



Knowledge Organiser

Year 7

Spring Term 2



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.



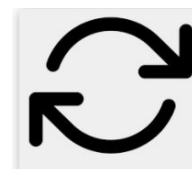
Then **cover** the section so you can no longer see the information.

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.



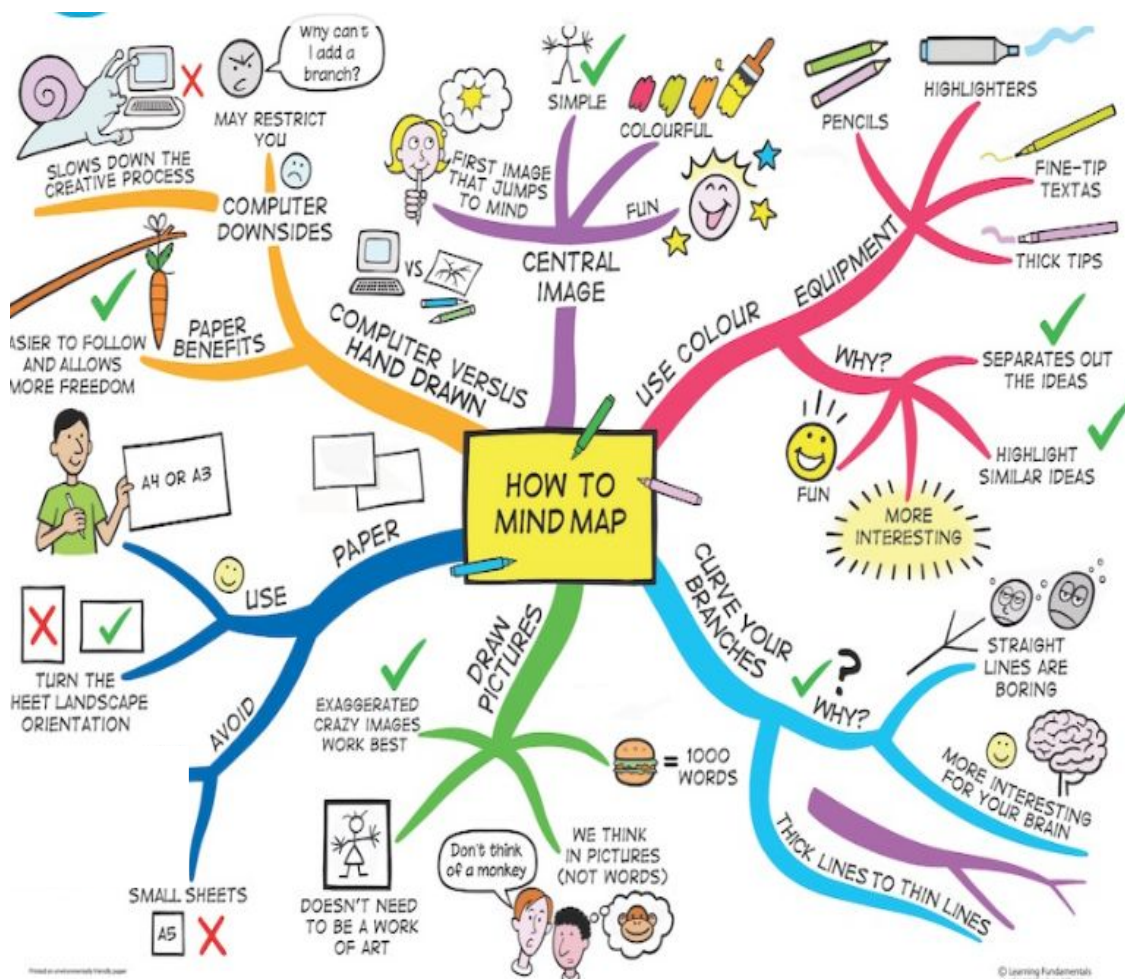
Then come up with a **title** for the section and put a bubble or star around your word

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



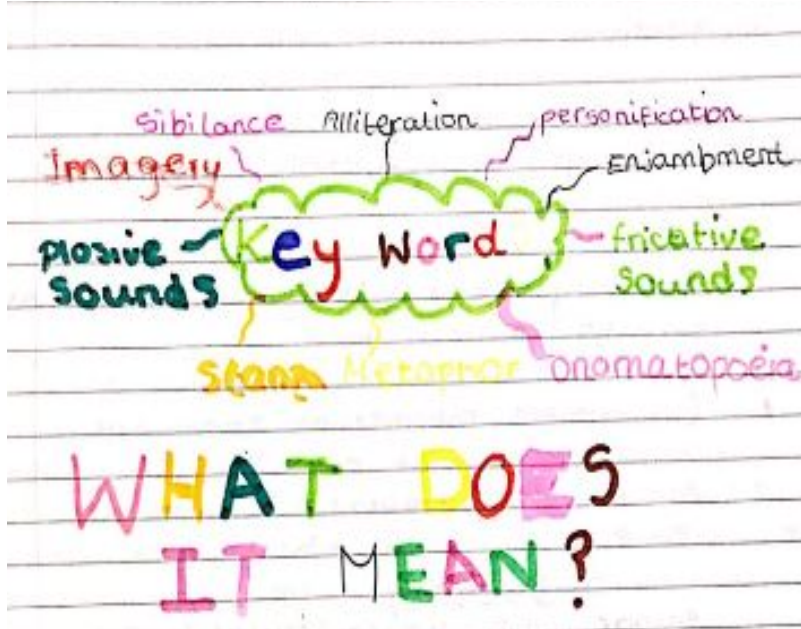
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



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

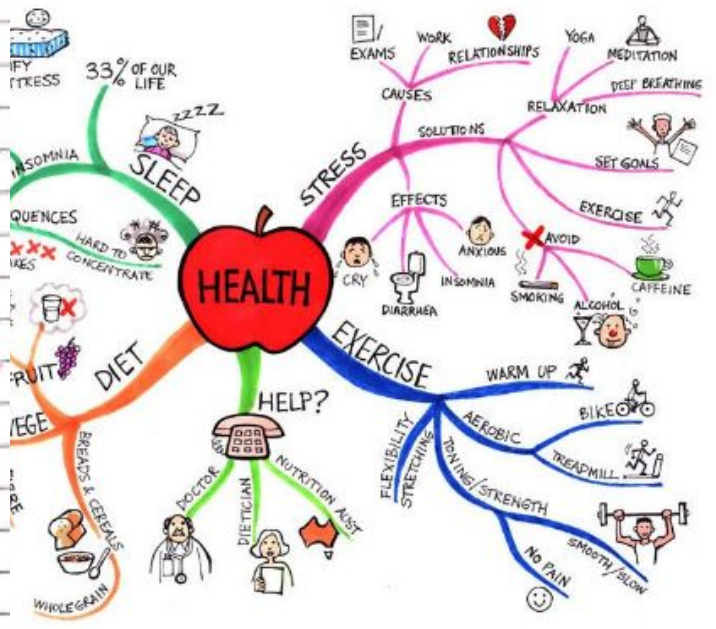
Examples:



WHAT DOES IT MEAN?

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.

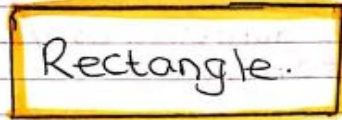


Look, Cover, Transform, Check, Correct

Example:

Maths.

Shapes!



$$= L \times W$$



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



$$= \frac{1}{2} \times \text{base} \times \text{vertical height}$$

$$A = \frac{1}{2} \times b \times h$$

Shape Names!

cylinder.

Cube

Cuboid

Cone

pyramid

Sphere

hemisphere

triangular

prism

parallelogram

WIKI English

Trapezium

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 CO₂ 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 of District Six.

opics. They are h
nes intensely.

pical rainforests
equator.
we air is risu



Gothic Writing

Tier 2 Vocabulary

1. **Savage:** extremely violent, wild, or frightening (adjective). A person whose way of life is at a very early stage of development (noun).
2. **Trepidation:** fear or worry about what is going to happen. Noun.
3. **Withered:** dry and decaying. Adjective.
4. **Anguish:** extreme unhappiness caused by physical or mental suffering. Extreme pain. Noun.
5. **Desolate:** (of a place) having no living things; empty. (of a person) extremely sad and feeling alone. Adjective.
6. **Pallid:** very pale, in a way that looks unhealthy and not attractive. Adjective.
7. **Ominous:** suggesting that something unpleasant is likely to happen (adjective)
8. **Dismal:** dark and sad, without hope, or very bad (adjective).



Gothic Writing

| <u>Key Word</u> | <u>Definition</u> |
|--------------------------|--|
| Pathetic Fallacy | Using the setting and weather to reflect characters' feelings. |
| Assonance | Repeated vowel sounds in nearby words |
| Sibilance | Repeated use of 's' or soft 'c' sounds in nearby words |
| Onomatopoeia | The use of words which sound like the noise they refer to. |
| Alliteration | When a sound is repeated. |
| Protagonist | The central character or leading figure in a story. A protagonist is sometimes a "hero" to the audience or readers. |
| Archetype | A typical example of something |
| Perspective | This means 'point of view'. If someone tells you a story, they are telling it from their perspective |
| Conventions | The defining characteristics, features, or must-haves, of a given genre. |
| Atmosphere | The overall feeling or mood of a place or situation. |
| Simile | When you compare two things using 'as' or 'like'. |
| Metaphor | When you say something is something else. |
| Personification | When you give an animal or object qualities or abilities that only a human can have. |
| Motif | A repeated idea or image which comes up several times in a piece of writing, often linked to a particular character or feeling |
| Characterisation | How the writer creates a character so they seem 'real.' |
| Simple Sentence | A sentence with one clause. Expresses a complete thought. |
| Compound Sentence | A sentence with two clauses that both make sense by themselves. Joined by a coordinating conjunction. |
| 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) |
| In media res | Starting in the middle of an event, instead of with a normal exposition |

Gothic Writing

Gothic Conventions

One of the things that the gothic does is create terror. It can also create less strong feelings of discomfort and fear. Below are some key conventions:

1. Old or abandoned settings.
2. Terrifying villains including vampires, mad men, ghosts.
3. Innocent, weak victims
4. Doubt about whether things are real.
5. Madness and bad dreams
6. Creepy and spooky atmospheres
7. An inability to escape the past
8. Can include the supernatural, or things which seem supernatural.

Success Criteria for Creative Writing

- I have checked my spelling and corrected my mistakes.
- I have used a range of punctuation accurately.
- I have stayed in the same tense.
- My writing uses the senses to create a specific atmosphere.
- I use interesting, ambitious vocabulary to create effects.
- I use original figurative devices to create effects, without cliché.
- I use a range of sentence types and openers to create specific effects.
- My writing has a clear structure and uses structure for effect (i.e. flashback, in media res)
- My characters are convincing, using 'show, not tell.'

Online Maths Work

You can access your online maths support/homework through

www.Mathswatch.vle.co.uk and <https://www.mathspad.co.uk/>

Maths homework is set on this once a fortnight and includes instruction video clips and a worksheet to complete. Once complete, you need to record your score and your parents should sign to say they have seen the work.

Each Student has their own login for **mathswatch** (research and support)

Username: First initial,surname@whitstone

Password:Whitstone1 (that's a number one at the end!)

For example Joe Brown would have the username JBrown@whitstone

Each Student has their own login for **mathspad** (Homework set tasks)

Username: First name and Surname (no spaces)

Password:The first three letters of your first name (capital first) followed by 4118

For example Joe Brown would have the username JoeBrown

Password:Joe4118

| | 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

Operations with equations and directed numbers

@whisto_maths

What do I need to be able to do?

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

- Perform calculations that cross zero
- Add/ Subtract directed numbers
- Multiply/ Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

Keywords

- Subtract:** taking away one number from another.
- Negative:** a value less than zero
- Commutative:** changing the order of the operations does not change the result
- Product:** multiply terms
- Inverse:** the opposite function
- Square root:** a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{\quad}$)
- Square:** a term multiplied by itself.
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Perform calculations that cross zero

Number lines are useful to help you visualise the calculation crossing 0

$4 - 6 = -2$ Use the number line to guide subtraction of 6

Start at 4

Find the difference between 6 and -4

From 6 to 0
6
From 0 to -4
4
10 beads between them

Rearrangements of the same equation

$-5 + 5 = 0$ $5 - 5 = 0$

Add directed numbers

$2 + -4 = -2$

Zero pair $(-1 + 1 = 0)$

Two -1 's left $= -2$

$8 + -3 = 5$

Partitioning

$8 + -3 = 5$ $5 + 3 + -3 = 5$

Partition the value to create a zero pair calculation

Generalisation
 $+ - = -$

Legend: $\bullet = -1$, $\circ = 1$

Subtract directed numbers

Representation for calculation

$2 - -1 = 3$

Take away one

Start with the representation of 2

$2 - -3 = 5$

Generalisation
 $- - = +$

Legend: $\bullet = -1$, $\circ = 1$

Multiply/ Divide directed numbers

Two representations of the same calculation

$2 \times -3 = -6$

Negative, Negative calculation

-2×-3

This is the negative of 2×-3

The act of making counters into their negative is turning them over

$-2 \times -3 = 6$

Divisions are the inverse operations

Evaluate algebraic expressions

$a = 5$ $b = -4$

$a^2 = 5^2$ $b^2 = (-4)^2$

$a^2 = 25$ $b^2 = 16$

With negative numbers the brackets are important so that it performs -4×-4

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

$3b - 2a = 3(-4) - 2(5) = -12 - 10 = -22$

Two-step equations

Bar Model

$4x + 2 = 10$

Representing the same question (use fact families)

$10 - 4x = 2$

Function machine

$x \rightarrow \times 4 \rightarrow +2 \rightarrow 10$

Inverse operations to find x

Use order of operations

Brackets

Indices or roots

Multiplication or division

Addition or subtraction

Remember square roots have a positive and negative value

| | | | | | | | |
|----|----|----|----|---|----|----|----|
| x | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
| -3 | 9 | 6 | 3 | 0 | -3 | -6 | -9 |
| -2 | 6 | 4 | 2 | 0 | -2 | -4 | -6 |
| -1 | 3 | 2 | 1 | 0 | -1 | -2 | -3 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
| 2 | -6 | -4 | -2 | 0 | 2 | 4 | 6 |
| 3 | -9 | -6 | -3 | 0 | 3 | 6 | 9 |

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Addition and subtraction of fractions

@whisto_maths

What do I need to be able to do?

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

- Convert between mixed numbers and fractions
- Add/Subtract unit fractions (same denominator)
- Add/Subtract fractions (same denominator)
- Add/Subtract fractions from integers
- Use equivalent fractions
- Add/Subtract any fractions
- Add/Subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts

Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts

Equivalent: of equal value

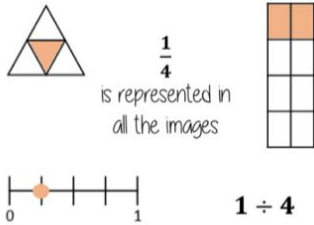
Mixed numbers: a number with an integer and a proper fraction

Improper fractions: a fraction with a bigger numerator than denominator

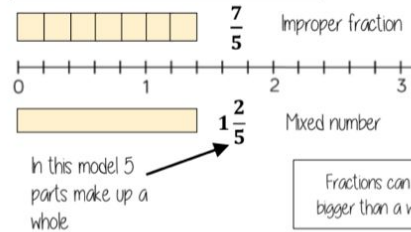
Substitute: replace a variable with a numerical value

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

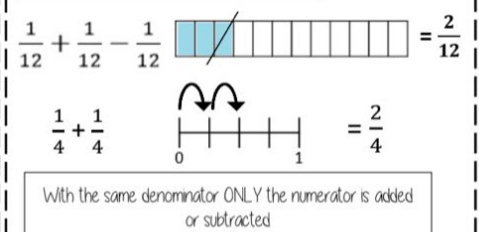
Representing Fractions



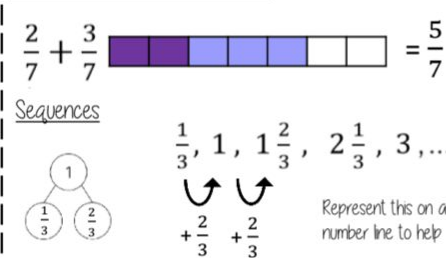
Mixed numbers and fractions



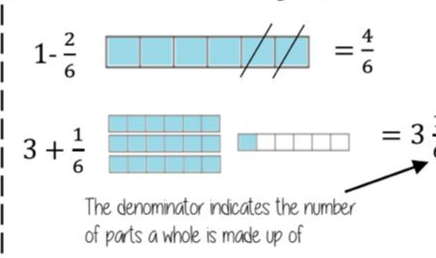
Add/Subtract unit fractions Same denominator



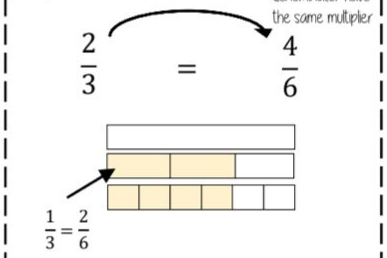
Add/Subtract fractions Same denominator



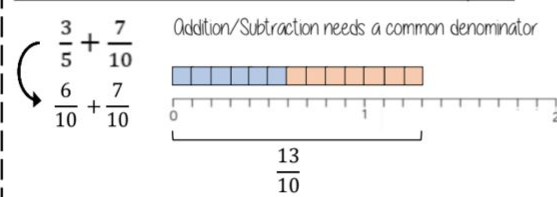
Add/Subtract from integers



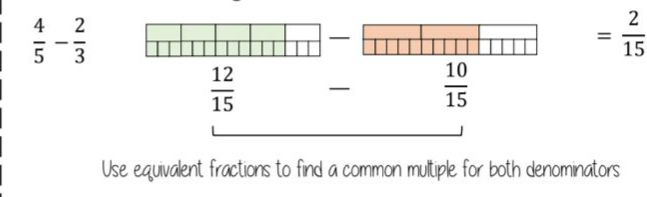
Equivalent fractions Numerator and denominator have the same multiplier



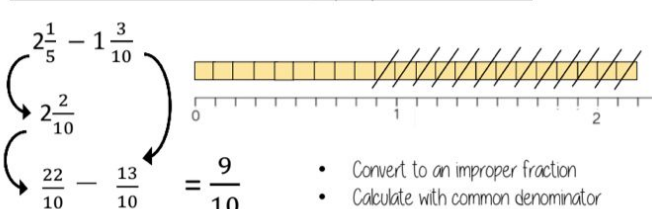
Add/Subtraction fractions (common multiples)



Add/Subtraction any fractions



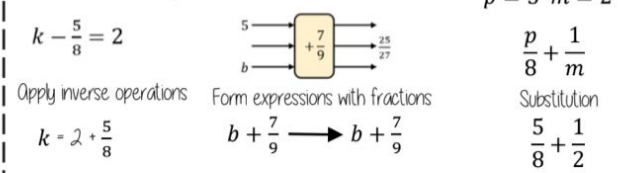
Add/Subtraction fractions (improper and mixed)



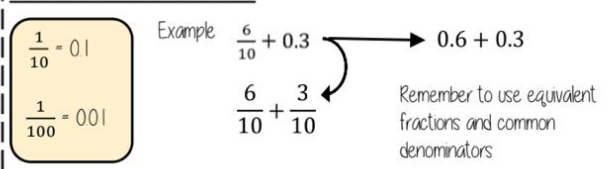
Partitioning method

$$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$$

Fractions in algebraic contexts



Fractions and decimals



Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Revise 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

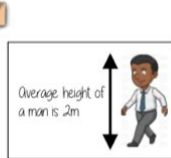
Length Common units of length or distance are

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

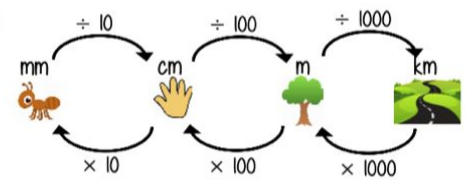
Millilitre (ml) – "Milli" prefix means one thousandth or $\div 1000$

Litre (l)

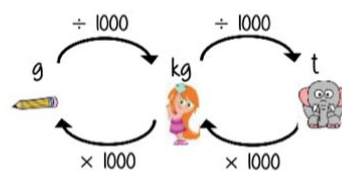


Metric conversions

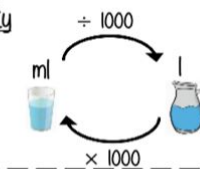
Length



Mass



Capacity



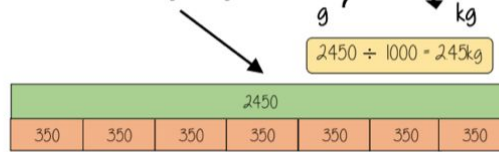
Milli – thousandth
Centi – hundredth
Kilo – thousand

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

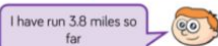
≈ symbol represents "is approximately equal to"

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

Conversion calculations

How many kilometres is 15 miles?

$$\begin{aligned} & \times 3 \left\{ \begin{array}{l} 5 \text{ miles} \approx 8 \text{ kilometres} \\ 15 \text{ miles} \approx 24 \text{ kilometres} \end{array} \right. \end{aligned}$$



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

$$\begin{aligned} 5 \text{ miles} & \approx 8 \text{ kilometres} & \div 8 \\ 0.625 \text{ mile} & \approx 1 \text{ kilometre} & \times 64 \\ 4 \text{ miles} & \approx 64 \text{ kilometres} & \end{aligned}$$

Imperial measures

Length

$$25 \text{ cm} \approx 1 \text{ inch}$$

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

Mass

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

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

Capacity

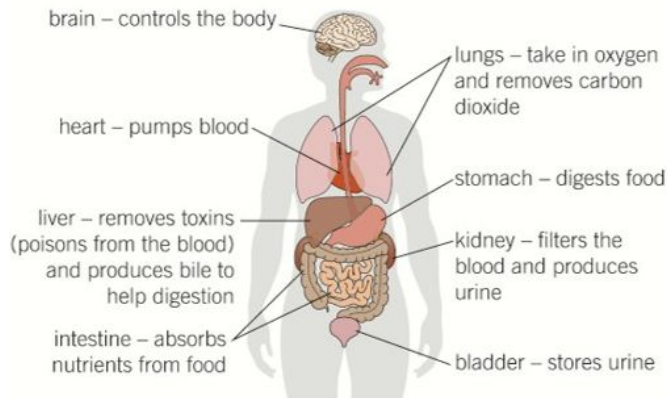
$$1 \text{ gallon} = 8 \text{ pints}$$



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 **18**

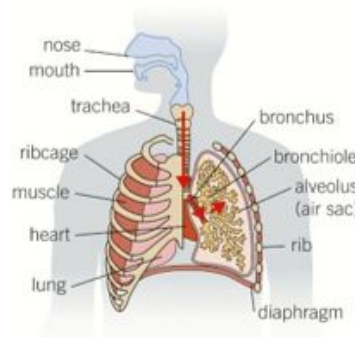
Layers of Organisation

The human body is made up of many cells, so it is an example of a **multicellular organism**. A multicellular organism has five layers of organisation, called a **hierarchy**. Here they are in order of complexity:



Gas exchange

When you breathe, you take in oxygen and give out carbon dioxide. This is called **gas exchange**. The respiratory system has several different parts to carry out this gas exchange. The oxygen needs to pass through several different structures to be able to get to the cells.



Air enters your body through your mouth and nose.

↓

Air moves down the **trachea** (windpipe) – a large tube.

↓

Air moves down a bronchus – a smaller tube.

↓

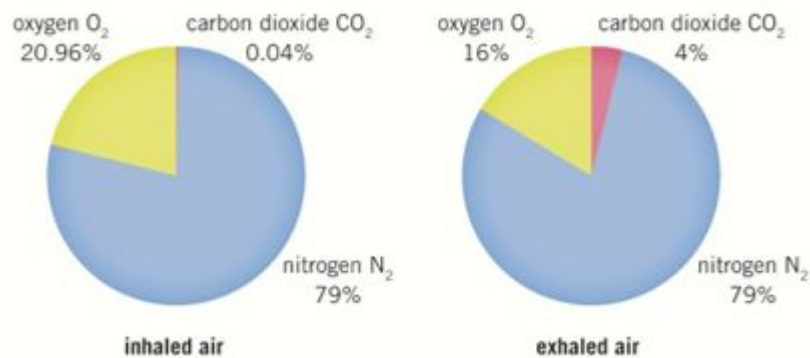
Air moves through a bronchiole – a tiny tube.

↓

Air moves into an **alveolus** – an air sac.

↓

Oxygen then diffuses into the blood.



The amount of each gas is different in the air we breathe in (inhale) and out (exhale). The oxygen that we breathe in is used in **respiration** to make energy. **Respiration** produces carbon dioxide, which is removed from the body when we exhale. Nitrogen is not used by the body so the amount we breathe in is the amount we breathe out. The amount of water is also higher in the air that we breathe out. This water **condenses** back to liquid on a cold day and can be seen in the air when we breathe out.

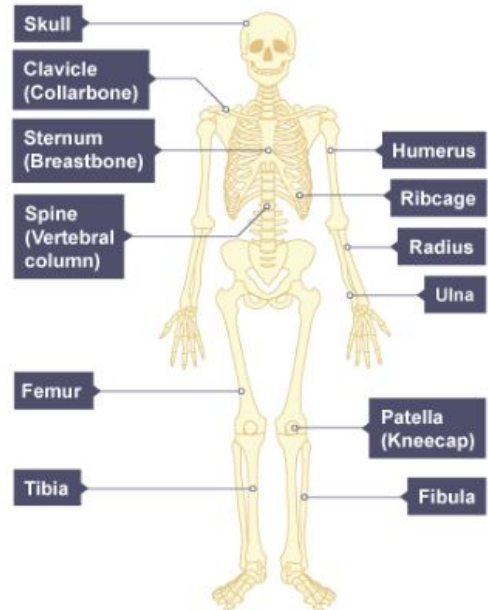
Body Systems

- **Cells** - the basic unit of all living organisms.
- **Tissues** - groups of similar cells that work together to perform a specific function. For example, brain tissue, muscle tissue and heart tissue.
- **Organs** - different tissues working together to carry out a particular function.
- **Organ system** - a group of organs that work together to do a job.

The skeleton

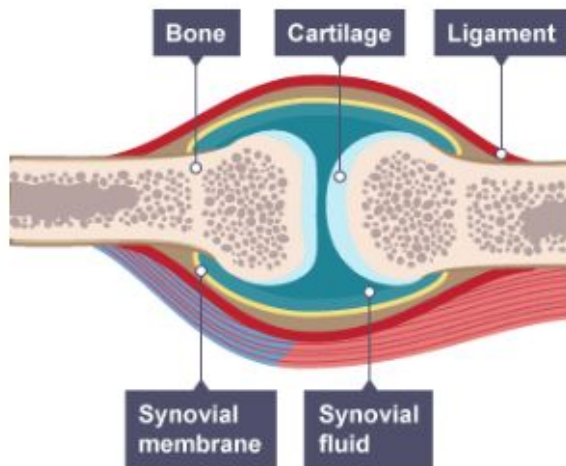
Your skeleton is a framework of bones. It has four main functions:

- to support the body
- to protect some of the vital organs of the body
- to help the body move
- to make blood cells



Functions

Your skeleton provides **support** for your body and holds your internal organs in place. Bones also protect vital organs e.g. the skull **protects** the brain. Muscles are attached to the bones. If a muscle pulls on a bone, it will cause the bone to **move**. Some of our long bones, such as those in our arms and legs, have **bone marrow** in the middle. This bone marrow makes the red and white blood cells.



Joints

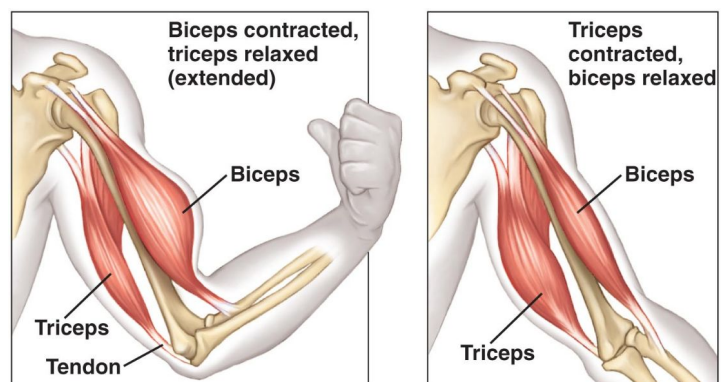
Bones are linked together by **joints**. Most joints allow different parts of the skeleton to move. There are four different types of joints: **Hinge joints** which move backwards and forwards and are found at the knee and elbow; **ball and socket joints** which can move in all directions and are found at the hip and shoulder; **fixed joints** which do not allow movement such as at the skull; and **pivot joints** which allow movement around a point and are found at the neck.

Cartilage and ligaments

Two bones are held together by **ligaments**. If your bones move against each other, they would rub, causing lots of pain. Eventually the bone would wear away. To stop this, the ends of the bone are covered with **cartilage**.

Antagonistic muscles

Antagonistic muscles are pairs of muscles found in the arms (or legs) which work together to bend or straighten the arm. When one muscle contracts, the other relaxes.



William's use of castles

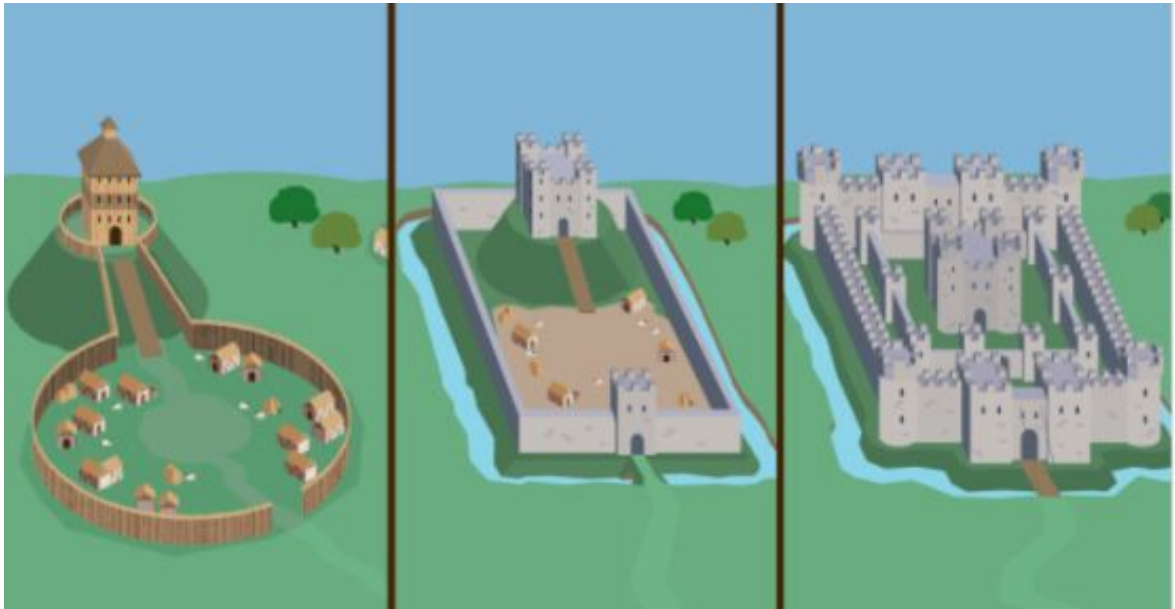
William rewarded his loyal supporters with large areas of land in England, which helped him control the country. The Norman conquerors were unpopular with many people in England, so they quickly built **motte-and-bailey** castles all over the country to protect themselves and send out a warning to people that they were here to stay and keep control.

Castles were built in prominent positions, on high ground overlooking villages or towns. These imposing structures would have been the largest buildings people in medieval England had ever seen. William hoped the building of castles across England would intimidate people into accepting the Norman conquest. Castle design gradually changed over time. Castles would evolve and be improved with new designs, sometimes over hundreds of years. The main designs of castles were: motte-and-bailey, stone **keep** and **concentric**.

Motte and Bailey

Stone Keep

Concentric Castle



Key points

- William had won the Battle of Hastings, but this did not mean everyone in England immediately supported him. He had to establish Norman control in England.
- William faced threats from Viking invaders, people in the north of England who supported Edgar, and potential uprisings from other parts of England. William brutally dealt with this opposition with the Harrying of the North.
- During his reign, William crushed rebellions, controlled Anglo-Saxon women, overhauled the Church and built a series of castles across England to establish control.

Article: Different types of castles in England and Wales, c. 1066-1500

Before the Battle of Hastings, the Anglo-Saxon rulers of England had no need for castles because they were at peace with the people they ruled. All of that changed after the Norman Conquest of 1066. William the Conqueror took several years to take full control of England, and the Normans faced several rebellions from their new Saxon subjects.

Initially, the Normans built **motte-and-bailey** castles from wood. The **keep** was constructed on top of a small earth hill, called a motte. At the bottom of the motte, was a bailey, which was an enclosed group of houses and farmland for soldiers and workers to live in. These castles were protected by a **palisade**, which was a tall wooden fence, and they usually had a ditch or moat around them. The Normans built these castles on the tops of hills so that they would look imposing and intimidating. These castles weren't built to last a long time, but they could be built quickly within a few days and then were gradually replaced with more elaborate and stronger stone castles over time. It is estimated over five hundred motte-and-bailey castles were built in the two years after the Norman conquest. An example of such a castle is Launceston Castle in Cornwall.

Once the Norman Conquest had been consolidated in the years after 1070, stone keep castles were often built on the same site as motte-and-bailey castles. Wooden keeps were slowly replaced with imposing **stone keeps**, which were stronger and more difficult to attack. As motte-and-bailey castles were wooden, they could easily be burned down or would rot over time. Stone keeps didn't have these problems. The Tower of London is a good example of a wooden castle that was replaced by this type of design. However, due to their shape and weight, stone keep castles could be attacked by mining underneath them to cause a corner to collapse.

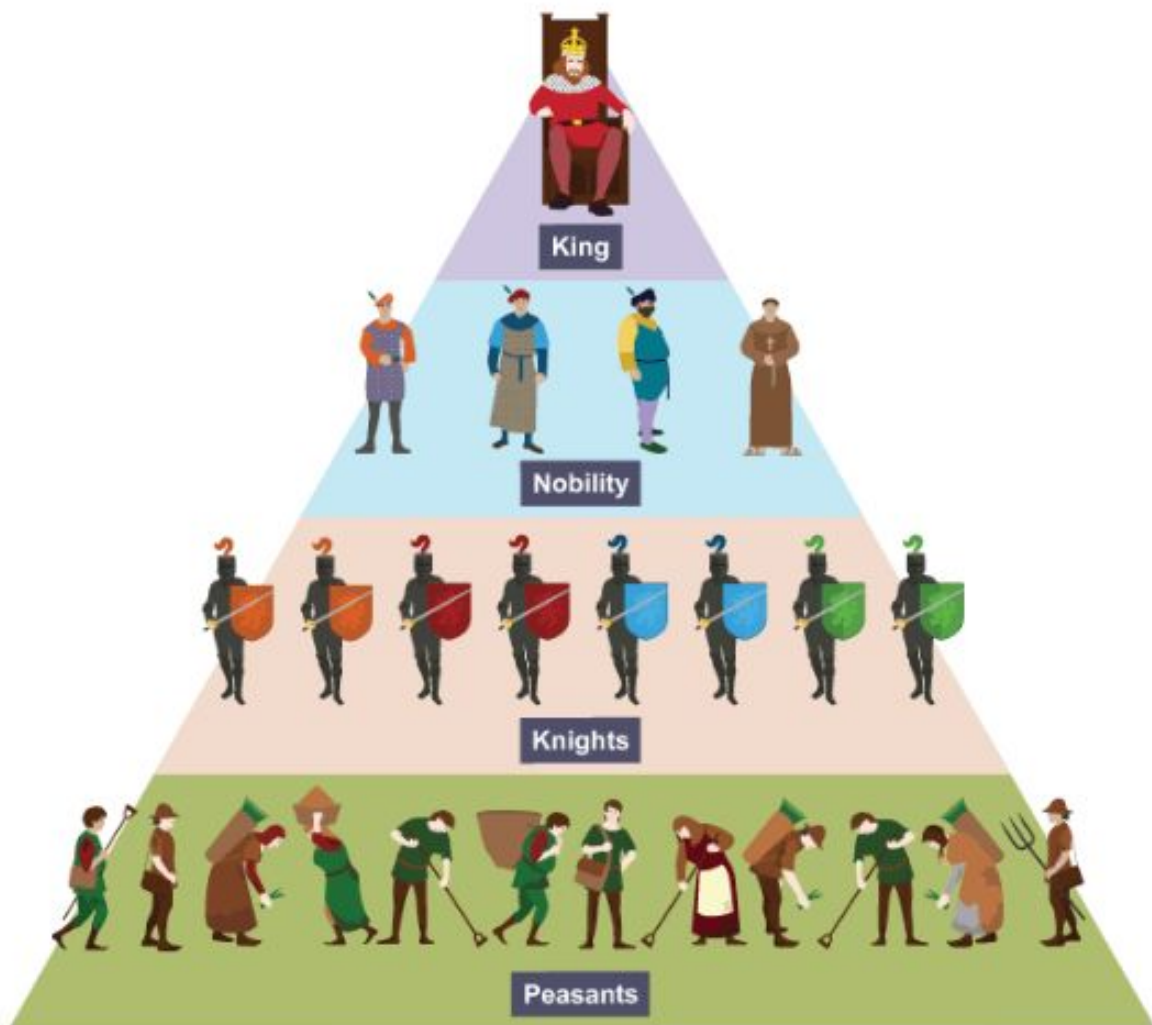
Concentric castles had two or more stone outer walls for protection. Over time, further defences were added to castles, such as stone walls, **gatehouses** and a **barbican**. Square towers started to be replaced with round ones. These gave a greater field of vision and were more difficult to attack by mining. An excellent example of such a castle is Harlech in North Wales. Concentric castle design was brought back to Europe by the Crusaders, who waged a religious war in the Holy Land (modern day Israel, Syria and Lebanon). The mightiest castle of all was Krak des Chevaliers in Syria. This castle was too powerful to be taken by direct assault; it was only captured from the Crusaders in 1271 by a forged letter telling the defenders to surrender.

During the Tudor period, castles became less important as defensive structures due to the invention of gunpowder - powerful cannons could simply destroy the walls very easily.

What is the feudal system?

Feudalism is a way of looking at how society was organised in medieval times. The phrase 'feudal system' wasn't used at the time, but it started to be used by historians from the 18th century onwards to try to describe what life was like in the Middle Ages.

Feudalism is now thought to be quite a simplistic way of looking at how medieval society worked, but it does give a starting point as to how power was spread across different groups of people.



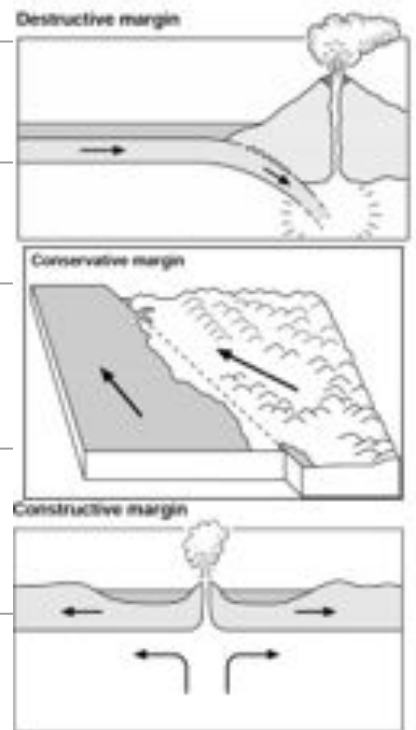
The king was at the top of society, and therefore at the top of the feudal system. When he conquered England, King William took all of the land in the country. To manage this, he gave large areas of land to noblemen, including the **clergy, lords** and **barons**, in return for them raising him money and an army.

Peasants were the largest and lowest group in medieval society, making up over 90% of the population. Peasants had very few rights and little power on their own, however as a collective group they had the potential to threaten the power of the king.

Restless Earth

| | |
|------------------------------------|---|
| Natural hazard | When a natural event threatens to cause great damage or loss of life. |
| Natural disaster | This is a natural hazard when many lives are lost. |
| Tectonic plate | Pieces of the rocky outer layer of the Earth known as the crust. |
| Destructive plate boundary | When 2 tectonic plates move towards each other (both continental or one continental and one oceanic). |
| Constructive plate boundary | When 2 tectonic plates move apart, away from each other. This is normally with oceanic plates. |
| Conservative plate boundary | When no land is made or destroyed. It is when 2 tectonic plates slide past each other causing friction and pressure to be built up. |
| Primary effect | These occur in the minutes and hours after the natural disaster. |
| Secondary effect | These occur in the days, weeks and months after the natural disaster. |

Types of Plate Boundary



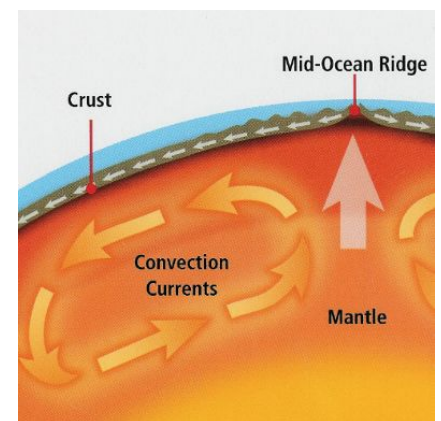
Convection Currents

This is a current of warmer material; when soft rock is heated from below, the warmer material rises in a convection current.

Wegener's Theory

Known as continental drift. Millions of years ago the continents that we know today were joined together as one super continent known as Pangea. Evidence for this includes:

- Similar animal fossils and rock types were found on different continents.
- Evidence of an ice age at the same time across parts of the continents, even the hottest ones.
- A pattern in the formation of some of the old mountain ranges



Layers of the Earth

The Earth is made up of 4 main layers; inner core; outer core; mantle and then crust. There are 2 types of crust, continental and oceanic.



Restless Earth

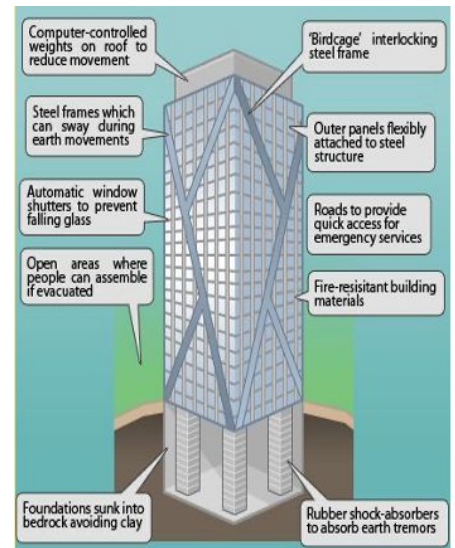
Earthquakes

| | |
|----------------------|---|
| Earthquake | A sudden violent movement of the Earth's surface. |
| Focus | The location that the earthquake starts. |
| Epicentre | The point directly above the focus. |
| Seismic Waves | The waves of energy caused by the earthquake. |
| Fault line | The line that 2 tectonic plates move by each other. |

Nepal Earthquake, 25th April 2015

- Biggest earthquake in Nepal for over 80 years.
- Epicentre was 75 km north-west of Kathmandu (the capital)
 - Nearly 9000 people died
 - More than 22,000 suffered injuries
 - Triggered an avalanche on Mount Everest, killing at least 8 people.
 - More than 600,000 homes were destroyed.

Earthquake Management



Preparation:

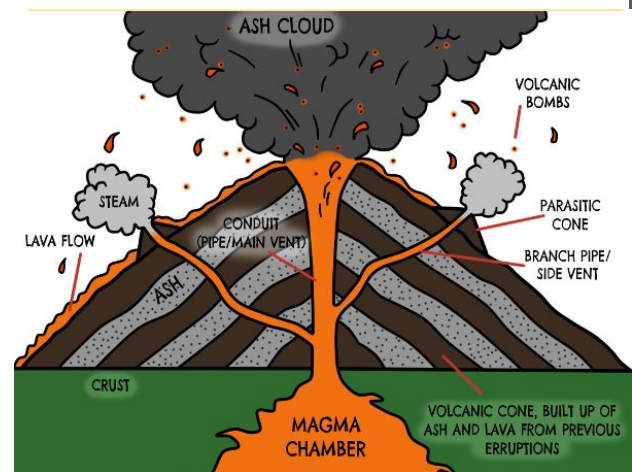
- Earthquake survival kit
- Guidance and support
- Earthquake drills

Earthquake resistant buildings:

- Cross bracing
- Base isolator
- Shock absorbers

Volcanoes

| | |
|--------------------------|--|
| Volcano | Openings or cracks in the lithosphere where magma from inside the Earth can escape onto the surface. |
| Shield volcano | Gentle slopes formed from runny lava. |
| Composite volcano | Steep slopes formed from thick sticky lava that doesn't flow far. |
| Active volcano | Erupting or has recently erupted and is likely to erupt again. |
| Dormant volcano | A volcano that has not erupted in for last 10,000 years. |



Why live near volcanoes?

- Fertile soil that is good for agriculture
- Geothermal energy to produce electricity
- Tourism: volcanoes attract millions of visitors every year.

Identity and Sikhism

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

Did you know?

There are almost 500,000 British Sikhs, and around 30 million Sikhs worldwide!



The Guru Granth Sahib

Sikhs believe that the Guru Granth Sahib is the word of God and that it is more than just a book - it is a living teacher.

- It is so important that it is placed on a manji, which is like a throne, so that everyone can see it in the gurdwara.
- Someone stands behind it holding a special fan, called a chauri.
- There is a canopy or roof over the throne to give extra protection to the Guru Granth Sahib.
- Sikhs show their respect to the Guru Granth Sahib by taking off their shoes when they are in the gurdwara and by keeping their heads covered.
- Sikhs also bow before the manji and make offerings of money, sweets or milk.




The symbol of Sikhism is called the 'khanda'. The double-edged sword represents the search for truth, and the other swords represent equality. The circle is the perfection of God, without beginning or end.

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 |

Tu es sportif? Are you sporty?

J'adore - I love
 J'aime - I like
 Je n'aime pas - I don't like
 Je déteste - I hate



c'est .. it is

super - super
 intéressant - interesting
 génial - great
 bof - ok
 ennuyeux - boring
 amusant - fun
 nul - bad



Qu'est-ce que tu fais pendant ton temps libre?

Je joue - I play

aux échecs - chess
 aux cartes - cards
 à la pétanque - boules
 aux jeux vidéos - video games
 je regarde la télé - watch TV
 j'écoute de la musique - I listen to music



je fais .- I do.

des magasins - shopping
 mes devoirs - my homework
 de la cuisine - cooking
 du camping - camping
 du bowling - bowling
 du patin à glace - ice-skating
 je vais au cinéma - I go to the cinema
 Je vais à la pêche - I go fishing
 je lis - I read
 je chatte avec mes amis - I chat to friends
 online
 je vais à mon portable - I go on my phone

jouer .. to play

au foot - football
 au basket - basketball
 au tennis - tennis
 au volley - volleyball
 au badminton - badminton
 au ping-pong - table tennis
 au rugby - rugby
 au billard - snooker/pool
 au hockey sur glace - ice-hockey

faire..... I do

du sport - sport
 du vélo - cycling
 du skate - skateboarding
 du judo - judo
 du ski - skiing
 du VTT - mountain biking
 de la gymnastique - gym
 de la natation - swimming
 de la planche à voile -
 windsurfing
 de la danse - dance
 de l'équitation - horse riding
 de l'athlétisme/ - athletics
 des randonnées - hiking

quand est-ce que tu fais cela?

lundi - on Mondays
 mardi - on Tuesday
 mercredi - on Wednesday
 jeudi - on Thursday
 vendredi - on Friday
 samedi - on Saturday
 dimanche - on Sunday
 le weekend - at the weekend
 souvent - often
 parfois - sometimes
 tous les jours - everyday
 une/deux fois par semaine -
 once/twice a week
 rarement - rarely

Health and Fitness - Importance of physical activity

How much exercise should you do?

- A child aged between 5 and 18 should aim for a minimum of 60 minutes a day of exercise which can be spread throughout the week.
- There are 2 types of exercise that you should try to do - aerobic exercise (exercise that gets you moving) and strength exercise (exercise that strengthens your muscles and bones)
- Exercise is good for you physically - helps with physical development and strength.
- Exercise is good for your mental well-being - it can help you relax, get you motivated, lift your mood, get you outside into the fresh air, help with feelings of isolation, loneliness and can help you feel less tired.

Types of exercise you could do

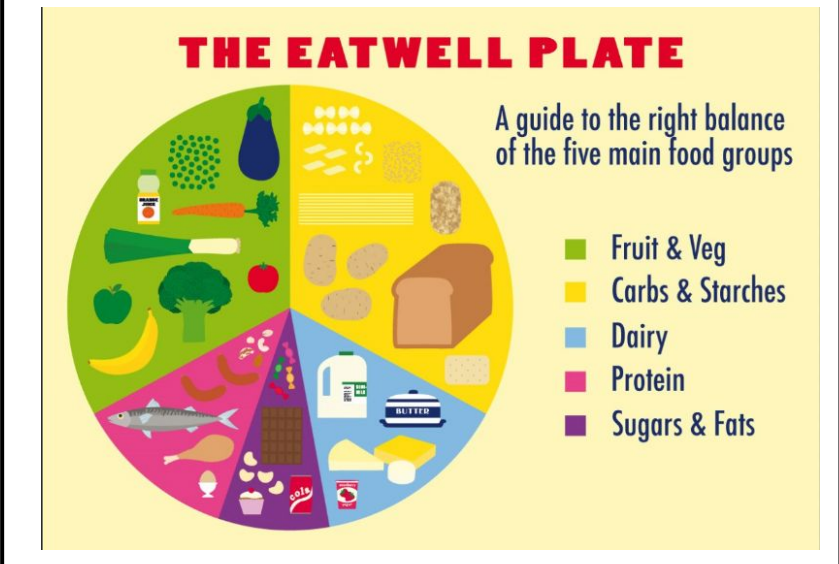
- Jogging/running
- Fast walking
- Cycling
- Swimming laps or at a faster pace
- Martial arts
- Carrying weights - lifting objects around the house
- Aerobic dancing/dancing/step aerobics
- Playing sports with lots of running - football, rugby, tennis, hockey, basketball
- Heavy gardening, or other day to day chores that involve physically moving and exerting yourself
- Court sports such as squash, tennis, badminton, handball, racquetball
- Yoga / Pilates

The impacts of poor diet / nutrition and lack of exercise

- Low energy levels
- Poor growth - less muscle mass, tone and occasionally delayed growth rate
- Increased risk of becoming overweight or obese
- Lack of concentration
- Poor dental hygiene - too much sugar or a lack of vitamins can lead to weak teeth and sore gums
- Lack of physical activity can lead to low mood, tension, irritability, which can lead to feelings of anxiety and depression
- Heart and lungs can be affected by lack of exercise
- Increase in blood pressure
- Increase in cholesterol which could lead to health problems in later life.
- At risk of potentially avoidable illnesses including type 2 diabetes
- Emotional, physical and mental effects of being inactive

You can get help from NHS website, school nurse, GP

The Eatwell Plate



Define: Obesity

Obesity has been defined by the National Institute of Health as having a BMI of 30 or higher.

Define: Nutrition

Process of obtaining or providing food that is necessary for health and growth. This will be as part of a balanced diet that contains all necessary food groups, vitamins and minerals.

Define: BMI

This is the numerical value of your weight in relation to your height. It is a person's weight in kilograms divided by his/her height in metres squared.

Define: Veganism

A diet where a person does not eat or use any animal products including meat, eggs, milk and honey.

Define: Vegetarianism

A diet where a person does not eat meat or fish

Research task: what would a healthy diet look like? What do you think are the biggest problems for young people relating to diet and exercise? Why do you think this?

**Health and Wellbeing -
Healthy diet and exercise**

What does one of your 5 - a - day look like?

It is widely advised that to maintain a healthy balanced diet we should try to eat 5 portions of fruit and vegetables a day.

- 80g of fresh, canned or frozen fruit and vegetables counts but needs to be in natural juice or water with no added sugar or salt.
- 30g of dried fruit can count but should be eaten at mealtimes not as additional snacks if possible.
- Fruit juice, vegetable juice or smoothie counts once (up to 150ml) during the day, unfortunately drinking more often does not count.
- 80g of beans and pulses counts too, but only once as they do not have as many nutrients as other fruits or vegetables, despite being full of protein.
- Fruit and vegetables in ready meals, packet sauces can count but read the label, as some have too much salt, sugar or fat.
- Potatoes do not count as they are starchy, but they contain fibre so are good for you

This term you have been learning all about the 1950's US music style called Rock'n'Roll, singing songs and playing Keyboards and Ukuleles. To begin with, can you un-jumble the names and songs of these three singers?



| | | |
|---------------|----------------|-----------------------|
| Elvis | Berry | Johnny B Goode |
| Chuck | Richard | Hound Dog |
| Little | Presley | Tutti Frutti |

Rock'n'Roll music is built on the twelve chords progression called the 12-Bar Blues. Below is the chord grid you have in your workbook. Each chord lasts for four beats. Have a go at playing the notes on your keyboard/tablet or phone ([Real Piano](#) for Apple and [Perfect Piano](#) for Android). If it's tricky, start with just the lowest note, then add the 2nd and 3rd above when you're more confident.

Hound Dog Notes

say '1-2-3' for each bar you play
(Calypso-style)



| | | | | | | |
|------------------|---|------------------|---|------------------|---|------------------|
| ① G E C | → | ② G E C | → | ③ G E C | → | ④ G E C |
| ⑤ C A F | → | ⑥ C A F | → | ⑦ G E C | → | ⑧ G E C |
| ⑨ D B G | → | ⑩ C A F | → | ⑪ G E C | → | ⑫ G E C |

SUPER CHALLENGE! Can you play along with a backing track? Use the QR code on the right and go for it – remember to count 1-2-3-4 for every bar

MEGA CHALLENGE! How about singing 'Hound Dog' as you play the notes of the Hound Dog grid above.... Be brave!!



Why Anansi has Eight Thin Legs

Once upon a time, a long time ago, there lived a spider named Anansi. Anansi's wife was a very good cook. But always, Anansi loved to taste the food that others in the village made for themselves and for their families.

One day, he stopped by Rabbit's house. Rabbit was his good friend.

"There are greens in your pot," cried Anansi excitedly. Anansi loved greens.

"They are not quite done," said Rabbit. "But they will be soon. Stay and eat with me."

"I would love to, Rabbit, but I have some things to do," Anansi said hurriedly. If he waited at Rabbit's house, Rabbit would certainly give him jobs to do. "I know," said Anansi. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!"

"I smell beans," Anansi sniffed excitedly as he ambled along. "Delicious beans, cooking in a pot."

"Come eat our beans with us," cried the monkeys. "They are almost done."

"I would love to, Father Monkey," said Anansi. And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the big bean pot.

Father Monkey thought that was a great idea. All his children thought so, too. And so it was done.

"I smell sweet potatoes," Anansi sniffed happily as he ambled along. "Sweet potatoes and honey, I do believe!"

"Anansi," called his friend Hog. "My pot is full of sweet potatoes and honey! Come share my food with me."

"I would love to," said Anansi. And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the sweet potato pot.

His friend Hog thought that was a great idea. And so it was done.

By the time Anansi arrived at the river, he had one web tied to each of his eight legs.

"This was a wonderful idea," Anansi told himself proudly. "I wonder whose pot will be ready first?"

Just then, Anansi felt a tug at his leg. "Ah," said Anansi. "That is the web string tied to Rabbit's greens." He felt another. And another. Anansi was pulled three ways at once.

"Oh dear," said Anansi as he felt the fourth web string pull.

Just then, he felt the fifth web string tug. And the sixth. And the seventh. And the eighth. Anansi was pulled this way and that way, as everyone pulled on the web strings at once. His legs were pulled thinner and thinner. Anansi rolled and tugged himself into the river. When all the webs had washed away, Anansi pulled himself painfully up on shore.

"Oh my, oh my," sighed Anansi. "Perhaps that was not such a good idea after all."

To this day, Anansi the Spider has eight very thin legs. And he never got any food that day at all.

DRAMA

How to layout a script

Anansi and the Sky Kingdom

Scene One: The African Plains

Narrator: The world was dark. Without light the animals couldn't even hunt or see their children.

(The animals enter and mime being lost in the dark. King Lion enters and calls the other animals around him.)

King Lion: Who will go to the king of the sky and ask for light?

Eagle: Me!

Narrator: Eagle flew into the sky, but he could not fly high enough.

Monkey: Me!

1. Title - This is centre aligned and is the title for the play.
2. Scene Number and place - Left aligned and in bold, this tells the actor and director which scene they are on and the location for that scene. (Scenes **only** change if there is a change of **location** or **time**)
3. Character name - This tells the actor when it is their time to speak. This should be aligned far left and in **Bold**.
4. Dialogue - this is the speech that the actor is to say.
5. Stage Directions- These are the instructions a playwright gives the actors and director on movement in a scene. They should be in **(brackets)** and *Italics*.

Playwright

A Playwright is the person who writes the play. Notice the strange spelling odd wright in playwright. This is because a wright is an old fashioned word for someone who is a crafts person and builder. The playwright crafts and builds the play and the name refers to this rather than the physical act of writing the play.



Ben Power
PLAYWRIGHT

Adapting a play is about finding an answer to the question, 'why tell this story now?' I'm always inspired by the challenge of making an old play, or a play in another language, or a film or novel speak as a piece of theatre directly to an audience today. It's all about collaboration, though, and a script isn't finished until it's benefitted from the input of everyone involved. The script of one of my plays usually changes right up to opening night! Making **Medea**, a very old play, relevant to a modern audience was one of the most challenging and exciting new productions I've done.

M
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Bryony Lavery
PLAYWRIGHT

If I am adapting a book into a play I read and re-read, because books continue to present new sides of themselves. The benefit of adapting is that I learn a huge amount about structure, plot, character and dialogue from having to immerse myself in the brain of another writer. When I finally think I know what the heart of the idea is, I start. At first I try and use as much of the dialogue and authorial voice as possible. Eventually, I take a mighty leap and make it my own.

P
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Lucy Prebble
PLAYWRIGHT

Look for areas and subject matter which fascinate you. Look for worlds that are unexplored. You can do enough research to write about anything you want. You don't have to be a scientist to write about science. You just have to be a writer. Never feel intimidated.

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.



Use ds:

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.



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.

KS3 Physical Literacy and fundamental movement skills

Physical literacy is **the development of fundamental movement and sport skills**. These allow you to move confidently and competently in a wide range of physical activities and sport situations.

This term we would like you to focus on practical movement around the house. Please ensure that you check with the adults that you live with before you start, in order that you can complete the activities safely and appropriately.

All you have to do is these four exercises every 2-3 days. Practise these movements and record your scores in a table in your books. You should have at least 10 entries over term 2. The only equipment needed is a phone or stopwatch and a pair of rolled up socks.

2 minute 'Catch on the spot'

To develop your **hand eye coordination**.

- Standing on the spot
- Roll a pair of clean socks up into a tight ball
- Set a timer for 2 minutes
- Throw the sock up above your head height
- Make a two handed catch
- Count how many you can do in 2 minutes
- Record your scores



12 'Over arm target throws'

To develop **coordination, power and accuracy**.

- Place large target such as a waste paper bin, sports bag, washing basket on the floor.
- Take 6 big strides back from the target (approx. 3-4 ms) and use something else to make a throwing mark e.g. book, another sock
- Using your rolled up sock now take 12 over arm throws with your right hand at your target. Then 12 over arm throws with your left. Record how many times you hit the target.

'Stork-stand' balance on each leg

To develop **static balance**.

- Find a spot on the floor
- Get a stopwatch ready
- Get into a stork-stand balance. Standing on your right leg, keep it straight and push up to your tip-toes. Now with your second leg bend it so you can now put your foot against your standing foot, above your knee.
- Start the timer. How long can you remain in the stork-stand position? Record you score. Now switch legs.



1 minute 'Speed step'

To develop **foot speed**.

- Roll up a bath towel to make a cylinder and place on the floor.
- Set you timer for one minute and stand next to the rolled up towel.
- For one minute step or jump over the towel as fast as you can for one minute. Record how many times you are able to jump over the towel.

Target audience:

You need to know your target audience: Who are they? What kind of things do they do? What products do they use? How old are they? What are they interested in? The answers to these questions and many more will help you better understand the people you are designing for. Getting an understanding of these individuals helps you create with ease and make something you know will relate to them.

Purpose

Why are digital graphics used?

- To entertain
- To inform
- To advertise
- To promote
- To educate

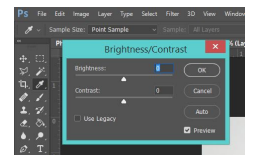
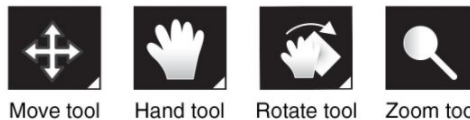
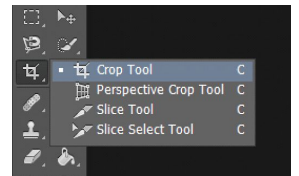
Asset table

An asset table is a list of all of the assets, images and information you have collected for the project - listing where you got it from and describing any legal issues with using it.

Tools and Techniques

You need to show evidence of the tools and techniques you have used:

- Cropping / Cutout Studio
- Rotating
- Changing brightness / contrast / colour adjustment



Suitability

What can you change about an image to make it more suitable for different uses?

- Size in Pixels
- Resolution (Dots per inch)
- Quality
- Compression

Client Requirements

Your client is the person you will be working for. They will tell you what to plan, design or create for them. The client will set out requirements that they want you to follow when you plan the project - eg: Purpose, Theme, Style, Genre, Content

DESIGNING DIGITAL GRAPHICS

Visualisation

A Visualisation is a sketch or diagram of what you think the final graphic might look like.

Export Options

Digital Graphics need to be saved in different formats for different purposes - the size and resolution will be different for:

- Print use
- Websites
- Multimedia
- Check the client brief!

What type of file formats do digital graphics use?



You will need to find out the different uses and properties of these different file formats and be able to describe why different formats are suitable for different situations.

Keywords:

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

Blend = to mix colours / tones together

Tonal = greyscale, rather than colourful. E.g. charcoal is a tonal medium.

Wash = mixing water with paint to make it translucent

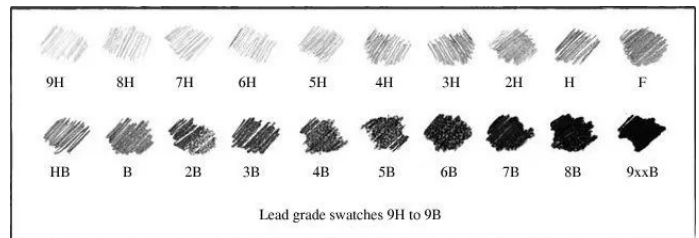
Translucent = semi transparent, eg. watercolour paint

Opaque = not see-through, eg. oil pastel

Materials and how to use them:

Pencils: pencils come in a range of grades. The grades relate to the consistency of the graphite in the pencil. 'H' is hard; 'B' is soft. HB is the standard hardness of pencil that you use at school. As the pencil lead gets softer, so the mark the pencil makes becomes darker. The hardest pencils produce a paler grey line, and do not smudge so easily. Therefore, if you wish to make a tonal drawing with dark areas, you use a soft pencil; if you want to make a line drawing with little tonal range, you use a hard pencil.

Graphite is the material used to make pencil leads, and is a form of compressed carbon. It is also used as a stick. It is a **tonal** medium.



Lead grade swatches 9H to 9B

Paints: Watercolour and powder paints come in a block of compressed powder pigment. You then mix water to the paint to make a liquid that you can paint with. Both of these types of paint are **translucent**. This means you must work in layers, adding dark tones last. Acrylic paints are plastic based and come as a **liquid** or **gel**. Acrylic paints are more **opaque** than watercolours, meaning that you can paint over dark colours with lighter ones.

Charcoal is a tonal medium, made by slowly burning willow sticks. It produces a black or dark brown mark. Areas of charcoal can be lightened by using a **putty rubber** which is a special soft rubber.

Willow from the Somerset levels is used to make the best quality drawing charcoal.



Oil pastels are made of compressed oil-based paint. They are opaque and produce rich colours.

Soft pastels are made of compressed powder. They are chalky in consistency and can be smudged to create soft effects. They can be layered to produce rich colour blends.

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

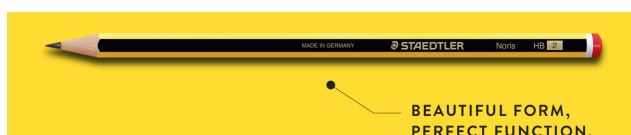
Functional consideration refers to the purpose of your design:

- 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

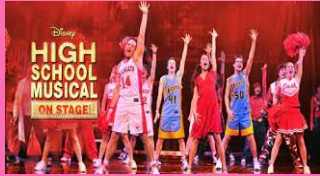
Consider the needs of the **target market**. This would include whether the design is for a **mass market** (a wide group of different people) or for a **niche market** (a small group with similar needs and interests).

- 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?



MUSICAL THEATRE

The aim of this terms learning is to introduce to you a new dance genre/style called Musical Theatre. You will need to produce and perform this style of dance in your assessment demonstrating a creativity, key moves and the stylistic features from High School Musical 2.



WHAT IS MUSICAL THEATRE?



Musical theatre uses song, dance and dialogue to tell a story. The very popular genre's roots go back centuries and there are specialised roles involved in putting on a production of a modern musical. Musical theatre is different to dramatic theatre in that it combines songs, spoken dialogue, and **dance to tell a story**. A musical is also different to a play with music, in that it gives as much importance to the songs and music as other elements of the production. Musical theatre is a genre which means that it's one set type or category of the many different types of theatre in existence. It's often quite stylistic and can use a variety of theatrical techniques such as elements of physical theatre, still image and ensemble acting.

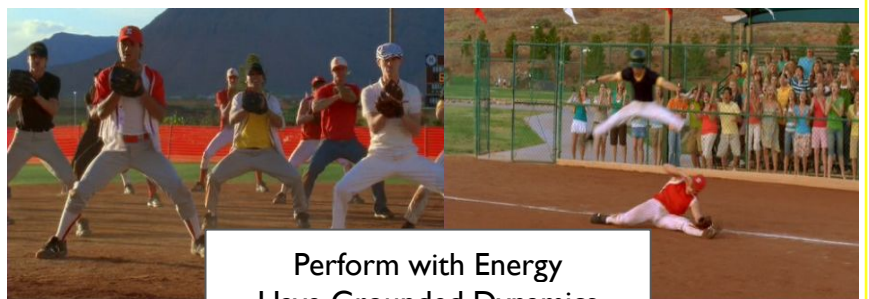
Musical theatre **dancing** is less of a particular style, and more of a description of dancing that is rooted in the diverse history of Broadway musicals. Relying heavily on a knowledge of ballet, tap, and jazz, musical theater dancers are, first and foremost, actors and place a high focus on musical interpretation. Partner dancing has always been intertwined in musical theater and is becoming more and more prevalent as ballroom dance begins to be the focus of more and more live stage productions.



A LIST OF POPULAR MUSICALS

- A Chorus Line
- Fame!
- Billy Elliot
- Footloose
- Grease
- Hair Spray
- Hamilton!
- High School Musical
- La La Land
- Mamma Mia!
- The Greatest Showman
- The Lion King
- West Side Story
- Wicked

HIGH SCHOOL MUSICAL CHECKLIST



Perform with Energy
Have Grounded Dynamics
Make your actions Powerful



CHOREOGRAPHY, REHEARSAL AND PERFORMANCE



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 CHECKLIST

Actions

- Baseball 'I Don't Dance' phrase
- Basketball 'What Time is It' phrase
- Your own phrase from the task cards

Compositional devices/ideas

- Fragmentation
- Variation by changing direction

Relationships

- Question & Answer

Dynamics

- Sharp, powerful, grounded, sense of throw

Performance

- Accuracy of action
- Dynamic control
- Focus & projection

Are you using as many of these things as you can? Aim to use them ALL !!

INDEPENDENT REHEARSALS

- 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 group variations—1, 2, 3, 4, 5
- Aim to Input creative ideas
- Listen to the ideas of others
- Communicate effectively and calmly with others
- Take the lead in groups
- 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

FINAL 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

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

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

ENGLISH

1. Imagine that you are walking through a Gothic building and describe what you see.
2. Find an image of a dark cave online. Inspired by this picture, write a Gothic description of walking into a cave.
3. Look around you at the room you are in. Describe a Gothic version of this room. How will you have to change it?
4. Imagine a Gothic dream. Draw a storyboard of this dream. Remember that odd things can happen in dreams! Write a paragraph explaining why it's Gothic.

HISTORY

Choose a castle that interests you (perhaps one from page 22). **Research and create** a powerpoint presentation / google slides / leaflet focussing on the following things:

- When your castle was built and by whom
- What type of castle it was
- Where it was located and why this was important
- Whether it was ever captured, and how
- How much of it is left standing today (and can you visit it?)
- Any other interesting facts /stories about the castle

DRAMA

Anansi is a Trickster character. There are lots of other Trickster characters and gods throughout history.

1. Find three other trickster characters/gods.
2. Describe or draw a picture of these characters.
3. Find a story about each character.
4. Choose your favourite character and write a story about them.



ART

Tinga Tinga: Research Tanzanian wildlife. One of the most important areas for wildlife in Tanzania is the Serengeti. Research creatures of the Serengeti and make a fact file of your favourite creature. Draw a picture of it. Remember to:

- Use a pencil
- Sketch lightly
- Fill a page
- Shade carefully to make your creature appear solid

If you have coloured pencils, aim to colour the work as realistically as you can, blending coloured pencils by layering them. This will make richer and more realistic colours.



DANCE

- Complete some research on a musical of your choice (use the list found in your knowledge organiser)
- Create a dance based on the musical above you have researched
- Draw a costume to link into your dance you have created
- Create a set design based on the musical
- Create a poster & tickets that invites the local community to come and watch your chosen musical
- Complete some research on one of the theaters in the west end
- Recreate one of your favorite films into a musical that isn't one already.