

Year 7

Knowledge Organiser

Autumn 2021 - 1

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
1	3	Using the KO in Art and Design Observational drawing HPS – Hold, Pressure, Speed Formal elements - COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE	Observational	looking carefully at an object to build accurate shape, add tone, texture and pattern	 <p>PPT - Art and Design - Home (sharepoint.com)</p> <p>Sketchbook Watercolour – powder and tempera blocks Acrylics Range of pencils Pen</p> <p>Scissors Glue</p> 
			Pressure	how hard you press with the tool to create marks	
2	1	Artist research Edvard Munch Analysis of The Scream Appropriate Background wash and title 5 images in colour (for HWK) 5 facts about the artist 5 keywords What does the artist do? How does the artist do it? Your comments Experiments in the style of the artist	Analysis	To pick apart a piece of work using the visual elements	
			Relevant	Selecting appropriate facts linked to the artist, media or context	
			Primary	Colour – Red, Yellow and Blue as these colours can't be made by others. Source – created by you. e.g. a drawing or photo	
3	2	Colour Wheel – mixing colour	Secondary	Colour - mix two primary colours together Source – a reference, drawing or photo created by someone else	
			Tertiary	mix a primary with a secondary, often creates a brown	
4 & 5	2	Colour Puzzle – Colour theory and control	Colour theory	how different colours work together	
			Harmonious	Colours next to each other on the colour wheel	
6&7	4	Dedicated Improvement and Reflection time (DIRT).	Complementary	Colours opposite each other on the colour wheel	

THE RULE
OF
5

Have a go, let us know!

SCAN ME

Part	Key Learning
1	<ul style="list-style-type: none">• A password is a string of characters that allows access to a computer system or service. It should be kept a secret and ideally contain a mixture of uppercase, lowercase and special characters.• The school network is a set of folders and linked files on the school server. It can be accessed from home by going on to the Egguckland CC website and clicking on to SharePoint.• 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.
2	<ul style="list-style-type: none">• On a computer, an application is a computer program designed to complete a specific task.• Documents are files created by software applications on a computer. Documents may contain text, images, audio, video and other types of data.• An email is a form of communication where messages are distributed by electronic means from one computer user to one or more recipients via a network.• Email recipients are individuals who have opted-in to receive emails from either an individual or a business.• Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

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	



SCAN ME

Resources



SCAN ME



SCAN ME



SCAN ME

Part	Key Learning	Disciplinary/Literacy	
1	<p>Working in a food classroom - Weighing and Measuring Kitchen scales – used for weighing solid ingredients in grams Measuring jug – measuring liquids in millilitres Measuring spoons – measure an accurate teaspoon or tablespoon. One teaspoon is 5ml; one tablespoon is 15ml. It is important to measure ingredients accurately to ensure a successful outcome.</p>	<p>Grams (g) – a metric unit of mass Millilitres (ml)– a metric unit of capacity Accuracy – being correct or precise</p>	
2	<p>Food Safety and Hygiene Personal hygiene – Food handlers should wear aprons, wash hands and tie hair up before preparing food. The 4 C's – Cleaning, Cooking, Chilling, Cross contamination should be followed to ensure food is safe to eat. Key temperatures Fridge 5C, Freezer -18C, Cooked food 75C Different coloured chopping boards are used to prevent cross contamination. For example a red chopping board is used to prepare raw meat. Bacteria need food, moisture, warmth and time to multiply. Foods should be stored in a fridge, freezer or in a cupboard. Food poisoning symptoms - nausea, vomiting, stomach pains and diarrhoea.</p>	<p>High risk foods - Ready-to-eat moist foods, usually high in protein Food poisoning - An illness caused by eating contaminated food Bacteria – Microscopic organisms Food spoilage - When food deteriorates so that its quality is reduced, or it can no longer be eaten Cross contamination - The process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.</p>	
3	<p>Cooker safety – Oven gloves should always be worn. There are three parts to the oven – Hob, Grill and Oven Grilling is a healthy method of cooking as the fat drains away from the food. Frying is a more unhealthy method of cooking as fat is added. Electric cookers use Celsius and Gas cookers use gas mark.</p>	<p>Boiling – Large bubbles rising to the top of a saucepan Simmering – Gentle bubbles just below boiling point Grilling – Dry heat applied to the surface of food Frying – A method of cooking in hot oil or fat. Baking – Cooking in an oven using dry heat.</p>	
4	<p>Knife skills - Fruit Fusion Practical Bridge and claw grip – a safe method of using a sharp knife by making an arch or clench with your hands. Knife Safety: Carry a knife by the handle with the point downwards. Use the correct sized knife for the task. Do not leave knives in washing up bowl. Always cut away from your fingers. Seasonal food is when food is harvested and eaten in its natural season. For example Strawberries are in season in the UK between June and July. Out of season strawberries are imported from warmer countries e.g. Egypt.</p>	<p>Dice – Small cubes Slice – a thin, broad piece of food. Enzymic browning – a reaction that takes place in some foods making them turn brown. Seasonal – seasonal fruits and vegetables are grown at different times of the year according to their geographical location.</p>	
5	<p>The Eatwell Guide - Couscous salad The Eatwell guide is a visual representation of how different foods and drinks can contribute towards a healthy balanced diet. The Eatwell Guide is based on the 5 food groups and shows how much of what you eat should come from each food group every day to maintain a healthy diet. The Eatwell Guide applies to most people regardless of weight, dietary restrictions/preferences or ethnic origin. It doesn't apply to children under two years because they have different nutritional needs. Children aged two to five years should gradually move to eating the same foods as the rest of their family, in the proportions shown on the Eatwell Guide.</p>	<p>Couscous – a cereal grain - carbohydrate Carbohydrate – a substance that provides the body with energy. Nutrients - The components that make up food Dissolve – to disappear into a liquid</p>	
6	<p>Nutrition - Smoothie Blender - A piece of electrical equipment that can cut up food and reduce it to a pulp. Protein - is needed for growth, repair, maintenance and energy. Carbohydrate - provides the body with energy. Fat - keeps the body warm, provides energy, protects vital organs and provides fat soluble vitamins</p>	<p>Balanced diet - A diet that contains all the nutrients in the correct amount Blend - To mix two or more ingredients together, by hand, a hand blender or food processor</p>	



Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Aim: To develop simple sketch and show effect of dialogue and how it can be overrated. To teach effect of different expressions / moods, use same conversation but look at effect of different mood / tone of voice. Building confidence, working as part of a team, speaking and listening skills; 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. Improvisation – Working as a team or individually to explore ideas practically and create a performance. Characterisation – Creating a character; changing your voice and movement to play a particular role. Still Image 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. 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>	<p>Home - CBBC Newsround</p>
2	<p>Aim : To introduce ways of addressing the audience whilst developing dramatic expression. Using the idea/stimuli in class; In what ways can a character address the audience? Why is this effective? -It lets the audience become apart of the action, allowing them to see inside the characters thoughts.....</p>	<p>Role-Play 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>	<p>Performance skills - GCSE Drama Revision - BBC Bitesize</p>
3	<p>Aim : To introduce the concept of universal gesture and mime. What have we learned about mime and gesture this lesson? Can Drama be successful without speech? Devise a scene entitled 'The Broken Friendship', using as many gestures as possible but making restrictions as to the words that can be spoken; e.g. Only ten 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 give each character a different emotion.</p>	<p>Vocal Skills Tone of voice – The emotion of a character shown through their voice. For example: angry, happy, sad. Pitch – How high or how low your voice is. Pace – The speed in which you say the dialogue. For example; fast or slow. Pause – Leaving a gap between words to add tension. Volume – How loud or how quiet you are. This can help show your character's emotions.</p>	
4	<p>Aim: To introduce concept of status and how levels can be used to show this. Choose one positive element from each sketch and comment. Contribute positive comments. How and why is status used in drama? Create a different freeze frame to animate a short storyline. Create your own setting which the rest of group have to guess where you are, only using your body language/body movement.</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 dramatised. Why and how do status levels change? Have we shown this effectively today? Why/why not? 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>		
6	<p>Aim: For all pupils to perform in front of peers. To develop presentation skills to the class. Perform their own devised Theatre. Evaluation of performances What did You enjoy about the performances you watched? What could be improved and why? How did your performance go? What went well? What needs to be worked on?</p>		

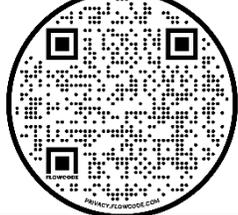
Part	Key Learning	Vocabulary	Resources
1	<p><u>Creation Myths:</u> A creation myth is a narrative of the beginning of the world as understood by a particular community. Greek: The universe started with Chaos. From that came Gaia (the earth) and Ouranos (the sky). Norse: The Gods Odin, Vili and Ve dug the ice giant Ymir's body into the ground and made the world from his body. Asian: A cosmic egg emerged from chaos and hatched Pangu: a semi divine human/giant.</p>	<p>Aetiological myth: a myth that explains how something came to be. Historical myth: a myth that explains a part of history. Psychological myth: a myth that explains how human beings behave.</p>	
2	<p>Cherokee: Animals lived in a spirit world above the earth. One day, an animal went down and spread clay to form Earth. African: Ra/Atum (the sun) emerged from Nun (the ocean) and created air, water, earth and fire. Oceania: The world was created by the chief God of the birdman cult, Makemake</p>	<p>Primordial: something that has existed since the beginning of time Deity: a God Cosmic: universal Coalesce: come together</p>	
3	<p><u>Biblical Allusions</u> The Prodigal Son: A 'Prodigal Son' is somebody who leaves home and spends their money recklessly, but later returns to repent. Cain and Abel: If somebody has 'the mark of Cain', they have the mark of a murderer as Cain murdered his brother, Abel. The phrase 'Am I my brother's keeper?' shows a lack of responsibility as this is what Cain said when God asked him of his brother's whereabouts.</p>	<p>Allusion: an expression that calls something else to mind. Idiom: an expression that has a meaning totally different from the words that it uses. Profligate: wasteful Repent: Ask god to forgive</p>	
4	<p><u>The Ten Plagues of Egypt:</u> The Egyptian Pharaoh, Rameses II, refused to free the Israelites from slavery, so God decided to punish him with 10 plagues. Judas: To call someone a 'Judas' is to call someone a deceptive traitor because Judas helped to arrest Jesus before his crucifixion.</p>	<p>Deception: dishonesty, trickery Duplicious: two-faced</p>	
5	<p>Pontius Pilate: Pontius Pilate was the Roman prefect (governor) in charge of the trial of Jesus. He 'washed his hands before the multitude, saying, I am innocent of the blood of this just person'. He was washing his hands of responsibility of the death of Jesus. <u>Greek and Roman Mythology:</u> Prometheus: Prometheus was punished for giving mankind fire- fire belonged to the Gods. References to Prometheus in literature often include punishment for taking on God-like power.</p>	<p>Wrath: extreme anger/fury Accountability: responsibility</p>	
6	<p>Pandora: Pandora had an insatiable curiosity and could not help opening the box/jar which let out all of the evil into the world. If you are to say that something is a 'Pandora's box', it is something that is unpredictable and could have negative consequences. Icarus: To 'fly too close to the sun' means that somebody is pushing their luck. It refers to Icarus flying too high, which caused the wax on his wings to melt- he plummeted into the sea.</p>	<p>Insatiable: unable to be satisfied Hubris: extreme pride</p>	

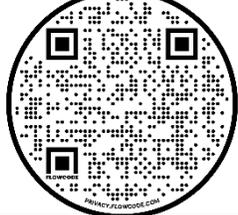
Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Physical geography is the natural environment its systems and processes.</p> <p>Human geography is about the built environment and where people live.</p> <p>Environmental geography looks at how people interact with the physical environment.</p>	<p>Geography is the study of our world. Examples of physical geography are; Plate tectonics, Atmospheric circulation and weather systems, Biomes and ecosystems, processes in our landscape. Examples of human geography are; Settlement, population growth, transport and infrastructure. Examples of environmental geography are; Climate change, sustainability and resources management</p> <p>Ordnance survey maps</p> <p>To measure distance. Use a rule or paper. Mark on the distance from point A to B. Use the scale on the map to work out the distance.</p> <p>4 Figure GR – An Ordnance Survey (OS) map has a grid of blue lines. Lines that run up and down the map (north to south) are called Northings. Line that run from left to right (west to east) are called eastings. Each line has a number to it. Remember ‘along the corridor and up the stairs’. To find a grid reference first go along the bottom of the map until you reach the line before the place. Then go up the map to the line before the place. This will give you a 4 figure grid reference.</p> <p>6 Figure GR – follow the same as the 4 figure. However you need to imagine a 10 x 10 grid over the top of a square. Half way between the 2 blue northings would be 5 lines.</p>
2 and 5	<p>Geological time a scale of time in which to place events such as rock types, dinosaurs, this can be divided into periods of time.</p> <p>Igneous rocks Rocks formed from cooled magma that has risen through the crust e.g. granite.</p> <p>Metamorphic rock Rocks that have changed due to being heated e.g. slate</p>	<p>The earth is made up of 4 main parts. Working from the middle outwards. There is the inner core, outer core, mantle, crust. <i>The inner core is thought to be solid.</i> The outer core is thought to be a liquid. <i>The mantle is made of magma a thick liquid of molten (hot) rock.</i> The crust is a solid. The crust is divided up into plates. Where two plates meet volcanic eruptions and earthquakes happen</p> <p>Geological time is divided up over 4.6 billion years. It is divided into 3 era’s and 13 periods.</p> <p>Dartmoor was formed 280 million years ago in the carboniferous period. Formed by molten rock from the mantle pushing upwards to form a batholith. This igneous rock cooled to form granite. The rocks around changed due to the heat and metamorphic rock called slate was formed.</p> <p>Peat soil forms in very wet places as dead plant material does not decompose. Dartmoor’s has been accumulating peat for 10,000 years which is 6m deep and stores 10 million tonnes of carbon.</p>
3 and 6	<p>Relief rainfall Rain over areas of highland, the land forces warm air to rise, form clouds and then it rains.</p> <p>National Park An area of countryside protected from development due to its unique landscape</p> <p>Settlement Hierarchy The order of settlements in size from Hamlets and Villages to Mega cities</p>	<p>Relief rainfall happens when warm air rises over a highland area like Dartmoor. It cools, condenses (changes from a gas to a liquid) forms clouds and it rains. There are 10 National Parks in England, Broads, Dartmoor, Exmoor, Lake District, New Forest, Northumberland, North York Moors, Peak District, Yorkshire Dales, and South Downs. 3 in Wales Brecon Beacons, Pembrokeshire Coast, and Snowdonia. Scotland - Cairngorms and Loch Lomond & the Trossachs.</p> <p>The aims of the national parks are to;</p> <ol style="list-style-type: none"> 1. Conserve and enhance the natural beauty, wildlife and cultural heritage. 2. Promote opportunities for the understanding and enjoyment of the special qualities of national parks by the public. 3. To seek to foster the economic and social well-being of local communities within the national park <p>There are different types of settlement.</p> <p>The smallest is an isolated dwelling (farmhouse), A hamlet (local), a village (local), a town (local) a City (Plymouth) and conurbation (two or more cities join together (Greater Manchester) and a Mega city (10 million + people) Greater London.</p>

Part	Key Learning			
Place Value	Keyword	Definition	Examples	
	Integer	Whole Number	4, 10, 158 NOT INTEGERS $2.3, \frac{1}{5}, \pi$	
	Partition	Dividing into parts	1250 = 1000 + 200 + 50 NOT PARTITIONED $1250 \neq 1 + 2 + 5 + 0$	
	Inequality (< and >)	Two parts are not equal to each other	$5 > 1$ 5 is greater than 1	
			$X \leq 10$ X is less than or equal to 10	
			$100 < 5 \times 40$ 100 is less than 5 x 40	
	Decimal Place (dp)	The position of a digit to the right of a decimal place	0.35 3 is 1 st decimal place 5 is 2 nd decimal place 0.049 4 is 2 nd decimal place 9 is 3 rd decimal place	
Significant Figure (sf)	The digits used to express a number, starting with the first non-zero digit	720 7 is 1 st significant figure 2 is 2 nd significant figure 0.0035 3 is 1 st significant figure 5 is 2 nd significant figure		
Addition and Subtraction	Keyword	Definition	Examples	
	Addition	Sum, add together, plus, combine, total		
	Subtraction	Difference, subtract, takeaway, minus, deduct		
	Polygon	A 2D shape	Pentagon is a 5 sided polygon Octagon is an 8 sided polygon	
	Regular Polygon	A polygon where all the sides are the same length	A square is an example of regular 4 sided polygon. All sides are the same length	
	Irregular Polygon	A polygon where the sides are different lengths	A rectangle is an example of an irregular 4 sided polygon. Sides are different lengths	
	Quadrilateral	4 sided polygon	Rectangle, Square, Trapezium, Parrallelogram etc	
	Perimeter	Distance around the outside of a shape		
	Compound	A thing that is composed of two or more parts	Compound shapes are made up of two or more shapes	
	Angles on a straight line	Add up to 180 degrees	Angles in a triangle	Add up to 180
	Angles at a point	Add up to 360	Angles in a quadrilateral	Add up to 360

Part	Disciplinary/Literacy	Key Learning: Anglo-Saxon England (pre 1066)
1 and 4	<p>Evidence: A historian uses this to gather information about the past.</p> <p>Artefacts: Objects that help us discover how people lived in the past.</p> <p>Hunter-gatherers: People who do not farm but get their food from hunting and what they find.</p>	<p>Early Settlers: We do not know much about the first people who lived in Britain, people did not write things down at the time so most of our information comes from <u>evidence</u> and <u>artefacts</u>. About half a million years ago, people from Europe start to arrive, these were Britain's early immigrants and they were <u>hunter-gatherers</u>. They moved around in small groups, took shelter in caves or basic built huts, they learnt skills such as lighting fires and making sharp flint tools.</p> <p><u>The British Isles are born:</u> For thousands of years, Ice Age hunter-gatherers easily cross to Britain from Europe across the land bridge where the English Channel now is. Over the next, few thousand years the land bridge gradually disappeared under the sea and Britain became an island. Around 7,000 years ago, people learned how to farm and produce their own food rather than having to hunt and gather it. New settlers coming to Britain from Europe brought wheat and barley seeds to grow crops as well as animals for meat, they built more homes that are permanent and cleared large areas of woodland for farming.</p> <p>After the Bronze Age: Over the next few thousand years, different tribes arrived in Britain. Some came peacefully, while others were hostile. Some came only for a short time but others settled for good.</p> <p><u>The Celts</u> arrived around 500BC from central Europe, they fought brutally with each other and people already settle in Britain.</p> <p><u>The Romans</u> invaded in 43AD and conquered most British tribes; they stayed for around 400 years. After the Romans left around 410AD the British people (known as Britons) were left to fend for themselves and new tribes began to invade Britain, these tribes were called Angles, Saxons and Jutes and collectively the invaders became known as <u>Anglo-Saxons</u>.</p> <p><u>The Vikings</u> raided the coasts; they stole valuable treasures, they took food, cattle and tools. From 865AD they began to settle in Britain because Britain had treasures to make them rich and fertile land for farming.</p>
2 and 5	<p>Witan: An Anglo-Saxon council of nobles.</p> <p>Population: The amount of people that live in an area.</p> <p>Barter: The trading of goods for other goods common in the Dark Ages and Medieval world.</p>	<p>Who ruled?: England contained a mixture of different groups whose ancestors came from all sorts of different places. Historians call it Anglo-Saxon England because many of the people who lived there were descendants of tribes of Angles and Saxons. In 1024, Anglo-Saxon England was peacefully united under one king – <u>Edward the Confessor</u>, a group of advisers, called the Witan, helped him in his role. King Edward also took advice from some friends from an area of northern France called Normandy.</p> <p><u>Population:</u> 1.5million. Nearly everybody worked on the land and lived in small villages, there were a few towns with no more than 1000 people living there. Only eight towns had a population more than 3,000.</p> <p>Achievements of the Anglo-Saxons: Anglo-Saxon society and culture became very advanced by the 11th century. Before <u>coins</u> most people exchanged their goods for other goods, this was called bartering. During the 700s Anglo-Saxons produced their coins to make trading easier. <u>Craft:</u> Anglo-Saxons were highly skilled craft workers, archaeologists have discovered board games, musical instruments, wooden bowls, furniture, belt buckles, necklaces and ornaments. <u>Buildings:</u> At first Anglo-Saxons avoided old abandoned Roman stone-built towns but they began to re-used the stone to build churches.</p>
Part 3 and 6	<p>Heir: The person next in line to inherit the throne.</p> <p>Duke: A noble less powerful than a King.</p> <p>Battle: An encounter between two or more armies.</p>	<p>Who will be King?: In January 1066, Edward the Confessor, King of England died and left no children behind. At this time, there were no strict rules as to who should become the new King. Three men believed they should be the next King of England; they were Harold Godwinson (the Englishman), William of Normandy (Duke of Normandy) and Harald Hardrada (King of Norway).</p> <p>Battle of Stamford Bridge: Harold of England sat on his throne waiting for his rivals to attack then finally in September Hardrada landed in the North of England to claim the throne. King Harold had to quickly march his army 190 miles in 4 days to meet Hardrada at Stamford Bridge. The Vikings were unprepared for Harold's sudden arrival and consequently Harold won.</p>

Part	Key Learning C'est la rentrée!					Disciplinary Literacy		Resources																
1	Verb start:	Adverb	Conjunctive		Verb	Adjective Masc/Fem		Phonics chart Pronunciations Alphabet sounds																
	Oui, ça va	merveilleusement bien marvelously well	car because parce que because puisque since		je suis I am	content/ contente happy	<table border="1"> <tr><td colspan="2">Greetings:</td></tr> <tr><td>Bonjour</td><td>Hello</td></tr> <tr><td>Salut</td><td>Hi</td></tr> <tr><td>Ça va?</td><td>How is it going?</td></tr> <tr><td>Ça va bien</td><td>It's going</td></tr> <tr><td>Ça va mal</td><td>It is not going well</td></tr> <tr><td>Comme ci comme ça</td><td>I'm ok</td></tr> <tr><td>Au revoir</td><td>Good bye</td></tr> </table>		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
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2		assez bien quite well	mais but		j'ai I have	relaxé/ relaxée relaxed	Pencil Case Quizlet: 																	
		comme ci comme ça so so				faim hungry																		
3	Non, ça va	mal bad				soif thirsty	Verb Conjugations: Avoir – To Have <table border="1"> <tr><td>J'ai</td><td>I have</td></tr> <tr><td>Tu as</td><td>You have (singular)</td></tr> <tr><td>Il/elle a</td><td>He/she has</td></tr> <tr><td>Nous avons</td><td>We have</td></tr> <tr><td>Vous avez</td><td>You have (plural)</td></tr> <tr><td>Ils/ells ont</td><td>They have</td></tr> </table>	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					
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Non, ça ne va pas	plutôt mal rather bad			chaud hot																				
	très mal very bad			froid cold																				
4	Prepositional start	Verb	Noun		Conjunctive	Intensifier	Être – To Be Quizlet: 																	
	Dans mon/ton/son sac	j'ai tu as il/elle a je n'ai pas de	un portable un bâton de colle un stylo un compas	a phone a glue stick a pen a compass	parce que - because car- because puisque - since cependant - however mais- but et – and aussi – too/also	un peu – a little assez - enough très - very super - great pas du tout – not at all																		
	Dans mon/ton/son sac à dos	j'ai oublié j'ai perdu Il y a Il n'y a pas de	une calculette une gomme une bouteille d'eau de la nourriture	a calculator an eraser a bottle of water food	Opinion	Reason- adjectives																		
5	Dans mon cartable				je/tu/il/elle pense que c'est je/tu/il/elle trouve que c'est à mon avis c'est selon moi c'est	essentiel - essential important - important recommandé - recommended obligatoire – obligatory/required	The Ten Keys 																	
Au collègue				Étre – To Be																				
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3	muy bien very good	ya que because	listo/a - ready																						
	bien good	dado que given that	lleno/a de energía - full of energy																						
	así así/regular so so/ ok	sin embargo however	cansado/a - tired	tranquilo/a - calm	harto/a - fed up	enojado/a - annoyed	triste -sad																		
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	fatal terrible																								
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6	Mi hermano My brother	se llama calls himself/herself				tiene he/sh e has				años years															



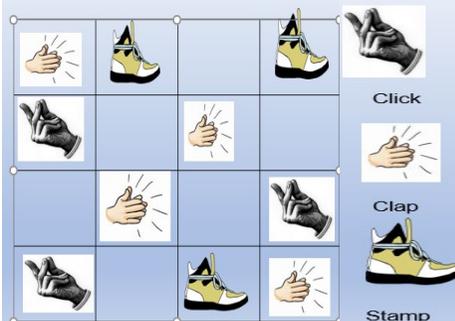
Part	Key Learning
1	Introduction to the Music Department and Music warm ups Information about Music Clubs and extra curricular activities Questionnaire to find out prior learning Music warm ups Introduction to rhythm and beat squares Beat -- Repetitive sound at the same pace Rhythm - A pattern of notes played at different speeds
2	To understand the difference between a beat and rhythm Creating and performing rhythm and theme grids Polyrhythms – Two or more different rhythms being played at the same time
3	Introducing a crotchet, 2 quavers, a crotchet rest and 4 semiquavers  Crotchet – 1 beat  1 Quaver – 1/2 Beat  1 semiquaver – ¼ Beat  2 Quavers – 1 beat  4 Semiquavers – 1 beat  Crotchet Rest – 1 beat rest
4	Writing rhythms on manuscript paper Introducing: stave, bar lines, double bar line, time signature, treble clef and how they are used whilst composing music  Treble Clef - Tells you to play with your right hand on the keyboard, High sounding instrument play using this clef.  Time signature – 4/4= 4 beats in a bar  Bar line - Separates music into the correct number of beats per bar  Double Bar Line Used at the end of a piece of Music

Disciplinary/Literacy



Musical Elements

- Timbre** *Sound quality* 
- Pitch** *High or low sounds* 
- Texture** *How many sounds?* 
- Tempo** *Fast or slow?* 
- Duration** *Long or short?* 
- Structure** *The musical plan* 
- Dynamics** *Loud or quiet?* 

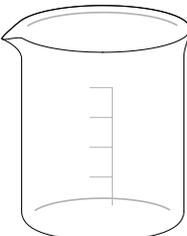
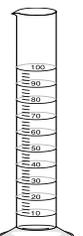
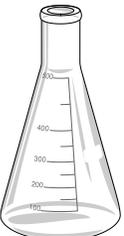
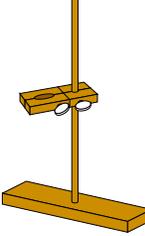
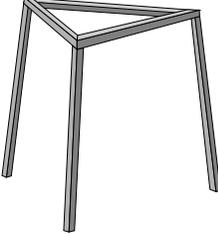


Click

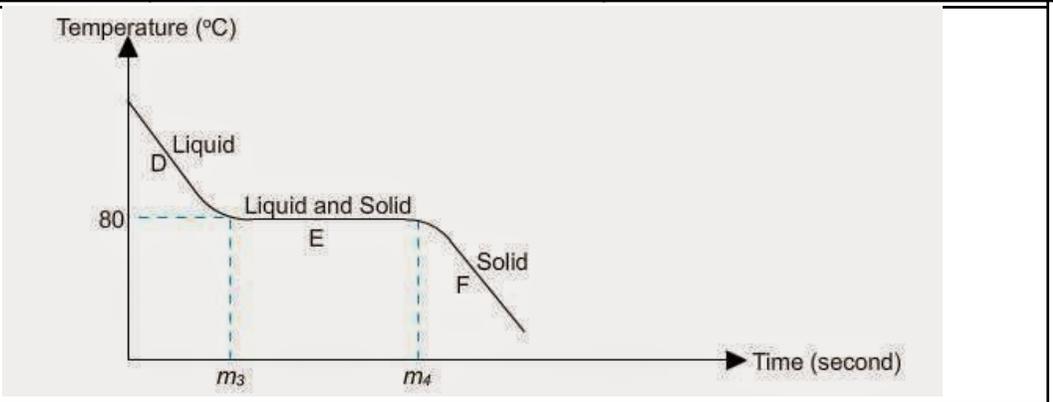
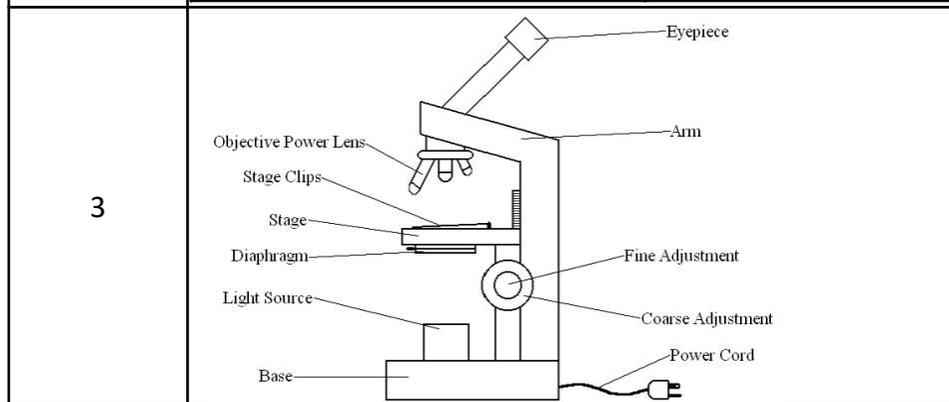
Clap

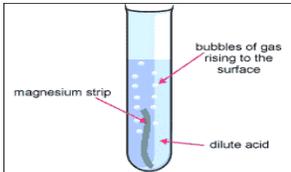
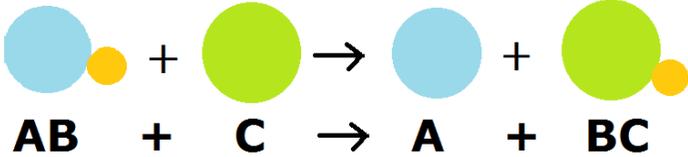
Stamp

Part	Key Learning	Disciplinary Literacy	Resources
1	Learning about Learning How do I learn? How do I remember information? How can I keep my brain healthy?	<p>Working Memory- Also known as short term memory, this is what you can recall for a short period of time (up to 30 seconds).</p> <p>Long Term Memory – Where information and experiences are stored over the long term. This normally happens after information has been used a minimum of three times over a longer period of time.</p>	 <p>All resources will be added to the Class Teams site</p>
2	How do I listen?	<p>Active Listening – Listening with your full attention on the person speaking.</p> <p>Passive Listening – Being aware of someone speaking but not putting your attention on the speaker themselves. Possibly by doing something else at the same time.</p>	
3	How organised am I?	Being organised – having a system and sticking to it.	
4	What is a Growth Mindset and how can I develop one?	<p>Mindset – how you think about yourself and your abilities.</p> <p>Fixed Mindset – you have beliefs about yourself that you think cannot be changed; even though they can.</p> <p>Growth Mindset – you believe that anything is possible for you and so you try to find out how to improve a skill or ability</p>	
5	How can I manage my emotions?	Anger Iceberg – A visual way to show that feeling angry is normally a result of another emotion not being recognised or dealt with. For example, fear, worry, frustration, anxiety, sadness, upset.	

Part	Key Learning							
1								
	Beaker	Bunsen burner	Measuring cylinder	Conical flask	Filter funnel	Clamp stand	Tripod	Thermometer

	Name	Abbreviation	“Normal” number	Standard form
2	Tera	T	1,000,000,000,000	1×10^{12}
	Giga	G	1,000,000,000	1×10^9
	Mega	M	1,000,000	1×10^6
	Kilo	k	1,000	1×10^3
	NORMAL NUMBER	None	1	1×10^0
	Deci	d	0.1	1×10^{-1}
	Centi	c	0.01	1×10^{-2}
	Milli	m	0.001	1×10^{-3}
	Micro	μ (mu)	0.000001	1×10^{-6}
Nano	n	0.000000001	1×10^{-9}	



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> <table border="1"> <thead> <tr> <th colspan="2">State symbols (equations)</th> </tr> </thead> <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>	State symbols (equations)		(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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My Diary :

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

My Homework

Week

08/09/2021

13/09/2021

20/09/2021

27/09/2021

04/10/2021

11/10/2021

18/10/2021

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

Date	Book Title	Pages	Main Events
08/09/2021			
09/09/2021			
10/09/2021			
13/09/2021			
14/09/2021			
15/09/2021			
16/09/2021			
17/09/2021			
20/09/2021			
21/09/2021			
22/09/2021			
23/09/2021			
24/09/2021			

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

Date	Book Title	Pages	Main Events
27/09/2021			
28/09/2021			
29/09/2021			
30/09/2021			
01/10/2021			
04/10/2021			
05/10/2021			
06/10/2021			
07/10/2021			
08/10/2021			
11/10/2021			
12/10/2021			
13/10/2021			
14/10/2021			
15/10/2021			

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

Date	Book Title	Pages	Main Events
18/10/2021			
19/10/2021			
20/10/2021			
21/10/2021			
22/10/2021			

