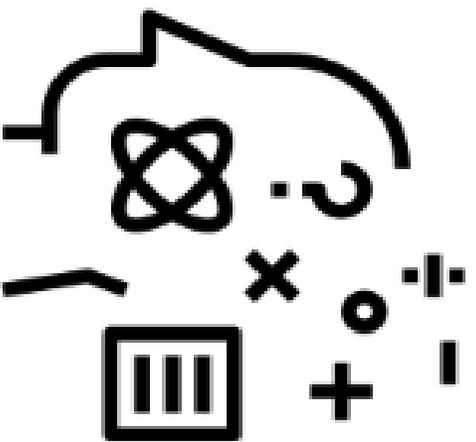
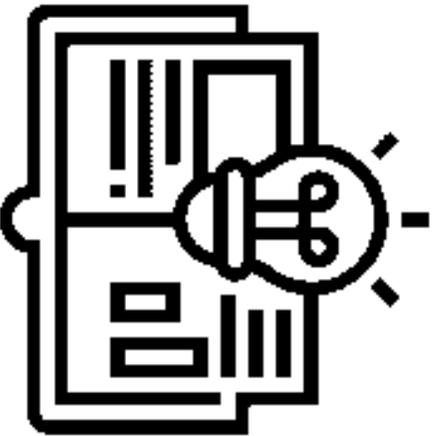




Year 7 Knowledge Organisers Term 1



Name:.....

Form:.....

Hard Work

Aspiration

Integrity

Respect

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Knowledge Organisers at St. Anne's Academy

What is a Knowledge Organiser?

- A Knowledge Organiser is a tool which sets out exactly what knowledge is vital in the curriculum.
- It clarifies for everyone – pupil, parent and teacher– exactly what is being taught.
- It is not expected to cover the entirety of everything you may possibly cover in a topic – just what is vital.
- A Knowledge Organiser is a distillation of knowledge, not a textbook or step by step revision guide.

Benefits of Knowledge Organisers:

- For pupils they are a revision of ALL the key information the teacher has decided is necessary for the topic.
- Parents know what their children are learning and are able to get involved in supporting their revision through quizzing and testing at home.

The purpose of knowledge organiser at St. Anne's is very clear. They will:

- Support pupils to retain the key knowledge learned in lessons;
- Enable parents to support their children in their learning;
- Promote independence in learning;
- Promote a work ethic which will support success in further education;
- Support wider reading and study to support curriculum learning;
- Encourage practice of examined tasks and questions.

A Guide for Students and Parents

For each topic being taught in each subject a Knowledge Organiser has been produced outlining the key important knowledge required to fully understand a topic.

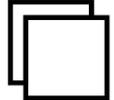
- Students should set aside time each day/evening dedicated to each subject they study.
- Students should use the knowledge organisers for independent study using the following method.



Golden Prep

Name: _____ Date: _____

Handwritten notes in cursive script, including a checklist with three items marked with checkmarks.

<p>Look</p> 	<p>Read the specific important knowledge you need to learn for each subject.</p>
<p>Say</p> 	<p>Read aloud the specific important knowledge you need to learn.</p>
<p>Cover</p> 	<p>Cover your knowledge organiser.</p>
<p>Write</p> 	<p>Write out everything you can remember from the specific part of the important knowledge you have been reading on a blank sheet of A4 paper.</p>
<p>Check</p> 	<p>Check that you have all the content needed and it is correct. Any content that is missing or incorrect use another colour pen to illustrate the gaps in your knowledge that you have corrected.</p>
<p>Repeat</p> 	<p>Fold you A4 sheet so that what you have just written is no longer visible. Repeat the steps above until you are 100% correct.</p>



Year 7 Maths – Half Term 1 - Number



Language for Learning

Ascending
 Descending
 Multiplication
 Product
 Division
 Share
 Power
 Root
 Squared
 Square root
 Cubed
 Cube root
 Multiple
 Factor
 Prime
 Integer

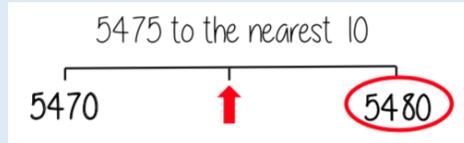
Place Value

MILLIONS		THOUSANDS			ONES		DECIMALS				
HUNDRED MILLIONS	TEN MILLIONS	MILLIONS	HUNDRED THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES	TENTHS	HUNDREDTHS	THOUSANDTHS

Terminology

Integer – A whole number
Product – is the result of multiplication. E.g 30 is the product of 6 and 5.
Sum – is the result of addition

If the number is halfway between we "round up"



Order of operations

The order of operations tells us the order in which we should perform operations
Brackets
Indices (powers)
Divide or multiply – from left to right
Add or subtract – from left to right

Powers and Roots

Square numbers



$$1^2 = 1 \times 1 = 1$$

$$2^2 = 2 \times 2 = 4$$

$$3^2 = 3 \times 3 = 9$$

The first 15 square numbers are
 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

Square roots

Square roots are the inverse of squared.

$$\sqrt{36} = 6$$

Because $6^2 = 6 \times 6 = 36$

Cube numbers

A cube number is found by
 $1^3 = 1 \times 1 \times 1 = 1$ $2^3 = 2 \times 2 \times 2 = 8$

The first 5 cube numbers are
 1, 8, 27, 64, 125

Cube roots

Cube roots are the inverse of cubed

$$\sqrt[3]{64} = 4$$

Because $4^3 = 4 \times 4 \times 4 = 64$

Multiples, Factors and Primes

Multiple – the "times table" of a given number.
 e.g multiples of 10 are 10,20,30,40.....

LCM – Lowest common multiple

LCM of 9 and 12

9 9, 18, 27, 36, 45, 54

12 12, 24, 36, 48, 60

Factor – integers(whole numbers) that multiply together to get another number.
 e.g factors of 10 are 1, 2, 5 and 10.

HCF – Highest common factor

HCF of 18 and 30

18 1, 2, 3, 6, 9, 18

30 1, 2, 3, 5, 6, 10, 15, 30

Prime Numbers

- Only has 2 factors
- 2 is the first and only even prime number

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...



Year 7- Half Term 2 - Proportion



Language for Learning

- Fraction
- Numerator
- Denominator
- Decimal
- Percentage
- Ratio
- Proportion
- Equivalent
- Improper
- Mixed Number

Fractions, Decimals and Percentages

To represent a part of a whole we can use **fractions, decimals or percentages**

1.00								1 whole								100%										
0.5				1/2				50%				0.5				1/2				50%						
0.33		1/3		33.3%		0.33		1/3		33.3%		0.33		1/3		33.3%										
0.25			1/4			25%			0.25			1/4			25%			0.25			1/4			25%		
0.20		1/5		20%		0.20		1/5		20%		0.20		1/5		20%		0.20		1/5		20%				
0.16		1/6		16.6%		0.16		1/6		16.6%		0.16		1/6		16.6%		0.16		1/6		16.6%				
1/8		1/8		1/8		1/8		1/8		1/8		1/8		1/8		1/8		1/8		1/8		1/8				
0.125		12.5%		0.125		12.5%		0.125		12.5%		0.125		12.5%		0.125		12.5%		0.125		12.5%				

How to read the table.....

If you look at the blue section you will see that $\frac{1}{2} = 0.5 = 50\%$.

If you look at the green section you will see that $\frac{1}{4} = 0.25 = 25\%$.

Notice that $\frac{1}{4} = \frac{2}{8}$. These are **equivalent** fractions.

Fractions

$$\frac{3}{4}$$

← Numerator
← Denominator

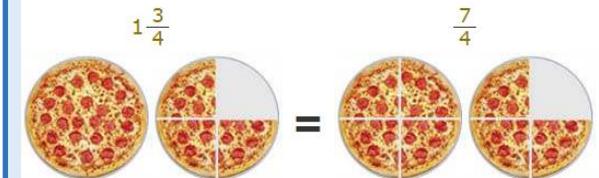
Important note: When adding or subtracting fractions we must use a **common denominator**.

There are three types of fractions....

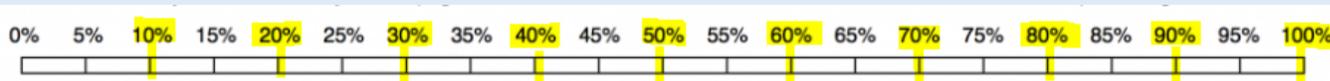
Smaller → $\frac{3}{5}$ (Proper Fraction)
Larger → $\frac{9}{5}$ (Improper Fraction)
Larger (or equal) → $2\frac{1}{5}$ (Mixed Fraction)
Smaller (or equal) → $\frac{9}{5}$

We can use either an improper or mixed fraction to show the same amount:

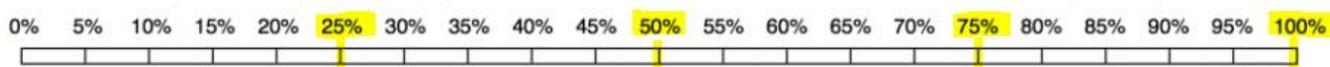
For example $1\frac{3}{4} = \frac{7}{4}$, as shown here:



Percentages



100% divides into 10 equal parts of 10% therefore to find 10% of an amount we divide by 10



100% divides into 4 equal parts of 25% therefore to find 25% of an amount we divide by 4

Ratio

3 : 1



Ratio notation shows the relation between two or more quantities.

3 : 1

Here is an example of how ratio can be scaled up.



KS3 English Literature – The Bone Sparrow Knowledge Organiser

Key Vocabulary for Reading :

Refugee
Immigration
Freedom
Human Rights
Oppression
Authority
Agency
Regression
Independence
Belonging
Characters
Narrative
Characterisation
Narrator
Perspective



Key Vocabulary for Writing:

Translucent
Azure
Whistling
Stirring
Scraping
Creaking
Snarling
Clenching
Battering
Moaning
Turquoise
Adjectives
Adverbs
Metaphor
Personification
Sensory Language

Chap 1 - 10	<ol style="list-style-type: none"> 1. Subhi is introduced as the narrator of the story telling us about his life in a refugee detention centre with his family Maa and his sister Queeny. 2. We are introduced to life within the detention centre and learn the harsh conditions they live in and are introduced to the superstition of the 'deadly' bone sparrow. 3. The narrative shifts to third person where we learn about Jimmie and her life. 4. Eli is a tradesman who delivers secret packages with Subhi to the centre. 5. Subhi gets caught by Beaver who we learn his cruel and aggressive nature. 6. The narrative changes to Jimmie's life without her mother. Jimmie learns more about the detention centre from school and is eager to learn more. 7. Subhi disorientated from his fall spots Jimmie in the distance. 8. Subhi wakes up the next day wondering if it is a dream. Harvey explains Beaver's circumstances. Eli is transferred to the adult Alpha section of the centre even though he is only a child. 9. Switches to Jimmie's narrative thinking about Subhi's existence, who is eager to go back to the centre. 10. Subhi finally secretly meets Jimmie face to face. We learn that Jimmie can't read and wants Subhi to read her mum's story about her family history.
Chap 11 – 20	<ol style="list-style-type: none"> 1. Subhi reads Jimmie the first story of her ancestors in her mum's journal. 2. Jimmie reflects on the story and hears her mum's voice. 3. Subhi's birthday in the centre. We learn more about the identity of Nasir. Subhi learns from his mum about his identity. 4. Subhi meets with Jimmie and reads the next part of her mum's story. 5. Jimmie reflects on Subhi's life in the Detention Centre and is frustrated to hear how he lives.. 6. Queenie and Eli take secret pictures of the camp to send to the papers to inform the public about their horrific conditions. 7. Nasir dies and Subhi continues to tell Jimmie's story. 8. A sickness enters the camp. Subhi continues to read Jimmie's story. 9. Subhi is reflecting and discovering his own identity; wanting change for the conditions they live in. 10. Jimmie finds a picture of Subhi's living conditions in the local paper.
Chap 21- 30	<ol style="list-style-type: none"> 1. Jimmie brings Subhi a picnic and asks him to help her read. 2. We learn about Jimmie going back home to her quite neglectful home life. 3. Eli and Queeny have an argument, as Queeny becomes more frustrated with the camp's conditions. Subhi finds a knife buried in the dirt near Jimmie's and his spot but leaves it hidden in a different location. 4. Jimmie's dad to make up for his late working hours gets her a present which reflects her bone sparrow. 5. Hunger strikes and riots develop more seriously in the camp. 6. Jimmie picks up flu and is weak from her sickness. She is unable to walk to meet Subhi. 7. Subhi reads Jimmie's last part of the story while he waits for her, unbeknownst to him she is ill. 8. Huge change in atmosphere as the Jackets try to control the riots happening in the camp using force and brutality. 9. Subhi escapes the centre to find Jimmie unconscious and rings for an ambulance. He doesn't stay but returns to the centre. 10. After a fire erupts in the centre and chaos descends. Eli dies trying to save people from the brutality.
Chap 4	<ol style="list-style-type: none"> 1. We learn about Eli's story about his journey as a refugee. 2. Subhi is in shock after witnessing the death of Eli. Harvey is trying to console him through guilt. 3. We learn more about the about Harvey's being a bystander to Eli's death. Subhi is feeling guilty and angry at Harvey. 4. Subhi learns the truth about his father. 5. Jimmie returns to good health and Subhi wants to write. To write about Jimmie's story and his experience. 6. We know begin to see change and Subhi reads the final story to Jimmie. 7. Subhi talks about new beginnings in his story to Maa and Queeny.

Key context



Refugees and Detention Centers

1. A refugee is a person who has been forced to leave their country in order to escape war, persecution or natural disaster.
2. They immigrate to other countries to seek safety and a new life. Often, they have to wait in an immigration detention centre while they wait for permission to enter or before they are deported from the country.

Refugee Crisis

1. As a result of the influx of refugees seeking safety in other countries it means that often they are overrun and in horrendous living conditions.
2. In 2019, 24,052 individuals entered a detention centre in the UK.

Rohingyas

1. A district, Muslim ethnic group mainly living in Myanmar (also known as Burma), in Southeast Asia.
2. Thought to have descended from Muslim traders who settled there more than 1,000 years ago.
3. They are regularly persecuted, not seen as citizens and in Bangladesh many are poor with no documents or job prospects.

Identity

1. Often refugees feel they are stripped of an identity, having no documentation, no rights and no freedom.



You will be given some information on where in the novella the extract is from. Read this carefully.



Example assessment question:

Read this extract from Chapter 5 and then answer the question below. The following extract comes after Lennie has killed Curley's Wife.

Extract –

And even though Queeny doesn't believe, and grunted about when I was ever going to grow up and could i please quit bothering her all the god damn time, she still gave me her last bit of paper and said I could borrow her pen so I could write the words in black at the top of the page. The night-sea i drew a picture as best I could with no colours and paper that curled from the damp. Using her pen and paper only cost me my soap, and i will steal that back from hr later anyway. Sisters shouldn't charge their own brothers for paper."

Your question will be based on a key extract from the novella. Use at least two quotations from here.

Read the question and highlight the keywords. You must use quotations from the extract.

How does Fraillon use language to present the character Queeny in this extract?

Use evidence from the text to support your ideas.

8 Marks

Example response:

In the extract, Fraillon presents Queeny as being authoritative and parental even though she is only young herself. Fraillon shows her maturity when asking when Subhi (her younger brother) was "ever going to grow up" and this makes the reader sympathise with Subhi. Fraillon uses as questioning statement such as "when" to convey Subhi's immaturity and portrays Queeny as a more authoritative figure in their relationship. Furthermore, this is supported with the verb "grunted" which shows that she is clearly irritated by his childish actions. This could capture Queeny's character to be bullish and tough. Within this frustrated tone, Fraillon highlights how much more mature Queeny is in comparison to Subhi and we can infer that perhaps she looks down on him because of it. Through this portrayal of Queeny's character and the events that follow, Fraillon shows the effects of the refugee crisis. Causing her to ironically create a more parental and authoritative role despite being a child herself.

- | | |
|--------------|-------------|
| Address | Reveals |
| Captures | Supports |
| Clarifies | Validates |
| Conveys | Portrays |
| Creates | Represents |
| Depicts | Symbolises |
| Demonstrates | Emphasises |
| Illustrates | Foreshadows |

HOW CAN I WRITE AN ANALYTICAL PARAGRAPH?

WHAT?

- Stands out when I read the text?
- Is the implicit/explicit meaning?
- Is the intention of the writer?
- Is suggested or implied in the phrase or word?
- Piece of evidence supports what I am saying?
- Effect is created by the technique the writer has chosen to use?



HOW

- Has the writer used language or structure?
- Has the writer created mood or atmosphere?
- Has the writer developed the setting or character?
- Has the writer been influenced by their own views or experiences?
- Does the writer make you feel or think?



WHY

- Has the writer chosen to use specific words or phrases?
- Has the writer told me this information?
- Has the writer portrayed characters, events or ideas in certain ways?
- Do you think this?
- Has this made you feel this way?
- Has the writer chosen to use this technique?

Assessment objectives you are assessed on:

- AO1** – Your understanding of the text. This can be shown in your point/ topic sentence and the quotations you choose to support your point.
- AO2** – Language and structural analysis of key quotations.
- AO3** – Context (1930s America).
- AO4** – Spelling, punctuation and grammar.

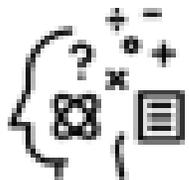
Descriptive Writing Example

'It's storming. The Night Sea crashes and slams at the tent, making the walls lean over sideways. I can hear Eli's whale thrashing about and bellowing long howls into the wind. Those waves pull themselves through the cracks, trying to reach us, so that all of us are lying wet in our beds, watching our clothes turn into mud puddles on the floor. Queeny squeezes my hand and says, "It's just the rain," but she has to yell it to get over the thunder those waves are making. Even though she says she doesn't believe, I can tell she's scared the Night Sea is coming to wash her away.

Want a further challenge?:

You can stretch your learning further by:

- Answering the practice question using the model and analytical verbs to support you.
- Create a new paragraph to continue the description.
- Identify where the what, how and why structure has been used in the model.





KS3 Science Knowledge Organiser

Theme Park: Forces

Language for Learning:



- Air resistance - A force on objects moving through air.
- Extension - The amount by which a spring or other stretchy material has stretched. It is worked out from the stretched length minus the original length.
- Field - The volume around something where a non-contact force can affect things. Examples are magnetic fields and gravitational fields.
- Friction - A force between two objects that are touching. It usually acts to slow things down or prevent movement.
- Gravity - The force of attraction between any two objects. The Earth is very big and so has strong gravity that pulls everything down towards it.
- Kilogram - A unit for measuring mass. There are 1000 g in 1 kg.
- Lubricant - A substance (usually a liquid) used to reduce friction.
- Newton - The unit of force, can be shortened to N.
- Pressure - The amount of force pushing on a certain area. A way of saying how spread out a force is.
- Proportional - A relationship between two variables where one doubles if the other doubles. A graph of the two variables would be a straight line through the origin.
- Stationary - Not moving.
- Stretch - To pull something to make it longer.
- Upthrust - A force that pushes things up in liquids and gases.
- Weight - The amount of force with which gravity pulls things. It is measured in newtons (N). Your weight would change if you went into space or to another planet.

Forces

A force is a push or a pull. Forces can change the shape of something, its speed, or the direction that it is moving in. Forces are measured in newtons (N). There are contact forces, such as: friction, air resistance, water resistance and upthrust. And non-contact forces, such as: gravity, magnetism and static electricity.

Weight and Mass

Gravity is an attractive force between objects with mass. The larger the mass, the larger the gravitational pull.

Mass and weight are different.

Weight is the force of gravity pulling on you. Weight is a force so it is measured in newtons (N) using a Newton Metre.

$$\text{Weight (N)} = \text{mass (Kg)} \times \text{gravity (N/Kg)}$$

The value of gravity on Earth is 10 N/Kg. Mass is the amount of matter that makes up an object. A weighing scale is used to measure mass. The units for measuring mass are grams (g) and kilograms (kg).

Friction

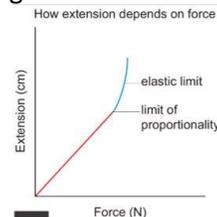
Friction is a force between two touching objects. It can slow things down or make them stay still.

We can increase friction by using certain materials. For example, rubber produces

a lot of friction so we use it for running shoes so that we do not slip. We can reduce friction by making surfaces smooth or by using lubricants such as oil or grease.

Springs

Springs can be stretched (made longer) or compressed (made shorter). They are elastic because they will return to their original length once the force is removed.



The extension of a spring (how far it stretches) is proportional to the force applied. The bigger the force, the bigger the extension. If enough force is applied, the elastic limit will be reached and the spring will not return to its original shape. This is called the limit of proportionality.

Balanced and Unbalanced Forces

Balanced forces are equal in size and act in opposite directions.



The forces above are balanced, so the people do not move.

Unbalanced forces lead to a change in speed or direction.



The people will now move to the left, and their speed will change, this is called acceleration.

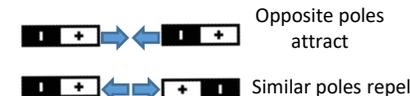
Pressure

Pressure is the amount of force pushing on a certain area. Two things can affect pressure, the force and the area. The larger the force the larger the pressure. The smaller the area the larger the pressure.

$$\text{Pressure} = \text{Force} \div \text{Area}$$

Magnetism

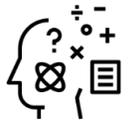
Magnets have magnetism. They attract objects such as iron and some other metals. They do this because they have a magnetic field around them. Magnets also attract or repel other magnets.



Electrostatic

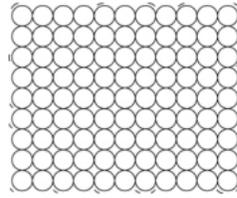
Static electricity is the transfer of electrons from one object to another, usually by rubbing. Both objects then become charged.

E.g. electrons transfer from a blazer to a balloon; the balloon is negatively charged. Positively charged hair is attracted to the negatively charged balloon.



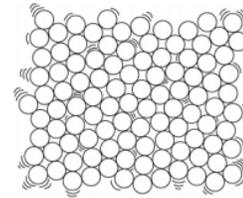
Language for Learning:

- Air pressure** The force on a certain area caused by air molecules hitting it.
- Brownian motion** Erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
- Compressed** To be squeezed into a smaller volume.
- Diffusion** When particles move from an area of high concentration to an area of low concentration and mix with each other without anything moving them.
- Particle theory** Theory used to explain the different properties and observations of solids, liquids and gases.
- Particles** The tiny pieces that everything is made out of.
- Property** A description of how a material behaves and what it is like. Hardness is a property of some solids.
- States of matter** There are three different forms that a substance can be in: solid, liquid or gas. These are the three states of matter.
- Theory** A hypothesis or set of hypothesis that explains how and why something happens. The predictions made using a theory should have been tested on several occasions and always found to work.



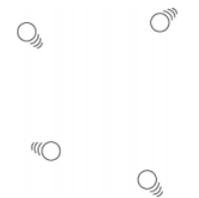
Solids

- Solids are made up of particles that are very close together
- Strong forces of attraction hold the particles together
- The particles in solids vibrate in fixed positions.
- The shape and volume of solids do not change.
- Solids cannot be squashed and do not flow.



Liquids

- Liquids are made up of particles that are fairly close together.
- Quite strong forces of attraction hold the particles together.
- The particles in liquids are able to move past each other.
- Liquids have a fixed volumes but their shape can change to fit the container as they flow easily.
- Liquids cannot be easily compressed



Gases

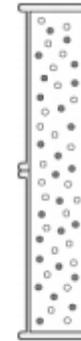
- Gases are made up of particles that are well spread out.
- There are only weak forces of attraction between the particles.
- The particles in gases move about freely in all directions.
- The shape and the volume of gases can change as they flow very easily and spread out.
- Gases can be compressed quite easily.

Brownian motion

When pollen grains in water are observed through a microscope they are seen to move jerkily in different directions. This is called Brownian motion. It is caused by water particles, which are moving all the time, **hitting** the pollen grains. The pollen grains are small enough so that when many water particles hit one side of the grain, the grain is **moved** in that direction. Brownian motion provides evidence to support **particle theory**.

Diffusion

Diffusion is said to have occurred when chemicals mix together without anything moving them. Diffusion occurs because particles in a substance are always moving around. Diffusion is **fastest** in gases, and **slower** in liquids.



Pressure in gases

Pressure is caused by particles **hitting the walls of the container** they are in. The pressure may increase because:

- the container has been squashed, making the volume smaller so that the particles will be hitting the walls **more often**.
- the number of particles has been increased, so that there are **more particles** moving around to hit the walls. If all the particles are removed from a container, you get a vacuum.

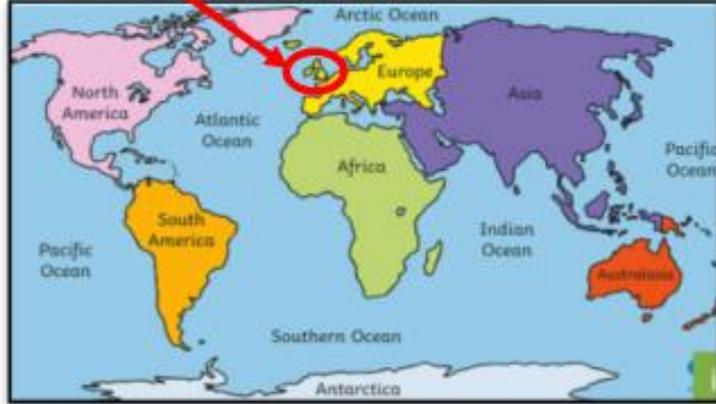


Language for learning:

- Country
- Continent
- Relief
- Scale
- Distance
- British Isles
- Great Britain
- United Kingdom
- Longitude
- Latitude
- Atlas
- Equator
- Prime Meridian
- Development
- Grid references
- Relief
- Contour lines
- Spot heights
- Colour shading
- Europe
- Africa
- Asia
- Antarctica
- South America
- North America
- Oceania

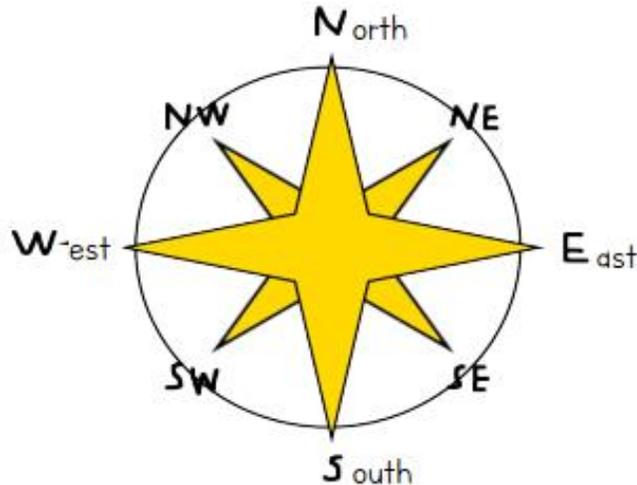


WHERE IS THE UK?



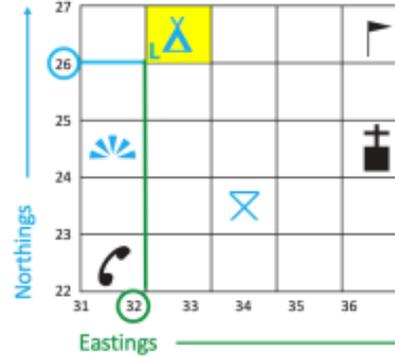
The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

COMPASS POINTS



4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

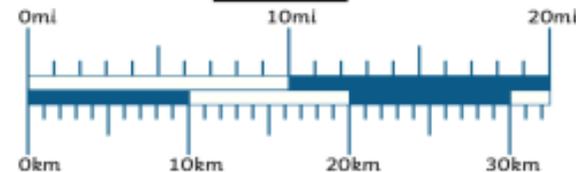
Remember... eastings then northings!

Along the corridor and up the stairs!

SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

LINE SCALE



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

WORD SCALE

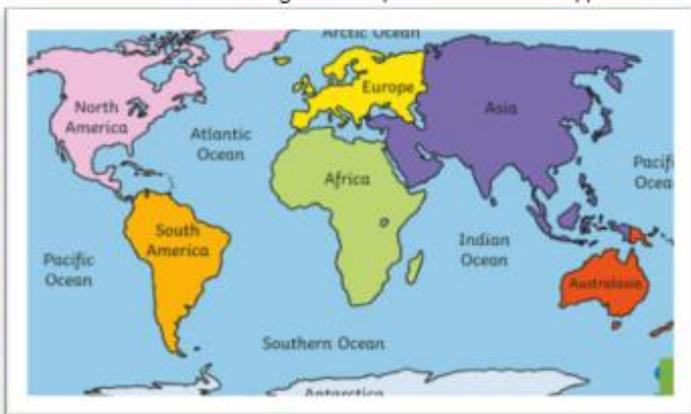
One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.



ATLAS SKILLS

There are generally three main types of maps shown in an atlas:



PHYSICAL MAPS these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

POLITICAL MAPS these show country borders, cities, transport links etc.

THEMATIC MAPS these show information such as climate data, agriculture types etc.

6 FIGURE GRID REFERENCES

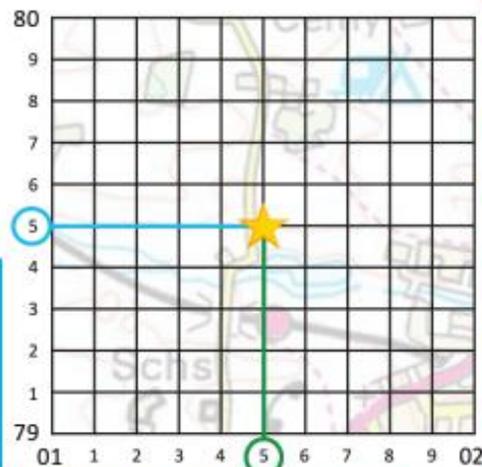
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



LONGITUDE AND LATITUDE



Unlike grid lines where we go along the corridor and the stairs, here we go **UP** and **ACROSS**

LATITUDE
Flat lines. Flat-itude!

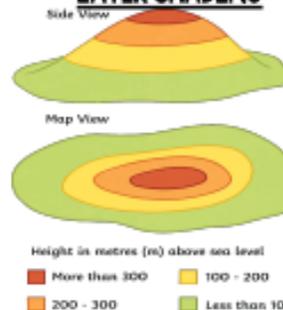
LONGITUDE
Long lines – up and down

HEIGHT AND RELIEF

RELIEF the difference between the highest and lowest heights of an area.

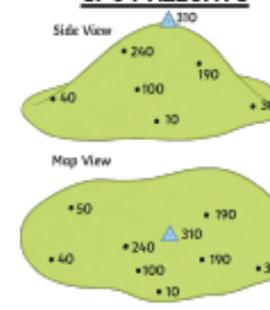
TOPOGRAPHY the surface features of the earth like hills, mountains, valleys etc.

LAYER SHADING



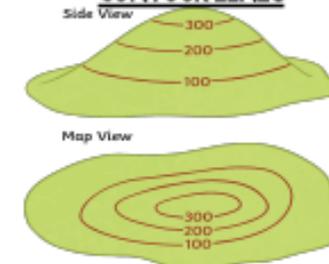
Areas of different heights are shown using different colours. A key is used to show how high the land is.

SPOT HEIGHTS



The exact height of a place above the ground is measured and written onto a map.

CONTOUR LINES



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.



History Knowledge Organiser: Battle of Hastings, 1066

Key Terms

Heir
Dispute
Stamford Bridge
Battle of Hastings

Invasion
Claimed
Cavalry



Key dates

1042	Edward the Confessor became the King of England
1051	William of Normandy claimed that Edward had said that he could be the next king of England.
1064	Harold Godwinson met up with William Duke of Normandy.
January 1066	Edward the Confessor dies.
25 th September 1066	The battle of Stamford Bridge takes place between Harold Godwinson and Harald Hardrada
14 th October 1066	The battle of Hastings takes place between William and Harold Godwinson.
25 th December 1066	William Duke of Normandy gets crowned the King of England.



Why was there a problem when Edward the Confessor died?

At the start of 1066, **King Edward the Confessor** was a sick old man. He would not live long. This would not normally be a problem – it would go to his son. However, Edward had **no son** – probably because he spent too much time in confession!

When there is no son, the throne is up for grabs and **anyone with any power can stake a claim!**

Who were the three contenders to the throne of England?



Harold Godwinson

- The strong and important men of England chose
- Harold to be their king too!
- He was **English** but he **wasn't blood related to Edward** but was married to his sister (so his brother-in-law)
- He already controlled an area of England called Wessex



William, Duke of Normandy.

- William, Duke of Normandy came from France.
- He claimed Edward said he could be king when he died.
- William sent troops to help Edward before he died and was well respected by the English people.



Harald Hardrada

- **Harald Hardrada the King of Norway** felt
- He should have been king of England too!
- His family had been kings of England before Edward.
- Harald has support from the English people in the north.

In 1066, Harold Godwinson was crowned the king of England



History Knowledge Organiser: Battle of Hastings, 1066

The Battle of Stamford Bridge

- Harald Hardrada and Tostig Godwinson took 300 ships and 15,000 Vikings to Yorkshire.
- They quickly defeated the two earls that Harold had put in charge of the North. The Vikings took hostages and supplies from York.
- Harold Godwinson was in southern England when he heard what happened in York. He took his army and marched 185 miles over 4 days to Stamford Bridge.
- The Vikings had no idea Harold was coming! They were waiting at the bridge, without their armour and were divided – some on the west of the bridge, some on the east.
- Harold defeated the Vikings quickly. Harald and Tostig had been killed early on in the Battle. Without their leaders, and poor armour, the remaining Vikings on the other side of the bridge were defeated.
- Out of the 300 Viking ships, only 24 returned to Norway. They were made to promise to never invade England again. Only 3 days later, William invaded England in the South.

The Battle of Hastings

Two days after the Battle of Stamford Bridge the winds changed in the south and William, Duke of Normandy set sail for England.

William of Normandy invades Britain and begins battle with Harold at Hastings.

William's Norman army are unable to break through Harold's army's defensive shield wall.

William falls off his horse and many think he is dead.

William is alive and returns to his men. He orders them to run away.

Harold orders his army to chase. The Normans turn around and attack ruthlessly, winning the battle.

Why did William win?

William was clever

- William used the clever trick of retreating to make the English come down from the hill.
- William had assembled a great army and a great store of weapons.

Harold's mistakes

- Harold's men were exhausted by the time they got to Hastings and were not ready for the battle.

William was lucky

- Some of Harold's best soldiers had been killed fighting the Norwegians in the north.
- At a key moment in the battle, Harold was killed.

William was crowned king of England on the 25th December 1066!



History Knowledge Organizer: Life in medieval England

Key Terms

Feudal System	Doom painting
Motte and Bailey castles	Monastery
Square Keep castles	Barbour-Surgeon
Christianity	Black Death
	Peasants Revolt



What role did Monks and Nuns play in medieval England?

Monks

- In the Middle Ages, a boy might go into a monastery (the place where monks live) when they were just 7 years old.
- At first he would be called a novice, which meant that he was learning to be a monk.
- He would learn to sing and to read and write Latin.
- He might also learn a special skill, so that he could work in the monastery.
- Monasteries were also used as hospitals.

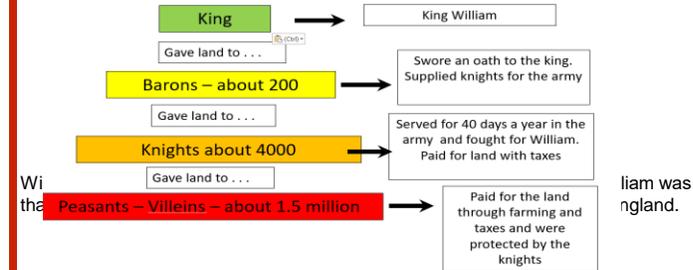
Nuns

- Nuns were women who wanted to devote their lives to God.
- Life for a nun was much the same as that for a monk. They obeyed the chief nun, who was called an Abbess, and lived by similar rules.
- However, nunneries in the Middle Ages were a little less strict than monasteries and some nuns owned possessions – they even had pets and went on holidays!

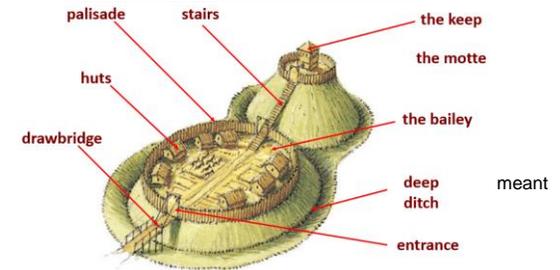


How did William I keep control of England?

Feudal system



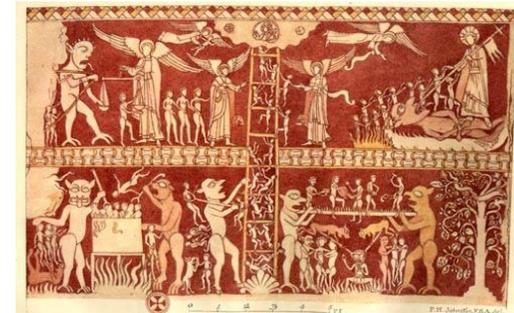
Motte and Bailey castles



Medieval Religion

Why was religion so important to medieval people?

- People in the Middle Ages were very religious.
- The Church was the centre point of people's lives.
- People saw the Church as their way into Heaven- people feared the prospect of going to Hell!
- People believed the Church could forgive their Sins.
- Priests taught people how to look out for evil.
- Villagers had to give either food or money to the Church. This was known as a tithe.



This is a medieval doom painting that shows what medieval believed heaven and hell looked like.



History Knowledge Organiser: Life in Medieval England

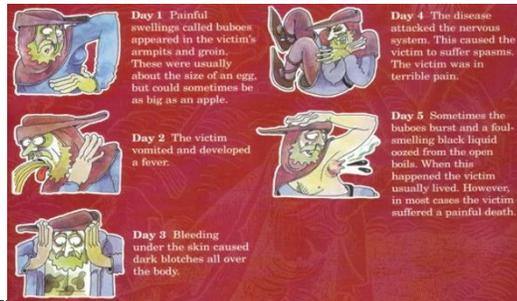
The Black Death 1348

Many people believed that the Black death of 1348 was caused by a number of different reasons.

- Punishment from God
- Alignment of the planets
- Enemies had poisoned the wells
- Bad smells.

The actual cause was believed to be the fleas that were being carried by rats.

Below are some of the symptoms of the Black Death!



The impact of the Black Death was devastating as it nearly killed nearly 1/3 of the population of England. This would eventually lead up to the Peasants revolt in 1381.

The Murder of Thomas Becket



Thomas Becket has now become Archbishop of Canterbury, since the old Archbishop had passed away. Since he was the bishop and chancellor, he was made Archbishop. Becket became very religious and was devoted to the job of Archbishop.



In 1164, Henry introduced the Constitution of Clarendon, which meant Henry had power over all courts, and the church has no power to any courts. Becket refused to sign the Constitution of Clarendon, which led him to treason.



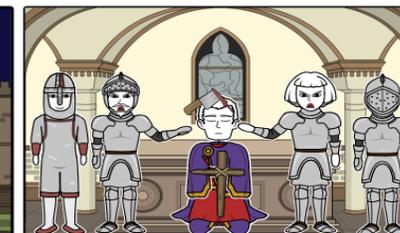
Thomas Becket flees to France, after he refused to sign the Constitution of Clarendon. Becket stayed in France for six years. The pope said that Henry needed to take Thomas Becket back to England, otherwise the Pope would ex-communicate Henry.



When Thomas Becket returned to England after 6 years in France, he ex-communicated any Archbishop made when he was in France. Henry II was enraged about this incident and thinks Becket is 'a pain on the neck'. Becket is the Archbishop of Canterbury again.



Henry II was so angry at Becket. Four knights heard Henry and rode to Canterbury and murdered Becket, whilst he was praying in front of the altar. People say there is still the stain of blood on the marble in the shrine now. The knights were nicknamed, The Bear, Village of death, The sinner and The brute.



After Thomas Becket died, he was made a saint, and Church of Canterbury was made a shrine for him. Pilgrims journeyed to the holy place, prayed there, and won extra points to go to heaven. People made statues of the knights for people to spit on. Henry was remorseful, he walked barefoot from London to Canterbury, and was whipped by monks on the way.

Life in Medieval towns and villages



Farming was a way of life for many. Medieval farming, by our standards, was very basic. Medieval farmers/peasants had no access to tractors or combine harvesters. Farming tools were very old-fashioned. Peasants had specific work they had to do in each month and following this 'FARMING YEAR' was very important.

Other jobs carried out by medieval people

- CARPENTER
- MILLER
- WHEELWRIGHT
- BARBER-SURGEON
- THATCHER
- FISHERMAN
- BLACKSMITH
- POTTER





Year 7 Religious studies – Christianity: The Key Concepts



Language for Learning:

- God
- Trinity
- Creation
- Temptation
- Covenant
- People of God
- Incarnation
- Gospel
- Disciples
- Parables
- Salvation
- Crucifixion
- Resurrection
- Kingdom of God
- Afterlife
- Heaven



Who is God?

Trinity: Christians believe that there is one God in three forms. **God the Father** (who is powerful, the creator, loving and caring. **The Son, Jesus** (sacrificed himself for us) and the **Holy Spirit** (invisible guiding force).

Incarnation: The belief that God became human in the form of Jesus. Jesus shows that he has the power of God through performing **miracles** such as healing the blind.

Kingdom of God: this is often known as **Heaven**; Christians believe that Jesus is the King of Heaven and he came to teach us how to bring heaven to earth.

What did Jesus do?

Gospel: Whilst on earth, Jesus gathered a group of followers known as **disciples**. Jesus gave his disciples the task on passing on his teachings; he taught through the use of **parables**. These are stories with a meaning such as the Good Samaritan

Crucifixion: Jesus took the punishment for the **sins** of humanity (when people break God's rules) when he was crucified. Jesus saved us from the consequences of sin which is known as **salvation**.

Resurrection: 3 days after Jesus died he was **resurrected** (rose from the dead). This showed the power of God as he has power over death. It also shows that there is life after death.

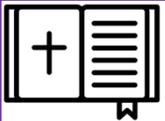
In the beginning...

Creation: The belief that God created the world out of nothing (**ex nihilo**) in 6 days and rested on the 7th. This shows that God is powerful and loving. It also affects how Christians will treat the world as it is a gift from God.

Fall: God gave people (Adam and Eve) one rule to follow and **free will** to make their own decisions. Adam and Eve were tempted to disobey God's rule and then refused to take responsibility. This damaged the relationship between God and people.

People of God: After Adam and Eve, God makes a series of agreements or **covenants** with different people (Noah, Abraham, Moses) In these agreements the people are expected to make sacrifices and God promises to help them in return.

What does the Bible say?

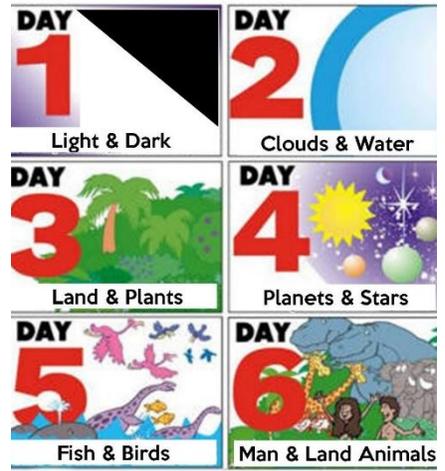


In the beginning, God created the heavens and the earth.

I am the bread of life.

I am the light of the world.

Why do you look for the living among the dead? He is not here; he has risen!





Year 7 Performing Arts – William Kidd

Language for learning

Techniques:

Image / still-image

Role-play

Mime

Body-prop

Montage

Thought-tracking

Flashback

Direct address

Narration

Soundscape

Comedy techniques

Stage combat

techniques

Drama clip

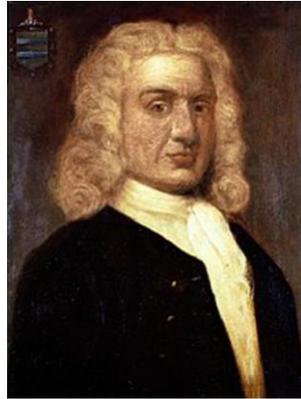
Re-enactment

Ceremony / ritual

Cross-cutting

Multi-rolling

Chorus



William Kidd



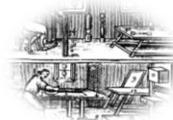
William Kidd, also known as **Captain William Kidd** or simply **Captain Kidd** (c. 1655 – 23 May 1701), was a Scottish sailor who was tried and executed for piracy after returning from a voyage to the Indian Ocean

Jobs that were around in the 1600s

75% in countryside farming



Blacksmith, tailor, wood worker



Work in the mill



The Military / Navy



This is a frozen **picture** which communicates meaning. It's sometimes called a freeze **frame** or tableau. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression. **Still images** can be used in a variety of ways. A montage is a series of still images together.



The 4cs in performing arts

CONFIDENCE



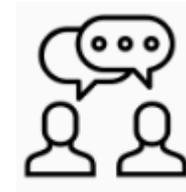
CONCENTRATION



COORDINATION



COMMUNICATION





KS3 YEAR 7— TERM 1: Silent Movies Knowledge Organiser

This unit explores the skills needed to create a successful silent movie. In order to do this you will learn the basic drama skills needed to create a character. You will also look at the requirements of a silent movie and techniques needed to tell a story through mime. Each lesson will build on previous knowledge ending with you starring in your own silent movies.

- Language for Learning:**
- Drama
 - Performance
 - Rehearsal
 - Feedback
 - Evaluation
- 
-
- Mime
 - Miming
 - Silent Movie
 - Emphasize
 - Over the top
 - Dramatize
-
- Gesture
 - Role-Play
 - Still Image
 - Facial Expression
 - Body Language

Core knowledge

1. A tableaux can be used in performance to highlight to the audience a key moment
2. Mime is telling a story without words
3. Slapstick is a style of comedy based on deliberately clumsy actions and humorously embarrassing events.
4. The structure of a storytelling can take the form of; a beginning, middle and end. This is called Aristotelian structure.
5. When staging a scene it is important to consider the audience - we call this audience awareness

Facial Expressions



1. A facial expression conveys an emotion that tells us about the character and the way they react to the situation.
2. It may also tell us something about that situation, e.g. if the character is very shocked when something happens.
3. A facial expression can also convey the character's true feelings. A character may be flattering another character verbally, but a mocking eye roll will show the audience the character's true emotion.
4. An actor's facial expression may reveal a subtext or deeper meaning that contradicts what they say or do in the scene.

Body Language



1. Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener.
2. It may be the message being conveyed or it may add layers of meaning to the spoken words. You may have come across body language being referred to as non-verbal communication.
3. If you're wondering how powerful body language can be, consider how often a text message or even a phone call is misunderstood. This is because the listener doesn't see the facial expressions or body language which would convey the mood of the speaker.

Gesture



1. A gesture is a form of non-verbal communication or non-vocal communication in which visible bodily actions communicate messages, either in place of, or in conjunction with, speech.
2. Gestures include movement of the hands, such as a thumbs up, pointing or waving. face, or other parts of the body.
3. They usually support facial expression or body language in order to help show emotions or part of a story



Non Verbal Communication

Questions to consider..... 

Why	Were silent movie actors so expressive ?
Explain why	Facial expressions are a huge factor in silent movies ?
Why	Does your character have to be recognizable ?
What	Silent movie stars do you know ?

Independent Learning:



There is Homework for this unit, and if you want to research further then here are some starting points. Watch videos on YouTube such as Charlie Chaplin, Buster Keaton and The Keystone Kops. Below is a website that explains the rise in popular entertainment from 1910-1930. This is useful for context and background information.

http://www.bbc.co.uk/schools/qcsebiteize/history/tch_wjec/usa19101929/3culturesocietynages2.shtml



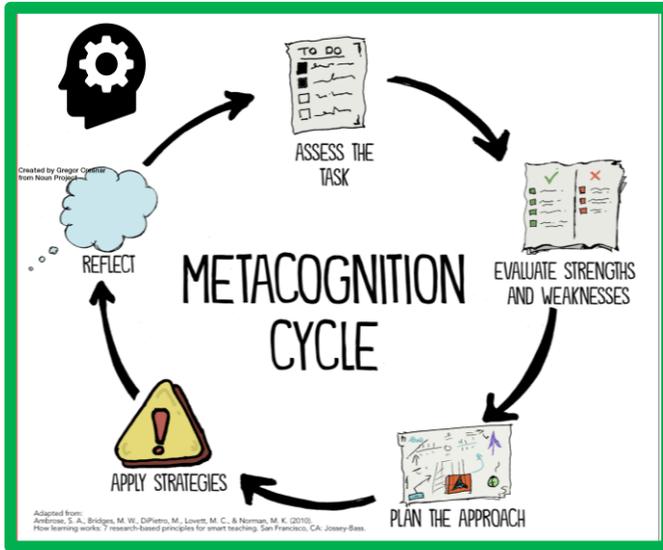
Language for Learning

- Metacognition
- Self-regulation
- Ground rules
- Values
- Respect
- Hard work
- Aspiration
- Integrity
- Skills
- Qualities
- Personal safety
- Enterprise
- Problem solving
- Communication
- Teamwork
- Leadership
- Risk management
- Creativity
- Careers
- Labour market information



St Anne's Academy Values

- Aspiration
- Integrity
- Respect
- Hard work



Anti bullying week - November

Bullying behaviour is defined as repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Created by Yazmin Alanis from Neuron Project

CHILDLINE'S TIPS TO STAY SAFE ONLINE

There are lots of things you can do to keep yourself safe online:

- Think before you post
- Don't share personal details
- Watch out for phishing and scams
- Think about who you're talking to - don't talk to people you don't know.
- Keep your device secure.
- Cover your webcam.



Created by Nathan Tatham from Neuron Project

ROSPA's Water safety code - Spot the dangers!

Water may look safe, but it can be dangerous. Learn to spot and keep away from dangers. You may swim well in a warm indoor pool, but that does not mean that you will be able to swim in cold water.

The dangers of water include:

- it is very cold
- there may be hidden currents
- it can be difficult to get out (steep slimy banks)
- it can be deep
- there may be hidden rubbish, e.g. shopping trolleys, broken glass
- there are no lifeguards
- it is difficult to estimate depth
- it may be polluted and may make you ill



Created by Nicky from Neuron Project

The Green Cross Code

- Find a safe place to cross
- Stop just before you get to the kerb.
- Look all around for traffic and listen.
- If traffic is coming, let it pass.
- When it is safe, go straight across the road - do not run.



Created by jillgreen from Neuron Project





Year 7 Athletics Knowledge Organiser

Key Terms and glossary

Throwing

- Power
- Strength
- Rotation
- Extension
- Speed
- Grip
- Stance

Jumping

- Agility
- Balance
- Co-ordination
- Power
- Reaction Time
- Height
- Phases
- Approach

Running

- Aerobic Endurance
- Speed
- Power
- Pacing
- Stride Length
- Start
- Phases
- Gradient
- Terrain
- Shielding
- Change-over
- Distance
- Time

Recording

- Normative Data
- Comparison
- Timing
- Seconds
- Minutes

Throwing

Shotput: Metal ball shot

The shot is held at the base of the fingers that are slightly spread apart with the thumb for support. The shot put sits just under your ear in the soft bit of your neck with a high elbow and thumb pointing towards the floor. Feet need to be positioned wide with a side on stance.

The back leg needs to be bent so chin, knee and toe are all in line with each other. This is how you generate the power to push the shotput high and long by using your free arm to propel body forward helps with speed and power of the shotput.

Javelin: Long spear like throw

There are two ways to hold a javelin one is the V grip the other is the pencil grip. The pencil grip is held across the palm of the throwing hand, with the top of the cord resting between the index and middle finger. The thumb and the first two joints of your index finger are placed behind the cord handle.

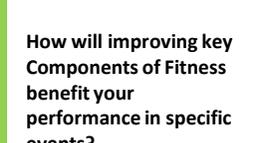
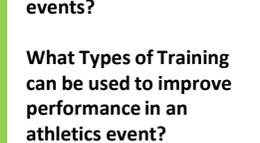
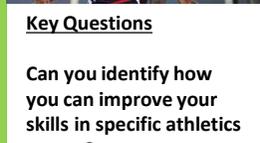
To throw the javelin your throwing arm needs to be extended back behind your head, with your arm straight and the javelin resting in the most comfortable grip position.

A run up can be added to increase power and distance in the throw.

Discus: Circular rotational throw

To hold the discus, spread the fingers evenly but not stretched across the surface. Do not grip the discus. Allow the discus to rest on the first joint of the fingers with the tips of the fingers over the rim.

To throw the discus, feet are placed shoulder width apart with the weight loaded onto the back leg. The non-throwing arm points in the direction of the throw with the throwing arm rotating to a fast release point.



Running

Long/middle Distance:

Long and middle distance covers the 1500m, 800m, 5k, 10k, half marathon and marathon events. At school we will complete a 1800m run which is 8 times round the track as our track is 200m in length.

We also have the Cross-Country route that can be used. A component of fitness that you would need is aerobic, or cardiovascular endurance.

This is important because the body is working (with oxygen), and is working at a level that the demands for oxygen and fuel can be met by the body's intake.

Sprints:

The sprints include the following track events: 100 metres, 200 metres, 400 metres, 4 x 100-metre relay and the 4 x 400-metre relay.

The components of fitness needed for this event are speed, power and reaction time.

These components are important to run the fastest time possible.

Measurement

Height

Distance

Time



Jumping

Long jump:

The objective of the activity is to jump as far as you can in a single jump from behind a take-off board.

The approach run is key to achieve the ideal speed to jump.

Rhythm in the approach run is important to ensure the ideal speed is achieved at take-off and accuracy in hitting the take-off board.

To get the body in flight your arms should swing forward towards your feet to provide momentum to move forward and far as possible.

High jump:

The objective of the activity is to jump over a bar that is placed in front of the athlete.

Jumpers use a 10 step approach. The second half of the approach is in a five step 'curve' toward the bar. You should lean away from the bar and use their ankles as the leverage point (not hips).

The Jump: Curving toward the bar, the athlete should leap completely vertically before you reach the centre of the bar and allow the momentum from the approach to carry your legs completely over the bar.

Triple Jump:

The objective of the Triple Jump is to jump as far as possible from a three phase jumping process.

The first stage of the triple jump is the hop, when you take off from the board/line you hop onto the same foot (same).

The second stage is the step/skip you then step with the opposite foot (different).

The final stage is the jump/take off then both feet come together (together) and the same as the Long jump.

To get the body in flight your arms should swing forward towards your feet to provide momentum to move forward and far as possible. So your feet go same foot, different foot together.

This is done with a run up to provide maximum distance and power.





Year 7 Fitness

Key Terms and glossary

Components Of Fitness – Physical

- Aerobic Endurance
- Muscular Endurance
- Flexibility
- Speed (APE)
- Muscular Strength
- Body Composition

Components of Fitness – Skill Related

- Agility
- Balance
- Co-ordination
- Power
- Reaction Time

Types of Training

Speed

- Hollow Sprints
- Acceleration Sprints
- Interval Training

Strength

- Circuit Training
- Free Weights
- Plyometric

Aerobic Endurance

- Continuous
- Fartlek
- Interval
- Circuit

Physically related fitness is:

Aerobic endurance - The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity. This can be used by a marathon runner in a long distance running race.

Muscular endurance - The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load. This can be used by a footballer to perform over a 90 minute period.

Flexibility - The ability to move a joint fully through its complete range of movement. This could be used by a gymnast when vaulting.

Speed - The ability to cover distances quickly. This helps all games players to move into position or get away from opponents quickly. There are three basic types of speed:

Accelerative speed (sprints up to 30 metres). This could be used by a Football goalkeeper sprinting from their goal.

Pure speed (sprints up to 60 metres). This could be used by a Rugby League winger accelerating from their opponent

Speed endurance (sprints with short recovery period in-between). This can be used by a Netball centre when sprinting repeatedly on court.

Muscular strength - The maximum amount of force a muscle can produce in a short period of time such as when a weight lifter keeps a weight above their head

Body composition - The ratio of Fat to fat-free mass within the body.

Skill related fitness:

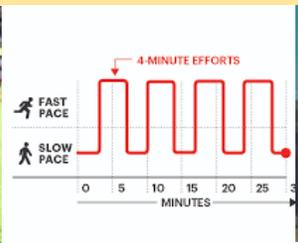
Agility - the ability to change the position of the body quickly and with control. This helps team players dodge their opponents.

Balance - the ability to retain the centre of mass above the base of support when stationary (static balance) or moving (dynamic balance). This helps gymnasts maintain their position and prevents games players from falling over at speed.

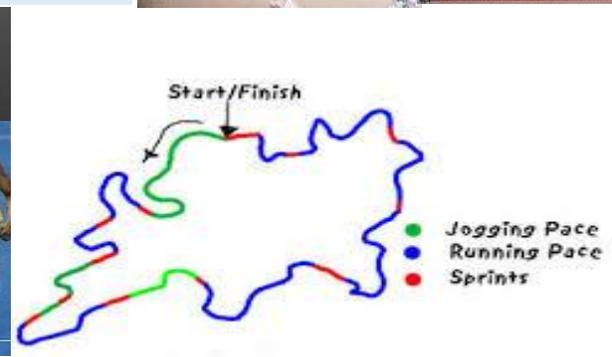
Co-ordination - the ability to use two or more body parts together. This helps all athletes to move smoothly and quickly especially when also having to control a ball.

Power - the ability to use strength at speed. This helps athletes to jump high, throw far or sprint quickly. Power = Strength x Speed.

Reaction time - the time between the presentation of a stimulus and the onset of a movement. This helps swimmers to make a fast start.



Why High Intensity Interval Training Makes Life More Awesome



Aerobic endurance training:

Continuous training: This is training at a steady pace and moderate intensity for a minimum period of 30 minutes.

Fartlek training: This is where the intensity of training is varied by running at different speeds or over different terrain (the ground you are running on).

Interval training: This is where the individual performs a work period followed by a rest or recovery period.

Circuit training: This is where different stations/exercises are used to develop aerobic endurance. The station order/order of exercises is important to ensure different muscle groups are used to avoid fatigue.

Strength, muscular endurance and power training:

Circuit training: This is where different stations/exercises are used to develop strength, muscular endurance and power. The stations/exercises use different muscle groups to avoid tiredness.

Free weights: Use of barbells or dumb-bells to perform different types of dynamic exercises.

Plyometric: This type of training develops sport-specific explosive power and strength. It is used by sports performers such as sprinters, hurdlers, and basketball players. Plyometric training involves the usage of jumps, hops, bounds, and/or skips and should not be confused with ballistic training

Speed training:

Hollow sprints: A series of sprints separated by a 'hollow' also known as a short period of jogging or walking.

Acceleration Sprints: This is where the pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximum sprint.

Interval training: The individual performs a work period followed by a rest or recovery at a high intensity, close to maximum.



Key Questions

Can you identify how you can improve your performance in physical and skill related Components of Fitness?

What Types of Training can be used to improve performance in which Components of Fitness?

How will improving key Components of Fitness benefit your performance in specific sports?

Can you understand how to improve performance?



KS3 Art Year 7 Portraiture / Cubism / African Art / Manchester Knowledge Organiser

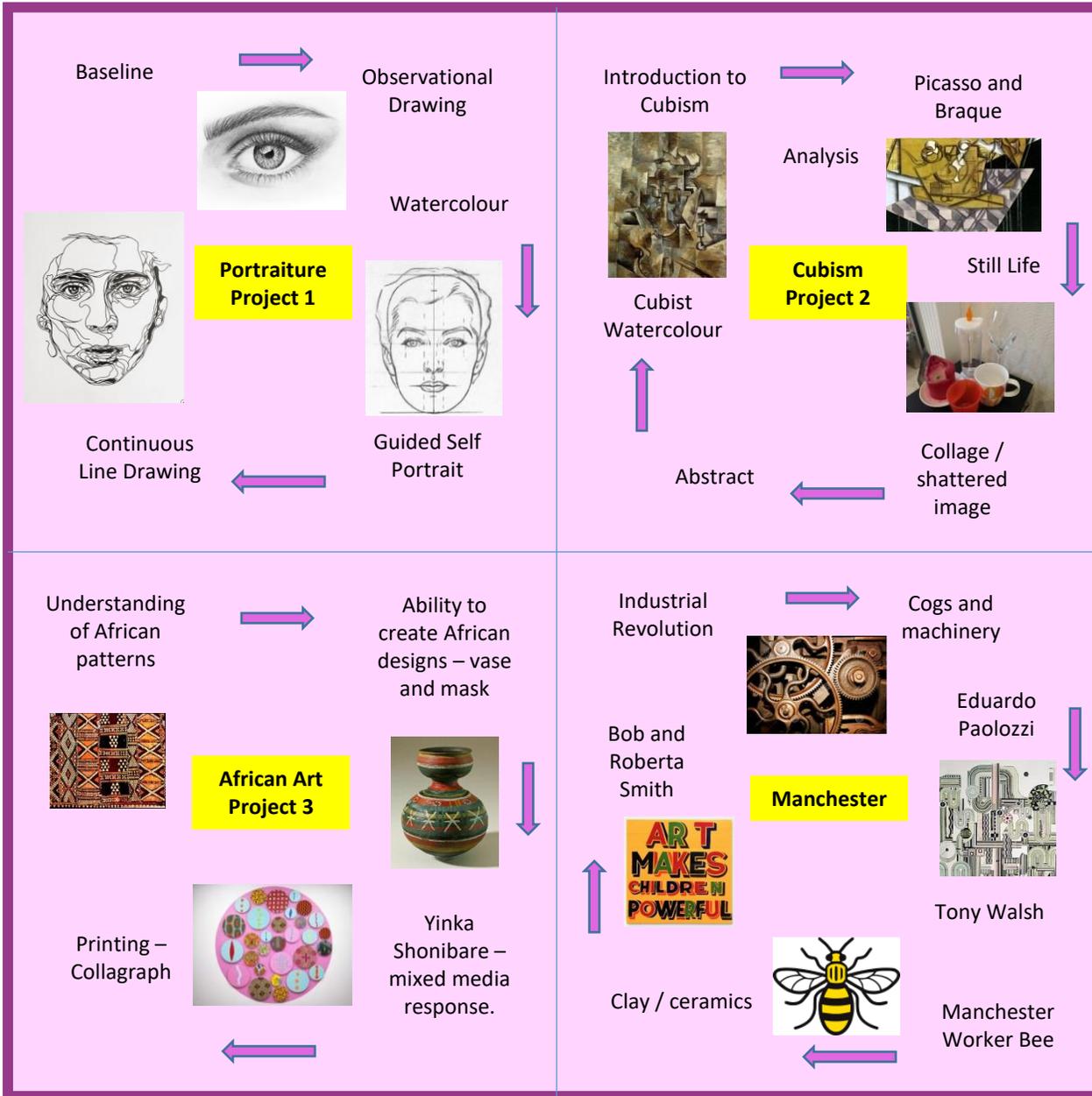
Language for Learning:

- Abstract
- African Art
- Angles
- Blend
- Ceramic
- Clay
- Collage
- Collagraph
- Colour
- Cubism
- Design
- Features
- Incise
- Industrial Revolution
- Influence
- Inspire
- Guidelines
- Manchester
- Mark Making
- Mask
- Mechanical
- Mixed Media
- Observation
- Pattern
- Poetry
- Portrait
- Print
- Proportion
- Relief
- Refine
- Sgraffito
- Shape
- Still Life
- Tone
- Watercolour
- Wax Resist



Key Artists

- Bob and Roberta Smith
- Braque
- Paolozzi
- Picasso
- Tony Walsh
- Yinka Shonibare



Questions to consider.....



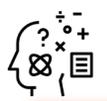
How	Will artists and cultures influence your work?
Explain how	You will refine and develop your work at different stages of a project.
What	Have been your strengths and areas for development in Year 7?
Which	Have been the most influential artists to you and why?
Explain	How your view of art and artists has changed over the course of Year 7.
Why	Are some materials more suitable for certain tasks than others?
What	Are the main characteristics of each artists work?

Which factors link to today's learning?
Social / historic/ political / artistic influence/ technical skills...

How does this learning link to the big picture?

Who are the key artists?





KS3 Art Year 7 Portraiture / Cubism / African Art / Manchester Knowledge Organiser

Beginner- Pupils explore ideas in different ways, collecting information and practical resources in order to make informed choices about their work. They investigate and use the qualities of materials and processes to develop their own practical skills and communicate their ideas and meanings. They describe the work of others commenting on the ideas and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes.

Foundation- Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.

Developing- Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.

Secure- Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality. They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions. They analyse and comment on their own, others' work, appreciating how codes, and conventions are used to express ideas in different genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.

Exceptional- Pupils develop, express and realise ideas in often-original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes. They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions. They analyse, engage with, and question critically aspects of their own and others' work, identifying how beliefs, values and meanings are expressed and shared. They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.

Questions for artist analysis:

- How many words can you think of to describe the artists' work?
- What has inspired the artist?
- How will the artist influence your work?
- Compare the work of _____ to _____.
- What do you think of the work and why?
- How does the work make you feel?
- Do you believe there is a message or meaning behind the work?
- How do you think it has been made?

EXTENDED LEARNING - Taking it all in.....

Look around you and you will see art and design all around. Anything you see that appeals to you visually can be used as stimulus for art (drawings & ideas).

For example, if you use Pinterest and you see an image or project that appeals to you then have a go. There are many online exhibitions you can view and galleries you can follow which may also inspire you!

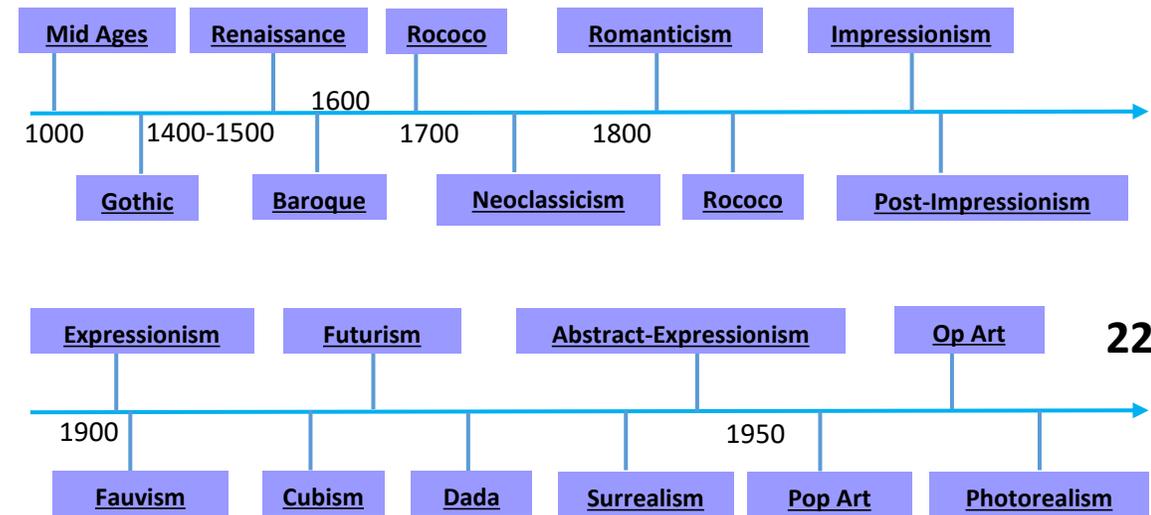
Here is a list of galleries and exhibitions you may want to look at.....

freartfridaymcr
manchestercraft
thelowry
Homemcr
mcrartgalery
Whitworthart
ypsculpture

frieze_magazine
friezeartfair
artnet
saachi_gallery
artforum
tate
Themuseumofmodernart



TIMELINE





KS3 Design & Technology: The Work of Others Knowledge Organiser

Language for Learning:



- Aesthetic
- Analysis
- Anthropometric
- Brand
- Controversial
- Designer
- Evaluate
- Function
- Inventor
- Investigation
- Iterative
- Market
- Material
- Primary Data
- Product
- Research
- Secondary Data
- Technology

PRIMARK®

- began in Dublin in 1969, now a global brand, regularly making the fashion news for its catwalk styles at bargain prices
- have also hit the headlines for their business ethics and working conditions
- have worked hard to change the way they work and are now award winning for their commitment to sustainability
- produce high street clothing and accessories at low prices
- Shoppers' appetite for fast fashion is fuelled by Primark's ability to interpret the latest trends and produce high volumes of low cost items
- do not invest in advertising and keep their price tags and hangers at basic quality this enables them to keep down the cost of their items

What is a Brand?
A brand is a name, term, design, symbol or any other feature that identifies one seller's goods.

ALEXANDER MCQUEEN



1969-2010

The bad boy of British fashion, McQueen delivered collections that pushed the boundaries of design

He completed an apprenticeship at a Savile Row tailors before finishing an MA in fashion

Fashion houses of Paris, including *Givenchy*, hired McQueen which rocked the traditional world of fashion

His 2010 collection featured reptilian prints and alien inspired make-up

After winning a clutch of design awards he was awarded a CBE for services to fashion

THE DYSON TIMELINE

- 1978** The beginning... James Dyson notices that the suction in his house is weak. He is also fed up with changing the bag.
- 1983** The big launch After 15 years of product R&D, Dyson launches his dream with the DC27. Within 18 months it becomes the UK's top-selling vacuum cleaner.
- 1997** The iconic design The Dyson DC22 Clear - the use of transparent plastic in household products.
- 2006** The hand dryer Frustrated by inefficient, ultrasonic hand driers, Dyson creates a new way to achieve the same using a high-speed sheet of air.
- 2014** The brightest James Dyson is inducted into the services to business by Queen Elizabeth II at Buckingham Palace.
- 2015** The robotic vacuum With £22 million invested over 10 years of research, the Dyson 360 robot vacuum, capable of cleaning without any human assistance, is ready on the market.
- 2016** The cooling purifier The best product for the home. The Dyson Pure Cool has only captured 500 µg per quart of airborne particles, but it also shooes up as a star.
- 2018** The hairdryer After four years of development and £50 million of investment, we get the Dyson Supersonic, a fast, focused hairdryer with intelligent heat control to protect the natural shine of the hair.

dyson

Sir James Dyson is a British inventor and founder of the Dyson company

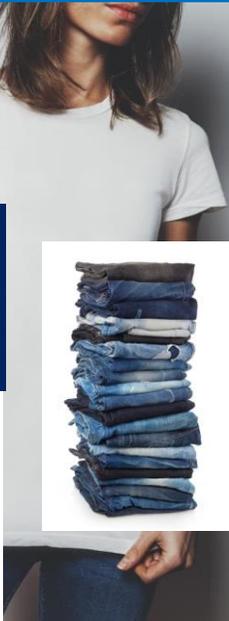
He sees failure as a vital step to success

It took five years and over 5,000 prototypes before he launched the world's first bagless vacuum cleaner

Dyson engineer their products to solve problems, with productivity and wellbeing in mind

- Founded by Doris & Donald Fisher in 1969.
- Originally selling Levi jeans and records in San Francisco
- Their target market was a younger generation of shoppers
- The stores only stocked a few lines, but in all sizes and colours
- Their own Gap clothing soon replaced all the other brands and became the mainstay of the stores
- Now have stores across the globe

- Gap "is defined by its people"
- Gap has been built on a foundation of equality, and pay men and women equally
- Gap continue to improve working conditions for their staff
- Gap believe the future of fashion is sustainability and strive to reduce their emissions and energy use
- Gap have set a goal to divert 80% of their waste from going to landfill and utilise recycled materials to make modern fibres



Questions to consider.....



Why	Is it important for designers to carry out research before designing a new product
Explain why	it is important to look at the work of others
Summarise	the similarities and differences between GAP and Primark
What	considerations might a designer make when carrying out market research?
Explain	the difference between primary and secondary data
Explain how	each designer was considered to be controversial
How	Might a designer consider physical human factors when designing a product

Famed for ripping up the fashion rule book with Malcolm McLaren

The media dubbed their provocative style 'Punk'

In 1981, their first catwalk show created a template for the New Romantic look

Her designs often incorporate classic structured corsetry

Vivienne remains as challenging, innovative and anti-establishment as ever

What is a Designer?
A person who plans the look or workings of something prior to it being made, by preparing drawings or plans.





Year 7 – Food Safety and Nutrition. The New Chef

Language for learning

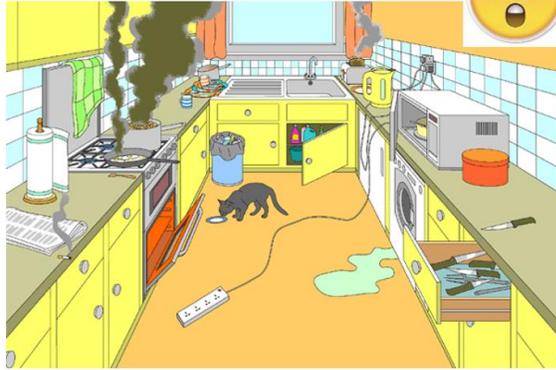


- Hazard
- Risk assessment
- Risk
- Prevent
- Cooking
- Cleaning
- Chilling
- Cross contamination
- Contaminated
- Microbes
- Physical
- Chemicals
- Allergies
- Bacteria
- Time
- Food
- Moisture
- Warmth
- Food poisoning
- High risk food
- Vomiting
- Nausea
- Salmonella
- Listeria
- E.Coli
- Equipment
- Claw grip
- Bridge hold

Risk Assessment

What **hazards** can you spot in the image, right?

What are the **risks**? How might you **prevent** them?



A risk assessment involves looking **closely** at something and **deciding** if there are any **hazards** that may be cause a **risk** to **people**. A risk assessment is used to figure out **what needs to be done** to **prevent** the risk from happening.

Equipment and knife safety.



Claw grip



Bridge hold



Chopping onions

Types of contamination:

Food can be **contaminated** by:

- Microbes** – bacteria, pathogens, ‘germs’
- Physical** – pests, glass, packaging, rodent droppings
- Chemicals** – cleaning products such as disinfectants and bleach
- Allergies** – such as peanuts



The 4 c's of kitchen safety:

- Cooking**
- Cleaning**
- Cross contamination**
- Chilling**

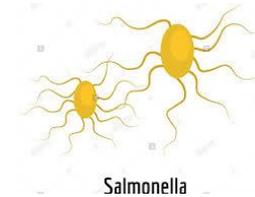
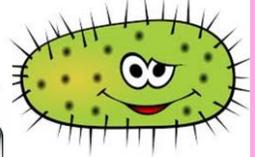
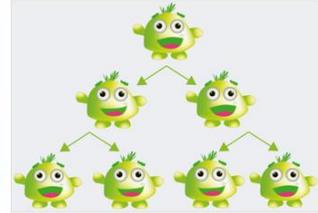


Food poisoning:

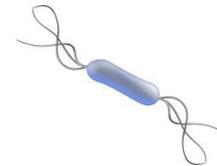
High Risk Foods

These foods **support** the **multiplication** of harmful **bacteria**.

These foods are usually **high** in **protein** and **moisture**.



Salmonella



Listeria



E COLI VIRUS





Year 7 – Food Safety and Nutrition. The New Chef

Language for learning



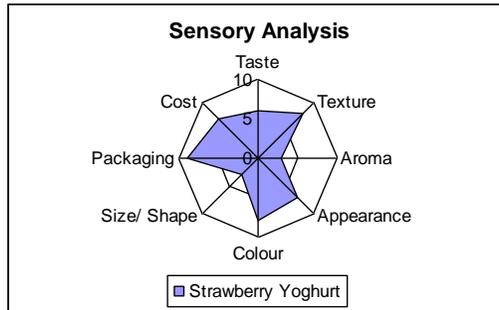
- Eat well guide
- Carbohydrate
- Protein
- Fat
- Vitamins
- Minerals
- Calcium
- Iron
- Product analysis
- Disassembly
- Package analysis
- Sensory analysis
- Commodities
- Fish
- Oily
- White
- Shell fish
- Gills
- Smell of the sea
- Battery hens
- Free range
- Barn
- Organic
- Salmonella
- Red lion mark
- Yolk

Product analysis:

Disassembly – this means literally taking a product apart and measuring/ weighing all components.

Package Analysis – gives info on ingredients, nutritional values, instructions, warnings, cost, clues on target market...

Sensory Analysis – tasting the food.



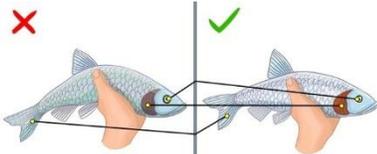
By carrying out a sensory analysis, it can tell you the taste, texture and appearance of the food you are analysing.

Commodities - Fish.

Look for:

- Stiff body
- Tight scales
- Firm flesh
- Bright and bulging eyes
- No indentation when a finger is pressed into the flesh
- Fresh smell!!!
- Odour indicates spoilage
- Gills are red in colour

Type of fish	Example of the fish
Oily	
White	
Shellfish	

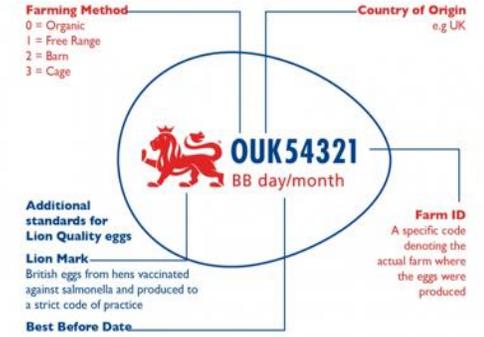


Commodities – Chicken and eggs:

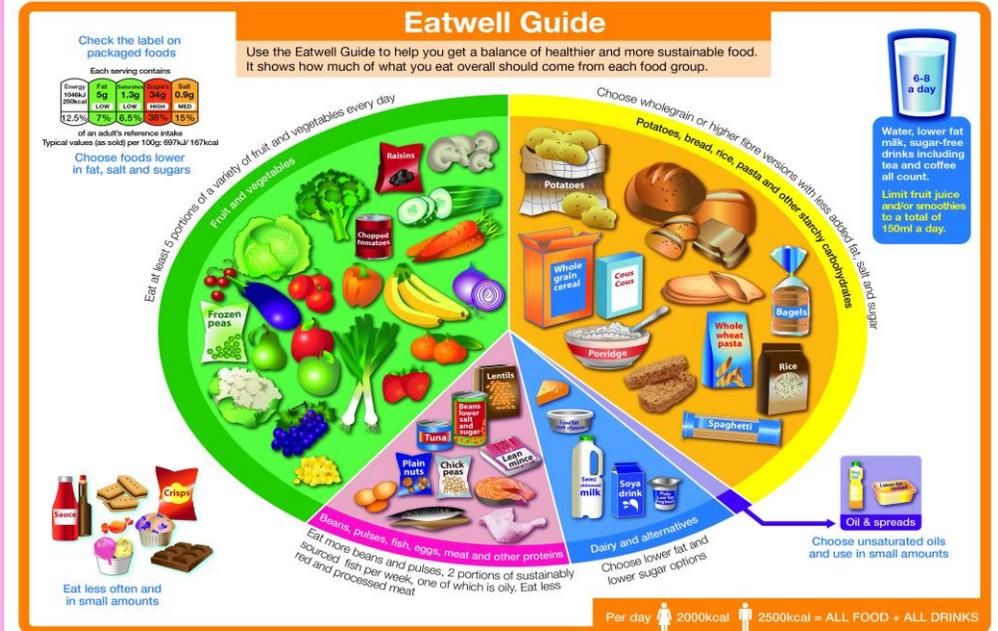


Battery hens are kept in small cages the size of an A4 piece of paper. They have no room to move around.

Eggs – Red Lion Mark meaning



Eat well guide:



The Eat well guide explains the foods we should be eating and how much we should be having.



KS3 Computer Science – Year 7 - Topic 1: E-Safety and Using Office

Language for Learning:

E-Safety Key Terms:

- Password
- Folder
- Fraud
- Identity
- Hacker
- Cyber Law
- Social Network
- E-Safety
- Cyberbullying
- Unauthorized
- Permission
- Access



Using Office Key Terms:

- File
- Insert
- Row
- Column
- Table
- Highlight
- Microsoft Word
- Microsoft PowerPoint
- Slide
- Animation
- Transition
- Effects
- Design
- Layout
- Format
- Font
- Title
- Size
- Audience
- Professional

Key Definitions for E-Safety:

Password – this is used to protect your documents on a computer and must be entered to gain access to the computer.

Fraud – this is when somebody pretends to be someone or something else to gain entry or information to a protected area. In computing, a person may pretend to be a recognised company to get your details so they can log in to your online bank account.

Hackers – this a person or group of people who use a computer to gain unauthorised access to a computer and its data. Hackers may attempt to gain access to data for personal gain or to make a political/corporate statement.

E-Safety – this term refers to being safe online and when using a computer.

Cyberbullying – this a phrase that refers to people who send abusive messages to other people over internet devices.

Social Network – this is a website that allows people to communicate with others.

Cyber Law – this refers to the different laws that protect people using computers, and criminalises certain behaviours.

Key Definitions for Using Office:

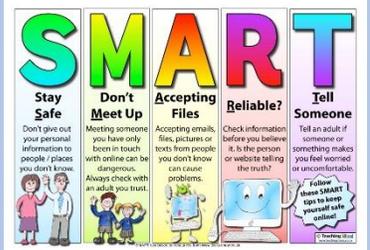
Design: The format and appearance of a page or slide as it is planned and created

Format: The font size, style and colours being used when creating a text box of the design of a whole page

Professional: appropriate use of images, text style, size, colour and background colour.

Animation: In PowerPoint it is how the text or images appear on the screen with an effect – example Grow and turn

Transition: In PowerPoint how the pages change from one page to another with an effect – example Morph



Homework Task: (When asked) Create an E-Safety poster explaining how to stay safe on the internet and why it is important to protect your password

Questions to consider.....



Why	Why is it important to keep your password safe and unique?
Explain why	You should tell an adult if your being cyberbullied or approached by someone online who is unfamiliar to you.
Why	Is it appropriate to have a professional design on your PowerPoint?
What	What are the characteristics of a safe password?
Explain	The benefits of the features within PowerPoint.
Why	Should you learn how to use the basic office software on a computer?
How important Judgment:	How can you prevent being hacked?

Which factors link to today's learning?

Social / economic / political

How does this learning link to the big picture?





Building Bricks

Exploring the Elements of Music



A. Pitch

The **highness** or **lowness** of a sound.

B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER –
Accelerando (accel.)
GETTING SLOWER –
Ritardando (rit.) or Rallentando (rall.)



C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*



D. Duration

The **length** of a sound.

E. Texture

How much sound we hear.

THIN TEXTURE: (*sparse/solo*) – small amount of instruments or melodies.



THICK TEXTURE: (*dense/layered*) – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.



Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzy, Crisp, Metallic, Wooden etc.

G. Articulation

How individual notes or sounds are **played/techniques**.

LEGATO – playing notes in a long, smooth way shown by a **SLUR**.



STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.



H. Silence

The opposite or absence of sound, **no sound**. In music these are **RESTS**.



I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.





SENTENCE BUILDER: Las descripciones [Descriptions]

<p>Mi padre [My father] Mi padrastro [My stepfather] Mi madre [My mother] Mi madrastra [My stepmother] Mi hermano [My brother] Mi hermanastro [My stepbrother] Mi hermana [My sister] Mi hermanastra [My stepsister] Mi abuelo [My grandfather] Mi abuela [My grandmother] Mi tío [My uncle] Mi tía [My auntie] Mi primo [My cousin] Male Mi prima [My cousin] Female Mi bisabuelo [My great-grandfather] Mi bisabuela [My great-grandmother] Mi mejor amigo [My best friend] Male Mi mejor amiga [My best friend] Female</p>	<p>me llamo... [I am called] se llama... [he/she is called]</p>	<p>tengo [I have]</p>	<p>el pelo [hair]</p>	<p>castaño [brown] negro [black] blanco [white] rubio [blond] azul [blue]</p>	<p>liso [straight] rizado [curly] ondulado [wavy]</p>	<p>y [and]</p>	<p>largo [long] corto [short]</p>	
	<p>tiene [he/she has]</p>	<p>los ojos [eyes]</p>	<p>azules [blue] verdes [green] marrones [brown] negros [black] grises [grey]</p>	<p>y [and]</p>	<p>grandes [big] pequeños [small]</p>			
		<p>pecas [freckles] barba [a beard]</p>						
	<p>soy [I am] es [he/she is]</p>	<p>pelirrojo/a [redhead] calvo/a [bald]</p>	<p>muy [very] bastante [quite] un poco [a bit]</p>	<p>alto/a [tall] bajo/a [short] delgado/a [slim] gordo/a [fat] guapo/a [good-looking] feo/a [ugly] joven [young] viejo/a [old]</p>				
			<p>amable [kind] cariñoso/a [affectionate] comprensivo/a [understanding] divertido/a [funny] aburrido/a [boring] egoísta [selfish] generoso/a [generous] tímido/a [shy] travieso/a [naughty] alegre [happy] triste [sad] educado/a [polite] maleducado/a [rude]</p>					
	<p>llevo [I wear] lleva [he/she wears]</p>	<p>gafas [glasses]</p>						

GIVING OPINIONS

Me gusta	I like
No me gusta	I don't like
Me gusta mucho	I really like
No me gusta nada	I don't like it at all
Me encanta/Me chifla	I love
Odio	I hate
No aguanto	I can't stand
Creo que/Pienso que	I think that
En mi opinión	In my opinion
Prefiero	I prefer
Personalmente	Personally

CONJUNCTIONS - CONNECTIVES

Y	And
Pero	But
Porque	Because
También	Also
Sin embargo	However
Aunque	Although
Además	Moreover
Así que	So
Por un lado	On one hand
Por otro lado	On the other hand

SEQUENCERS

Primero	First
Luego	Then/Next
Después	Afterwards
Más tarde	Later on
Finalmente	Finally

TIME MARKERS - PRESENT

Normalmente	Normally/Usually
Siempre	Always
Nunca	Never
A veces	Sometimes
Cada <u>día</u>	Every <u>day</u>
Ahora	Now

TIME MARKERS - PAST

Ayer	Yesterday
El <u>lunes</u> pasado	Last <u>Monday</u>
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes pasado	Last month
El año pasado	Last year
Anoche	Last night

TIME MARKERS - FUTURE

Mañana	Tomorrow
El próximo <u>lunes</u>	Next <u>Monday</u>
La próxima semana	Next week
El próximo fin de semana	Next weekend
El próximo mes	Next month
El próximo año	Next year

QUANTIFIERS - INTENSIFIERS

Muy	Very
Bastante	Quite
Un poco	A little/A bit
Cada	Every/Each
Demasiado	Too (much/many)
Mucho	much/many/lots of/a lot of

USEFUL VERBS

Es	He/She/It is
Son	They are
Soy/Estoy	I am
Tengo	I have
Hay	There is/are
Puedo	I can
Quiero	I want
Hago	I do/make
Voy	I go

QUESTIONS

¿Qué?	What?
¿Por qué?	Why?
¿Dónde?	Where?
¿A dónde?	Where (to)?
¿Cuándo?	When?
¿Cómo?	How?
¿Cuánto?	How much?
¿Quién?	Who?

THE WEATHER

Hace sol	It is sunny
Está nublado	It is cloudy
Está lloviendo	It is raining
Hace frío	It is cold
Hace calor	It is hot
Hace viento	It is windy
Está nevando	It is snowing
Hay niebla	It is foggy

ADJECTIVES - POSITIVE

Divertido	Funny/Amusing
Interesante	Interesting
Genial	Great
Guay	Cool
Entretenido	Entertaining
Emocionante	Exciting
Estimulante	Stimulating
Relajante	Relaxing
Increíble	Incredible
Útil	Useful
Sensacional	Sensational
Agradable	Nice
Fácil	Easy

ADJECTIVES - NEGATIVE

Aburrido	Boring
Molesto	Annoying
Horrible	Awful
Raro	Strange/Rare
Estresante	Stressful
Agotador	Tiring
Inútil	Useless
Asqueroso	Disgusting
Difícil	Difficult
Irritante	Irritating

MAKING COMPARISONS

Más... que	More... than
Menos... que	Less... than



REGULAR VERB TABLES

PRESENT

AR	hablar – to speak
o	habl <u>o</u>
as	habl <u>as</u>
a	habl <u>a</u>
amos	habl <u>amos</u>
áis	habl <u>áis</u>
an	habl <u>an</u>

ER	comer – to eat
o	com <u>o</u>
es	com <u>es</u>
e	com <u>e</u>
emos	com <u>emos</u>
éis	com <u>éis</u>
en	com <u>en</u>

IR	vivir – to live
o	viv <u>o</u>
es	viv <u>es</u>
e	viv <u>e</u>
imos	viv <u>imos</u>
ís	viv <u>ís</u>
en	viv <u>en</u>

PRETERITE

AR	hablar – to speak
é	habl <u>é</u>
aste	habl <u>aste</u>
ó	habl <u>ó</u>
amos	habl <u>amos</u>
asteis	habl <u>asteis</u>
aron	habl <u>aron</u>

ER	comer – to eat
í	com <u>í</u>
iste	com <u>iste</u>
ió	com <u>ió</u>
imos	com <u>imos</u>
isteis	com <u>isteis</u>
ieron	com <u>ieron</u>

IR	vivir – to live
í	viv <u>í</u>
iste	viv <u>iste</u>
ió	viv <u>ió</u>
imos	viv <u>imos</u>
isteis	viv <u>isteis</u>
ieron	viv <u>ieron</u>

IRREGULAR VERBS

NEAR FUTURE

voy	a	+ infinitive	I am going to + infinitive
vas	a	+ infinitive	you are going to + infinitive
va	a	+ infinitive	he/she/it is going to + infinitive
vamos	a	+ infinitive	we are going to + infinitive
vais	a	+ infinitive	you are going to + infinitive
van	a	+ infinitive	they are going to + infinitive

Ejemplos – Examples

Voy a jugar – I am going to play

Va a comer – He/she/It is going to eat

Vamos a vivir – We are going to live

IRREGULAR INFINITIVES

ir – to go
salir – to go out
tener – to have
hacer – to do/make
jugar – to play
ver – to see
querer – to want

PRONOMBRES PERSONALES SUBJECT PRONOUNS

Yo	I
Tú	You (singular)
Él/Ella	He/She/It
Nosotros	We
Vosotros	You (plural)
Ellos/Ellas	They

UNIVERSALS

VALUES

ASPIRATION I believe that having high aspirations can motivate me to work hard and achieve my goals without excuses. I have high expectations in everything I do. Aspiration is valuable because it allows me to look beyond my current experiences and to understand, interpret and change the world for the better. *“For I know the plans I have for you, declares the Lord, plans to prosper and not to harm you, to give you hope and a future”* Jeremiah 29:11

INTEGRITY I believe that living my life by high moral standards and values is important. I understand how values are grounded in faith and biblical teaching. I commit to doing the right thing in all circumstances, even if this makes things more difficult for me and when no one is watching. I take responsibility for myself and my community to help it improve for everyone. *“Whoever walks in integrity walks securely”* Proverbs 10:9a

RESPECT I believe that mutual respect is the most important element in a kind and cohesive community. Respect, and self-respect, means that I take things seriously. I care about myself and others and aim to do good as I go. Respect is valuable because it allows me to understand the differences in our community and to know how to behave in the best interests of that community. *“Love your neighbour as you love yourself”* Matthew 22:39

HARD WORK I believe that through hard work I can overcome challenges as I meet them. I am resilient and want to complete every task to the best of my ability. Hard work is valuable because it enables me to be the best I can be and the best I am meant to be. It builds the foundation of experience and learning for my future. *“With God all things are possible”* Matthew 19:26