved from the countryside to the cities (**migration**) so they could get jobs (**employment**) in the factories and mines
- Many houses were built and towns and cities grew (**urbanisation**)
- The people in cities needed food, so farmers brought their goods to markets in the towns and cities to sell
- People also wanted entertainment, so more pubs and music halls were built. Other facilities were developed, such as schools, churches and hospitals
- This is sometimes known as a multiplier effect.



Example: Birmingham was a market town until the industrial revolution. Many factories developed there as it was near **raw materials** such as coal and iron ore and had streams to generate power.

Topic 2: Industrial change

A country's **employment structure** describes how jobs are divided between four sectors. The employment structure of a country can change over time. The table shows the percentages of workers in each sector in the UK from 1791 to 2011.

	1791	1841	1891	1991	2011
Primary	75%	22%	15%	3%	1%
Secondary	15%	51%	55%	28%	18%
Tertiary	10%	27%	30%	54%	57%
Quaternary	0	0	0	15%	24%

(Don't learn these figures – just the main patterns)

Deindustrialisation in the UK

- Factories and mines in the UK couldn't compete with products being produced more cheaply in other countries and many shut
- Machines meant that the factories which stayed open needed fewer workers
- Unemployment rates soared in cities which had once been full of heavy industry
- Old factories and mines were abandoned and became derelict
- Once rich cities suffered poverty and poor environments

Growth of the tertiary & quaternary sectors

At the same time as deindustrialisation was happening in parts of the country, in other places more people had become wealthy, as wages had increased. This meant people had more money to spend more on shopping, entertainment and holidays. This created new jobs in a rapidly developing **tertiary sector**.

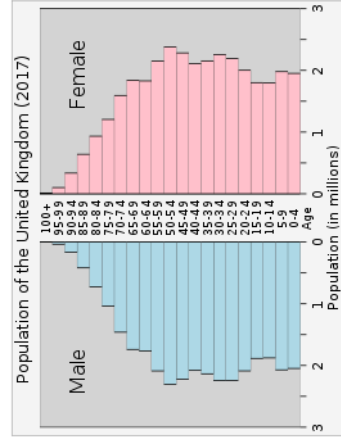
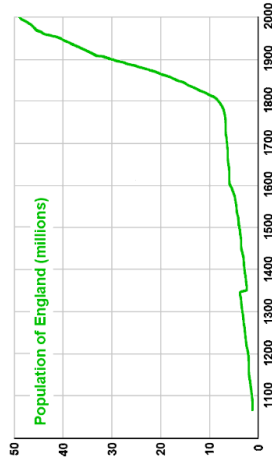
The **quaternary sector** involves research and development, computing and consultancy. Workers have high level expertise and skills such as developing new technology or new types of medical treatments. Very few people worked in this sector in the past, but developments in computing and communications mean that a quarter of workers in the UK are now in the quaternary sector

Topic 3: Population change

The population of the UK grew rapidly as the country developed in the 1800s.

Now there is very slow population growth and an **ageing population**. This has advantages and disadvantages.

The population of the UK is also affected by **migration**.

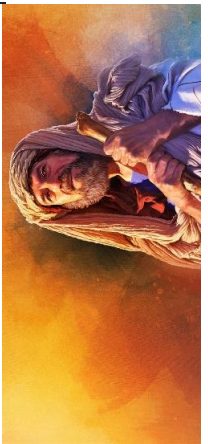


Cycle 2 Knowledge Organiser

Cycle 2 in RS will focus on: Judaism. Judaism is an Abrahamic religion with the Torah as its text. Judaism is the religion, philosophy and culture of the Jewish people.

Key words and definitions

Torah	Jewish holy book
Ur	Place where Judaism began
covenant	An agreement between Abraham and G-d
Abraham	Founder of Judaism
Hebrews and Israelites	These words are what Jews were originally known as.
monotheistic	belief in one G-d
Secular Jews	Jews who do not believe in G-d
synagogue	Jewish place of worship
atheist	A person with no religious views
rabbi	leader of a synagogue
Mitzvot	Commandments
Sabbath	Holy day
kosher	rules about eating food
kippah	head covering, like a cap
Havdalah	Prayer to end Shabbat
Orthodox Jews	Jews who believe that the Torah contains the exact words of G-d as they were first given to Moses.
Progressive Jews	Jews who think that the Torah contains important advice from G-d but are not G-d's actual words.
Oppose	Disagreeing with something. For example, Jews oppose writing G-d's name as his name is sacred.



In RS you will notice that there are many very important people. In Judaism, Abraham is central to the Jewish story.

The story of Abraham

Abraham lived in Ur which is now part of Iraq.

At the time, people believed in many gods. Abraham's father sold idols which were golden statues of gods. There are stories that Abraham smashed the golden idols because he believed that there can only be one G-d of heaven and earth. When Abraham realised this, Judaism was born.

G-d spoke to Abraham and told him that he would have many descendants and that he will deliver G-d and his people to the Promised Land. G-d promised to set apart the Hebrews as his chosen people. This was the start of the covenant between G-d and the Jewish people.

Abraham was married but had no children. Eventually, he had a son called Ishmael. He later had another son called Isaac.

G-d told Abraham to kill his own son, Isaac on a sacrificial altar. Abraham, raised his knife to kill his son but G-d stopped him. This was G-d's test to see if Abraham would disagree if he was obedient to G-d.

Abraham's story of faith remains very important to Jews today.

G-d's name is written without an 'o' as his name is sacred and all paper with his name on it cannot be destroyed.

Religious Studies

Belong Believe Be Proud

Religious Studies

Belong Believe Be Proud

Morning Prayer

Morning prayer

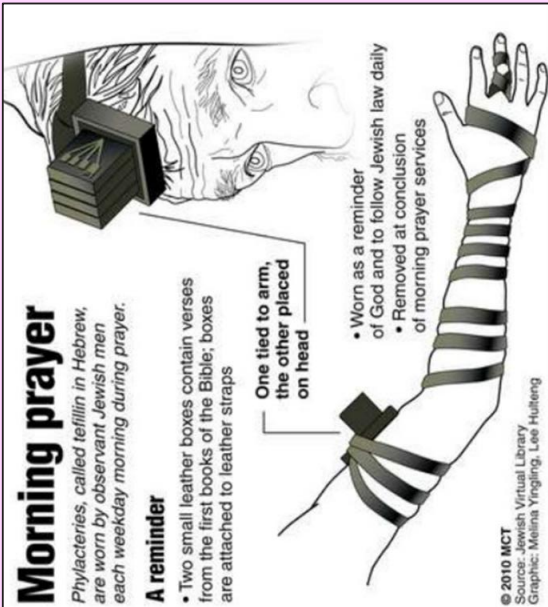
Phylacteries, called *tefillin* in Hebrew, are worn by observant Jewish men each weekday morning during prayer.

A reminder

- Two small leather boxes contain verses from the first books of the Bible; boxes are attached to leather straps

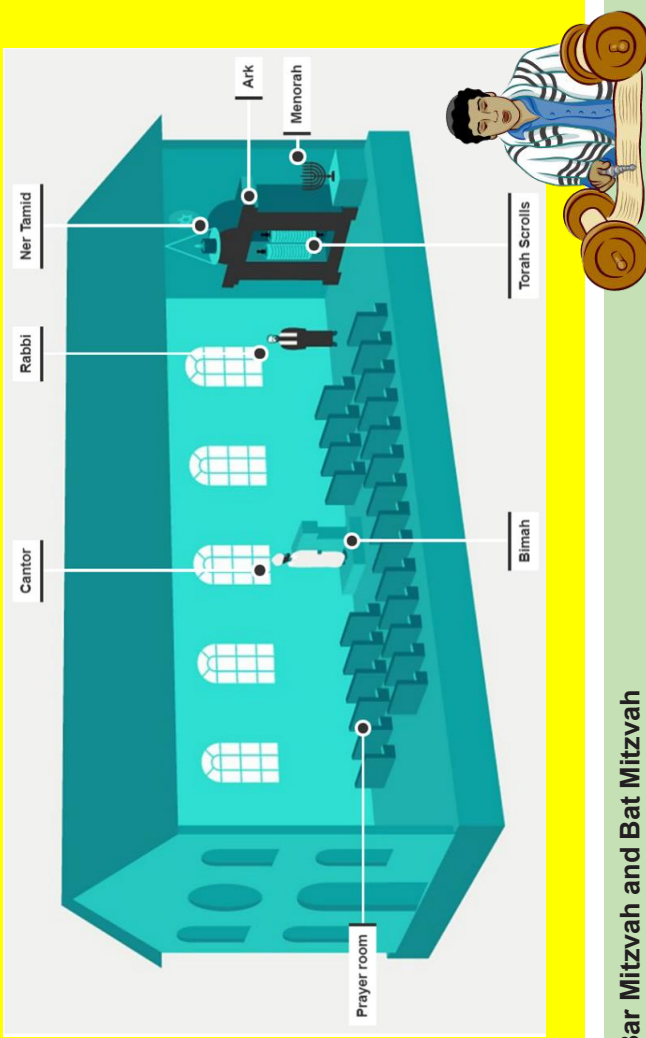
One tied to arm, the other placed on head

- Worn as a reminder of God and to follow Jewish law daily
- Removed at conclusion of morning prayer services



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Source: Jewish Virtual Library
Graphic: Meirah Yungling, Lee Hultling

Inside a synagogue



Bar Mitzvah and Bat Mitzvah

In Judaism boys and girls have separate ceremonies to mark the age at which they are considered old enough to take on their religious and moral responsibilities for themselves.

On the Shabbat following his thirteenth birthday a Jewish boy is called up in front of the congregation (the people) in the synagogue to read a passage from the Torah in Hebrew (quite a long one sometimes!). He also usually makes a speech, which traditionally begins with the phrase "today I am a man." His father traditionally includes a blessing thanking G-d that he is not responsible for his son's sins any more (because his son is old enough to be held responsible for himself).

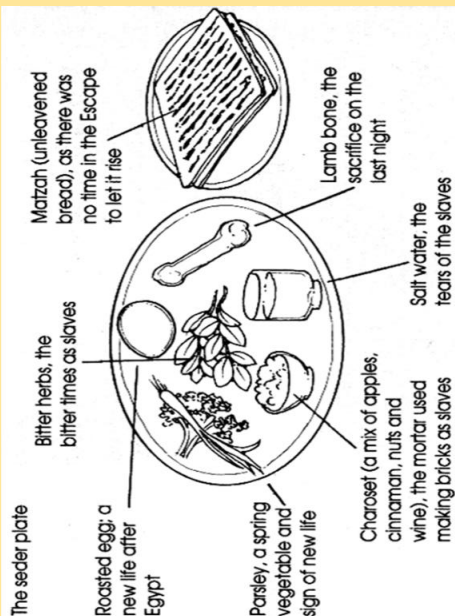
These days, the religious service is followed by a party that is often as fancy as a wedding reception.

In some parts of the Jewish church, there is opposition to women joining in with religious services, so a bat mitzvah, if celebrated at all, is usually little more than a party.

In other parts of Judaism, the girls do exactly the same thing as the boys.

The seder plate

These are displayed at Passover. It celebrates the journey from slavery to freedom for the Jewish people.



Learning Cycle 2 is a module what will enable you to talk about what you like and dislike. You will also explore how to describe your school, using a variety of adjectives.

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

On (“We”)

on a cours le lundi	we have lessons on Mondays
on n’a pas cours le mercredi	we don’t have lessons on Weds
on mange à la cantine	we eat in the canteen
on commence à neuf heures	we start at nine o’clock
on a quatre cours le matin	we have 4 lessons in the morning
on étudie neuf matières	we study nine subjects
on bavarde	we chat
on finit les cours à 5 heures	we finish lessons at 5 o’clock

Avoir (to have)

j’ai I have
je n’ai pas I have **not**
il/elle a he/she has
il n’a pas he **doesn’t** have
on a we have
on n’a pas we **don’t** have
ils/elles ont they (m/f) have
ils n’ont pas they **don’t** have

Être (to be)

je suis I am
je ne suis pas I am **not**
il/elle est he/she is
il n’est pas he is **not**
on est we are
on n’est pas we are **not**
ils/elles sont they (m/f) are
ils ne sont pas they are **not**

The partitive article – de (some)

To say “some” in French, you need to look at the gender of the item:

Masculine: du poisson
(**some** fish)
Feminine: de la pizza
(**some** pizza)
Plural: des petits pois
(**some** peas)
Words with a vowel: de l’eau
(**some** water)

Les repas (Meals)

Je mange (I eat) / Je bois (I drink)
du fromage some cheese
du poulet some chicken
du steak a beefburger
haché some yoghurt
du yaourt some juice
du jus
de la purée some mash
de la glace some **strawberry**
à la fraise ice cream
de la mousse some chocolate
au chocolat mousse
de la tarte some **lemon** tart
au citron
de la limonade some lemonade
des frites chips
des haricots verts green beans
des crudités raw vegetables/
crudités

Les matières (subjects)

le français French
le théâtre Drama
la musique Music
la technologie DT
la géographie Geography
les maths Maths
les sciences Science
les arts plastiques Art
l’histoire History
l’anglais English
l’EPS (le sport) PE
l’informatique Computer Science
l’allemand German

MFL - French

Belong Believe Be Proud

<u>Key phrases</u>	
je suis	<i>I am</i>
je ne suis pas	<i>I am not</i>
j'ai	<i>I have</i>
je n'ai pas (de)	<i>I don't have</i>
j'ai ... ans	<i>I'm ... years old</i>
comment?	<i>how?</i>
quand?	<i>when?</i>
quelle heure est-il?	<i>what time is it?</i>
il est ... heures	<i>it is ... o'clock</i>
est-ce que (qu')	<i>[introduces a question]</i>
il y a	<i>there is/are</i>
il n'y a pas (de)	<i>there is/are not</i>

<u>How to say "as"</u>	
comme...	<i>as...</i>
entrée	<i>a starter</i>
plat principal	<i>a main course</i>
dessert	<i>a dessert</i>
boisson	<i>a drink</i>

<u>Opinions</u>	
j'aime	<i>I like</i>
je n'aime pas	<i>I don't like</i>
j'adore	<i>I love</i>
je déteste	<i>I hate</i>
je préfère	<i>I prefer</i>
je voudrais/	<i>I would like</i>
j'aimerais	








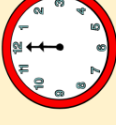


All your LC2 vocab
is also on **Quizlet**:

J'aime <i>I like</i>	le français	parce que <i>because</i>	c'est <i>it is</i>	très <i>very</i>	facile <i>easy</i>
Je n'aime pas <i>I don't like</i>	l'allemand	car <i>because</i>	ce n'est pas <i>it isn't</i>	vraiment <i>really</i>	difficile <i>difficult</i>
J'adore <i>I love</i>	la géographie			un peu <i>a little/bit</i>	ennuyeux <i>boring</i>
Je déteste <i>I hate</i>	l'histoire		le/la prof est <i>the teacher is</i>	sympa <i>nice</i>	intéressant <i>great</i>
Je préfère <i>I prefer</i>	la musique	parce qu' <i>because</i>	on a trop de devoirs <i>we have too much homework</i>	trop sévère/stricte <i>too strict</i>	marrant <i>funny</i>
	l'EPS <i>etc.</i> <i>(see the previous page for more subjects)</i>				nul <i>rubbish</i>

mais
cependant
but
however

L'heure (The time)

	il est deux heures <i>it's two o'clock</i>		il est sept heures <i>it's ten past seven</i>		il est neuf heures <i>it's quarter past nine</i>		il est dix heures <i>it's half past ten</i>
	il est cinq heures <i>it's twenty to five</i>		il est onze heures <i>it's quarter to five</i>		il est deux heures <i>it's five to two</i>		il est midi <i>it's midday/midnight</i>

MFL - French

Belong Believe Be Proud

Learning Cycle 2 is a module what will enable you to talk about what you like and dislike. You will also explore how to describe you and your family, using a variety of adjectives.

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

Mi familia (My family)	
en mi familia hay ...	in my family there is/are...
mi madre/padre	my mum/dad
mis padres	my parents
mis [dos] madres/padres	my [two] mums/dads
mi(s) hermano(s)/hermana(s)	my brother(s)/sister(s)
mi hermana	my (non-binary) sibling
mi tío/tía	my uncle/aunt
mi primo/prima /primo	my (m / f / n-b) cousin
mi abuelo/abuela	my granddad/grandma

Tener (to have)

tengo I have
no tengo I **don't** have
tiene (s)he has/they have
no tiene (s)he **doesn't**/they **don't** have
tenemos we have
no tenemos we **don't** have
tienen they (plural) have
no tienen they **don't** have

Ser (to be)

soy I am
no soy I am **not**
es (s)he is/they are
no es (s)he **isn't**/they **aren't**
somos we are
no somos we **aren't**
son they (plural) are
no son they **aren't**

Mi personalidad (My personality)

soy / no soy... I'm / I'm not...
simpático/a nice
divertido/a funny
estupendo/a brilliant
listo/a clever
tímido/a shy
serio/a serious
tonto/a silly
hetero/a straight
gay/lesbiana gay/lesbian
bisexual bisexual



Descripciones físicas

Tengo... I have...
Tiene... (s)he has/they
have...
Tienen... they (plural) have...
los ojos azules blue eyes
los ojos marrones brown eyes
los ojos grises grey eyes
los ojos verdes green eyes
el pelo negro black hair
el pelo castaño brown hair
el pelo rubio blond hair
liso straight
rizado curly
largo long
corto short
Soy pelirrojo/a I have red hair
Soy calvo/a I'm bald
Llevo gafas I wear glasses
Tengo una barba I have a beard

Las mascotas (Pets)

Tengo... I have...
No tengo... I don't have...
un perro a [male] dog
una perra a [female] dog
un gato a cat
un conejo a rabbit
un hámster a hamster
un ratón a rat
una tortuga a tortoise
una araña a spider
una serpiente a snake
unos peces some fish

MFL - Spanish

Belong Believe Be Proud

	Key phrases
soy	<i>I am</i>
no soy	<i>I am not</i>
tengo	<i>I have</i>
no tengo	<i>I don't have</i>
tengo ... años	<i>I'm ... years old</i>
tiene ... años	<i>(s)he is/they are ... years old</i>
¿cómo?	<i>how?</i>
¿cuándo?	<i>when?</i>
¿qué hora es?	<i>what time is it?</i>
son las ...	<i>it is ... o'clock</i>
hay	<i>there is/are</i>
no hay	<i>there is/are not</i>

Talking about non-binary people
 Many non-binary people use the new pronoun *elle* (they). To make adjectives agree with a non-binary person, change the ending from -o to -e, e.g.:









Él es divertido. ? Elle es divertida.
 He is funny. ? They are funny.

Opinions

me gusta(n) *I like*
 no me gusta(n) *I don't like*
 me encanta(n) *I love*
 odio *I hate*
 prefiero *I prefer*
 me gustaría *I would like*

Me gusta <i>I like</i>	el español <i>Spanish</i> el alemán <i>German</i> el inglés <i>English</i> la geografía <i>Geog</i> la historia <i>History</i> la música <i>Music</i> el deporte <i>PE</i> el arte <i>Art</i> la informática <i>Computing</i>	es <i>it is</i>	muy <i>very</i> bastante <i>quite</i> un poco <i>a little/bit</i>	fácil <i>easy</i> difícil <i>difficult</i> aburrido/a <i>boring</i> interesante genial <i>great</i> divertido <i>fun(my)</i> inútil <i>useless</i>
No me gusta <i>I don't like</i>		no es <i>it isn't</i>		
Me encanta <i>I love</i>		el/la profe es <i>the teacher is</i>	simpático/a <i>nice</i> demasiado estricto/a <i>too strict</i>	
Odio <i>I hate</i>		son <i>they are</i>	fáciles <i>easy</i> difíciles <i>difficult</i> aburridas <i>boring</i> <i>etc.</i>	
Prefiero <i>I prefer</i>		no son <i>they aren't</i>		
Me gustan <i>I like</i>	las ciencias las matemáticas			
Me encantan <i>I love</i>				

pero *but*
sin embargo *however*

	son las dos <i>it's two o'clock</i>		son las siete y diez <i>it's ten past seven</i>		son las nueve y cuarto <i>it's quarter past nine</i>		son las diez y media <i>it's half past ten</i>
	son las cinco menos veinte <i>it's twenty to five</i>		son las once menos cuarto <i>it's quarter to five</i>		son las dos menos cinco <i>it's five to two</i>		es mediodía es medianoche <i>it's midday/midnight</i>

MFL - Spanish



Belong Believe Be Proud



Music

Belong Believe Be Proud

Each learning cycle will build upon the different elements of music theory. Knowledge quizzes will check your understanding of key points. Extra, optional materials will be posted in google classrooms for students wishing to study in more depth and challenge themselves by taking a grade 1 theory exam at the end of year 7.

MUSICAL ELEMENTS	
Tempo	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 note values.
Meter	Time signatures - how many beats are in each bar
Articulation	Different styles of playing the notes / music.

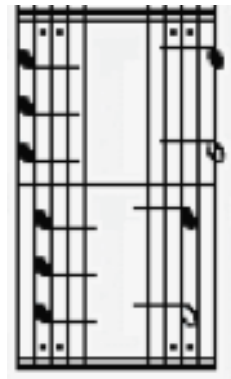
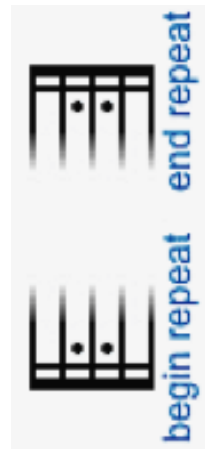
<u>TERM</u>	<u>SYMBOL</u>	<u>MEANING</u>
mezzo piano	<i>mp</i>	moderately soft
mezzo forte	<i>mf</i>	moderately loud
crescendo		gradually getting louder
diminuendo		gradually getting softer

<u>ARTICULATION</u>		
<u>TERM</u>	<u>SYMBOL</u>	<u>MEANING</u>
marcato		attack the beginning of the note
slur		move smoothly between notes

<u>TEMPO</u>	
<u>TERM</u>	<u>MEANING</u>
moderato	moderate pace
ritenuto	suddenly slowing down

REPEAT MARKS

The dots indicate the start and end of a repeated phrase.



Each learning cycle will build upon the different elements of music theory. Knowledge quizzes will check your understanding of key points. Extra, optional materials will be posted in google classrooms for students wishing to study in more depth and challenge themselves by taking a grade 1 theory exam at the end of year 7.

Music

Belong Believe Be Proud

PITCH



The bass clef (also known as the F clef) - tells us that the note F is on the fourth line.



Remember where the bass clef notes in the spaces are using the phrase "All Cows Eat Grass".

Staff - the 5 lines that we use to write musical notation on

ACCIDENTALS

b Flat sign - makes the note a semitone lower

Sharp sign - makes the note a semitone higher

♮ Natural sign - cancels out any previous flats or sharps in the bar.

METER

People often confuse METER with RHYTHM.

Meter describes how many beats are in each bar - also known as the TIME SIGNATURE. Whilst there are lots of different time signatures that composers can use, the time signatures below are the ones you will typically hear in music.

VOCABULARLY TYPICAL - usual, most expected.

	or	4 crotchet beats per bar
		3 crotchet beats per bar
		2 crotchet beats per bar

RHYTHM

These are the rest symbols for the most common note values that you will use - remember you learned these in cycle 1. When used together they create the rhythms of the music.

	SEMIBREVE	4 BEATS
	DOTTED MINIM	3 BEATS
	MINIM	2 BEATS
	CROTCHET	1 BEAT
	QUAVER	HALF A BEAT

The focus for cycle 2 in drama is: Learning Greek theatre techniques and the origins of Drama.

In Greek theatre the actors all wore exaggerated masks to communicate character. These were made of wood or leather and amplified the voice so that actors could be heard in the immense Greek amphitheatres.



The Ancient Greeks took their entertainment very seriously and used drama as a way of investigating the world they lived in, and what it meant to be human. The three genres of drama were comedy, satyr plays, and most important of all, tragedy.

An Amphitheatre is an open-air venue used for entertainment, performances, and sports. The name comes from ancient Greece meaning "on both sides" or "around".



Drama

Belong Believe Be Proud

KEY WORD	DEFINITION
Iliad	The Iliad is an epic poem about the Greek battle at Troy (now Turkey!). It was written by the famous Greek writer Homer and is one of the oldest pieces of literature still read today.
Chorus	The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.
Thespian	Greek drama was originally entirely performed by choruses. According to tradition, the Greek dramatist Thespis, of the 6th century B.C., was the inventor of tragedy and the first to write roles for the individual actor
Athens	A Greek city state where Drama and modern theatre began over 2500 years ago.

Drama

Belong Believe Be Proud

TYPES OF PERFORMANCE

Greek Chorus

The purpose of the Greek chorus was to provide background and summary information to the audience to help them understand what was going on in the performance.

This could be:

Singing

Speaking all together

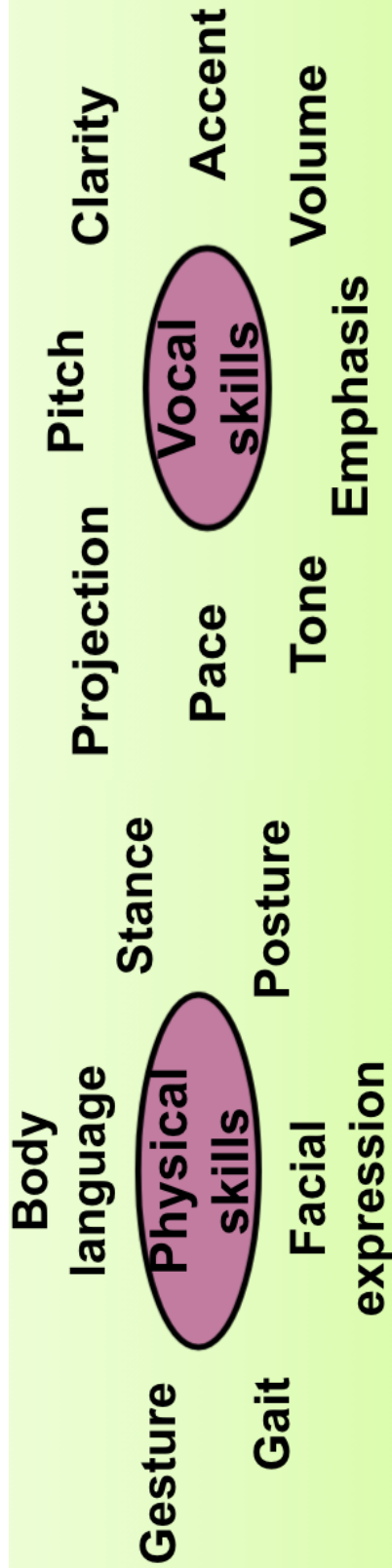
Dancing

Movement

Masks

Masks were able to create a sense of dread in the audience creating large scale panic, especially since they had intensely exaggerated facial features and expressions.

They enabled an actor to appear and reappear in several different roles, thus preventing the audience from identifying the actor to one specific character.

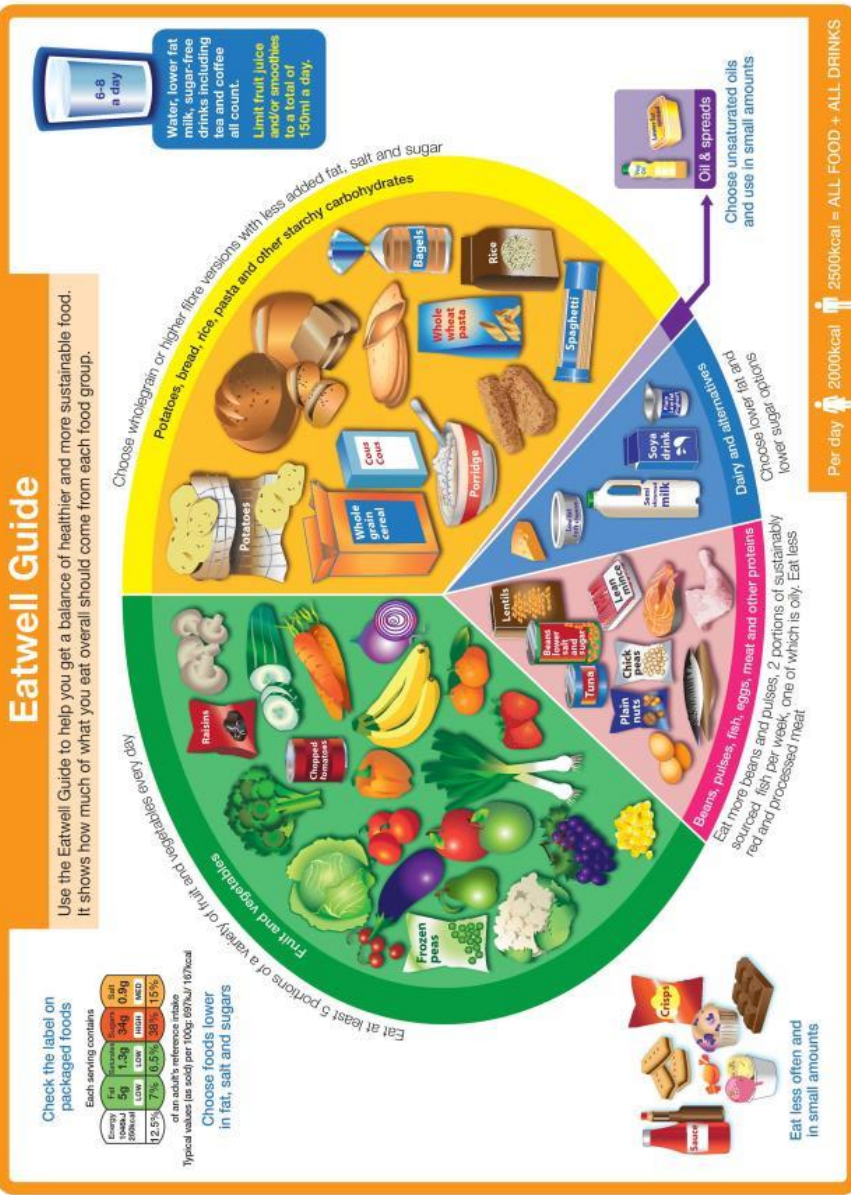


SPELLINGS TO LEARN THIS CYCLE

Narration Thespian Amphitheatre Chorus Movement Iliad Open-air Audience
Tragedy Comedy Oracy Atmosphere Athens Characterisation

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.



Design and Technology

Belong Believe Be Proud

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



KNIFE SAFETY

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

Completely

To investigate

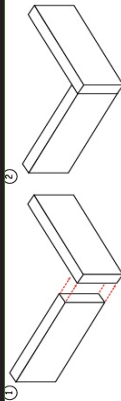
Totally, Fully



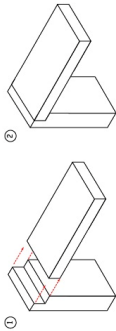
Timbers Cycle Knowledge Organiser

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

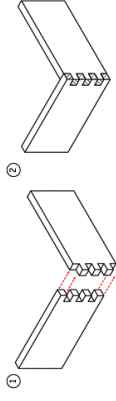
Quiz 1 General Knowledge



①



②



③

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)

- 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).

Manufactured boards

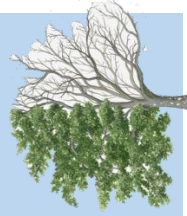
Made from wood; often using off-cuts from natural timber. They are bonded together with adhesives. They tend to be cheaper than solid wood planks



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

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

- Easy to work with
- Quite strong
- Lots of knots

Uses

- Furniture
- Construction
- Door frames

Pine



Properties

- Natural oils make it Durable
- Weather resistant

Uses

- Outdoor Furniture
- Sheds
- Fencing

Cedar



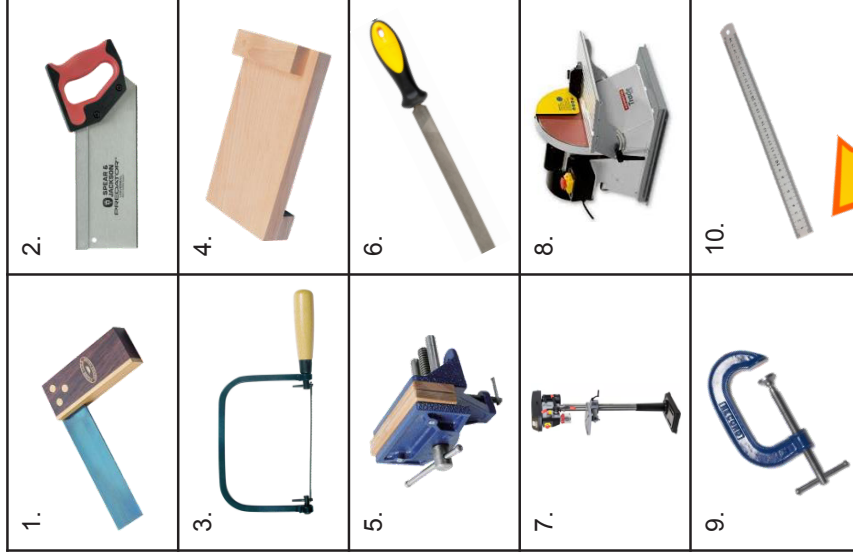
Quiz 2 Properties

Hardness The resistance to indentation, scratching and wear and tear.

Toughness The ability to withstand impact without fracturing

Durability The ability to resist damage, pressure and the wear and tear of daily use.

Wood Properties



Quiz 3 Processes

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

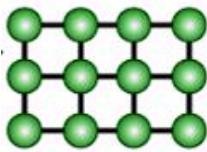
Tool names and uses

Polymer & Metal Cycle Knowledge Organiser

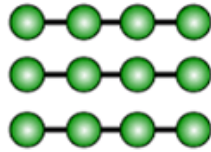
Quiz 1 General Knowledge

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 reinforce 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

- Mild Steel**
(low carbon steel)
- Iron + Carbon (0.25%)
 - Malleable
 - Ductile
 - Tough
 - Poor corrosion resistance
-

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

Non-ferrous metals and properties

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

Quiz 2 Key Words

Justify

Form

Show it, or prove it

Shape, or appearance

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.





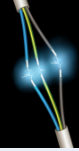
Brittle



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



Polymer & Metal Cycle Knowledge Organiser

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

Quiz 3 Processes		Metal Surface Finishes
1. Metal vice		Paint
2. Coping saw		Plastic dip coating/ powder coating
3. Strip heater		Lacquering Clear spray protective coating
4. Pillar drill		
5. File/s		

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

Quiz 3 Processes		Tool names and uses when using metals
1. Metal vice	To hold work whilst cutting/ filing.	6. Wet and dry paper Creates a smooth finish on plastic edges.
2. Coping saw	Cutting curves in wood and plastic.	7. Hacksaw Cutting straight lines in metal.
3. Strip heater	Used to heat and bend acrylic.	8. Scriber Use to mark out lines/ design on metal.
4. Pillar drill	Drills accurate 90° vertical holes in materials.	9. Centre punch Make an indent in metal before drilling.
5. File/s	Removes fine amount of material from work.	10. Ball peen hammer Use to shape metal/ use with centre punch.


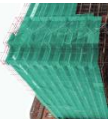






During this topic you will learn the types, textiles, tools and health and safety rules

Textiles Cycle Knowledge Organiser

Quiz 1 General Knowledge

Technical Textiles

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

Quiz 1 Key Words



- Various
- Alter

More than one, different types
Change something

Quiz 2 Properties

Natural Fibres


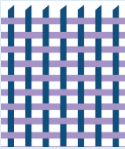

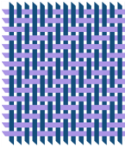
Natural fibres come from plants or animals. They are easily **renewable** and **biodegradable**.

Name	Image	Properties	Uses
Cotton Sourced from the cotton plant		<ul style="list-style-type: none"> Highly absorbent Cool to wear when hot Creases easily Flammable 	Clothing, upholstery and towels.
Wool Sourced from animal fleece (mainly sheep)		<ul style="list-style-type: none"> Warm Absorbent Crease-resistant Low flammability Can shrink 	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
Calico Plain weave		<ul style="list-style-type: none"> Basic weave Cheapest weave Pattern same on both sides Shirts 	
Denim Twill weave		<ul style="list-style-type: none"> Hard wearing Strong Diagonal pattern Jeans 	

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

Quiz 2 Properties

Synthetic Fibres

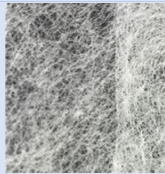

Synthetic fibres are **thermoplastics** are made from chemicals and **fossil fuels**. Most synthetic fibres are not sustainable or biodegradable

Name	Image	Properties	Uses
Polyester		<ul style="list-style-type: none"> Durable Poor absorbency Resistant to creases Not very warm 	Sportswear, raincoats and medical textiles.
Acrylic Imitation wool		<ul style="list-style-type: none"> Warm Dries quickly It is crease resistant Poor absorbency 	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
Bonded fabrics		<ul style="list-style-type: none"> Wabs of fibres bonded together with glue, heat and stitching. Weak Do not fray 	Disposable clothing, tea bags
Felt		<ul style="list-style-type: none"> Matting wool fibres together using moisture heat and pressure. Pulls apart easily 	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.

1. 	2. 	3. 
4. 	5. 	6. 

Physical Education - Concept Curriculum

Belong Believe Be Proud

Cycle 2 in Year 7 PE will focus on developing your **Effective Teams** through activities such as Netball, Gymnastics, Football, Badminton & HRF.

Cycle 2 Knowledge Organiser

<u>Key words and definitions</u>	
<u>Concept - Effective Teams</u>	<u>Effective Teams - Focus Statement</u>
Support	Being able to begin to support others in their skill development
Considerate	Showing consideration to others
Communication	Communicate with some effectiveness to my peers
Trust	Allocating roles within teams and encouraging others to fulfill their role
Collaboration	Collaborating with others to enhance development and success
Evaluation	Working with my peers to evaluate performance and/or skill technique
Problem Solving	Assessing different situations to problem solve
Teamwork	Completing my assessment to the best of my team's' ability
Adaptation	Responding to feedback to improve my skills/ understanding



Effective Teams



Cycle 2 in Computer Science will focus on Computer Systems where you will learn about the hardware that is inside a computer

Key words and definitions

Hardware	Includes all the physical parts of the computer both inside and outside, anything you can pick up, touch or move about. For example the mouse. But also the inside of the computer as well, for example the motherboard.
Software	Software is a program or set of instructions that tells the hardware what to do. An example is a web browser like google.
Input Device	A device that is used to input data into the computer. For example a keyboard.
Output Devices	Used to display data in a particular format. For example a computer monitor.
Memory	This is where the computer keeps the data that has been input. This memory is lost when the computer is turned off. More memory may determine the speed of a computer.
Storage Device	This is where a computer stores files that have been created, as well as software that has been installed. This is not lost when the computer is turned off.
Generic Vocabulary	
Determine	Cause (something) to happen in a particular way or to have a particular nature.
Occur	happen; take place.

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
Computer Hardware**

Learning Outcome: To understand the parts that are inside a computer and what they do and why they are needed inside a computer.

	CPU - Central Processing Unit, the 'Brain' of the computer.
	Motherboard - Holds together the important parts like the CPU and RAM.
	RAM - Random Access Memory, stores information that needs to be accessed quickly but is lost when the computer is turned off.
	Graphics card - has a specially designed GPU in which graphics are processed quickly.
	Sound card - Produces sound so that it can be heard using speakers or headphones. Can be found as expansion slots or built into the motherboard.
	HDD - Hard Disk Drive, example of a storage device. Has moving parts and can be broken easily.
	SSD - Solid State Drive, example of a storage device. No moving parts and faster than a HDD.
	Power supply - The part of the computer that is plugged in to power the computer.



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Computer Science

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Topic 2
Memory and storage

Learning outcome: To understand the different types of memory and storage that are used by computers and what is meant by a Computer Network

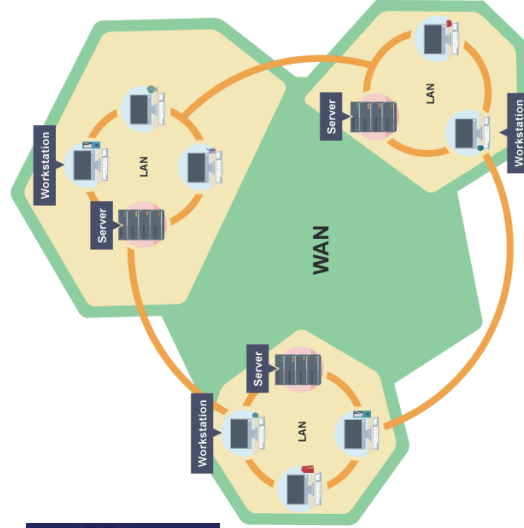
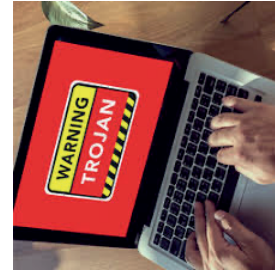
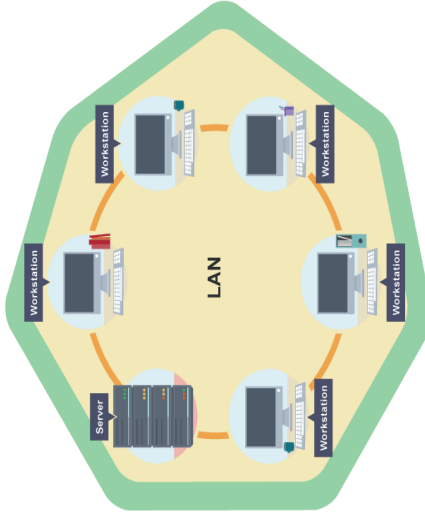
Key words and definitions	
Network	Two or more computers that are connected together; the internet is an example of a network.
Server	A server is a powerful computer that often acts as a central hub for services in a network
Client	Each computer connected to a server.
Standalone computer	A computer that is not connected to a network.
LAN	Local Area Network - when computers or devices are connected over a short geographical area.
WAN	Wide Area Network - when computers or devices are connected over a larger geographic area.
Hacker	A person who tries to gain unauthorised access to a computer.
Virus	A program designed to replicate and damage other computer systems. This damage may occur if installed onto a computer in error.

Types of virus:

Computer Worms- A computer software that replicates itself to spread to other computers. Usually it uses networks to spread itself.

Spyware- A software that aims to gather information about a person or organisation often without their knowledge.

Trojans- A computer virus that is often disguised as a legitimate software. Users are often tricked into opening Trojans.



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Art

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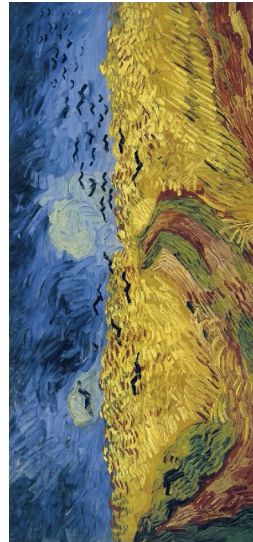
During cycle 2 you will research Van Gogh's landscapes and explore the marks and techniques he used to complete them. You will draw with ink and sticks and learn how to achieve a range of textures in your own work.

Vincent Van Gogh

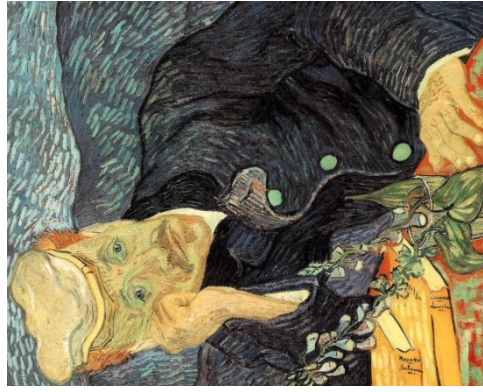
Born: 30th March 1853

Died: 29th July 1890

- A Dutch Post-impressionist painter who lived most of his life in Paris.
- He is the 'most well known painter of all time'.
- His most famous paintings are Sunflowers and Starry night.
- He was unknown and poor his entire life.
- He only sold ONE painting before he died!



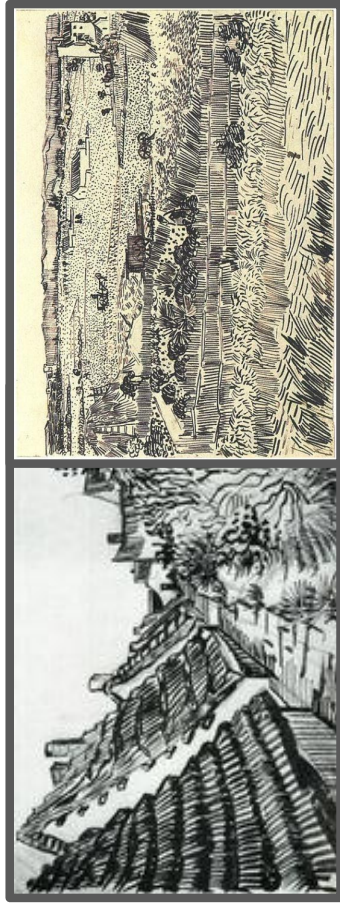
In 1990 this painting of Dr. Paul Gachet sold for \$82.5 million.



In your homework book copy Van Gogh's work using coloured pencil. You will also need to learn the facts about the artist Van Gogh.

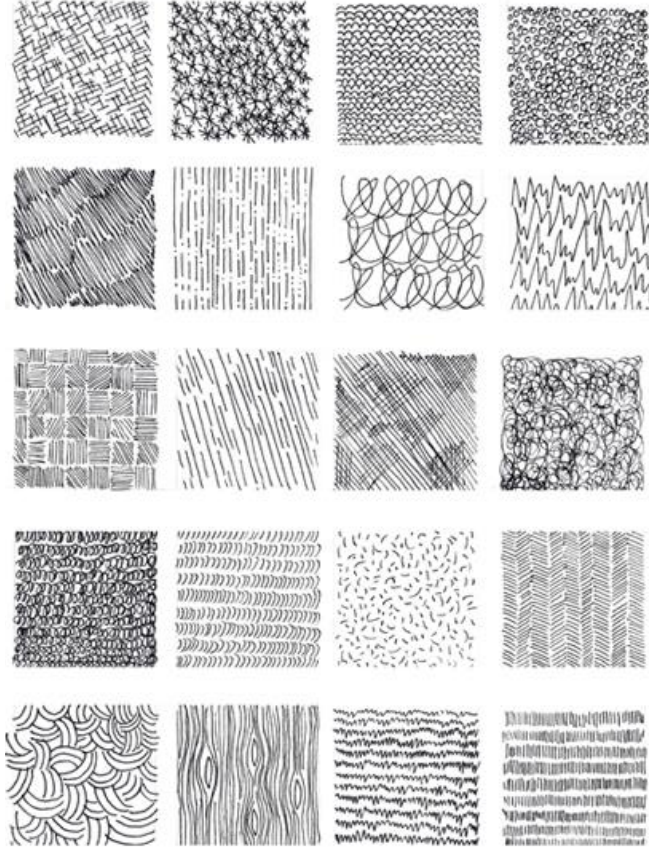
Van Gogh used a range of marks and textures in his work, his style was easily recognisable.

Mark making is a term used to describe the different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only paint on canvas or pencil on paper. To create shadows marks can be close together. To create **highlights** marks can be more spread out.



These two landscapes by Van Gogh were first drawn in pencil to ensure the proportions were correct. Then he added different marks using black ink.

In your red homework book create your own texture grid. You could translate this to a landscape drawing.



To create marks on a page you do not have to use a paint brush. You could use string, cardboard, a pallet knife, forks, cardboard ect.

Artists use gesture to express their feelings and emotions in response to something seen or something felt. Gestural qualities (movement of marks) can be used to create a purely abstract composition.



Art

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Notes

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