



# Knowledge Organiser Year 7



**Ambition, Respect, Excellence**

# Your Knowledge Organiser

This is your home learning booklet, in your home learning booklet you will find a Knowledge Organiser for each subject that you are going to study. These are a summary of the most important pieces of information that you need to know. You will be expected to learn all this information and complete activities in your home learning exercise book.

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# Knowledge Organiser Timetable

We expect you to complete one full page in your workbook as a minimum. You should spend around 20 minutes on home learning for each subject. Your teachers will check your Knowledge Organiser home learning during lessons, so make sure that you bring your books to school everyday. Your writing needs to be neat with home learning, title and date underlined with a ruler at the top of the page. If your teacher feels that any of these elements are not up to standard, they will enter you for a home learning support session. You will be rewarded house points for completion of homework and additional points will be awarded for exceptional home learning pages.

	WEEK A	WEEK B
MONDAY	ENGLISH PE	ENGLISH MUSIC
TUESDAY	ART DESIGN & TECHNOLOGY	FRENCH DESIGN & TECHNOLOGY
WEDNESDAY	MATHS DRAMA	MATHS ONLINE PSHE
THURSDAY	GEOGRAPHY ICT	HISTORY ETHICS & CULTURE
FRIDAY	DANCE SCIENCE	SCIENCE

# How To Use Your Knowledge Organiser For Homework

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

For homework you should use your knowledge organiser to complete one of our accepted strategies in your workbook you should either:

- **Write**
- **Mind Map**
- **Transform**

Do not just copy into your workbook!

The first 12 pages contain some tips on how you can use your workbook.

Your teacher will check your workbook each week.

# Knowledge Organiser Quiz

Your teacher will quiz you on your Knowledge Organiser twice a term to check how well you are doing your homework. The 'Mark' box must be used to record your score from each quiz.

	ENGLISH	MATHS	SCIENCE	ART	HISTORY
QUIZ 1					
QUIZ 2					
	FRENCH	ICT	PE	DANCE	GEOGRAPHY
QUIZ 1					
QUIZ 2					
	PHSE	E&C	MUSIC	DESIGN & TECHNOLOGY	
QUIZ 1					
QUIZ 2					

# Look, Cover, Write, Check, Correct

**Look** through and read the information on a section of your Knowledge Organiser.



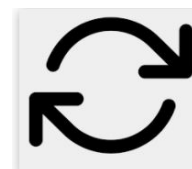
Then **cover** the section so you can no longer see the information.

**Write** everything you can remember, including any diagrams/drawings or tables



**Check** and **correct** your work using green pen.

**Repeat** until you have got everything correct.



# Look, Cover, Write, Check, Correct

## Examples:

Write down as much information as you can remember from your Knowledge Organiser subject page. Mark all the information you got right and correct any mistakes/add in detail where you missed it.

### Remembering Key Information

Reflex arc means a quick response.  
Reflex arc mean an involuntary response. ✓

Antibiotics means a medicine that prevent the <sup>growth</sup> microorganisms but do not help any viruses. ✓

A platelet helps the clotting and into a scab, making a clot/scab.  
cholesterol is a fatty substance is <sup>needed</sup> for your body to probably. definitely needed.

A ligament is a that joins a <sup>bone</sup> meseta.

purple pen improvement I used the Look, cover, write, check, correct.

The nervous system is inside your body and is in most parts of your body but your B

### Homework Support

#### Science

Drugs are chemical substances that affect the way you work. ✓

They are additional recreational. x medicinal. They can be painkillers, stimulants, hallucinogens and depressants.

Receptors are found in sense organs. ✓

Effectors are muscles or glands and carry out a response. ✓

Blood is made up of plasma (liquid), Red blood cells and white blood cells (carry oxygen) (fight infection).

and platelets.

There are 3 main types of pathogen: fungi, viruses and bacteria. ✓

There are several lines of defence against pathogens - primary defences: skin, stomach acid, nasal hairs. ✓ mucus and Secondary defences: the immune system.

Vein - carries blood to the heart at low pressure. They have thin walls and valves to stop \* blood. \* backflow of ✓

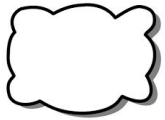
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

Capillary - link arteries and veins. Carry blood to tissues and remove waste.



# Look, Cover, Mind Map, Check, Correct

**Look** through and read the information on a section of your Knowledge Organiser then **cover** it up.



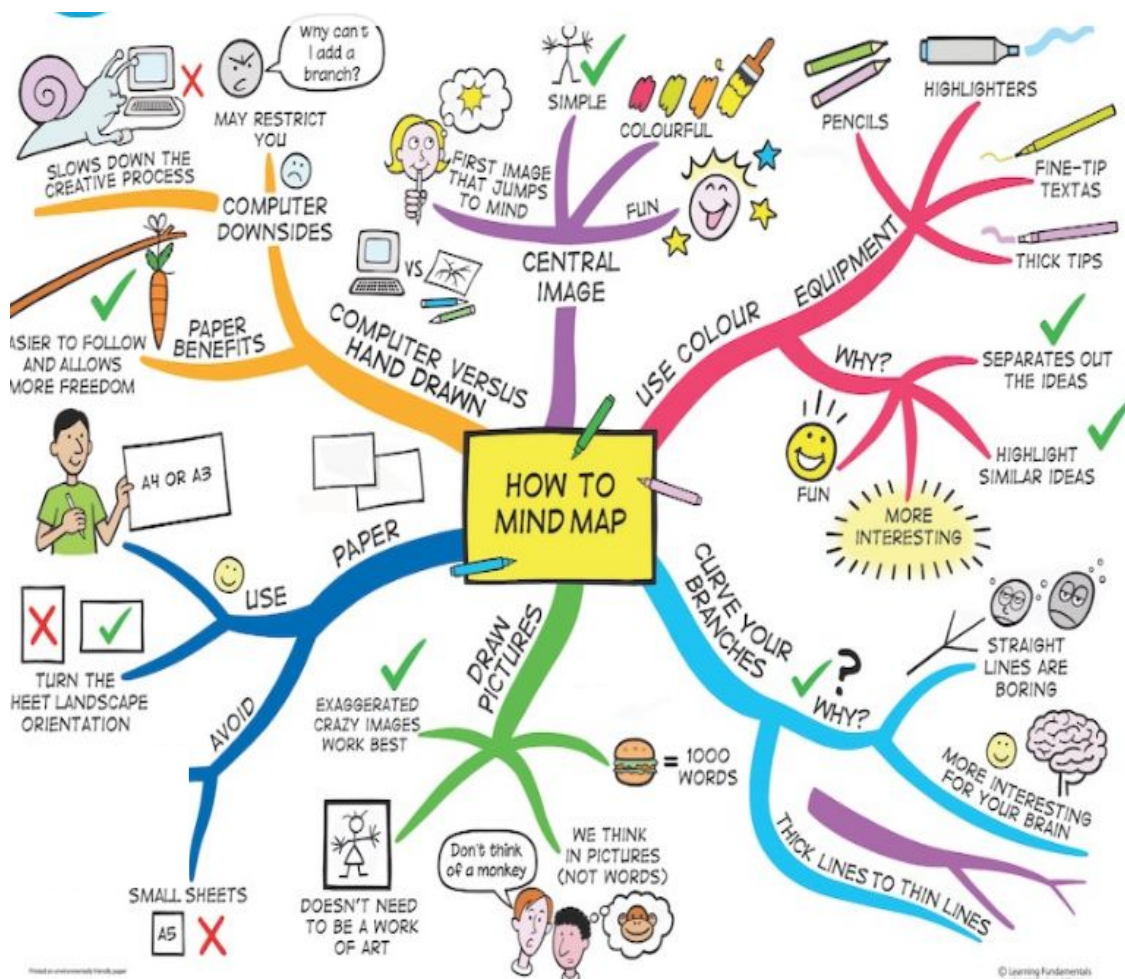
Then come up with a **title** for the section and put a bubble or star around your word

**Write** everything you can remember, including any diagrams/ drawings or tables.



**Check** and **correct** your work using green pen.

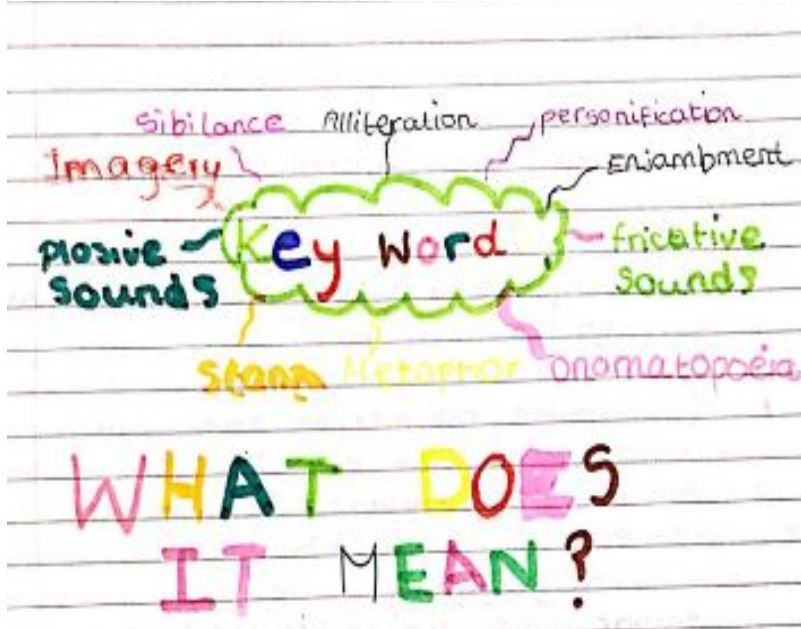
**Repeat** until you have got everything correct.





# Look, Cover, **Mind Map**, Check, Correct

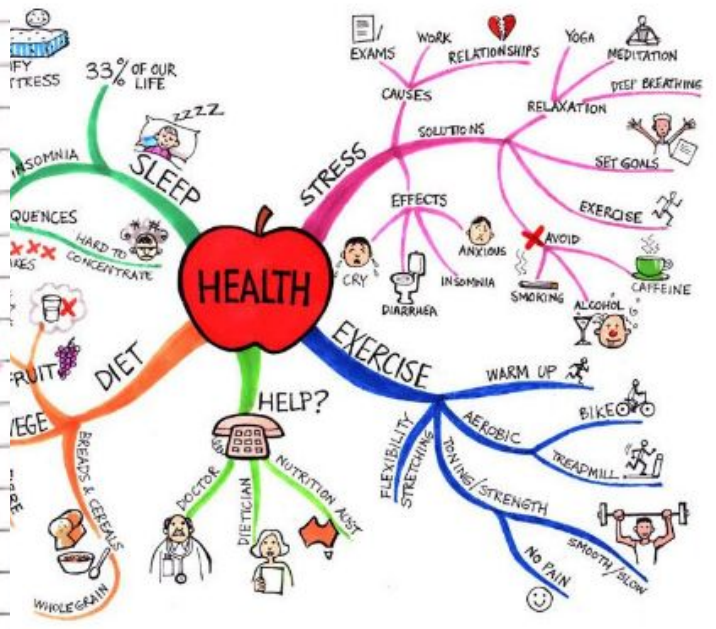
Examples:



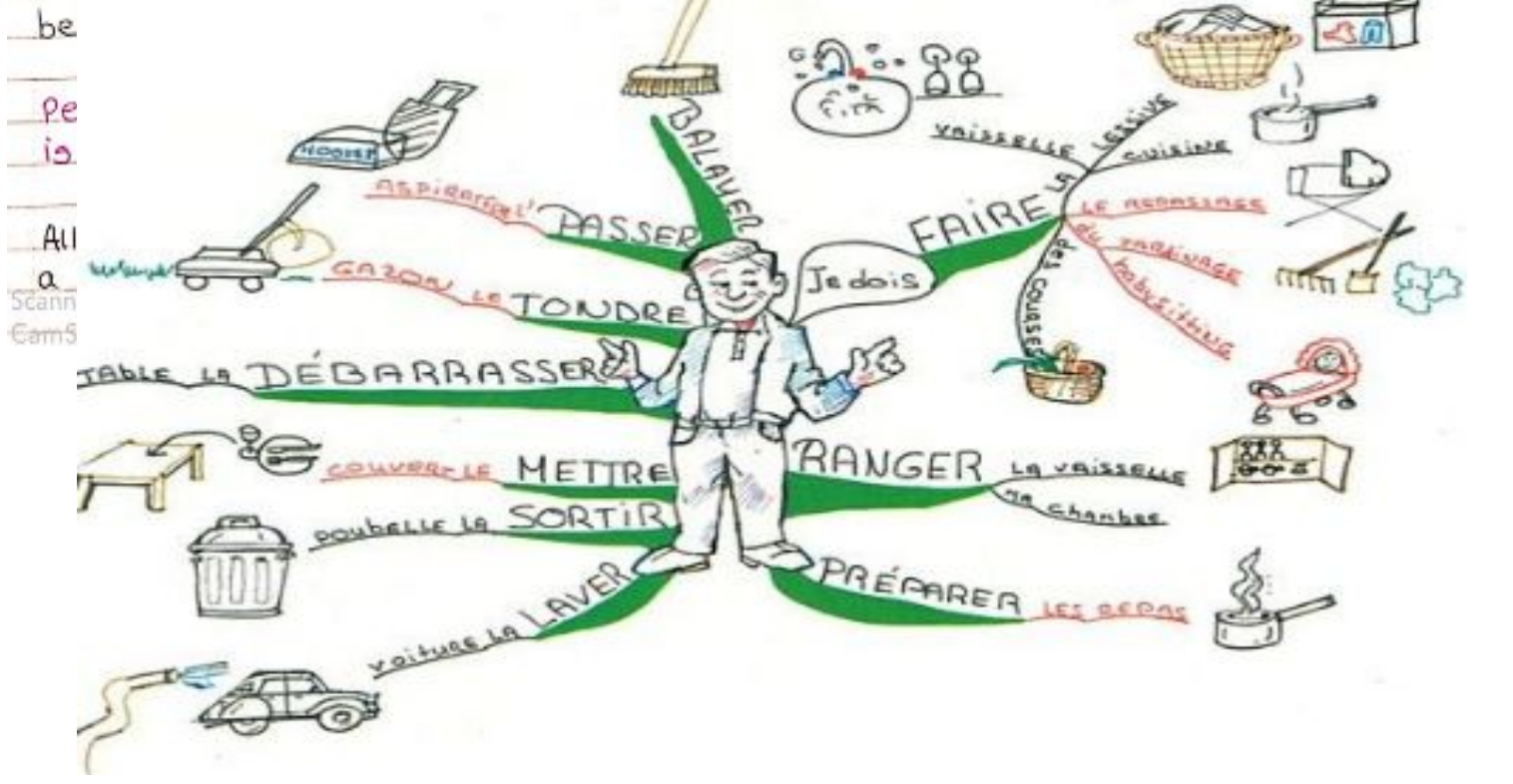
WHAT DOES IT MEAN?

Onomatopoeia means a word that sounds like what it is.

Metaphors - means a non literal description for effect



... lines that can wrap



# Look, Cover, **Transform** Check, Correct

**Look** through and read the information on a section of your knowledge organiser then **cover** it up



Then **transform** the section, you can transform the information into one of the below:

- A selection of keywords
- Spellings you have to learn
- Song/poem to help you remember
- Key facts from the sheet
- Transform the descriptions into pictures/comic strip
- Transform it into revision card boxes
- Piece of extended writing based on the information.



**Check** and **correct** your work using green pen.



# Look, Cover, Transform, Check, Correct

## Example:

Maths.

### Shapes!

Rectangle. =  $L \times W$

TRAPEZIUM -  $A = \frac{1}{2} \times (a+b) \times H$

Triangle -  $\frac{1}{2} \times \text{base} \times \text{vertical height}$   
 $A = \frac{1}{2} \times b \times h$

### Shape Names!

cylinder	Cube
Cuboid	Cone
pyramid	Sphere
hemisphere	triangular
	prism
Trapezium	parallelogram
	WRT English

WRT Geography

### 3 Facts about Oceans!...

**Fact 1** - 70% of the Oxygen we breathe is produced by Marine plants.

**Fact 2** - 97% of the Earth's water supply is contained in the ocean.

**Fact 3** - 30% of  $\text{CO}_2$  emissions produced by humans are absorbed by the oceans.

**deserts** - Very hot deserts are

### poems!

'Blessing' - a free verse poem about poverty and the importance of water.

It focuses on a slum on the outskirts of Mumbai in India and in particular the reaction of children who come to celebrate and drink when a pipe bursts.

Island man - is a short poem that focuses on the cultural of Caribbean man who wakes up in London but is dreaming that he's on a native island. In search for my lounge - the poet explores the internal conflict of she feels about losing her Indian cultural identity.

Half caste - about mixed race and people's identity and people's culture.

Nothing's changed - Talks about the rampant apartheid system in District six near Cape town in South Africa and explores all about racism. The ironic title brings to light how the apartheid has changed nothing but the appearance The District of six.

apics. They are h  
nes intensly.

pical rainforests  
equator  
we air is risu



## Concept: Home and Identity.

### Tier 2 Vocabulary

1. **Heroic:** having the characteristics of a hero or heroine; admirably brave or determined. Courageous. Adjective.
2. **Villainous:** having a cruel, wicked, malicious nature or character. Adjective.
3. **Disquiet:** a feeling of worry or unease. Verb.
4. **Reticent:** not revealing one's thoughts or feelings readily. inclined to be silent or uncommunicative in speech : reserved. Adjective.
5. **Resolute:** firmly resolved or determined; set in purpose or opinion. Adjective.
6. **Endeavour:** try hard to do or achieve something. Verb. An attempt to achieve a goal. Noun.
7. **Ostracise:** exclude from a society or group. Verb.
8. **Culture:** the ideas, customs, and social behaviour of a particular people or society. Noun.

### Key Terms

**Identity:** who a person is, or the qualities of a person or group that make them different from others.

**Home:** a noun that refers to the place where a person or animal lives. Home is a synonym of the word house. However, home is often used to imply that a person is emotionally attached to the place they live and feels a sense of comfort there. While house can also refer to an empty building, home usually describes a building that is occupied.

**Heritage:** a person's ethnic or religious background; the countries, cultures, religious groups, etc. that a person comes from.

**Dual heritage:** an upbringing in which one's parents are of different ethnic or religious backgrounds.

**Culture:** the ideas, customs, and social behaviour of a particular people or society.

**Values:** Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.

# Poetry: Home and Identity.

## Technical Terminology

- **Adjective:** a word which describes a noun (yellow, big).
- **Adverb:** a word which describes how a verb is completed (quickly, often).
- **Ambitious Vocabulary:** precise, descriptive words.
- **Audience:** who you are writing for.
- **Autobiographical:** a biography in which the author writes about his or her own life. It is a self-written account of one's own life.
- **Biography:** an account of someone's life written by someone else.
- **Clause:** a part of a sentence containing at least a verb and a subject.
- **Complex Sentence:** a sentence that contains an independent clause (makes sense on its own) and one or more subordinate clauses (does not make sense on its own).
- **Compound Sentence:** a sentence with two clauses that both make sense by themselves. Joined by a coordinating conjunction.
- **Conjunction:** a word used to connect clauses together.
- **Conventions:** the defining characteristics, features, or must-haves, of a given genre.
- **Coordinating conjunction:** a conjunction placed between two independent clauses. FANBOYS.
- **First person:** when you write in the first person, you put yourself inside the writing by describing how you felt and what you were doing. Use 'I'.
- **Imagery:** when language creates images in the mind of the reader.
- **Metaphor:** when you say something is something else.
- **Narrative:** a spoken or written account of connected events; a story.
- **Noun:** a word which names a thing, person or feeling (table, James, love.).
- **Personification:** when you give an animal or object qualities or abilities that only a human can have.
- **Perspective:** this means 'point of view'. If someone tells you a story, they are telling it from their perspective.
- **Point of View:** the perspective the text is from.
- **Preposition:** often describe locations or directions, but can describe other things, such as relations of time.
- **Purpose:** why you are writing and the effect or impact you want to have on a reader or audience.
- **Register:** how formal our language is.
- **Simile:** when you compare two things using 'as' or 'like'.
- **Simple Sentence:** a sentence with one clause. Expresses a complete thought.
- **Structure:** the way that the text/poem is arranged/organised.
- **Subordinating conjunction:** a conjunction that introduces a subordinating clause, e.g. although, because.
- **Third person:** when you are writing in the third person, the story is about other people. Not yourself or the reader. Use names or pronouns such as 'he' or 'she'.
- **Tone/Voice:** attitude of a writer toward a subject or audience.
- **Verb:** a doing, being or having word (run, be, have.).

# Online Maths Work

You can access your online maths support/homework through [www.mymaths.co.uk](http://www.mymaths.co.uk)

Maths homework is set on this once a fortnight. You can try the tasks more than once and should aim to continue until you get at least 'amber' in each set homework. Once complete, you need to record your score and your parents should sign to say they have seen the work.

The school login for mymaths is:

**School Log-in: whitstonessecondary**

**Password: fraction280**

Students will also be given their own unique login from their Maths teacher. This can be written here so you don't forget it:

Username:

Password:

	Topic Practised	Score/ RAG	Signed by parent / carer
1			
2			
3			
4			
5			
6			
7			
<b>EXTRA</b>			

# Week A Knowledge Organiser

# Week B My Maths Teacher Set Task

## Ordering integers and decimals

@whisto\_maths

### What do I need to be able to do?

By the end of this unit you should be able to:

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals
- use the symbols  $=$ ,  $\neq$ ,  $\leq$ ,  $\geq$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

### Keywords

- Approximate:** To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
- Integer:** a whole number that is positive or negative
- Interval:** between two points or values
- Median:** A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list
- Negative:** Any number less than zero, written with a minus sign
- Place holder:** We use 0 as a place holder to show that there are none of a particular place in a number
- Place value:** The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
- Range:** The difference between the largest and smallest numbers in a set
- Significant figure:** A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point

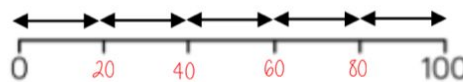
### Integer Place Value

Billions			Millions			Thousands			Ones			
H	T	O	H	T	O	H	T	O	H	T	O	
			3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine  
 1 billion 1 000, 000, 000  
 1 million 1 000, 000

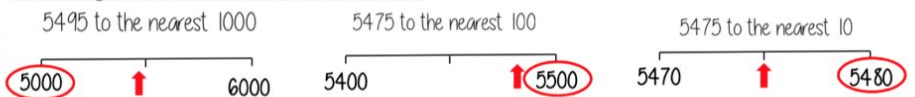
### Intervals on a number line



Divide the difference by the number of intervals (gaps).  
 Eg  $100 \div 5 = 20$

### Rounding to the nearest power of ten

If the number is halfway between we "round up"



### Compare integers using $<$ , $>$ , $=$ , $\neq$

- $<$  less than: Two and a half million  $\leq$  2 500 000
- $>$  greater than: 300 000 000  $\geq$  Three billion
- $=$  equal to: Six thousand and eighty  $\leq$  68 000
- $\neq$  not equal to

### Range Spread of the values

Difference between the biggest and smallest  
 3 9 8 12  
 Range: Biggest value - Smallest value  
 $12 - 3 = 9$   
 Range = 9

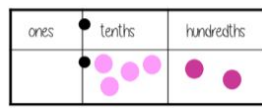
### Median The middle value

**Example 1** Median: put the in order 3 4 8 9 12  
 4 3 9 8 12 find the middle number 3 4 **8** 9 12

**Example 2** Median: put the in order 150 154 158 137 148  
 137 160 158 There are 2 middle numbers 150 154 158 160  
 Find the midpoint 152

### Decimals

We say "nought point five two"  
 Five tenths and two hundredths



$$0 \text{ ones, } 5 \text{ tenths and } 2 \text{ hundredths}$$

$$0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$$

$$= 0 + 0.5 + 0.02$$

$$= 0.52$$

### Comparing decimals

Which the largest of 0.3 and 0.23?

Ones	Tenths	Hundredths
	0.1, 0.1	0.1
	0.1	
	0.1	0.01, 0.01
	0.1	0.01

0.30  
0.23

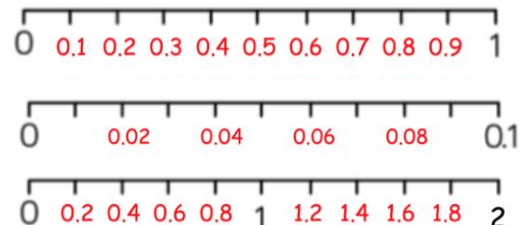
$0.3 > 0.23$

"There are more counters in the furthest column to the left"

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

### Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1  
 One tenth split into 10 parts makes hundredths = 0.01



### Round to 1 significant figure

- 370 to 1 significant figure is 400
- 37 to 1 significant figure is 40
- 3.7 to 1 significant figure is 4
- 0.37 to 1 significant figure is 0.4
- 0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

# Week A Knowledge Organiser

# Week B My Maths Teacher Set Task

## FDP equivalence

@whisto\_maths

### What do I need to be able to do?

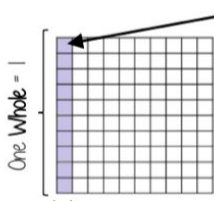
By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

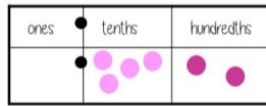
### Keywords

- Fraction:** how many parts of a whole we have
- Decimal:** a number with a decimal point used to separate ones, tenths, hundredths etc
- Percentage:** a proportion of a whole represented as a number between 0 and 100
- Place value:** the numerical value that a digit has decided by its position in the number
- Placeholder:** a number that occupies a position to give value
- Interval:** a range between two numbers
- Tenth:** one whole split into 10 equal parts
- Hundredth:** one whole split into 100 equal parts
- Sector:** a part of a circle between two radius (often referred to as looking like a piece of pie)
- Recurring:** a decimal that repeats in a given pattern

### Tenths and hundredths



One hundredth (one whole split into 100 equal parts) =  $\frac{1}{100} = 0.01$



0 ones, 5 tenths and 2 hundredths  
 $0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$   
 $= 0 + 0.5 + 0.02 = 0.52$

One tenth (one whole split into 10 equal parts) =  $\frac{1}{10} = 0.1$

### On a number line

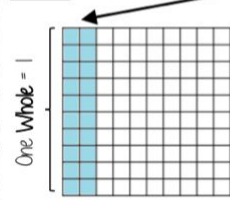
One whole - split into 10 equal parts

One tenth =  $\frac{1}{10} = 0.1$

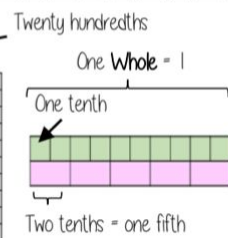
One tenth - split into 10 equal parts

One hundredth =  $\frac{1}{100} = 0.01$

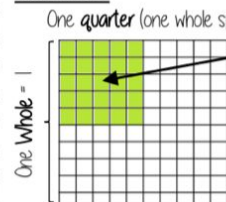
### Fifths



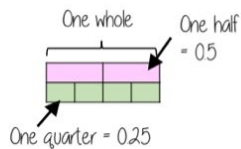
One fifth (one whole split into 5 equal parts) =  $\frac{1}{5} = 0.2$



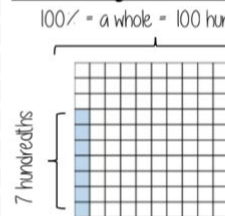
### Quarters



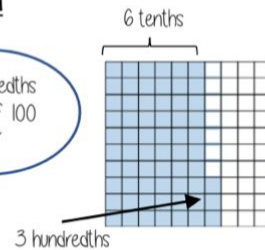
One quarter (one whole split into 4 equal parts) =  $\frac{1}{4} = 0.25$



### Percentages on a hundred grid



7 hundredths  
7 out of 100  
7%



6 tenths and 3 hundredths  
63 hundredths  
63%

### Simple pie charts



Split into 10 parts = 10% = 36°

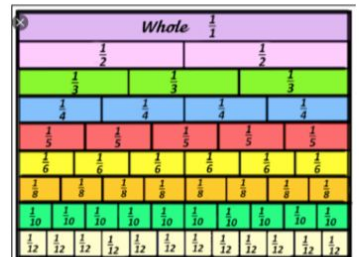
Split into 2 parts = 50% = 180°

Split into 5 parts = 20% = 72°

A pie chart has 360° so all FDP calculations are out of 360

### Equivalent fractions

Represent equivalence with fraction walls

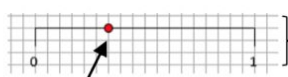


### Fractions - on a diagram



The denominator is represented by EQUALLY sized parts - this is split into quarters

### Fractions - on a number line



This point is at the 6th part  
6 is the numerator

One whole split into 18 equal parts  
18 is the denominator

$$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$$

### Convert FDP

$\frac{70}{100}$

This also means 70 - 100

70 out of 100 squares  
70 "hundredths" = 7 "tenths"  
0.7



70 hundredths = 70%

Using a calculator



S=D

Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

Be careful of recurring decimals  
eg  $\frac{1}{3} = 0.333333$   
 $\frac{1}{3} = 0.\dot{3}$   
The dot above the 3



# Week A Knowledge Organiser

# Week B My Maths Teacher Set Task

## Converting Units

@whisto\_maths

### What do I need to be able to do?

By the end of this unit you should be able to:

- Recognise metric measures
- Convert metric measures
- Calculate with metric measures
- Understand Miles and Kilometre relationships
- Recognise Imperial measures and conversions

### Keywords

**Length:** the distance from one point to another

**Mass:** a measure of how much matter is in an object

**Capacity:** the amount an object can contain (normally liquids)

**Volume:** the amount of 3-dimensional space an object takes up (units of length cubed)

**Convert:** to change a value or expression from one value to another.

**Imperial:** a system of weights and measures originally developed in England

**Metric:** a system of measuring that replaced the imperial system to fall in line with the rest of Europe.

**Proportion:** values of two items that increase in the same ratio

### Metric measures

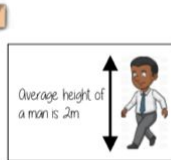
**Length** Common units of length or distance are

**Millimetres (mm)** – "Milli" prefix means one thousandth or  $\div 1000$

**Centimetres (cm)** – "Centi" prefix means one hundredth or  $\div 100$

**Metres (m)**

**Kilometres (km)** – "Kilo" prefix means a thousand  $\times 1000$



### Mass (Weight)

**Grams (g)**

**Kilograms (kg)** – "Kilo" prefix means a thousand  $\times 1000$

**Tonnes (t)**



### Capacity

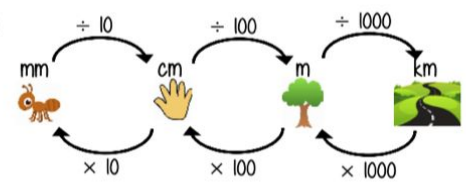
**Millilitre (ml)** – "Milli" prefix means one thousandth or  $\div 1000$

**Litre (l)**

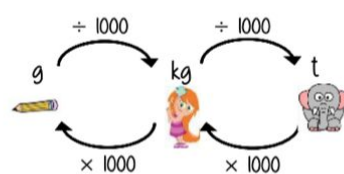


### Metric conversions

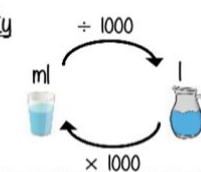
**Length**



**Mass**



**Capacity**



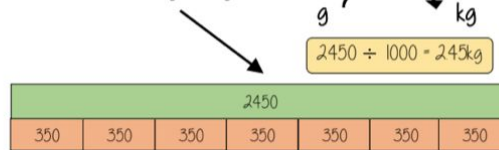
Milli – thousandth  
Centi – hundredth  
Kilo – thousand

### Metric calculations

A package weighs 350g. How much will 7 packages weigh?  
Give your answers in kilograms



The final weight is in grams



### Calculations tips:

- Do all calculations in the same unit (often the smaller measurement)
- Read for the units of your answer
- Do all conversions of units at the same time
- Represent your image pictorially where possible

### Miles and Kilometres

Miles and kilometres are normally used as measures of distance

≈ symbol represents "is approximately equal to"

$$5 \text{ miles} \approx 8 \text{ kilometres}$$

### Conversion calculations

How many kilometres is 15 miles?

$$\begin{aligned} & \times 3 \quad 5 \text{ miles} \approx 8 \text{ kilometres} \\ & \quad \quad 15 \text{ miles} \approx 24 \text{ kilometres} \end{aligned}$$



Ron and Annie are running a 5-mile race.  
Who has run the furthest?

Ron has 1.2 miles left to run  
Annie has 1 mile left to run  
Annie has run the furthest

$$\begin{aligned} 5 \text{ miles} & \approx 8 \text{ kilometres} & \div 8 \\ 0.625 \text{ mile} & \approx 1 \text{ kilometre} \\ 4 \text{ miles} & \approx 6.4 \text{ kilometres} & \times 6.4 \end{aligned}$$

### Imperial measures

**Length**

$$2.5 \text{ cm} \approx 1 \text{ inch}$$

$$1 \text{ foot} = 12 \text{ inches}$$

**Mass**

$$1 \text{ pound (lb)} = 16 \text{ ounces}$$

$$1 \text{ stone} = 14 \text{ pounds (lbs)}$$

**Capacity**

$$1 \text{ gallon} = 8 \text{ pints}$$



In 1965 Britain converted to the metric system for measurement to fall in line with the rest of Europe. We still use an imperial measurement of miles for distance and speed on our roads.

# Particles

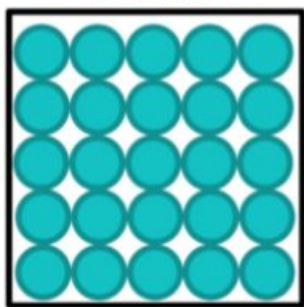
Materials are made up of tiny particles. You cannot see these particles as they are too small. Particles are represented as circles in a substance.

**Mixtures** are made of different types of particles. Wood and milk are examples of mixtures.

**Substances** are made of just one type of particle. Gold and oxygen are examples of substances. In a substance, such as gold, all the particles are the same.

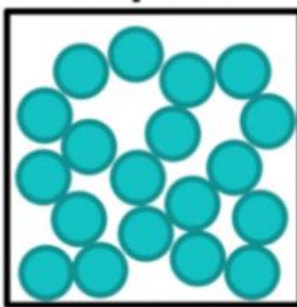
Substances: In a substance, such as gold, all the particles are the same.

## Solids



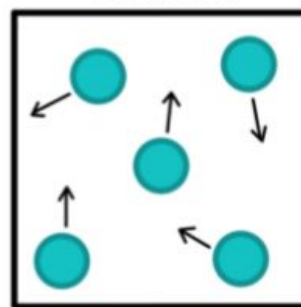
Particles are packed tightly together in a fixed arrangement. Particles can vibrate but not move

## Liquids



Particles are close together with no distinct arrangement. Particles can move and slide around each other

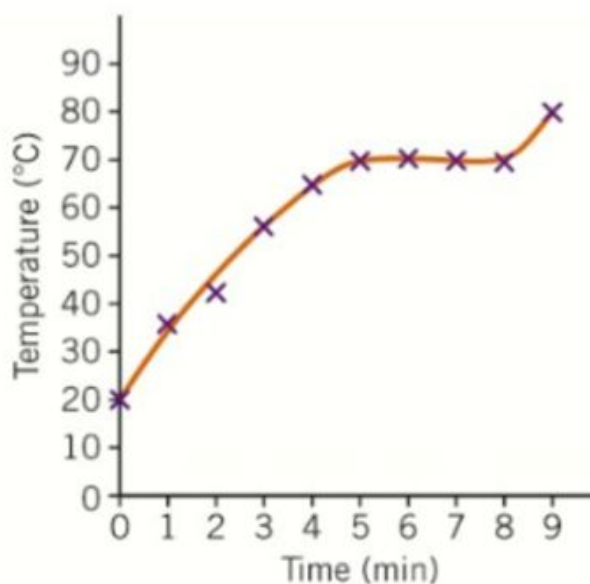
## Gases



Particles are free-floating with no distinct arrangement. Particles move and collide with each other

The arrangement of the particles in solids, liquids, and gases also explains why the substance has the **properties** that it does. For example, a solid and liquid cannot be compressed, but a gas can. Liquids and gases are also able to flow but solids cannot.

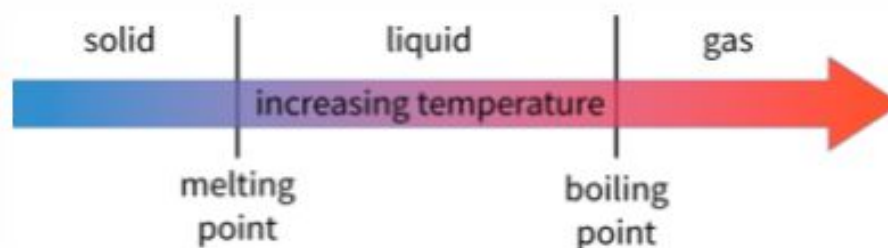
When a substance melts, the particles gain heat energy and vibrate faster. The particles move apart and the substance changes into a liquid. The temperature at which a substance melts is called its **melting point**. The melting point on a graph is shown as a straight line if the substance is pure. The **boiling point** of a substance (the point at which a liquid changes into a gas) is also shown as a straight line on a graph.



To measure the **boiling point** of a substance: pour the liquid into a beaker, heat the liquid and measure the temperature every minute, then plot the results on a graph.

## Particles

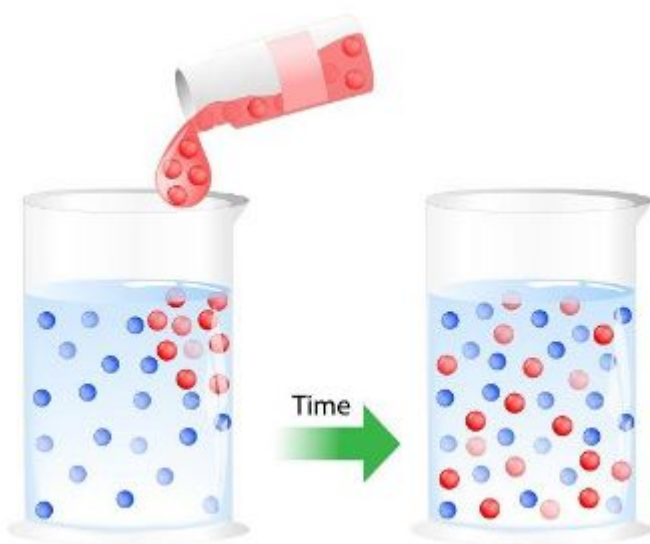
You can use the melting point and boiling point of a substance to find the state a substance is in at a particular temperature. Before a substance reaches its **melting point** it will be a solid. Between its **melting** and **boiling point**, it will be a liquid, and after its **boiling point**, it will be a gas.



**Evaporation** happens when particles with a lot of energy escape from the surface of a liquid. This is why we sweat to cool down. As the sweat evaporates from the skin, it takes away heat energy.

**Condensation** happens when particles of a gas lose energy and cool down. The gas particles move closer together and this makes the gas change back into a liquid.

**Sublimation** is another change of state process. It happens when a solid changes into a gas without becoming a liquid first.

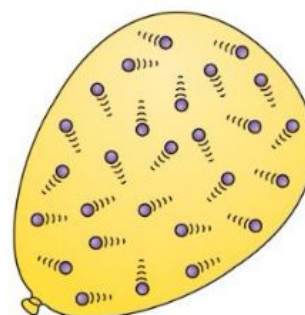


**Diffusion** happens when particles of a gas or a liquid mix randomly with other particles. The particles of the diffusing substance will mix thoroughly with the air or liquid.

**Diffusion** happens faster when the temperature is higher (as the particles have more energy), when the particles are smaller (as they can move more easily), and when the diffusing substance is a gas.

**Diffusion** does not happen in solids.

**Gas pressure** happens when air particles move quickly and collide with each other and the walls of the container they are in. **Gas pressure** increases when the particles are warmer as they have more energy and can move around faster and so collide more often. When particles are cooler they move around less often and so they collide less and the pressure goes down.



# Elements

**Elements** are substances that occur naturally and cannot be broken down. Each **element** is made of only one type of atom. There are 92 naturally occurring elements and they can be found in the **periodic table**. Gold and oxygen are examples of elements.

Key																					
<input type="checkbox"/>	Metalloids																				
<input type="checkbox"/>	Metals																				
<input type="checkbox"/>	Non-metals																				
H																	He				
Li	Be															B	C	N	O	F	Ne
Na	Mg															Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr				
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe				
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn				
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg											

Each **element** has its own **chemical symbol** made from one or two letters as shown. The first letter is always written as a capital and if the symbol has a second letter, this is written as a lower case letter e.g. He is the symbol for helium.

The properties of an element are the properties of many atoms joined together. Gold is made of gold atoms. Gold is solid at room temperature and shiny. One gold atom is not shiny on its own and is only solid when it is touching other gold atoms in rows.



water



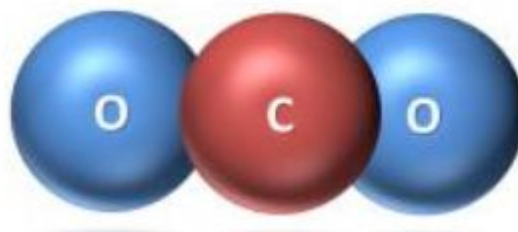
Oxygen

When elements join together they make **molecules** and **compounds**. A molecule is made of two or more atoms of the same element such as oxygen. A **compound** is made of two or more different **elements** joined together strongly. Water is an example of a **compound** as it is made from hydrogen and oxygen atoms.

Salt is also an example of a compound. It is made of sodium which fizzes in water and chlorine which is a smelly poisonous gas. When these two elements are combined to make sodium chloride, the compound has very different properties to the sodium and chlorine.

**Compounds** have a two word name. For example, when you join aluminium and oxygen together, you make **aluminium oxide**. The second part of the name changes slightly to show that these two elements are now joined strongly together.

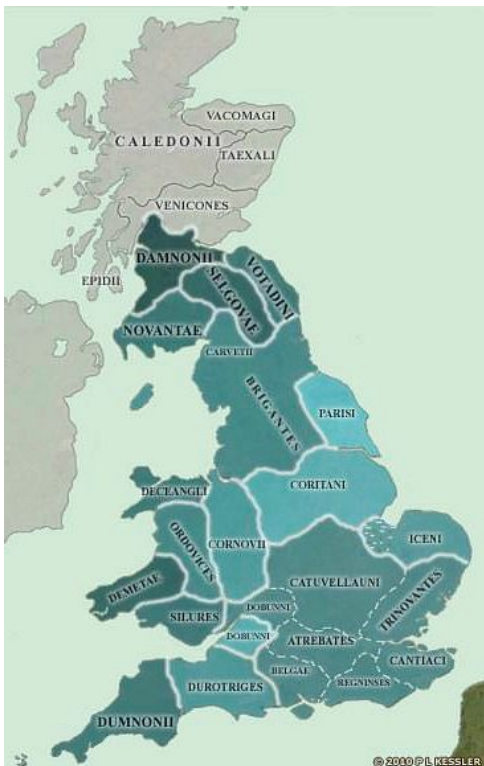
A **chemical formula** can be used to show not only which elements are joined together in the compound, but also how many of each element are joined together. CO<sub>2</sub> is an example of a chemical formula. It shows that the compound is made of 1 carbon atom and 2 oxygen atoms joined together.



## Roman Britain

In 43 AD, the Roman army landed on the beaches in Kent and spent the next year it battling inland, storming through Iron Age hillforts of the people already living in Britain and defeating anyone who stood in their way.

Britain was a rich and fertile country and the Romans wanted Britain's precious metals and farming land to help improve and support the empire. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws.



As you can see in the map, there were many different Celtic tribes living in Britain in 43 AD. These had to decide whether or not to fight back. Many agreed to make peace, obey Roman laws and pay taxes in return, for keeping their kingdoms. They also benefited from increased trade and new technology.

Though the Romans brought great change to Britain, many tribes were unhappy with the changes, especially when the Roman leaders went back on their promises and took over their land, supplies and country. The Romans faced many, the most famous being the uprising by Queen Boudicca of the Iceni tribe in 60 AD. We learn about this in school, but what can you find out yourself?

## Life in Roman Britain

The Romans brought their own customs, foods, traditions and religion, but they also took on some of those of the Celts, and for most people, life would have been peaceful. Some Celts also became very wealthy, but for most, life was probably very similar to how it had been before, with people mainly lived in small villages of wooden houses with thatched roofs. Some wealthy Romans lived in villas and palaces and had lots of servants and farm workers to help run the villa.

The landscape of Britain also changed, with the Romans building better roads across the country, it easier to trade and travel. One of these Way, which you've probably been on; A367 from Shepton Mallet to Bath! built many impressive stone still visit today, such as Bath.



stru  
the

## The end of the Romans?

In 410 AD, Rome was under attack and the Roman empire was collapsing. The Roman Emperor Honorius sent a goodbye letter to the people of Britain, writing, "fight bravely and defend your lives...you are on your own now" as the Roman leaders and army left and returned to Italy.



With nobody controlling Britain, different native tribes and foreign invaders sought to take over. Some of these you have probably heard of; the Picts, Anglo-Saxons, Jutes and Vikings. This is our next topic, but what do you know about them already?

## Next Steps: Finding out more about ancient Rome

If you find yourself off-school unwell or isolating, or simply want to find out more about the Romans, the below tasks are for you!

For these tasks you need to be able to access the **British Museum's 'Teaching History with 100 objects' website;**

<http://teachinghistory100.org/browse/curriculum/3/>

This page will help you explore what life was like in Roman Britain by investigating objects from the time. These are known as artefacts and were discovered by archaeologists who excavated Roman sites. Choose an artefact to investigate and then complete these tasks for it;

1. *What is the artefact, when does it date to and where was it found?*
2. *What does it look like and what is it made from? (You can describe in detail or draw and label it)*
3. *What was it for? Who do you think used it?*
4. *What does it tell you about life in Roman Britain? Were people rich or poor? How did they spend their time, or what did they believe?*

There are also helpful links on the page to help you with your artefact investigations. You may also find these **BBC Bitesize** links useful;

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

**All of these tasks are designed to build upon what we are learning about in class, so if you are away, do not need to miss out!**

If you need any help, please message your class teacher on ePraise.

**HAVE FUN!**

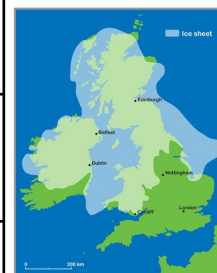
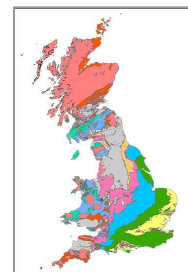


# ABOUT THE UK



## Key Vocabulary

<b>Geology</b>	Is the study of the physical features and history of Earth.
<b>Prevailing wind</b>	A wind which blows most often (in the UK south west winds).
<b>Ice age</b>	A time when the average temperature of Earth was low and glaciers spread.
<b>Relief</b>	Is how high or low the land is, compared with the surrounding area.
<b>Capital city</b>	A city where the government is based.
<b>County</b>	A historical administrative area. (E.g. Somerset).
<b>Population density</b>	Is the average number of people living in an area (per km <sup>2</sup> ).



1. Britain is roughly split into **highland** and **lowland** by the Tees-Exe line (shown in picture). North and West of the line are the highlands (including Ben Nevis and Mount Snowdon) whilst to the south and east of the line are lowlands (including the Fens).



### River Severn – 354 km (longest river)



### Ben Nevis – 1345 m (highest mountain)



2. The UK has a reputation for grey skies, and indeed over half of all days are overcast. Britain is **milder** than other places at the same latitude, largely because of warm air arriving from the Atlantic via the Gulf Stream. In general, the south is warmer and brighter than the north.

3. There are 15 National Parks across England, Scotland and Wales, which have all been created since 1950. National Parks **aim to protect the outstanding countryside** in their area and provide recreation opportunities.





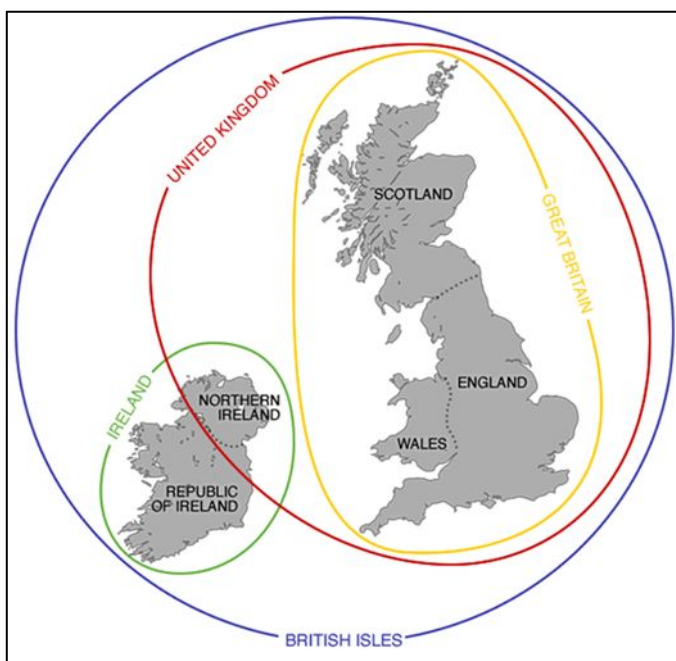
# ABOUT THE UK



**London** is the capital and largest city of **England** and the United Kingdom. Founded by the Romans, London stands on the south-east coast of England on the River Thames. London is deemed to be an important global city and is an important world financial/ political centre.

**Edinburgh** is the capital city of **Scotland** and is the seat of the Scottish Government and Parliament. The city is a well-known centre of education, law, medicine and philosophy, and is the second-biggest financial centre.

The UK is made up of 4 nations: England, Wales, Scotland and Northern Ireland

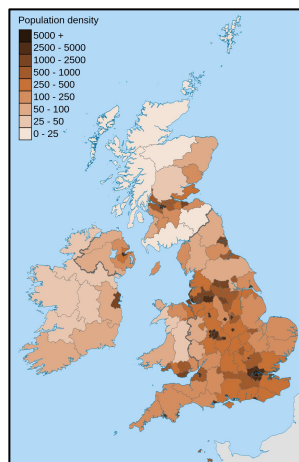


**Cardiff** is the capital and largest city of **Wales**, and the 11th-largest city in the UK. It is the seat of the National Assembly for Wales. Cardiff is Wales' chief commercial centre, and its most visited city.

**Belfast** is the capital and largest city of **Northern Ireland**. Since the early 19<sup>th</sup> Century, Belfast has been a major port, playing a key role in the Industrial Revolution and was the place in which *The Titanic* was built.

## GEOGRAPHY

The overall population density of the UK is **275 people per km<sup>2</sup>**. England is the most densely populated of the constituent countries – especially the English southeast, where one third of UK's population lives.



### Most populous UK cities (people)

**London – 9.7 m**  
**Birmingham – 2.5 m**  
**Manchester – 1.9 m**  
**Glasgow – 1.1 m**  
**Newcastle – 837,500**

# Identity

## Keywords

**Identity**—The things that make us who we are

**Nationality**—the name of the land/country you were raised on

**Race**—your biological physical characteristics, the inheritance of your DNA.

**Gender**—the roles, behaviours and expectations of society

**Sex**— natural and biological features

**Ethnicity**—A group whose members identify with each other on the basis of common nationality or shared cultural traditions

**Culture**—they are beliefs, values, customs, and practices that are learnt and shared

**Multicultural**— a society which has people from lots of different cultures, traditions, religious beliefs and values

**Immigrant**—A person who has settled to a new country

**Diversity** —The quality of being different or variety

**Stereotype** — A widely held view that is set about a particular type of person

**Prejudice**— Judging someone based on which group they belong to

**Discrimination** — Treating someone differently because of your prejudice

## Sikhism Key Words

**Khalsa** - Community of baptised Sikhs

**Kara** - Bangle worn by baptised Sikhs

**Khanga** - Small comb

**Kirpan** - Small dagger or sword

**Kesh** - Uncut hair

**Kachera** - Undershorts

**Guru** - Teacher or Leader

**Gurdwara** - Sikh place of worship

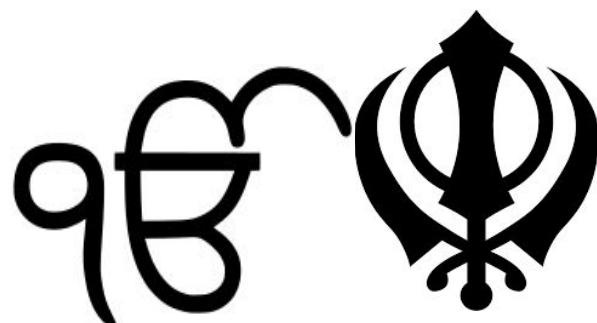
**Langar** - Communal kitchen in a Gurdwara

**Guru Granth Sahib**- Sikh holy book



What makes up our identity?

1. Where we live
2. What we look like
3. Our family
4. Our personality
5. Our friends
6. Our hobbies and interests
7. Where we were born
8. What we enjoy eating



## Ma famille

mon père- my Dad  
ma mère - My mum  
ma soeur - my sister  
mon frère- My brother  
mon oncle - my uncle  
ma tante - my Auntie  
mon Cousin - my male cousin  
ma Cousine - my female cousin  
mon beau-père - my stepdad  
ma belle-mère - my stepmum  
mon demi-frère- my  
stepbrother/half-brother  
Mm demi-soeur - my half-sister/  
step-sister



## Tu as des frères ou des soeurs? Do you have any siblings?

J'ai une soeur -- I have a sister  
J'ai un frère - I have a brother  
Je suis fils unique - I am an only child (male)  
Je suis fille unique - I am an only child (female)

## Il s'appelle comment?

Il s'appelle - he is called  
Elle s'appelle - she is called  
Ils s'appellent - they are called  
(boys or mixed)  
Elles s'appellent - they are called  
(girls only)

## Tu-as un animal? Do you have any pets?



un chat - a cat  
un chien - a dog  
un lapin- a rabbit  
une tortue - a tortoise  
un oiseau - a bird  
une souris- a mouse  
un poisson - a fish  
un serpent - a snake  
un cochon d'Inde - a guinea pig  
je n'ai pas d'animal

# FRENCH

## Tu es comment?

marrant (e)- funny  
 timide- shy  
 creative - creative  
 sportif/sportive - sporty  
 paresseux/ paresseuse- lazy  
 intelligent - clever  
 gormand(e)  
 ennuyeux - boring  
 Use the verb **être** with adjectives

Je suis... I am....

il/elle est... he/she is...

grand(e)- tall

petit(e) - short/small


de taille moyenne - medium sized

mince - slim

gros(se) - fat

Je porte des lunettes - I wear glasses

il/elle porte des lunettes - he/she wears glasses

Il a une barbe- he has a beard 

Il a un moustache - he has a moustache

## avoir - to have

j'ai - I have

tu as - you have

il/elle a - he/she has

nous avons- we have

vous avez- you (polite) have

ils/elles ont - they have

## être - to be

Je suis - I am

tu es - you are

il/elle est - he/she is

nous sommes - we are

vous êtes- you (polite) are

ils/elles sont - they are

J'ai les yeux bleus - I have blue eyes

J'ai les yeux verts - I have green eyes

J'ai les yeux marron- I have brown eyes

J'ai les yeux gris - I have grey eyes



## Decris toi

J'ai.... - I have

Les cheveux longs- long hair

Les cheveux mi-longs - medium length hair

Les cheveux courts - short hair

Les cheveux raides - straight hair

Les cheveux frisés/bouclés - curly hair

Les cheveux blonds - blond hair

Les cheveux bruns - brown hair

Les cheveux noirs- black

Les cheveux roux - red/ginger hair

Les cheveux gris- grey

## Key grammatical terms

Adjective - a describing word	Verb - a doing word which needs to be conjugated to agree with the person doing the action
Pronoun - a word to replace a name in a sentence	Infinitive - the dictionary form of the verb. The infinitive form cannot be used on its own in a sentence
Noun - a thing, a person or place	Gender - all nouns in German are either masculine, feminine or neuter
Connective - a word to link 2 sentences or clauses together	Plural - a word to describe more than one noun

**Define: Puberty**

The process of physical maturity that takes place during adolescence.

Changes during puberty are physical but can affect you emotionally too.

**Define: Hormones**

A chemical substance produced in the body that controls and regulates the activity of certain cells or organs in the body.

**Define: Menstruation**

Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of approximately one month. These start at puberty and last until the menopause, except during pregnancy. They will start at different times for each girl.

**Physical changes in the body****Boys:**

- Usually starts between 10 and 12 years of age
- Facial Hair
- Voice Breaking
- Erections
- Wet Dreams
- Widening of chest and Shoulders

**Girls:**

- Starts between 9 and 11 years of age.
- Menstruation / Periods begin
- Breast growth
- Stretch Marks
- Cellulite
- Hips widen

**Both:**

- Grow taller
- Grow hair on other body parts - legs, genitals, armpits
- Sweat more
- Changes to skin and hair - spots, oily skin

**Important things to remember**

- Puberty starts at different times for different people.
- Puberty happens at different rates and in a different order for everyone.
- Everyone goes through it - you are not alone.
- Diet and exercise can help you feel better during this period of your physical development.
- Getting enough sleep is important too, as you will be growing and changing.
- You may feel more emotional - this is also normal as your body deals with the physical changes.

**Self Care and how to avoid feelings of isolation**

Puberty can be tricky so look after yourself - make sure you have a good routine of self-care, get into good habits, good sleep patterns and have positive friendship groups that support you both inside and outside of school.

**Who to ask for help**

Puberty can be a challenging and isolating time where all the changes you are going through can be overwhelming, isolating or feel strange to you.

Remember you can always ask for help from:

- Parents or trusted family member
- School staff/ teachers
- School nurse - via Head of House
- NHS live well website - [www.NHS.UK/livewell](http://www.NHS.UK/livewell)
- Doctor or local practise nurse
- NSPCC - Helpline: 0808 800 5000 (24 hours, every day)

For extra independent research use oak academy website PSHE resources <https://classroom.thenationalacademy/subjects-by-year/year-7/subjects/rshe-pshe>

## RHYTHM and PULSE

### KEY TERMS

**PULSE** A regular **BEAT** that is felt throughout music.

**RHYTHM** A pattern of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse.

Semibreve - 4 beats

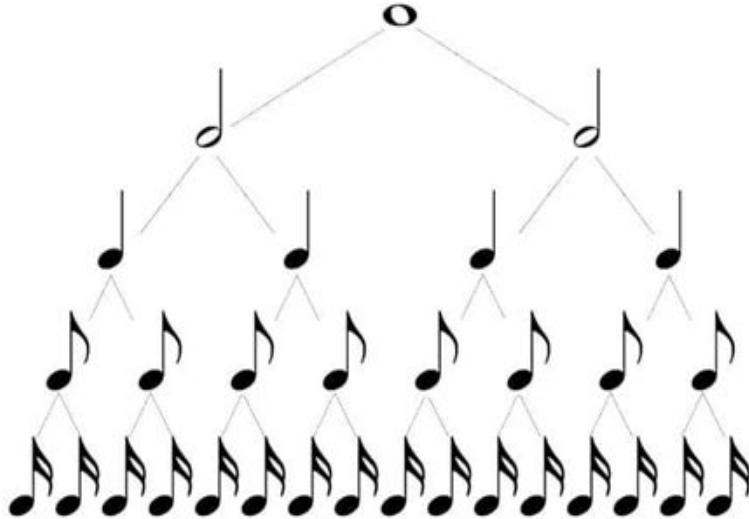
Minim - 2 beats

Crotchet - 1 beat

Quaver - 1/2 beat

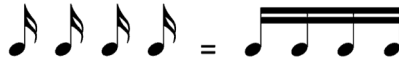
Semiquaver - 1/4 beat

### DURATION - THE NOTE VALUES



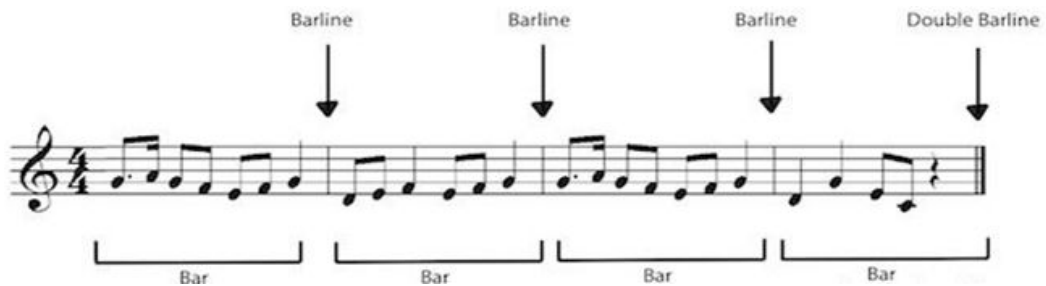
### BEAMING

To make music easier to read, quavers and semiquavers are 'beamed' together in complete beats.



### BARS and BARLINES

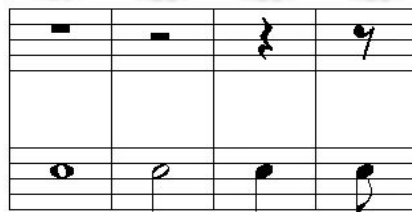
Music is divided into **BARS**. Bars are separated by **BARLINES**. A **DOUBLE BARLINE** is used at the end of a piece. The two numbers near the beginning of the piece are called the **TIME SIGNATURE**. These numbers tell us **HOW MANY BEATS** and **THE TYPE OF BEATS** in each bar. In the example below, the time signature is 4/4, meaning there are 4 crotchet beats in each bar.



### RESTS

**SILENCE** in music is shown as symbols known as **RESTS**. In the example above, there is a **CROTCHET** rest just before the double bar line at the end of the piece. This tells the performer to rest for **ONE BEAT**.

SEMI BREVE REST    MINIM REST    CROTCHET REST    QUAVER REST



SEMI BREVE    MINIM    CROTCHET    QUAVER

Techniques	
Hot-seating	An actor sits in the hotseat as their character. They then answer questions on the character' life. You have to be quick at making things up.
Characterisation	Using your voice and movement skills to create a character different from yourself.
Writing in Role	A piece of writing in the first person, that explains your character's feelings. Often presented as a diary entry.
Improvisation	Any performance that doesn't have a script
Scripted Work	Any performance that has a script
Learning Lines	Making sure that you have learnt all your lines well before the final performance.

## Pantomime

**Pantomime:** The word derives from the Greek word for actor. The term is used to describe a musical comedy that is unique to the British Isles (although through colonisation and travel it has spread throughout Australia, Canada, Jamaica, South Africa, India, Ireland, Gibraltar and Malta).

**Pantomime Traditions:** There are lots of traditions which pantomimes follow. The most famous of these is that pantomimes are performed during the Christmas period.

The stories of pantomimes are usually based upon famous fairy tales: Sleeping Beauty, Jack and The Beanstalk, Dick Whittington.

There are also **stock characters**. This means the same types of characters appear in every play (although names will change). These characters are:

- **Principal Boy:** This is the name for the hero of the story, traditionally the principal boy is played by a girl; however, this is becoming less popular. One play which still has a female principal boy is 'Peter Pan'.
- **Principal Girl:** The heroine (female hero) of the story.
- **Dame:** A man dressed as a woman. The dame character is there to interact with the audience and should be the most comic role.
- **The Villain:** Every pantomime needs a good baddy!
- **Sidekicks:** Heroes and villains often have sidekicks. These are comic characters who are usually a bit stupid.

Another important tradition is **audience participation**. This means that in a pantomime it is expected that the audience joins in. Famous examples of this would be; booing the villain, saying "oh yes it is!" if a character says "oh no it isn't" (and vice versa), and joining in with a good old sing-song towards the end!

**Music** may be original but is more likely to combine well-known tunes with re-written lyrics. At least one "audience participation" song is traditional: one half of the audience may be challenged to sing 'their' chorus louder than the other half.

The good fairy enters from stage right (from the audience's point of view this is on the left) and the villain enters from stage left (right from the point of view of the audience). This convention goes back to the medieval mystery plays, where the right side of the stage symbolized Heaven and the left side symbolized Hell.



## Types of wood:

There are 3 main types of wood; **hardwood**, **softwood** and **manufactured boards**.

### Hardwoods

These come from trees which are known as deciduous (drop their leaves) Examples of these are: Oak, Beech, Mahogany and Ash.



### Softwoods

These come from trees which are known as evergreen (keep their leaves) Examples of these are: Pine, Cedar and Fir



### Manufactured boards

These are woods which have been man-made from a mixture of different woods. They are usually glued together from waste wood.

Examples of these are: Plywood, MDF and Chipboard.



## Uses for these woods:

### Hardwoods

These are used for more hardwearing products such as, Flooring, fencing, boats and high quality furniture.



### Softwoods

These are used for more decorative uses such as, Doors, walls, furniture and ceilings.



### Manufactured boards

These have many uses and just like the hardwoods and can be used for more hardwearing products. Examples are; Decking, fencing, flooring and roofing - items which can be hidden.

## Advantages and disadvantages of these woods:

### Hardwoods

These are probably the better suited material to use due to how strong, durable and how low maintenance they are, however, this then means that they become more expensive and can be difficult to use due to how strong they are.

### Softwoods

Softwoods are a great choice of material for many reasons. They are easy to use, because they grow quicker they are more sustainable and renewable and this makes them a lot cheaper as well. Due to this it does mean that they can be weaker and they can also have a poor fire resistance.

### Manufactured boards

Manufactured boards are an easy choice to use due to how cheap they are. Because they are made of recycled materials (left over from hardwoods and softwoods) they have many properties. Strong and means you can buy them in flat sheets. However, because of these it can mean that some of these materials can be hazardous when you cut/sand and if they are not kept flat they will bow.

# Fitness & Health



## Key definitions

**Heart rate:** The number of times your heart beats per minute.

**Exercise:** an activity requiring physical effort

**Muscular Strength:** is the amount of force a muscle can produce in a single effort. A weight lifter or sprinter are examples of sports that require muscular strength

**Muscular Endurance:** to repeatedly use the same muscle or group of muscles for an extended period of time. Running, cycling and rowing are some sports that require muscular endurance.

**Flexibility:** how much a muscle or joint can move through its full range of motion. Gymnasts and dancers require a lot of flexibility

**Speed:** Time taken to cover a set distance. Sprinters need to move as quickly as they can over a set distance

**Aerobic Fitness:** being able to sustain physical activity and the ability to deliver oxygen to the working muscles. Long distance running, boxing and any sport that requires high intensity physical activity need cardiovascular fitness

**Recovery:** the ability for the heart rate to return to its resting rate. The quicker the better!

## Short Term Effects

When you exercise you will experience some changes. Your heart rate and breathing will increase and you will breathe heavier. You may start to get hot, sweaty and your face might go redder in colour. Some of your muscles will start to ache. You will need to rest after exercise as there is a risk of injury without any rest!

## Long Term Effects

During exercise the body systems respond immediately to provide energy for the muscles to work. After regular and repeated exercise, these systems adapt to become more efficient. You may be able to run further and quicker. Heart rate lowers (resting and active). Increase your muscle strength, endurance and flexibility. Some muscles might become more visible and less body fat.

## Lifestyle

A healthy active lifestyle is essential for physical and mental health and wellbeing.

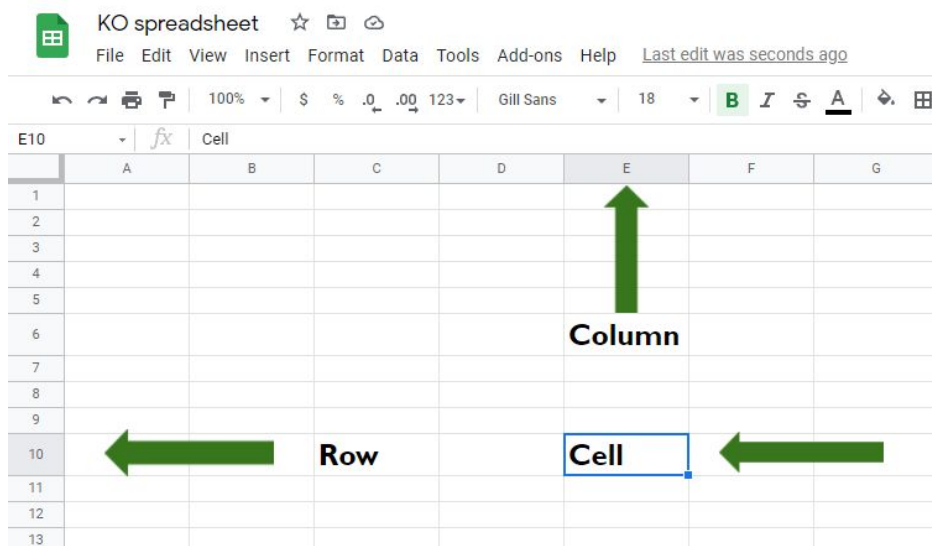
**You should be physically active for at least 60 minutes a day. 30m in school, 30m at home active for 60 minutes** Your diet is also important. A healthy diet involves eating from the 5 food groups: Carbohydrates, Protein, Fruit and Veg, Dairy (if applicable) and Fats

## Spreadsheets

A spreadsheet file is made up of one workbook and multiple worksheets. Worksheets appear as tabs at the bottom of a workbook. They can be reordered and renamed.

### Key Terms

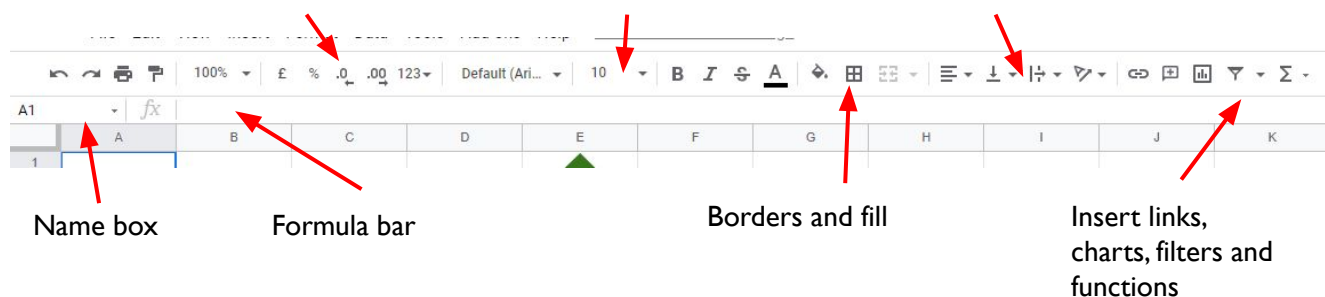
- Spreadsheet
- Cell
- Row
- Column
- Formatting
- Formula
- Function
- Conditional formatting



Formatting

Font, size and style

Text alignment



### Cell formatting

To access a cell's formatting options, click on the **123** and choose the option that you need. You can also use the toolbar to change the appearance of the cell.

### Formulas

Formulas are usually simple calculations, e.g. adding two or more numbers together. They always start with an equals sign (=).

There are a number of symbols used in formulas or calculations. These are the most common ones:

- ★ + for add
- ★ - for subtract
- ★ \* for multiply
- ★ / for divide

### Functions

Functions make more complex calculations. Simple and regularly used functions include:

- ★ SUM - adds the values in the selected cells
- ★ MIN - finds the smallest value
- ★ MAX - finds the largest value
- ★ AVERAGE - finds the average value
- ★ COUNT - counts how many of the selected cells have numbers in them.

# DISCOVERING FORMAL ELEMENTS

The formal elements are the ingredients of a piece of art. Every time you make a piece of art, you will consider these elements - even if you do not always use all of them. They are:

- **FORM** - this means a 3-dimensional object such as a sphere or cube
- **TONE** - use of light and dark
- **PATTERN** - a design formed by repeating a motif, shape or lines
- **COLOUR** - Colour is the part of our visual perception caused by the way a surface absorbs light. It consists of different hues; for example red, orange or green.
- **TEXTURE** - the quality of a surface
- **LINE** - a linear mark from one point to another
- **SHAPE** - a two dimensional area enclosed by a line, such as a circle or square



*Vase with Irises*  
by Vincent Van Gogh. This work explores the formal element of **colour**.



*Cubist still life* by Roy Lichtenstein. This work uses **pattern, shape** and **line**.



*Ram Horn* by Georgia O'Keefe. This piece focuses on the formal element of **tone**, which is used to suggest **form**.

## Food Assurance.

Food assurance schemes are run as product certification schemes. These schemes use regular independent inspections to check that members are meeting specific standards. They often use logos on products, websites and/or literature to indicate they have fulfilled all the requirements.



Red Tractor is an independent UK whole chain food assurance scheme which assures high standards of food safety, animal welfare and environmental protection from farm to pack.

## Red Tractor Standards.

### Food safety

Everyone involved from farmer to caterer are experts in their field, trained to handle food safely and responsibly.

### Animal welfare

Ensures animals have everything they need for a good quality of life and are treated with compassion.

### Environment

Makes sure farmers protect the countryside by preventing pollution of watercourses, soil, air and wildlife habitats.

### Traceability

Every part of the food supply chain is inspected to ensure food carrying the logo is accounted for and can be traced back to UK farms.

## Fairtrade.



Fairtrade aims to ensure a set of standards are met in the production and supply of a ingredient.

### Key Terms:

Standards  
Food safety  
Animal Welfare  
Environment  
Traceability

Fairtrade means workers' rights, safer working conditions and fairer pay.

## Food Miles.

How far has your food travelled to get to your kitchen? That journey, the distance between where something is grown to where it's eaten, is what we mean when we talk about 'food miles'.

If your ingredients have come a long way, they may have a heavy carbon footprint. Think about home-grown herbs or local farmers market vegetables. These won't clock up many food miles.

**ON AVERAGE, FOOD TRAVELS  
1,500 MILES  
FROM FARM TO TABLE**



UK law requires meat, fish and seafood labels to show their country of origin. but these do not tell us how it has been imported or where else it may have been.

### Key Terms:

Food miles  
Distance  
Carbon footprint  
Locally sourced  
Origin  
Labels

# DESIGN CONSIDERATIONS

## In Graphic Design

Once you have been given your brief (basic design problem) you should expand on it to start the design process.

To do this, identify key considerations for your brief. These can be:

- Aesthetic considerations - the appearance of your design
- Functional considerations- the purpose of your design
- Market considerations - who your design is for



**Aesthetics** relates to the appearance of your design and its **visual impact**.

Consider the appearance of the design you want to create and how this might be achieved.

- Style - What design movements or eras might inspire the appearance of your design?
- Visual elements - What qualities of line, colour, shape, form, tone, pattern or texture are most important?
- Materials, techniques and finishes - How will these affect the look and feel of your design?
- Sources of inspiration - Are there natural, artistic, social or cultural influences you want to reflect?

### Functional considerations

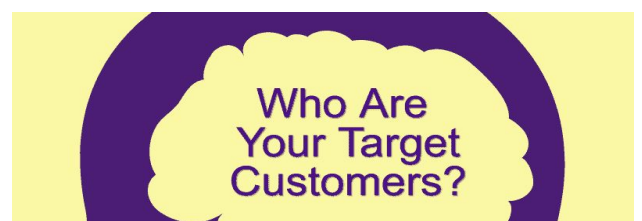
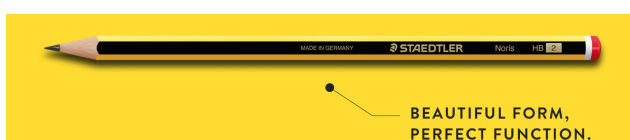
Functional consideration refers to the purpose of your design:

- Purpose - What are the **primary functions** of your design? How will it perform these?
- Constraints - Are there issues of size and cost? Are there any elements you have to include in your design?
- Materials and techniques - Does the function of your design demand that materials with particular qualities are used?
- Practicality - What does your design have to do so that it can be used successfully?

### Market considerations

Consider the needs of the **target market**. This would include whether the design is for a **mass market** (a wide group of different people) or for a **niche market** (a small group with similar needs and interests).

- Who - What type of people will buy or use your design? Do they have particular needs or interests?
- Age group - Does the age group you are appealing to have particular requirements?



## DANCE THROUGH THE DECADES

The aim of this term is to introduce to you a variety of dance styles that occurred throughout the decades of 70s 60s and 50s in the context of social dance. You will need to produce and perform the variety of these styles in your assessment demonstrating a clear progression and understanding of dance styles throughout the decades.



**Aim:** To learn about the dance context and key dance moves of the 1950s

**Dance Context:** Teen dances in the '50s fell into two categories: slow and fast. With slow dances couples held each other close and moved slowly around the dance floor in a type of box step. Fast rock and roll dances usually took the form of the Jitterbug, a holdover from the big band swing of the '30s and '40s. Again couples touched, if only by hand, and engaged in a variety of fast steps that could include considerable virtuosity and gymnastics.

**Key Dance Moves:**

- Hand Jive
- Partner work
- Lifts
- The Stroll
- Jitterbug



**Watch:**

Real 1950s Rock & Roll  
<https://www.youtube.com/watch?v=Rf55gHK48>  
 VQ



**Aim:** To learn about the dance context and key dance moves of the 1960s

**Dance Context:** The Twist, a dance done by swiveling the hips, became a worldwide dance craze in the early 60s. The Twist became extremely popular after Chubby Checker danced the Twist while singing the song of the same name on the "Dick Clark Show" on August 6, 1960.

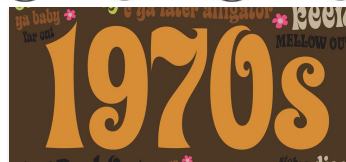
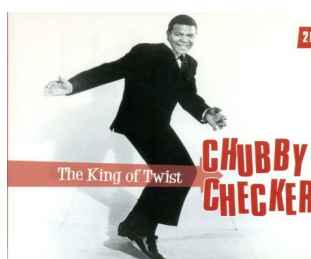
**Key Dance Moves:**



- Twist
- Swim
- Skate
- The jerk
- Locomotion
- The monkey
- The pony step
- Hitchhiker arms
- Temptation walk

**Watch:**

Dance Styles of the 60s  
<https://www.youtube.com/watch?v=B5Lmk1YC>  
 XFU



**Aim:** To learn about the dance context and key dance moves of the 1970s

**Dance Context:** Disco dance emerged during the 70s, reaching its popularity peak with the release of the film "Saturday Night Fever." Latin dances inspired many of the popular disco moves. Disco dance requires moving to music in your own way while wearing disco-inspired clothing. Disco consists of steps and moves performed in time to the beat of disco music

**Key Dance Moves:**

- Bus stop
- Saturday Night fever
- Point and hold
- Bumps
- Strut around
- YMCA
- Disco rolls
- Dorothy Chicken



**Watch:**

Saturday Night Fever  
 (Bee Gees, You Should Be Dancing)  
<https://www.youtube.com/watch?v=LUID0jSh2lc>



**What is Social Dancing?**

Social dance is a major category or grouping of dance forms or dance styles, where sociability and socialising are the primary focuses of the dancing. Many social dances are partner dances. In fact, quite often when spoken about social dances, ballroom or other partner dances are kept in mind.



**Watch:**

Go and check out this link:  
 Evolution of Dance  
<https://www.youtube.com/watch?v=uqHt2VeYJN4>  
 This clip takes you through the evolution of dance starting from 1920s to today's current dance crazes! Research into the 80s, 90s and 00s dance crazes and see what you could learn.

# CHOREOGRAPHY, PERFORMANCE AND REHEARSAL

Evaluating your dance work? Try these **sentence starters** to help your analyses and evaluate you going:

I would like to tell you about.....

I would like to explain about.....

I have choreographed.....

My dance was about.....

This term I have learnt.....

I am pleased with my finished performance because.....

The most enjoyable part of the work was.....

The area I found the most challenging was.....

I am now aware of.....

The equipment/resources I have used are.....

I would develop my work by.....

I would like to use this (insert: technique, idea, development or method) in my future projects because.....

The key focus this term was.....

Important things to remember are.....

I have learnt how to.....

I have planned.....

The most enjoyable part of the work was.....

I am able to use.....

## CHOREOGRAPHY

When learning the dance crazes you will be required in lesson to develop these routines by using motif developments. Developing a motif/routine makes the choreography look more interesting and engaging for your audience to watch. Remember last term we looked at dance ingredients - actions, dynamics, space and relationships; and ways to use these ingredients to develop your work.

Use this list below for this term to develop each new motif/routine taught at your choice by:

1. Change direction
2. Change of level
3. Apply fragmentation or retrograde
4. Dance one normally
5. Change the speed of the action from slow to fast or fast to slow
6. Perform your actions in a canon
7. Perform all in unison
8. Use a move to make your travel across the space
9. Change the size of the action – big to small or small to big to show contrast.
10. Repeat any of the development above for the others moves left

## PERFORMANCE

When you perform your dance assessment here are a list of skills that I will be looking out for in your dance:  
Movement Memory - remembering your dance

Accuracy - copying exactly the actions you see

Extension - stretching your limbs into the space

Fluency - moving from one action to the next without pauses

Posture - how you hold your body when sitting/standing

Spatial Awareness - knowing where you are in the space

Strength - muscle power needed to perform movements

Focus - use of the eyes looking at other dancers, the audience or to a body part

Facial Expression - emotion shown through eyes, mouth and eyebrows

Sensitivity to others - in space, group formations, when in contact

Commitment - considering work as a performance piece

Application of stylistic features and appropriate dynamics

## REHEARSAL

- Warm up and stretch properly and correctly
- Mentally and physically prepare yourself for the rehearsal/lesson ahead
- Follow health and safety rules in dance and wear the correct attire
- Work with different people and in new group variations—1, 2, 3, 4, 5
- Aim to Input creative ideas but also listen to the ideas of others
- Communicate effectively and calmly with others
- Take the lead in group work and be a team player – Teamwork
- Try to show and maintain commitment to your work
- Focus at all times
- Repetition is key, repeating your creative dance sequences will help remember your dance
- Identify yours and your groups strengths & Identify areas for improvement to make progress in your dance work



## How do the challenge tasks work?

Each term, five subjects will set additional challenge tasks. These tasks are optional so you can pick and choose which ones you do. For each task that you complete, you will be rewarded with 5 epraise points and be entered into a draw to win a prize.

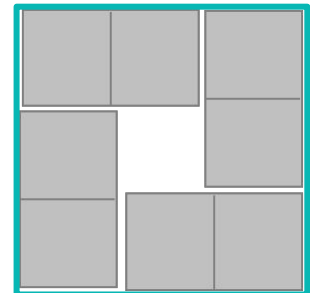
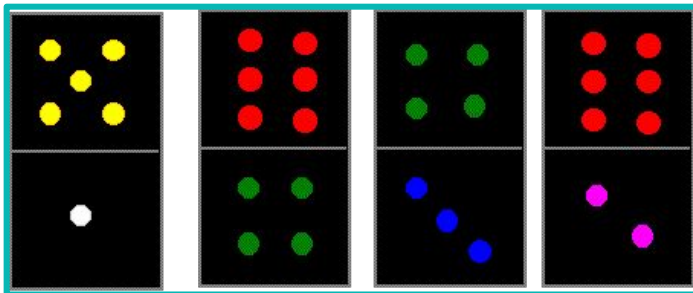


Your class teacher will give you details of how and when you should hand in the task

## MATHS

Age 5 to 16  
Challenge Level

Use these four dominoes to make a square that has the same number of dots on each side.



## ICT

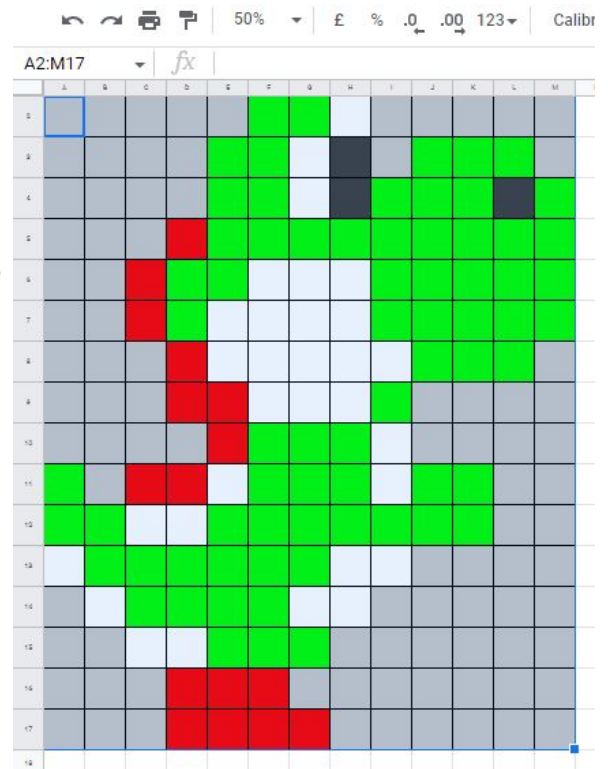
### Cell Reference Colour By Numbers

Using a blank Google Sheets workbook, change the row height and column width to 50 then create some Pixel Art.

Once you have drawn out your image, write instructions for someone else to recreate the image using cell references.

For example, for my image of Yoshi, I would say that you need to colour in:

- A2:E2 grey
- F2:G2 green
- H2: white
- I2:M2 grey



## GEOGRAPHY

Research a UK National Park of your choice and create a fact file based on the following questions:

- What is a National Park?
- Where is your chosen National Park located?
- What physical features are found in that National Park?
- What human features are found in that National Park?
- What activities can people do in that National Park?
- Can you find any other interesting facts about that National Park?



## ETHICS AND CULTURE

Research a Sikh place of worship - called a **Gurdwara** - and make a model showing the important areas. You can make it out of anything you like - cardboard, cake, playdoh, wire, anything at all that you have to hand.

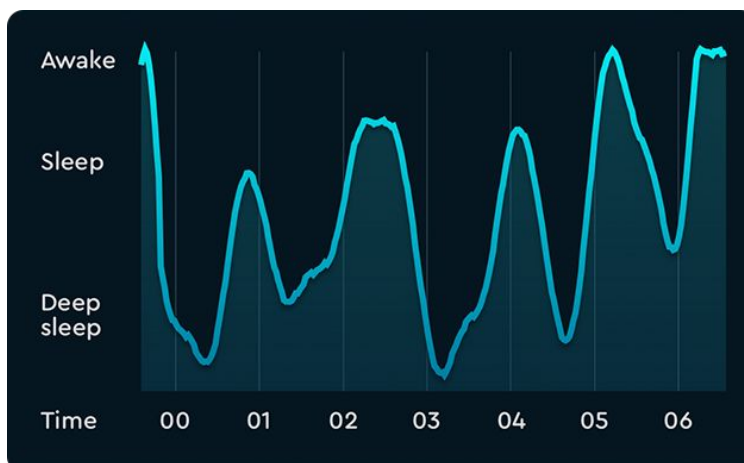


## PSHE

Research about sleep and sleep patterns - how does lack of sleep impact people. What can be the short or long term effects of lack of sleep on a person's mental health

Use

<https://www.nhs.uk/every-mind-matters/mental-health-issues/sleep/> to support your research and produce an A4 page of notes about this issue



### The Stages of the Sleep Cycle

