



Knowledge Organiser

Year 7

Summer Term 1



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					

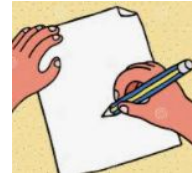
Look, Cover, Write, Check, Correct

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



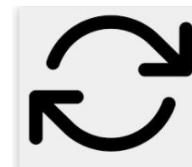
Then **cover** the section so you can no longer see the information.

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 ^{growth} 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 ^{needed} for your body to probably. definitely needed.

A ligament is a that joins a ^{bone} 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 ✓

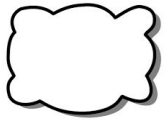
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

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.



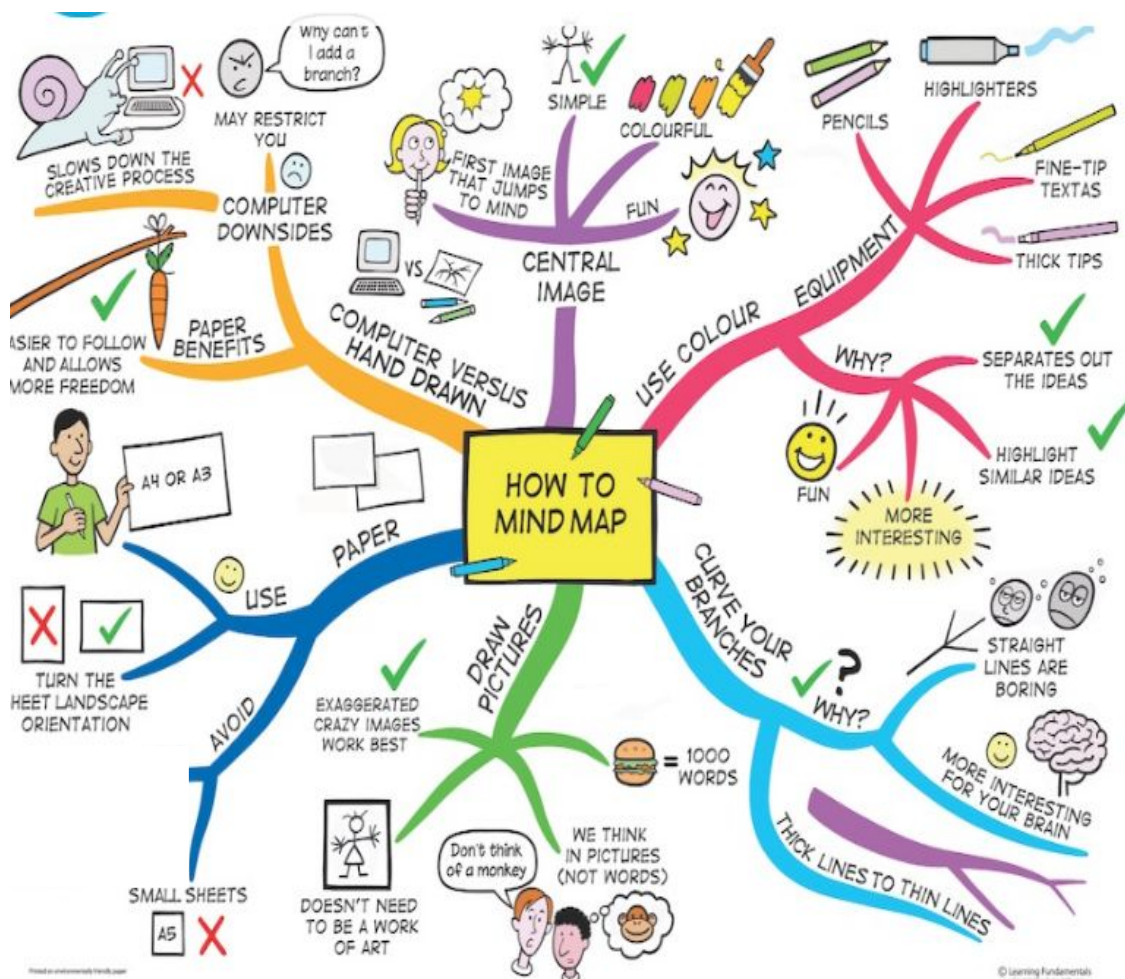
Then come up with a **title** for the section and put a bubble or star around your word

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



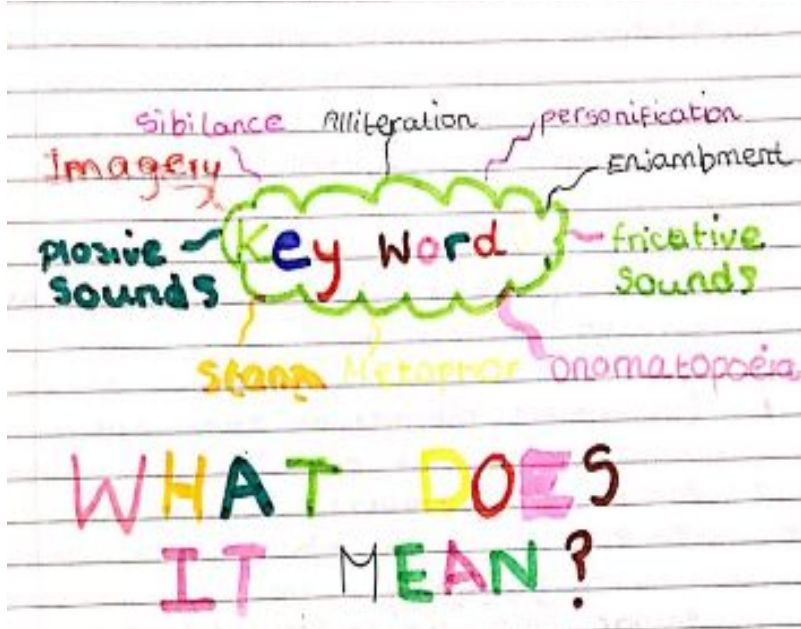
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



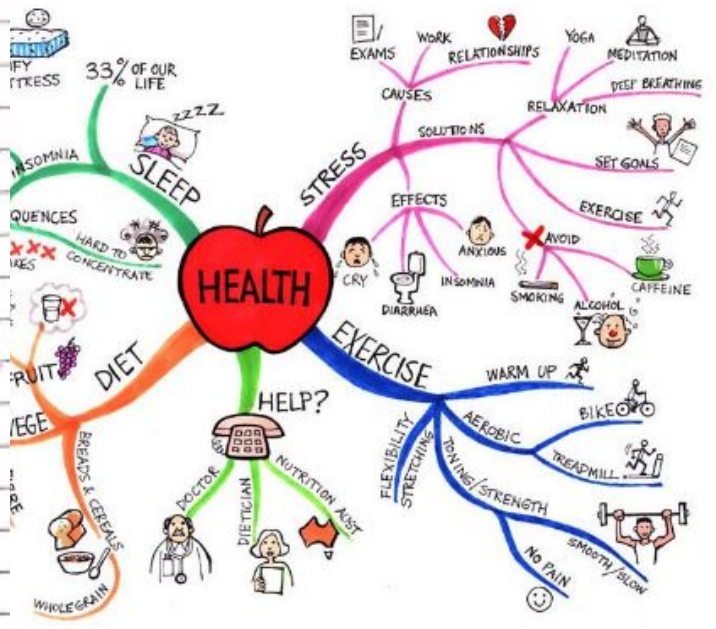
Look, Cover, **Mind Map**, Check, Correct

Examples:



Onomatopoeia means a word that sounds like what it is.

Metaphors - means a non literal description for effect



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. = $L \times W$

TRapezI-UM - $A = \frac{1}{2} \times (a+B) \times H$

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
	WIKI English

WIKI 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 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.

opics. They are h
nes intensely.

pical rainforests
equator.
we air is risu



Shakespeare: The Tempest

Tier 2 Vocabulary

1. **Tempestuous:** violent emotions or behaviour.
2. **Blasphemous:** insulting what is sacred.
3. **Insolent:** casual disrespect.
4. **Piteous:** inciting a feeling of pity or sorrow.
5. **Perfidious:** untrustworthy.
6. **Paragon:** a person or thing regarded as a perfect example of a particular quality.
7. **Credulous:** having or showing too great a readiness to believe things.
8. **Prosperous:** bringing wealth and success.
9. **Confined:** being in captivity or a restrictive space.
10. **Abjure:** solemnly renounce (a belief, cause, or claim).

Key Terms

Colonialism: The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically

Playwright: The person who writes the play.

Theme: A main idea or an underlying meaning of a play, which may be stated directly or indirectly.

Conflict: A serious disagreement, battle or struggle between two sides or ideas.

Setting: The place a story happens in.

Comedy: a genre of play. It has a happy ending, usually including a marriage. There are no deaths in the play. There is confusion around who characters really are.

Tragedy: A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

Tragicomedy: A play or novel containing/combining elements of both comedy and tragedy.

Couplet: A pair of rhyming verse lines

Blank Verse: Unrhymed verse using iambic Pentameter

Iambic Pentameter: a line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable, or a short syllable followed by a long syllable.

Prose: Form of speech used by common/comedic people in Shakespearean theatre. There is no rhythm or meter in the line.

Dialogue: Conversations between characters.

Soliloquy: A speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.

Pathetic Fallacy: Using the setting and weather to reflect characters' feelings.

Effect: The thoughts or feelings that a word creates in the reader.

Context: Information about the text's time period, themes or genre which help us understand the text.

Shakespeare: The Tempest

Dramatic Features

Stagecraft: The technical aspects of theatrical production, which include scenic design, stage machinery, lighting, sound, costume design, and makeup.

Costume: The clothes, wigs etc that actors wear.

Entrances / exits: When, where and how characters enter or leave the stage.

Special effects: Lights, sounds, props etc used to create effects on the stage.

Music: Lights, sounds, props etc used to create effects on the stage. Music is often used to create a certain mood in the play.

Audience: The people watching the play, usually in the room with the actors.

Actors: The people performing the play, using their faces, voices and bodies to represent characters.

Script: The written version of the play that actors use in rehearsals.

Stage Directions: Instructions to the actors, usually written in italics, explaining when to enter, how to move, the tone of voice to use etc.

Shakespeare to Modern

Thou/Thee: You

Wherefore: Why

Art: Are

Thy: Your

Haste: Act quickly

Durst: Dare

Doth: Does

Ere: Before

Hast: Have

Hence: From now on

Hie: To hurry/go quickly

Whence: From where

Mine: My

Afeard = afraid / scared

Hath = has

O'er = over

Oft = often

Prate = talk / chat

Online Maths Work

You can access your online maths support/homework through 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 dont forget it:

Username:

Password:

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

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Revise Properties of shape

@whisto_maths

What do I need to be able to do?

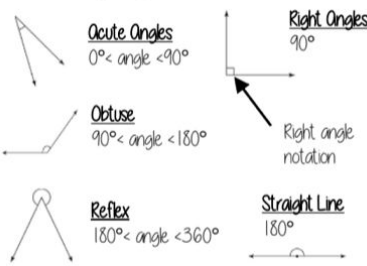
By the end of this unit you should be able to:

- Measure with a protractor
- Classify and calculate angles
- Know and calculate angles in a triangle
- Know properties of angles in special quadrilaterals
- Know properties of angles in regular polygons
- Draw shapes and nets of 3D shapes

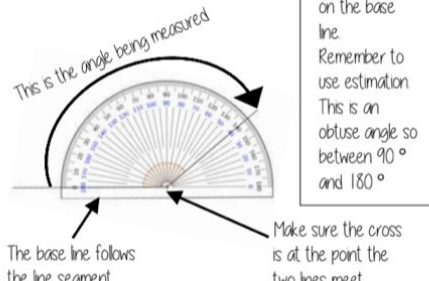
Keywords

- Protractor:** mathematical equipment used to measure angles
- Angle:** the amount of turn between two lines around their common point
- Adjacent:** lying next to each other
- Sum:** addition
- Quadrilateral:** a four-sided polygon
- Polygon:** an enclosed 2D shape made up of straight lines
- Scalene triangle:** a triangle with all different sides and different angles
- Regular Polygon:** a polygon with equal angles and all sides the same size

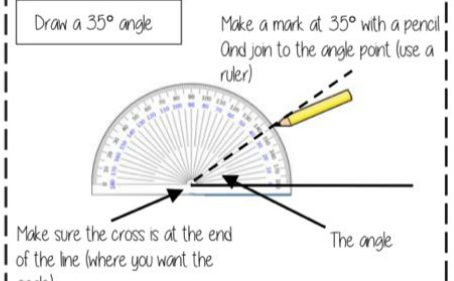
Measuring angles



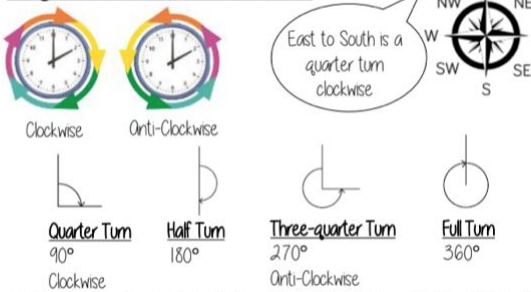
Measure angles to 180°



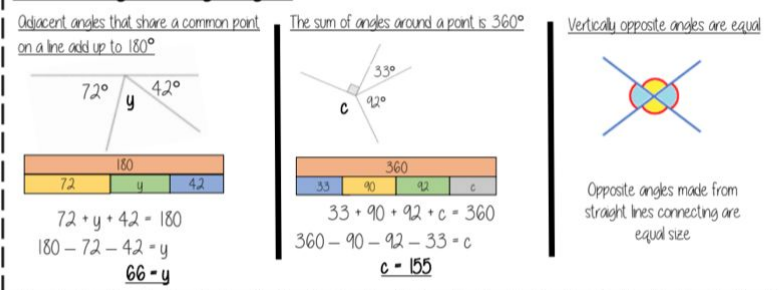
Draw angles up to 180°



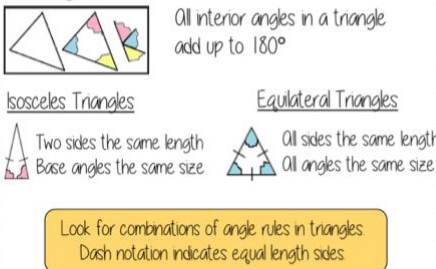
Angles as measures of turn



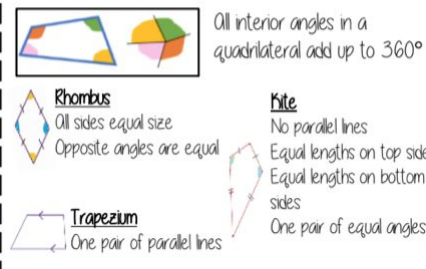
Calculating missing angles



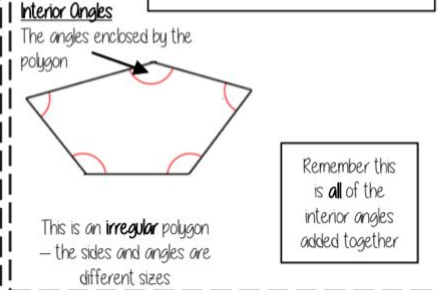
Triangles



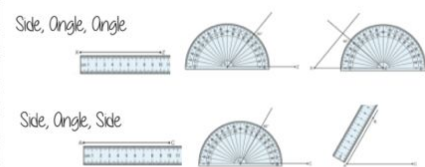
Quadrilaterals



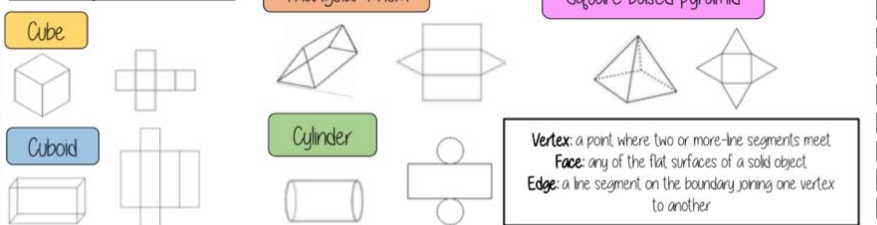
Polygons



Drawing Triangles



3D shapes and nets



Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Constructing, measuring and using geometric notation

@whisto_maths

What do I need to be able to do?

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

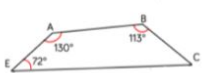
- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

- Polygon:** A 2D shape made with straight lines
- Scalene triangle:** a triangle with all different sides and angles
- Isosceles triangle:** a triangle with two angles the same size and two angles the same size
- Right-angled triangle:** a triangle with a right angle
- Frequency:** the number of times a data value occurs
- Sector:** part of a circle made by two radii touching the centre
- Rotation:** turn in a given direction
- Protractor:** equipment used to measure angles
- Compass:** equipment used to draw arcs and circles

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

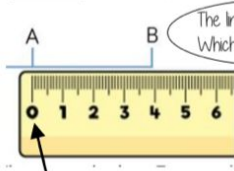


Angle Notation: three letters ABC
This is the angle at B = 113°

Line Notation: two letters EC
The line that joins E to C

Draw and measure line segments

Conversions: $1\text{cm} = 10\text{mm}$, $1\text{m} = 100\text{cm}$



Make sure the start of the line is at 0.

Angles as measures of turn

Clockwise **Anti-Clockwise**

East to South is a quarter turn clockwise

Quarter Turn 90° Clockwise

Half Turn 180°

Three-quarter Turn 270° Anti-Clockwise

Full Turn 360°

Classify angles

Acute Angles
 $0^\circ < \text{angle} < 90^\circ$

Obtuse
 $90^\circ < \text{angle} < 180^\circ$

Reflex
 $180^\circ < \text{angle} < 360^\circ$

Right Angles
 90°

Right angle notation

Straight Line
 180°

Measure angles to 180°

This is the angle being measured

The base line follows the line segment

Read from 0° on the base line. Remember to use estimation. This is an obtuse angle so between 90° and 180°

Make sure the cross is at the point the two lines meet

Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil. And join to the angle point (use a ruler)

Make sure the cross is at the end of the line (where you want the angle)

The angle

Parallel and Perpendicular lines

Parallel lines
Straight lines that never meet (Have the same gradient)

Perpendicular lines
Straight lines that meet at 90°

Angles over 180°

$360^\circ - \text{smaller angle} = \text{reflex angle}$

Use your knowledge of straight lines 180° and angles around a point 360°

Measure the smaller angle first (less than 180°)

Properties of Quadrilaterals

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Trapezium
One pair of parallel lines

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Rhombus
All sides equal size
Opposite angles are equal

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "3.2 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192^\circ$

Use a protractor to draw. This is 192°

SAS, SSS, ASA constructions

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a **regular** polygon

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Geometric reasoning

@whisto_maths

What do I need to be able to do?

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

- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

Keywords

- Vertically Opposite:** angles formed when two or more straight lines cross at a point
- Interior Angles:** angles inside the shape
- Sum:** total, add all the interior angles together
- Convex Quadrilateral:** a four-sided polygon where every interior angle is less than 180°
- Concave Quadrilateral:** a four-sided polygon where one interior angle exceeds 180°
- Polygon:** A 2D shape made with straight lines
- Scalene triangle:** a triangle with all different sides and angles
- Isosceles triangle:** a triangle with two angles the same size and two sides the same size
- Right-angled triangle:** a triangle with a right angle

Sum of angles at a point

The sum of angles around a point is 360°

Find angle BOE

$$90^\circ + 33^\circ + 92^\circ = 205^\circ$$

$$360^\circ - 205^\circ$$

$$\text{BOE} = 155^\circ$$

Angle notation - 90°

Angle notation - find this missing angle

$$360^\circ - 67^\circ = 293^\circ$$

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°

Find angle XWY

$$72^\circ + 42^\circ = 114^\circ$$

$$180^\circ - 114^\circ = 66^\circ$$

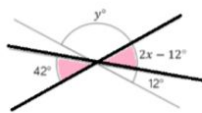
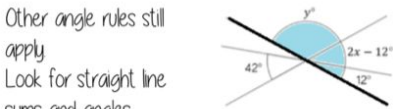
Vertically opposite angles

Angle JNM is vertically opposite to angle KNL

$$\text{JNM} = \text{KNL}$$

Vertically opposite angles are the same

Other angle rules still apply. Look for straight line sums and angles around a point.



Form equations with information from diagrams:

$$2x - 12 = 42$$

$$2x = 54$$

$$x = 27^\circ$$

Sum of angles in triangles

Sum of interior angles in a triangle = 180°

The two base angles will be the same size

Look at triangle notation. This indicates an isosceles triangle

$$\therefore 180 - 43 = 137$$

$$137 \div 2 = 68.5^\circ$$

A triangle can only have ONE right angle



Have a go! Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

Convex Quadrilateral

Concave Quadrilateral

Interior angles are those that make up the perimeter (outline) of the shape

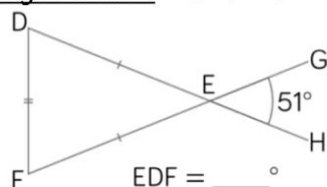
Interior Angles

A quadrilateral is made up of two triangles - the sum of interior angles is the same as two triangles

$$180^\circ + 180^\circ = 360^\circ$$

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) \therefore EDF = EFD and the sum of interior angles is 180°
 $180^\circ - 51^\circ = 129^\circ$ $129^\circ \div 2 = 64.5^\circ$
3. Angle EDF = 64.5°

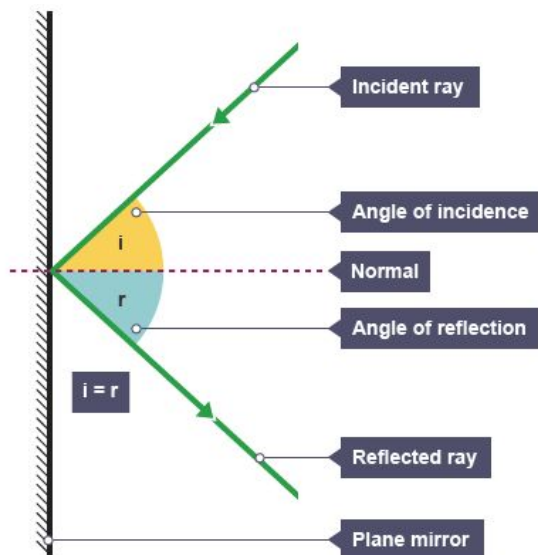
Keep working out clear and notes together

How light travels

Light travels as waves. These are **transverse** waves, like the ripples in a tank of water. The direction of vibration in the waves is at 90° to the direction that the light travels.

Light travels in straight lines, so if you have to represent a ray of light in a drawing, always use a ruler.

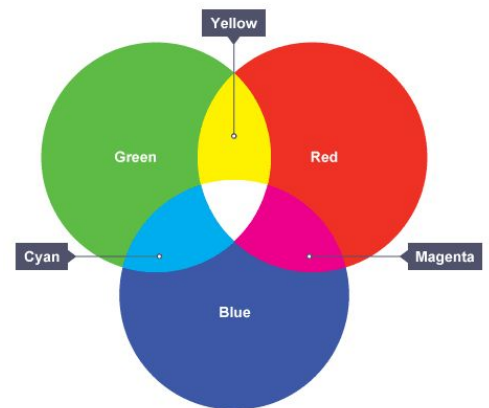
Unlike sound waves, light waves can travel through a **vacuum** (empty space). They do not need a substance to travel through, but they can travel through **transparent** and **translucent** substances.



The law of reflection

When light reaches a mirror, it reflects off the surface of the mirror:

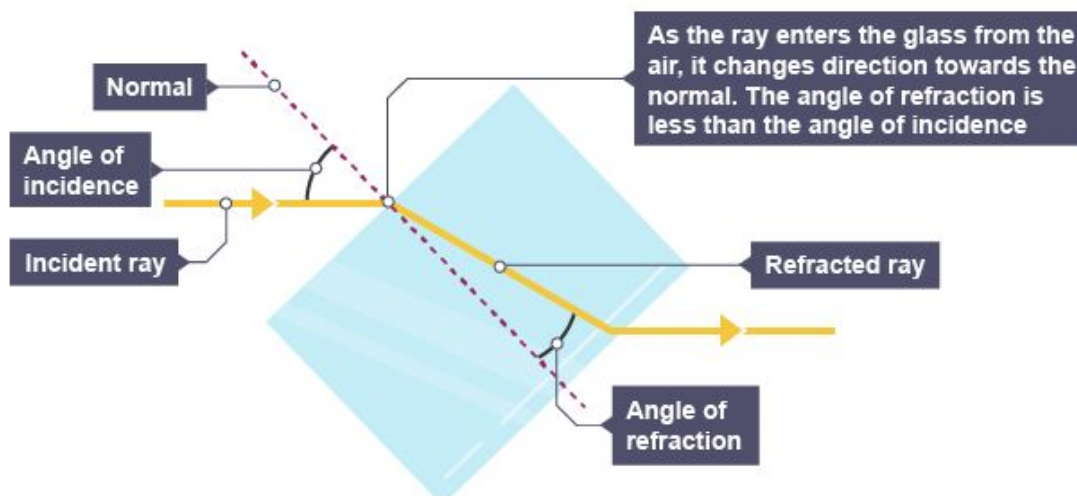
- the incident ray is the light going towards the mirror
- the reflected ray is the light coming away from the mirror



The spectrum

Here are the seven colours of the spectrum listed in order of their frequency, from the lowest frequency (fewest waves per second) to the highest frequency (most waves per second): red orange yellow green blue indigo violet.

This mnemonic is one way to remember the order: 'Richard Of York Gave Battle In Vain'.



Refraction

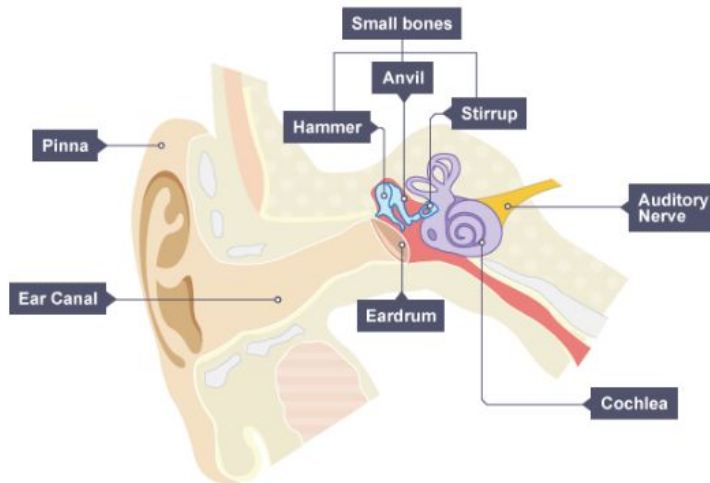
Sound

Properties of Sound Waves

When an object or substance vibrates, it produces sound. These sound waves can only travel through a solid, liquid or gas. They cannot travel through empty space.

Longitudinal Waves

Sound waves are longitudinal waves - the vibrations are in the same direction as the direction of travel.

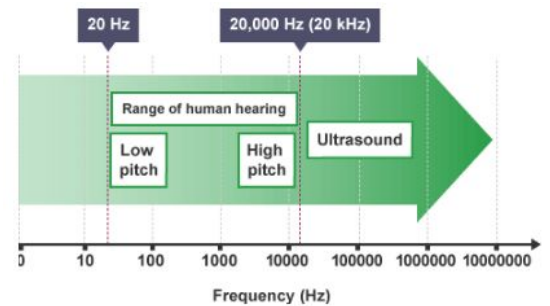


Ears

We can detect sound using our ears. An ear has an eardrum inside, connected to three small bones. The vibrations in the air make the eardrum vibrate, and these vibrations are passed through the three small bones (called ossicles) to a spiral structure called the cochlea. Signals are passed from the cochlea to the brain through the auditory nerve, and our brain interprets these signals as sound.

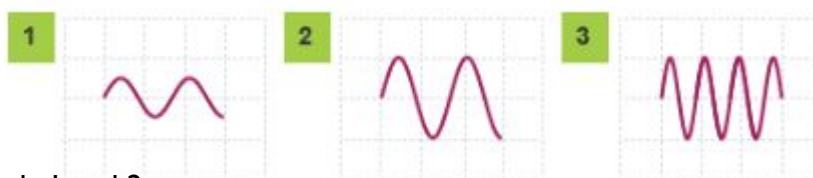
Ultrasound

The frequency of sound waves is measured in hertz, which has the symbol Hz. The bigger the number, the greater the frequency and the higher the pitch of the sound. Human beings can generally hear sounds as low as 20 Hz and as high as 20,000 Hz (20 kHz).



Oscilloscopes and Sound

An **oscilloscope** is a machine that shows the wave shape of an electrical signal. When connected to a microphone they can show the wave shapes of sounds. These diagrams show oscilloscope traces of three sounds:



Sounds 1 and 2

The sound waves have the same frequency, so the sounds have the same pitch.

Sound 2 has a greater amplitude than sound 1, so sound 2 is louder.

Sounds 2 and 3

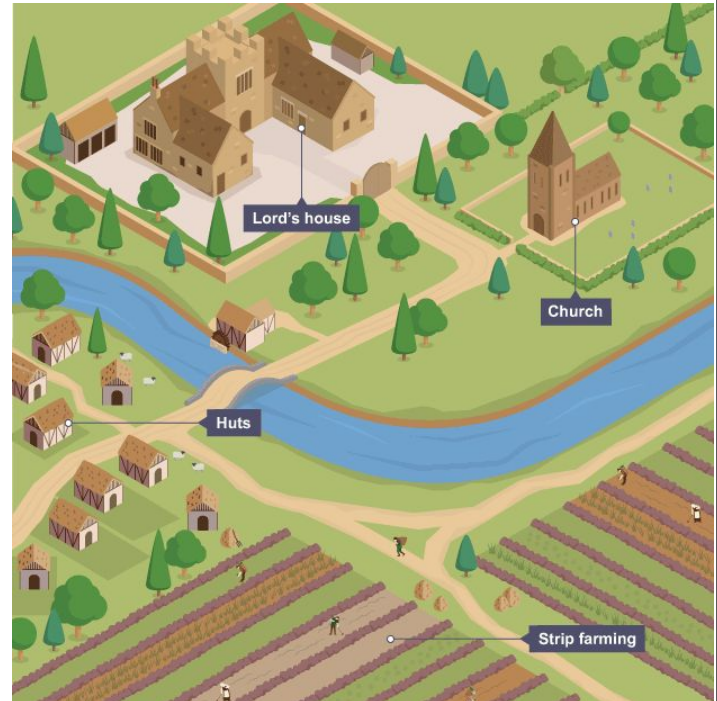
The sound waves have the same amplitude, so the sounds have the same loudness.

Sound 3 has a greater frequency than sound 2, so sound 3 is higher pitched.

Life in Medieval England

Key Points

- Most people in medieval society lived in villages, there were few large towns.
- The majority of people were peasants, who worked on the land.
- There were a range of jobs and trades in towns and villages, some quite similar to those people might have today.



Life in medieval villages

- In medieval society, most people lived in villages and most of the population were peasants
- **Villeins** were peasants who were legally tied to land owned by a local lord. If they wanted to move, or even get married, they needed the permission of the lord first. In return for being allowed to farm the land they lived on, villeins had to give some of the food they grew each year to the lord. Villeins worked on strips of land, spread out in different fields across the village. Life could be hard; if crops failed to produce enough food, people faced starvation.
- Some peasants were called **freemen**. These peasants were able to move round from one village to another and did not have the same restrictions on them as villeins did.

Life in medieval towns

- There were not many towns in medieval England, and those that existed were small by modern standards. London was the largest with a population of 10,000 and Winchester the second largest with 6,000 people.
- There were many skilled craftsmen working in towns, such as carpenters, blacksmiths and tailors. Trade was a key part of town life, with goods such as iron, wool, salt and agricultural products being commonly bought and sold. Coastal towns would trade with other countries.
- Some women were able to work as shopkeepers, cloth-sellers or run pubs, but these opportunities were very limited. Similar to villages, women were also expected to work in the home, cleaning and looking after their family.
- Towns were often unhygienic because of the larger populations and the lack of proper **sanitation**. Modern toilets and plumbing were a long way in the future and waste was thrown into the streets. Animals such as pigs and sheep roamed and butchers often threw waste meat into the street or river. These unsanitary conditions contributed to the spread of diseases, such as the Black Death.

Education in medieval society

Some children went to school to learn to read and write, but most didn't. Schools were expensive and usually located in towns. Children from wealthy families may have had a tutor or attended a grammar school, but the cost of schooling meant that most children could not afford to go. There were also schools in **monasteries**, but places often went to children who were to become monks.

Instead of formal schooling, many medieval children learned how to farm, grow food and tend to animals. Some also learned a trade and perhaps became an apprentice to a local craftsman like a carpenter or a tailor.

Article: Law and order in medieval society

In the medieval period, there was no organised police force and most law enforcement was organised by local people. In some areas, every male over the age of 12 had to join a group called a **tithing**, and they had to make sure no one else in the group committed a crime. If someone was the victim of a crime, they had to raise the '**hue and cry**', meaning other villagers had to come to help find the criminal, otherwise the village would have to pay a fine. Some areas had **watchmen** or **constables** who would patrol the area to prevent crimes.

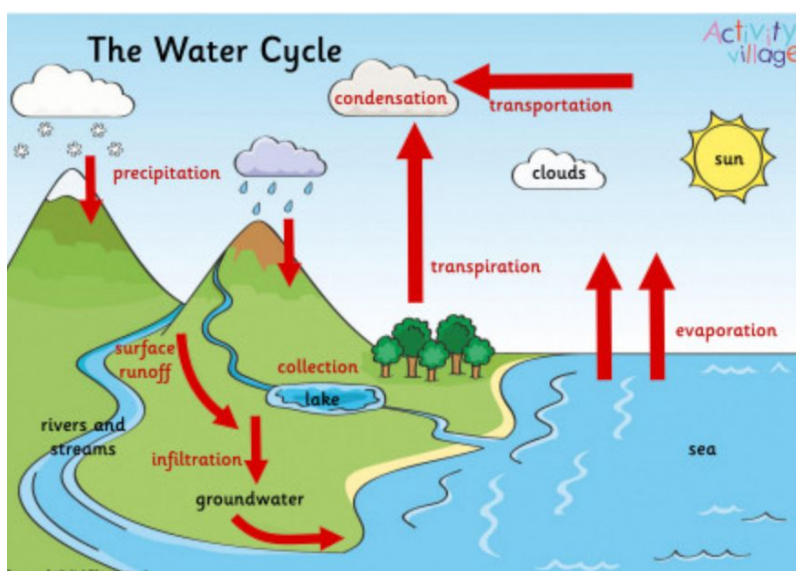
Most minor crimes were dealt with by the local lord. Judges appointed by the king travelled to each county to deal with serious crimes. They would hear cases in the **Shire Courts**. Before the 16th century, **juries** were made up of men from the local area who knew both the victim and the accused. The accused would swear an oath, known as **compurgation**, to say they were innocent. It became common for the accused to bring 11 people with them to swear to their innocence (which may be where the modern system of 12 people sitting on a jury comes from).

If a jury couldn't decide if a person was innocent or guilty, there was the option of **trial by ordeal**. This is where people were subjected to painful tasks, such as: walking on hot coals, putting your hand in boiling water to retrieve a stone, or holding a red-hot iron. If your wounds healed cleanly after three days, then you were considered to be innocent in the eyes of God. If not, you were considered guilty and would be punished accordingly. Another method of trial by ordeal was **trial by combat**.

Major crimes such as murder or **treason** were punishable by death. The most common method of execution was hanging, but, for nobles, execution was usually carried out by beheading with an axe. Punishments for less serious crimes included being put in the stocks, fines or the **mutilation** of body parts such as the feet or hands. Prison was only used to hold prisoners before their trial.

Rivers and Flooding

Source	This is where the river begins.
Mouth	This is where the river ends, by entering the sea.
Evaporation	When the sun heats water it changes into water vapour and rises into the air.
Condensation	As air rises it cools and the water vapour form clouds.
Interception	When precipitation doesn't reach the floor it is normally intercepted by plant leaves.
Infiltration	The process of which water enters the ground.
Surface Runoff	The flow of water over the earth's surface.
Groundwater	The water found under the surface in spaces in the soil sand or rocks.
Watershed	The area that drains into a single river.
Hydrologists	Someone that studies the flows of water over ground.
Deposition	This occurs when a river loses energy and the sediment gets dropped.



How do Rivers Erode Landscapes?

Abrasion – when material carried by the river hits the sides and bed of the channel, each impact breaking pieces off the bed and banks.

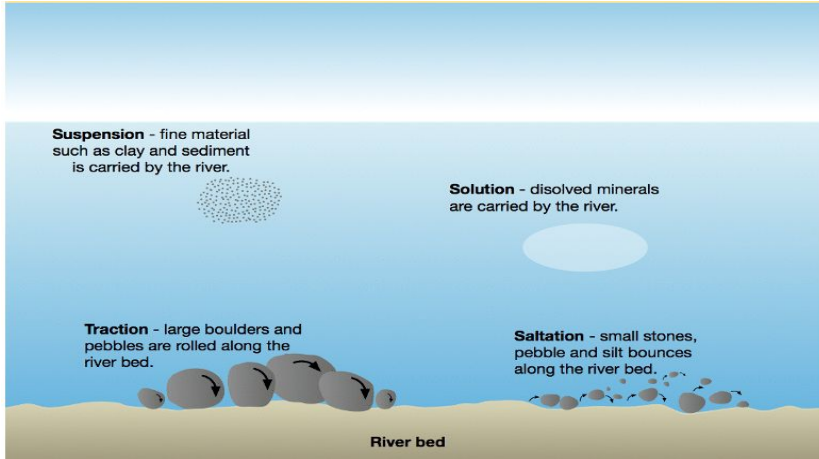
Solution – rocks such as chalk and limestone are dissolved in the river water and carried away in dissolved material.

Hydraulic Action – the force of the water pushes into cracks in the rock at the bed and banks, breaking bits off.

Attrition – rocks and stones in the river bang against each other, chipping bits off so the rocks become more rounded and smaller.

Rivers and Flooding

River Transportation Processes



Key Terms

Waterfall- Forms at a steep drop in a river profile.

Plunge Pool- Forms at the base of a waterfall when the water hits the rocks and they erode away.

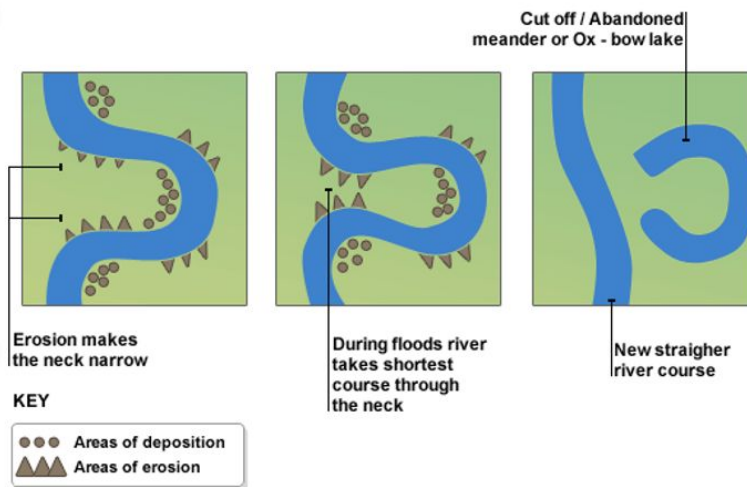
Meanders- Bends in the course of a river.

River Cliff- The steep bank formed on the outside of a bend.

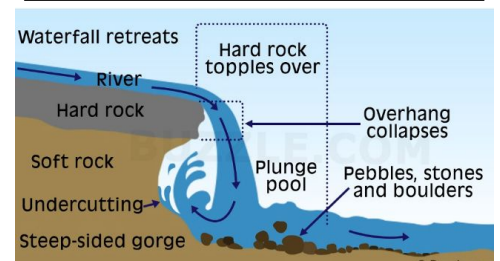
Flood- An overflow of water from a river beyond its normal limits, especially over what is normally dry land.

Tributary- A river or stream flowing into another river.

Meander Formation



Waterfall Formation



How Can Flooding be Managed?

Flood Warnings and Preparation	This is a form of soft engineering. It lets people know that a flood may occur so they can prepare themselves.
Embankments	This is a form of hard engineering. These raise the river banks so more water can be held.
Sandbags	This is a form of soft engineering. The sand in the bags absorbs the water and can be used to protect small gaps.
Flood Walls	This is a form of hard engineering. They increase the amount of water that is able to be held in the river.



FLOOD WARNING



What do Buddhists believe? Buddhists do not believe in God. They believe that the aim of life is to reach a state of enlightenment where one has a complete understanding of the true nature of reality. You can only do this by accepting the suffering and impermanence in life.

Siddhartha Gautama was born into a royal family in the village of Lumbini in present-day Nepal. As a young man he began to question why people suffered, became ill and died. Eventually he left his life of luxury and spent years searching for an answer to the question 'Why is life suffering?' After several years he achieved Enlightenment and was then known as the Buddha - the enlightened one.



During his Enlightenment the Buddha realised 3 truths about life. He called them the **3 universal truths**. They are;

1. **Annica: the impermanence of all things.** Everything changes, nothing remains the same. This truth is linked to the 3rd truth, because not accepting this is causing suffering.
2. **Annata: There is no fixed permanent, unchanging self, or soul.** We are just a constant flux (incoming and outgoing) of mental formations (thoughts and feelings). There is no soul that exists as 'us' after we die.
3. **Dukkha: Life is suffering.** Humans are constantly dissatisfied with the nature of life because nothing stays the same and we are forever losing things and never get our wants and desires satisfied.

Buddhists believe that the only way to achieve enlightenment is to fully accept these 3 Universal Truths.

Buddhism teaches that the source of suffering is craving. Craving is the way we constantly grasp at things, always wanting newer, bigger and better stuff. It includes not just physical possessions but applies to our relationships with people. If we can stop craving things all the time, accept that everything changes and nothing lasts forever, we will be closer to achieving enlightenment as the Buddha did. By stopping craving and living according to Buddhist principles we can escape the cycle of life, death and rebirth that Buddhists call Samsara.



Key Spellings for Ethics and Culture:

Belief
Believe
Religion
Religious
Philosophy
Prayer
Meditation

How do Buddhists live? Buddhists should try to follow the example of the Buddha, accepting the 3 marks of existence, and following the principle of ahimsa - non-harmfulness.

Buddhists should try to live according to these 5 guidelines or precepts:

1. Do not harm any living creature- includes no violence or killing of animals for meat or sport, or testing cosmetics etc on animals.
2. Do not take what is not freely given- no stealing. Also includes not taking up people's time and energy without their desire to offer it.
3. Avoid sexual misconduct- obvious things like rape but includes not harming anyone through the act of sex, so it includes no adultery (cheating) and may include no taking advantage of people so the pornography industry may also be condemned.
4. Avoid false speech- includes no lying, slander, gossiping, exaggeration. Also involves the idea that all speech should be helpful and harmonious- no criticising, arguing
5. Abstain from drink and drugs that cloud the mind. This one obviously protects the body and the people around you. It also enables the Buddhist to stay aware of the 4 truths and 3 marks of existence, and also ensures that meditation can be practiced effectively- so supports them on the Eightfold path.



Some Buddhists may choose to become a monk or nun - they will live as part of a Sangha and have extra precepts to follow.

95% of Thailand's population is Buddhist, and there are large Buddhist populations in many East Asian countries such as Cambodia and Vietnam.

There are around 250,000 Buddhists in the UK, and Buddhist ideas and imagery are popular in the UK. There are several Buddhist communities in the UK, there is one in Bradford-on Avon.

Buddhist monks and nuns do not buy or choose their own food; they rely on donations from the community. In exchange, they offer spiritual guidance to the people who visit the monastery, or live nearby.

Key Spellings for our unit on Buddhism:

- Buddha
- Buddhist
- Annica
- Annata
- Dukkha
- Samsara
- Ahimsa
- Sangha



Quand - when (used as a conjunction)

il pleut - it rains
il neige - it snows

il fait du soleil - it's sunny
Il fait chaud - it's hot
Il fait froid - it's cold
Il fait du vent - it's windy

il y a des nuages - it's cloudy
Il y a des orages - it's stormy

en printemps - in the spring
en été - in the summer
en automne - in the autumn
en hiver - in the winter

**The Present tense**

The present tense is used to describe what someone is doing now or what they usually do.

Verbs in the present tense need to agree with the pronoun (person/thing doing the action)

Verbs are either regular (follow the rules) or irregular (do not follow the rules and have to be learnt)

There are **3 different types** of regular verbs in French (-er verbs, -ir verbs or -re verbs, determined by their endings in the infinitive)

Regular -er verbs

In order to form the present tense of -er verbs

1. Take off the -er from the infinitive
2. Add the appropriate endings

jouer - to play

je joue - I play

tu joues - you play

il joue - he plays

elle joue - she plays

nous jouons - we play

vous jouez - you play
(formal)

ils jouent - they play (boys/
mixed)

elles jouent - they play (girls)



Common irregular verbs

faire - to do

je fais - I do
 tu fais - you do
 il fait - he does
 elle fait - she does
 nous faisons - we do
 vous faites - you (formal) do
 ils font - they (boys/mixed) do
 elles font - they (girls) do

lire - to read

je lis - I read
 tu lis - you read
 il lit - he reads
 elle lit - she reads
 nous lisons - we read
 vous lisez - you (formal) read
 ils lisent - they (boys/mixed) read
 elles lisent - they (girls) read



aller - to go

je vais - I go
 tu vas - you go
 il va - he goes
 elle va - she goes
 nous allons - we go
 vous allez - you (formal) go
 ils vont - they (boys/mixed) go
 elles vont - they (girls) go

An infinitive - a verb in the dictionary form (e.g. regarder - to watch)	Verb - a doing word which needs to be conjugated (changed) to agree with the person doing the action
Pronoun - a word to replace a name in a sentence (e.g. je, il, elle)	Tenses (time frames) - these allow you to indicate when you are talking about (the present day, the past or the future).
Noun - a thing, a person or place	Adjective - a describing word which needs to agree with the noun it is describing (e.g. extra - e for feminine nouns)

Why not produce a beginner's guide to the present tense?

Why not do a survey of what your friends and family do in their freetime and write up your results in French (e.g. mon frère joue au foot)

What makes a good friend

Good friends make you feel good - they will give compliments, do things that make you feel good and be happy for you when things go well.

Good friends listen - they allow you talk talk, don't interrupt or try to make you feel bad when you talk. They are interested in what you have to say.

Good friends support each other. If you need help or support, a good friend will be there for you.

Good friends are trustworthy. If you tell a good friend something, they can be trusted. They will not be judgemental.

Good friends respect your boundaries. A good friend will calmly tell you if you have hurt their feelings and if they hurt your feelings they will say sorry and not do it again.

Friends are not followers. Social media can be problematic - remember you only need a good, small circle of friends to be happy.

Signs of a toxic friendship

Sometimes people who claim to be your friends can show bullying behaviour.

This is sometimes called a 'frenemy' but is a type of toxic relationship.

You can spot them by:

- They might say "brutally honest" things to you which are unkind or hurtful.
- Put pressure on you to do things you don't want to do.
- Be manipulative (e.g. 'If you were my friend you would...').
- Put you down.
- Laugh at you, or encourage others to laugh at you.
- Talk about you behind your back.
- Deliberately exclude you from group chat and activities.
- Take the "banter" too far.
- Share things about you online.
- Make you feel bad about yourself.

What to do in a toxic friendship

Remember: the problem isn't you: hold on to that thought. Their behaviour might make you feel bad, but they need to change, not you.

- Talk to them about how their behaviour makes you feel: explain calmly and without accusation. Be specific, tell them what you'd like to happen moving forward. Their response will tell you a lot, sometimes our behaviour hurts others without us realising.

- If they apologise, give them another chance: if they mean it, they'll change their behaviour and stop making you feel bad. However, sometimes frenemies might apologise insincerely, and their behaviour afterwards won't change. If they're still making you feel bad despite what you've told them, it's time to move on.

- Make new friends: Moving on can be scary, but you deserve people in your life who support you and make you feel good about yourself. See our guide to making new friends for help.

- Don't retaliate: It can be tempting to encourage others to exclude your former frenemy, or to put them down behind their back. Don't do this: you're only showing the same behaviour you found difficult in them.

CALYPSO MUSIC



CALYPSO INSTRUMENTS

Guitars, ukuleles, trumpets, Latin percussion (maracas, guiros and claves), lots of singers and the Steel Pans (Drums.)



WHICH CALYPSO SONGS WILL WE BE LEARNING IN CLASS?

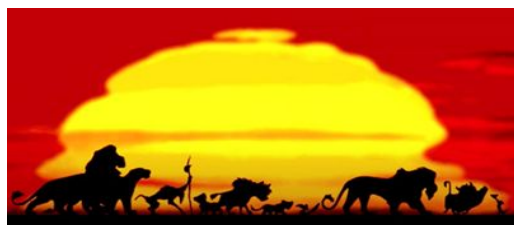
'The Banana Boat Song'



'Coconut Woman'



'The Lion Sleeps Tonight'



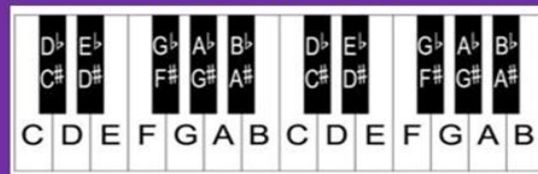
We will be learning all about Calypso Music this term. But what IS Calypso Music?

It is one of the many genres (styles) of music that has emerged from the Caribbean. It started as the West African style 'Kaiso' and has a lilting rhythm, witty lyrics and 'Call and Response' (solo sings first, the rest reply.) Watch this video that explains the history of Calypso Music: <https://youtu.be/b-SSYpr7E8I?list=PLtAm7N-66Nq3xQmvuD1xbidwklIaoQejD>

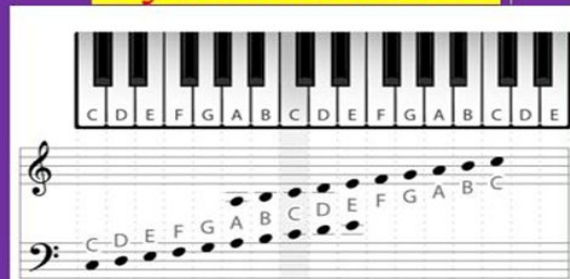
FAMOUS CALYPSO SINGERS

1. Lord Invader
2. Harry Belafonte
3. Growling Tiger
4. Calypso Rose

Sharps and Flats on the Keyboard



Keyboard Note Guide



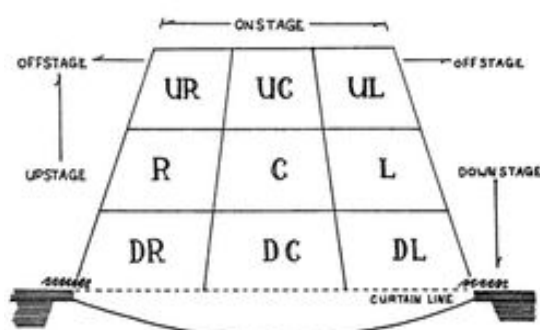
Drama Techniques

Improvisation	Any work that is not scripted is improvisation. Improvisation is the term used when you make the work up yourself.
Spontaneous Improvisation	This is the term used for making your work up on the spot with no time to plan.
Structured Improvisation	Structured improvisation (also called devised work) is when you have time to rehearse a performance that doesn't have a script.
Script Work	When a playwright has written the play/ performance. This means that characters and words are already set. Plays are often performed multiple times over the years and each actor will bring their own interpretation to the character.
Learning Lines	There is no right way to learn lines. It is about finding the right technique for you. The next page has lots of ideas on how to learn lines.

Challenges of using a Script

Line Learning	There's no getting away from it if you are performing a play that is scripted you have to learn your lines. Repetition is the key to line learning, it's all about going over lines regularly to keep them fresh in your mind.
Multitasking	An actor is an expert at multitasking. As well as remembering your lines you also need to remember your moves, to cheat to the audience, to put emotion into your voice, AND to use the correct area of the space. This is why it is so important to learn your lines early on so you don't need to be thinking about them whilst trying to do everything else as well.
Blocking	Blocking is the term used for all the movements that you put into the scene. Blocking in a play is about making sure that movements look natural and that people are in the right place at the right time . You need to make sure the correct space is being used (centre stage as much as possible) and that the actors aren't getting in each other's way.
Masking	This term describes when a actor stands in a place that blocks the audience's view of another actor or action . This ties in with cheating to the audience as it's all about making sure everything on stage can be seen by the audience.

Areas of a stage



Learning Lines - here are some techniques to help learn line

1. Split the scene into sections. Make sure these sections are at logical points for a pause. It is important to break the scene into manageable sections, then learn one section a night..
2. Read through the section 5 times. This should hopefully mean that the lines are getting into the memory.
3. Close the script and write out your lines in full without looking. You can then check back on the lines to see if you have them right.
4. Correct mistakes by writing them out three times.
5. Check you can still remember the lines twenty minutes later.
6. Make sure when you start learning a new section to re-cap on everything you have already learnt. This means you are constantly reinforcing lines from earlier.
7. Record them - lots of people find this really useful as they can listen back to their lines at their leisure.
8. Practice with your partner/ family members. Hearing someone else say the lines helps you to learn your cues (the line before you speak)
9. Go for a walk and recite lines. Some people find doing something physical helps them remember their lines. This is because the line fits the action and both together make the learning stronger.

Blood Brothers

The play we are looking at is called 'Blood Brothers' by Willy Russell. The photos all come from the scene we are looking at in lesson and might give you some ideas on how to stage it when it comes to your turn.

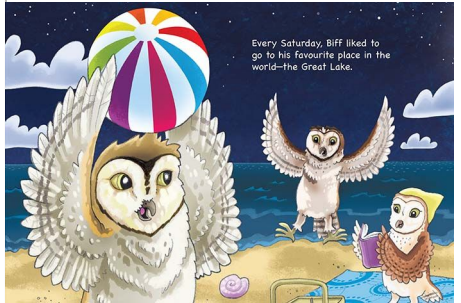


Key Vocabulary
Typography
Serif
Sans serif
Script
Tracking
Kerning
Font
Lettering
Layout
Hierarchy
Illustration

Key Points
Make sure that your font is always readable, so that the information can be clearly read by the user.
Remember the positioning of the text on the page needs to make sense. The flow needs to tell the story in the right order.
Your illustrations need to be exciting and striking to engage the reader.
Not all of your 'keywords' need to be large on the page.

Key Elements

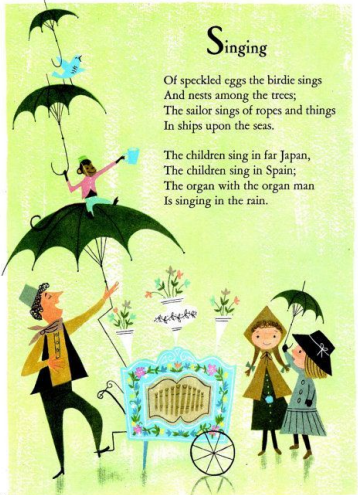
Layout



Every Saturday, Biff liked to go to his favourite place in the world—the Great Lake.

Page layout is the combination of pictures and text on the page. This allows the reader to engage with the content more easily.

Hierarchy



Singing

Of speckled eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.

The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

48 capricornovintage.com

The word hierarchy is used to describe how the text/type is used or placed on the page. It allows you to work out what information is the most important, followed by the next most important or relevant.



Typography is the art and technique of arranging type to make written language legible, readable and appealing.



Tracking is the spacing between all letters in the word



Serif fonts have decorative feet and curves on their letterforms.



Sans serif fonts have no difference between the thickness of the letters and have simple ends.



Script fonts look like they are handwritten and have a less formal look to them



Kerning is the spacing between individual letters.

Athletics

Sprinting technique



Sprinting:

Hold your torso straight and vertical. Hold head still, relax face and neck.

Bend elbows at 90 degrees.

Pump your arms so hands travel from hips to lips, keep shoulders steady.

With each stride lift front knee high

Shot Putt:

Use a Standing throw

Rest the shot on your palm and push into your neck

Ensure your chin, knee and toe are in line

Punch shot away from the neck

Keep elbow high



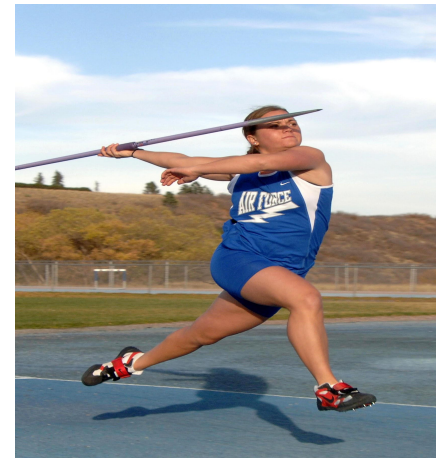
Javelin:

Use a standing throw

Grip: Place javelin in the crease of your hand Straighten your arm keeping javelin close to your head and parallel to your arm

Ensure your chin, knee and toe are in line

Transfer your weight from front to back leg as release javelin



Discus

Use a Standing throw

Your throwing hand (including the thumb) is on top of the discus with your fingers evenly spread. The top knuckle of your four fingers (not the thumb) should touch the rim, with your fingertips over the sides

Ensure your chin, knee and toe are in line Continue shifting your weight forward as you pivot your hips.

Bring your arm up at approximately a 35-degree angle to release the discus.

The discus should leave your hand smoothly of the index finger with your hand at about shoulder height.

Follow through, rotating to your left to remain in the ring and avoid fouling. (if right handed)



How do search engines work?

Google has a big index (database) containing millions of web addresses.

Each web address has a list of words and the number of times they appear on the site.

So when you search the web you are not actually searching the web, you are searching a database for keywords.



Boolean search

You can use Boolean Operators (special words and symbols) to drill down and find the information that you need.

AND OR + / -
NOT Quotes " "

Fact or Fake News

Sometimes people act too hastily - they respond in anger for example, or they share posts or tweets written by someone they don't know and cannot substantiate.

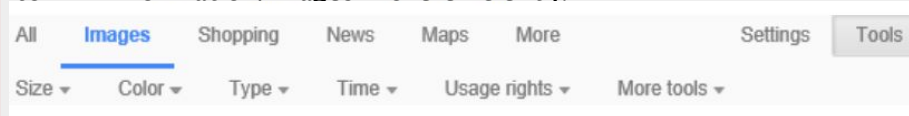
It's possible to accidentally post 'fake news' or rumours that might hurt someone or cause a problem somewhere.

"Fake News" is a type of journalism or propaganda that consists of deliberate misinformation or hoaxes spread via traditional print and broadcast news media or online through social media.



Advanced Tools

Advanced tools are features that you can use within a search engine to find information/images more efficiently.



Size - changes the size of the image you are looking for

Colour - searches for images of particular colours

Type - changes whether it is a photo, clipart, line drawing or animated gif

Time - when it was uploaded

Usage - Whether images have copyright restrictions or not.

Copyright

Copyright is a law designed to help protect people's work and ideas.



If you:

- **Take people's work** (download films/music)
- **Use people's work** (copy text/images from the internet)
- **Steal people's ideas** (create a new product using someone else's technology)

Without permission and without acknowledging them, then you are breaking copyright law.

Typical punishments range from 6 months to 10 years imprisonment and a £5,000 fine.

Reliability

In order to determine whether or not a website is reliable and trustworthy, we need to evaluate the information we are given. We need to check the following:

1. How professional does it look?
2. Is the information provided of good quality? (spelling, detail etc.)
3. Do all links work?
4. Is it "Up-To-Date"? (is there an article published / updated date?)
5. Is the URL reliable? (does the main web address relate to the website content)
6. Is the information backed up by other websites?

Keywords

Boolean

Index

Database

Reliability

Copyright

Year 7 Revision Keywords and Concepts:

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

Tint = to add white to a colour to make it paler

Shade = to add black to a colour to make it darker

Medium = what you use to make your art, eg. pencil, charcoal, paint etc.

Blend = to mix colours / tones together. Different mediums are blended in different ways, for example paint is mixed on a palette, whereas oil pastels are layered to create rich colours.

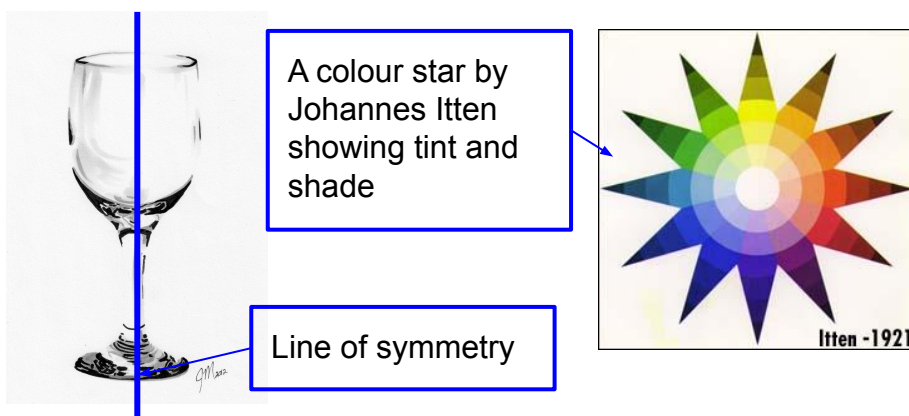
Symmetrical = Same on both sides of a **line of symmetry**

Ellipse = Another word for an oval

Important people and places:

Ellipse

- **The Bauhaus** - a famous German art school that existed from 1919 until it was closed by the Nazi party in 1933.
- **Johannes Itten** - taught at the Bauhaus school. He developed the colour wheel that we use today.
- **Edward Saidi Tinga Tinga** - the originator of the Tinga Tinga style of art.
- **Tanzania** - the East African country that Tinga Tinga art comes from



Edward Tinga Tinga at work

Food Commodities: Fruit and Vegetables

Vegetables

Growth Method	Type	Example
Underground	Root	beetroot, carrot, parsnips, swede
	Tubers	potato, artichoke, sweet potato
	Bublers	leeks, onions, garlic
Above ground	Leaves	cabbage, lettuce, watercress
	Flower heads	cauliflower, broccoli, Brussels sprouts
	Seeds	peas, beans, sweetcorn
	Stems	celery, asparagus, rhubarb
	Fungi	mushrooms
In water	Sea vegetables	kelp, seaweed

Fruit

Type	Example
Stoned	plums, apricots, peaches, nectarines
Nuts	almonds, brazil, cashew
Hard	leeks, onions, garlic
Citrus	lemon, lime, grapefruit, orange
Berry	strawberry, blueberry, blackberry, raspberry

Storage Guidance

- cool, dry place
- consume within a few days of purchase
- leaves to be stored in the salad drawer of the fridge
- root vegetables can be kept for a few months if stored in a dark, dry place



Fruits and vegetables are packed full of vitamins & minerals:

- carbohydrate
- vitamin A
- vitamin E
- vitamin C
- B vitamins
- vitamin K
- calcium
- iron
- fibre

Cooking methods used:

- baking
- frying
- steaming
- braising
- grilling
- roasting
- boiling



During cooking, fruits and vegetables can change in the following ways:

- flavour.
- colour.
- texture.
- nutritional value

GRAPHIC DESIGN



Graphic design became an art form during the late 1950s with Pop Art which drew its inspiration from mass popular culture, Hollywood movies, comic books, pop music and advertising.

Today we can see graphics all around us, on shop fronts, leaflets, book covers, posters, adverts, packaging and digitally on websites.



Andy warhol painting 1985



Digital Tik Tok logo 2016

The **BRIEF** - The starting point for any design is the design brief. The brief outlines what the theme is and the problem a design will solve. It should be referred to throughout the project to make sure what you are working on will solve this problem.

RESEARCH - Helps you to fully understand the problem you are solving and helps you to design with confidence. (Moodboards/collage, mind map, designers/artists).

DESIGNING

- Coming up with ideas of how to creatively solve the problem given to you by the client.
- Sketch out all the separate elements of your design.
- Choose what will work best to fulfill the brief.

AESTHETIC - is the appearance of your design and its **visual impact**.

GRAPHICS

Fun



Minimalist



Bold



Decorative



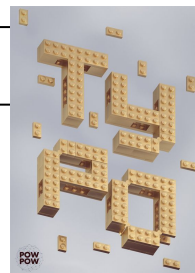
Organic



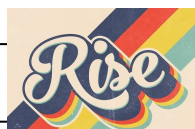
Geometric



Sculptural



Retro



Vintage



STYLES



Contact work



Which medal do you want to achieve in every lesson?



Gold
Excellent team player
Creative ideas inputted
100% focus



Silver
Good team player
Follows the rules
Inputs some new ideas



Bronze
Motivated
Self control
Focused

CONTACT WORK RULES

- Have self control and stay focused at all times to ensure you get the best out of this lesson ahead.
- Listen to your peers and teacher at all times to ensure you understand all health and safety measures
- Watch any demonstrations provided to ensure your contact work is performed safely
- Be patient, sometimes doing contact work takes time and a lot of trust building with your partner.
- Be aware, look around you, do you have enough space to perform your contact moves safely
- Be relaxed, if you're not you could cause yourself an injury.

Spartan Grip – the safe way to hold hands in contact

APPRECIATION / WATCHING TASK

<https://www.youtube.com/watch?v=qnzKHrxKbA>



Summarise this video:

- What was it about?
- What body part is really important to use in contact?
- What did you learn?
- What did already know?
- What would you like to try?



<https://www.youtube.com/watch?v=2aLlFvQoFHK>



Think about these questions while watching the video clip about and try and answer them fully in your own words.

- What was effective about this use of contact work?
- Describe how and where the dancers were in contact.
- Explain why and what you enjoyed about this video
- What does contact add to choreography?
- Where in your work could you add contact work?

TASK- Try and find out as many choreographers you can who use primarily this dance style / technique in their practice

WHAT IS CONTACT IMPROVISATION?

Contact

Improvisation

is a partner dance form based on the physical principles of touch, momentum, shared weight, and most quintessentially - following a shared point of contact. The form was founded in 1972 by **Steve Paxton**. Integrating his background as a modern dancer and his studies in the martial art form Aikido, Steve developed Contact Improv through explorations with his students and colleagues at the time. This dance practice explores the skills of falling, rolling, counterbalance, lifting using minimal effort, how to make ourselves light when being lifted, centering and breathing techniques, and responsiveness to our partners and surroundings.

TASK - Conduct some research on Steve Paxton: What can you find out about him? Where did he train? What professional dance works has he created?

CHOREOGRAPHY, PERFORMANCE AND REHEARSAL



Evaluating your dance work?
Try these **sentence starters to help you reflect and appreciate your work:**



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

Check you have you thought of the following below to support your final assessment piece:

- Is the stimulus clear through your dance?
- Have you used choreographic devices? Such as, repetition, contrast, transitions, highlights, beginning and end, climax
- Have you used contrasting dynamics?
- Have you used original and developed actions?
- Have you created motifs and movement material that tell the dance idea?
- Have you got clear motif development?
- Have you thought about your use of space, levels, pathways, entrances and exits?
- Have you got clear relationships shown within your dance?
- Do you have a moment of pause or stillness?
- Is there a clear structure to your dance?
- Have you thought about creating a good start and finish? (offstage/onstage)

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

Great Granddad

Great Granddad is very proud of his telegram from the Queen congratulating him on his hundredth birthday and he has friends who are even older than he is. Great Granddad was born in the year A (where A is the product of 3 prime numbers), he was 20 years old in the year B (where B is the product of a prime number and a square number), he was 80 years old in the year C (where C is the product of two prime numbers) and he celebrated his 100th birthday in the year D (where D is even and the product of 4 prime numbers). When was he born?



ETHICS AND CULTURE

Find out the names of 3 famous Buddhists.

Find out the names of 5 countries that are mainly Buddhist

Spend some quiet time stilling or meditating to clear your mind of distractions. Draw a picture of what you thought about, felt or imagined.



EXTRA CHALLENGE TASKS

PSHE

Use www.careerpilot.org and www.icould.com - two key careers websites

Research types of jobs, qualifications and start researching the key skills and employability attributes required by employers or college. (careerpilot)

Watch several of the career video clips on on the icould website and make notes on all the different jobs in a specific industry or sector - this could be in the form of mind maps, bullet points or written notes.

Create a list of your current skills, qualities and knowledge and try to match this with things you currently do or set yourself targets about how you will begin to develop these skills - think about things you do both in and outside of school