



Year 7

Knowledge Organiser

Summer Term 2017

## SU1 and SU2 Knowledge Organiser: Year 7 Boy by Roald Dahl

The titles of the Chapters reveal some of the key events of Roald Dahl's childhood.

Chapter 1: Papa and Mama

**1922-23 (aged 6-7)**

Chapter 2: Kindergarten

**Llandaff Cathedral School 1923-25 (aged 7-9)**

Chapter 3: The Bicycle and The Sweet Shop

Chapter 4: The Great Mouse Plot

Chapter 5: Mr Coombes

Chapter 6: Mrs Pratchett's revenge

Chapter 7: Going to Norway

Chapter 8: The Magic Island

Chapter 9: A Visit from the Doctor

**St Peter's 1925-9 (aged 9-13)**

Chapter 10: First Day

Chapter 11: Writing Home

Chapter 12: Matron

Chapter 13: Homesickness

Chapter 14: A Drive in the Motorcar

Chapter 15: Captain Hardcastle

Chapter 16: Little Ellis and the Boil

Chapter 17: Goat's Tobacco

**Repton and Big School 1929-36 (aged 13-20)**

Chapter 18: Getting Dressed For The Big School

Chapter 19: Boazers

Chapter 20: The Headmaster

Chapter 21: Chocolates

Chapter 22: Corkers

Chapter 23: Fagging

Chapter 24: Games and Photography

Chapter 25: Goodbye School

**Boy: Tales of Childhood** (1984) is the first autobiographical book by British writer Roald Dahl. It describes his life from birth until leaving school, focusing on living conditions in Britain in the 1920s and 1930s, the public school system at the time, and how his childhood experiences led him to writing as a career.

### Literary Genre:

An **autobiography** is an account of a person's life written by that person.

**Key features are:** They are personal pieces of writing recording thoughts and feelings about life experiences. The reader gains an understanding of the writer's personality.

Character	
<b>Boy</b>	The narrator of the book; shares the people and events that have influenced him.
<b>Harald Dahl</b>	One-armed due to a roofing accident, a successful business man, and loving husband and parent.
<b>Uncle Oscar Dahl</b>	Relative who was in the fishing and canning industry.
<b>The ancient half-sister</b>	A poor driver who brought the "manly lover" on holiday in Norway.
<b>Thwaites</b>	Son of a doctor, he warned the boys of the dangers of licoric bootlaces.
<b>Mrs. Pratchett</b>	Filthy, child-hating sweetshop owner.
<b>Mr. Coombes</b>	Headmaster who inflicted a caning as a response to the great mouse plot.
<b>The Headmaster (Repton)</b>	A man who later became a bishop; administers very harsh beatings with the cane.
<b>The Matron</b>	Nurse and dormitory overseer at St. Peter's School.
<b>Captain Hardcastle</b>	Issued stars and stripes as a means of discipline.
<b>Little Ellis</b>	His boil was lanced ( without anesthesia!).





### A Writer's toolkit

*Key things to look for when examining the novel and the writers intentions.*

#### Structure

The structure of a text is the sequence of ideas it contains and how it is put together. No text will make sense unless it is structured clearly. It should have a well-chosen opening, middle and end.

#### Atmosphere and setting

Atmosphere and setting are vital components of all fictional writing. Writers often show atmosphere through implicit meanings. Setting is the place and time the story occurs.

#### Character

Character analysis considers why particular characters are created and how they help develop a theme or moral viewpoint, as well as the explicit and implicit meanings that the author writes.

### Reading Skills

#### Skimming

Skimming is letting your eyes and mind 'skim' over the text to get a quick but very general idea of it. You can't read the text closely when skimming it, but instead you aim to pick out key words and sentences and get the general feel and meaning of the text.

**A topic sentence** is often the first sentence in a paragraph. You should always read it fully even when skimming as this will give you a summary of that paragraph's subject and help you to gain a general idea of the content.

#### Scanning

Scanning is the method of looking for key words or phrases to find out **specific** information.

#### Summarising material

It is important to be able to read texts and to find information within them that is important to your task. 'Skimming' and 'scanning' are the key skills you need to develop to summarise texts.

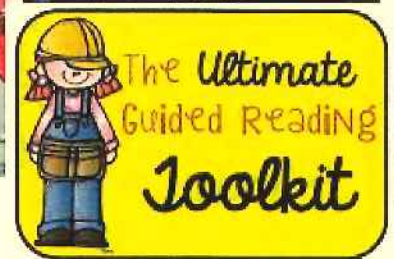
#### Explicit meaning

Something that is explicit is stated directly and is clear in meaning. Explicit meaning is the easiest to pick out from a text.

Sometimes a writer wants it to be obvious that the atmosphere of a text is good, bad, dangerous, happy, sad, and so on.

#### Implicit meaning

Something that is implicit is inferred - it is suggested by the way it is said. Implicit meaning can be harder to figure out than explicit meaning. Writers like to be clever and draw you into a text. It is up to you to make your mind up about a setting, in the same way that it is up to you to make your mind up about a new place you visit.





## SU1 and SU2 Knowledge Organiser: Year 7 Holes by Louis Sachar

Stanley Yelnats, a boy who has bad luck due to a curse placed on his great-great-grandfather, is sent to Camp Green Lake, a juvenile detention camp, for a crime he did not commit. Stanley and the other boys at the camp are forced to dig large holes in the dirt every day. He soon discovers something of great value.

The story entwines with Stanley's family history. Stanley's great-great-grandfather, Elya Yelnats makes a promise to Madame Zeroni (the local gypsy) who he seeks advice from. However he forgets to keep his promise and ends up being cursed for generations to come.

One hundred and ten years before Stanley arrives at Camp Green Lake, the town of Green Lake is a beautiful place where peach trees bloom throughout the spring. In this Texas town, the schoolteacher, Katherine Barlow, falls in love with Sam.

While Katherine and Sam are alive, racism is institutionalized in the United States and it is against the law for a black man to kiss a white woman. Charles, or Trout, Walker, the richest man is already mad that Katherine does not wish to go out with him so when he finds out that she is in love with Sam he gathers the townspeople to burn the schoolhouse and attack Sam.

Green Lake dries up, the citizens of the town all move away and by the time that the land is serving as Camp Green Lake, the only people there are juvenile delinquents.

It becomes a race against time for Stanley and Zero (his friend) to ensure their discovery remains safe and their family curse will be finally lifted.

### Literary Genre

**Adventure** stories feature physical action and courageous heroes who save others from danger or impending doom. The **adventure genre** of fiction is fast-paced and usually centres on a protagonist in a dangerous or risky situation.

Character	
<b>Stanley Yelnats</b>	Protagonist. An overweight child with a lot of bad luck.
<b>Zero</b>	A young prisoner at Camp Green Lake. He and Stanley becomes good friends.
<b>X-Ray</b>	The leader of the group of boys at Camp Green Lake.
<b>Squid</b>	Another boy at Camp Green Lake, who often taunts Stanley about receiving letters from his mother.
<b>Magnet</b>	Another boy at the camp. He earned his nickname for his ability to steal things.
<b>Zigzag</b>	Another boy on the camp. He is very violent.
<b>Armpit</b>	Along with Squid, Armpit seems to be one of X-Ray's closest companions.
<b>Warden</b>	A symbol of cruel authority at Camp Green Lake.
<b>Kate Barlow</b>	A school teacher-turned-outlaw who robs Stanley's great-grandfather.
<b>Stanley Yelnats I</b>	The first Stanley Yelnats is the son of Elya Yelnats and the great-grandfather of the protagonist Stanley.
<b>Madame Zeroni</b>	Madame Zeroni is the great-great-great-grandmother of Hector Zeroni, Stanley's friend at Camp Green Lake.





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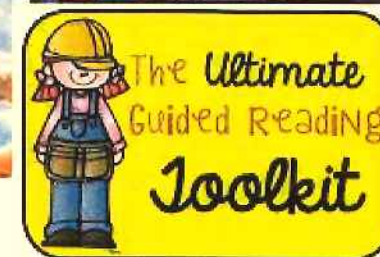
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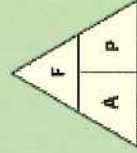


## Force Area Pressure

$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$

$$\text{Area} = \frac{\text{Force}}{\text{Pressure}}$$

$$\text{Force} = \text{Area} \times \text{Pressure}$$



## Examples

A force of 20N acted over an area of  $2\text{m}^2$ . What is the pressure?

$$\text{Pressure} = \frac{\text{force}}{\text{Area}} = \frac{20\text{N}}{2\text{m}^2} = 10\text{N}/\text{cm}^2$$

What is the force exerted on an area of  $10\text{m}^2$  that is under a pressure of  $2.3\text{N}/\text{m}^2$ ?

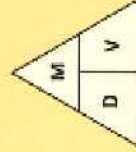
$$\text{Force} = \text{Area} \times \text{Pressure} = 10\text{m}^2 \times 2.3\text{N}/\text{m}^2 = 23\text{N}$$

## Mass Density Volume

$$\text{Volume} = \frac{\text{Mass}}{\text{Density}}$$

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

$$\text{Mass} = \text{Density} \times \text{Volume}$$



## Examples

A piece of metal weighing 30g has a volume of  $4\text{cm}^3$ . What is it's density?

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}} = \frac{30\text{g}}{4\text{cm}^3} = 7.5\text{g}/\text{cm}^3$$

What is the mass of a piece of rock which has a volume of  $34\text{cm}^3$  and a density of  $2.25\text{g}/\text{cm}^3$ ?

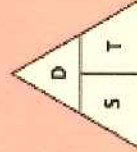
$$\text{Mass} = \text{volume} \times \text{density} = 34\text{cm}^3 \times 2.25\text{g}/\text{cm}^3 = 76.5\text{g}$$

## Speed Distance Time

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$



## Examples

What is the average speed of a car that travels 400km in 5 hours?

$$\text{Speed} = \frac{\text{distance}}{\text{time}} = \frac{400\text{km}}{5} = 80\text{km}/\text{h}$$

What is the distance covered by a train that travels at an average speed of 150mph for three and a half hours?

$$\text{Distance} = \text{speed} \times \text{time} = 150 \times 3.5 = 525\text{miles}$$



# Basic Probability

## EXAMPLE:

Work out the probability of randomly picking a letter 'P' from the tiles below.

APPLE PIE

- There are 3 P's — so there are 3 different ways to 'pick a letter P'.
- And there are 8 tiles altogether — each of these is a possible outcome.

$$\text{Probability} = \frac{\text{number of ways to pick a P}}{\text{total number of possible outcomes}} = \frac{3}{8} \text{ (or 0.375)}$$

## Probabilities Add up to One

$$P(\text{event happens}) + P(\text{event doesn't happen}) = 1$$

## EXAMPLE:

A spinner has different numbers of red, blue and green sections. Work out the value of  $x$  and use it to find the probability of spinning red or blue.

Colour	red	blue	green
Probability	$3x$	$2x$	$5x$

- The probabilities add up to 1.  $3x + 2x + 5x = 1$  so  $10x = 1$  and so  $x = 0.1$

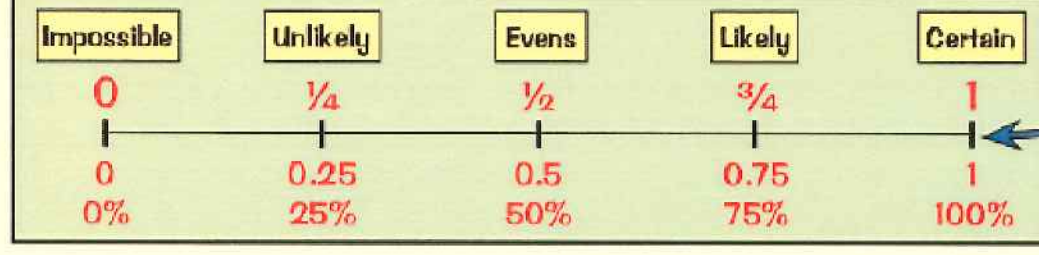
- Spinning red or blue is the same as not spinning green.

$$P(\text{red or blue}) = 1 - P(\text{green})$$

$$= 1 - (5 \times 0.1) = 0.5$$

'P(green)' just means the probability of that result.

# Probability



Probabilities can be given as fractions, decimals or percentages.

## For Two Events...

## EXAMPLE:

The spinners on the right are spun, and the scores added together.

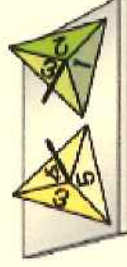
- Make a sample space diagram showing all the possible outcomes.

- All the scores from one spinner go along the top. All the scores from the other spinner go down the side.
- Add the two scores together to get the different possible totals (the outcomes).

- Find the probability of spinning a total of 6.

There are 9 possible outcomes altogether, and 3 ways to score 6.

$$P(\text{total} = 6) = \frac{\text{number of ways to score 6}}{\text{total number of possible outcomes}} = \frac{3}{9} = \frac{1}{3}$$

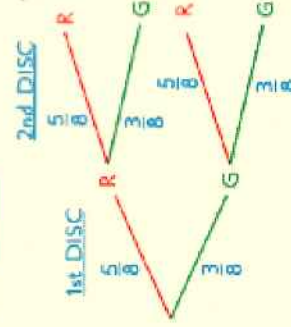


+	1	2	3
4	5	6	7
5	6	7	8
6	7	8	9

There are 9 outcomes here — even though some of the actual totals are repeated.

## Probability Trees

A box contains 5 red discs and 3 green discs. One disc is taken at random and its colour noted before being replaced. A second disc is then taken. Find the probability that both discs are the same colour.



The probabilities for the 1st and 2nd discs are the same. This is because the 1st disc is replaced — so the events are independent.

$$P(\text{both discs are red}) = P(R \text{ and } R) = \frac{5}{8} \times \frac{5}{8} = \frac{25}{64}$$

$$P(\text{both discs are green}) = P(G \text{ and } G) = \frac{3}{8} \times \frac{3}{8} = \frac{9}{64}$$

$$P(\text{both discs are same colour}) = P(R \text{ and } R \text{ or } G \text{ and } G) = \frac{25}{64} + \frac{9}{64} = \frac{34}{64} = \frac{17}{32}$$



## Mathematics Knowledge Organiser

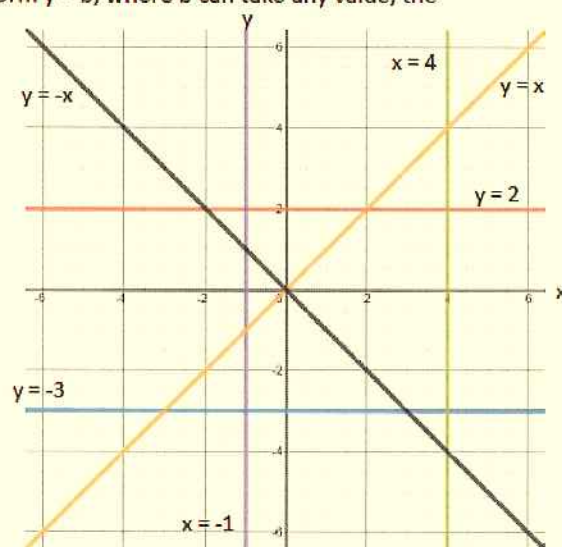
## Linear Graphs - Plotting

## Plotting straight line graphs

For any equation of the form  $x = a$ , where  $a$  can take any value, the line will be vertical.

For any equation of the form  $y = b$ , where  $b$  can take any value, the line will be horizontal.

$y = x$  is a diagonal line.



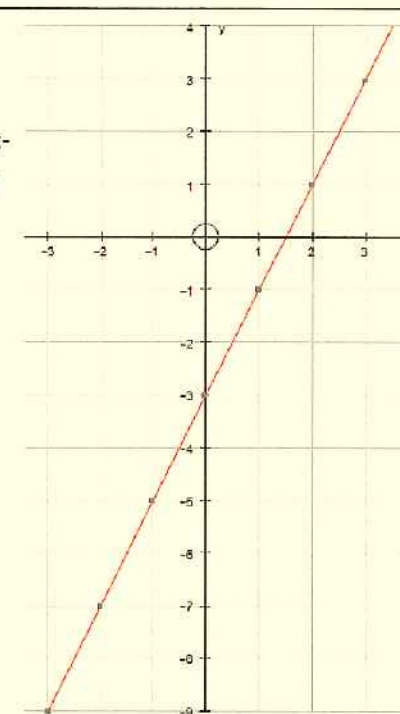
## Example:

Plot the graph of  $y = 2x - 3$  for  $-3 \leq x \leq 3$ .

- First draw a table of values and substitute each  $x$ -value into the formula to find the corresponding  $y$ -value.

$x$	-3	-2	-1	0	1	2	3
$y$	-9	-7	-5	-3	-1	1	3

- Plot each pair of coordinates:  $(-3, -9)$ ,  $(-2, -7)$ , etc. – and draw a straight line through all of the points that reaches across the coordinate grid.



## Linked Prior Topics

Coordinates, plotting, substitution

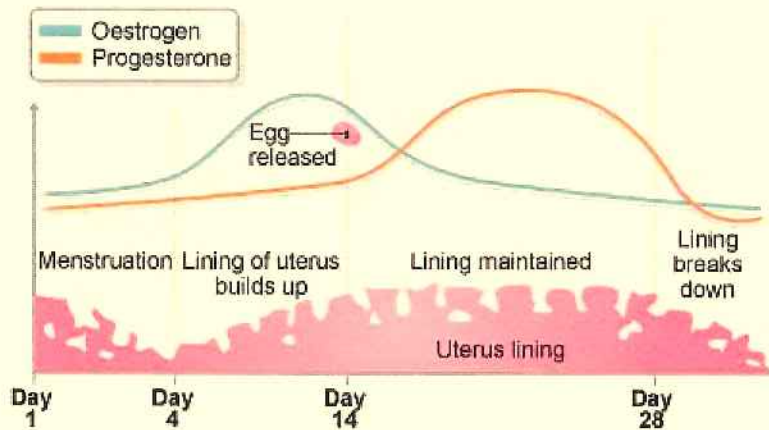
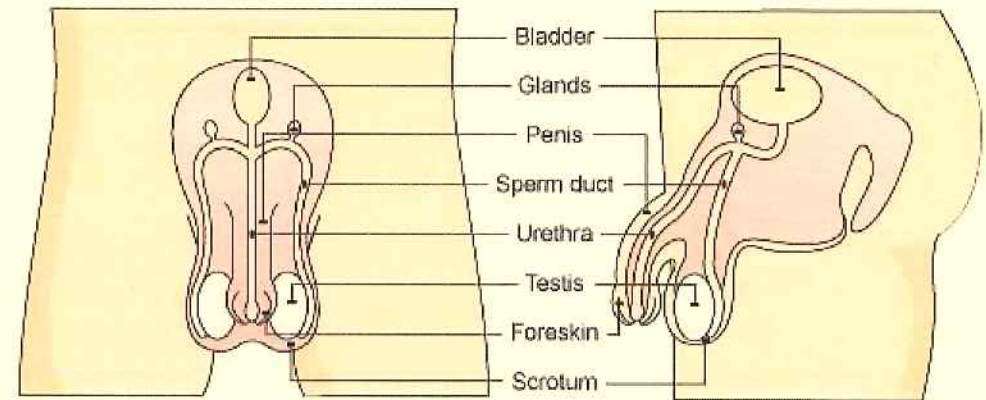
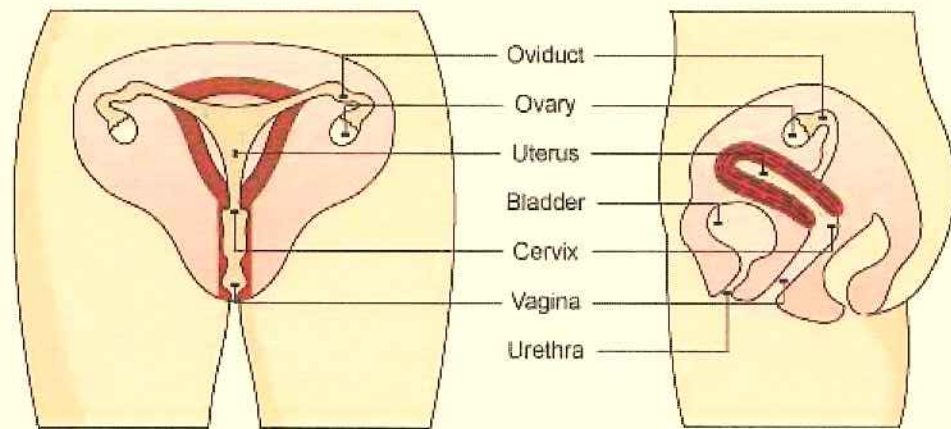
## Vocabulary

Vertical, horizontal, diagonal, substitution

## Linked Future Topics

Equation of a line, gradient, parallel and perpendicular, solving equations, quadratic and cubic graphs





## Sperm cell

•Designed to Fertilise eggs.

Head contains enzymes & nucleus

•Found in the Testes

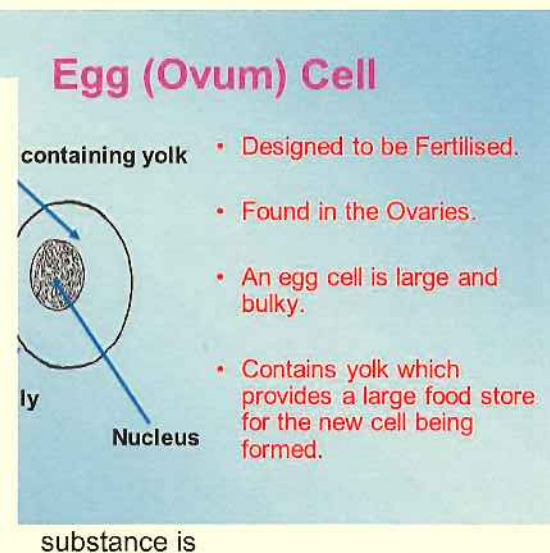
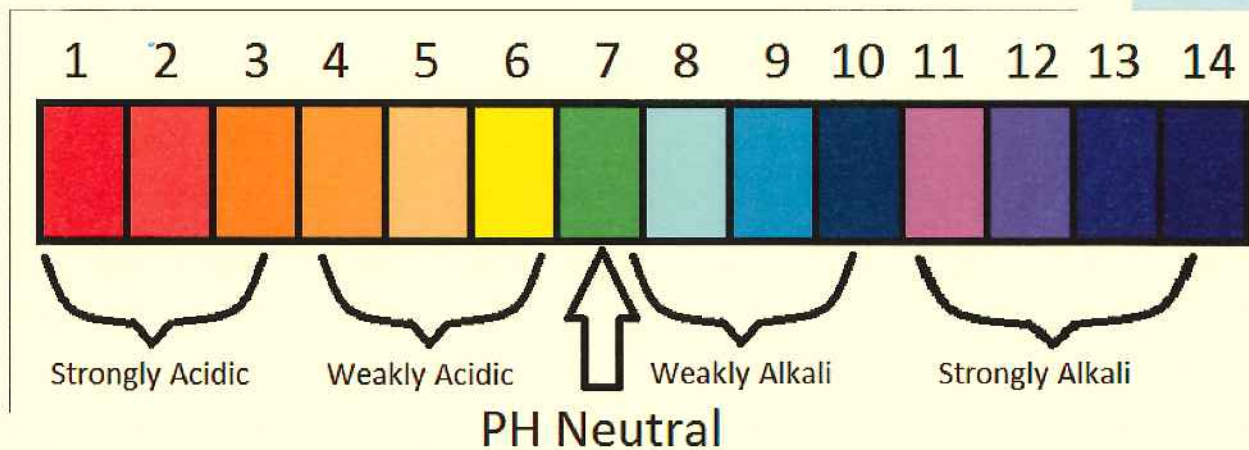


•A sperm is small and has a long tail that provides movement so it can swim and find an egg cell.

• The head contains enzymes which allow it to digest into an egg cell and join with it.



### Definitions

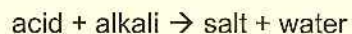


The pH scale indicates how acidic or alkaline a

The pH scale here shows the colours seen when universal indicator is added to the substance.

### REMEMBER:

When an acid reacts with an alkali it forms a salt and water. This can be shown by the equation:

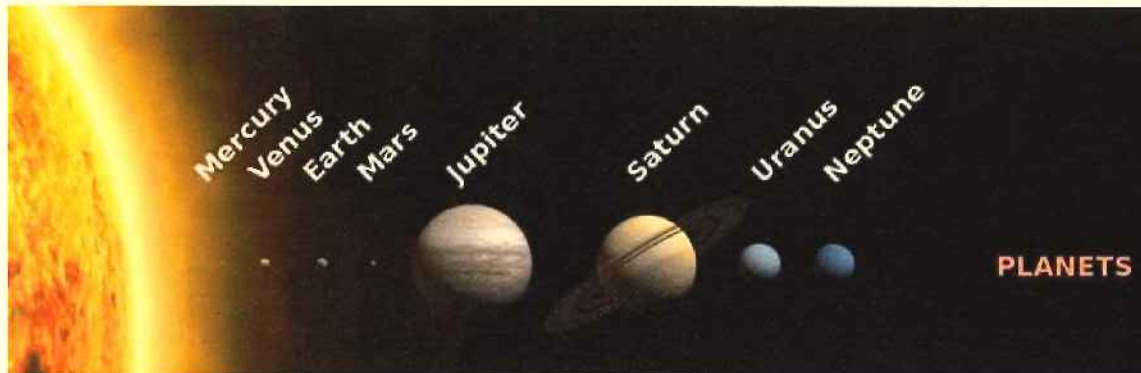


This is known as a **neutralisation** reaction



The sun is the closest star to Earth. It is a ball of burning fuel that provides heat and light for us.

Earth and the other planets in the solar system, orbit the sun due to the gravitational forces it applies.

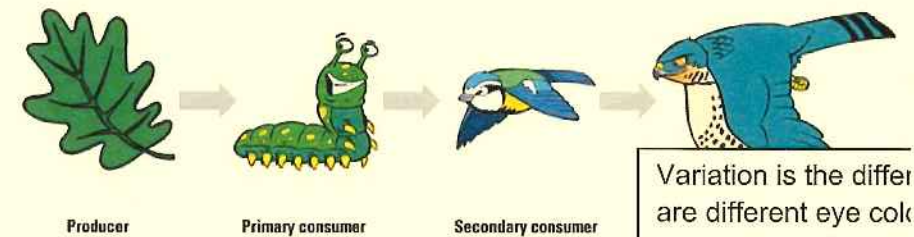


A **light year** is a measurement of **distance**. It is used when objects in space are very far away, it is equivalent to 600 million million miles or 9,460,730,472,580,800 metres!!

Gravitational forces hold planets and moons in orbit in space. The larger a planet is or a star is in space, the larger the force of gravity it has on an object nearby it.



Nutrient	Use	Examples of foods
Carbohydrate	To provide energy	Pasta, rice
Protein	For growth and repair	Chicken, beans, nuts
Lipids (fats and oils)	To provide energy. Also to store energy in the body and insulate it against the cold.	Oil, chocolate, fried foods
Minerals	Needed in small amounts to maintain health	Salt, milk, liver
Vitamins	Needed in small amounts to maintain health	Fruit, vegetables, dairy
Dietary fibre	To provide roughage to help to keep the food moving through the gut	Vegetables, bran
Water	Needed for cells and body fluids	Water, juices, milk

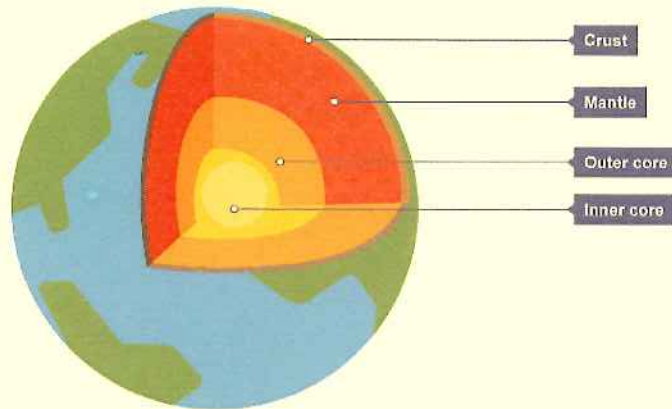


Variation is the difference between individuals of the same species. This can be continuous or discontinuous.

Continuous – some populations, example height.

Discontinuous – some populations have a fixed value, example blood type.



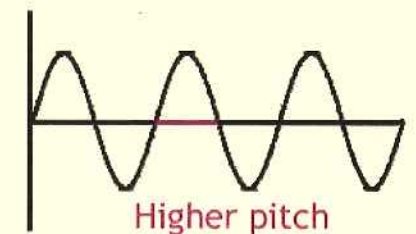
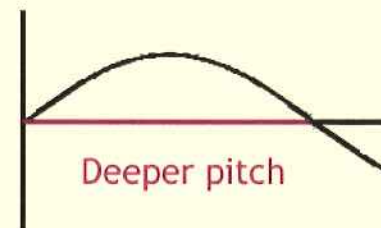
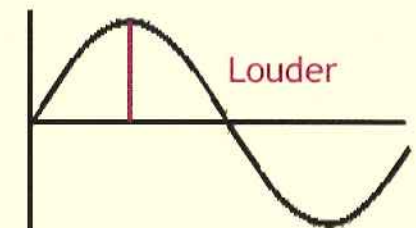
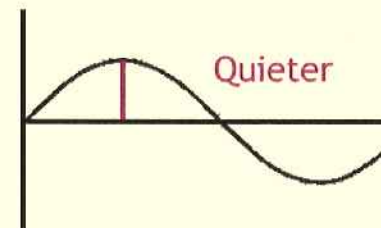
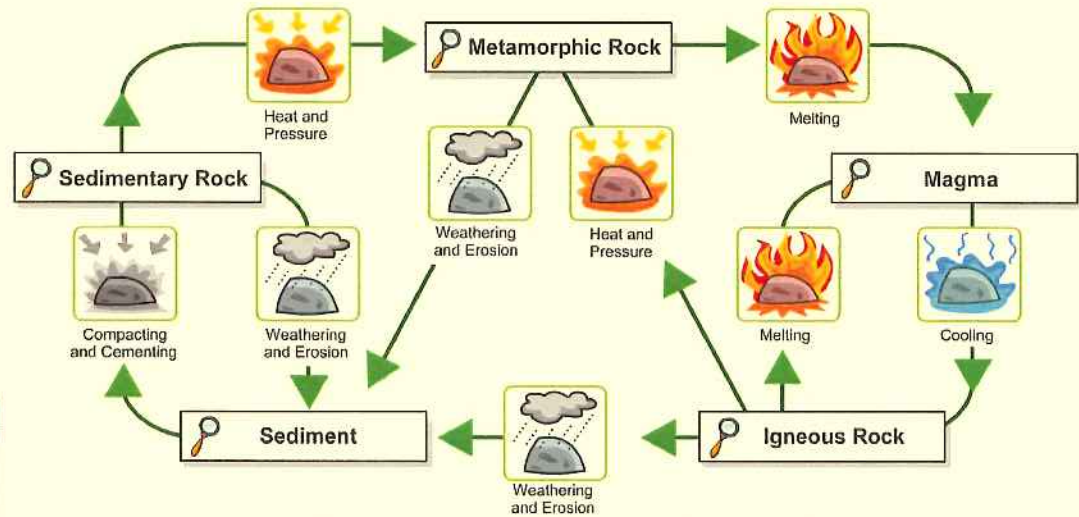


Properties of Metals	Properties of Non- Metals
Solid at room temperature (Hot hg)	Solids, liquids or gases at room temperature
Shiny if polished	Not shiny
Conduct electricity	Do not conduct electricity (except graphite, a form of carbon)
Conduct heat	Do not conduct heat (except graphite)
Bend without breaking (malleable)	Break easily if solid (brittle)
Can stretch into wires (ductile)	Cannot stretch easily

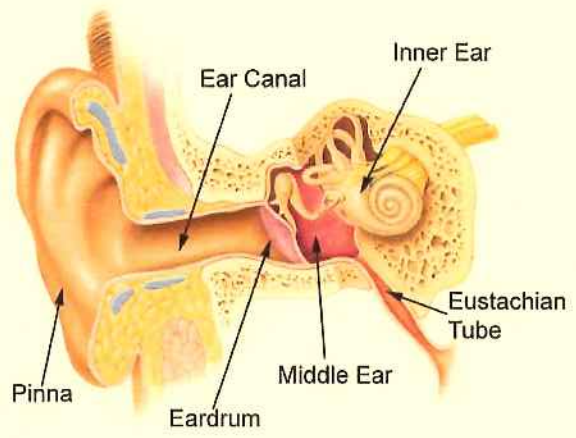
Sounds are made by vibrations which are detected by the ear.

We can use an oscilloscope to show sounds; the loudness and the pitch.

## The Rock Cycle









### THE BIG PICTURE

From 1485-1603, England was ruled by a series of Kings and Queens from the Tudor family. They are one of the most famous royal families to have ever ruled. Henry VIII famously married six times, and broke with the Roman Catholic Church, making a Church of England. All three of his children ruled, each with their own ideas about religion in England. Overall, though, were the Tudor rulers good or bad leaders? The Tudor monarchy came to an end when Elizabeth I died and the Stuart family (rulers of Scotland) took over a United Kingdom.

### My learning journey

Why did Henry VIII break with Rome?

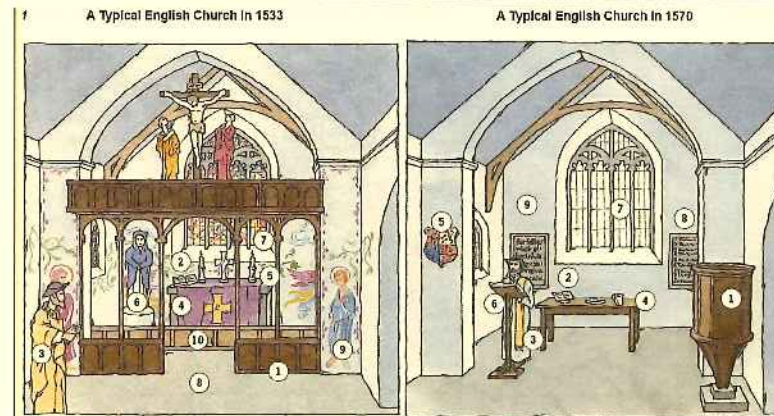
Was Henry VIII a star or a monster?

Mary and Edward – how did things change during their reigns?

Why was the Spanish Armada unsuccessful?

Who succeeded the Tudors and how did things change?

Were the Gunpowder plotters framed?





KEYTERMS/PEOPLE/EVENTS	
Henry VII	Henry VII (28 January 1457 – 21 April 1509) was King of England from seizing the crown on 22 August 1485 until his death on 21 April 1509, and the first monarch of the House of Tudor. Henry won the throne when his forces defeated King Richard III at the Battle of Bosworth Field, the culmination of the Wars of the Roses. Henry was the last king of England to win his throne on the field of battle. Henry was successful in restoring the power and stability of the English monarchy after the civil war.
Arthur Tudor	Arthur Tudor (20 September 1486 – 2 April 1502) was Prince of Wales. As the eldest son and heir apparent of Henry VII of England, Arthur was viewed by contemporaries as the great hope of the newly established House of Tudor. At the age of eleven, Arthur was formally betrothed to Katherine of Aragon, a daughter of the powerful Catholic King and Queen in Spain. Soon after his marriage to Catherine in 1501, Arthur died of an unknown ailment.
Henry VIII	Henry VIII (28 June 1491 – 28 January 1547) was King of England from 21 April 1509 until his death. Henry is best known for his six marriages and, in particular, his efforts to have his first marriage, to Katherine of Aragon, annulled. His disagreement with the Pope on the question of such an annulment led Henry to initiate the English Reformation, separating the Church of England from the Pope's authority and appointing himself the Supreme Head of the Church of England.
Katherine of Aragon	Katherine of Aragon (16 December 1485 – 7 January 1536) was the Queen of England from June 1509 until May 1533 as the first wife of King Henry VIII; she was previously Princess of Wales as the wife of Henry's elder brother Arthur. Despite a happy marriage in the early years, she failed to give Henry son he desired. Henry sought an annulment (cancellation of marriage) from the Pope (Leader of the Roman Catholic Church). This was denied. Henry had stated that he and Katherine were never properly married as marrying your dead brother's wife went against the Bible.
Anne Boleyn	Second wife of Henry VIII. She was disliked by the public. She gave Henry one daughter, Elizabeth. She was accused of having affairs behind Henry VIII's back. She was beheaded in 1536 at the Tower of London.
Jane Seymour	Third wife of Henry VIII. She gave Henry his long awaited son (Edward), but died shortly after.
Anne of Cleves	Fourth wife of Henry VIII. The marriage was declared never consummated (the King never slept with her) and, as a result, she was not crowned queen. Following the annulment (cancellation) of their marriage, Anne was given a generous settlement by the King, and thereafter referred to as the King's Beloved Sister.
Katherine Howard	Fifth wife of Henry VIII. Only 15 or 17 when she married Henry. Katherine was stripped of her title as queen within 16 months, in November 1541. She was beheaded three months later, on the grounds of treason for committing adultery ('cheating') while married to the King.
Katherine Parr	Sixth and final wife of Henry VIII. She outlived him by one year. Katherine enjoyed a close relationship with Henry's three children and was personally involved in the education of Elizabeth and Edward, both of whom became English monarchs.
Protestant	A type of Christian who 'protests' against the Roman Catholic church. Protestants believe churches should be plain and simple, and the word of God is the most important thing. They do not accept the Pope as the head of the church, and do not believe you should pay money to obtain forgiveness from, God.
Roman Catholic	The oldest type of Christian church. Led by the Pope in Rome. Churches are decorative. In Tudor times, services were in Latin, as was the Bible.
Church of England	In the 1530s, when Henry broke away from the Catholic church, the new church he created and led was called the Church of England.
Reformation	The English Reformation was a series of events in 16th century England by which the Church of England broke away from the authority of the Pope and the Roman Catholic Church. These events were, in part, associated with the wider process of the European Protestant Reformation, inspired by the teachings of Martin Luther.
Mary I ('Bloody Mary')	Mary I (18 February 1516 – 17 November 1558) was the Queen of England July 1553 until her death. She was the daughter (and only surviving child) of Henry VIII with Katherine of Aragon. Her executions of Protestants led to a nickname "Bloody Mary". Mary married Philip of Spain. Mary is remembered for her restoration of Roman Catholicism after her half-brother's short-lived Protestant reign. During her five-year reign, she had over 280 Protestants burned at the stake. After her death in 1558, her re-establishment of Roman Catholicism was reversed by her younger half-sister and successor Elizabeth I, daughter of Henry and Anne Boleyn.
Edward VI	King of England and Ireland from 28 January 1547 until his death. He was crowned on 20 February at the age of nine. The son of Henry VIII and Jane Seymour, Edward was England's first monarch to be raised as a Protestant.
Elizabeth I	Elizabeth I - the last Tudor monarch - was the younger daughter of Henry VIII and his second wife, Anne Boleyn. When Elizabeth came to the throne, she was 25. She succeeded to the throne on her half-sister's death in November 1558. Elizabeth made England Protestant again and her will was the law. She did not marry and was known as the Virgin Queen. During her reign, England became enemy of Catholic Spain, and Elizabeth fought against Philip II's navy (the Spanish Armada). The Tudor period ended with the death of Queen Elizabeth I on 24th March 1603 after 45 years on the throne. She had no husband or children to succeed her. Elizabeth I's rule is remembered as the Golden Age of English history.
Spanish Armada	The Spanish Armada was a Spanish fleet of 130 ships that sailed from in August 1588, with the purpose of escorting an army to invade England. The aim was to overthrow Queen Elizabeth I of England and the Tudor establishment of Protestantism in England. It was defeated.
James I	James VI and I (19 June 1566 – 27 March 1625). King of Scotland who later became King of England. The first Stuart King of England.
Gunpowder Plot	The Gunpowder Plot of 1605 was a failed assassination attempt against King James I of England and VI of Scotland by a group of English Catholics led by Robert Catesby. The plan was to blow up the House of Lords during the State Opening of England's Parliament on 5 November 1605. The plot was discovered. There is some evidence to suggest the plotters may have been framed to make the public turn against Catholics.



## THE BIG PICTURE

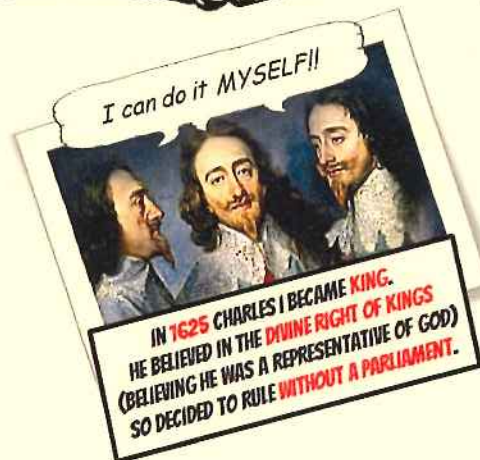
In England, from 1642 – 1651, there were a series of battles and conflicts that came to be known as the English Civil War. Ultimately, the King of England, Charles I, was executed. England was a republic, without a King or Queen, for 11 years. For most of this time, England was under the rule of Oliver Cromwell. Opinion was divided, and many in England felt the execution of Charles had been a step too far. The whole period, to some, was a 'world turned upside down.'

### My learning journey

Why was there a Civil War in England?  
What role did Oliver Cromwell have in the English Civil War?  
What was the impact of Charles I's execution?  
What were the rules in Puritan England?  
Oliver Cromwell – Hero or Villain?  
What was life like in Restoration England?



London : Printed for John Smith. 1646.





KEYTERMS/PEOPLE/EVENTS	
<b>English Civil War</b>	1642-51 – a series of conflicts in England. King vs parliament.
<b>Charles I</b>	King of England and Scotland 1625-49. Son of James I. Quarrels with parliament eventually led to the outbreak of the English Civil War. He was often perceived as being a secret Catholic, and of trying to rule without consulting parliament. He was executed in 1649 at the decision of parliament.
<b>Divine Right</b>	A belief the king is chosen by God, and is His representative on Earth. This should allow the king to make his own choices and rule unchallenged, without answering to others.
<b>Ship Tax</b>	A tax that Charles tried to extend to all inland areas of the country, even at peace time. This had been for coastal towns at time of conflict, previously.
<b>Personal Rule</b>	The Personal Rule (also known as the Eleven Years' Tyranny) was the period from 1629 to 1640, when King Charles I of England, Scotland and Ireland ruled without consulting Parliament.
<b>Henrietta Maria</b>	Wife of Charles I. She was French and Catholic. His marriages to her made many believe Charles was a secret Roman Catholic. This angered the mainly Protestant parliament.
<b>Archbishop Laud</b>	King Charles I's choice of senior bishop in England. Although 'officially' Protestant, his preferences for ruling the church (e.g. making them decorative) made many Protestants angry, and again linked this to Charles being a secret Catholic.
<b>1642 arrest</b>	Charles tried to have 5 Members of Parliament arrested for criticising him. This is often seen as a main trigger event for the Civil War.
<b>Oliver Cromwell</b>	A Member of Parliament who had a significant role in the English Civil War, helping to lead the New Model Army. He was one of MPs who signed Charles I death warrant. After his death, he served as Lord Protector of England (ruler, but not King). He did refuse the crown, when offered. He was Puritan, and had many strict new laws drawn up.
<b>Puritans</b>	Extreme Protestants. Very plain and simple churches. No fun/entertainment. Harsh punishments for crimes. Wanted to purify the church of all traces of Catholicism.
<b>New Model Army</b>	When the Civil War was not going well for Parliament, the New Model Army was created. It consisted of mainly veteran, Puritan soldiers. Rules were strict. The soldiers were professional (paid and trained – this was their job).
<b>Roundhead/ Parliamentarian</b>	Supporters and soldiers on the side of Parliament in the English Civil War.
<b>Cavalier/ Royalist</b>	Supporters and soldiers on the side of King Charles in the English Civil War.
<b>Restoration</b>	This began in 1660 – Charles II was invited to take his place on the throne, restoring the monarchy to England. This meant an end to strict Puritan rule.



Useful websites:

<http://www.johndclare.net/KS3/2-0-0.htm>

[http://www.bbc.co.uk/bitesize/ks3/history/tudors\\_stuarts/](http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/)

<http://www.historylearningsite.co.uk/tudor-england/>





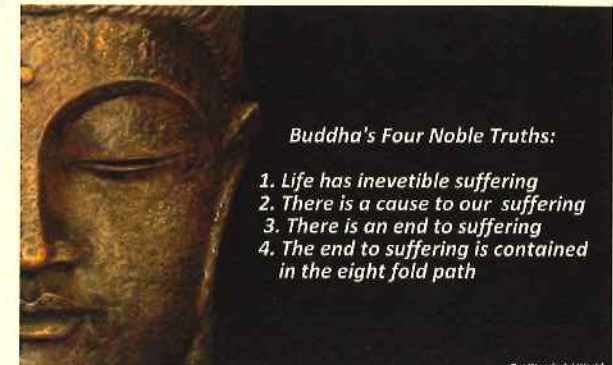
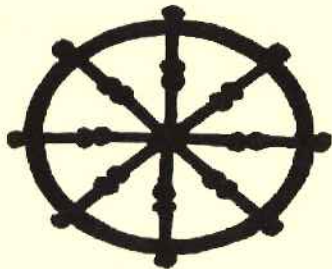
## Year 8 Spring term - Buddhism

### **THE BIG PICTURE**

Nearly 6% of the world's population identify themselves as being a Buddhist. It is the sixth largest religion in the UK, around 1% of the UK population. According to the 2011 census 800 people in Trafford identify themselves as being a Buddhist. Whether you are Buddhist or not, it is important to understand the foundations of this religion as it has and will continue to affect our society on a local and global scale. In this module you will examine why this is different to any religion you may have studied before whilst at the same time considering the similarities with other religions you have studied.

### **KEYTERMS**

Buddha	The enlightened one
Enlightenment	Understanding the truth about the way things are
Bodhi tree	The tree of wisdom under which the Buddha achieved enlightenment
Dukkha	Suffering, and everything is unsatisfactory
Four noble truths	The most important teachings given by the Buddha
Noble eightfold path	Teachings of the Buddha on the right way to live your life
Siddhartha Gautama	The founder of Buddhism
Dhamma	Natural laws – teachings of the Buddha
Anatta	Belief that there is nothing which can be called the soul
Anicca	Impermanence, the belief that nothing lasts
Kamma	Actions which affect future lives



#### *Buddha's Four Noble Truths:*

- 1. Life has inevitable suffering*
- 2. There is a cause to our suffering*
- 3. There is an end to suffering*
- 4. The end to suffering is contained in the eight fold path*



### My learning journey

- Buddhism is different to many religions one of the main features is that it does not have a God, however there are many aspects of Buddhism which are similar to other religions such as they worship in a Temple. You will be introduced to many more facts and reach a reasoned conclusion to the question 'Is Buddhism a religion?'
  - The founder of Buddhism was Siddhartha Gautama. He was a Prince and lived a privileged life, his Father kept him protected from the realities and suffering of life. When Siddhartha discovered the truth one day he was blown away. He decided he could no longer lie. You will discover what Siddhartha actually saw on that day and begin to imagine how this would impact on you.
  - Siddhartha went on to renounce his old life and seek happiness. You will discover how he achieved this and what enlightenment is.
  - Buddhists believe that there are truths in the world that we all need to accept. Once you accept these truths Buddhist believe you need diagnose the problems in your life and overcome them. For Buddhists they believe the middle way offers the way for Buddhists to achieve this.
  - Buddhists believe that they have the answer to how to lead a good life. This is noble eightfold path. This offers Buddhists guidance for how to live your life.
  - Buddhism does not state rules that Buddhists have to follow, instead there are the 5 precepts which all Buddhists try to follow:
    - Avoid taking life
    - Avoid taking what is not given
    - Avoid harmful sexual activity
    - Avoid saying what is not true
    - Avoid clouding your mind with drugs and alcohol
- You will begin to consider the impact these could have on the life of a Muslim.

### The Four Sights



He saw Old Age, Sickness, Death & Monk

### The Eight-Fold Path





## Knowledge Organiser: Year 7, Summer 1 – Manchester; past, present and future

Lesson Timeline

### 1. The geography of Manchester

A chance to look at Manchester in a different view. Manchester is a place where you have grown and love, and geography is all around. This lesson will review your map skills and look back on the human, physical and environmental aspects of geography that we see everyday.



### 2. Manchester's History

Do you know what has happened in Manchester's past? How has the geography of Manchester changed since the Roman times? 80AD? This lesson you will plan out a timeline of Manchester to see how Manchester has grown to what you know today

### 3. Why settle here?

Why did the Romans choose Castle field as there place for a fort? What was geographical about this area that saw a city grow? This lesson you will use your geography detective skills to find this out

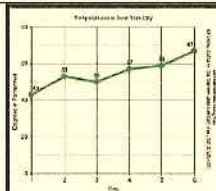


### 4. Changing Industries of Manchester

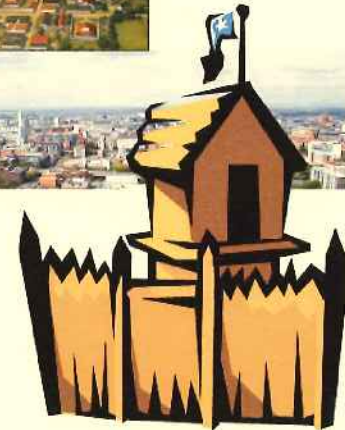
A great chance to see Manchester in maps – from the very first fort to the city today. This lesson will give you the chance to work in groups to determine the different industrial growth that has made Manchester

### 5. Population in Manchester

Numeracy skills are a must in geography, here we will build a population graph to aid our numeracy skills and also build on our analysis skills



## Key Figures to be used throughout Su1



Keywords

SUMMER



6. Urbanisation

A geographical look into the past of Manchester when people started to migrate to Manchester for work in the factories. With masses of people coming into Manchester what were their living conditions like? Was it the dream they thought? Is it anything like today?

7. Manchester's story assessment

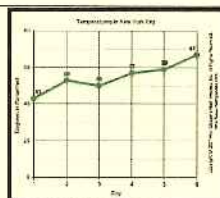
A story of a person travelling to Manchester to find a job in the factories. You will explain what they find and how they lived once they got to Manchester.

8. Multicultural Manchester

What are the different cultures of Manchester? Why do people now migrate from other countries to live here? What are the positives and negatives that they bring to our city?

9. Manchester's living graph

Using your previous population graph you will annotate and learn why the population has grown in certain periods of time. What was happening with migration and who was coming at certain times. This will help strengthen your numeracy and analysis skills

10. Manchester today

A look into the structure of Manchester and the CBD. What is happening in Manchester today as old areas decline and then become regenerated. What are the challenges for Manchester?

11. What's next for Manchester?

Why do people now come to Manchester? Is it for work or is it to visit? If you were an outsider to the city what will make you come to Manchester and what would you think?

Key Figures to be used throughout Su1

## Keywords

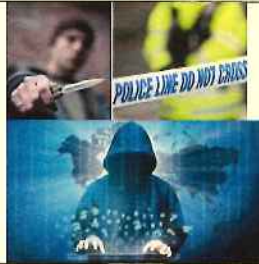


## Knowledge Organiser: Year 7, Summer 2 – Crime in Manchester

### Lesson Timeline

#### 1. What is Crime?

You will learn about the different types of crime that are mostly recorded and why people may not report crime. You will also learn about some myths of crime and what crime is most prevalent in our school area of Flixton



#### 2. What do we feel about different crimes?

Opinions matter, especially when it comes to crime. What we feel safe about might make someone feel terrified. Yet, some crimes get us all shaking in our boots! We will listen and write our feelings and understandings of what crime can do to us and others



#### 3. What type of place encourages crime?

This lesson will focus on how we feel about areas and how these areas may encourage crime. You will also be looking at skills geographers use when out in the field and how we use this information once back in the classroom to give evidence to certain questions



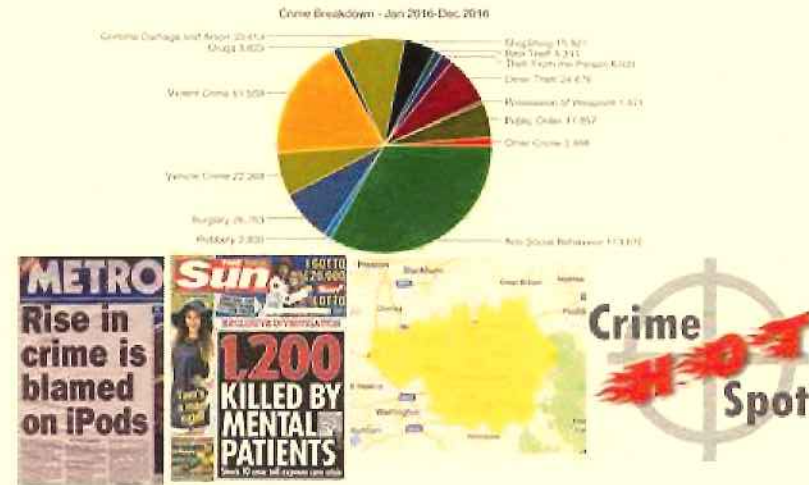
#### 4. What is target hardening and crime prevention?

In this lesson you will assess an area on a map to improve this area against crime. You will only have a certain budget (numeracy skills!) You will explain your chosen target hardening methods in detail on how they will decrease crime in your area.

#### 5. Fieldwork day

This day will consist of you going out to certain locations around school and collecting vital information regarding crime within our local area and answering the question – **Is crime a problem around our school?**

### Key Figures to be used throughout Su2



Keywords

SUMMER



6-10 Fieldwork analysis

After your fieldwork data collection you will once again be in your groups to present the data collected. This will be a series of planned lesson where you will draw graphs and produce a detailed poster to be presented answering the question – **Is crime a problem around our school?**



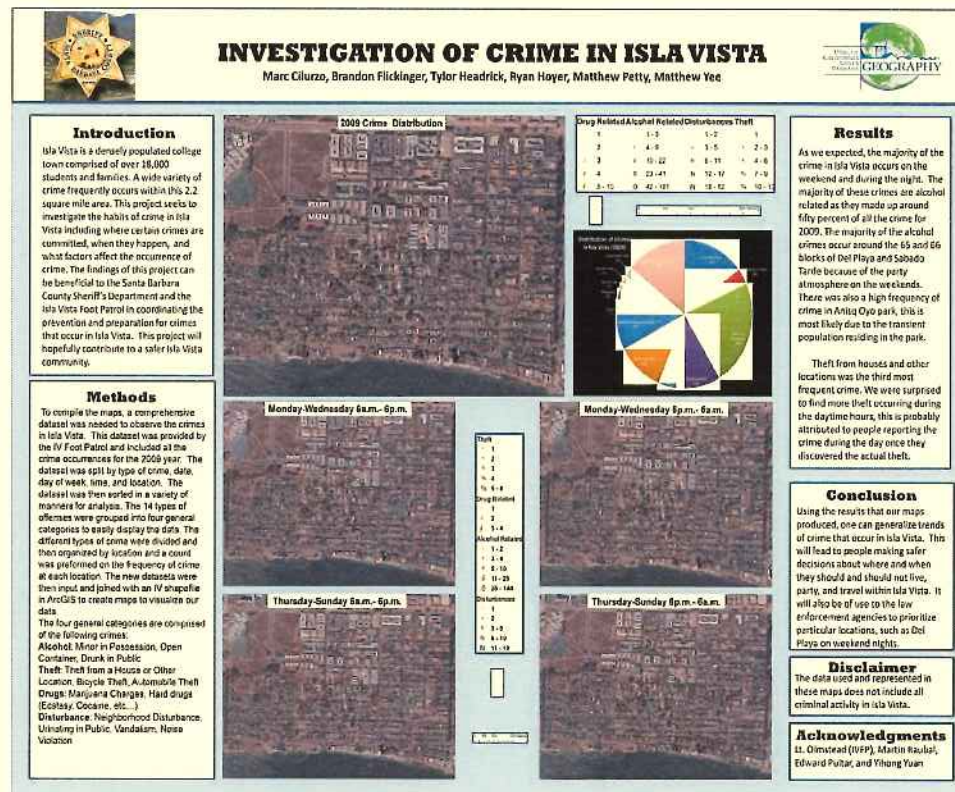
Evidence of your answer is a must and can include, photographs, sketches, bar, line and pie charts to present the data collected different views of people will present different challenges and interpretations throughout

11-12 Poster presentations

Your data presentation and analysis of your fieldwork will be presented on a poster. This will then be presented to the class on your answer to the question **Is crime a problem around our school?**

You will be assessed on presentation of your poster and how you present your data and answer the question of your fieldwork.

Best poster will be presented on the notice board outside the classroom and prizes to each group who analyse the question most.

Key Figures to be used throughout Su2

Keywords



Year 7 French Summer 1 GCSE Theme 2: Topic 1 Home, town, neighbourhood and region

<u>This half term I will learn to discuss:</u>  where I would like to live    Describing my home, rooms in the house       Using prepositions with furniture          Talking about your town/village       Using il y a .../il n'y a pas de ...          Giving opinions on my town, saying where I would like to live	<table><tr><td>J'habite dans ... une grande maison une petite maison un grand appartement un petit appartement une grande ville une petite ville un grand village un petit village Je voudrais habiter ... à la campagne à la montagne au bord de la mer dans un vieux château dans une vieille chaumière dans une ferme</td><td>I live in ... a big house a little house A large apartment a small apartment a big city a small town A large village a small village I would like to live ... in the countryside at the mountain At the seaside In an old castle In an old cottage in a farm</td></tr></table>	J'habite dans ... une grande maison une petite maison un grand appartement un petit appartement une grande ville une petite ville un grand village un petit village Je voudrais habiter ... à la campagne à la montagne au bord de la mer dans un vieux château dans une vieille chaumière dans une ferme	I live in ... a big house a little house A large apartment a small apartment a big city a small town A large village a small village I would like to live ... in the countryside at the mountain At the seaside In an old castle In an old cottage in a farm	<table><tr><td>Chez moi, il y a ... (six) pièces le salon, le jardin la cuisine, la salle à manger la salle de bains ma chambre la chambre de (mes parents/ma sœur /mon frère) Il n'y a pas de (jardin).</td><td>At home, there are ... (six) rooms The living room, the garden The kitchen, the dining room the bathroom my bedroom The room of (My parents / sister /my brother) There is no (garden).</td></tr></table>	Chez moi, il y a ... (six) pièces le salon, le jardin la cuisine, la salle à manger la salle de bains ma chambre la chambre de (mes parents/ma sœur /mon frère) Il n'y a pas de (jardin).	At home, there are ... (six) rooms The living room, the garden The kitchen, the dining room the bathroom my bedroom The room of (My parents / sister /my brother) There is no (garden).	<u>Grammar I will learn:</u>  J'habite / je voudrais habiter + infinitive  il y a un(e)/il n'y a pas de  on peut + infinitive  à + the definite article  aller (present tense)
	J'habite dans ... une grande maison une petite maison un grand appartement un petit appartement une grande ville une petite ville un grand village un petit village Je voudrais habiter ... à la campagne à la montagne au bord de la mer dans un vieux château dans une vieille chaumière dans une ferme	I live in ... a big house a little house A large apartment a small apartment a big city a small town A large village a small village I would like to live ... in the countryside at the mountain At the seaside In an old castle In an old cottage in a farm					
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<table><tr><td>dans, devant, derrière, sous, sur le bureau, le canapé le lit, le frigo l'armoire (f) la chaise, la machine à laver le lavabo la douche, la fenêtre la table, la télé-satellite</td><td>n front of, behind, under, on The office, the sofa The bed, the fridge The cabinet (f) The chair, the washing machine the sink Shower, window Table, satellite TV</td></tr></table>	dans, devant, derrière, sous, sur le bureau, le canapé le lit, le frigo l'armoire (f) la chaise, la machine à laver le lavabo la douche, la fenêtre la table, la télé-satellite	n front of, behind, under, on The office, the sofa The bed, the fridge The cabinet (f) The chair, the washing machine the sink Shower, window Table, satellite TV	<table><tr><td>J'aime, je n'aime pas, je déteste ma ville, Parce que c'est... ennuyeux barbant nul intéressant grand(e) petit(e) trop très assez il y a beaucoup de choses à faire</td><td>I like I do not like, I hate my city, Because it is... borin boring rubbish interesting Large Small too much very enough there are plenty of things to do</td></tr></table>	J'aime, je n'aime pas, je déteste ma ville, Parce que c'est... ennuyeux barbant nul intéressant grand(e) petit(e) trop très assez il y a beaucoup de choses à faire	I like I do not like, I hate my city, Because it is... borin boring rubbish interesting Large Small too much very enough there are plenty of things to do		
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<p>Saying what you can do in Paris</p> <p>Using on peut + infinitive</p> <p>Asking the way and giving directions around town</p> <p>Talking about where you go</p> <p>Using à + the definite article</p>	<p>Qu'est-ce qu'il y a ...?</p> <p>Il y a ...</p> <p>un café</p> <p>un centre commercial</p> <p>un centre de loisirs</p> <p>un château</p> <p>un cinéma</p> <p>un hôtel</p> <p>un marché</p> <p>un parc</p> <p>un restaurant</p> <p>un stade</p> <p>une église</p> <p>une patinoire</p> <p>une piscine</p> <p>des magasins</p> <p>des musées</p> <p>Il n'y a pas de (café).</p> <p>Tu aimes ta ville/ton village?</p> <p>Je pense que ...</p> <p>À mon avis, ...</p> <p>c'est ...</p> <p>bien/super/joli/intéressant/ennuyeux</p> <p>vraiment nul/trop petit</p> <p>Tu es d'accord?</p> <p>Oui, je suis d'accord.</p> <p>Non, je ne suis pas d'accord</p>	<p>Is there ...?</p> <p>There is ...</p> <p>A coffee</p> <p>A shopping centre</p> <p>A sports centre</p> <p>a castle</p> <p>A cinema</p> <p>a hotel</p> <p>a market</p> <p>a park</p> <p>a restaurant</p> <p>a stadium</p> <p>a church</p> <p>An ice rink</p> <p>swimming pool</p> <p>some shops</p> <p>museums</p> <p>There is no (café).</p> <p>Do you like your town / village?</p> <p>I think that ...</p> <p>In my opinion, ...</p> <p>it is ...</p> <p>Good / super / pretty / interesting boring</p> <p>Really rubbish / too small</p> <p>You agree?</p> <p>Yes I agree.</p> <p>No I do not agree</p>	<p>Pardon ...</p> <p>Où est ...?</p> <p>Où sont ...?</p> <p>C'est ...</p> <p>à gauche</p> <p>à droite</p> <p>tout droit</p> <p>au carrefour</p> <p>entre</p> <p>derrière</p> <p>devant</p> <p>le bateau pirate</p> <p>le café</p> <p>le Cheval de Troie</p> <p>le manège</p> <p>le restaurant</p> <p>le petit train</p> <p>le toboggan géant</p> <p>le trampoline magique</p> <p>la grotte mystérieuse</p> <p>la rivière enchantée</p> <p>la soucoupe volante</p> <p>l'hôtel</p> <p>les autos tamponneuses</p> <p>les chaises volantes</p>	<p>Sorry/excuse me...</p> <p>Where is ...?</p> <p>Where are ...?</p> <p>It is ...</p> <p>to the left</p> <p>to the right</p> <p>straight ahead</p> <p>at the crossroads</p> <p>between</p> <p>behind</p> <p>in front of</p> <p>The pirate ship</p> <p>the cafe</p> <p>The Trojan Horse</p> <p>the carousel</p> <p>Restaurant</p> <p>the little train</p> <p>The giant toboggan</p> <p>The magic trampoline</p> <p>The mysterious cave</p> <p>The Enchanted River</p> <p>The flying saucer</p> <p>the hotel</p> <p>bumper cars</p> <p>Flying chairs</p>
	<p>Qu'est-ce qu'on peut faire à Paris?</p> <p>On peut ...</p> <p>aller à un concert</p> <p>aller au théâtre</p> <p>faire les magasins</p> <p>faire un tour en segway</p> <p>faire une balade en bateau-mouche</p> <p>manger au restaurant</p> <p>visiter les monuments</p> <p>visiter les musées</p> <p>À mon avis ...</p> <p>c'est vrai</p> <p>c'est faux</p> <p>Je suis d'accord.</p> <p>Je ne suis pas d'accord.</p>			
	<p>What can we do in Paris?</p> <p>We can ...</p> <p>go to a concert</p> <p>go to the theatre</p> <p>to shop</p> <p>Do a segway tour</p> <p>To do a boat trip</p> <p>eat at a restaurant</p> <p>visit the monuments</p> <p>to visit museums</p> <p>In my opinion ...</p> <p>That is true</p> <p>it's wrong</p> <p>I agree.</p> <p>I do not agree.</p>			



Year 7 French Summer 2 GCSE Theme 2: Local, national, international and global areas of interest

This half term I will learn to discuss:

French culture

Francophone countries

The French Revolution

Mealtimes in France

L'Angleterre  
La France  
L'Allemagne  
La Suisse  
La Belgique  
Le Luxembourg  
L'Italie  
L'Espagne  
Le Tour Eiffel  
L'Arc du Triomphe  
Le Louvre  
Notre Dame  
Les Catacombes  
Congo  
Tunisia  
Vietnam  
Québec

England  
France  
Germany  
Switzerland  
Belgium  
The Luxembourg  
Italy  
Search  
The Eiffel Tower  
The Arc du Triomphe  
The Louvre  
Our Lady  
The catacombs  
Republic of Congo  
Tunisia  
Vietnam  
Québec

La révolution  
Le roi  
Populaire  
Riche  
Paysans  
Pauvre  
Guillotiné  
Depuis  
Démocratie  
Monarchie

The revolution  
The king  
Popular  
Rich  
Peasants  
Poor  
Guillotine  
Since  
Democracy  
Monarchy

Pour le petit déjeuner, je prends ..  
du beurre  
du café  
du chocolat chaud  
du jus d'orange  
du lait  
du pain  
du thé  
de la confiture  
des céréales  
une tartine  
Je ne mange rien.  
le dîner  
D'habitude, on mange ...  
du poisson  
du poulet  
de la pizza  
de la viande  
des fruits  
des pâtes  
des plats à emporter  
Comme dessert, je prends ...  
du yaourt  
une mousse au chocolat  
de la glace (à la fraise)  
Je suis végétarien(ne).  
Le soir, on mange à (six heures).

For breakfast, I have ...  
butter  
Coffee  
hot chocolate  
Orange juice  
milk  
bread  
tea  
jam  
cereals  
a toast  
I eat nothing.  
dinner  
Usually, we eat ...  
Fish  
chicken  
some pizza  
meat  
fruits  
pasta  
takeaways  
As dessert, I have ...  
yogurt  
chocolate mousse  
Ice cream (strawberry)  
I am a vegetarian.  
In the evening, we eat at (six o'clock).

Grammar I will learn:

The partitive article

Year 7 Spanish Summer 1 GCSE Theme 2: Topic 1 Home, town, neighbourhood and region

This half term I will learn to discuss:

where I would like to live

Describing my home, rooms in the house

Using prepositions with furniture

Talking about your town/village

Giving opinions on my town, saying where I would like to live

¿Vives en ... ?  
Vivo en ...  
una casa  
un piso  
¿Dónde está?  
Está ...  
en el campo  
en la montaña  
en la costa  
en una ciudad  
en un pueblo  
¿Cómo es tu piso/casa?  
antiguo/a  
moderno/a  
bonito/a  
nuevo/a  
feo/a  
cómodo/a  
pequeño/a  
viejo/a  
grande

Do you live in ... ?  
I live in ...  
a house  
a floor  
Where is?  
This ...  
in the countryside  
in the mountain  
on the coast  
in a city  
in a village  
How is your apartment / house?  
Ancient  
Modern  
Beautiful  
new  
Ugly  
Comfortable  
Small  
Old  
big

¿Qué hay...?  
¿Qué tienes...?  
En mi dormitorio hay ...  
No hay ...  
No tengo ...  
un armario  
un equipo de música  
una lámpara  
una cama  
una alfombra  
una estantería  
un ordenador  
una mesa  
una silla  
una televisión  
una puerta  
una ventana  
Hay/Tengo pósters en las paredes.

What is there..?  
What do you have...?  
In my bedroom there are ...  
There is not ...  
I do not have ...  
a wardrobe  
A stereo  
a lamp  
a bed  
a carpet  
a shelf  
a computer  
A table  
a chair  
one TV  
a door  
A window  
There are / I have posters on the walls.

Grammar I will learn:

using vivo en and me gustaria vivir

Using 'de' with prepositions

Using hay/no hay

Understanding when to use Usted and Ustedes

Using 'voy a' + infinitive

¿Qué hay en tu casa/piso ... ?  
abajo  
arriba  
fuera  
mi dormitorio  
Hay ...  
un cuarto de baño  
un dormitorio  
el dormitorio de mis padres  
el dormitorio de mi hermano  
un salón  
un garaje  
un jardín  
un comedor  
un pasillo  
una cocina  
una terraza

What is in your house/apartment?  
downstairs  
upstairs  
outside  
my bedroom  
There are ...  
a bathroom  
a bedroom  
My parents' bedroom  
My brother's bedroom  
a room  
a garage  
a garden  
a dining room  
a hallway  
a kitchen  
a porch

debajo (de)  
delante (de)  
detrás (de)  
encima (de)  
entre  
al lado (de)  
a la derecha (de)  
a la izquierda (de)  
... está(n) ... del/de la

under  
in front of  
in back of  
Above  
between  
next to  
to the right of  
to the left of  
... is ... of the



Asking the way and giving directions around town

Talking about where you go

¿Qué hay?

Hay ...

No hay ...

un estadio

un centro comercial

un cine

un parque

un mercado

un polideportivo

un museo

un castillo

un hospital

una estación de autobuses/trenes

una plaza

una playa

una piscina

una plaza de toros

una tienda

What is there?

There is/are ...

There is/are not ...

a stadium

a shopping center

a cinema

a park

a market

A sports centre

a museum

a castle

a hospital

A bus / train station

a square

a beach

a pool

A bullring

a shop

¿Adónde vas?

Voy ...

al centro comercial

al cine

al estadio

al parque

al salón recreativo

a la bolera

a la discoteca

a la playa

¿Qué vas a hacer?

Voy a ...

bailar

ir de compras

jugar al fútbol

jugar al fútbolín

jugar a los bolos

tomar el sol

ver un partido de fútbol

ver una película el lunes

el martes

el miércoles

el jueves

el viernes

el sábado

el domingo

Where are you going?

I go ...

to the mall

to the movies

to the stadium

to the park

To the recreational room

to the bowling alley

to the club

to the beach

What are you going to do?

I will ...

dance

go shopping

play football

To play football

play bowling

sunbathe

watch a football match

Watch a movie on monday

on Tuesday

on Wednesday

Thursday

on Friday

Saturday

on Sunday

Perdón ...

¿Dónde está el museo Picasso?

¿Dónde están las Ramblas?

A ver ...

Bueno ...

Pues ...

luego

Sigue todo recto.

Dobla a la derecha.

Dobla a la izquierda.

Cruza la plaza.

Toma la primera calle a la derecha.

Toma la segunda calle a la izquierda.

(Está) al final de la calle.

Está a la derecha.

Está a la izquierda.

Está aquí.

Sorry/excuse me...

Where is the Picasso Museum?

Where are the Ramblas?

Let's see ...

Good ...

Well ...

then

Go straight on.

Turn right.

Turn left.

Cross the square.

Take the first street on the right.

Take the second street on the left.

(It is) at the end of the street.

It's on the right.

It's on the left.

Is here.

Year 7 Spanish Summer 2 GCSE Theme 2: Local, national, international and global areas of interest

This half term I will learn to discuss:

Spanish culture

The Spanish Civil War

Spanish food

The Hispanic world

Gaudi	Gaudi
Sagrada familia	Sagrada family
Paella	Paella
Siesta	Nap
Tapas	Tapas
Camp Nou	Camp Nou
Corrida	Run
Flamenco	Flamenco
Catalonia	Catalonia
Plaza de Toros	Bullring
Una ciudad	A city
Grande	Big
Argentina	Argentina
Hay ...	There are ...
Monumentos	Monuments
Museos	Museums
Historico	Historical

aceitunas, calamares, tortilla española, patatas bravas, jamón serrano, queso, chorizo, pan, croquetas, gambas	Olives, Squids, Spanish tortilla, spicy potatoes, Serrano ham, cheese, sausage, bread, Croquetas, Prawns
---	---

Un dictator Monarquia Republica Entre En	A dictator Monarchy Republic Between In
--	---

Bandera	flag
Dinero	Money
Habitante	Habitant
Montanas	Montanas
Nicaragua	Nicaragua
Belize	Belize
Panama	Panama
Mexico	Mexico
Costa Rica	Costa Rica
Guatemala	Guatemala
El Salvador	The Savior
Honduras	Honduras

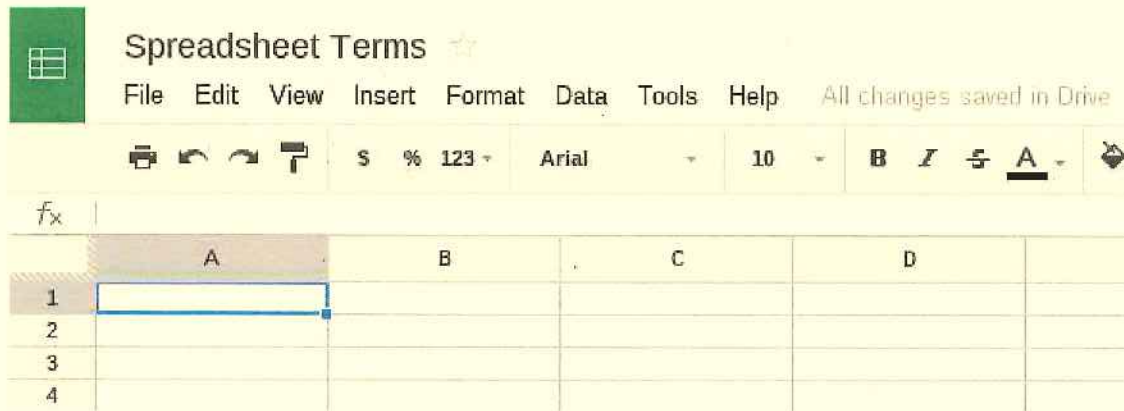




## Spreadsheets

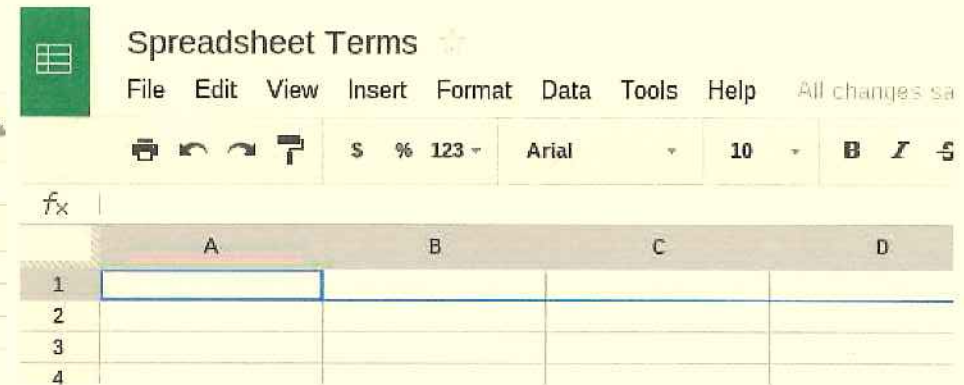
### Cell

One of the individual “boxes” in a spreadsheet is a **cell**. Each cell has an address called a **cell reference**. The cell highlighted below is “A1”.



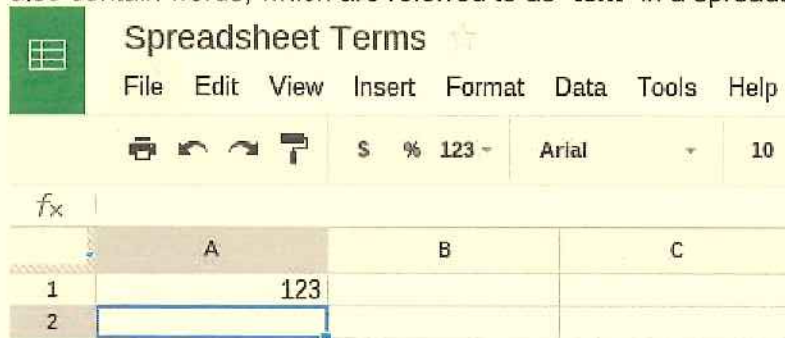
### Row

Spreadsheets are built in grids with horizontal **rows**. The row highlighted below is “Row 1”.



### Value

A number entered into a cell is a **value** - cell A1 below has a value of 123. Cells can also contain words, which are referred to as “**text**” in a spreadsheet.

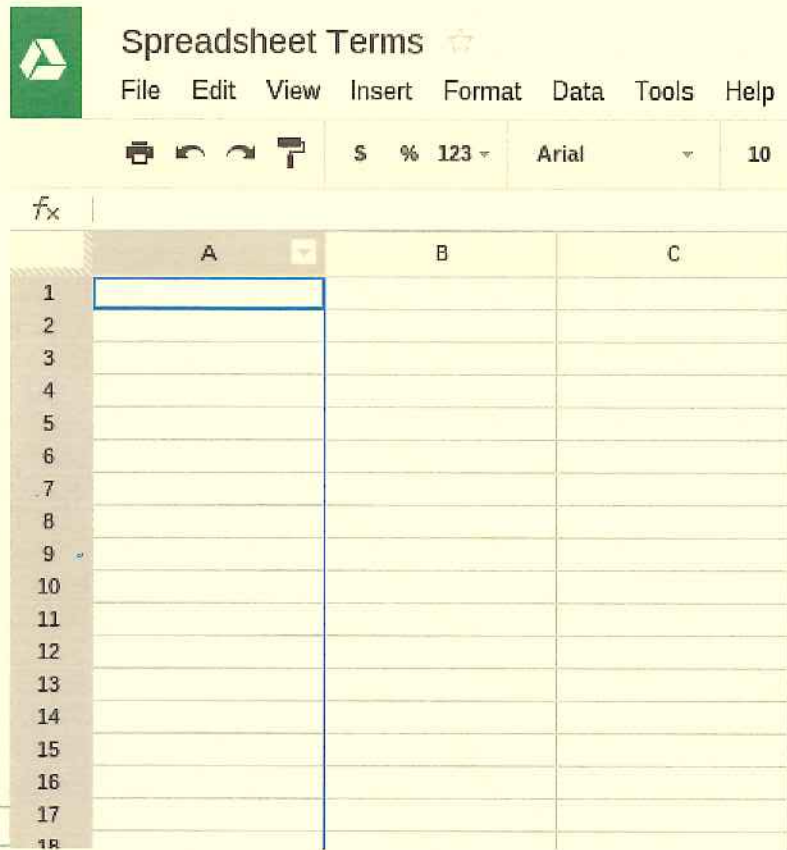


### Columns

The vertical direction in spreadsheets are called **columns**. The row highlighted below is “Column A”.

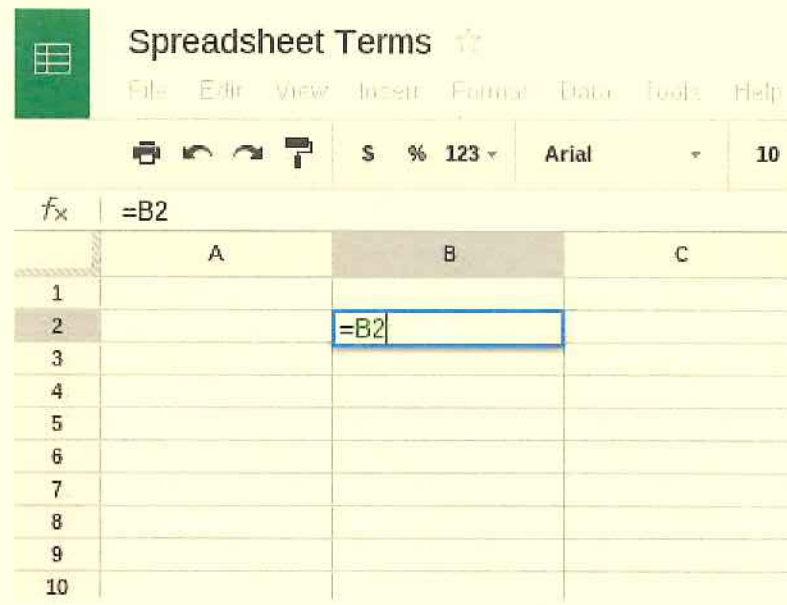
### Conditional Formatting

Uses logical statements to highlight matching text or numbers. Very effective for finding and sorting data.



### Cell Reference

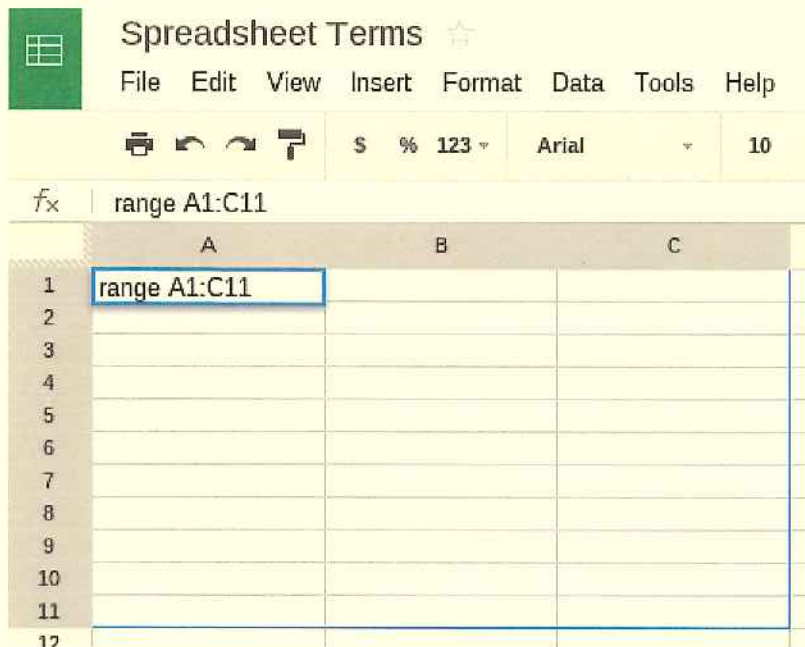
Each cell on a spreadsheet has an address. This address is called a **cell reference** and can be referenced elsewhere in the spreadsheet by placing an = sign before the address. The example below is referencing cell "B2"



### Range or Array

A group of cells is called a **range**. The range highlighted below is A1:C11 and contains all of the cells in rows 1-11 across columns A, B, and C. When a range is used in a formula it is called an **Array**





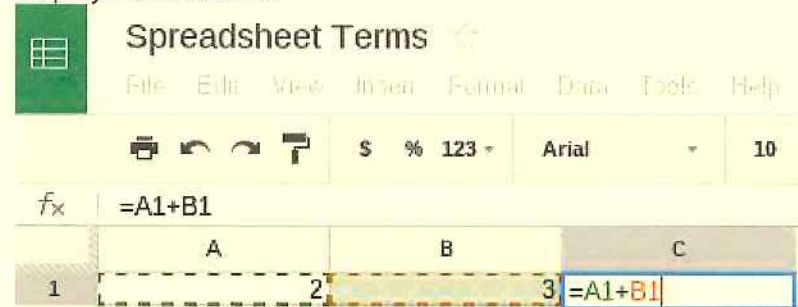
### Function or Formula Bar

Above the spreadsheet grid there is a function or formula bar (identified by "fx") for entering in calculations, functions, formulas, or text. Expert tip: when entering text use Ctrl+Enter to add a carriage return and use multiple lines.



### Formulas and Calculations

Spreadsheets can utilize mathematical **formulas** and perform **calculations**, from simple to complex. The example below is referencing two cells to add them together. Once this is completed, the value in A1 will be added to the value in B1. Cell C1 will then display the answer 5.



Formulas can become very complex. A list of common formulas can be found here:

The full list of Google Spreadsheet formulas and functions are here: <http://goo.gl/7Ze2s6>

### Important Symbols and Operators

Addition: +  
 Subtraction: -  
 Multiplication: \*  
 Division: /  
 Group: ( )  
 Combine: &  
 Less Than: <  
 Greater Than: >  
 Equal To: =  
 Not Equal To: <>  
 Exponentiation: ^

## Presentation software

Presentation **software** is used to create presentations, quizzes, e-learning packages, information points and many other **multimedia** products.

Most presentation software packages allow you to create your multimedia product using a series of slides. Text, images, video, animations, links and sound can be combined on each slide to create a sophisticated final product.

The most widely used presentation software is Microsoft PowerPoint but there is other presentation software, such as Impress (part of the OpenOffice suite).

It is helpful to create a design before starting work on the **final product**. One approach is to make a sketch that details layout, location of content and formatting. The same applies to written or digital content, eg for a video you could sketch a storyboard.

This prevents any obvious mistakes or oversights from making it into the final design. It's good practice to show your design to others and ask for their feedback. This is called peer evaluation.

Before you start your design, ask yourself the following questions:

- Who is your **audience**?

- What steps will you take to ensure your work appeals to the audience?
- How much text will you include?
- What media will you include, eg audio, video, images and photos, animation, charts and graphs?

Where will you get it from?

- How will your layout make good use of **white space** to avoid your work looking cluttered, eg how will you break the text up?

## Common features of presentation software

Slides that can contain any mixture of text, images, video, animations, links and sound.

Animation effects that allow the various elements on each slide to appear after a certain amount of time or when a presenter presses a button.

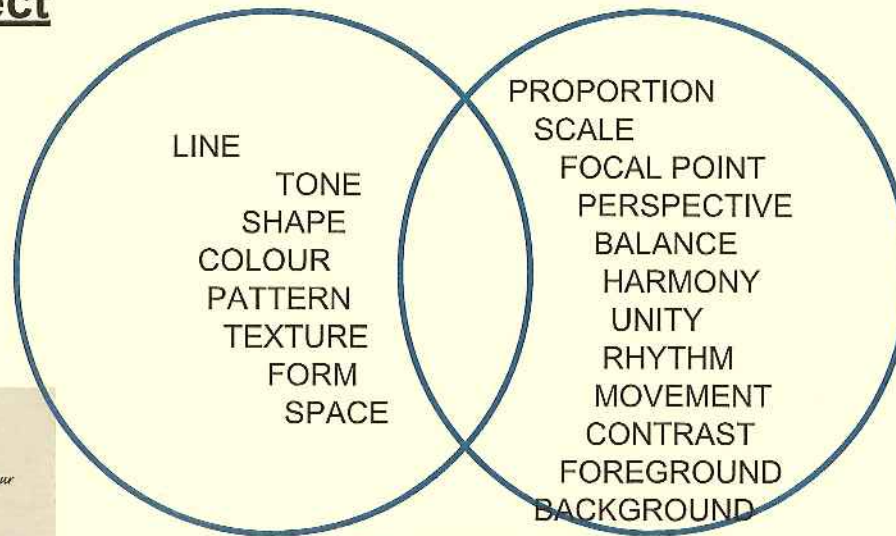
**Slide master** – this allows the style (**font**, font size, background etc) to be set once and then used throughout the presentation.

**Transitions** – this is how the presentation software “moves” the display of one slide to another. Transitions usually include dissolving from one slide to the next or the current slide being moved in some way to show the next slide as though it was underneath.

**Slide notes** – when these are used the presenter will see the current slide and any notes associated with it on his/her display and the audience will see just the slide on another screen or from a projector.



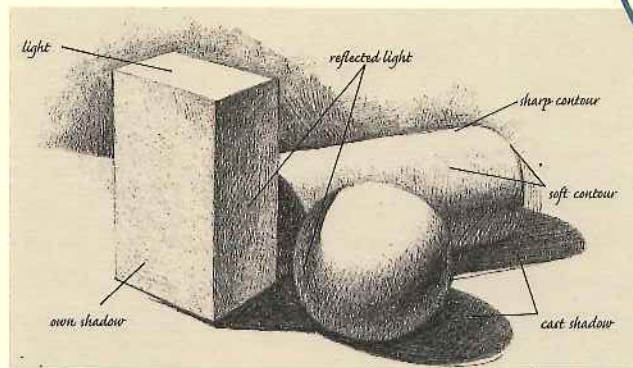
# Year 7 Monsters Project



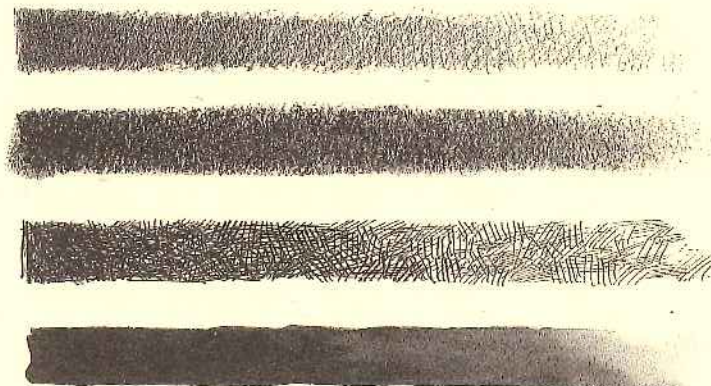
Drawing equipment



Tone

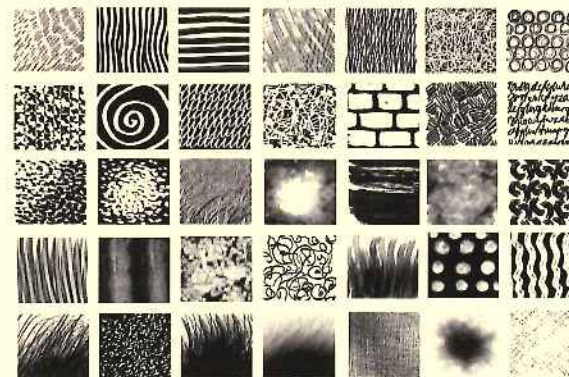


Graduated Tone

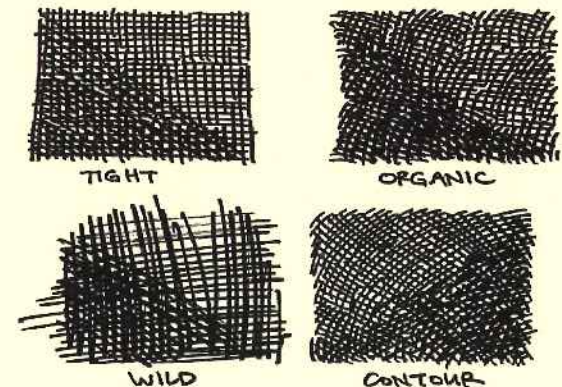


Different tones on the scale of light and dark

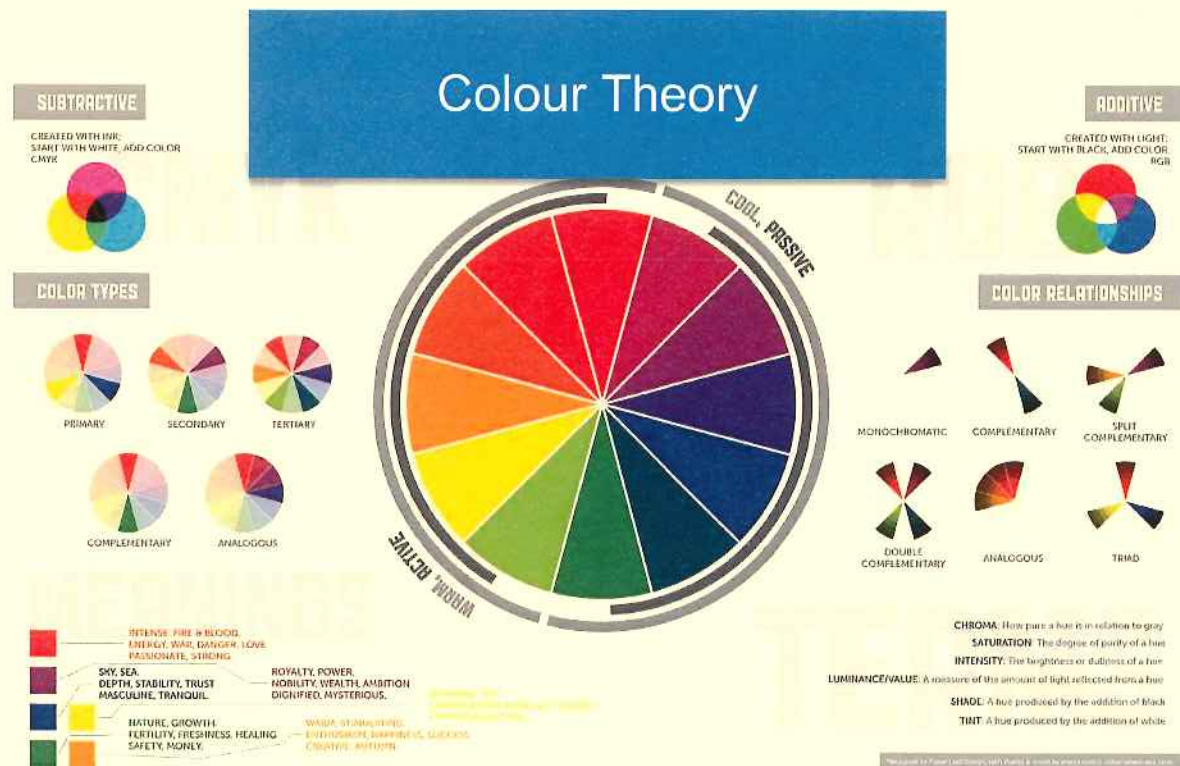
Mark-making



Cross-hatching







## Colour

Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours.

Two primary colours mixed together make a secondary colour.

Primary      Secondary

red + yellow = orange

red + blue = purple

blue + yellow = green

Tertiary colours are created by mixing a primary colour and the secondary colour next to it on the colour wheel.

Colour wheel

Colours that are next to each other on the colour wheel are called harmonious.

Complementary colours are colours that are opposite each other on the colour wheel. When complementary colours are used together they create contrast. Adding a colour's complimentary colour will usually make a darker shade. This is often preferable to adding black.

Warm colours are colours on the red side of the wheel. These are red and include orange, yellow, browns and tans.

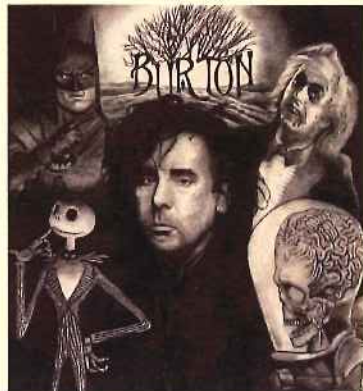
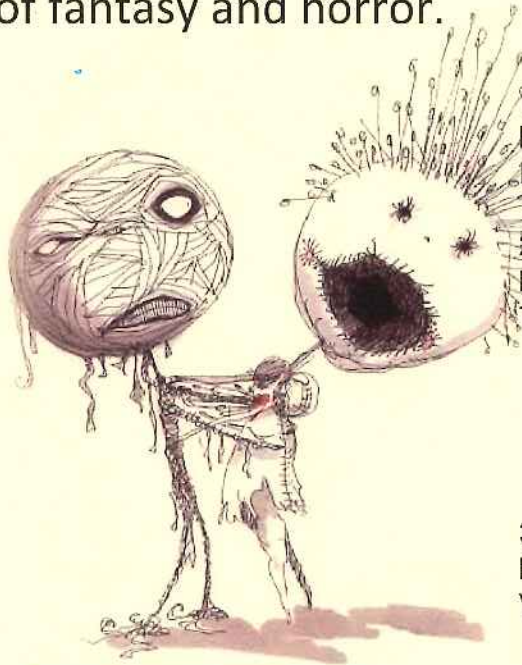
Cool colours are colours on the blue side of the wheel. These are blue and include green, violet and most greys.

Black, white and grey are called neutral colours.



# Artists and Useful websites that you will be studying this term.

Director, producer and screenwriter Tim Burton is known for such films as Beetlejuice and Edward Scissorhands, which blend themes of fantasy and horror.



1. Louvre  
[http://www.louvre.fr/llv/commun/home\\_flash.jsp?bmLocale=e...](http://www.louvre.fr/llv/commun/home_flash.jsp?bmLocale=e...)  
Discover the Louvre

2. National Gallery Online  
<http://www.nationalgallery.org.uk/education/itt/index.htm...>  
This website showcases projects created by ITT (Initial Teacher Training) students using National Gallery paintings. This website provides all the information and resources ITT students need to use the National Gallery's unique collection for creative learning in the classroom.

3. Guggenheim Collection  
<http://www.guggenheimcollection.org/site/artists.html>  
View the works of famous artists as well as read about them in their biographies.

4. The National Portrait Gallery  
<http://www.npg.org.uk/live/educatio.asp>  
This section of the National Portrait Gallery's website has details of the education programmes and services run by the gallery for schools, adult groups and families.

5. The Tate Online  
<http://www.tate.org.uk/learning/schoolsteachers/>  
<http://www.tatetools.com/>  
All the resources you need for teaching art in the classroom, from Teachers? packs to Teacher Training.

Tim Biskup works with playful and vibrant psychedelic imagery in the pop-design genre that emerged in the late 20th century through such diverse media as silkscreening, textile production, and rotocast vinyl

Tim Biskup





## Line

Line is the path left by a moving point. For example, a pencil or a brush dipped in paint.

A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal, for example.

Line can be used to show many different qualities, such as:

contours - showing the shape and form of something

feelings or expressions - a short, hard line gives a different feeling to a more flowing one  
movements

## Shape

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Shapes can be either geometric, like a circle, square or triangle, or irregular.

When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space.

## Form

Form is a three dimensional shape, such as a cube, sphere or cone.

Sculpture and 3D design are about creating forms.

In 2D artworks, tone and perspective can be used to create an illusion of form.

## Tone

This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.

Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will be a range of tones in between the highlights and shadows.

## Shading

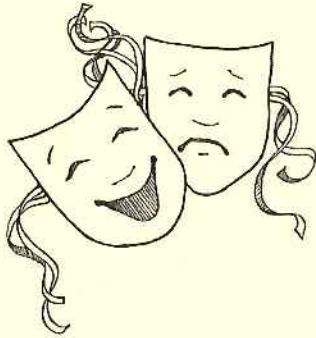
Shading is used to capture these different tones in a drawing. It helps to create an illusion of form in a 2D artwork. When shading it's important to think about the direction of the marks you are making as this can help to emphasise the form of the object.

Watch this video to find out more about shading.



## KS3 Year 7 Drama

### Topic 1- Skills and Techniques



#### **Key Words:**

Voice- Tone, Pause, Projection

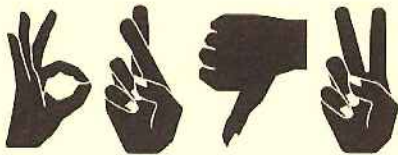
Movement- Body Language

Gestures- A movement of part of the body to express an idea

Facial Expression- To show the emotion of the characters

Interaction- Working together onstage to develop character relationships

Characters- Becoming a person in a role-play that is different from yourself and taking on their characteristics



[Type text]

### Topic 2- Musical Theatre

#### **Styles of Musical Theatre:**

Book Musicals

Film Musicals

Rock Musicals and Rock operas

Operas

Musical Adaptations

Musical Comedies

Mega- Musicals/pop operas

Jukebox Musicals

Concept Musicals

Musical Theatre Skills:

*Acting*

*Singing*

*Dancing*

*Ensemble*

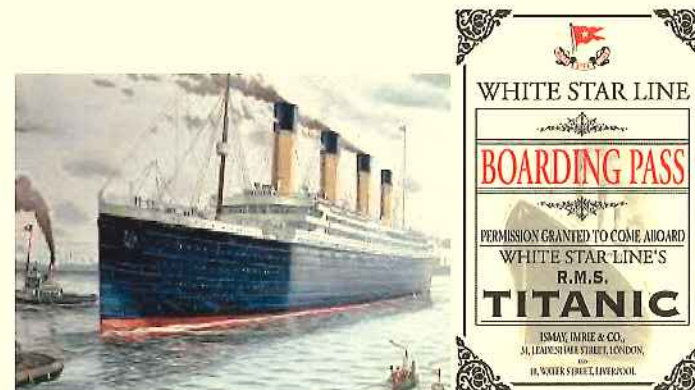
### Topic 3- Charlie & the Chocolate factory



Characters	Plot
Willy Wonka Charlie Bucket Grandpa Joe Augustus Gloop Violet Beauregarde Veruca Salt Mike Teevee Oompa Loompa's	Upon winning a golden ticket, Charlie bucket and 4 other children compete for the amazing prize at the end of the tour!!
Key Techniques	Definitions
1. Role-play	1. Using your five key skills to become another person
2. Writing in role	2. Writing a diary entry of a letter as if you are a certain character
3. Hot-seating	3. Interviewing a character and them answering as if they are that character
4. Freeze Frames	4. A frozen moment that 'Marks the moment' in a scene
5. Thought Tracks	5. When thoughts of a character are said aloud in a freeze frame
6. Physical Theatre	6. Using your body to become something non-human. Also known as 'Body as prop'

[Type text]

### Topic 4- Titanic



#### **Facts you need to know:**

The Ship was divided into Upper and Lower class citizens

2,223 people were on board including crew and passengers

There were 20 lifeboats that could hold 65 people

32% survived

### Topic 5- Beauty & the beast



A Merchant is lost in the forest and looking for shelter. He finds a castle where he can take cover from the storm, he eats and drinks at a beautiful table full of amazing food and drink but is told 'Take anything you want, but do not take anything away'...

Will the merchant take anything?

What will happen if he does?

You will retell this story using the drama skills and techniques learnt previously!



**BEAT** – the basic pulse in music (what you might find yourself tapping your foot to)

**RHYTHM** – the arrangement of sounds.

The RHYTHM is played over the BEAT.

There are 7 main elements of music:

<b>DURATION</b>	The length of each note or sound
<b>DYNAMICS</b>	The loudness and softness of the music. Music often changes dynamic gradually from loud to soft or from soft to loud
<b>PITCH</b>	How high or low the notes in the music are. Most music uses a mixture of high sounds and low sounds.
<b>SILENCE</b>	This is as important as sound in music. It gives time to think and for echoes to die away. It can be very dramatic.
<b>TEMPO</b>	How fast or slow the music is.
<b>TEXTURE</b>	This refers to how many layers are in a piece of music. If there are lots of instruments/voices playing at once the texture is thick, only one or two then it is thin.
<b>TIMBRE</b>	The sound of each individual instrument. Hitting a drum is a different sound to blowing a trumpet which is different to strumming a guitar.

### FORM AND STRUCTURE IN MUSIC

Form and structure are words that are used to describe the way musical ideas are arranged and ordered in a composition. In most pieces of music this is concerned with how a composer balances repetition and contrast.


**BINARY** form – music that is in 2 sections **AB**. Section B is usually a contrast to section A and both sections are usually of equal length.


**TERNARY** form – music that is in 3 sections **ABA**. Here music in section A is repeated so that it remains in the listeners head.


**RONDO** form – rondo literally means 'to return'. In Rondo form section A returns followed by a new section eg **ABACADA**


## Notes and Note lengths


There are many different types of notes.  
This is to represent how many beats each note is worth.  
They all look different and have a name.

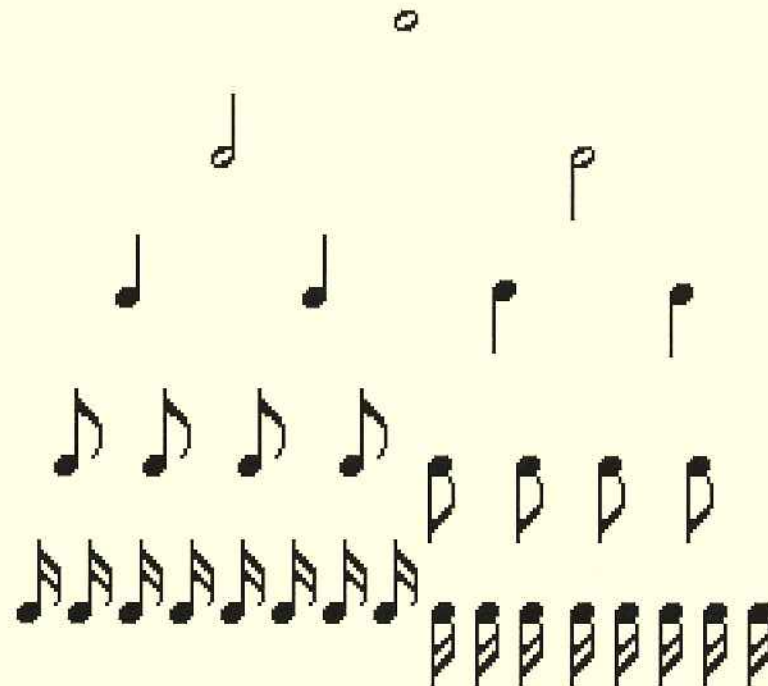
 **Semibreve** = 4 beats

 **Minim** = 2 beats

 **Crotchet** = 1 beat

 **Quaver** =  $\frac{1}{2}$  beat

 **Semi-quaver** =  $\frac{1}{4}$  beat

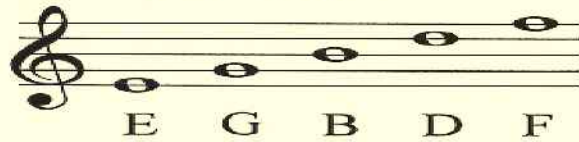




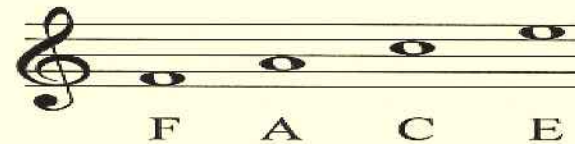
## Treble Clef Notes



### Line Notes

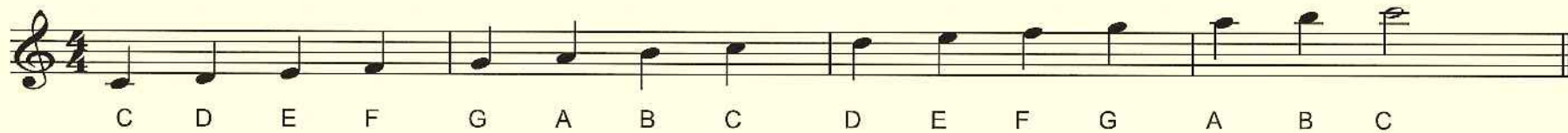
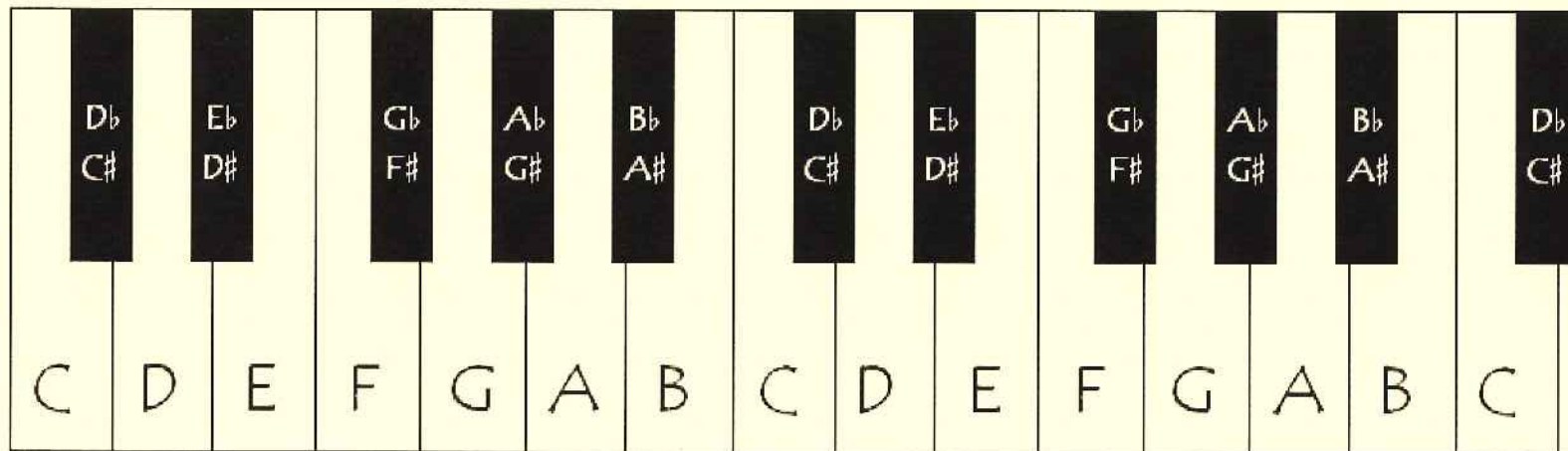


### Space Notes

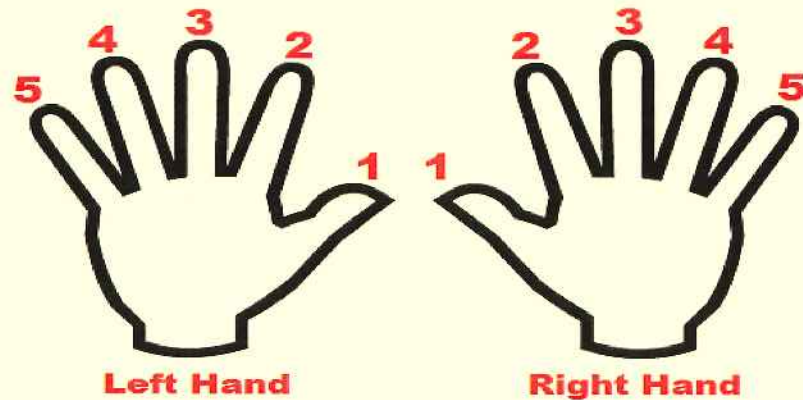


For notes on the lines : Every Good Boy Deserves Football

Notes in the space spell the word face



## LEARNING THE KEYBOARD



When learning the keyboard you must use all your fingers and resist just using your 2<sup>nd</sup> or 3<sup>rd</sup> finger. This allows for a much smoother transition between notes and an overall more fluent performance.

**REMEMBER** that you always play the **melody** with your **RIGHT** hand which means you can add a drone, ostinato or chords with your **LEFT** hand.

**MELODY** – the main tune

**DRONE** – a long sustained note, usually in the bass

**OSTINATO** – a short repeated section of music repeated eg CGCGCGCGCG played in the left hand.














**CHORDS** – 3 notes played together in the left hand

## PROGRESS

You must always remember that everyone will progress at different rates than others and it will take some people longer to learn some pieces of music. Always think about the following points and set your own realistic goals in your performance diary.

- 1) Believe in yourself
  - 2) Accept constructive criticism as graciously as you accept praise
  - 3) Don't be afraid of mistakes – if you are not making mistakes you are not trying hard enough
  - 4) Practice with rhythms and metronome which are in the keyboard to improve timing and playing on the correct beat.
  - 5) Don't get frustrated. Keep on trying and you will succeed
  - 6) Listen and learn from others
  - 7) **PRACTICE**
- **PRACTICE PRACTICE**



Tips for Cooking with Meat		Basic Utensils for use in Cooking and their Functions		
Storage	<ul style="list-style-type: none"><li>• Store meat and other high-risk foods such as dairy foods in the refrigerator below 5°C</li><li>• Store raw meat and fish below other foods in the fridge, in a sealed container to prevent raw meat juices dripping and contaminating other food</li></ul>	Utensil	Name:	Function:
			Green chopping board	For preparing salads, fruits and vegetables
			Red chopping board	For preparing meats
Preparation	<ul style="list-style-type: none"><li>• Never wash raw chicken</li><li>• Always wash hands after handling raw meat</li><li>• Prepare on a separate chopping board and with separate knife to other foods</li><li>• Wash equipment in hot soapy water immediately after preparing raw meat</li></ul>		Sieve	Sieving flour to remove lumps or washing rice
			Measuring jug	Measuring liquid ingredients
			Sauce pan	For boiling or simmering foods along with liquid such as pasta/rice/potatoes
			Mixing bowl	For mixing cake mixtures & other foods in large amounts
Cooking	<ul style="list-style-type: none"><li>• Keep raw meats away from other foods which are cooked when putting them onto a grill pan</li><li>• Ensure chicken is cooked through; white in the middle and no pink juices</li><li>• Minced beef and burgers/meatballs should be cooked through; until meat is brown in centre no pink juices</li><li>• Core temp should be 75°C or over</li></ul>		Frying pan	Frying foods – meats/vegetables/eggs/pancakes
			Wooden spoon	For mixing/beating/creaming sweet mixtures
			Wooden spatula	For stirring hot savoury dishes
			Sponge	For washing dishes effectively
			Baking tray	For baking foods on in the oven
			Paring Knife	For preparing small items such as fruits and vegetables
			Peeler	For removing skin from fruits and vegetables
All of the above steps prevent <b>CROSS CONTAMINATION</b> ; i.e. bacteria being transferred from raw meat to other foods and kitchen equipment. This will help to prevent food poisoning from bacteria such as salmonella and E.coli. The only way to kill these bacteria is by cooking meat thoroughly				



Key Terminology		Preventing Accidents in the kitchen	
<b>Weigh</b>	To check the weight of something using a set of scales	<b>Slips, Trips, Falls</b>	<ul style="list-style-type: none"> <li>Keep the floor clear of bags - put all bags, blazers in the designated area</li> <li>Clean up any dropped food or spillages immediately</li> <li>Wear sensible shoes with non-slip soles</li> </ul>
<b>Measure</b>	To check the volume of liquid using a measuring jug, measuring spoon or measuring cup.		
<b>Simmer</b>	To heat a liquid until it is just under 'boiling point' - the point at which the liquid turns to a gas. There will small bubbles in a liquid that is simmering. <b>REMEMBER! SIMMER = SMALL BUBBLES</b>	<b>Burns</b>	<ul style="list-style-type: none"> <li>Keep pan handles directed away from the flame</li> <li>Make sure you use oven gloves when handling baking trays/ handle grill pans by the handle</li> </ul>
<b>Boil</b>	To heat a liquid until 'boiling point' - the point at which the liquid turns to a gas. There will be big bubbles in a liquid that is boiling. <b>REMEMBER! BOILING = BIG BUBBLES</b>	<b>Cuts</b>	<ul style="list-style-type: none"> <li>Always use the bridge and claw grip when cutting food</li> <li>Make sure knives are not left on the edge of a table/work surface</li> <li>Never catch a falling knife</li> <li>Keep knives away in a safe place when not in use</li> <li>Never put a knife into the washing up bowl - keep out and rinse carefully to clean</li> </ul>
<b>Dice</b>	To cut with a knife into cube shapes	<b>Safe Use of Kitchen Equipment</b>	
<b>Slice</b>	To cut with a knife into long strips	<b>Grill:</b>	<ul style="list-style-type: none"> <li>Keep door open when grilling</li> <li>Keep watch of your food to prevent it burning</li> <li>Don't have heat too high/food too close to heat source</li> <li>Switch off when finished</li> </ul>
<b>Fry</b>	To cook on the hob, by conduction	<b>Oven:</b>	<ul style="list-style-type: none"> <li>Use oven gloves to put in/remove food</li> <li>Use an 'oven buddy' to hold the door for you - Don't open the door until both of you are totally ready</li> <li>Check you have the oven set to correct temperature</li> <li>Switch off when finished</li> </ul>
<b>Bake</b>	To cook in the oven, by convection		
<b>Grill</b>	To cook under a grill, by infra-red radiation		
<b>Grate</b>	To cut something into small pieces using the blades of a grater	<b>Hob</b>	<ul style="list-style-type: none"> <li>Keep pan handles directed away from the flame</li> <li>Don't use a flame which is bigger than the pan; use the correct size hob ring</li> <li>Don't have the heat up too high</li> </ul>
<b>Nutrient</b>	A component of food which is used by the body MACRONUTRIENTS (carbohydrate, fat, protein, fibre) are needed in large amounts daily and are measured in grams MICRONUTRIENTS (vitamins and minerals) are needed in smaller amounts every day and are measured in micrograms and milligrams		





## The Eatwell Guide

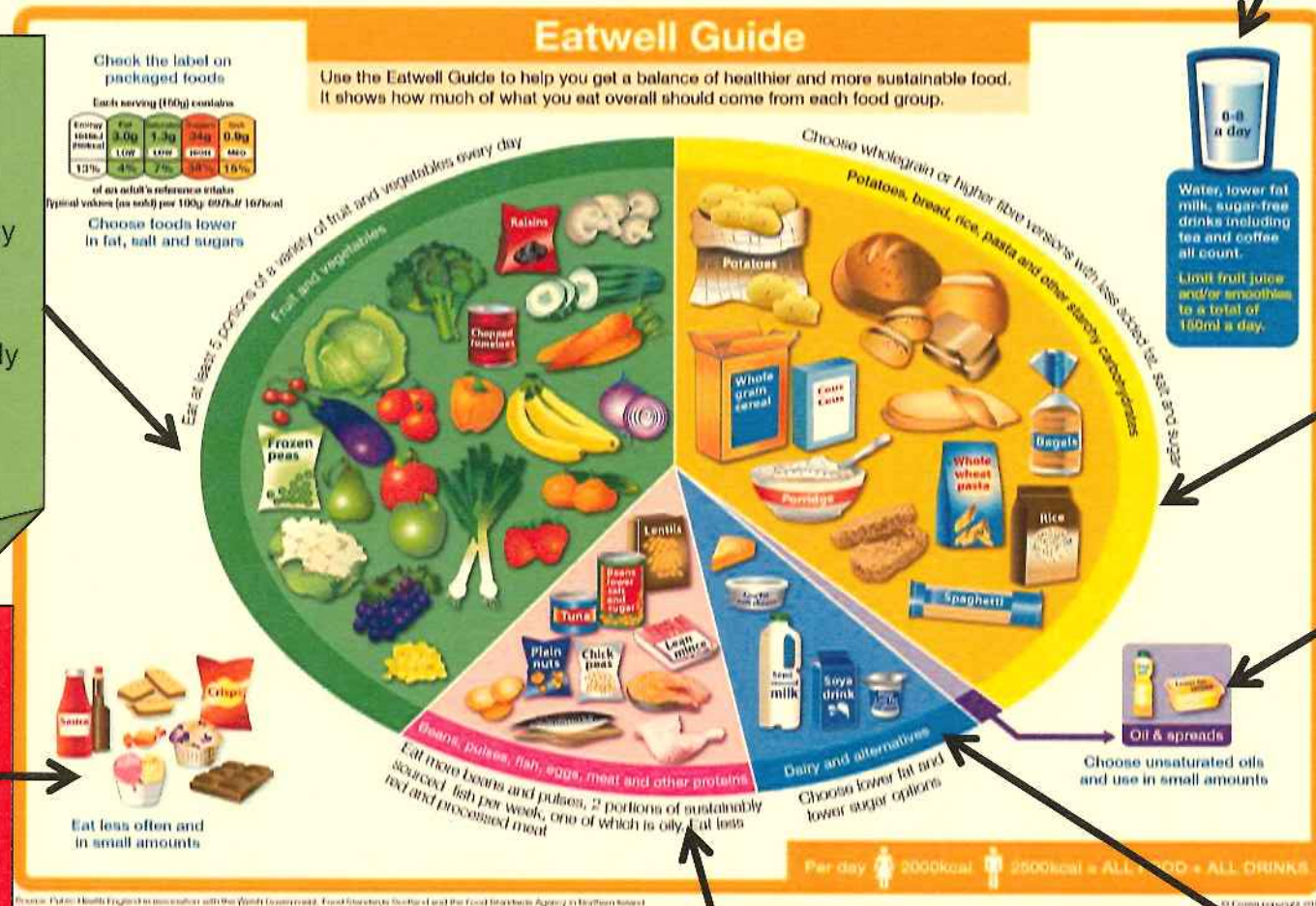
The Eatwell Guide is the UK Healthy Eating Model. It shows what we should eat as a balanced diet. The size of the sections represents the proportion of our diet that particular food group should make up. The Eatwell Guide was updated in 2016 to take into account scientific opinion and public opinion. The main change was that sugary and fatty foods are shown off the plate as they are **not** part of a healthy diet.

### Fruits & Vegetables

- Eat 5 portions a day!
- Choose a variety
- Provides fibre for healthy digestion
- Provides vitamins and minerals for healthy body functions and immune system

### Fatty and Sugary Foods

- These are the danger foods!
- Eat them only occasionally
- Eating too much fatty and sugary processed food is linked to increased risk of weight gain/obesity, diabetes, tooth decay and cardiovascular disease



### Water

Is essential for brain and other bodily functions

### Starchy Foods

- Provide slow release carbohydrate used by the body for energy
- Choose wholegrains for increased fibre (good digestion, reduced risk of heart disease)

### Fats, Oils & Spreads

Provide fat soluble vitamins A, D, E & K  
Are high in calories & energy so keep use to a minimum

### Dairy Foods

- Provide calcium for healthy bones, teeth and nails
- The body needs Vitamin D to absorb calcium effectively

### Beans, Pulses, Eggs, Meat, Fish

- Provide protein for growth, repair and maintenance of body cells
- Choose a combination of plant proteins
- Avoid eating too much processed meat like bacon and sausages as these are linked with increased risk of bowel and stomach cancer




Food Groups and Ingredients	
<b>Starchy Foods</b>	Starchy foods provide a source of slow-release energy to the body They include: Bread, Rice, Pasta, Potatoes
<b>Fruits and Vegetables</b>	<p><b>Fruits and vegetables are plant foods.</b> They are brightly coloured and the colours in them provide our bodies with antioxidant vitamins which help fight diseases. These vitamins are called vitamin A, C and E. Fruits and vegetables also provide lots of fibre to help with healthy digestion.</p> <p>Fruits grow on trees/bushes, they are fleshy and include the seeds of a new plant.  <b>British fruits include</b> Apples, Pears, Strawberries, Raspberries.  <b>Mediterranean fruits include;</b> Peaches, Nectarines, Oranges, Lemons, Limes, Tomatoes, Cucumber, Peppers, Chillies, Courgettes, Pumpkin.  <b>Tropical fruits include;</b> Bananas, Pineapple, Mango, Melon</p> <p><b>Vegetables</b> are the main parts of a plant; sometimes this is the roots, stems, leaves or even flowers of a plant. They include: Asparagus, Beans, Broccoli, Cauliflower, Cabbage, Onions, Carrots, Sweetcorn,, Onions, Mushrooms, Lettuce, Swedes, Turnips,</p>
<b>Dairy Foods</b>	<p>Dairy foods are produced from milk. In the UK dairy foods are usually made from cow's milk, but can also be from goat's milk or sheep's milk. Dairy foods provide calcium and some are high in fat (those which are concentrated, like cheese and butter)</p> <p>Dairy foods include: Milk, cream, yogurt, cheese, crème fraiche, cottage cheese</p>
<b>Protein Foods</b>	<p>Protein is a long chain made up of sections called amino acids. The amino acids are essential so our bodies can repair, maintain normal function and grow (babies, children and teenagers).</p> <p>Good sources of protein include: Beans, Eggs, Meat, Fish, Tofu, Quorn™</p>
<b>Fats, Oils, Spreads</b>	<p>Fats, oils and spreads are usually pure fat. This is essential in small amounts as some types of fat help our brain to function properly and we get the fat soluble-vitamins (A,D,E &amp; K) from them. It's best to try not to eat too much fat; try to avoid eating deep-fried food too often and don't add too much when cooking!</p> <p>They include: Butter, olive oils, vegetable oils, lard, margarines/spreads</p>
<b>Fatty and Sugary Foods</b>	<p>Fatty and sugary foods are foods and drinks contain lots of either sugar or fat. Sugar should be kept to below</p> <p>Biscuits, cakes, crisps, chips, fizzy/sugary drinks, chocolate, desserts</p>

## Sugar Facts!

**Kids are consuming THREE times more sugar than they should be\***

The problem is that sugar is often lurking in our kids' food and drink, and the biggest source is sugary drinks.


\*Based on the maximum daily added sugar recommendation



### We're all having too much sugar


Our kids might seem fine on the outside, but too much sugar can cause ~~teeth decay~~ and lead to the build up of harmful fat on the inside that we can't see. This fat around their vital organs can cause serious disease in the future, like:

- Weight gain
- Type 2 diabetes
- Heart disease
- Some cancers



### Sugary drinks have no place in a child's daily diet

Around **30%** of the sugar in kids' diets comes from sugary drinks, such as fizzy pop, juice drinks, squashes, cordials, energy drinks and juice.

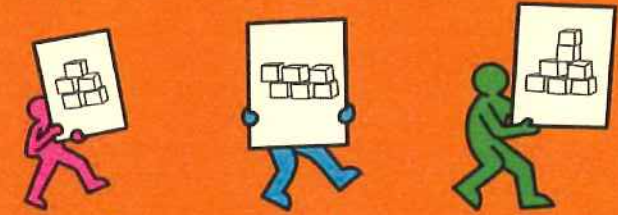


### So how much is too much?

The maximum daily amounts of **added sugar\*** are:

Age Group	Maximum Daily Added Sugar
4-6 years	5 cubes max* or 19 grams
7-10 years	6 cubes max* or 24 grams
11+ years	7 cubes max* or 30 grams

\* 1 cube = 4g of sugar




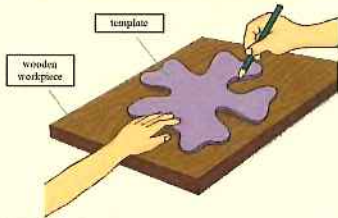




## Year 7 Technology Knowledge Organiser – Swivel Mirror







<b>Designing</b>	
<b>Design Brief</b>	A written document that outlines the design task and the required outcome
<b>Researching</b>	Investigate pictures, products, processes, documents etc. to find out important information that can be used in your work
<b>Product Analysis</b>	Examining in detail an existing product so that you can develop a detailed understanding about what it is made from, how it works etc.
<b>Annotation</b>	The detailed notes made alongside research materials, design ideas, development drawings etc. These should describe, explain and evaluate.
<b>Target Market or Customer</b>	Who is the product aimed at, who will buy it, who will use it?
<b>Design Specification</b>	A detailed list of the things that a product needs to do, have, look like, be made from etc.
<b>Initial Designs/ideas</b>	The first ideas that are drawn in order to provide possible solutions to the design brief
<b>Final Design idea</b>	Once all development has taken place this is the actual product that will be made, the one that solves the design problem the best, the one that will be made.
<b>Self-Evaluation</b>	Personal reflection of your own work to say what is good/bad and how it could be made even better; or how it could be done a different way.
<b>Peer Evaluation</b>	Evaluation from others in the class or friends and family about the effectiveness of the final product – how it looks and how it works.

## Year 7 Technology Knowledge Organiser – Swivel Mirror

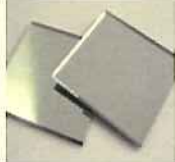
Manufacturing Processes		
<b>Fabrication</b>	Making an object from different parts that have been made then assembled together.	
<b>Surface Finishes</b>	A process used to make a material surface more aesthetically pleasing (nice to look at) and/or to protect it from the weather and other contamination or damage.	
<b>Painting</b>	Brushing or spraying paint onto a material	
<b>Varnishing</b>	A clear surface finish applied to wood to protect it and enhance the natural features of the wood.	
<b>Templates</b>	When cutting out more than one object that is the same it is useful to make a template. This is made from paper, card, metal or plastic and is drawn around making it quicker and easier to draw the same object several times, accurately.	
<b>Quality</b>	How good something is. How well it has been made, how long it last for, how nice it is to use.	







## Year 7 Technology Knowledge Organiser – Swivel Mirror

Materials		
<b>Softwoods</b>	Wood that comes from trees with needles and cones (like Christmas trees). These grow fairly quickly and like cold damp climates.	
<b>Hardwoods</b>	Wood that comes from trees with leaves on and which grow a fruit or seed. These are slower growing and are usually harder and heavier. They also look nice and are used to make higher quality products.	
<b>Manufactured boards</b>	Made in a factory from waste or recycled wood. They come in large sheets and are consistent in size and quality.	
<b>Redwood</b>	Softwoods can be split into two groups, Redwood and Whitewood. Redwood is what we are using as it looks nicer and is better quality than whitewood.	
<b>Plywood</b>	Plywood is a manufactured board and it is used to make the back of the mirror frame. It is made from layers of wood (called veneers) that are stuck together.	
<b>Aluminium</b>	This is a non-ferrous metal that looks silver and which won't rust. It is used as the pivot or hinge in the mirror to make it swivel.	

## Year 7 Technology Knowledge Organiser – Swivel Mirror







<b>Mirrored Acrylic</b>	Acrylic is a plastic and this type has a mirrored back added to it so that it looks like a glass mirror.	
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### Tools and Equipment



<b>Hacksaw</b>	A saw with a blade that is made from hardened steel. These have small teeth and are designed primarily for cutting metal	
<b>Files</b>	Made from high carbon steel and used for smoothing and shaping softer metals like Steel, Copper, Brass and Aluminium.	
<b>Pillar Drill</b>	A drill used for creating holes that is floor mounted and has a long metal pillar holding it up.	
<b>Scroll Saw</b>	We used a scroll saw called a Hegner. This is an electric saw with a very narrow blade that is excellent at cutting out intricate detail in materials.	



## Year 7 Technology Knowledge Organiser – Swivel Mirror

<b>Sanding Machine</b>	A machine used to shape wood and to also sand wood smooth	
<b>Coping Saw</b>	A saw with a deep throat (gap between the frame and blade) that has a narrow blade. These things mean it is easily turned and can be used to cut out complicated shapes.	
<b>Sanding Board</b>	A board with glass paper stuck to it so you can rub your work up and down to smooth it.	
<b>Glass Paper</b>	A paper with abrasive granules stuck to it, used to smooth wood	
<b>PVA Glue</b>	Glue used to stick wood together. This is stronger than the PVA you might use in Art.	
<b>Vice</b>	Used to hold your work securely whilst you then cut, shape, drill or sand it.	

## Year 7 Technology Knowledge Organiser – Swivel Mirror

<b>Screw</b>	Like a nail but instead it has a special head that a screwdriver fits in to turn it into the wood. The screw had a sharp point and a spiral thread that means it will turn itself into the wood as you use the screwdriver to turn it around.	
<b>Screwdriver</b>	A tool used to put screws in or out of materials – come in different shapes and sizes designed to fit the screw you are using	

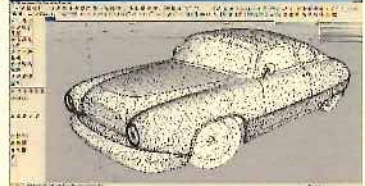




## Year 7 Technology Knowledge Organiser – Trinket Box

<b>Designing</b>	
<b>Design Brief</b>	A written document that outlines the design task and the required outcome
<b>Analysing</b>	Explaining in detail the important parts, features or information relating to something specific e.g. analysing the design task.
<b>Researching</b>	Investigate pictures, products, processes, documents etc. to find out important information that can be used in your work
<b>Product Analysis</b>	Examining in detail an existing product so that you can develop a detailed understanding about what it is made from, how it works etc.
<b>Annotation</b>	The detailed notes made alongside research materials, design ideas, development drawings etc. These should describe, explain and evaluate.
<b>Target Market</b>	Who is the product aimed at, who will buy it, who will use it?
<b>Design Specification</b>	A detailed list of the things that a product needs to do, have, look like, be made from etc.
<b>Initial Designs/ideas</b>	The first ideas that are drawn in order to provide possible solutions to the design brief
<b>Development</b>	Changes that are considered to an initial idea to make it work and look better.
<b>Final Design idea/proposal</b>	Once all development has taken place this is the actual product that will be made, the one that solves the design problem the best, the one that will be made.
<b>Working Drawing</b>	A detailed drawing that shows the dimensions or sizes; may also contain materials and parts lists.
<b>Self-Evaluation</b>	Personal reflection of your own work to say what is good/bad and how it could be made even better; or how it could be done a different way.
<b>Peer Evaluation</b>	Evaluation from others in the class or friends and family about the effectiveness of the final product – how it looks and how it works.

## Year 7 Technology Knowledge Organiser – Trinket Box

### Manufacturing Processes




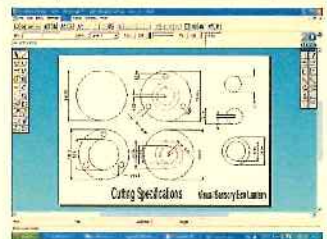
<b>CAD</b>	Computer Aided Design. This means the use of computers to help the creation of a design. Examples include 2D Design and Sketch Up.	
<b>CAM</b>	Computer Aided Manufacturing. This means using machines that are controlled by computers. An example of this is the laser cutter.	
<b>Laminating</b>	Layers of wood joined together using glue and clamps.	

### Materials

<b>Plywood</b>	A very strong type of wood made by gluing layers together
<b>Acrylic</b>	A hard and stiff type of plastic
<b>Dowel</b>	A material that is a solid cylindrical wood, usually made from wood



## Year 7 Technology Knowledge Organiser – Trinket Box

Tools and Equipment		
<b>Coping Saw</b>	A saw used for cutting wood or plastic, especially good at cutting curved and complex shapes.	
<b>Files</b>	Made from high carbon steel and used for smoothing and shaping softer metals like Steel, Copper, Brass and Aluminium.	
<b>PVA glue</b>	A versatile glue, ideal for gluing wood for its precision sticking and leaves little mess.	
<b>2D Design</b>	A CAD program used to create accurate 2D drawings, which can be sent to the laser cutter to be cut out.	
<b>Laser cutter</b>	A computer controlled laser beam burns through a sheet of material, such as plastic and wood. Can be used to cut 2D shapes that can be joined together	