

Knowledge Organiser

Year 7

Term 1

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English Travel Writing and Literacy

BIG QUESTIONS

- What is travel writing?
- What are the conventions of travel writing?
- What makes an interesting description of a travel destination?
- What is an APE paragraph?
- What makes a successful APE response?
- What are the different word classes?
- What are the different sentence types?
- What are the different purposes of punctuation?
- What language techniques can I use in my travel writing?

Conventions of travel writing:

1. Usually written in first person; gives a personal account.
2. People and places are described in detail.
3. The writer's thoughts and feelings are made clear and the writer is reflective about the destination.
5. Has a strong sense of the writer's personality.
6. Paints a vivid picture: language is descriptive and imaginative.
7. Gives facts about the place.
8. Can be colloquial (chatty style like the writer is having a conversation with the reader).

Language techniques which can be used in travel writing (GOMASSIVE):

Group of three: three things listed in a row. *He was a brave, adventurous and bold person.*

Onomatopoeia: words that imitate sound. *The fireworks popped and crackled.*

Metaphor: a direct comparison between two things. *The train was a bullet in the night.*

Alliteration: the repetition of a letter at the beginning of adjacent or closely connected words. *The deathly dunes rose in the desert.*

Simile: a comparison of two things with the word 'like' or 'as.' *The sun was a like a ball of fire.*

Senses: the five senses. *Sight, sound, smell, touch, taste.*

Imagery: to create a picture with words for the reader. *The ocean was emerald green.*

Vocabulary: using words that are ambitious and effective. *'Sinister' is a better word than 'scary.'*

Emotive language: language that creates a strong emotional reaction in the reader. *The donkey was whimpering in fear.*

Bonus language techniques!

1. **Personification:** giving human qualities to something non-human. *The ground shook with anger.*
2. **Pathetic fallacy:** giving human qualities to aspects of nature. *The wind whispered through the trees.*
3. **Sibilance:** the repetition of 's' in a sequence of words. *The sea sighed in despair.*



Answer it

I think...
The writer...
In this text...
I believe that...
It is clear that...
The speaker...
The writer creates ... by ...
My opinion is ...



Prove it

For example...
I know this because...
The writer states that...
The text includes...
The character says...
For instance, the writer describes ...
as ...
I get this impression because...



Explain it

This implies...
This suggests that...
This means that...
This makes you realise...
This creates a sense of...
This makes the reader think/feel...
This can be interpreted as...
The effect of this is...



To analyse texts successfully, remember to use A.P.E in your paragraphs



A: what is the answer to the question you've been asked?

P: prove your answer with a quotation.

E: explain why that quote helped you answer the question. Refer to any techniques, key words, reader feelings.

After reading a text, work out its P.A.F

Purpose: why would a person read the piece of writing and what is its aim? E.g. to describe, to inform

Audience: who is the text aimed at? E.g. families, couples

Form: what type of text is it? E.g. letter; leaflet; brochure; article.

Key Word Classes

1. Adjective

A word that describes a noun. *E.g. beautiful*

2. Adverb

A word that gives more information about a verb. *E.g. slowly*

3. Verb

A 'doing' word which shows: physical action; mental action; a state of being. *E.g. running*

4. Preposition

A word that tells you where or when something else is in relation to something else. *E.g. under*

5. Conjunction

A word that connects phrases or sentences. *E.g. and, but*

6. Common Noun

The name of things you can touch or see. *E.g. book*

Reading Skills

1. Skimming

Looking for important information without reading the whole text.

2. Scanning

Reading to pick out particular information.

3. Inference

To read between the lines.

4. Summarise

Give a brief statement of the main points.

5. Quotation

A piece of the text that has been copied directly.



Sentence Structures

1. **Independent Clause:** A clause that can stand alone as a sentence. E.g. *The cat sat on the mat.* Contains a subject and a verb.
2. **Subordinate Clause:** A clause that depends on an independent clause to make sense. E.g. *Without turning around,* the cat sat on the mat.
3. **Simple Sentence:** Contains just one clause (subject + verb) E.g. *Tom went to the shops.*
4. **Compound Sentence:** Independent Clause + Conjunction (**FANBOYS**) + Independent Clause (**For, And, Nor, But, Yet, So**) E.g. *Tom went to the shops and he bought some bread.*
5. **Complex Sentence:** Contains one main clause and one or more subordinate clause/s. E.g. *Although it looked difficult, they still pushed on with the challenge.*
6. **Exclamatory:** A sentence that shows great emotions. E.g. *I am appalled by your behaviour!*
7. **Imperative:** A sentence that gives commands. E.g. *Get out!*
8. **Interrogative:** A sentence that asks a question (not rhetorical questions). E.g. *How much is that dress in the window?*
9. **Declarative:** A sentence that makes a declaration. E.g. *She sells sea-shells.*

Paragraphs

TIP TOP

- Ti**...you move to a new period of time
- P** ... you move to a different place/location
- To** ... you move from one topic to another
- P** ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

Sentence Openers		
Opener	Definition	Examples
Prepositional Phrase	describes relationship between nouns	under beside
Words Ending in -ly	adverbs that modify nouns	happily angrily
Action Words Ending in -ed -ing	verbs with an -ed or an -ing at the end	played playing
Words Describing 'What Happened'	words that add meaning to sentence	when as if
Very Short Sentences	sentences with only 2-5 words	We jumped! It was scary.
Transitional Words	tell time, sequence, cause/effect, closing	immediately since

Homophones: words that sound the same but have different meanings

1. **Their** - means it belongs to them.

E.g. I ate *their* sweets.

2. **They're** - short for they are.

E.g. They are going to be cross.

3. **There** - refers to a place.

E. g. I'm going to hide over *there*.

4. **Your** - refers to something that belongs to you.

E.g. *Your* bag.

5. **You're** - contraction of 'you are.'

E.g. *You're* going to win.



Punctuation

- **Full stop:** remember to use a full stop at the end of every sentence.
- **Capital Letters :** make sure every name of something has a capital letter. *E.g. California has a capital letter. Also, make sure every new sentence starts with a capital letter.*
- **Apostrophes:** you can use apostrophes to connect certain words together. *E.g. It is = It's OR to express belonging or property = John's phone*
- **Exclamation mark:** used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. *E.g. I'm so frightened!*
- **Ellipses:** used to show an omission of words, a pause in thought or to create suspense. *E.g. Suddenly, there it was ... his worst nightmare.*
- **Colon:** used to precede lists or explanations. *E.g. I went to the store and bought a lot of fruit: peaches, apples, oranges and pears. Sarah wrote a story: The Hungry Fish.*
- **Semi Colon:** used to join two related independent clauses. *E.g. We made too many mistakes; we lost the game. Also, use a semi-colon instead of a comma, usually in a list. E.g. You will need many backpacking items: a sleeping bag; torch ; tent ; and pillow.*
- **Hyphens:** you can use hyphens for a number of reasons.
 - To separate sentences with added information e.g. *I enjoy English – as well as Maths.*
 - To indicate periods of time. *E.g. 2000-2006.*
 - To form hyphenated words. *E.g. self-respect.*
 - To create emphasis. *E.g. Mum loves seafood – she absolutely adores seafood.*
- **Brackets:** use brackets to indicate added information. The sentence should still make sense when removed. *E.g. I did my homework, (it took me twenty minutes) and brought it in early.*

The 7 Main Commas Rules

- 1.) Use a comma before a conjunction, (and, but, nor, yet, or, so), to connect two independent clauses.
E.g. I had an English test last night, so I revised.
- 2.) Use a comma to set off an opening phrase.
E.g. As such, I feel there is much I can learn.
- 3.) Use a comma when using quotes to separate the quote from the rest of the sentence.
E.g. Like Bob Johnson said, "It's a great day for hockey".
- 4.) Use a comma to separate subordinate adjectives. If an *and* or a *but* can be put between the adjectives, a comma probably belongs there.
E.g. As such, I feel there is much I can learn.
- 5.) Use a comma to separate three or more things in a series.
E.g. Of Charles Dickens' novels, I have read "A Christmas Carol", "Oliver Twist", and "Great Expectations".
- 6.) Use a comma with phrases that present a contrast.
E.g. Learning about Hemmingway can be highly advantageous for students, not only in their secondary school studies, but also in their future careers.
- 7.) Use a comma to set off a parenthetical element (added information that can be taken out without changing the meaning of the sentence).
E.g. Now, many years after their time, we as a country are faced at the starting ground where these men once were.



Look

Read the specific part of the Knowledge Organiser (KO) that you need to learn.

Cover

Cover the KO.

Write

Write out everything you can remember from the specific part of the KO in your book.

Check

Check that you have all the content needed and it is correct. For any content that is missing or incorrect, use a different colour pen to add in the correct knowledge.

Repeat

2x	2x0=0
	2x1=2
	2x2=4
	2x3=6
	2x4=8
	2x5=10
	2x6=12
	2x7=14
	2x8=16
	2x9=18
	2x10=20
	2x11=22
	2x12=24

3x	3x0=0
	3x1=3
	3x2=6
	3x3=9
	3x4=12
	3x5=15
	3x6=18
	3x7=21
	3x8=24
	3x9=27
	3x10=30
	3x11=33
	3x12=36

4x	4x0=0
	4x1=4
	4x2=8
	4x3=12
	4x4=16
	4x5=20
	4x6=24
	4x7=28
	4x8=32
	4x9=36
	4x10=40
	4x11=44
	4x12=48

5x	5x0=0
	5x1=5
	5x2=10
	5x3=15
	5x4=20
	5x5=25
	5x6=30
	5x7=35
	5x8=40
	5x9=45
	5x10=50
	5x11=55
	5x12=60

6x	6x0=0
	6x1=6
	6x2=12
	6x3=18
	6x4=24
	6x5=30
	6x6=36
	6x7=42
	6x8=48
	6x9=54
	6x10=60
	6x11=66
	6x12=72

7x	7x0=0
	7x1=7
	7x2=14
	7x3=21
	7x4=28
	7x5=35
	7x6=42
	7x7=49
	7x8=56
	7x9=63
	7x10=70
	7x11=77
	7x12=84

8x	8x0=0
	8x1=8
	8x2=16
	8x3=24
	8x4=32
	8x5=40
	8x6=48
	8x7=56
	8x8=64
	8x9=72
	8x10=80
	8x11=88
	8x12=96

9x	9x0=0
	9x1=9
	9x2=18
	9x3=27
	9x4=36
	9x5=45
	9x6=54
	9x7=63
	9x8=72
	9x9=81
	9x10=90
	9x11=99
	9x12=108

10x	10x0=0
	10x1=10
	10x2=20
	10x3=30
	10x4=40
	10x5=50
	10x6=60
	10x7=70
	10x8=80
	10x9=90
	10x10=100
	10x11=110
	10x12=120

11x	11x0=0
	11x1=11
	11x2=22
	11x3=33
	11x4=44
	11x5=55
	11x6=66
	11x7=77
	11x8=88
	11x9=99
	11x10=110
	11x11=121
	11x12=132

12x	12x0=0
	12x1=12
	12x2=24
	12x3=36
	12x4=48
	12x5=60
	12x6=72
	12x7=84
	12x8=96
	12x9=108
	12x10=120
	12x11=132
	12x12=144

Formulae to learn		
Area of a rectangle	=	Base x perpendicular height
Area of a triangle	=	(Base x perpendicular height) ÷ 2
Area of a parallelogram	=	Base x perpendicular height
Area of a trapezium	=	$h(a + b) \div 2$
Area of a circle	=	πr^2
Speed	=	Distance ÷ time
Prism volume	=	Area of cross section x length

Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

Top 10 Key Words		Examples
Integer	A whole number	0, 5, 203, -4
Factor	A number that divides into another number exactly, without leaving a remainder	Factors of 20: 1 & 20, 2 & 10, 4 & 5
Multiple	The result of multiplying whole numbers. Multiples belong in the number's times table.	Multiples of 5 are 5, 10, 15, 20, 25,
Product	The result you get when you multiply	The product of 3 and 4 is 12
Percentage	Number of parts per 100	35% is 35 out of every 100.
Fraction	Part of a whole number. A fraction represents a division.	$\frac{1}{2}$, $\frac{3}{4}$, $\frac{7}{8}$
Numerator	The top number in a fraction	
Denominator	The bottom number in a fraction	
Negative	A quantity below zero	-4, -1.5, -34
Estimate	Work out an approximate answer	

Number Groups		
Prime numbers	2, 3, 5, 7, 11, 13, 17 ...	Prime numbers have exactly two factors, themselves and 1.
Square numbers	1, 4, 9, 16, 25, 36, 49 ...	Square numbers are the product of two identical numbers.
Cube numbers	1, 8, 27, 64, 125, 216, 343 ...	Cube numbers are the product of three identical numbers.
Odd numbers	1, 3, 5, 7, 9, 11, 13, 15, ...	Odd numbers are whole numbers that cannot be divided exactly into two.
Even numbers	2, 4, 6, 8, 10, 12, 14 ...	Even numbers are whole numbers that can be divided exactly into two.
Triangle numbers	1, 3, 6, 10, 15, 21, 28 ...	Triangle numbers can be represented as a triangle of dots.

BIG QUESTIONS

What facts and skills do I need to begin my journey in Maths in The Abbey School?

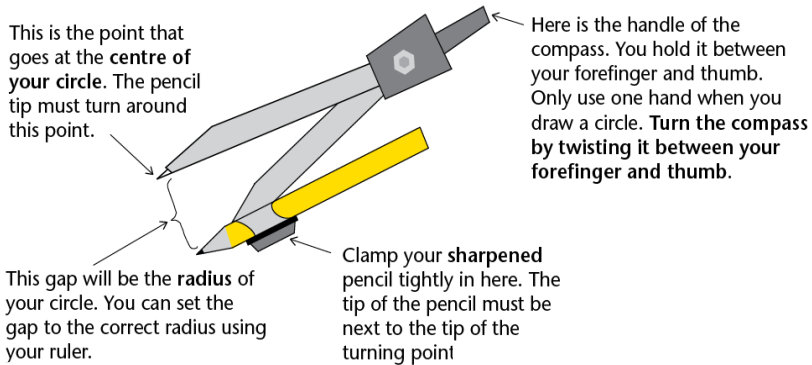
How can we represent the world we live in with graphs and charts?

What other types of numbers can I calculate with?

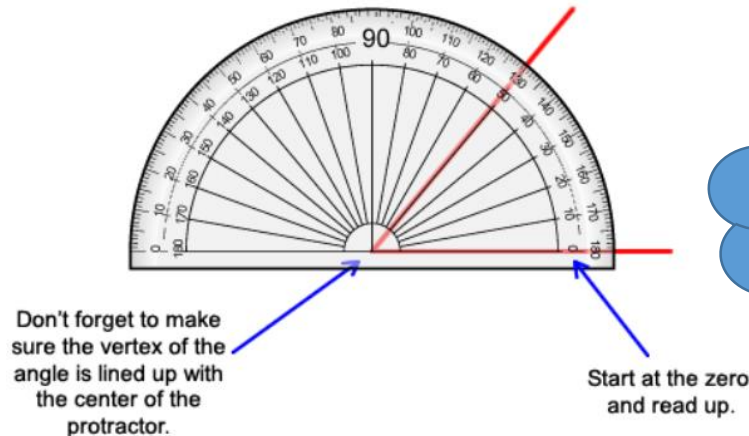
Sparx Maths

M928, M429,
M347, M911,
M354, M527,
M106, M288,
M521, M757,
M331, M780

Drawing, Measuring & Calculating Tools



Line up the bottom of the protractor with bottom line of the angle.



Palms up, let's go!
Let me hear the 7s roll!
7, 14, 21, 28, 35,
42, 49, 56 ...

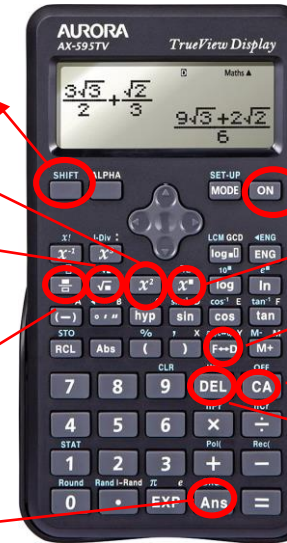
Press to use the blue/yellow symbols
e.g. 'shift' + 'CA' = power off

Square a number

Square root a number

To type in a fraction

Remembers your last answer



Your calculator has different modes and may need to be reset. To reset your calculator, press 'Shift', 9, 3 and =

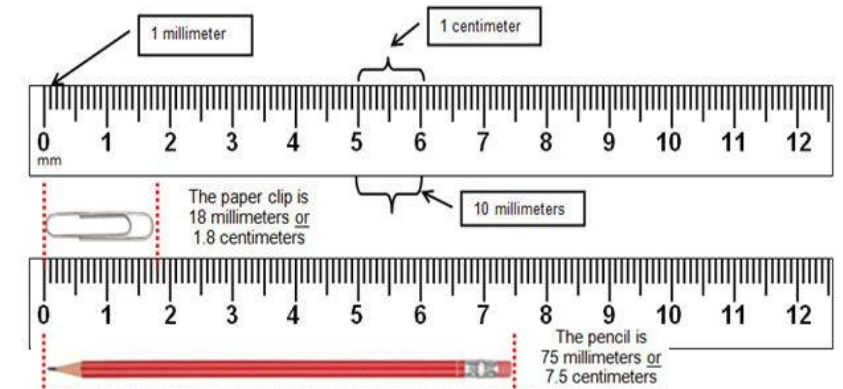
Turn the calculator on

Powers e.g. $5^3 = 125$

Converts answers from fractions to decimals

Clears the screen

Deletes a single digit



Key Words

Place Value: The value a digit takes when placed in a particular position of a number.

Operation: In maths these are the functions $\times \div + -$.

Commutative: Calculations are commutative if changing the order does not change the result.

Associative: In these calculations you can re-group numbers and you will get the same answer.

Indices: These are the squares, cubes and powers.

$$\begin{array}{r} 258 \\ + 87 \\ \hline 345 \\ 11 \end{array}$$

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

$$\begin{array}{r} 315- \\ 415- \\ 28 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 97 \\ 3 \overline{) 2921} \end{array}$$

B Brackets

I Indices

D Division

M Multiplication

A Addition

S Subtraction

Put brackets around the calculations which needs to be done first.

$$\underbrace{5 \times 4}_{20} - \underbrace{8 \div 2}_4 = 16$$

$$(2^2 + 6)^2 \times 4 - 8$$

$$\downarrow$$

$$(4 + 6)^2 \times 4 - 8$$

$$\downarrow$$

$$(10)^2 \times 4 - 8$$

$$\downarrow$$

$$100 \times 4 - 8$$

$$\downarrow$$

$$400 - 8 = 392$$

Key point

An **approximation** is a number that is not exact. It is close enough for it to be useful though. Use approximations to **estimate** the answer to calculations.
 \approx means 'approximately equal to'.

Key point

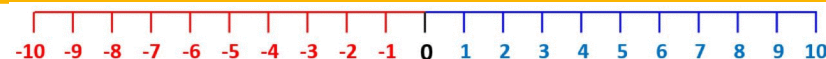
You can check a subtraction calculation using the inverse operation of addition.

Negative Numbers

In general

When adding a negative number, this is the same as subtraction. E.g. $5 + -3 = 5 - 3 = 2$

When subtracting a negative number, this is the same as addition E.g. $5 - -3 = 5 + 3 = 8$



To subtract we move left

To add we move right

When multiplying or dividing with negative numbers, if the signs are the same, the answer is positive. If not, negative.

$$+ \times + = +$$

$$+ \times - = -$$

$$- \times + = -$$

$$- \times - = +$$

$$+ \div + = +$$

$$+ \div - = -$$

$$- \div + = -$$

$$- \div - = +$$

Homework Links

Sparx Maths

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

Add

Sum

Subtract

Total

Multiply

Product

Divide

Negative

Positive

BIDMAS

Power

Estimate

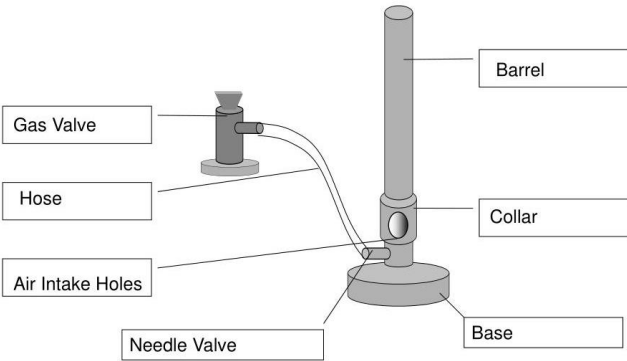
A) Safety symbols



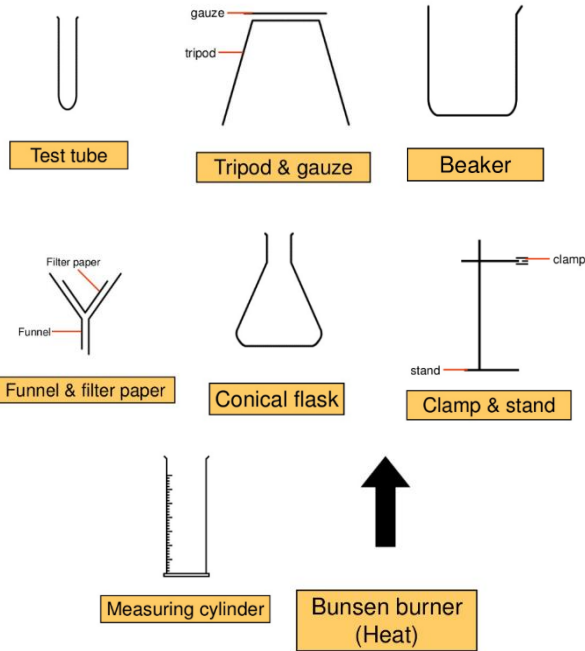
B) Lab safety rules

- 1. **ALWAYS** wear an apron or protective clothing when working with chemicals.
- 2. **ALWAYS** tie back loose hair.
- 3. **ALWAYS** wear goggles or safety glasses to prevent getting materials in your eyes.
- 4. **ALWAYS** read the labels on chemicals and heed all warnings.
- 5. **NEVER** eat, drink, or smell the chemicals. Rather carefully "fan" the fumes to your nose.
- 6. **NEVER** look directly into a test tube or flask. Look at the contents from the side.
- 7. **NEVER** play around during experiments.
- 6. **ALWAYS** wash your hands after handling lab materials.

C) Parts of a Bunsen burner



D) Common scientific diagram symbols



E) The scientific method

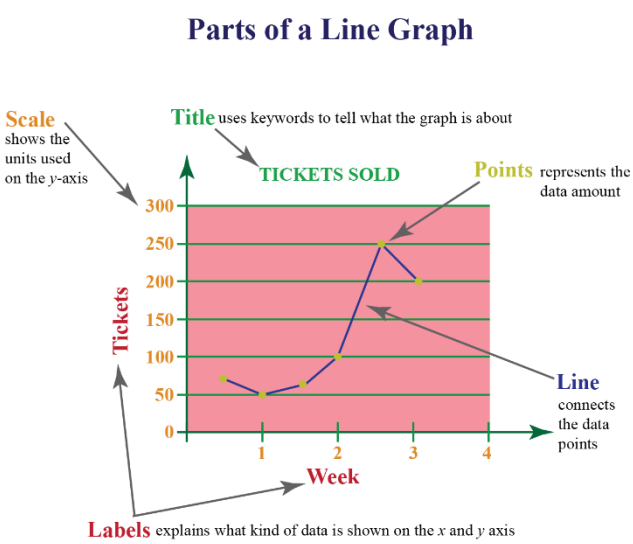
THE SCIENTIFIC METHOD

- 1 QUESTION**
Pick something you're curious about.
- 2 HYPOTHESIS**
Make an educated guess at your question's answer.
- 3 EXPERIMENT**
Make a plan & test your hypothesis.
- 4 DATA**
Record your experiment's results and your observations.
- 5 ANALYZE**
Review and draw conclusions.
- 6 REPORT**
Explain your results and whether your hypothesis was correct.

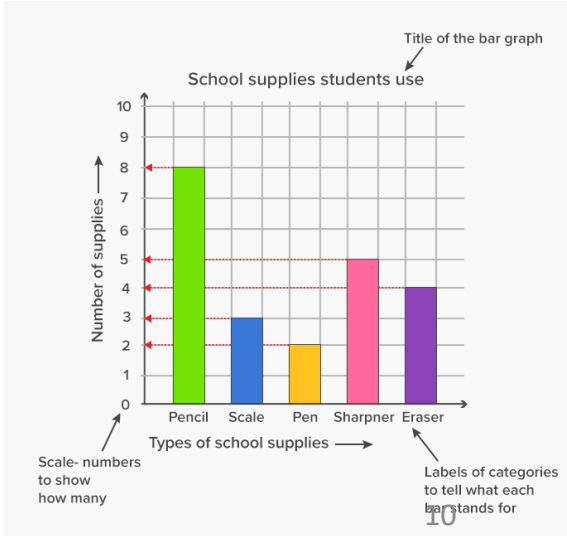
F) Variables in investigations

Key word	Definition
Independent variable	The variable that you deliberately change in an investigation.
Dependent variable	The variable that you measure during an investigation.
Control variable	The variable that stay the same during an investigation.

G) Parts of a line graph



H) Parts of a bar chart



Subject: History – Year 7 Term 1
Topic: What is History and The Romans

BIG QUESTIONS

What is history?

Why do we study ancient Rome?

What were the key features of the Roman Empire?

What was life like in the Roman Empire?

What can we learn from Primary Sources about Britannia?

What happened during Boudica's revolt?

What was the role of the Provinces in the Roman Empire?

What caused the collapse of the Roman Empire?

THE STUDY OF HISTORY

History is not merely 'what has happened' but it is the study of people, places and viewpoints of what has happened before. Historians develop interpretations based on historical evidence and artefacts.

SUMMARY OF THE PERIOD

A time from around 27BC to 476AD which saw a huge empire expand from Rome (in modern day Italy) across Europe to Asia and North Africa. To maintain the Empire the Romans had a phenomenal army. The Romans were great engineers and developed fantastic technology to improve public health. They were great architects. The Romans introduced new types of food and drinks to Britain.

Key Dates and Individuals

753 BC - The city of Rome is founded. Legend has it that the twin sons of Mars, the god of war, named Romulus and Remus founded the city. Romulus killed Remus and became ruler of Rome and named the city after himself. Rome was ruled by kings for the next 240 years.

509 BC - Rome becomes a republic. The last king is overthrown and Rome is now ruled by elected officials called senators. There is a constitution with laws and a complex republican government.

218 BC - Hannibal invades Italy. Hannibal leads the Carthage army in his famous crossing of the Alps to attack Rome. This is part of the Second Punic war.

73 BC - Spartacus the gladiator leads the slaves in an uprising.

45 BC - Julius Caesar becomes the first dictator of Rome. Caesar makes his famous Crossing of the Rubicon and defeats Pompey in a civil war to become the supreme ruler of Rome. This signals the end of the Roman Republic.

44 BC - Julius Caesar is assassinated on the Ides of March by Marcus Brutus. They hope to bring back the republic, but civil war breaks out.

27 BC – Roman Empire founded

43 AD – The Romans invade Britain

60 or 61 AD – Boudicca leads rebellion against the Romans

64 AD - Much of Rome burns. Legend has it that Emperor Nero watched the city burn while playing a lyre

80 AD - The Colosseum is built. One of the great examples of Roman engineering is finished. It can seat 50,000 spectators.

121 AD - The Hadrian Wall is built. To keep out the barbarians a long wall is built across northern England.

306 AD - Constantine becomes Emperor. Constantine would convert to Christianity and Rome would become a Christian empire. Prior to this Rome persecuted the Christians.

380 AD - Theodosius I declares Christianity to be the sole religion of the Roman Empire.

395 AD - Rome splits into two empires.

410 AD – Romans leave Britain

476 AD – The end of the Western Roman Empire and the fall of Ancient Rome

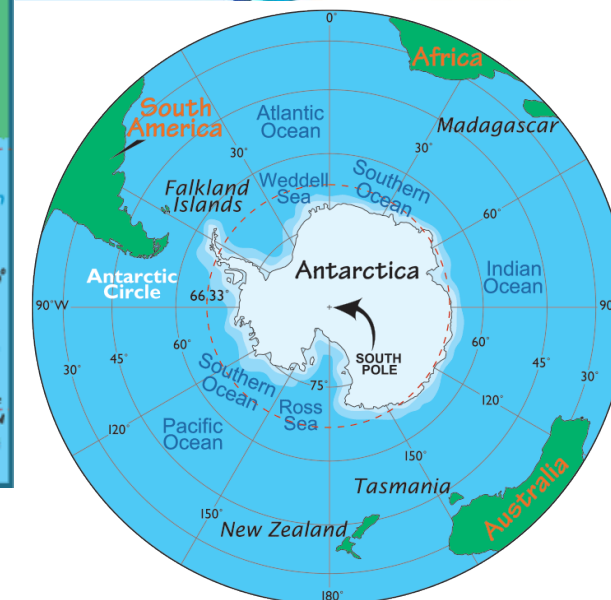
What is History?**Artefacts** – historical objects**Causation** – the process of making something happen**Chronology** – the order in which something happens**Consequence** – the result of something happening**Evidence** – what Historians use to study the past**Narrative** – a spoken or written account of a connected events; a story.**Primary Source** - A primary source is a source that is taken from the original event being studied. Examples of primary sources might be: a letter, a diary extract or other artefacts such as coins, vases or weapons.**Secondary Source** – Secondary sources provide second-hand information and often offer explanations for primary sources. An example might be a history book, or a documentary.**Significance** – importance**The Roman Empire****Agriculture** – another word for farming. It includes both growing and harvesting crops and raising animals, or livestock**Aqueduct** – an invention that brought fresh water to Romans towns and cities**‘Bread and circuses’** – A phrase used by the Roman poet Juvenal that described how the Roman people were kept happy through food and entertainment**Britannia** – the name given to the British Isles by the Romans. The inhabitants of Britannia were known as Britons**Cavalry** - soldiers on horesback**Citizen** – Someone who lived in the Roman Empire**Conquest** – the invasion and following control of a place using military force. From the verb to conquer**Decline** – (typically of something regarded as good) become smaller, fewer, or less; decrease.**Division** – the action of separating something into parts or the process of being separated**Emperor** – An emperor is at the head of an empire. In Ancient Rome, the emperor was head of the Senate, head of the army and the chief priest - *pontifex***Empire** - An empire is the name for a group of countries ruled by a single person, government or country.**Industry** – the making of goods and services by manufacturing for profit**Migration** – movement of people to a new area or country in order to find work or better living conditions**Nobles** – The rich and important people in the Roman Empire**Origins** – the point or place when something begins**Patricians** – a type of Noble with lots of lands and money, they believed they were related to Romulus and Remus**Plebeians** - peasant farmers and craftsmen**Province** – an area of land controlled by the Roman Empire outside of the borders of Rome itself**Revolt** – An illegal and often violent attempt by a group of people to change their country's political system**Romanisation** – the adoption of Roman ways of behaviour, culture, and religious practices by the native people of the provinces of the Roman empire**Senate** – a group of important people who made decisions and gave advice to the Roman leaders**Slaves** – bottom of society in the Roman Empire, they were owned and treated as property. Sometimes Slaves were captured soldiers from Rome's enemies.**Testudo** - from the Latin word for tortoise. It was a tactic developed by the Roman Army which saw soldiers use their shields to form a tortoise shell formation.**Tribunes** – like a police force who were believed to have to protect the ordinary Roman Citizens.

BIG QUESTIONS

1. What is geography?
2. What are the human and physical features of the United Kingdom?
3. Where is Rio De Janeiro?
4. How do I find my way to the Victoria Falls?
5. How long is the River Ganges?
6. How far is it to the South Pole?
7. What's Taller – Mount St Helen's or the Eiffel Tower?
8. Why can't you see the Northern Lights in Faversham?
9. What is GIS and how can it be used to investigate place?

Homework To Do...

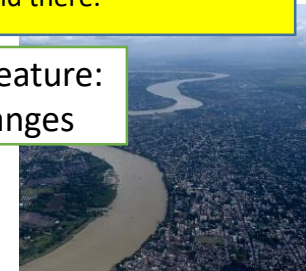
1. Learn Keywords
2. Create a human and physical features poster of a country.
3. Geography Skill practice – take online test.
4. Create a treasure map using the skills learnt this topic.



A continent is a large land mass, mainly separated by oceans, and made up of countries (with exception to Antarctica).

Homework – create a poster on a country in South America or Africa. Discuss the human and physical features found there.

Physical Feature:
River Ganges



Geography KS3 Skills

- Locate Continents and Oceans.
- Locate Human and Physical Features in a Country.
- Symbols on OS map.
- Read from a Key.
- Compass Points.
- 4 and 6 figure Grid Referencing.
- Scale and Distance.
- Relief and Contour Lines.

Homework – visit

<https://www.bbc.co.uk/bitesize/guides/z9cp7hv/revision/1>

And take the test.

FOUR AND SIX FIGURE GRID REFERENCES

Maps have grid lines on them—we use them to pinpoint locations by using grid reference. A four-figure grid reference is a handy way of identifying any square on a map, six-figure grid references are best for giving exact locations. Grid references are easy, as long as you remember that you always go along the corridor before you go up the stairs.

Step 1: Go along the bottom of the map until you reach the easting which forms

Step 2: Then, go up the side of the map until you reach the northing that forms the bottom side of the square your trying to locate e.g. 33

Step 3: Now put your two answers together e.g. 47 33. There is no need to add brackets, commas, dashes etc.

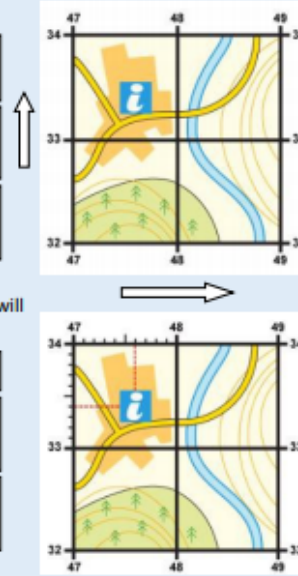
SIX FIGURE GRID REFERENCES...

To pinpoint an exact place on a map, such as a church or farm building, then you will need to use a six-figure grid reference.

Step 1: Find the four-figure reference.

Step 2: Imagine this square is divided up into 100 tiny squares, 10 along the bottom and 10 up the side.

Step 3: Still remembering to go along the corridor and then up the stairs, estimate how far across and then up the square the feature is. 476 334



SPOT HEIGHTS

Shows the exact height of the land by a black dot with a number next to it. The number is the height above sea level in metres.



RELIEF

Relief is the shape and height of the land. OS maps use two systems to illustrate relief, **spot heights** and **contour lines**. A contour is a line drawn on a map that joins points of equal height above sea level.



Mount St. Helens

CONTOURS

These are lines drawn on a map that join places of the same height

- On OS maps they are orange/brown
- Some will have their heights written on them—some you will have to work out
- They are always an EQUAL distance apart
- If the lines are CLOSE together the land is steep
- If the lines are FAR apart the land is flat or very gently



Challenge Homework links

<https://www.geoguessr.com/>

<https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1>

Key vocabulary to learn

Country – an area of land with political borders.

Continent – a large land mass, made up of countries (with exception of Antarctica).

Ocean – a large water body separating continents.

Human Geography – features related to humans, how are where we live.

Physical Geography – features created by nature.

Prime Meridian – line of longitude running through Greenwich, London in England, where time is calculated.

Environmental Geography – habitats, such as mountains, forests, oceans, and how they develop.

Equator – line of latitude separating the northern and southern hemisphere.

Contour lines – lines drawn on a map connecting places of the same height.

Relief – the shape and height of the land.

Scale – a series of marks along a line to determine distance.

Global Information System (GIS) – software that connects data to maps, so that patterns and decisions are seen easily.

Grid referencing – a method of locating a point on an OS map.

BIG QUESTIONS

How do artists use observation and tone?

List 3 types of drawing media.

How does light and dark affect shape and form in a drawing?

Why is it important to look closely when drawing from direct observation?

What is proportion?

Can you combine Tone/Mark making/Shape/Form/Line in your own artwork?

Realise intentions through a final outcome

Overarching Big Question

*Through a series of activities, students develop skills in observational drawing using a variety of materials, drawing techniques and processes. They investigate how artists use observation, mark making and tone to convey detail. They will discover how to apply Formal Elements **TONE, MARK MAKING, SHAPE, FORM, and LINE** to their own artwork.*

Key Skills

RECORD

I will learn to record...

- images and information appropriate to a given theme
- using drawing media to closely observe objects and pictures
- increasing my knowledge and understanding of how artists use 'Observation and Tone' to create meaningful work
- ideas using drawing and mark making

DEVELOP

I will learn how to develop...

- my knowledge and understanding of tone and mark making
- my observational drawing skills
- my use of images and information to create ideas using mark making and tone
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

REFINE

I will learn how to...

- explore a range of techniques and media including paint e.g. making different tones from light to dark, contrasting images and tone, mark making and line techniques.
- select ideas to adapt and improve using Tone, Mark making, Shape, Form and Line.
- develop a piece of work using tone in different ways

EVALUATE

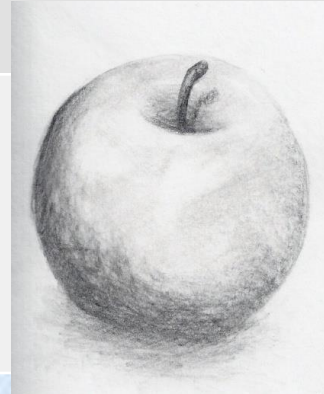
I will learn how to...

- reflect on the development of my own work
- make connections between my own and artists' work
- suggest ways I could improve
- evaluate artists using analytical writing skills and forming opinions

PRESENT OUTCOMES

I will learn how to...

produce a finished outcome using observation and tone



Homework Links

Homework Booklet 1 'Vase of Twelve Sunflowers by Vincent Van Gogh (artist links to project through use of mark making)

Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two-week cycle)



Key Vocabulary

I will learn the meaning of...

*Investigate/Draw/
Observe/Blend/Hatch/
Contrast/Directional
within the context of
'Observation and Tone'.*

Big Questions:

- § Can you attempt/complete a variety of fitness tests?
- § Can you name the relevant components of fitness?
- § Can you perform bodyweight exercises with the correct technique?
- § Can you re-test your fitness and compare to your results from Part 1?

Key Principles of Circuit Training:

- A method of training which enables you to train muscular strength, muscular endurance, power or aerobic endurance.
- Participants rotate around a series of exercises (stations), including a set period of time for work and rest.
- Benefits of circuit training; working all muscle groups and components in alternate system of stations allowing recovery of muscles and capacity to exert maximum effort; facilitates anaerobic energy system.
- Can function as a skills or fitness enhancing method with use of stations.



Fitness:

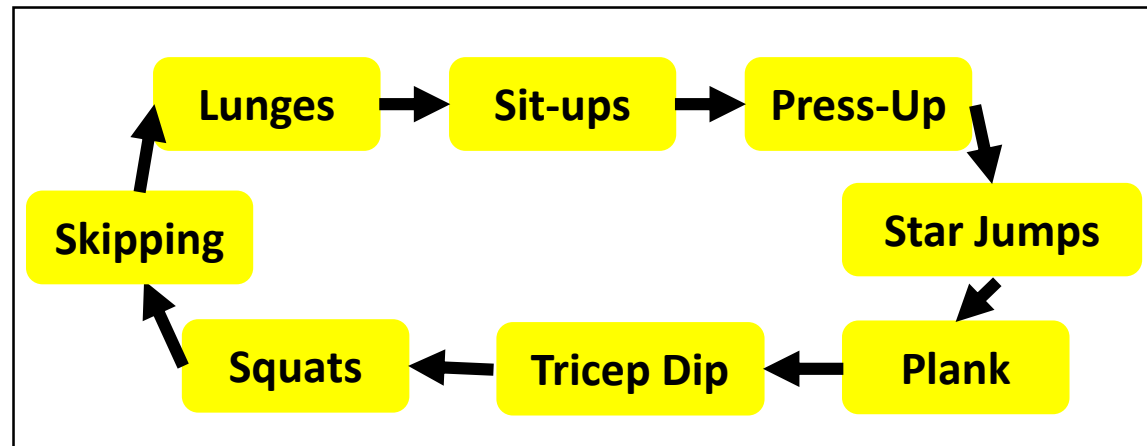
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

Knowledge:

- Identify the basic muscles and demonstrate a stretch for each.
- Know the difference between static and dynamic stretches.
- Can identify and describe the key components of fitness and demonstrate suitable exercise to improve each.

Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small circuit.
- Encourages and motivates others to work effectively.
- Good organisation and communication skills.
- Confident in different roles: Fitness Instructor, measurer, motivator.



Big Questions:

Can you make an accurate pass while running with the ball?

Can you safely and effectively make a tackle?

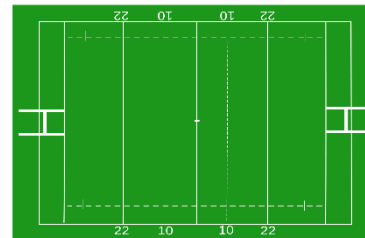
Can you safely and effectively create a ruck?

Can you use tactics to create space to attack?



Key Skills:

- Tackling: Socket to Pocket, Ring of Steel, Hit Low and Hard, Release when player is down.
- Passing: Soft Hands, Hands Up (W), Pass across Chest, Follow through to Target.
- Scrum: Used to restart the game after a knock on. Front Row (Prop-Hooker-Prop) Second Row (4-5), Flankers (Open Side - Number 8 - Blindside)
- Ruck: Contest for the ball after a tackle is made. Must come through the gate, hands out.
- Line Out: Used to restart the game if the ball goes off the field. Hooker throws the ball down the middle of the two teams' lines (Forwards).



Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.

Key Rules in Rugby:

- High Tackle: All tackles must be below the shoulder and you must attempt to wrap your arms around player, NO shoulder barges.
- Knock On: If you drop the ball it has to bounce backwards. Any knock on will result in a scrum.
- Pass Backwards: All passes have to go backwards. If you make a forward pass, it will result in a scrum.
- Off Side: Defenders need to make sure they are On Side, which is behind the "Gain Line".

Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different roles: Coach, Referee, Scorer.



Big Questions:

- § Can I consistently rally with a partner (overhead clear)?
- § Can I serve accurately (backhand, underarm)?
- § Can I effectively play an attacking shot (drop, smash)?
- § Can I apply rules and tactics effectively to score points?



Key Skills:

Overhead Clear: Force opponent to rear of court, hit at highest point, follow through and stand side on.

Smash: Aim to skim net, hit at highest point in downwards direction and transfer body weight.

Drop Shot: Stand side on, skim net and land just beyond, light tap.

Backhand Shot: Backhand grip, aim for back of court, strong follow through and stand side on

Long Serve: Drop and swing at same time, aim for back of court, stand side on and start with racket at waist height.

Short Serve: Short back swing, aim to skim net, racket in front with backhand grip.

Leadership and Coaching:

- Can compare performance using key terminology and teaching points for a variety of sports and skills
- Can use ICT to compare performance
- Know how to gain others attention



Key Rules in Badminton:

- Singles: Court long and narrow
- Doubles: Court short and wide for serving, whole court thereafter
- You can't touch or cross the net
- Can only hit the shuttle once when returning
- Games are played to 21 points
- Points are scored on every serve



Teamwork and Respect:

- Set examples to others in lessons and competitive games
- Show fair in competition
- Respect officials' decisions
- Be gracious in defeat e.g. shake hands with each other

Big Questions:

Year 7:

Can I "travel" using different techniques?

Can I work with another individual to create a balance?

Can I combine balances, jumps and travelling into a mini routine?

Can I create a routine with a peer?

Year 8:

Can I correctly take off when using the springboards?

Can I confidently take off and land correctly when vaulting?

Can I generate height to land on equipment?

Can I create a routine, which includes a jump, roll and balance?



Key Skills:

- Travelling: Moving around the hall using a variety of different, rolls, steps, slides and jumps.
- Balance: Balancing on different body parts, the amount of body parts and performing partner balances with 2 or 3 peers.
- Flight: Travelling through the air, using springboards as an aid.
- Routine: Combining these skills mentioned above to create a routine



Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different coaching roles.

Key Safety Rules:

- Bare feet only
- Ensure equipment is safe and correctly put out before use
- Only 1 person at any one time on a piece of equipment
- Ensure you are confident and have the right out of support before attempting any jumps, rolls and balances.

Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Always respect others whilst they are demonstrating their routine
- Works well in a team and supports their peers.



Big Questions:

Can you effectively dribble the ball?

Can you use a bounce/ chest or shoulder pass?

Can you effectively perform the set shot /lay-up shot?

Can you use key defensive /attacking tactics effectively?



Key Skills

- **Shooting:** Set shot: Shoot with one hand only. Bend your knees and flick your wrist. BEEF (Balance/Elbow/Eye/Follow-through). Jump shot: Release the ball at the top of your jump. Lay-up: Use the top right/left hand side of the backboard. Drive up off your right or left leg.
- **Passing:** Chest/Bounce/Javelin: Step into your pass. Always have your hands up and ready to receive the ball.
- **Dribbling:** Controlled dribble/Cross-Over/Speed/Spin: Bounce between hip and knee height. Keep the ball under control & look up.
- **Defending:** Stay between your opponent and your own basket. Move your feet. Do not reach in.



Teamwork and Respect

- Honest/Fair
- Compassionate
- Inspires others
- Speaks to peers/teacher with respect
- Demonstrates good sportsmanship

Key Rules

- Double dribble
- Jump ball
- Traveling
- Time violations
- Out of court
- Tip off
- Back court violation
- Contact fouls
- Free throws
- Side and base line ball

Coaching and Leadership

- Knowledge of rules and regulations
- Organisational skills
- Interpersonal communication skills
- Vision
- Creativity
- Humility
- Confidence



Can you research these common rules to find out more specific details?

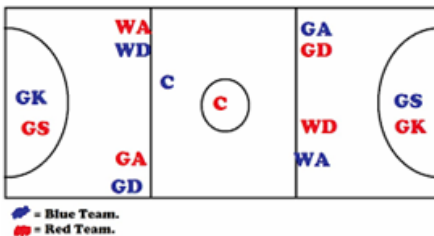
Big Questions:

Can you perform the correct footwork technique in netball?

Can you accurately pass a netball using different techniques?

Can you demonstrate good shooting technique?

Can you apply different strategies to get free from your opponent and tactics in a game?



Key Skills:

- Chest pass: W grip/ Step/Chest to chest/Follow through/ short distance
- Bounce pass: W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance
- Shoulder pass: sideways on/elevation/ shoulder to shoulder/ step/ follow through/arch/ long distance
- Footwork: -Landing on alternate feet- first foot to land is the static pivoting foot - Landing on simultaneous feet – either foot can become static pivoting foot -On the move – release ball before third step
- Getting free from their marker e.g. sprint into a space, sprint and feint
- Marking a player and a player with the ball
- Shooting: balance/height/line and aim/ flick and follow/ knee extension.

Leadership and Coaching:

- To run a three part warm-up
- To show good communication skills
- To take the lead in practices
- To have the opportunity to take on different roles e.g. player, coach, scorer, umpire

Key Rules in Netball:

- Netball is a 7 a side game.
- Players are given certain positions and areas they are allowed e.g. GA, GD, C, WA, WD, GS, GK.
- The netball is not allowed to go over a third without it being touched.
- To score a goal the GA or GS must be within the semi-circle to shoot.
- You are not allowed to walk with the ball.
- You should be a metre away when defending a player with the ball.
- A centre pass is taken when a goal has been scored, it is alternated between the two teams.

Teamwork and Respect:

- Follows guidance from others
- Works well in a team
- Does not argue with the netball umpire
- Motivates others
- Fair in competition



Big Questions:

Can you effectively dribble the ball?

Can you successfully make a short, side-footed pass, and a long-lofted pass?

Can you shoot accurately and with power?

Can you use effective attacking and defensive tactics?



Key Skills:

- Passing: Use the side of your foot to give you accuracy and control of the ball.
- Dribbling: Dribble the ball close to your body to keep more control.
- Shooting: Try to keep shots low and aim for the corners. Power and accuracy are key.
- Defending: Nearest person to the ball should apply pressure on the ball by moving into a position within 2-3 yards of their opponent to close them down. Don't jump in. Communication is key



Leadership and Coaching:

- Encourage and motivate others
- Be creative
- Display knowledge and understanding of the rules
- Show compassion towards others
- Inspire others to perform better
- Be a good role model

Key Rules in Football:

- Throw-in
- Offside
- Corner kick
- Goal kick
- Kick off
- Foul play
- Free kick
- Penalty
- Handball

Can you research these common rules to find out more specific details?

Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Honest
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.



Big Questions:

- Can you solve a problem as a team?
- Can you orientate a map?
- Can you take on the role of leader?
- Can you communicate effectively to help your team solve a problem?
- Can you effectively Plan, Do, and Review to overcome a problem?



Key Skills:

- To take on the principle of 'Plan, do, review' in problem solving activities
- To refine ideas and try different approaches to solving problems
- To orientate a map of the school field
- To use grid references to place markers out and to find codes
- To work as a team member
- Verbal and non-verbal communication skills



Leadership and Coaching:

- To run a warm-up appropriate for OAA
- To show good communication skills
- To consider the safety of self and others in the tasks set
- To take on a variety of roles e.g. leading, organising, managing

Key Rules in OAA:

- To follow the rules of orienteering and problem solving
- To follow the safety aspects of the tasks set



Teamwork and Respect:

- To listen to each other's opinion and discuss ideas
- To motivate others to succeed
- To cooperate with others in solving problems
- To be fair in competition



Subject: Religion Year Group:7
Topic: Religious Festivals Term: 1

Big Questions

1. Why should Key events in Religion be celebrated?
2. What is the meaning of Festival?
3. How have Religious Festivals evolved?

Which Religion has the most Festivals?

Hinduism is the Religion that has the most festivals compared to other Religions. Some Religions are monotheistic which means they only worship to one God – Christianity and Judaism for example. Hinduism however is a polytheistic religion which means having more than one God. Each deity of Brahman (God) has its own birthday festival. This is as well as the four main festivals – Diwali, Holi, Dussehra and Kumbha Mela.

What is the purpose of a festival?

The purpose of a Festival is to mark a significant event within different religions.

In Christianity Christmas and Easter relate to Jesus Birth, crucifixion and resurrection.

In Judaism the Festivals mark key events that took place. Yom Hazikaron, for example, is the day Jews all over the world mourn the loss of 6 million Jewish people who were killed during the Holocaust.

Should Religious Festivals be celebrated by everyone?

Within Every Religion there are Festivals that are celebrated by its followers. Some Festivals are also a Bank holiday – Christmas Day and Good Friday for example are Christian Festivals that are Bank Holidays which means workplaces and schools close to celebrate these days.

However, not everyone is religious and follows the Christian faith, yet they too also celebrate Christmas, Should that mean then that we should Celebrate all religious festivals whether we follow that Religion?

An Agnostic is someone who does not believe in religion yet many people who are agnostic will celebrate Christmas.

Should you only be able to celebrate Christmas if you are a Christian in your opinion?

What other Religious festivals would you celebrate?

What festivals are celebrated in Buddhism?

Wesak is the most important Festival in Buddhism. It celebrates the Buddhas birthday and is known as Buddha Day. In many countries Buddhists will visit their local temples and make offerings to the Buddha of food, flowers and candles. Gifts are also left at the altar as a sign of gratitude to the Buddha. During Wesak there is a Bathing the Buddha ceremony where water that has been filtered is poured over the shoulders of the Buddhas statue. This is to remind Buddhists to purify themselves of Greed, one of the three poisons.

~~Festivals are either celebrated on the same day~~
Keywords each year or different dates due to the lunar calendar.

Christmas – The Christian Festival that celebrates Jesus' birth on December 25th.

Eid-al-Adha – The Islamic Festival of Sacrifice remembering the prophet Ibrahim's loyalty to God.

Rosh Hashanah – The Jewish New Year and a day of Judgement.

Yom Kippur – The Jewish Day of Atonement. The holiest day of the year in the Jewish Calendar.

Atonement – to make amends for any wrong doings.

Sacrifice – the act of giving something to a God – a slaughtered animal for example.

BIG QUESTIONS

What is characterisation?

How can physical performance skills and vocal skills be incorporated into a performance?

How can drama techniques be incorporated into a performance?

Why is discipline important in a performance?

What are the differences between the two styles – Naturalism and Abstract Theatre?

What is the difference between devising and a scripted performance?

Performance Skills

Planned Movement	Physical actions that are organised prior to the performance and then rehearsed.
Positioning	Arranging an actor in a place/way. Where the actor is facing.
Posture	How the body is held.
Body Language	Movements with the body, that communicate feeling.
Eye Contact	Where the actor is looking.
Space	How the environment is used.
Levels	How high or low an actor is positioned on stage.
Vocal Skills	How the voice is used to communicate emotion and character.
Gestures	Using your hands to further express meaning or emotion.
Facial Expressions	Showing mood through the movement of your face.

3PBEDSLVGF

Physical performance skills are the ways the use body can be used to communicate character or meaning.

Always remember to remain disciplined when performing.

Vocal Skills

Pitch	How high or low your voice is.
Pace	How fast or slow you speak.
Pause	A moment of silence.
Projection	How far and clearly you speak enable your voice to travel across the room.
Tone	Using your voice to show mood.
Emphasis	Exaggerating particular words or phrases in a sentence.
Accent	A distinctive pronunciation which shows location. This can be linked to country or area.
Volume	How loud or quiet you are speaking.

4P'STEAV

The way in which the voice is used to communicate. Vocal skills can be used to communicate character. The more the audience can understand about a character, the greater the understanding of the narrative of the performance.

Drama Techniques	What would it look like on stage?
Thought Track	Character telling their thoughts to the audience
Monologue	A speech spoken by one character
Choral Speaking	A group of actors speaking at the same time
Slow motion	Slowing movement down
Flashback	A scene from the past
Cross Cutting	Mixing up the order of scenes
Narration	A spoken commentary for the audience about the action on stage
Organic Sound	A sound made by the actors (not recorded)
Synchronisation	Actors moving at the same time
Canon	Moving one after the other
Multi-role	One actor playing more than one role
Hot Seating	Questioning an actor in role
Still Image	A frozen moment in a scene
Physical Theatre	Using your body to create objects
Mime	Performing an action with no props
Mirroring	2 actors facing each other moving at the same time
Split Role	One role that is played by more than one actor
Flash forward	A scene from the future
Tableau	A still image that captures the whole scene/story
Repetition	A sound/movement that is repeated
Marking the Moment	When a moment in a scene is emphasised

Style: Naturalism

Naturalism uses realistic acting and in-depth characterisation.

- Subtext
- Relationships
- Personality
- Situation
- Motivation

Movement is planned carefully, making sure every action has a meaning behind it.

Set/costume/props/sound are used as part of a Naturalistic performance however drama techniques are NOT used!

Style: Abstract Theatre

Theatre that is non-naturalistic.

Drama techniques are included in performances to present a narrative or theme in an alternative or unconventional way.

Drama techniques are used to enhance an abstract performance, making it more engaging for the audience.



BIG QUESTIONS

1) Pourquoi on apprend le français?

Why do we learn French?

2) Comment ça va?

How's it going?

3) Quel âge as-tu?

How old are you?

4) C'est quand, ton anniversaire?

When is your birthday?

5) As-tu des frères ou sœurs?

Do you have brothers or sisters?

6) As-tu des animaux?

Do you have pets?

7) Ton animal est comment?

What is your pet like?

Saying how I am

Bonjour, (Hello,)	Salut, (Hi,)	comment ça va? (how's it going?)					
Je m'appelle (My name is)	Manon (Manon)	Pierre (Piere)	et j'habite à (and I live in)	Paris (Paris)	Londres (London)		
	Agathe (Agathe)	Théo (Théo)		Marseille (Marseille)	Faversham (Faversham)		
	Camille (Camille)	Luc (Luc)		Strasbourg (Strasbourg)	Canterbury (Canterbury)		
	Lilou (Lilou)	Afram (Afram)					
Ça va (It's going)	très bien (very well)		parce que (because)	j'adore le français (I love French)		le soleil brille (the sun's out)	
	bien (well)			c'est le temps de chien (it's terrible weather)		j'ai trop de devoirs (I have too much homework)	
	mal (badly)			c'est lundi (it's Monday)		c'est mercredi (it's Wednesday)	
	affreux (terribly)			c'est mardi (it's Tuesday)		c'est jeudi (it's Thursday)	
					c'est vendredi (it's Friday)		

Saying my age and birthday

Mon anniversaire c'est le (My birthday is the)	un (one)	neuf (nine)	dix-sept (seventeen)	vingt-cinq (twenty five)	janvier (January)	juillet (July)	et j'ai (and I have)	onze (eleven)	ans (years old)
	deux (two)	dix (ten)	dix-huit (eighteen)	vingt-six (twenty six)	février (February)	août (August)		douze (twelve)	
	trois (three)	onze (eleven)	dix-neuf (nineteen)	vingt-sept (twenty seven)	mars (March)	septembre (September)		treize (thirteen)	
	quatre (four)	douze (twelve)	vingt (twenty)	vingt-huit (twenty eight)	avril (April)	octobre (October)		quatorze (fourteen)	
Son anniversaire c'est le (His / her birthday is the)	cinq (five)	treize (thirteen)	vingt-et-un (twenty one)	vingt-neuf (twenty nine)	mai (May)	novembre (November)	et il a (and he has) et elle a (and she has)	quinze (fifteen)	
	six (six)	quatorze (fourteen)	vingt-deux (twenty two)	trente (thirty)	juin (June)	décembre (December)			
	sept (seven)	quinze (fifteen)	vingt-trois (twenty three)	trente-et-un (thirty one)					
	huit (eight)	seize (sixteen)	vingt-quatre (twenty four)						

Talking about brothers, sisters and pets

J'ai (I have) Elle a (She has) Il a (He has) Je voudrais (I would like)	un frère (a brother) un demi-frère (a step brother)	qui s'appelle (who is called)	Pierre (Pierre) Luc (Luc) Théo (Théo) Afram (Afram)	et aussi (and also)	un lapin (a rabbit) un chien (a dog)	blanc (white) vert (green)
					un chat (a cat) un poisson (a fish)	noir (black) bleu (blue)
	une soeur (a sister) une demi-soeur (a step sister)		Agathe (Agathe) Lilou (Lilou) Manon (Manon) Marie (Marie)		une souris (a mouse) une tortue (a tortoise)	blanche (white) verte (green)
						noire (black) bleue (blue)
Je n'ai pas de (I don't have any)	frères. (brothers.) soeurs. (sister.) frères ou soeurs. (brothers or sisters.)					marron (brown) rouge (red)
						orange (orange) jaune (yellow)
						rose (pink)
		Je suis fils unique (I am an only child (m)) Je suis fille unique (I am an only child (f))				

French Phonics

To practise your pronunciation scan the QR code on the right. This will take you to a website with lots of useful tips and advice on pronouncing the different letters in Spanish. This will help to prepare you for your Mid-Term Assessment where you will need to read aloud!



Mid-Term Assessment Preparation

You will have two tasks:

- 1) Read Aloud Task – read a paragraph of French out loud to test for your pronunciation
- 2) Translation sentences into English – read and translate 10 short sentences into English



HOMEWORK

Every week you will be set an assignment on sentence builders. My homework day is:

The website is:

www.sentencebuilders.com

You should have your log-in details stuck in your planner. If you forget these, you must email your teacher or ask in lesson time for these details.

Your knowledge organiser has every answer that you will need to complete your homework. Have it open when you do your homework!



SentenceBuilders

BIG QUESTIONS

- 1) ¿Cómo aprendemos español?
How do we learn Spanish?
- 2) ¿Qué tal?
How are you?
- 3) ¿Cuántos hermanos tienes?
How many siblings do you have?
- 4) ¿Cuántos años tienes?
How old are you?
- 5) ¿Cuándo es tu cumpleaños?
When is your birthday?
- 6) ¿Tienes mascotas?
Do you have pets?
- 7) ¿Cómo son tus mascotas?
What are your pets like?

Introducing myself

Hola (Hello)			¿Qué tal? (How are you?)		
Buenos días (Good morning)					
Buenas tardes (Good afternoon)					
Buenas noches (Good evening)					
Me llamo (My name is)	Paco (Paco)	Cristina (Cristina)	y vivo en (and I live in)	Barcelona (Barcelona)	Londres (London)
	Enrique (Enrique)	María (Maria)		Madrid (Madrid)	Faversham (Faversham)
	Miguel (Miguel)	Gabriela (Gabriela)		Sevilla (Sevilla)	Canterbury (Canterbury)
	José (José)	Alba (Alba)			
Estoy (I am)	bien, gracias (fine thanks)		porque (because)	hace buen tiempo (it's good weather)	
	fenomenal (brilliant)			me encanta el español (I love Spanish)	
	regular (not bad)				
	mal (bad) fatal (awful)			hace mal tiempo (it's bad weather)	
				tengo muchos deberes (I have lots of homework)	
				es lunes (it's Monday)	
				es martes (it's Tuesday)	
				es miércoles (it's Wednesday)	
				es jueves (it's Thursday)	
				es viernes (it's Friday)	

Talking about brothers and sisters

Tengo (I have)	un (a)	hermano (brother)	hermanastro (step brother)	se llama (called)	Paco (Paco)	Miguel (Miguel)
	una (a)	hermana (sister)	hermanastra (step sister)		Enrique (Enrique)	José (José)
Tiene (he has / she has)					Cristina (Cristina)	Gabriela (Gabriela)
Me gustaría tener (I would like to have)					María (María)	Alba (Alba)
	dos (two)					
	tres (three)	hermanos. (brothers.)				
	cuatro (four)	hermanas. (sisters.)				
	cinco (five)					
No tengo (I don't have)	hermanos. (brothers.)	Soy hijo único (I am an only child.)				
	hermanas. (sisters.)					

Saying my age and birthday

Mi cumpleaños es el (My birthday is the)	uno (one)	nueve (nine)	diecisiete (seventeen)	veinticinco (twenty five)	de (of)	enero (January)	julio (July)	y tengo (and I have)			años (years old)
	dos (two)	diez (ten)	dieciocho (eighteen)	veintiséis (twenty six)		febrero (February)	agosto (August)				
	tres (three)	once (eleven)	diecinueve (nineteen)	veintisiete (twenty seven)		marzo (March)	septiembre (September)				
	cuatro (four)	doce (twelve)	veinte (twenty)	veintiocho (twenty eight)		abril (April)	octubre (October)				
Su cumpleaños es (His / Her birthday is)	cinco (five)	trece (thirteen)	veintiuno (twenty one)	veintinueve (twenty nine)		mayo (May)	noviembre (November)	y tiene (and he / she has)			
	seis (six)	catorce (fourteen)	veintidós (twenty two)	treinta (thirty)		junio (June)	diciembre (December)				
	siete (seven)	quince (fifteen)	veintitrés (twenty three)	treinta y uno (thirty one)							
	ocho (eight)	dieciséis (sixteen)	veinticuatro (twenty four)								

Talking about pets

Tengo (I have) Tiene (he has / she has) Me gustaría tener (I would like to have)	una cobaya (a guinea pig)	blanca (white)	negra (black)
	una serpiente (a snake)	amarilla (yellow)	roja (red)
	un conejo (a rabbit)	blanco (white)	negro (black)
	un gato (a cat)	amarillo (yellow)	rojo (red)
	un perro (a dog)	verde (green)	naranja (prange)
	un pez (a fish)	azul (blue)	gris (grey)
	un ratón (a mouse)	rosa (pink)	marrón (brown)

Spanish Phonics

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SentenceBuilders

BIG QUESTIONS

How do designers use technical drawing skills to represent ideas and influence their practical products?

What is Isometric drawing?

What is Rendering?

What is CAM?

What is CAD?

What are the different marks and textures that can be programmed into the laser cutter?

What materials can be cut, scored or etched on a laser cutter?

How do I use the 2D Design programme to adapt an existing image?

How do I use the 2D Design programme to create a bold original image?

How do I bend/shape an acrylic sheet?

How do a 'finish' my wood stand to a good quality?

How do I assemble my phone stand?

How do I use ACCESSFM to evaluate a product?

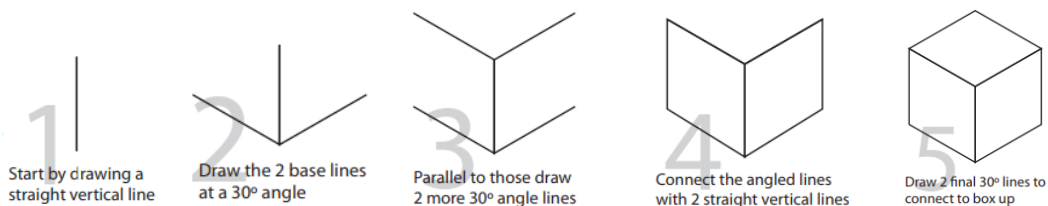
Health and Safety Rules

Five Golden Rules:

- Dress Right**
 - Always wear appropriate PPE in the workshop.
 - Apron at all times
 - Goggles, gloves and mask where appropriate
 - Long hair tied up at all times
- Know the Environment**
 - Single person zones
 - First aid kits
 - Teacher/Technician only zones
- Follow Instructions**
 - Always keep talking levels low
 - Never use equipment unless you are told you may
 - Always use equipment as you have been shown
- Behave Right**
 - No running
 - Always follow the rules
 - Carry equipment appropriately/safely
 - Be careful when using sharp blades and hot equipment
- Be Considerate**
 - Have an organised workspace
 - Clean up after yourself
 - Don't damage tools, equipment or others work
 - Don't distract others while they are busy

Isometric Projection

Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings. You only use vertical and 30° angle lines



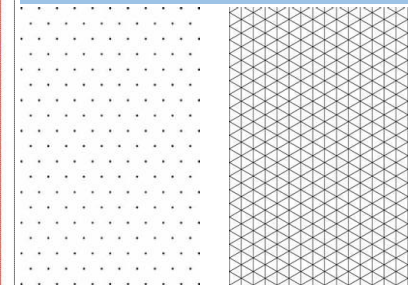
Know your signs

Meaning, colours and examples of graphics used for signage

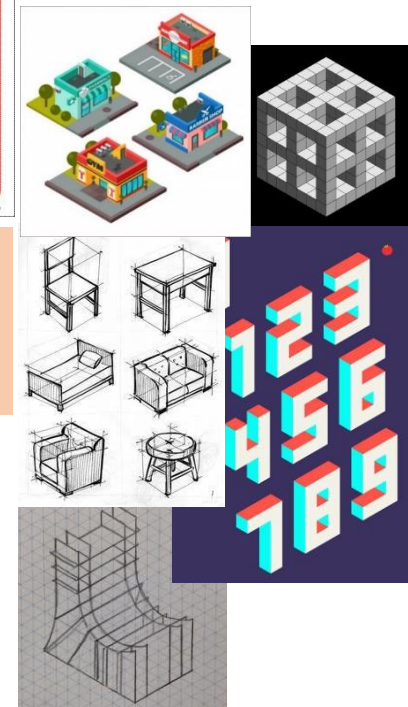
Prohibition signs, meaning: <ul style="list-style-type: none"> Stop Not allowed What or who is forbidden. 	examples:
Safety signs, meaning: <ul style="list-style-type: none"> Safe condition First aid Safety Equipment Means of escape. 	examples:
Mandatory signs, meaning: <ul style="list-style-type: none"> You are required to carry out/obey an action. 	examples:
Hazard signs, meaning: <ul style="list-style-type: none"> Nature of danger and/or caution. 	examples:
Fire signs, meaning: <ul style="list-style-type: none"> Location and type of fire fighting equipment. 	examples:

Task: Design a Crossy Roads style character using isometric paper to create a 3D style image with evenly rendered pencil colour their own work.

Different grids used for isometric drawing



Examples of Isometric Drawing



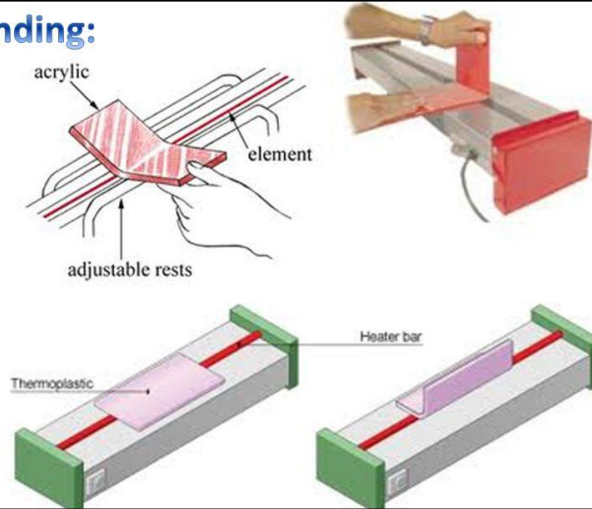
Task: Explain the term 'plastic memory'

Line Bending:

When line bending you rest acrylic over a heat source.

This heat is delivered upwards in a Strip.

The machine is typically called a strip heater.



Task: Pick a object around you and evaluate it against ACCESS FM

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheets

A is for **Aesthetics**



Aesthetics means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel?
Weight? Style?

C is for **Cost**



Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?

C is for **Customer**



Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment**



Environment means **will the product affect the environment?**
Is the product: Recyclable? Reusable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?
4R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size**



Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?
Would it be improved if it was bigger or smaller?

S is for **Safety**



Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?

F is for **Function**



Function means **how does the product work?**
What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

M is for **Material**

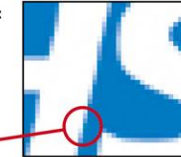


Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

The difference between a raster image and a vector image.



Raster (bitmap) files: composed of pixels and depending on resolution, you're limited to how big you can make it without pixelation as this



Vector (line) Art: based on mathematics, vector art is completely scalable to any size and never loses resolution.



Task: Demonstrate an understanding of how to turn a picture into a vectorised image



Specialist D&T Tools

TECHSOFT 2D Design, Laser-cutter, Tenon Saw, Sandpaper Drill, Screwdriver, Line bender, Ruler, Tri-square.

Homework Links

- Practice isometric drawing using grid paper – create objects, lettering or scenery.
- Research 'Crossy Roads' style characters.
- Research images to convert into a vector image.
- Practice evaluating different objects using ACCESSFM.

Key Vocabulary

Technical Drawing

Isometric

Rendering

Measurements

Angles

Grid

Vector Graphics

Analyse

Evaluate

Acrylic

Wood

Tools

BIG QUESTIONS

What is food
Safety?

Why is learning
to cook well
such an
important skill?

How do we use
our senses when
choosing our
food?

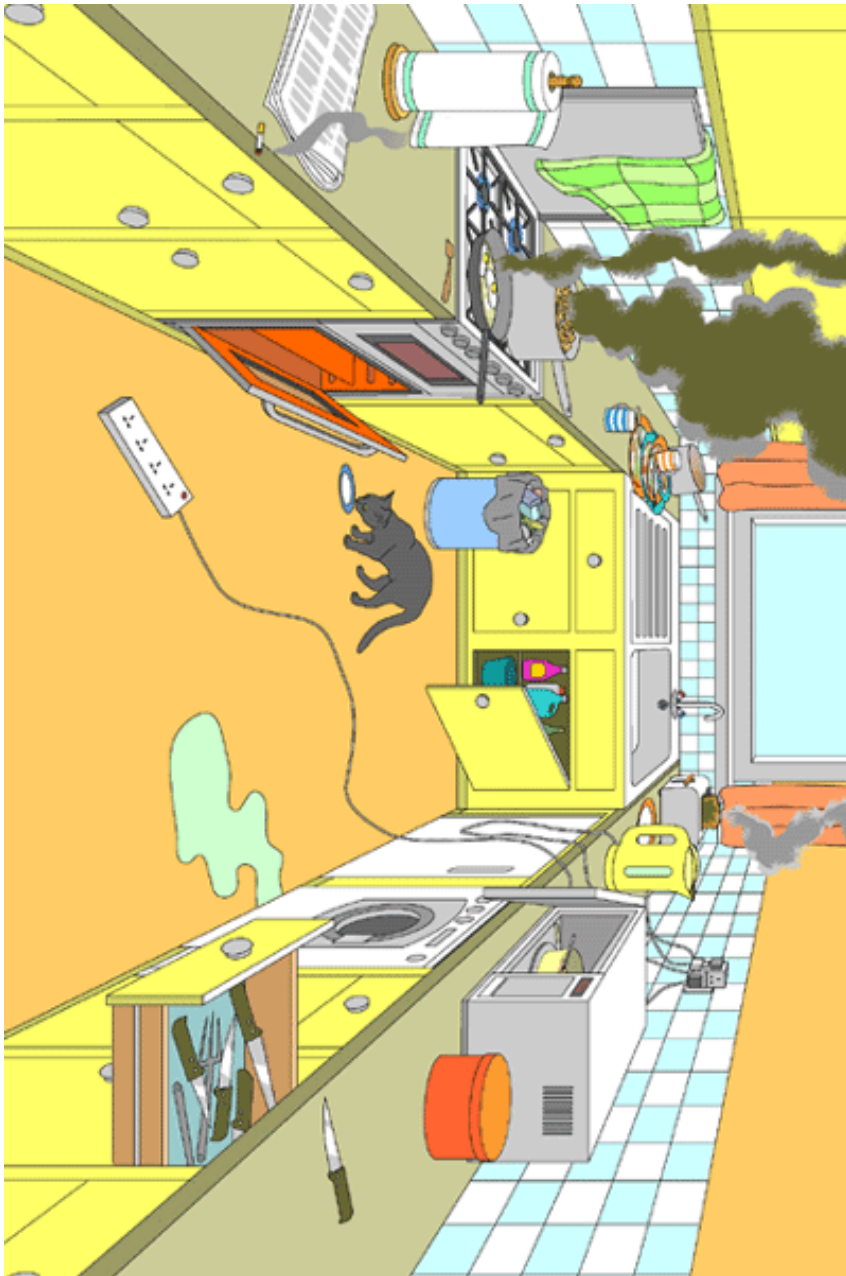
How do food
groups help us
to eat well?

Students will learn a range of practical skills whilst embedding their knowledge and understanding of key hygiene and safety points.

Confidence will be boosted in the learning and developing of basic skills to progress through to more complex activities. Food science will be an important factor of the learning.

We will look at the senses and discover why they play an important role in food selection

Food groups from the Eatwell Guide will assist in the learning of healthy, balanced diets and understanding nutritional needs.



Kitchen Safety Rules



- Always wash your hands before and after handling food.
- Tie back long hair.
- Wear an apron and roll up your sleeves.



- Keep food preparation surfaces clean.
- Wash fruit and vegetables under cold water before use.



- Always ask an adult before handling knives or going near hot things.
- Handle knives and other sharp equipment with care.
- When using a knife, always cut away from yourself or downwards on a chopping board to avoid cutting yourself.



- Turn handles of saucepans away from the front of the stove when cooking.
- Use oven mitts when taking hot dishes from the oven or microwave.



- Do not run around the room where food is being prepared.
- Wipe up food spills immediately.
- Store food appropriately in sealed containers. Always keep raw meat away from cooked meat at the bottom of the fridge.
- Wash kitchen and eating utensils after use in hot soapy water.



Where should food be stored in the fridge?

Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

Understand the 4 C's Concept



C – Good Hygiene practice prevents Cross Contamination



C – Effective Cleaning removes harmful bacteria and stops them spreading



C – Effective Chilling prevents harmful bacteria multiplying



C – Thorough Cooking kills bacteria

Temperatures to remember.
To reduce the risk of food poisoning, good temperature control is vital:

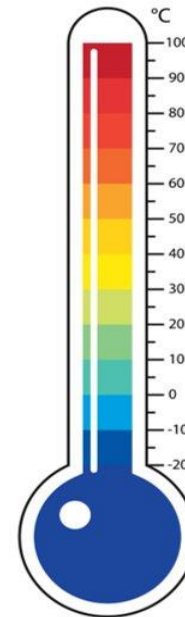
5-63°C – the danger zone
where bacteria grow most readily.

37°C – body temperature, best temperature for bacterial growth.

5°C (or below) – the ideal temperature your fridge should be.

75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.

75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C. Remember to reheat food only once!



Allergen and food intolerance awareness

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Celery
Gluten
Crustaceans
Eggs
Fish
Lupin

Milk
Molluscs
Mustard
Nuts
Peanuts
Sesame
Soybeans
Sulphur dioxide

Homework Links

Food a Fact of Life

BBC Bitesize

Key Vocabulary

Cross

Contamination

Bacteria

Danger zone

Allergens

Food Poisoning

BIG QUESTIONS

What is food Safety?

Why is learning to cook well such an important skill?

How do we use our senses when choosing our food?

How do food groups help us to eat well?

We can smell things using our nose.

Hundreds of tiny sensory cells in our nasal passages called olfactory receptors send signals to our brains which help us to distinguish different smells.

Noses are not just for smelling, they are for breathing too. Tiny hairs inside our noses trap dust and pollen, cleaning the air that we breathe before it enters our lungs.

Smells can help to warn us from bad things such as rotten food, poisonous gases or smoke from fire.

All About our sense of

Smell



Compared to animals, humans have quite a weak sense of smell.

Without our noses and sense of smell, we would not be able to taste most of the things we eat as over 75% of what we taste actually comes from what we can smell.

Just like taste, we usually either like or dislike a smell.

Sometimes we lose our sense of smell when we have a cold.



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5 Senses



Sight



Hearing



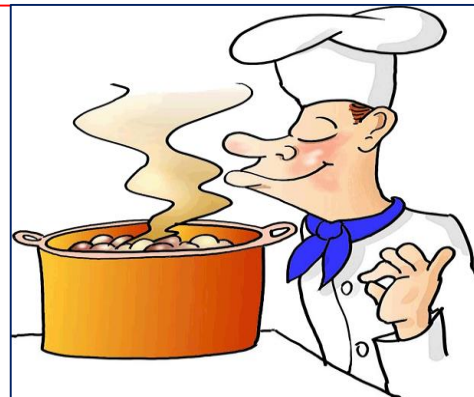
Touch



Smell



Taste



Tiny sensory cells on our tongues called taste buds allow us to taste things.

Around 80% of what we taste is actually smell because flavour is a combination of taste and smell. We can test this by holding our nose when we eat something.

Our tongues are one of the strongest muscles in our bodies and when injured can heal much faster than other parts of our bodies.

All About our sense of

Taste



There are five basic tastes: sweet, savoury, bitter, sour and salty. Different flavours come from various combinations of these basic tastes.

As well as taste, our tongues can also help us to distinguish texture and temperature for example whether something is hot, cold, creamy or dry.

Our tongues also help us to make different sounds when we speak.



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The Eatwell Guide shows the proportions in which different types of foods are needed for a well-balanced and healthy diet.

Fruit and vegetables
Eat at least five portions every day.

Foods high in fat, salt and sugar
This type of food is not needed to be healthy. If eaten, have less often and in small amounts.

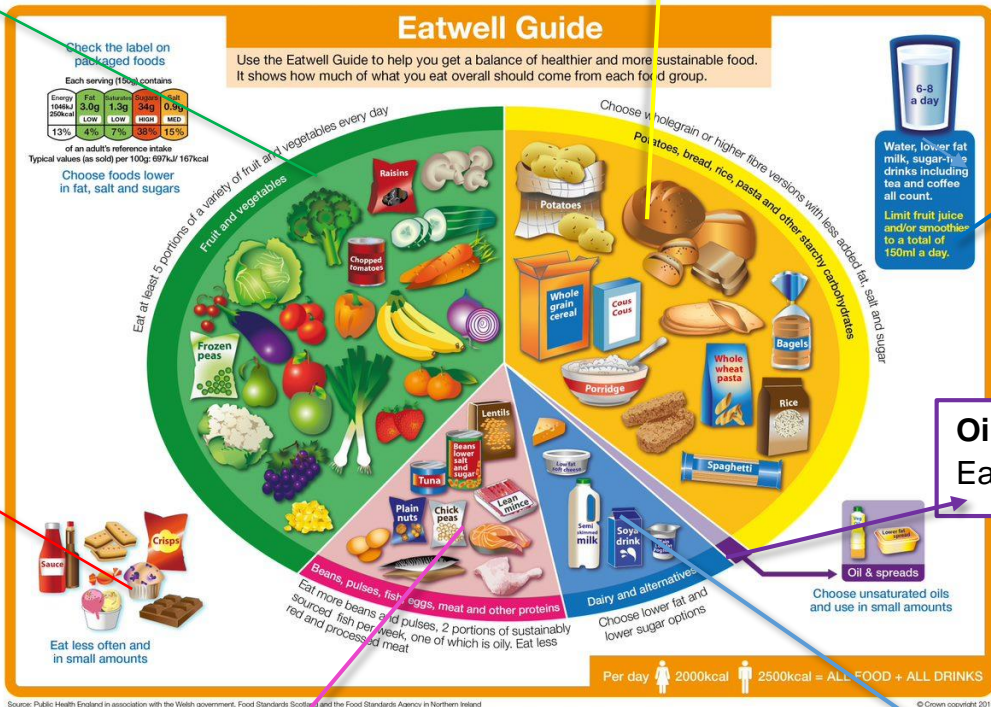
Beans, pulses, fish, eggs, meat and other protein
Eat some foods every day.

Dairy and alternatives
Have some of these foods every day, e.g. a pot of yogurt and a cheese sandwich.

Potatoes, bread, rice, pasta or other starchy carbohydrates
Eat a food from this group at every meal. Go for wholegrain varieties.

Hydration
Water and lower fat milk are healthier drink choices.
A max of 150ml of juice or smoothie a day.

Oils and spreads
Eat in small amounts.



Homework Links

Food a fact of life.

BBC Bitesize

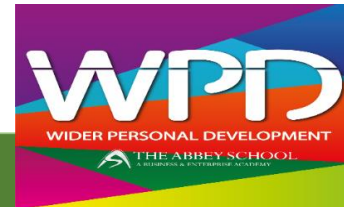
Key Vocabulary

Eatwell Guide

Balanced Diet

Nutrition

Being active is important for health. Children should be active for 60 minutes a day.



Big Questions

PSHE

What do I need to know about my transition to The Abbey School?

What are the British Values?

What do I need to do to be successful at The Abbey School?

WPD

What are British Values?

What is democracy?

Why do we have laws?

House news/competitions:

Write an article for the soon to be launched termly house newsletter.

The article would be to talk about your experience transitioning from primary to secondary and your hopes for the year in terms of the house system.

Work to be submitted to Mrs Green via your tutor or email direct to kgreen@abbeyschoolfaversham.co.uk

Depending on the quality of submissions there may be more than one published!

All articles published will receive a golden ticket and the best one will get 20 house points, a certificate and a small prize.

Year 7				
Term	PSHE Personal, Social and Health Education		WPD Wider Personal Development	CAREERS
1	Living in the Wider World/Relationships: Transition: Managing change <ul style="list-style-type: none"> • Introduction to PSHE • Transition to secondary school/The Abbey School • Protected Characteristics • Building positive relationships • Personal safety • Review of own strengths/interests/skills and how to develop these • Bullying • Goal setting 		Wider Personal Development Democracy <ul style="list-style-type: none"> • British Values • What is democracy? • Rules of democracy • The purpose of rules • Government and us • Why we have laws • Voting and its importance • House of Lords/Houses of Parliament 	
				Careers Employability: Creativity Industry Focus: The Arts <ul style="list-style-type: none"> • Skills builder computer programme • Imagining different situations • Bringing creative situations to life • Generating ideas when using a brief • The Arts Industry • Why creativity is important in the Arts industry

WHAT ARE BRITISH VALUES?

- *Democracy
- *The rule of law
- *Individual liberty
- *Mutual respect
- *Tolerance of those with different faiths and beliefs.



Careers:

Employability Focus during form time – Creativity

Careers Event – 'Introduction to Careers at The Abbey School' by Mr Forrest and Mrs Priestley. You will be given information about your careers programme at the school and the school's Careers Resource Centre.

PSHE GROUND RULES

Understand everyone has a right to a different opinion – listen with tolerance and respect.

Put your hand up if you wish to make a comment – await your turn.

Keep questions and comments general, not personal.

Respect what others say – no put-downs. We make sure everyone feels listened to.

We make sure everyone feels able to join in.

We use the correct vocabulary and check if unsure.

We know who to ask for help or advice – and if not, we will ask!