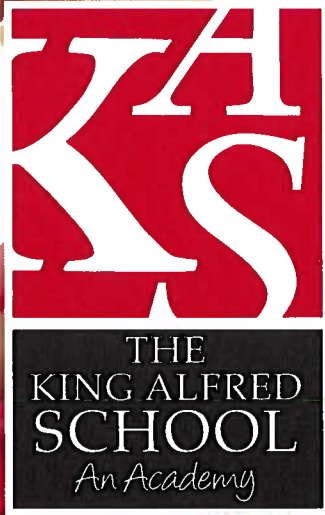
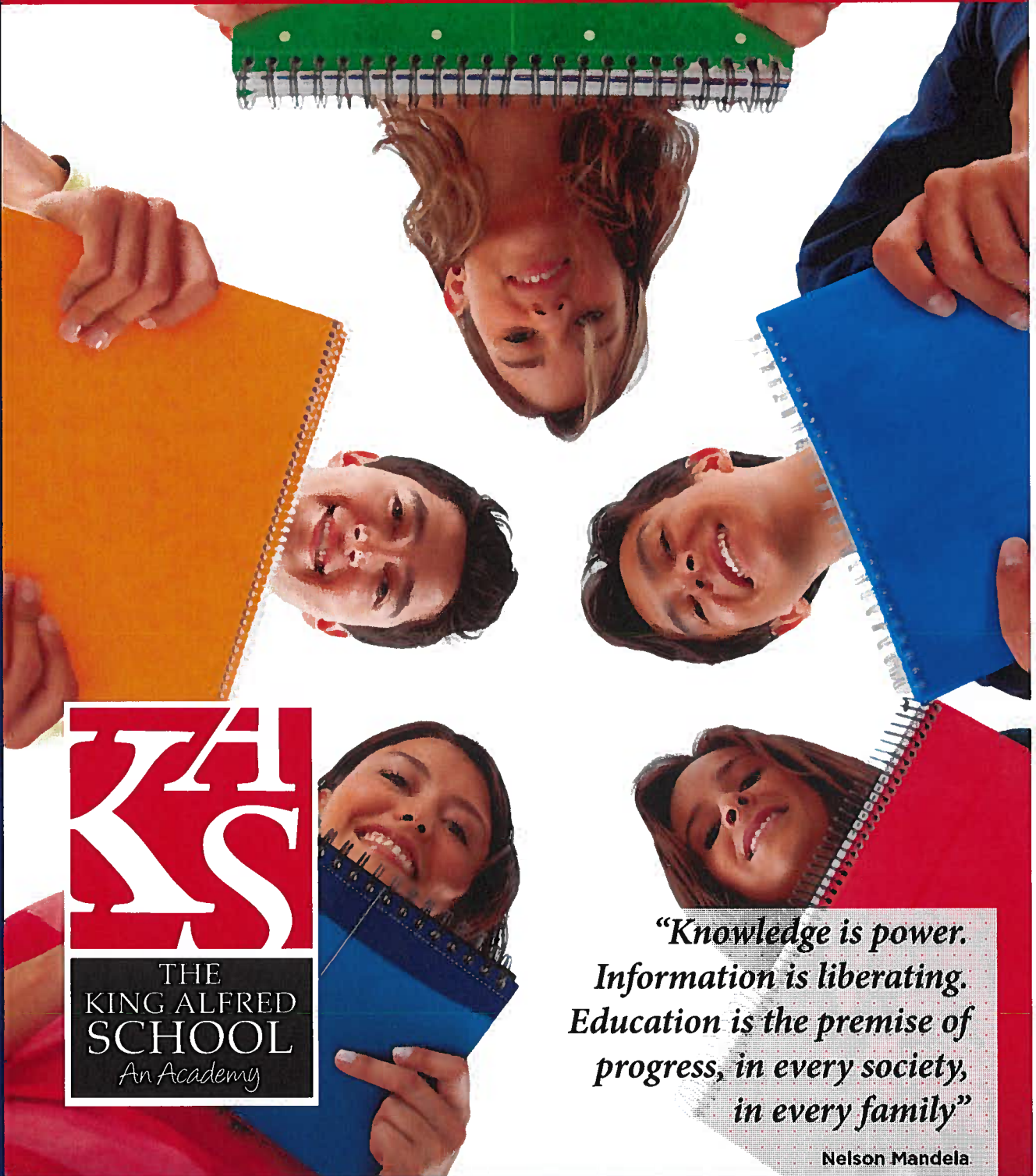


# Year 7 Homework Booklet

## Learning Cycle 3



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

Nelson Mandela

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
<b>Monday</b>	<b>Online Maths</b> <b>Drama</b>	<b>Music</b> <b>Religious Studies</b>
<b>Tuesday</b>	<b>English</b> <b>History</b>	<b>Computing</b> <b>PE</b>
<b>Wednesday</b>		
<b>Thursday</b>	<b>Science</b> <b>French &amp; Spanish</b>	<b>Science</b> <b>Design Technology</b>
<b>Friday</b>	<b>Art</b> <b>Maths</b>	<b>English</b> <b>Geography</b>



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# Your Homework Booklet

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 3, 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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Learning Cycle 3



## 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	/	/	/	/



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Learning Cycle 3

# Learning Cycle 3

## Online Maths Work

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 3**

# 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	
<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

**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
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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.

*Handwritten notes on a lined page:*

17/2/15

2) **Stagecraft** - The use of setting/props to convey ideas. The most done things everywhere a character's ethics of learners, this is the audience needs who it is, lighting is used to draw emotion, pink is used to show the core feelings view on life the Big here, but then 'brighter...bolder' when the truth comes out.

22) **Religious language** - The Inspector suggests we have a sacred duty of one towards another should show images of 'fire and blood and anguish' linking to the end of the world in the book of revelation where people were punished for their sins.

6) **Social responsibility** - Frigateley uses the play to promote social responsibility - the idea that we should try and help those less privileged.

14) **Stage directions** - Guide to the actor/actress on how to present their character at that point in the play. Stage directions usually reveal extra information to the audience about the character.

15) **Significance and endings** - Priestley poses the question between Aunts to make the audience wait and consider how a character will respond. They build up tension and suspense.

2) **Context** - The Inspector seems to be omniscient - he knows what will happen and how characters will react.

17) **Significance** - Characters represent particular social groups (Mrs Birling represents the hypocrisy of the upper education class).

24) **Colloquial language** - Characters use language to represent their social status. The younger generation use slang or 'equity' in contrast to their old-fashioned parents. Mr Birling uses language related to business.

25) **Colloquial language** - Characters use language to represent their social status. The younger generation use slang or 'equity' in contrast to their old-fashioned parents. Mr Birling uses language related to business.

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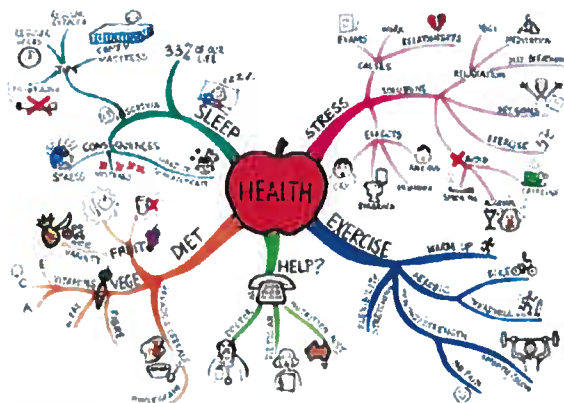
**Interpretations** are versions of history. Authors, film makers, and museum designers are all producers of interpretations. There are different interpretations of the same event or person.

History



## 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 3

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

organizes and SUMMARIZES insights

A TOOL FOR IMMERSIVE LEARNING

eases CLARITY and comprehension

HELPS IN SENSE MAKING

QUICK GRASP and MEMORY BETTER RETENTION

EASY sharing & COMMUNICATION

BEAT 10% LEARN 35% (Source: PETER DINKLAU 'DEAR 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.



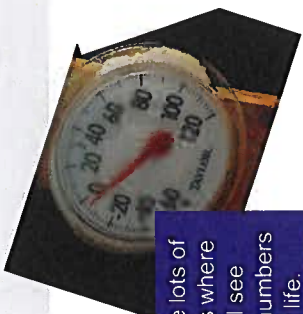
# Maths

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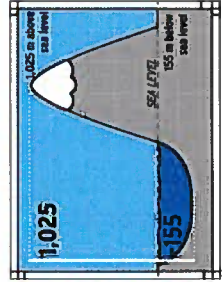
Cycle 3 in Maths will focus on developing a deeper understanding of the 4 operations with negative numbers; addition, subtraction, multiplication and division. All students will continue to develop their knowledge of fractions and look at finding common denominations in fractions in order to be able to add and subtract them. Lastly, students will gain an understanding of drawing and measuring angles.

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
directed number	a number less than 0 e.g. -1, -2, -3...
percentage	out of 100

**Topic 1**  
Use the four operations with negative numbers



There are lots of examples where you will see negative numbers in real life.



What is  $-3 + 5$ ? Start at  $-3$  and move 5 places in the positive direction.



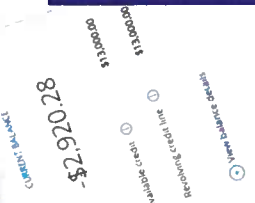
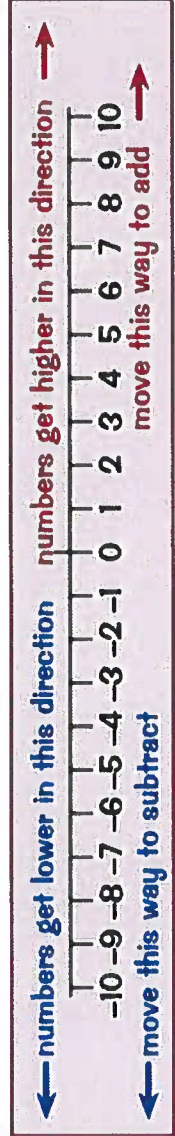
What is  $-1 - 5$ ? Start at  $-1$  and move 5 places in the negative direction.



You can use simple rules when carrying out calculations, but they can only be used when multiplying and dividing or when two signs appear next to each other.

+	+	+	makes	+
+	-	-	makes	-
-	+	+	makes	-
-	-	-	makes	+

Use the number line for addition and subtraction involving negative numbers:





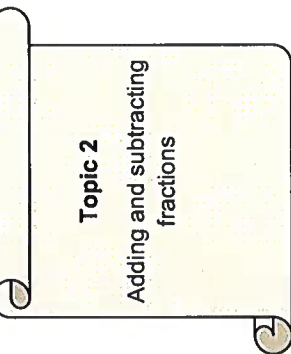
# Maths

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## Topic 2

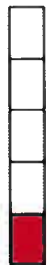
Adding and subtracting fractions

You can use pictures to help you add and subtract fractions



$$\frac{2}{5}$$

+



$$\frac{1}{5}$$

=



$$\frac{3}{5}$$

Common denominators (when the bottom number is the same)



$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$

Numerator – number of parts



Denominator – number of parts it is split into

$$\frac{1}{2} + \frac{1}{3} = ?$$

$$\frac{1 \times 3}{2 \times 3} = \frac{3}{6}$$

$$\frac{1 \times 2}{3 \times 2} = \frac{2}{6}$$

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

When adding and subtracting fractions you need a common denominator before you can carry out the calculation

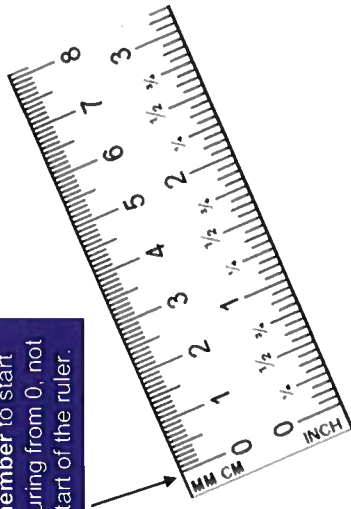
### FRACTIONS – KEY WORDS AND DEFINITIONS

numerator	number above the line of a fraction, showing the number of parts of the whole
denominator	the bottom number in a fraction showing the number of parts the whole is divided into
equivalent	fractions with the same value
simplify	to simplify a fraction to its simplest form: to reduce the numerator and denominator in a fraction to the smallest numbers possible
improper fraction	the numerator is larger than or equal to the denominator
mixed number fraction	a number written as a whole number with a fraction
fraction	any part of a group, number or whole



## Topic 3

Drawing and measuring angles and constructions



Remember to start measuring from 0, not the start of the ruler.



Remember the pencil needs to be lined up with the compass point to make it accurate.

Constructing a triangle given 3 sides using a ruler and compass

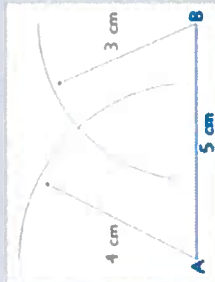
### EXAMPLE:

Construct the triangle ABC where  $AB = 5 \text{ cm}$ ,  $BC = 3 \text{ cm}$ ,  $AC = 4 \text{ cm}$ .

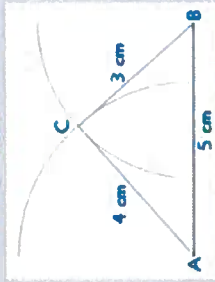
- 1 First, **sketch and label** a triangle so you know roughly what's needed. It doesn't matter which line you make the base line.



- 2 Draw the **base line**. Label the ends A and B.

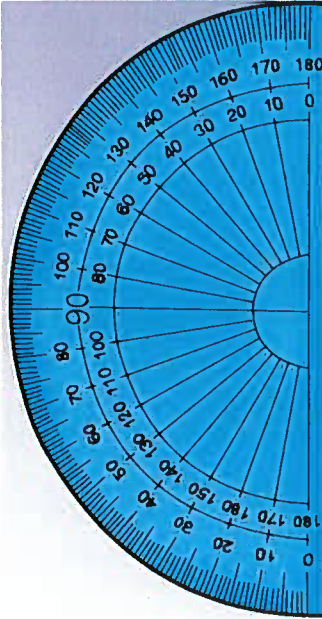


- 3 For AC, set the **compasses** to 4 cm, put the point at A and **draw an arc**. For BC, set the compasses to 3 cm, put the point at B and **draw an arc**.



- 4 Where the **arcs cross** is point C. Now you can finish your triangle.

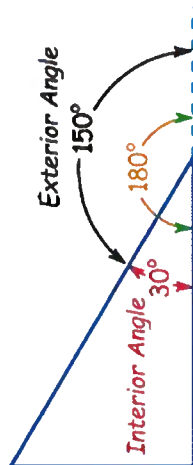
Using a **protractor**



- Place the midpoint of the **protractor** on the **VERTEX** of the angle.
- Line up one side of the angle **with** the zero line of the **protractor** (where you see the number 0).
- Read the degrees where the other side crosses the number scale.

## Topic 4

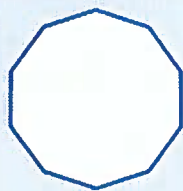
### Angles in a polygon



Sum of exterior angles (in any polygon) =  $360^\circ$   
 Sum of interior angles in a polygon =  $(n - 2) \times 180^\circ$

In an 10 sided regular shape, a decagon, the exterior angles add up to  $360^\circ$ , which means that each exterior angle =  $36^\circ$  as  $360 \div 10 = 36^\circ$ .

To find the sum interior angles we can use the formula  $(10 - 2) \times 180 = 1440^\circ$ .



### POLYGONS – Key words and definitions

polygon	a plane shape having three or more straight sides
quadrilateral	a polygon with 4 sides
parallel	lines that are always an equal distance apart
perpendicular	at right angles to the horizon or another object
right angle	$90^\circ$ angle
interior	an angle within a polygon
exterior	the angle formed outside a polygon when one side is extended
regular	regular polygons have all sides equal and all angles equal
irregular	sides, faces or angles of differing sizes.










Properties of a quadrilateral

Quadrilateral	Properties
Rectangle	4 right angles and opposite sides equal
Square	4 right angles and 4 equal sides
Parallelogram	Two pairs of parallel sides and opposite sides equal
Rhombus	Parallelogram with 4 equal sides
Trapezium	Two sides are parallel
Kite	Two pairs of adjacent sides of the same length



# The Tempest

Cycle 3 in English will focus on exploring and enjoying Shakespeare. You will be studying one of Shakespeare's later plays 'The Tempest', learning how to translate the archaic language and learning about the contextual elements to Shakespearean theatre. Throughout the SOL you will be improving your oracy skills.

 <p><b>Prospero</b> – originally the Duke of Milan but now outcast on an island. He is a skilled magician.</p>	 <p><b>Miranda</b> – the only daughter of Prospero. She has grown up on the island also outcast with her father.</p>	 <p><b>Ariel</b> – a magical spirit who is indebted to Prospero for freeing him when Sycorax imprisoned him in.</p>
 <p><b>Ferdinand</b> – the son of King Alonso and therefore the Prince of Naples and the heir to the throne.</p>	 <p><b>King Alonso</b> – the King of Naples. He help to overthrow Prospero with Antonio.</p>	 <p><b>Antonio</b> – now the Duke of Milan having successfully conspired with King Alonso to oust his brother, Prospero.</p>
 <p><b>Caliban</b> – the son of the island's original 'ruler' the witch Sycorax. He is a native who is often misunderstood.</p>	 <p><b>Sebastian</b> – the younger brother of King Alonso of Naples. He is inspired by Antonio's successful coup.</p>	 <p><b>Gonzalo</b> – Once a trusted advisor of Prospero (when he was Duke). He helped Prospero and Miranda survive their exile.</p>

## CHARACTERS

## CONTEXT: The Playwright

### WILLIAM SHAKESPEARE

He was English playwright, poet and actor. He is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet or 'The Bard'.  
 He lived between 1564 – 1616, living between Stratford-upon-Avon and London. He wrote plays for Queen Elizabeth I and King James I.

His surviving works include 39 plays, 154 sonnets and three long narrative poems. His plays have been translated into every major living language and are performed more often than those of any other playwright. Shakespeare remains arguably the most influential writer in the English language, and his works continue to be studied and reinterpreted.



## PUNCTUATION

	How to use	Examples of use
<b>Colon</b>	<ul style="list-style-type: none"> <li>Introduce things in a list</li> <li>Present a statement</li> </ul>	"He was going to buy three things: chairs, tables, and utensils." "Above them the sign read: do not enter."
<b>Semicolon</b>	<ul style="list-style-type: none"> <li>Joins two sentences</li> <li>Separates items in a list</li> </ul>	"It was the best of times; it was the worst of times." "There are three soldiers in the trench: Matthew, from London; Bill, from Bristol; Fred, from York."



# English

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## KEY TERMINOLOGY

Theatre	The name of a building where you would watch a play.
Plot	The sequence of events which a story (in a play, book, film etc.) progresses
Character	A person or being created by the writer. In a play they are played by an actor.
Playwright	The term used to describe someone who writes plays.
Audience	The people who watch plays, to be used instead of 'the reader'
Stage Directions	Often in italics they are unspoken notes in a script to help direct the actors.
Annotation	A way of note making by adding comments, ideas and information around a text.
Act	A large portion of the play, that contains a collection of scenes.
Scene	Smaller portions of each Act, they change when the characters or setting does.
Iambic Pentameter	The beat/rhythm of 10 syllables in five pairs per line.

## KEY VOCABULARY

Treason	A crime that harms your country or government. Someone who commits treason is a traitor.
Usurp	To take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper.
Tempest	A violent storm. Etymologically linked to "temper".
Colonialism	When one country establishes itself in another country, often suppressing the natives.
Callous	When someone is cruel and does not care about other people.
Nurture	To encourage or support the development of someone or something.
Liberation	The action of setting someone free from imprisonment, slavery, or oppression.
Autonomy	The freedom to make decisions about your own life.
Ideology	A system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.



## EXPLORE MORE:

- Midsummer's Night Dream by *William Shakespeare*
- Much Ado About Nothing by *William Shakespeare*
- Beowulf by *Unknown*
- The Tempest - Film directed by *Julie Taymor*
- The Colour of Magic by *Terry Pratchett*
- The Hobbit by *J.R.R. Tolkien*

## Key concept- Heredity and genetic information

Genome	The genome is the entire set of DNA instructions found in a cell
Heredity	The passing on of traits from one generation to the next. These traits can be physical, such as eye colour, blood type or a disease, or behavioural.
Reproduction	The biological process by which new individual organisms – "offspring" – are produced from their "parent" or parents.
Variation	Small changes in living organisms.



### What's the big idea?

Each generation of organisms inherits characteristics from the one before, which arise from genetic information stored in the genome and are affected by the environment.

### Genetic and environmental variation

Characteristics in an individual organism are caused by both genetic and environmental variation.

For example, the weight of a dog is caused partly by its genes - inherited - and partly by what it eats - environmental. The height of a sunflower is caused partly by its genes and partly by how much light and water it gets.

Genetic only	Environmental only	Genetic and environmental
Eye colour	Tattoos	Height
Blood group	Scars	Weight
Attached ear lobes	Language spoken	Human's hair colour - can lighten in summer or can be dyed
Animal's fur colour	Colour of hydrangea flower - blue in acid soil, pink in alkaline	Size of plant

## Key concept- The structure and function of the genome

Heredity	The passing on of traits from one generation to the next. These traits can be physical, such as eye colour, blood type or a disease, or behavioural.
Chromosome	A coiled structure of DNA found in the nucleus of cells made from many genes.
DNA	The store of genetic information for all living things, passed from parents to offspring.
Gene	A small section of DNA that gives a characteristic.
Genome	The genome is the entire set of DNA instructions found in a cell
Nucleus	A cell component found in most cells which contains the genetic material (DNA) of the organism and controls the cell's activities.

All of the chromosomes of an organism add up to make its genome. This is one copy of all its DNA. Every human on Earth has a unique genome unless they are identical twins who were made from the same fertilised ovum (egg cell). Non-identical twins were made from two separate sperm fertilising two different ova (egg cells) and so have different genomes.

DNA makes up genes which make up chromosomes which make up the genome. A good model for this is thinking about money. Pennies make up £1 coins which make up £5 notes which make up £20 notes.

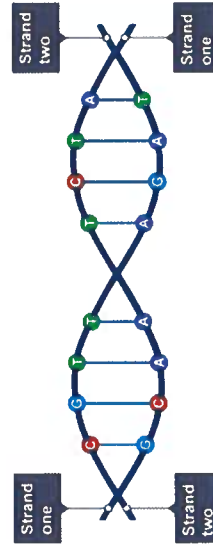
## What's the big idea?

Each generation of organisms inherits characteristics from the one before, which arise from genetic information stored in the DNA of the genome and are affected by the environment.

## The structure of DNA

**DNA** stands for deoxyribonucleic acid. It is a chemical made up of two long strands, arranged in a spiral. This is the double-helix structure. DNA carries genetic information - the genetic code. It has all the instructions that a living organism needs to grow, reproduce and function. DNA is passed on from parents to their offspring during fertilisation.

DNA is made from four **base pairs**. These are made from the **DNA bases**: A and T, G and C. These can be either way around, but A always pairs with T and G with C. The base pairs are held together by weak chemical hydrogen bonds.



The double-helix structure of DNA



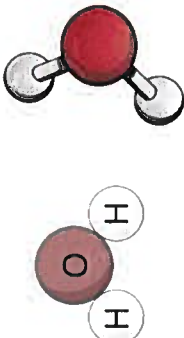
# Science

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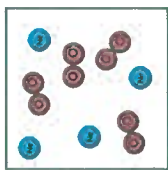


## Key concept- Elements and Compounds

<u>atom</u>	The smallest part of an element that can exist.
<u>bond</u>	An attraction between atoms or molecules that enables the formation of chemical compounds.
<u>chemical formula</u>	A series of chemical symbols showing the number of atoms of each element in a compound.
<u>chemical reaction</u>	A process that involves rearrangement of atoms to produce new substances.
<u>chemical symbol</u>	A letter or series of letters used to represent an element, e.g. C for carbon, Na for sodium.
<u>compound</u>	A substance made up of two or more different elements chemically bonded together.
<u>element</u>	A substance made of only one type of atom.
<u>metal</u>	An element or substance which is typically shiny, malleable and ductile. It typically conducts heat and electricity well.
<u>mixture</u>	A substance consisting of two or more substances not chemically combined together.

Elements	
An element is a substance that cannot be broken down into other substances. The smallest part of an element that can exist is an atom.	
Each element is represented by a symbol. The first letter of the symbol is always capitalised, any following letters are lower case.	
The symbols for the elements are arranged on the periodic table.	
atomic mass	23
element symbol	Na
element name	Sodium
atomic number	11

Compounds	
A compound is a substance made when two or more elements are chemically bonded together.	
A compound can be represented by a diagram. The atoms are shown touching each other or joined by a stick that represents a bond.	
	
	Water is a compound made from one oxygen atom and two hydrogen atoms. Its formula is H <sub>2</sub> O.

Compounds		Mixtures	
The different elements are chemically joined together.	The different substances are not chemically joined together.	Each substance keeps its own properties.	The different substances are not chemically joined together.
The substance has different properties to the elements it is made from.	The elements can only be separated using chemical reactions.	Each substance can be separated easily using separating techniques like filtration, distillation, evaporation and chromatography.	Each substance keeps its own properties.
You cannot vary the amount of each element. So, the compound water always has one oxygen atom and two hydrogen atoms per molecule.	You can vary the amount of each substance. So, you can add a teaspoon of salt to water, or a cup of salt to water, and it would still be a mixture of salt water.		

Mixtures			
A mixture is a substance consisting of two or more substances not chemically combined together. You can have mixtures of elements, mixtures of compounds or mixtures containing both.			
In a particle diagram of a mixture, not all of the molecules shown will be touching each other or be joined by sticks representing the bonds.			
			<p>mixture of elements</p> <p>mixture of compounds</p> <p>mixture of elements and compounds</p>



# Science

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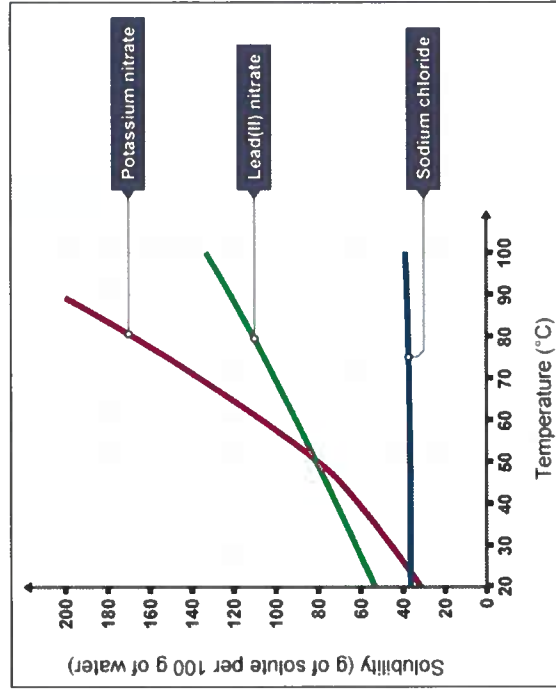
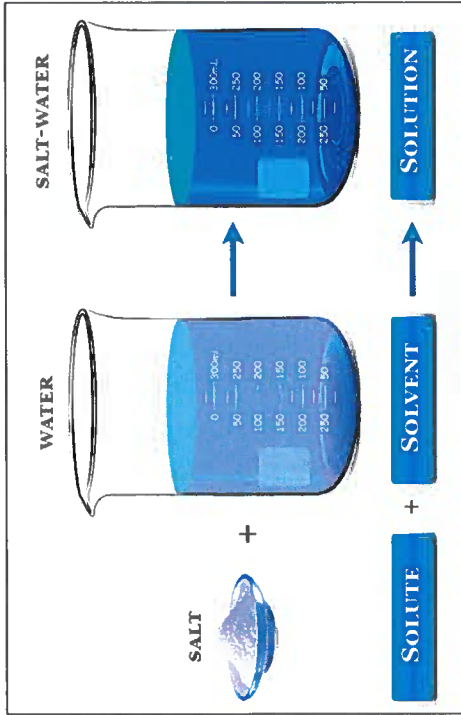
## Key concept- Solubility

<b>Solvent</b>	The liquid in which the solute dissolves to form a solution
<b>Solute</b>	A solid substance which can dissolve in a liquid
<b>Solution</b>	A liquid in which a solid substance has been dissolved
<b>Soluble</b>	Able to dissolve in a solvent
<b>Saturated solution</b>	A solution in which no more a the solute will dissolve

## Solubility curves

Every solute has a fixed solubility at room temperature. However, the solubility of a solute changes as the temperature of the water changes. The solubility of a substance in water at different temperatures can be displayed using a solubility curve. Solubility curves can be used to determine the mass of crystals formed when a solution is cooled.

Each solute has a different solubility at different temperatures and the change in solubility with temperature depends on the solute.



# Cycle 3 Knowledge Organiser

Cycle 3 in History will focus on: Tudors England. There will be two enquiries. The first is called 'Why was Richard Whiting killed?' and the second is 'How far was Elizabethan England a golden age?'

## Key words and definitions

Reformation	A time of change – Henry VIII changed the English Church from Catholic to Protestant
Protestant	A Christian who protested against the Catholic Church.
Catholic	A Christian who believes in the authority of the Pope.
The Pope	Bishop of Rome, Head of the Catholic Church
Puritan	Strict Protestants
Glastonbury Abbey	Religious building which provided work and housing for monks and nuns.
Dissolution	Henry VIII's closing down of the monasteries and abbeys.
noble	Someone of high rank with a title like a Duke or an Earl.
indulgences	Buying forgiveness from the Church
Annulment	Ending a marriage by the Church
Poor Law	Help for the poor
Mary, Queen of Scots	Queen Elizabeth I's cousin who was executed in 1587.

Utility of historical sources. Historical sources are only useful if you know what you want to use them for. This means that you must have an enquiry question. Sources which are unreliable (not telling the truth) are still very useful. For example, if you as a historian wanted to find out about how the Tudors used paintings to show their power you would find lots of propaganda. So the paintings would be useful to show methods of control used by the Tudors even though they may not be an accurate image of the person.

## TIER 2 Vocabulary

inform = to give someone facts or information

## Topic 1 Tudor England

Tudor England lasted from the Battle of Bosworth in 1485 to the death of Queen Elizabeth I in 1603. It was a time of huge change in England especially in terms of religion. Make sure you know the chronology.

- 1485 Henry Tudor became Henry VIII after Battle of Bosworth
- 1509 Henry VIII became king and married Catherine of Aragon
- 1533 Henry VIII married Anne Boleyn
- 1534 Act of Supremacy - Henry is now head of the Church of England; also called the Break with Rome.
- 1536 Dissolution of the monasteries began; execution of Anne Boleyn; Henry married Jane Seymour.
- 1539 Richard Whiting was executed in Glastonbury.
- 1547 Death of Henry VIII; succession of Edward VI
- 1553 Death of Edward VI; succession of Lady Jane Grey and then Mary.
- 1558 Death of Queen Mary; succession of Queen Elizabeth I.
- 1587 Execution of Mary, Queen of Scots
- 1588 The Spanish Armada
- 1603 Death of Queen Elizabeth I; succession of James Stuart

# History

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# History

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## Topic 2

### Why was Richard Whiting killed?

There were problems with the Catholic Church in England. Many Protestants complained about:

1. The Bible was in Latin – if it were in English then people could read it themselves.
2. The Church was too rich. The leader of the country needs the wealth more than the Church.
3. The Church sold indulgences. It was wrong to have to buy forgiveness.

**Henry VIII wanted a divorce, money and power:**

1. Henry VIII broke with the Catholic Church because the Pope refused to annul his marriage.
2. Henry needed money to fight wars. Having Church wealth would give him more money.
3. Henry wanted more power. He did not like that people listened to the Pope's orders.

**Richard Whiting was a good man but did not approve of the king's annulment/divorce:**

1. Thomas Cromwell found evidence against Richard Whiting.
2. Thomas Cromwell was an ambitious adviser to King Henry. He wanted to be seen as powerful and popular with the king.
3. King Henry VIII ordered the dissolution of the monasteries. Richard Whiting's Glastonbury Abbey was one of the last to be dissolved.

## Topic 3

### How far was Elizabethan England a golden age?



What problems did I face?  
How did I solve them?

SPAIN

Elizabeth helped Dutch rebels raid Spanish treasure ships. This made the Spanish king, Philip send an Armada to attack England in 1588. This was defeated but war with Spain continued until 1603. There was no successful Spanish invasion of England but the war cost huge amounts of money.

RELIGION

She kept Catholics and Puritans (extreme Protestants) under control but neither really liked her Church of England. She sometimes ordered the execution of Catholics who plotted against her. By 1603 the Church of England was strong and stable.

MARY,  
QUEEN OF  
SCOTS

For 19 years, Elizabeth dithered about what to do. This just encouraged more Catholic plots which grew around Mary. She kept Mary imprisoned for 19 years before finally ordering her execution which ended a major threat to herself.

MARRIAGE

She would not let a foreign ruler or a powerful English noble control her. However, there was no heir and if she had died before naming a successor it may have caused civil war.

THE POOR

The number of beggars and poor people grew during Elizabeth's reign. She introduced a Poor Law in 1601 which lasted 250 years! This provided a little help, but Elizabeth didn't really understand why so many people were becoming poorer.



# Geography

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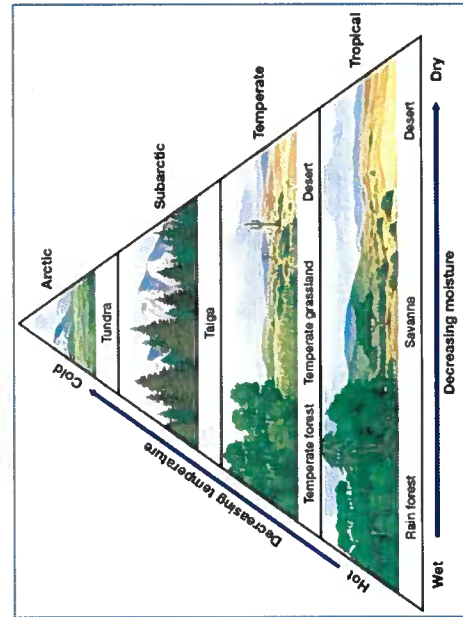
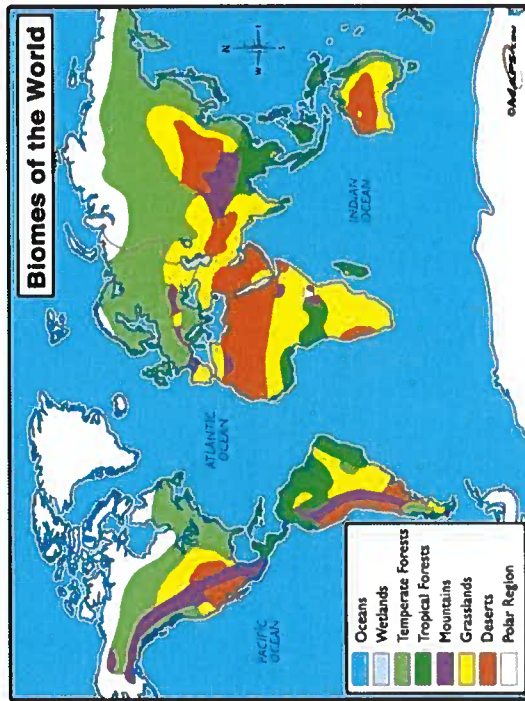
## Cycle 3 Knowledge Organiser

Cycle 3 in Yr 7 Geography will focus on the topic of extreme environments. You will start with an overview of world biomes and then focus in on deserts and rainforests. You will finish the topic by looking at glaciated landscapes.

Key words and definitions	
Ecosystem	Community of organisms and their physical environment
Biome	A large ecosystem
Habitat	Natural home of a living organism
Climate	Average weather recorded over a period of time
Landscape	Visible features of an area of land
Adaptation	When an organism changes to better suit its environment
Food web	Web of organisms that depend on each other for food
Deforestation	When a wide area is cleared of trees
Climate change	Change in climate patterns over time due to natural & human factors
Glacier	A river of ice found in polar regions or high in mountains
Arid	Hot dry climate
Humid	Hot wet climate
Cause	Makes something happen
Effect	Result of something
Response	Reaction to an event/situation

### Topic 1: World Biomes

Where are they located?  
Are they hot or cold?  
Are they wet or dry?





# Geography

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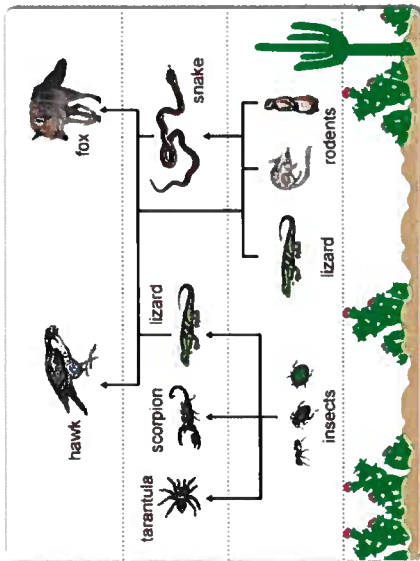
## Topic 2: Deserts & rainforests

Hot deserts are located along the **tropics**.

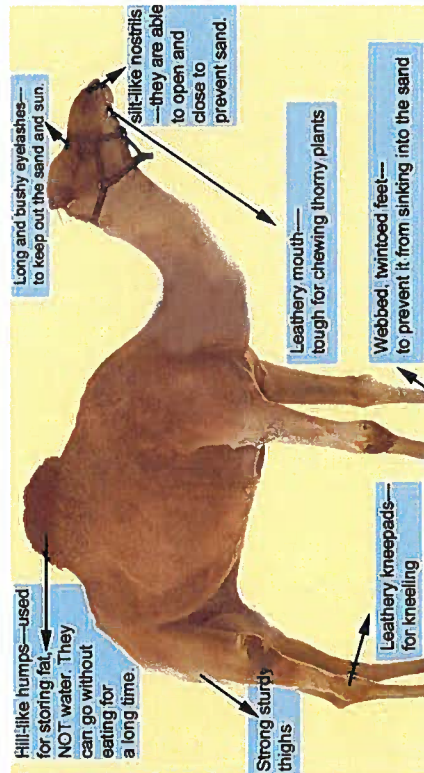
They are hot because the sun shines intensely.

They are dry because air is descending here (high pressure)  
Plants & animals have adapted to the **arid** conditions.

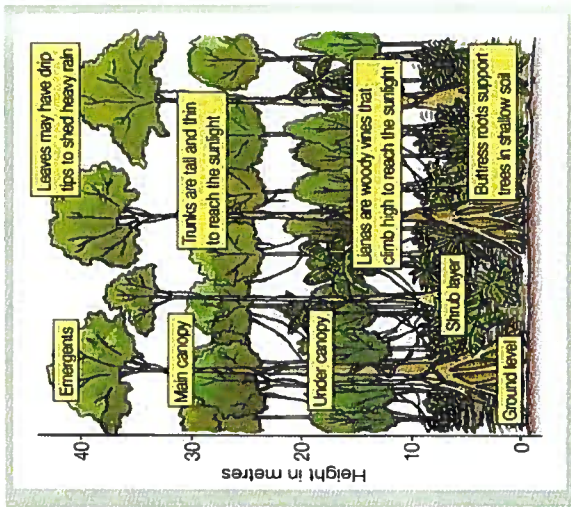
Desert food web:



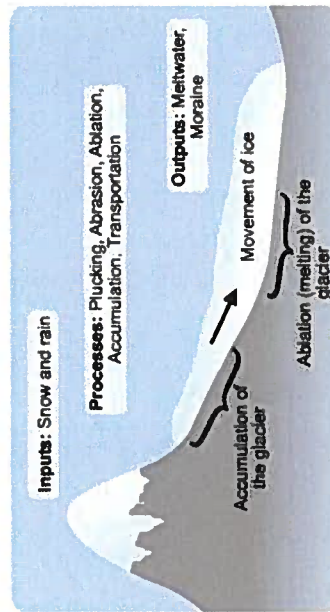
Desert animal adaptations:



Tropical rainforests are located along the **equator**.  
They are wet because air is rising here (low pressure)  
Plants and animals have adapted to the **humid** conditions.



## Topic 3: Glaciated Landscapes





# Cycle 3 Knowledge Organiser

Cycle 3 in RS will focus on: Christianity. Christianity is an Abrahamic religion with the Jewish Old Testament combined with the New Testament to form the Christian Bible.

## Key words and definitions

Denomination	branch of the Christian Church
Apostles	12 who were sent by Jesus to preach
baptism	Ceremony using water during which a person becomes a member of the Church.
Bible	Holy book
communion	The Eucharist
crucified	The way Jesus was put to death by the Romans; he was nailed to a cross.
Eucharist	A ceremony celebrating the Last Supper using bread and wine.
free will	The idea that people are free to make their own choices.
Gospels	The first 4 books of the New Testament.
heaven	A place of paradise
Holy Spirit	The third person of the trinity
Last Supper	The meal eaten by Jesus and his disciples on the night before his death.
miracles	Events which break the laws of science.
purgatory	A place where Catholics believe souls go after death to be purified.
resurrection	Rising from the dead.
Trinity	Belief that God is three persons in one.



In RS you will notice that there are many very important people. In Christianity, Jesus is central to the Christian story.

## The story of Jesus

Jesus lived in Palestine (nowadays called Israel) in the first century.

Jesus preached about a way of living which meant that people should love their neighbour.

Jesus is said to have worked many miracles, including healing sick people.

The teachings of Jesus caused problems for the religious and political leaders of the time because they appeared to challenge authority.

In the last three years of his life, Jesus travelled around Palestine with a group of friends he called disciples.

When he was about 33 years old Jesus was crucified. According to the Bible account, he was resurrected from the dead.

After the death of Jesus, his disciples continued to spread his teachings and by 300CE these teachings led to the start of a new religion, Christianity.

## How do Christians worship?

- A regular Sunday service
- Saying prayers in private
- By living good lives
- Music and song
- Celebrating the Eucharist



# Religious Studies

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# Religious Studies

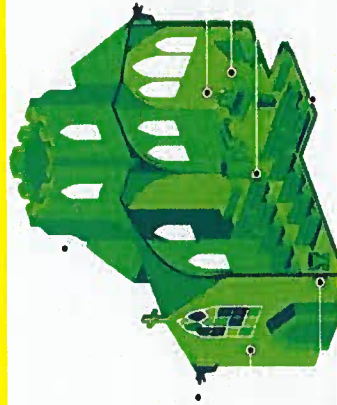
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## Baptism

### Why is Baptism important to Christians?

- Baptised people go to heaven.
- Jesus was baptised.
- A baptism is a sacrament some Christians think is an important gift of grace from God.
- It shows the community that you are a Christian.
- It marks a new life with Christ.

## Inside an Anglican Church



Bell Tower

gargoyle

Stained glass

Font

cross

Altar and pulpit

Pews

## Confirmation

Confirmation: A Confirmation is a sacrament which marks the point where a person deepens their relationship with God – they confirm their relationship.

Confirmation is a popular practice in the Roman Catholic, Anglican and Orthodox Churches where infant baptism is also performed. It enables a baptised person to confirm the promises made on their behalf at baptism. It is also a sign of full membership to the Christian community.

People who want to be confirmed attend a series of special classes to learn about the sacrament, their faith and Christian responsibilities.

Confirmation preparation helps candidates to have a proper understanding of how to live as a follower of Christ.

Confirmation often leads to a person's first Holy Communion where bread and wine are eaten and drunk. In Anglican Churches the bread and wine represent the body and blood, Catholics disagree; Catholics believe it is the actual body and blood of Christ once it has been blessed.

## Christian Festivals – Christmas and Easter

### Christmas

- 25 December
- celebrates the birth of Jesus Christ
- celebrates the incarnation of God as a human

### Celebrated by

- nativity plays
- Midnight Mass
- carol singing
- giving gifts
- cribs
- family gatherings

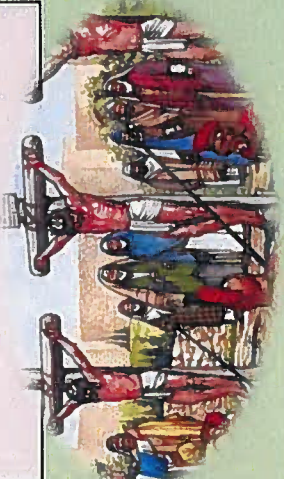


### Easter

- Variable date
- celebrates the resurrection of Jesus
- celebrates the opening of the Kingdom of Heaven for all people - **salvation**

### Celebrated by

- Easter services
- Easter eggs
- Passion plays
- Pascal (Easter) candles





# French

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In LC3 we learn how to describe your hobbies, the sports you like to play, and the activities you do online. You'll begin to use -er verbs in the present tense, as well as infinitive verbs.



**Je joue sur mon portable**  
I play on my phone



**Je tchatte sur WhatsApp**  
I chat on WhatsApp



**Je surfe sur internet**  
I play on the internet



**Je regarde des vidéos sur mon ordi**  
I watch videos on my computer



**Je télécharge de la musique**  
I download music



**J'envoie des textos**  
I send texts

## Activities using the verb faire de

The article **de** changes depending on the noun following it:

de + le = **du** je fais **du** judo (I do judo)  
de + la = **de la** je fais **de la** natation (I do swimming)  
de + l' = **de l'** je fais **de l'** escrime (I do fencing)  
de + les = **des** je fais **des** randonnées (I do hikes)

## Avoir (to have)

j'ai I have  
tu as you (sing.) have  
il/elle a he/she has  
on a we have  
nous avons we have  
vous avez you (pl) have  
ils/elles ont they (m/f) have

## Être (to be)

je suis I am  
tu es you (sing.) are  
il/elle est he/she is  
on est we are  
nous sommes we are  
vous êtes you (pl) are  
ils/elles sont they (m/f) are

## Developing your answers – make your writing more interesting!

J'aime faire de la natation *parce que* c'est très actif  
I like to do swimming *because* it's very active

D'habitude, en été, je joue au foot

Usually, in summer, I play football with my friends. It's really fun!

J'aime jouer au rugby aussi, mais quelquefois

I like to play rugby as well, but sometimes I prefer to do judo or swimming

Je préfère faire du judo ou de la natation.

In winter, I love doing ice-skating, and when it rains, what I like to do is play video games online.

En hiver, j'adore faire du patin à glace,

Every day I watch video clips on my phone and I chat with my friends.

et quand il pleut, ce que j'aime faire,

My friends like to do weight training two times per week. They like it, but I prefer to listen to music.

c'est jouer à des jeux-vidéo en ligne.

Tous les jours je regarde des clips vidéos

Le soir, quand j'ai fini mes devoirs

je regarde la télé et je joue sur la Switch.

## Translation task ↑

Choose to translate into English (easy) or French (harder):

- LOOK – read one line at a time in both languages
- COVER – cover one side so that you can't see it
- WRITE – try to translate the text you can see
- CHECK – uncover the text, and purple pen your corrections

## Writing task

Imagine you're telling a French friend what you do for fun.

Write 2 sentences for each of these bullet points:

- What you do when it's nice, and when it rains
- A sport or activity you like/dislike, and why
- The activities your friends do, and whether you like it too
- What you do online on your computer, and on your phone



<u>When?</u>	<i>in summer</i>
en été	<i>in winter</i>
en hiver	<i>in spring</i>
au printemps	<i>in autumn</i>
en automne	<i>when it's nice</i>
quand il fait beau	<i>when it's hot</i>
quand il fait chaud	<i>when it's cold</i>
quand il fait froid	<i>when it rains</i>
quand il pleut	<i>all year round</i>
toute l'année	

<u>Opinions</u>	<i>I like</i>
j'aime	<i>I don't like</i>
je n'aime pas	<i>I love</i>
j'adore	<i>I hate</i>
je déteste	<i>I prefer</i>
je préfère	<i>I'd (really) like</i>
j'aimerais (bien)	<i>I look forward to</i>
j'ai hâte de (+verb)	

Describing yourself  
**je suis sportif/sportive** I'm sporty  
**je ne suis pas sportif** I'm not sporty

quelquefois <i>sometimes</i>	judo
souvent <i>often</i>	parkour
tous les jours <i>every day</i>	patin à glace <i>ice-skating</i>
tous les soirs <i>every evening</i>	vélo <i>cycling</i>
tout le temps <i>all the time</i>	skate <i>skating</i>
de temps en temps <i>from time to time</i>	roller <i>rollerblading</i>
une fois par semaine <i>once per week</i>	danse <i>dance</i>
deux fois par semaine <i>twice per week</i>	gymnastique <i>gymnastics</i>
	natation <i>swimming</i>
	équitation <i>horse-riding</i>
	promenades <i>walking</i>
	foot
	rugby
	cricket
	tennis
	ping-pong
	basket

Reasons  
 parce que *because*

All your LC3 vocab  
 is also on Quizlet:



Present tense – ER verbs  
 Remove *-er* from the infinitive, and add:

je regarde	I watch
tu regardes	you (singular) watch
il/elle regarde	he/she watches
on regarde	we watch
nous regardons	we watch
vous regardez	you (plural) watch
ils/elles/regardent	they (m/f) watch
<b>je ne regarde pas</b>	<b>I don't watch</b>

Infinitive phrases  
 Use these after an opinion, e.g. *j'aime...*

retrouver mes amis en ville	<b>meeting my friends in town</b>
regarder la télévision	<b>watching the TV</b>
jouer sur ma PS5	<b>playing on my PS5</b>
écouter de la musique	<b>listening to music</b>
faire les magasins	<b>doing shopping</b>
faire du sport	<b>doing sport</b>
jouer au foot	<b>playing football</b>
traîner avec mes copains	<b>hanging out with my friends</b>

# French

Belong Believe Be Proud

# Music

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Vocabulary Alert: **CONSTANT** = does not change

Key Terminology	Definition
Improvisation	Creating music on the spot
Call and response	Where 1 instrument plays a short motif (the call) and then other instruments either repeat the same or a different motif in response (the response).
Riff / Ostinato	Short motif that constantly repeats throughout the song.
Chord	More than one note played at the same time.
Melody	The main tune -- the part you can sing along to.

Extended listening:

Answer these questions whilst listening to the above music.

1. Which instrument plays the first 'call' ?
2. Which instrument/s play the response ?
3. What instrument plays the melody at 0.54 seconds
4. From 54 seconds onwards, Miles Davis is making up the melody as he goes along. What is the correct word for this?

### Key instruments in jazz music

Upright bass (bass guitar later on)  
 Drums  
 Piano / keyboard (synthesiser later on)  
 Trumpet  
 Trombone  
 Saxophone  
 Clarinet

**Key Composer – Biography:**

Miles Davis was one of the most constant, influential jazz musicians of all time. His musical career as a trumpet player in jazz bands began at the age of 15, and from 1940 onwards he performed, composed and recording with many leading jazz musicians across the different areas of jazz on the timeline below.

In the later part of his career, Davis was an important influence in the use of technology and studio effects, working alongside rock and pop musicians. His final performance was in 1991 in California, he died the following month at the age of 65.



**Challenge Theory Papers:**  
 Fancy a challenge?

1  
 This is not a substitution for your knowledge organiser work. You must still prioritize the information in your knowledge organiser in preparation for your lessons and knowledge quizzes.

Timeline of music for 'Jazz'



## Jazz



# Music

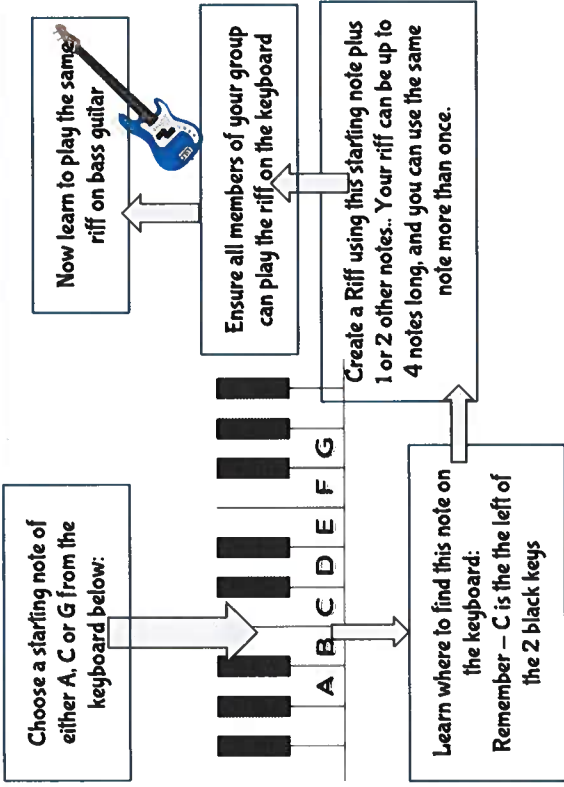
Belong Believe Be Proud



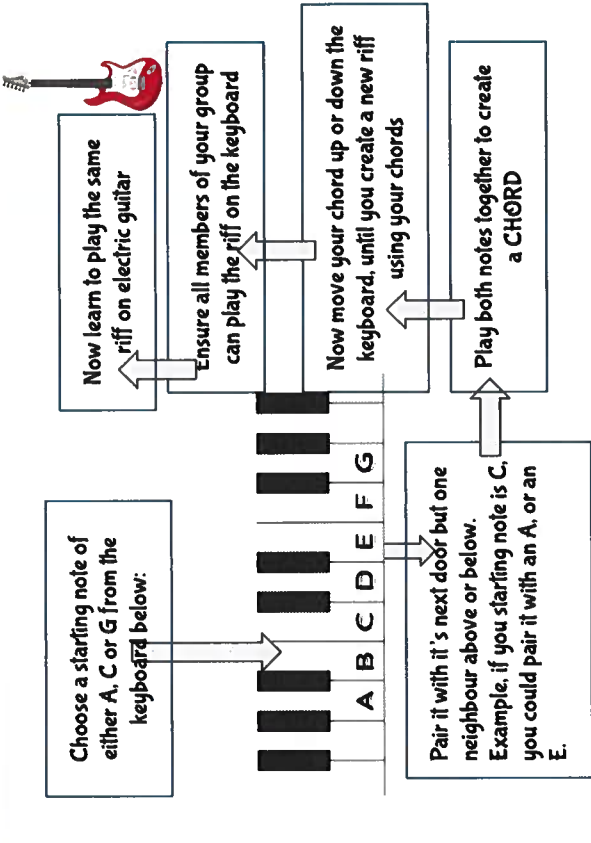
## Composers Toolbox Jazz music

### COMPOSE A JAZZ CALL & RESPONSE PIECE

#### COMPOSE A CATCHY 'CALL' RIFF



#### COMPOSE A GREAT 'RESPONSE' RIFF



# Music

Belong Believe Be Proud

## Performance:

Throughout your time in KS3, your lessons will consist of lots of performance tasks. Performance is when musicians play music, often in front of other people. This helps develop our skills and build our confidence levels.

### Rhythm

Note values, and the patterns of different note values

Crotchet = 1 beat  
 Quaver = ½ beat  
 Semi-quaver = ¼ beat

### Dynamics

How loud or quiet the music is

Forte (f) – Loud  
 Piano (p) – Quiet  
 Fortissimo (ff) – Very loud  
 Pianissimo (pp) – Very Quiet

### Tempo

Speed of the music

Allegro – Fast  
 Andante – Moderate  
 Adagio – Slow

### Tonality

The type of overall sound created in a piece of music.

Major – Sounds happy  
 Minor – Sound sad

## Composition:

In Music, this word means to create our own music. Composers will take ideas, and use the 'Pillars of Music' to create their own, unique soundtracks to Films, TV and Video Games, but also compose pop songs, and any other type of music.

## Appraisal:

Refers to the listening and appreciation of music. If you listen to any type of music, whether it be on your phone, on a film or a video game, or on an advert, you are 'appraising' music. In a more detailed version of appraisal, you may be asked to feedback on what you have heard (like we do in class), or to answer questions based on the music you have heard.

## KEY CONCEPTS OF MUSIC (PCAs)



### Structure

the difference sections of a piece of music

Introduction, Verse, Chorus, Bridge, Outro

### Instrumentation

The different instruments used to create a piece of music

Split into 'families' where each instrument belongs. E.g. Trumpet belongs to the brass family. Drums belong to the percussion family.

### Meter

Time signatures – how many beats are in each bar

3/4 – 3 crotchet beats per bar  
 2/2 – 2 minim beats per bar  
 3/8 – 3 quaver beats per bar

Higher up the staff, the higher the pitch.

Usually, the smaller the instrument, the higher the pitch

### Pitch/Melody

How high or low the notes are

The Pillars of Music

The focus for cycle 3 in drama is: Using our devising skills to create Drama based on real life events.



**INVESTIGATION REPORT**

Date: 19/02/2024

Reference no: 226588901

**MISSING PERSON**



Personal Details	
Surname: Osbourne	
First name/s Jade	
Date of Birth: 07/07/1999	Age: 24
Gender	Marital Status
<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Non-binary <input type="checkbox"/> Other	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Living with Partner <input type="checkbox"/> Civil Partnership <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widowed
Known Address: 62 Broadfield Way Taunton TA5 4PN	Employment status: Employed
Next of Kin: Mrs Julie Osbourne	Employment sector: Administration
<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Spouse <input type="checkbox"/> Child <input type="checkbox"/> Other	

**Incident Details**

Date of incident: 15/02/2024	Date of report: 16/02/2024	Reported by: Mrs Julie Osbourne
<p><b>Details:</b> Jade was last seen on 15/02/24 at 09:52 am walking down Wellington Road. Jade has not told her family or friends where she was going but her phone remains on and in service. Jade was wearing black jeans, a white t-shirt, a brown long coat and patterned scarf.</p> <p>Parents say this disappearance was out of character for Jade as she is usually in regular contact. Parents and friends continuously tried calling Jade before reporting her missing at 7:04am on 16/02/24.</p>		
<p><b>First actions:</b> Interview family and friends. Interview workplace. Look at social media. Triangulate signal on phone. Check bank activity.</p>	<p><b>Allocated to:</b> Missing Persons- Taunton.   <b>Senior Investigating Officer:</b> Superintendent Wilkins</p>	

**What is Devising?**

Devising is a process in which the whole creative team develops a show collaboratively. You are usually given a stimulus that you use to help inspire ideas to make up your own piece of drama. Drama techniques are important to help make your piece of drama more interesting to watch.

**What is a stimulus?**

The stimulus is the starting point, idea or inspiration for your devised drama. It is what you base your drama around. Your stimulus could be a photograph, a poem, a historical event, a song or even a real life issue.

**Drama**

Belong Believe Be Proud



# Drama

*Belong Believe Be Proud*

## Thought Track

Thought-tracking helps inform an audience about a character.

You see it in action when:

- A character speaks out loud about other characters' inner thoughts at a particular moment in the drama.
- A character would usually do this during a freeze frame/still-image.

There are three different types of thought track:

- Seeing
- Hearing



## Split scene/Cross Cutting

Split scene is a drama technique borrowed from the world of film editing.

In drama and theatre the term is used to describe two or more scenes which are performed on stage at the same time. They have to respect each other in terms of not flowing over the top of each other.

This can be done through tableaux and mime. Usually split scenes focus on:

- Two different times
- Two different locations
- Two different opinions



## Conscience Corridor/Alley

This strategy is used at a key point in a drama, and is a way of exploring thoughts of a character. It provides an opportunity to reflect in detail on the underlying issues and dilemmas of a character at that particular moment.

It can be used to:

- Help a character make a decision
- Present different thoughts and feelings going on in a character's mind
- Present the memories of a character



## **Key word/term**

<b>Key word/term</b>	<b>Definition</b>
Devising	Working as a group to create your own piece of theatre, usually based off of a given stimulus. Devised theatre usually uses stylistic drama techniques to help tell the story and explore its theme.
Stimulus	The starting point, idea or inspiration for your devised drama. It is what you base your drama around. This could be an event in history, a photograph, a song, a poem etc.
Context	The factors surrounding something which help us understand it. That could be the background or the circumstances. When we devise Drama we have to think of what 'context' we are setting our story in.
Collaboration	Collaboration in Drama mean the group not only has to work together, they have to think together. The end product comes from the efforts of the group. This means collaborators are equal partners – there is no leader.

## Quiz 1 General Knowledge

# Food Cycle Knowledge Organiser



# Design and Technology

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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



# Timbers Cycle Knowledge Organiser

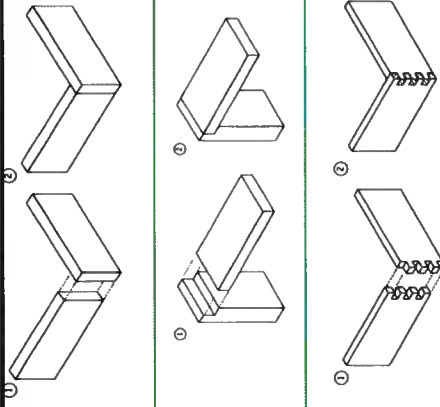
During this topic you will learn the types, properties, structures and uses of the main natural and manufactured boards.

## Quiz 1 Key Words

- Research To investigate
- Completely Totally, Fully



## 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 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



## Quiz 1 General Knowledge

## 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



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).



# Design and Technology

Belong Believe Be Proud





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

- 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

#### Wood Properties

#### Hardness

The resistance to indentation, scratching and wear and tear.

#### Toughness

The ability to withstand impact without fracturing

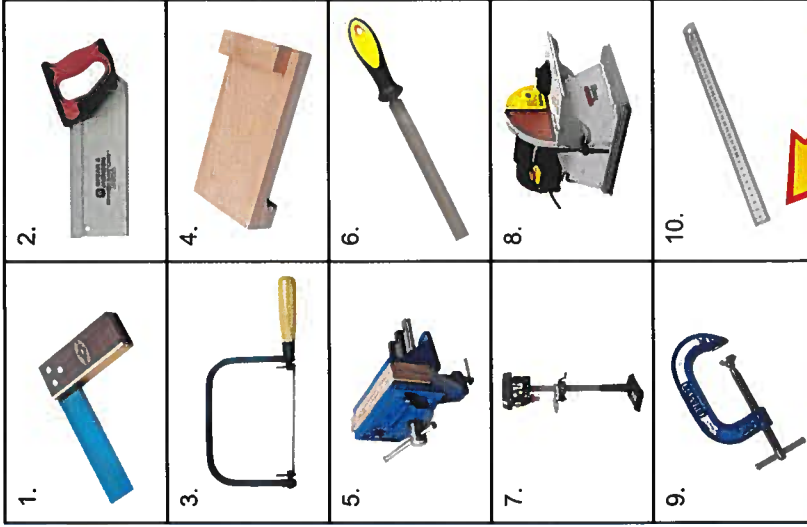
#### Durability

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

### Quiz 3 Processes

#### Tool names and uses

- |               |  |                 |  |
|---------------|--|-----------------|--|
| 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.                     |

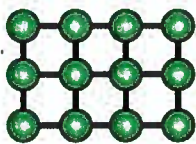


# Polymer & Metal Cycle Knowledge Organiser

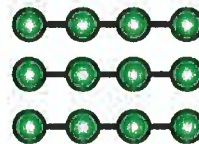
## Quiz 1 General Knowledge

## Quiz 1 General Knowledge

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

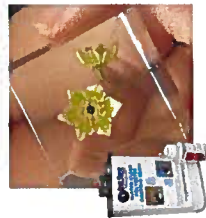
- Hard and rigid
- Range of colours
- Easily scratched
- Waterproof
- Insulator
- Safe alternative to glass



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

- 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

## Shape , or appearance

## Form

Show it, or prove it

## Justify

## 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>		<b>Paint</b>	
		<b>Plastic dip coating/ powder coating</b>	
		<b>Lacquering</b>	
		<b>Clear spray protective coating</b>	
Quiz 3 Processes		Tool names and uses when using metals	
<b>1. Metal vice</b>	To hold work whilst cutting/ filing.		
<b>2. Coping saw</b>	Cutting curves in wood and plastic.		
<b>3. Strip heater</b>	Used to heat and bend acrylic.		
<b>4. Pillar drill</b>	Drills accurate 90° vertical holes in materials.		
<b>5. File/s</b>	Removes fine amount of material from work.		
			
			
			

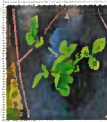
# Textiles Cycle Knowledge Organiser

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

## Quiz 1 General Knowledge

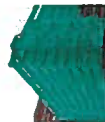
### Technical Textiles

Textiles used in the agriculture industry (farming) e.g. netting to protect crops.



Agro-textiles

Netting on scaffolding to protect people from falling debris. Lining for ponds.



Construction textiles

Used to hold sand for preventing flooding and protect eroding coastlines.



Geotextiles

Common in homes e.g. cleaning cloths, cushion padding, carpet.



Domestic textiles

Textiles that come from sustainable and organic sources (without the use of pesticides and fertilisers).



Environmentally friendly textiles

Can protect against heat (fire fighters clothing), harmful chemicals and bullets (Kevlar®).



Protective textiles

They can remove moisture (sports tops), control bacteria (running socks), resist impact (sports shoes).



Sport textiles

## Quiz 1 Key Words

More than one, different types

Various

Change something

Alter

## 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.

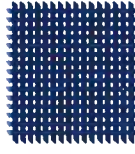
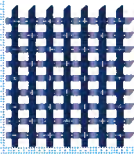


## Quiz 2 Properties

### 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>	



# Design and Technology

Belong Believe Be Proud





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

## Quiz 2 Properties

### Synthetic Fibres

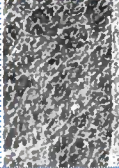

Synthetic fibres are thermoplastics are made from chemicals and fossil fuels. Most synthetic fibres are not sustainable or biodegradable

Name	Image	Properties	Uses
Polyester		<ul style="list-style-type: none"> <li>Durable</li> <li>Poor absorbency</li> <li>Resistant to creases</li> <li>Not very warm</li> </ul>	Sportswear, raincoats and medical textiles.
Acrylic Imitation wool		<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
Bonded fabrics		<ul style="list-style-type: none"> <li>Webbs of fibres bonded together with glue, heat and stitching.</li> <li>Weak</li> <li>Do not fray</li> </ul>	Disposable clothing, tea bags
Felt		<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

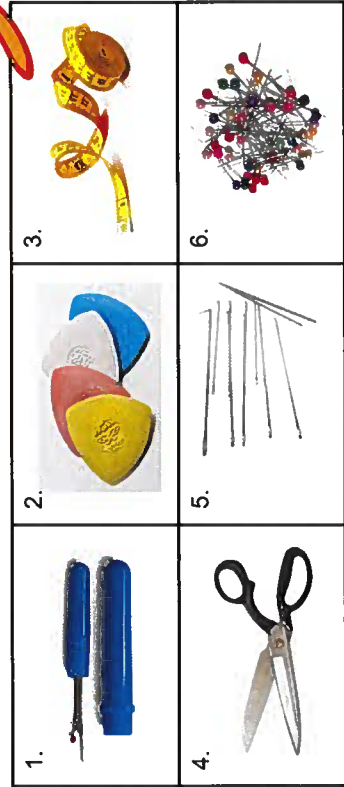
### Textiles Health and Safety

- 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.

## Quiz 3 Processes

### Tool names and uses

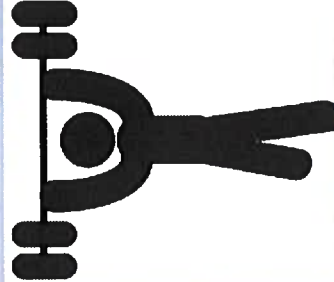
1. Un-picker	Used for cutting or removing stitches.
2. Tailors chalk	Marking out on fabric.
3. Tape measure	A flexible ruler for measuring.
4. Fabric shears	The main tool for cutting fabric.
5. Needles	Used for hand sewing.
6. Pins	Temporarily holds the fabric in place when attaching and cutting patterns,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





Cycle 3 in Year 7 PE will focus on developing your **resilience** through activities such as Table Tennis, Football, Alternative Activities & Health Related Fitness

### Cycle 3 Knowledge Organiser



<b><u>Key words and definitions</u></b>	
<b><u>Concept - Resilience</u></b>	<b><u>Resilience - Focus Statement</u></b>
<b>Resilience</b>	Demonstrate mental toughness when developing basic skills
<b>Be Fearless</b>	Begin to learn from my mistakes
<b>Adapt</b>	Modify my technique in order to improve
<b>Perseverance</b>	Begin to persevere no matter the outcome
<b>Collaboration</b>	Working with others to develop and adapt tactics
<b>Marginal Gains</b>	Begin to develop tactics to outwit my opponents
<b>Communication</b>	I can constructively feedback to others
<b>Determination</b>	Completing my assessment with the best of my ability
<b>Be Proactive</b>	I can support learning and progress in PE



**Resilience**





## Cycle 3 - Scratch Programming

This cycle, you will be learning how to code using Scratch. You will be learning specific techniques which you will then use to create your own game.

<b>Iteration</b>	Code that is repeated.
<b>Sprite</b>	A character or object within scratch.
<b>Sequence</b>	Instructions that are carried in order.
<b>Variable</b>	A value that can change within the program.
<b>Comparison operator</b>	Used to compare two values.
<b>Selection</b>	Decision that are to made within a program.

### Scratch Block Categories



Motion

Blocks that create movement such as forward and backward.



Looks

Blocks that change the size, speech, colour.



Sound

Add sound effects, change the volume and pitch



Events

Used to manage the events which trigger the actions of your sprite.



Control

Scratch are used to control the scripts under some specific conditions



Sensing

Used to sense or detect different factors of a project such as colour, key presses and touching objects.



Operators

Used to perform mathematical operations and manipulate text in scratch.



Variables

Used to create, report and change variables in your program.



My Blocks

Used to create and hold procedures.



Scratch is a high-level block-based visual programming language, used on a website.



# Cycle 3 - Scratch Programming

# Computer Science

## Control/Event Blocks



Used to identify the starting point of the program. When you click the green flag, the program will start by running the block after this one



Forces the program to wait a certain amount of time before moving onto the next instruction.

## Comparison Operators



Greater than block. Is the first value larger than the second value?



Less than block. Is the first value smaller than the second value?

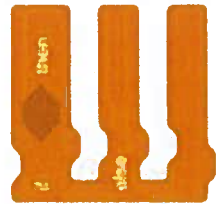


Equal to block. Is the first value is the same as the second value?

## Selection Blocks



Runs the code in the block if the condition is true.



Runs the code is the condition is true. If not true, the code in else will run.

## Iteration Blocks



Code repeats itself for a set number of times.



Code repeats itself until the program is stopped.



Code inside the block repeats until the condition is met.



# Cycle 3 - Scratch Programming

## Motion Blocks



Moves the sprite a certain distance. X goes across, y goes up and down.



Moves the sprite to a certain position.



Turns the sprite clockwise or anticlockwise. Remember there are 360 degree in a circle; which is a full turn.



Block Categories

During cycle 3 you will learn about the South American musical instrument: The Ocarina. You will explore its origins and functions while creating either a traditional or more modern clay Ocarina of your own.

**DEFINITION:** A simple, musical wind instrument with a mouthpiece and finger holes that are often ceramic (made of clay) and transformed into animal figures.

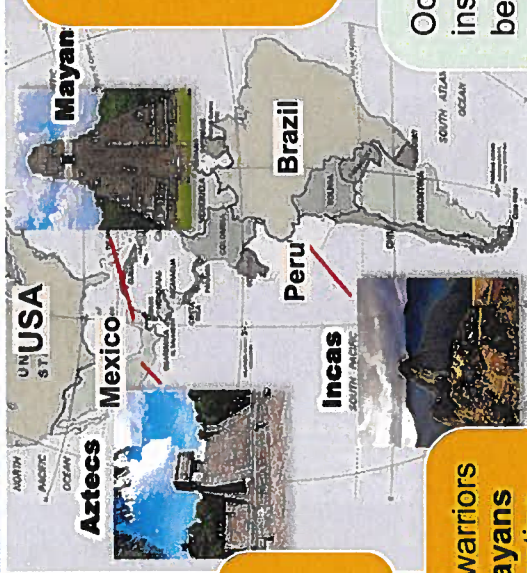


Covering and uncovering holes lowers and raises the pitch.



It is an enclosed space with four to twelve finger holes and a mouthpiece.

**Aztecs** were a tribe of warriors settled in **Mexico**. **Mayans** were an ancient civilisation settled in **multiple countries** in **Central America**. **Incas** were a **Peruvian** civilization



The ocarina is originally from Peru. Belongs to a very old family of instruments, believed to date back to over 12,000 years.

Ocarina-type instruments have been particularly important for **displays** of song and dance.

Aztecs brought to Europe the song and dance that accompanied the ocarina. It became popular in European communities as a toy instrument.

Round shaped flutes have been made for thousands of years from stone, wood, coconut and clay.

## Art

**Belong Believe Be Proud**



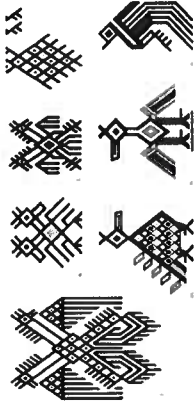
# Art

*Belong Believe Be Proud*

The Aztecs often created patterns by adding rectangular and circular geometric shapes in long, symmetrical lines.



Mayan tribes patterns were inspired by symbols related to the mathematical and astronomical knowledge developed by them. They were also related to their hieroglyphic writing system.



Incas created specific patterns used in textiles called *Tocapus*. *Tocapus* are designs of repetitive, checkered geometric patterns. Within each of these checkered squares there can be smaller geometric or figural designs as well.



More modern Peruvian traditional clothes and costumes combine Aztec, Mayan and Incan patterns, creating colourful combinations of shapes, lines and symbols.













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