

Year 7

Knowledge Organiser

Autumn 2021 - 2

Self Quizzing Question Stems

Knowledge

Can you list 3...?
Can you recall...?
How did ___ happen?
How is...?
How would you describe/explain?
What is...?
When did...? (When did it happen?)
Which one?
Who were the main...?
How would you show...?
Why did...?

Application

How would you use...?
What examples can you find...?
How would you solve ___ using what you've learned?
How would you organise ___ to show...?
How would you show your understanding of...?
What approach would you use to...?
What other ways would you plan to...?
What would happen if...?
What faces would you select to show...?

Synthesis

Do you agree with the actions/outcomes?
What is your opinion of...?
How would you prove?...disprove...?
Can you assess the value or importance...?
Would it be better if...?
Why did the characters choose to...?
What would you recommend...?
How would you rate...?
How could you determine...?
What choice would you have made...?
Why was it better that...?

Comprehension

Explain what is happening?
How would you classify...?
Which is the best answer?
Can you tell me in your own words?
What can you say about...?
How would you compare/contrast...?
How is ___ alike? How is it different?
What facts or ideas show...?
What is the main idea of...?

Analysis

What are the parts or features of ...?
How is ___ related to ...?
Why do you think...?
What is the theme...?
What motive is there...?
Can you list the parts...?
What inference can you make...?
What conclusions can you draw...?
Can you identify the different parts of...?
What evidence can you find...?
Can you distinguish between...?

Evaluation

What changes would you make to solve...?
How would you improve...?
What would happen if...?
Can you elaborate on the reason...?
Can you give an alternative...?
Can you invent...?
How could you change or modify the plot?
What way would you design...?
Suppose you could ___ what would you do?
Can you predict the outcome if...?
Can you construct a model of...?



Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- | | | |
|----------------|------------|-------------|
| ○Furthermore | ○But | Meanwhile |
| ○Whereas | ○Since | Nonetheless |
| ○Nevertheless | ○Yet | However |
| ○Alternatively | ○Therefore | Although |
| ○Consequently | ○Besides | Moreover |

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*
- ❖ **Other things to consider:**
 - ✓ I am clear about the purpose of this piece of writing
 - ✓ I know who my audience is
 - ✓ I will use a suitable layout and text type



literacy mat

My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?
Is my punctuation accurate?

L iteracy mat

Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!
- Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - "It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

- Sound out the word
- Think about how it looks
- Think about a similar word
- Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
- Find the word in a list -
 - Key words list
 - Frequently used words list
 - Your own word bank
- Look it up in a dictionary/spellchecker
- Ask a friend or teacher
- To learn it: look, cover, write, check
- Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

ITS

Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

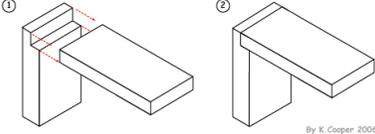
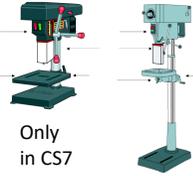
Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for **you are** as in *you're coming over to my house*

Week	AO	Key Learning – Portrait, Expressionism and Colour Theory	Disciplinary Literacy in Art and Design	Definition	Resources
8 & 9	1	<p>El Dia de los Muertos research Include: On a research page you need –</p> <ol style="list-style-type: none"> Appropriate background wash and title 5 images in colour (for HWK) 5 facts about the culture 5 keywords chosen to analyse the artwork from the culture – What do they do? How do they do it? Your comments Experiments using the patterns 	3D / three dimensional	having, or seeming to have, the dimension of depth as well as width and height.	 <p>Paint – watercolour block, powder and acrylic Pencil black biro Fineliner marker pen</p>
			El Dia de los muertos	a Mexican holiday celebrated throughout Mexico and by people of Mexican heritage elsewhere. It involves family and friends gathering to pray for and remember friends and family members who have died, and helping support their spiritual journey.	
10 & 11	2	<p>Clay lessons</p> <p>Design and make a sugar skull – A <i>calavera</i> – (Spanish for "skull") is a representation of a human skull. They are edible or decorative skulls made (usually by hand) from either sugar or clay that are used in the Mexican celebration of the Day of the Dead (Spanish: <i>Día de Muertos</i>) and the Roman Catholic holiday All Souls' Day.</p>	Design	to plan and fashion the form and structure of an object, work of art, decorative scheme, etc.	<p>Clay Slip – clay and water mixed into a glue</p>
			Clay	a natural earthy material that is plastic when wet: used for making bricks, pottery, etc.	
12	4	<p>Add colour to the sugar skull using acrylic Harmonious – next to on the colour wheel Complementary – opposite on the colour wheel</p>	Pinchpot	using fingers to create a pot in clay	
			Ceramic	products made from clay	
13 & 14	4	<p>Add pattern to outcome Using secondary source ideas based on floral patterns</p>	Outcome	a final product or end result;	
			Evaluation	to judge or determine the significance, worth, or quality of; assess:	

Part	Key Learning
1	<ul style="list-style-type: none">• Software is a collection of instructions and data that tell a computer how to work. This contrasts with physical hardware, from which the system is built and performs the work.• A word processor is a program or machine for storing, manipulating, and formatting text entered from a keyboard and providing a printout. For example, Microsoft Word, Google Docs and Pages on Apple devices.• Formatting text in Microsoft Word refers to controlling how text appears in your document. This includes the size, color, and font of the text. It also covers text alignment, spacing, and letter case.
2	<ul style="list-style-type: none">• Creative Commons (CC) licenses are public licenses. You can use them to indicate what other people are allowed to do with your work. Each work is automatically protected by copyright, which means that others will need to ask permission from you as the copyright owner.• Credibility refers to the extent to which information is believable and appropriate.• Referencing means to include detailed information on all sources consulted, both within your text and at the end of your work (reference list).• Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own.

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Scones – Function of ingredients Scones are produced using the rubbing in cake making method. They can be made sweet or savoury. Popular flavourings include dried fruit or cheese. Each ingredient in the scone plays an important role in the recipe. Self raising flour bulks out the dough and contains a raising agent called baking powder. This helps the scone to rise when baked. Butter adds moisture and flavour to the scones. Milk binds the mixture together. Milk can be brushed on the top of the scone to create a shiny appearance. This is called a glaze.</p>	<p>Rubbing In - rubbing fat into flour traps air into the mixture Kneading – developing dough into a smooth, elastic dough. Glazing – a coating that makes the appearance of a produce shiny like a varnish.</p>	 SCAN ME
2	<p>Scone based pizza The scone based pizza provides a further opportunity to practice the skill of rubbing in, forming and shaping a dough. Egg is used in the recipe to enrich the dough. The Eatwell guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet. The groups of the Eatwell Guide are: Fruit and vegetables, starchy carbohydrates, protein, dairy and alternatives, oils and spreads. Macronutrients are needed in large amounts in the diet – protein, carbohydrate and fat. Micronutrients are needed in small amounts – vitamins and minerals.</p>	<p>Grate – to make coarse or fine threads by rubbing over one size of a grater. Dough – a mixture of dry ingredients and liquid that is mixed, kneaded, shaped and then baked. Enrich - use egg to add nutritional value and flavour to a dough.</p>	 SCAN ME
3	<p>Simple and complex carbohydrates Granola bars incorporate the macronutrient carbohydrate through the oats. Oats provide starchy carbohydrate also known as complex carbohydrate. They release energy slowly into our bodies. Starchy carbohydrate provides our body with dietary fibre as well as energy. The Golden syrup and sugar found in the granola bar provides our bodies with sugary carbohydrate also known as simple carbohydrate. It releases energy quickly into our bodies. Sugary carbohydrates are known as empty calories as it only provides our body with energy. It has no other nutritional value.</p>	<p>Carbohydrate – one of the five nutrients – a macronutrient. Simple carbohydrate – carbohydrates from sugar (glucose, sucrose) Complex carbohydrate – carbohydrate from starch (potatoes, rice, bread)</p>	
4	<p>Sugar – re-think your drink Sugar is a simple carbohydrate. The only nutrient it provides our body with is energy. Sugar is produced from sugar cane (grown in a hot climate) and sugar beet (grown in a cool climate) Too much sugar can be harmful to our bodies and can cause tooth decay, obesity and Type 2 diabetes. A person should have no more than 30g of sugar per day (6 teaspoons) Sugar is often hidden in foods such as fizzy drinks, bread, tomato ketchup and pasta sauce.</p>	<p>Tooth decay - damage to a tooth caused by dental plaque turning sugars into acid Calories – a unit that can be used to measure energy. Energy - provided by the carbohydrate, protein and fat in the food and drinks we consume. Different food and drinks provide different amounts of energy</p>	
5	<p>Spaghetti bolognese is made using minced beef. Minced meat is cut up or ground into small pieces to break down the muscle fibres in the meat to tenderise it. Meat is an excellent source of high biological value protein. Protein is needed for growth and repair of body cells. The fat content varies in different cuts of meat. Meat contains saturated fat which can cause heart disease. Lean mince contains less fat or visible fat can be trimmed from other meat cuts such as bacon. Meat is high in iron. Iron is a component of haemoglobin which gives blood cells their red colour. Haemoglobin carries oxygen around the body to all cells for the production of energy and the maintenance of cells.</p>	<p>High-risk foods – ready to eat moist foods, usually high in protein. Minced – Cut up or ground into very small pieces Translucent – see through Tenderise - A process to reduce the toughness of meat fibers in a cut of meat. Tenderizing breaks down the meat fibers and softens the meat, making it easier to chew.</p>	
6	<p>Rock buns We need energy for breathing, keeping our organs, digesting food, activities such as walking, running and even sitting down. The amount of energy we need depends upon our age, gender, activity level, our health and body size. Energy balance – if we eat more food than we need and do not use it up by exercising any energy is changed into fat and we put on weight. If we eat less food than we need and use it up we use up the fat stores and lose weight. If we eat the right amount of food for our energy needs we maintain our body weight.</p>	<p>Energy balance – ensuring we eat the correct amount of food for our energy needs Basal metabolic rate - BMR– the rate at which a person uses energy when resting Kilocalories – a unit of measurement for energy in food.</p>	

Part	Key Learning	Disciplinary/Literacy	Resources																		
1	<p>Softwood Softwoods come from coniferous trees. These often have pines or needles, and they stay evergreen all year round - they do not lose leaves in the autumn. They are faster growing than hardwoods, making them cheaper to buy, and are considered a sustainable material. Softwoods are used by the construction industry and are used to produce paper pulp, and card products.</p> 	<p>Softwood Accuracy Tolerance Safety Dimensions</p>																			
2	<p>Lap joint This joint is only slightly stronger than the butt joint as there is a slightly bigger surface area for gluing. This joint is often used for making drawers and cabinets.</p> <table border="1" data-bbox="153 448 1077 592"> <thead> <tr> <th colspan="2">Ease of manufacture</th> <th colspan="4">Suitable material</th> </tr> <tr> <th>Hand Tools</th> <th>Machine Tools</th> <th>Solid Wood</th> <th>MDF</th> <th>Plywood</th> <th>Chipboard</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✗</td> </tr> </tbody> </table> 	Ease of manufacture		Suitable material				Hand Tools	Machine Tools	Solid Wood	MDF	Plywood	Chipboard	✓	✓	✓	✓	✓	✗	<p>Orthographic Tolerance Accuracy Dimension</p>	
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Hand Tools	Machine Tools	Solid Wood	MDF	Plywood	Chipboard																
✓	✓	✓	✓	✓	✗																
3	<p>The belt sander is used to smooth materials such as woods and plastics. It is also used to remove small amounts of waste material. It is a dangerous machine if safety is ignored.</p> <ul style="list-style-type: none"> Loose clothing must be held back by an apron. Long hair must be tied back for personal safety. The material is carefully and lightly pushed against the rotating belt and at the same time moved from left to right. <p>Only the exposed part of the belt can be used because of the position of the guard.</p> 	<p>Waste PPE Dimension Safety Accuracy Precaution</p>																			
4	<p>There are two types of machine drill, the bench drill and the pillar drill. The bench drill is used for drilling holes through materials including a range of woods, plastics and metals. It is normally bolted to a bench so that it cannot be pushed over and that larger pieces of material can be drilled safely. The larger version of the machine drill is called the pillar drill. This has a long column which stands on the floor. This can do exactly the same work as the bench drill but because of its larger size it is capable of being used to drill larger pieces of materials and produce larger holes.</p>  <p>Only in CS7</p>	<p>Safety Guard Chuck</p>																			
5	<p>To finally prepare natural wood and most boards for a suitable finish, different grades of glass paper are used, to produce a blemish free and smooth finish. Glass paper is often referred to as sand paper, but there are other similar abrasive sheets including aluminium oxide, silicon carbide and garnet. Abrasives have a paper or cloth backing, that holds the particles of abrasive in place.</p> <table border="1" data-bbox="1141 1025 1489 1172"> <thead> <tr> <th>GRADE</th> <th>GRIT SIZE</th> <th>DENSITY</th> </tr> </thead> <tbody> <tr> <td>EXTRA COARSE</td> <td>60 TO 40</td> <td rowspan="2">S.2, 2, 3</td> </tr> <tr> <td>MEDIUM COARSE</td> <td>80 TO 100</td> </tr> <tr> <td>MEDIUM</td> <td>120 TO 180</td> <td>1, F.2, m.2</td> </tr> <tr> <td>FINE</td> <td>220 TO 280</td> <td>2/0, 0, 1</td> </tr> <tr> <td>VERY FINE</td> <td>320 UPWARDS</td> <td>FLOUR</td> </tr> </tbody> </table>	GRADE	GRIT SIZE	DENSITY	EXTRA COARSE	60 TO 40	S.2, 2, 3	MEDIUM COARSE	80 TO 100	MEDIUM	120 TO 180	1, F.2, m.2	FINE	220 TO 280	2/0, 0, 1	VERY FINE	320 UPWARDS	FLOUR	<p>Abrasive Grit Grade</p>		
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6	<p>When you manufacture a product using woods it will soon be necessary to join parts together. This can be done using fixings such as screws, nails and pins OR through the use of glues. Modern glues are very strong and if adverts on TV are to be believed, joints made with glues can be stronger than the wood itself. Modern Glues - P.V.A. (Polyvinyl Acetate) Glues are very popular as they do not need preparation.</p> 	<p>Adhesive PVA Clamp Assembly</p>																			

During this project students will be working as a designer/maker to create a maze using CAD/CAM and CNC mills

They will find out how 2D Design can create CAD files which can be cnc milled from plastic

Pilot holes will need to be drilled and the screen will be fitted with Philips screws

Cardboard packaging will be created using a laser cutter and 2d CAD. Graphics will be developed follow style guides

As designers, students need to understand the sustainability of our materials and will come to understand advantages and disadvantages of using plastics

Part	Key Learning	Disciplinary/ Literacy
1	This week, you will be introduced to the project and concepts involved. Teachers will demonstrate the use of CAD or computer aided design , the laser cutter and show differing maze designs. You will need to consider what type of maze you will design and who it is for (Client) As much of this product is completed electronically, you will learn how to save, retrieve and email files.	Client Laser cutter Email CAD CAM CNC
2	Because this product is made from a plastic + acrylic , you will be considering the sustainability of the material. You will learn the software 2d Techsoft and design the sketched chosen design for your maze to be CNCed	Acrylic Sustainability Recycle CAD CAM CNC
3	You will be learning how to operated a pillar drill safely to drill the pilot holes for the maze design. Fitting the screen in place with Philips screws. H and S is a large part of using a workshop space safely. You will participate in the demonstration and expiation of the correct way to operate the tools in the workshop	Health and safety Pillar drill Pilot hole clamp
4	You will be learning how to clean up and polish the acrylic to remove any rough edges and make them smooth using differing grip sand papers for 60-600 grip wet and dry paper	Sand paper Grit Acrylic polish
5	In this lesson you will design and build cardboard engineered packaging for the maze. It will need to be oversized by 2 mm to allow for the given tolerance of the packaging. This will need to be designing to best "sell" the product on the selves of the toy store. Who is the Client ? How old are they? What are their interests?	Cardboard engineered Tolerance Client
6	An evaluation is an essential part of the design process. The designer will review what has been made / done and try to learn what could be improved on future products. As humans, we are constantly evaluating what we do, this is an essential part of the learning and developing process. In "normal life" when we evaluate a situation we do it sub-consciously. In Design Technology, we encourage you to formally consider potential improvements and record them. This is a skill you need to develop for future coursework	Evaluation



During this project students will be working as a designer/maker to create an ergonomically designed key fob using a monochrome colour palette

They will find out how 2D Design can create CAD files which can be laser cut from acrylic

Many plastics are difficult to join effectively. Students will understand how plastic can be welded using tensol cement

Blister packaging will be created using a vacuum former with a standard mould. Card will be designed using CAD for the background

As designers, students need to understand the sustainability of our materials and will come to understand advantages and disadvantages of using plastics

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>This week, you will be introduced to the project and concepts involved. Teachers will demonstrate the use of CAD or computer aided design, the laser cutter and show you how you can use 2 colours to create a monochrome design. You will need to consider what it means to create an ergonomic product that is comfortable to hold and carry.</p> <p>As much of this product is completed electronically, you will learn how to save, retrieve and email files.</p>	Ergonomic Monochrome Laser cutter Email CAD	
2	<p>Because this product is made from a plastic acrylic, you will be considering the sustainability of the material. This means that you will consider where the raw materials used to make acrylic come from and environmental issues involved in drilling for it. Although most of our plastics last for many years and this has serious environmental consequences, thermoforming plastics – those that can be melted – can be recycled and turned into new products.</p>	Acrylic Sustainability Recycle Thermoforming	
3	<p>Tensol cement is used to join acrylic to itself. It works by dissolving the surface of the plastic using a solvent. When the solvent evaporates, the surfaces of the acrylic fuse together. This welds the parts together. Tensol cement works differently to other adhesives, it is not a “glue” that sticks parts together, rather as the surfaces dissolve, they fuse together and are welded.</p>	Tensol Cement Weld Adhesive Solvent	
4	<p>Carrying out a product analysis is when we analyse a product identifying its strengths, weaknesses and suitability for use.</p> <p>When analysing a product you might consider factors such as: the aesthetics or appearance, cost, intended customer, environmental factors, size, safety, function – what it is supposed to do and material.</p>	Product analysis	
5	<p>Vacuum forming is where a thin sheet of thermoforming (heat soften able) plastic is heated is so it becomes soft and the air underneath it removed so it sucks down over a mould. This is useful for low volume production and moulds can be made cheaply and easily. Vacuum forming is used extensively on packaging like yoghurt pots, chocolate trays etc and forms the clear plastic blister on blister packaging</p>	Vacuum forming Blister packaging	
6	<p>An evaluation is an essential part of the design process. The designer will review what has been made / done and try to learn what could be improved on future products. As humans, we are constantly evaluating what we do, this is an essential part of the learning and developing process. In “normal life” when we evaluate a situation we do it sub-consciously. In Design Technology, we encourage you to formally consider potential improvements and record them. This is a skill you need to develop for future coursework</p>	Evaluation	

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Aim: To develop simple sketch and show effect of dialogue and how it can be overrated. The stimuli will be taken from 'Myths and Legends' covered in English Autumn 1.</p> <p>To teach the effect of different expressions / moods, use same conversation but look at effect of different mood / tone of voice.</p> <p>Building Confidence, working as part of a team, speaking and listening skills;</p> <p>How did you do all the above in the weeks lesson? Either on your own, in a pair or group?</p>	<p>Devising – Creating a piece of drama from a starting point/stimulus.</p> <p>Improvisation – Working as a team or individually to explore ideas practically and create a performance.</p> <p>Characterisation – Creating a character; changing your voice and movement to play a particular role.</p>	<p>What is a myth? - BBC Bitesize</p>
2	<p>Aim : To introduce ways of addressing the audience whilst developing dramatic expression.</p> <p>Using the idea/stimuli of your chosen 'Myth/legend';</p> <p>In what ways can a character address the audience? Why is this effective?</p> <p>-It lets the audience become a part of the action, allowing them to see inside the characters thoughts.....</p>	<p>Still Image/Freeze Frame</p> <p>A still image is when the action in a play or scene is frozen, as in a photograph or video frame. Elements to make it look interesting are: Levels Gesture Space and Facial Expressions.</p>	<p>Performance skills - GCSE Drama Revision - BBC Bitesize</p>
3	<p>Aim : To introduce the concept of universal gesture and mime to tell your story.</p> <p>What have we learned about mime and gesture this lesson? Can Drama be successful without speech?</p> <p>Devise 1 to 3 scenes, using as many gestures as possible but making restrictions as to the words that can be spoken; e.g. only 10 words in total or number members of group 1-4 and that is the amount of words they can speak at a time. Another option is to create a freeze frame for each of your chosen characters.</p>	<p>You can use a still image at the start and end of a play. You can also use it during a performance to highlight a key moment.</p>	
4	<p>Aim: To introduce concept of status and how levels can be used to show this.</p> <p>Choose one positive element from each 'Myth/Legend' and comment. Contribute positive comments. How and why is status used in Drama?</p> <p>Create a different Freeze Frame to animate a short storyline.</p> <p>Create your own setting which the rest of group have to guess where you are, only using your body language/body movement.</p>	<p>Role-play</p> <p>Role-play is the acting out of a scene or performance in a particular role. Being a CHARACTER and being someone else/ acting as someone else.</p>	
5	<p>Aim: To develop understanding of status and how it can be shown effectively in Drama. Also, to explore the ways in which status levels can change; and how this can be dramatized.</p> <p>Why and how do status levels change? Have we shown this effectively today? Why/why not? How have you changed your body to create a goblin or giant?</p> <p>Recap what You have covered and how many mini performances You have already created. Choose a Drama which you started in pervious lessons and the are to rehearse it as Your assessed piece of Theatre. You can develop and improve the Drama, it only have to last 2minutse long; 2minutes for a small group and 4minutes for bigger groups.</p>	<p>Vocal Skills</p> <p>Tone of voice – The emotion of a character shown through their voice. For example: angry, happy, sad.</p> <p>Pitch – How high or how low your voice is.</p> <p>Pace – The speed in which you say the dialogue. For example; fast or slow.</p>	
6	<p>Aim: For all pupils to perform in front of peers. To develop presentation skills to the class. Perform their own devised theatre.</p> <p>Evaluation of Performances</p> <p>What did You enjoy about the performances you watched?</p> <p>What could be improved and why?</p> <p>How did your performance go?</p> <p>What went well? What needs to be worked on?</p>	<p>Pause – Leaving a gap between words to add tension.</p> <p>Volume – How loud or how quiet you are. This can help show your character's emotions.</p>	

Part	Key Learning	Vocabulary	Resources
1	<p>Ithaka was Odysseus' home. The poem Ithaka teaches us that while our destination is important, it is what we learn on the journey that really matters.</p> <p>In Greek mythology, a siren was a half woman, half bird that lured sailors to destruction with their beauty and the sweetness of their song.</p>	<p>Coral= a pinky/orange colour Ebony= a deep shade of black Sensual= pleasurable</p>	
2	<p>Medusa also called Gorgo, was one of the three monstrous Gorgons, generally described as winged human females with living venomous snakes in place of hair. Those who gazed into her eyes would turn to stone.</p> <p>Word classes is the name given to the categorization of words.</p> <p>Nouns= a person, place or thing Adjectives = describing words Verbs= actions, states or occurrences Adverbs= words that modify adjectives or verbs- they usually end in -ly</p>	<p>Oracle= a wise person that can predict the future Profane= treat something with disrespect Lair= hideaway</p>	
3	<p>Priam: King of <u>Troy</u> during the Trojan War.</p> <p>Pyrrhus: Son of <u>Achilles</u> and one of the soldiers hidden in the <u>Trojan horse</u>.</p> <p>Bellona: A Roman goddess of war.</p>	<p>Dismal-depressing Ominous- giving the impression that something bad will happen</p>	
4	<p>Beowulf the longest epic poem in <u>Old English</u>, the language spoken in Anglo-Saxon England before the Norman Conquest. More than 3,000 lines long, Beowulf relates the exploits of its eponymous hero, and his successive battles with a monster named Grendel, with Grendel's revengeful mother, and with a dragon which was guarding a hoard of treasure.</p>	<p>Recoil – jump back or move away Lair – home for a wild animal Fens – marsh land Stockade - fence</p>	
5	<p>Vikings believed the universe was organized into nine worlds surrounding the tree of life, Yggdrasil</p> <p>Humans occupied the 'Middle Earth', or Midgard</p> <p>Gods lived above in Asgard, where they had splendid Meadhalls including Valhalla, reserved for great warriors</p> <p>Creatures like elves, giants and dwarves occupied the rest of the universe</p> <p>Like the Greek gods, the Norse gods were anthropomorphic, i.e. behaved like humans</p>	<p>Onslaught - attack Catastrophe – a terrible disaster Lament – a sad cry or shout, mourning a death or disaster Manacled – chained up Desolate - lonely</p>	
6	<p>A metaphor is a device in descriptive writing. It compares something directly to something else, in order to create an image or resemblance (something which is similar).</p> <p>Simile: a figure of speech comparing two unlike things using like or as "Their cheeks are like roses" is a simile. "Their cheeks are roses" is a metaphor.</p> <p>When you give an object or idea human behaviors, actions, or thoughts it is called personification. You are making the subject like a person even though it is not a person.</p>	<p>Multitude- a lot Furled- neatly folded out Dawling- speaking slowly Wield – use a weapon or tool</p>	

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Primary industry – Jobs that involve collecting and using natural resources e.g., fishing.</p> <p>Secondary industry – Where natural resources are manufactured (made) into goods e.g., phones</p> <p>Tertiary industry – Jobs that provide a service e.g., banking</p>	<p>Sicily: An island at the southwestern tip of Italy. Sicily is located along a tectonic plate boundary meaning that it has volcanoes and gets earthquakes. The biggest volcano is mount Etna. Main industries – Agriculture 11%, Construction and industry 20%, Service 69%. Climate – Spring has temperatures of 26°C and 12mm rain, July 30°C+ 5mm rain, December 16°C and 60mm rain.</p> <p>A combination of Volcanoes, warm, sunny weather and stunning coastlines makes Sicily a popular tourist destination. This is helping to improve employment as Sicily has one of the highest unemployment rates in Italy. High unemployment is causing young people to migrate to other parts of Italy to look for work.</p> <p>Climate graphs</p> <p>Climate graphs are used to compare the rainfall(measured in mm) and temperature (measured in degrees Celsius (°C) of a place over a year. The rainfall is always shown as a bar graph as this shows the total amount of rainfall for the month. The temperature is always shown with a line graph showing the average temperature for the month. Both the bar graph and line graph are produced on the same graph. The ‘X’ axis (across) shows the months, the ‘Y’ axis (left side) shows temperature, and the ‘Z’ axis (right side) shows rainfall</p>
2 and 5	<p>Urbanisation –The process of when an increasing percentage of a country's population living in towns and cities.</p> <p>Migration – When people move from one area to another.</p> <p>Tundra – An ecosystem in cold, dry areas which means trees are short.</p>	<p>Svalbard: An archipelago (a large group of islands) located between Norway and the North Pole. It is one of the world’s northernmost inhabited areas. It has a permanent population of 2700, of which 2300 live in Longyearbyen, the main settlement. Industries - Recently the main primary industry of coal mining has ceased. Fishing is the other primary industry. Tourism is increasing with 70,000 in 2017. Climate – In July temperatures can reach 7°C, with temperatures falling to -20°C in December. There is an average of 400mm rain per year. The ground is permanently frozen in permafrost. Leading to Tundra. The islands are home to polar bears which sometimes enter Longyearbyen looking for food.</p> <p>Dubai: An Emirate and city in the United Arab Emirates (UAE). Main industries – There is little agriculture due to the climate, there are a lot of jobs in construction. Oil and gas, banking, retail and tourism are also large industries.</p> <p>Climate - 20°C in January, July averages around 30°C. Dubai gets an average of 8 to 10 hours of sunshine a day all year round. There is little rain, with an average of 10mm per month. Economic growth - Dubai has grown rapidly from being a small fishing port (population34,000) to a major international city (population 2,878,000) due to oil being found off the coast. 90% are migrants. The UAE has become one of the richest countries in the world with a Gross National Product per person (GNP PP) of \$69,901. GNP PP is a method to compare the wealth of countries. All of the money a country makes in a year is divided equally between the total number of people who live in the country, or the population.</p>
3 and 6	<p>Development - The progress of a country in terms of economic growth, the use of technology and human welfare</p> <p>Squatter settlements -An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity</p> <p>Rift valley –A linear valley between highlands creates on a divergent plate boundary.</p>	<p>Ethiopia: Located on the horn of Africa on the eastern side of the continent. It is a landlocked country meaning it has no coastline, making trade difficult. Industries – 85% of the population work in primary industry, 25% earn a living growing coffee. Manufacturing and tourism are areas that are growing. Climate – In July temperatures are an average of 21°C in the capital Addis Ababa. In January temperatures are 25°C. Ethiopia has a wet and dry season with 280mm of rainfall in July and 10mm in January. Economic growth - Ethiopia is one of the poorest countries in the world with a GDP (PP) of \$2,311. This makes it a low income country or LIC. Many people live in poverty and end up living in squatter settlements around the capital city. The Danakil Depression - This is situated where 3 tectonic plates meet. A tectonic plate is a large part of the earths crust, where these pieces meet we find a plate boundary. This has created a rift valley with the bottom of the valley being below sea level. It is also one of the hottest places on earth with temperatures regularly over 41°C. Many people visit Ethiopia as tourists and come to see the Danakil depression.</p>

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Contender – Someone involved in a competition.</p> <p>Wessex – The largest and most powerful area in England</p> <p>Duke – A nobleman</p>	<p>Contenders for the throne in 1066</p> <p>Harald Hardrada: Viking King of Norway. Vikings had ruled England before. Most feared warrior in Europe –Hardrada means ‘hard ruler’ and his nickname was ‘the Ruthless’. Harald was supported by Tostig, Harold Godwinson’s brother who wanted revenge. Harold Godwinson Anglo-Saxon. Earl of Wessex, one of the most powerful men in England. Harold’s sister was married to King Edward. Harold was a brave and respected soldier with a tough streak. The Witan wanted Harold to be the next king. William of Normandy Duke of Normandy, France. William came from a fighting family. He was a brave soldier. He was Edward’s cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England.</p> <p>The Armies at the Battle of Hastings</p> <p>William’s Army: His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William’s army. Harold’s Army: Harold’s army was made up of professional soldiers and conscripts. Harold’s best professional soldiers were the Saxon Housecarls. They were the king’s elite bodyguard. They fought with large axes and round shields.</p>
2 and 5	<p>Preparation – Something done in readiness.</p> <p>Villeins - Peasants</p>	<p>Why did William Win?</p> <p>Preparations William had well trained and professional soldiers. Large parts of Harold’s army was untrained and made up of farmers. Many of Harold’s men had left the army to collect the harvest in. Harold was not prepared for the battle.</p> <p>William's army was fresh and well rested. He had lots of supplies. Harold’s was tired and reduced in size following the Battle of Stamford Bridge. Luck The weather changed when Harold was up north allowing William to land in the south unopposed. Harold had to fight the Vikings first this gave William the advantage. The Saxons left the shield wall to chase the Normans down the hill. At a key moment in the battle Harold was killed. Leadership William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away.</p> <p>Feudal System A system developed by King William where each group of people owed loyalty to the group above, starting with villeins (Peasants who farmed the land. They were part of the property of the baron or knight who owned the land they lived and worked on), knights, barons and ending with the king.</p>
Part 3 and 6	<p>Rebellion–Act of resistance</p>	<p>Domesday Book William ordered a survey of England which became known as the Domesday Book. It was full of information about how many people there were in each area, and how much property they owned. This was so William knew how many people he could call up to his army if he needed them, and how much he could tax people. Motte and Bailey Castles William built castles as part of his conquest of England. The first ones were made of wood, and were built on a motte. A motte is a mound of earth. Rebellions The most famous rebellion against William was led by Earls Edwin and Morcar, who wanted to put Edward the Confessor’s 18 year old nephew – Edgar Aetheling - on the throne. Their army was supported by the Scots and Vikings, but was brutally put down by William. As a punishment for supporting Edgar Aetheling’s rebellion, William ordered villages and crops in the north of England to be burnt, people and animals killed and the land poisoned so people could not farm there afterwards. It is estimated that 75% of the population of the north was wiped out.</p>

Part	Key Learning C'est la rentrée!								Disciplinary Literacy		Resources	
1	Person	verb		conjunction	verb				Noun	Greetings: Bonjour Hello Salut Hi Ça va? How is it going? Ça va bien It's going Ça va mal It is not going well Comme ci comme ça I'm ok Au revoir Good bye		Phonics chart Pronunciations Alphabet sounds
	Je <i>(I)</i>	m'appelle <i>(call myself)</i>	Alexandre	Emilie	et <i>(and)</i>	j'ai <i>(I have)</i>	un	onze				
	Mon frère <i>(My brother)</i>	s'appelle <i>(calls himself/herself)</i>	Antoine	Philippe	aussi <i>(also)</i>	il a <i>(he has)</i>	deux	douze	an <i>(year)</i>			
2	Ma soeur <i>(My sister)</i>		Benjamin	Lionel	en plus <i>(furthermore)</i>	elle a <i>(she has)</i>	trois	treize			Verb Conjugations: Avoir – To Have J'ai I have Tu as You have (singular) Il/elle a He/she has Nous avons We have Vous avez You have (plural) Ils/ells ont They have Être – To Be Je suis I am Tu es You are (singular) Il/elle est He/she is Nous sommes We are Vous êtes You are (plural) Ils/ells sont They are	Avoir tutorial Être – To Be Quizlet: 
	Ma soeur <i>(My sister)</i>		Carla	Marc			quatre	quatorze	ans <i>(years)</i>			
	Ma soeur <i>(My sister)</i>		Julie	Paul			cinq	quinze				
3			Lucie	Raphael			six	seize				
							sept	dix-sept				
							huit	dix-huit				
4	Je <i>I</i>	m'appelle <i>call myself</i>	Alexandre	et mon anniversaire est le <i>and my birthday is</i>	Premier	onze	vingt	Janvier - January	Septembre - September			
	Mon frère <i>My brother</i>	s'appelle <i>calls himself/herself</i>	Antoine		deux	douze	vingt et un	Février - February	Octobre - October			
	Ma soeur <i>My sister</i>		Alice		trois	treize	vingt-deux	Mars - March	Novembre - November			
5	Mon copain <i>My friend</i>		Benjamin		quatre	quatorze	vingt-trois	Avril - April	Décembre - December			
			Carla		cinq	quinze	vingt-quatre	May - May				
			Julie		six	seize	vingt-cinq	Juin - June				
6			Lucie		sept	dix-sept	trente	Juillet - July				
			Emilie		huit	dix-huit	trente et un	Août - August				
			Philippe		neuf	dix-neuf						
6			Hakim		dix							



2A. Family members**Year 7 Spanish AUTUMN TERM**

<u>Adverb</u>	<u>Verb</u>	<u>Noun</u>	<u>relative pronoun</u>	<u>verb</u>
En mi familia (in)	tengo (I have)	<u>(masculine)</u> mi padre (my dad) mi padrastro (my step-dad) mi hermano (my brother) mi hermanastro (my step/half brother) mi abuelo (my grandad) mi tío (my uncle) mi primo (my (male) cousin)	que	se llama (is called...)
	no tengo (I don't have any)			
	hay (there is)			
Normalmente Normally/ usually	no hay (there isn't any)	<u>(feminine)</u> mi madre (my mum) mi madrastra (my step-mum) mi hermana (my sister) mi hermanastra (my step/halfsister) mi abuela (my grandma) mi tía (my auntie) mi prima (my cousin)		
	me llevo bien con... I get on well with...			
A veces At times	me peleo con I fight with	<u>(plural)</u> mis padres (my parents) mis abuelos (my grandparents) mis primos (my cousins) mis hermanos (my brothers) mis hermanas (my sisters)		<u>(plural)</u> se llaman (are called...)

No tengo hermanos (I don't have siblings)

Soy hijo único (I am an only child (male))

Soy hija única (I am an only child (female))

Las opiniones



me gusta
me encanta
me chifla
me mola
me alegra
me apasiona



me da
igual



no me gusta
no aguanto
odio/detesta

escuchar música



jugar al fútbol



salir en pandilla



leer



nadar



ir de compras



ver la tele/Youtube

usar mi móvil



mandar textos



usar Facebook/Twitter



Part	Key Learning			
Multiplication and Division	Keyword	Definition	Examples	
	integer	Whole number	4,10,158 NOT INTEGERS 2.3, , π	
	Multiply	Times, product, lots of	The product of 3 and 8 is 24	
	Product	Multiply, times	The product of 7 and 2 is 14	
	Division	Share , separate into smaller equal parts		
	Array	An arrangement of objects or numbers in columns or rows.	3 x 5 = = 15	
	Base number	The number next to the power.	6 is the base number 3 is the base number	
	Powers	Or exponent. Says how many times to use the number in a multiplication. It is the small number above the base number.	= 81	
	Ordinary number	A number that is an integer or a decimal number.	5, 16, 92, 100005, 3.0002, 5.67, 0.0008	
	Standard form	A way to write really large or small numbers. Standard form is written in the form of a x , where a is a number bigger than or equal to 1 and less than 10.	4.2 x is 42, 000, 000 written in standard form.	42 x NOT STANDARD FORM
			7.2 x is 0.00072 written in standard form	0.72 x NOT STANDARD FORM
	Polygon	A 2D shape	Pentagon is a 5 sided polygon. Octagon is an 8 sided polygon	
	Quadrilateral	4 sided polygon	Rectangle, Square, Trapezium, Parallelogram etc	
	Compound	A thing that is composed of two or more parts.	Compound shapes are made up of two or more shapes.	
	Perpendicular	At an angle of 90°	Two perpendicular lines form a right angle.	
	Area	The measure of how much space there is inside a shape.		
	Area of square/ rectangle	Length x width	A= l x w A= 6 x 3 A= 18cm ²	
	Area of triangles	x base x perpendicular height	A= ½ x b x h A= ½ x 10 x 5 A= 5 x 5 A= 25cm ²	
	Apex	Tip or top. The vertice opposite the base.		

Week Beginning	1/11/21	8/11/21	15/11/21	22/11/21	29/11/21	6/12/21																																																																								
Subject Topic	New rhythms and key information about how to set up and look after keyboards	New rhythms and Feres Jacques on the keyboards using correct keyboard techniques	Letter names of the lines and spaces of the Treble Clef and learning about the orchestral string family	Linking different rhythms together in order to play music using the correct rhythms and note values	Bar lines, Time Signatures and Rests and learning about the orchestral brass family	Revising line and space notes whilst adding in notes on ledger lines Learning about the lines and spaces in the bass clef																																																																								
Key Learning	<table border="1"> <thead> <tr> <th>Name of note</th> <th>Appearance</th> <th>Rest</th> <th>Value (Beats)</th> </tr> </thead> <tbody> <tr> <td>Semibreve</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>Dotted Minim</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Minim</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>Dotted Crotchet</td> <td></td> <td></td> <td>1 1/2</td> </tr> <tr> <td>Crotchet</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Quaver</td> <td></td> <td></td> <td>1/2</td> </tr> <tr> <td>Semiquaver</td> <td></td> <td></td> <td>1/4</td> </tr> </tbody> </table> <table border="1"> <tr> <td>D\flat</td> <td>E\flat</td> <td>G\flat</td> <td>A\flat</td> <td>B\flat</td> </tr> <tr> <td>C\sharp</td> <td>D\sharp</td> <td>F\sharp</td> <td>G\sharp</td> <td>A\sharp</td> </tr> <tr> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>G</td> <td>A</td> <td>B</td> <td>C</td> <td></td> </tr> </table>	Name of note	Appearance	Rest	Value (Beats)	Semibreve			4	Dotted Minim			3	Minim			2	Dotted Crotchet			1 1/2	Crotchet			1	Quaver			1/2	Semiquaver			1/4	D \flat	E \flat	G \flat	A \flat	B \flat	C \sharp	D \sharp	F \sharp	G \sharp	A \sharp	C	D	E	F	G	G	A	B	C		<p> = Triplet = 1 Beat</p> <p> - Dotted Crotchet, Quaver = 2 Beats</p> <p> = One quaver and 2 semiquavers = 1 beat</p> <div style="border: 1px solid black; padding: 5px;"> <p>Legato – To be played smoothly</p> <p>Staccato – Short detached notes</p> </div>	 <p>Instrumentation- The combination of instruments that are used</p>	 <table border="1"> <thead> <tr> <th>Element of Music</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Pitch</td> <td>How high or low the notes are</td> </tr> <tr> <td>Tempo</td> <td>The speed of the music</td> </tr> <tr> <td>Dynamics</td> <td>The volume of the music</td> </tr> <tr> <td>Duration</td> <td>The length of the notes</td> </tr> <tr> <td>Silence</td> <td>Nothing being played</td> </tr> <tr> <td>Rhythm</td> <td>A pattern of notes</td> </tr> <tr> <td>Timbre</td> <td>The colour/tone of the instruments</td> </tr> <tr> <td>Texture</td> <td>The layers of the music/thick and thin</td> </tr> <tr> <td>Structure</td> <td>Sections within the music/how the music is built</td> </tr> </tbody> </table> <p>Tonality - The key of a piece of music e.g. Major</p>	Element of Music	Definition	Pitch	How high or low the notes are	Tempo	The speed of the music	Dynamics	The volume of the music	Duration	The length of the notes	Silence	Nothing being played	Rhythm	A pattern of notes	Timbre	The colour/tone of the instruments	Texture	The layers of the music/thick and thin	Structure	Sections within the music/how the music is built	 <p>C Major chord</p> <p>G Major Chord</p>	<p>Ledger Lines</p> <p>Lines</p> <p>Good Boys Deserve Football Always</p> <p>Spaces</p> <p>All Cows Eat Grass</p>
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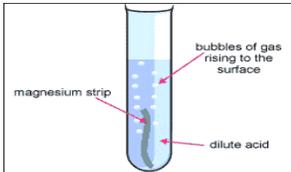
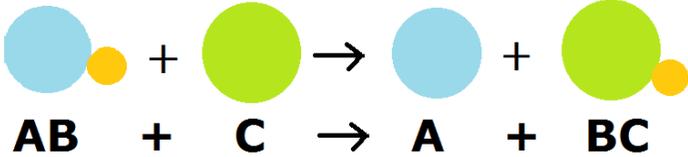
Subject: Music

Term: Autumn 2

Year Group: 7

			 <p>Staff 5 lines where notes are placed to determine pitch</p> <p>Treble Clef Symbol placed on the staff. Used for high pitch (right hand on the piano)</p>	(happy), Minor (sad), atonal		
Linked Assessment	Low stakes test Half Term Assessment	Low stakes test Half Term Assessment	Low stakes test Half Term Assessment	Low stakes test Half Term Assessment	Low stakes test Half Term Assessment	Low stakes test Half Term Assessment
Resources	Link to SharePoint				http://www.musictechteacher.com/music_quizzes/qaq_identify_the_piano_key_words/story.html	http://www.musictechteacher.com/music_quizzes/quiz_time_signs001.htm

Part	Key Learning	Disciplinary/Literacy	Resources
1	How can we ensure we have a helpful learning environment?	Venn diagram – a diagram representing overlapping circles which include information that may have common links .	
2	How can we keep track of our achievements?	Achievements – something that we can now do or that we now know, that we didn't know before.	
3	What are skills?	Skill – something we can learn how to do. Organisation – having a system and sticking to it. Problem-solving – identifying a barrier or issue and finding a way to fix or solve it. Teamwork – working in a group towards a common goal. Communication – being able to exchange information. Planning – knowing what to do, in what order and when to do it.	
4	What are personal qualities?	Personal Qualities – how you come across to other people. Determined – keen to do something. Considerate – thoughtful about other people and how they feel. Tactful – thinking carefully before speaking. Conscientious – hard working	
5	What are my future goals and how can I write about myself?	Goals – ideas that you would like to happen in the future Personal Statement – a written description about your skills, your personal qualities and your goals for the future	
6	Assessing my learning by completing an online test and an online survey	MS Teams - an online learning platform designed by Microsoft that includes assignments and ways to track your learning and progress in a subject MS Forms – an online survey tool designed by Microsoft	

Part	Key Learning	Disciplinary/Literacy																								
1	<p>Metals are found on the left hand side of the periodic table; the majority of elements are metals.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Sulfuric acid → sulfate</p> <p>Nitric acid → nitrate</p> <p>Hydrochloric acid → chloride</p> </div>	<table border="1"> <thead> <tr> <th>KEYWORD</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>Chemical property</td> <td>How a substance behaves in its chemical reactions.</td> </tr> <tr> <td>Displaces</td> <td>A more reactive metal displaces – or takes the place of – a less reactive metal from its compound.</td> </tr> <tr> <td>Element</td> <td>A substance that cannot be broken down into other substances.</td> </tr> <tr> <td>Oxidation</td> <td>A chemical reaction in which a substance combines with oxygen.</td> </tr> <tr> <td>Oxides</td> <td>A substance made up of metal or non-metal element joined to oxygen.</td> </tr> <tr> <td>Physical property</td> <td>A property of a material that you can observe and measure.</td> </tr> <tr> <td>Product</td> <td>A substance that is made in a chemical reaction. (After the arrow)</td> </tr> <tr> <td>Reactant</td> <td>A starting substance in a chemical reaction.</td> </tr> <tr> <td>Reactive</td> <td>A substance is reactive if its reacts vigorously with dilute acid or water.</td> </tr> <tr> <td>Reactivity</td> <td>The tendency of a substance to undergo a chemical reaction.</td> </tr> <tr> <td>Thermite reaction</td> <td>Reaction of aluminium with iron oxide to make aluminium oxide and iron.</td> </tr> </tbody> </table>	KEYWORD	DEFINITION	Chemical property	How a substance behaves in its chemical reactions.	Displaces	A more reactive metal displaces – or takes the place of – a less reactive metal from its compound.	Element	A substance that cannot be broken down into other substances.	Oxidation	A chemical reaction in which a substance combines with oxygen.	Oxides	A substance made up of metal or non-metal element joined to oxygen.	Physical property	A property of a material that you can observe and measure.	Product	A substance that is made in a chemical reaction. (After the arrow)	Reactant	A starting substance in a chemical reaction.	Reactive	A substance is reactive if its reacts vigorously with dilute acid or water.	Reactivity	The tendency of a substance to undergo a chemical reaction.	Thermite reaction	Reaction of aluminium with iron oxide to make aluminium oxide and iron.
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2	<p>Metals and acid $Metal + acid \rightarrow salt + hydrogen$ Magnesium + hydrochloric acid → magnesium chloride + hydrogen</p> <p>Metals and oxygen $Metal + oxygen \rightarrow metal\ oxide$ Magnesium + oxygen → magnesium oxide</p> <p>There is a pattern. Metals that react vigorously with dilute acids also react vigorously with oxygen. Metals that do not react with dilute acids do not react with oxygen.</p> <table border="1"> <thead> <tr> <th>Metal</th> <th>Reaction with dilute acid</th> <th>Reaction with oxygen</th> </tr> </thead> <tbody> <tr> <td>magnesium</td> <td>reacts very vigorously</td> <td>burns vigorously</td> </tr> <tr> <td>zinc</td> <td>reacts steadily</td> <td>burns less vigorously</td> </tr> <tr> <td>iron</td> <td>reacts steadily</td> <td>burns</td> </tr> <tr> <td>lead</td> <td>reacts slowly</td> <td>do not burn; when heated, form layer of oxide on surface</td> </tr> <tr> <td>copper</td> <td>no reaction</td> <td>no reaction</td> </tr> <tr> <td>gold</td> <td>no reaction</td> <td>no reaction</td> </tr> </tbody> </table>	Metal	Reaction with dilute acid	Reaction with oxygen	magnesium	reacts very vigorously	burns vigorously	zinc	reacts steadily	burns less vigorously	iron	reacts steadily	burns	lead	reacts slowly	do not burn; when heated, form layer of oxide on surface	copper	no reaction	no reaction	gold	no reaction	no reaction	<p>Most reactive</p> <p>potassium sodium calcium magnesium aluminium zinc iron tin lead copper silver gold platinum</p> <p>Least reactive</p>			
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3	<p>Metals and water $Metal + water \rightarrow metal\ hydroxide + hydrogen$ Potassium + water → potassium hydroxide + hydrogen</p>  <p>Reactivity series describes the patterns of metal reactions with acids, oxygen and water. Metals get less reactive as you go down the group.</p>																									
4	<p>Word equations – Used to describe chemical reactions in a simple way. The reactants are on the left of the arrow, and the products are on the right. The arrow (→) means ‘react to make’. It is NOT like the = sign.</p> <p>State symbols (equations)</p> <table border="1"> <tbody> <tr> <td>(s)</td> <td>Solid</td> </tr> <tr> <td>(l)</td> <td>Liquid</td> </tr> <tr> <td>(g)</td> <td>Gas</td> </tr> <tr> <td>(aq)</td> <td>Solution (aqueous)</td> </tr> </tbody> </table>	(s)	Solid	(l)	Liquid	(g)	Gas	(aq)	Solution (aqueous)																	
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5	<p>Displacement reactions - Displacement reactions involve a reaction between a metal and a compound of a different metal.</p> <p>A more reactive metal will displace a less reactive metal from its compounds.</p>  <p>AB + C → A + BC</p>																									
6	<p>For example, the more reactive magnesium will displace the less reactive copper from the copper sulfate solution.</p> <p>Magnesium + copper sulfate → magnesium sulfate + copper</p>	<table border="1"> <thead> <tr> <th>Metals</th> <th>Non-metals</th> </tr> </thead> <tbody> <tr> <td>Shiny</td> <td>Dull</td> </tr> <tr> <td>High melting points</td> <td>Low melting points</td> </tr> <tr> <td>Good conductors of electricity</td> <td>Poor conductors of electricity</td> </tr> <tr> <td>Good conductors of heat</td> <td>Poor conductors of heat</td> </tr> <tr> <td>High density (heavy for its size)</td> <td>Low density (light for its size)</td> </tr> <tr> <td>Malleable (hammer into shape) and ductile (make into wires)</td> <td>Brittle (breaks easily)</td> </tr> </tbody> </table>	Metals	Non-metals	Shiny	Dull	High melting points	Low melting points	Good conductors of electricity	Poor conductors of electricity	Good conductors of heat	Poor conductors of heat	High density (heavy for its size)	Low density (light for its size)	Malleable (hammer into shape) and ductile (make into wires)	Brittle (breaks easily)										
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1	<p>FORCES</p> <p>Forces change the speed, shape or direction of an object.</p> <p>Force arrows show the direction AND size of the force.</p> <p>Forces always come in pairs; interaction pairs.</p> <p>Forces can be measured with a newtonmeter (force meter).</p> <p>Forces are measured in newtons (N).</p> <p>The size and direction of a resultant force determines how (and if) an object will move.</p>												

KEYWORD	DEFINITION
Acceleration	How quickly speed increases or decreases.
Air resistance (drag)	The force on an object moving through air that causes it to slow down.
Average speed	The overall distance travelled divided by overall time for a journey.
Balanced	Forces acting on an object that are the same size but act in opposite directions.
Contact forces	Force that acts by direct contact; e.g. friction
Distance-time graph	A graph that shows how far an object moves each second.
Driving force	The force that is pushing or pulling something.
Equilibrium	State of an object when all forces are balanced.
Friction	Force opposing motion which is caused by the interaction of surfaces moving over one another.
Gravitational field strength	The force from gravity on 1kg (N/kg)
Gravitational force/ gravity	A non-contact force that acts between two masses.
Interaction pairs	When two objects interact there is a force on each one that is the same size but in opposing directions.
Mass	The amount of matter 'stuff' in an object (kg).
Newtons (N)	Unit for measuring forces (N)
Non-contact force	Force that acts without direct contact, e.g. magnetism.
Relative motion	Different observers judge speeds differently if they are in motion too, so an objects speed is relative to the observer's speed.
Resistive forces	Any force that acts to slow down a moving object.
Resultant force	Single force that can replace all the forces acting on an object and have the same effect.
Speed	How much distance is covered in a given time.
Unbalanced	Opposing forces on an object that are unequal.
Weight	The force of gravity due to the Earth (planet/moon) on an object. Measured in N.

2	<p>These forces acting on a body</p>	<p>Give this resultant force</p>	<p>Speed = $\frac{\text{Distance}}{\text{Time}}$</p> <p>Distance = Speed \times Time</p> <p>Time = $\frac{\text{Distance}}{\text{Speed}}$</p>

3	<p>Mass = 120kg Weight = 200N</p>	<p>Mass = 120kg Weight = 120x10 = 1200N</p>

4	<p>a falling</p>	<p>b sitting on a table</p>	<p>DISTANCE-TIME GRAPH</p> <p>Shows the distance that something travels over a certain time.</p> <p>Horizontal / straight line \rightarrow object / person stays still.</p> <p>Slope \rightarrow the steeper the line, the faster the object / person is moving.</p> <p>The graph is curved for an accelerating and decelerating object.</p>	<p>Every object with mass exerts a force on every other object.</p> <p>A field is a region where something feels a force.</p>
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All stationary objects are in equilibrium. The resultant force is zero.

Objects moving at a steady speed have a resultant force of zero.

GRAVITY

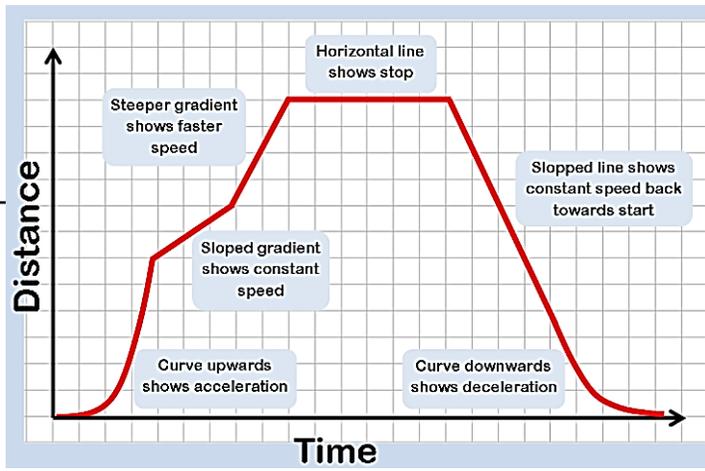
The gravitational force depends on; mass of each object and how far apart they are. If the mass is larger, the force is larger, if the distance is larger the force is smaller.

Weight is calculated using the formula;

weight (N) = mass (kg) x gravitational field strength (N/kg)

Gravitational field strength (g) is different on other planets, moons and stars. Your weight would be different on different planets because g would be different.

Gravity keeps things in orbit; the force acting on the Moon keeps the Moon in orbit around Earth.



My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	01/11/2021	02/11/2021	03/11/2021	04/11/2021	05/11/2021	06/11/2021	07/11/2021
2	08/11/2021	09/11/2021	10/11/2021	11/11/2021	12/11/2021	13/11/2021	14/11/2021
3	15/11/2021	16/11/2021	17/11/2021	18/11/2021	19/11/2021	20/11/2021	21/11/2021
4	22/11/2021	23/11/2021	24/11/2021	25/11/2021	26/11/2021	27/11/2021	28/11/2021
5	29/11/2021	30/11/2021	01/12/2021	02/12/2021	03/12/2021	04/12/2021	05/12/2021
6	06/12/2021	07/12/2021	08/12/2021	09/12/2021	10/12/2021	11/12/2021	12/12/2021
7	13/12/2021	14/12/2021	15/12/2021	16/12/2021	17/12/2021		

My Homework

Week

01/11/2021

08/11/2021

15/11/2021

22/11/2021

29/11/2021

06/12/2021

13/12/2021

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
01/11/2021			
02/11/2021			
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04/11/2021			
05/11/2021			
08/11/2021			
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