

Knowledge Organiser

Year 7

Term 2

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English

Travel Writing and Literacy

BIG QUESTIONS

What is travel writing?

What are the different word classes?

What is PAF?

What is skimming and scanning?

What is implicit and explicit detail?

What is APE and how do I use it in paragraphs?

What makes an interesting piece of travel writing?

What is GOMASSIVE and how does it help in travel writing?

What makes a successful essay?

What are extended complex sentences?

How do you plan a descriptive writing response?

Do the five senses make writing exciting?

How can verbs be powerful in writing?

How can similes and metaphors bring a scene to life?

What makes a lively first person account?

What makes paragraphing effective?

Which punctuation emphasises emotion?

What is atmosphere and pathetic fallacy?

What is powerful imagery?

What is the effect of powerful vocabulary?

What shows a reader's appreciation of language?

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 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.

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 is
'Algebra'?

What is meant
by 'average'?

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

Sparx Maths

M830, M175,
M795, M531
M441, M127

Algebra Key Terms

Variable: A letter representing a number we don't know the value of.

Coefficient: Number multiplied by the variable.

Formula: A rule written using symbols that describe a relationship between different quantities.

$$v = u + at$$

Expression: A mathematical statement written with letter and numbers.

$$f^2 + f^2 + f^2$$

Equation: A mathematical statement that shows that two expressions are equal.

$$34 = 12 + 6t$$

Terms: The numbers and letters in the expression or equation.

Like Terms: Terms that have the same letter and the same power.

Collecting like Terms

When collecting like terms involving addition or subtraction, add/subtract the numbers in front of the letters.

If the like terms are multiplied, multiply the numbers in front of the letters and put the letters next to each other.

$$a + 7a - 3a =$$

$$a + 7a - 3a =$$

$$8a - 3a =$$

$$5a$$

$$9b + a - 5b =$$

$$9b + a - 5b =$$

$$9b - 5b + a =$$

$$4b + a$$

Simplify: $7 \times 5h$

$$= 7 \times 5 \times h$$

$$= 35 \times h$$

$$= 35h \checkmark$$

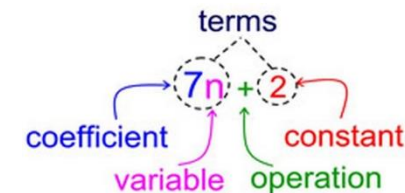
Simplify: $7e \times 5h$

$$7e \times 5h$$

$$= 7 \times e \times 5 \times h$$

$$= 7 \times 5 \times e \times h$$

$$= 35eh \checkmark$$

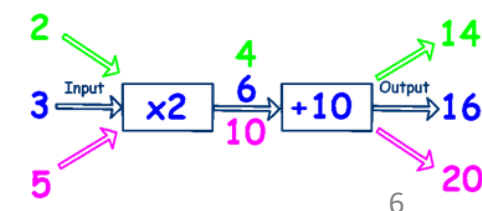


Substitution – you replace a number with a letter

If $a = 5$ & $b = 2$

$a + b =$	$5 + 2 = 7$
$a - b =$	$5 - 2 = 3$
$3a =$	$3 \times 5 = 15$
$ab =$	$5 \times 2 = 10$
$a^2 =$	$5^2 = 25$

A Function Machine → Take an input, applies a rule and delivers and output.



Averages

There are three types of **average** that we use to analyse and compare data. We can calculate averages from a **discrete** data set.

Mode The most common value that appears in the list.

Median Once ordered, the middle value.

Mean
$$\frac{\text{Total of all data}}{\text{Number of pieces of data}}$$

The **range** is used to analyse the **spread** of a data set or how **consistent** the data is.

Range
$$\text{largest data value} - \text{smallest data value}$$

Here is a discrete data set, calculate the mean, mode, median and range for this data.

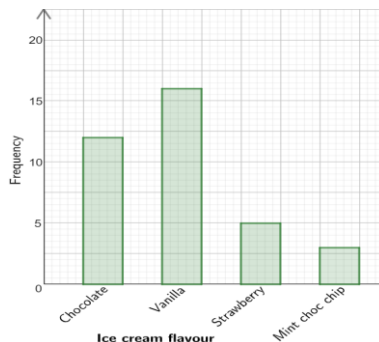
2 5 3 9 7 7

Mode: 7

Median: 2 3 5 7 7 9 $\frac{5+7}{2} = 6$

Mean: $\frac{2+3+5+7+7+9}{6} = 5.5$

Range: $9 - 2 = 7$



Bar charts

- Even scale
- Gaps between bars
- Bars of even widths



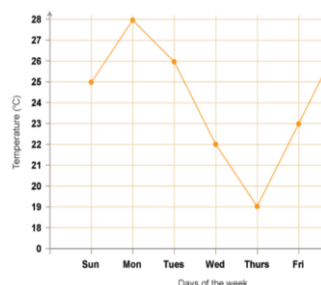
Pictograms

- Needs a key
- Each symbol represents the same

Colour	Tally	Frequ
Red		13
Blue		9
White		24
Black		12

Tally charts

- Tally lines in 5s
- Frequency = how many tally marks



Line graphs

- Even scale
- Join up each point to the next with a ruler

Representing Data

Qualitative data: data collected that is described in words **not** numbers.

e.g. race, hair colour, ethnicity.

Quantitative data: this is the collection of numerical data that is either discrete or continuous.

Discrete data: numerical data that can be counted into groups.

e.g. number of siblings in a family, shoe size, .

Continuous data: numerical data that can take any value. This data is usually measured on a large number scale.
e.g. height, weight, time, capacity.

Homework Links

Sparx Maths

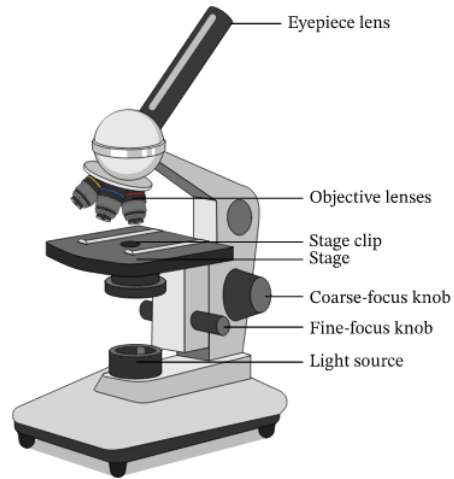
Corbettmaths.com /contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

Variable
Coefficient
Formula
Term
Expression
Equation
Collect
Simplify
Mean
Median
Mode
Range
Axis

A) Parts of a microscope



B) The seven life processes

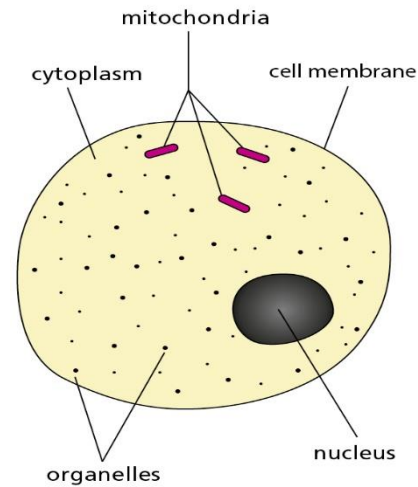
Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

Remember:

MRS GREN

C) Parts of an animal cell



Nucleus – contains the genetic material of the cell, this is where the DNA for the cell is stored. It also controls the cell's activities.

Cell membrane – An outer protective layer to the cell it also controls what goes into and out of the cell.

Cytoplasm – A jelly-like substance and is the place where all of the cell's chemical reactions take place.

Mitochondria – Releases energy from the respiration of glucose and oxygen to power the cell and all of its activities.

Organelles – small structures that perform a specific function for example ribosomes that make proteins for the cell to use.

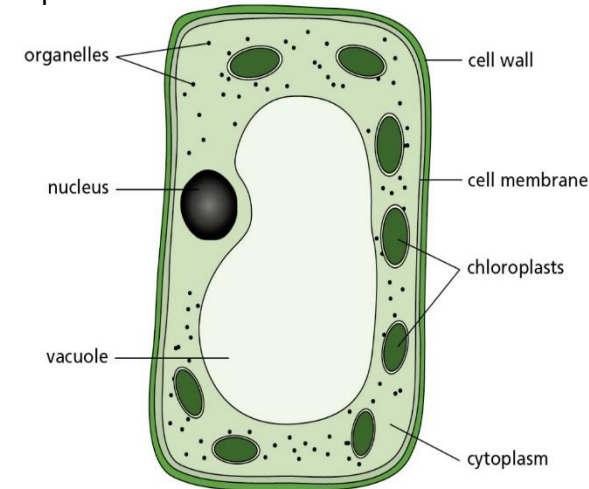
D) Parts of a plant cell

The plant cell has the same features as the animal cell as well as:

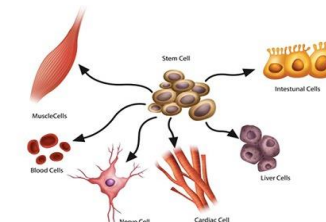
Cell Wall – made from strong cellulose to give the plant support and structure to stand up.

Chloroplast – Contains the chemical chlorophyll which makes photosynthesis happen. Photosynthesis needs light energy, carbon dioxide and water so the plant can make its own food.

Vacuole – Contains the cell sap, a sugary liquid.



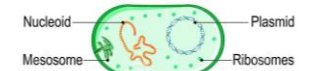
E) Stem cells



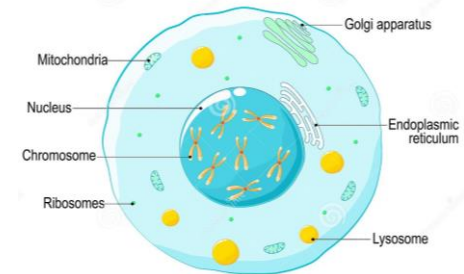
These cells can differentiate into anyone of a number of specialised cells.

F) Prokaryotic and Eukaryotic Cells

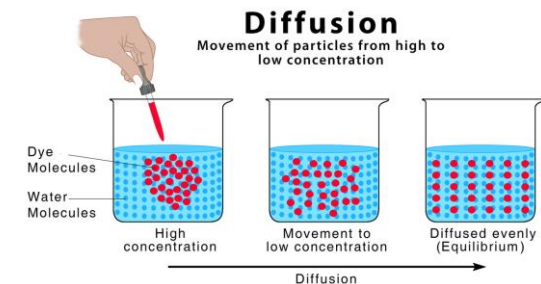
Prokaryotic



Eukaryotic



G) Diffusion



Diffusion is the movement of particles from an area of high concentration to an area of low concentration. Like when a person cooks in the kitchen and the smell spreads out to the rest of the house.

A) The structure of an atom

ATOM

Electron
Negatively charged particles

Neutron
Particles with no charge

Proton
Positively charged particles

Nucleus

The atom is the building block of all matter in the whole of the universe. Everything is made of them.

C) Periodic Table

Group 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Period 1 2 3 4 5 6 7

Nonmetals

Metals

Some elements near the dashed staircase are sometimes called metalloids

Transition metals (sometimes excl. group 12)

s-block

p-block

d-block

f-block

Lanthanides

Actinides

The periodic table (bigger version in your planner) has all of the known elements listed in order of atomic number. The groups (vertical columns) all have similar properties and the rows (horizontal lines) increase in atomic number by 1 each time.

D) Properties of metals and non-metals

Property	Metals	Non-Metals
Lustre (metallic shine)	All metals have lustre	Have no lustre (except Iodine and Graphite)
Hardness	Very hard (except sodium and potassium)	Not hard (except Diamond- hardest substance)
Malleability (property due to which a substance can be beaten into sheets)	Highly malleable (except Zinc, Antimony and Arsenic)	Non malleable
Ductility (property by which a substance can be drawn into wire)	Ductile (except Zinc, Arsenic and Antimony)	Non ductile (except Carbon fiber)
Conductivity	Good conductor of heat and electricity (except Bismuth and Tungsten)	Bad conductor of heat and electricity. (except Graphite and gas carbon)
State	Solid (except Mercury and Gallium)	Solid, liquid or gas
Density	High density (except sodium and potassium)	Low density (except diamond)

B) Element symbols and notation

Mass number
(# protons +
neutrons)

A

Atomic number
(# protons)

Z

X

Symbol of element

Each element has its own symbol. This symbol is usually linked to the name of the element, e.g. H for Hydrogen. Sometimes the symbol comes from the name of an element in a different language e.g. Tungsten was discovered in Germany where it is called Wolfram, so it has the symbol W.

E) Combining elements

Hydrogen + Oxygen = Water

$2H_2 + O_2 = 2H_2O$

When elements combine they form strong chemical bonds that join the atoms together. The properties of the new compound are different to the properties of the original element.

F) Allotropes of Carbon

graphite

diamond

fullerene

nanotube

Norman Conquest and The Middle Ages

BIG QUESTIONS

Who was the most significant contender to the throne in 1066?

Why did William win the Battle of Hastings, 1066?

What was the consequence of using castles and terror to control England?

What was the consequence of using the Feudal System and the Domesday Book to control England?

Who was to blame for the murder of Thomas Becket?

What caused people to distrust King John?

Why was the Magna Carta so significant?

How did the Wars of the Roses change England?

Summary of the period

In 1066 the Anglo-Saxon King of England, Edward the Confessor, died without a male heir. There were men who felt they should succeed King Edward. In 1066 there would be 3 Kings of England in the space of a year, with a Frenchman, William of Normandy, ending the year with the crown. The Normans were from France and would introduce castles to England and have a massive impact on English society. The Church would become an important part of government, and this struggle between King and Church would lead to a violent murder in Canterbury, a limit on the King's powers and a war that would divide England.

Key Individuals

Edward the Confessor - Anglo-Saxon King of England who died in 1066 with no children and therefore no heir.

Harold Godwinson - The Earl of Wessex who had been promised the throne by Edward the Confessor. Became King of England following Edward's death.

Harald Hardrada - Viking King who believed he had a claim to the English throne due to strong ties between the North of England and the Vikings.

William of Normandy - The Duke of Normandy who claimed that Edward the Confessor promised the throne of England to him. Would defeat Harold Godwinson and his Saxon army at the Battle of Hastings in 1066 on his way to becoming the King of England and William the Conqueror.

Henry II - A descendent of King William who ruled England and fell out with the Church.

Thomas Becket - The Archbishop of Canterbury who fell out with the King and was murdered in Canterbury Cathedral

King John - The King of England in the 1200's who was forced to sign the Magna Carta which limited the powers of the King.

Key events

1. **Battle of Stamford Bridge** - The battle fought between Harald Hardrada and Harold Godwinson. Harold Godwinson won. It took place in Yorkshire, near the city of York.
2. **Battle of Hastings** - Harold Godwinson fought against William of Normandy. It was won by the Normans and Godwinson was killed. It took place in Hastings on the south coast of England.
3. **Harrying of the North** - People in the North of England attempted to rebel against the Normans and a brutal 'Harrying' took place to crush the rebellion. Over 100,000 people died and huge areas of land were burned and destroyed.
4. **Domesday Book** - A special survey of England ordered by William the Conqueror
5. **Magna Carta** - Issued in June 1215 and was the first document to state that the king and his government was not above the law.
6. **Wars of the Roses** - a series of civil wars fought over control of the English throne in the mid-to-late fifteenth century between the House of York and the House of Lancaster.

Key Dates

5th January 1066 - Edward the Confessor dies
6th January 1066 - Harold Godwinson crowned King of England
20th Sept. 1066 - Harald Hardrada invades England
25th Sept. 1066 - The Battle of Stamford Bridge
27th Sept. 1066 - William arrives in England
14th Oct. 1066 - Battle of Hastings
25th Dec. 1066 - William crowned King of England
1069-1070 - Harrying of the North
1086 - The Domesday Book
29th December 1170 - Murder of Thomas Becket
June 1215 – The Magna Carta was signed by King John
May 1455 – June 1487 – The Wars of the Roses

Key Features

Feudal System - A system where land is loaned or rented in return for soldiers.
Motte and Bailey castles – A castle designed by William the Conqueror to control England

Key Vocabulary

1. **Archbishop** A senior church leader
2. **The Pope** The head of the Catholic Church
3. **Heir** someone who will inherit something usually from a parent, in royal terms an heir is who will become King when a King dies
4. **Harrying** To burn or destroy
5. **Peasant** A poor person who lives and works in the countryside
6. **Earls** A Norman lord
7. **Knights** A medieval soldier
8. **Survey** A document used to find out information
9. **Tax** a charge made to raise money for the government
10. **Martyr** Someone who is killed because of their beliefs
11. **Parliament** a formal conference for the discussion of public affairs

Homework Tasks

1) Compete the following table to show the causes, changes and consequences of the Norman Invasion of Britain

Causes	Changes	Consequences

2) Learn the meanings of the words on the key vocabulary page, they will be tested in a knowledge test

3) Use the source and the sentence starters to answer the question: What can you infer (learn) from the source below about what happened at the Battle of Hastings?



Homework Links

<https://www.bbc.co.uk/bitesize/articles/z4yjqp3>
(a number of pages from BBC Bitesize about the period)

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382>
(a number of animations from BBC Bitesize detailing all aspects of the Normans invasion from the Edward the Confessor's death to the end of William's reign)

I can infer (learn) from the source that at the Battle of Hastings..

The details in the source that tells me this are (describe the source)...

BIG QUESTIONS

1. Where in the world are the seven continents and the five oceans?
2. Where in the world does everybody live?
3. How does a 4 or 6 figure grid reference help you work out where you are going?
4. How do you work out the height of a mountain when looking at a 2D map?
5. Antarctica is 10,179 miles away. Why should we protect it?

Homework links

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

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

Homework: Sense of Place

Are you able to draw a map of your local area from memory? Can you label on road names and other features?



United Kingdom



Continents, countries, oceans and lines of latitude/longitude



DISTRIBUTION

You may be asked to describe/explain the **distribution** of something:
This means **where something is placed/how spread out it is** eg. population patterns or climate zones.

Describe = say what you see

Explain = give reasons why

DESCRIBING LOCATION ...

Remember when describing the location or distribution of something use 'CCCS'

C - Continent

C - Country

C - Compass point

S - Seas and oceans



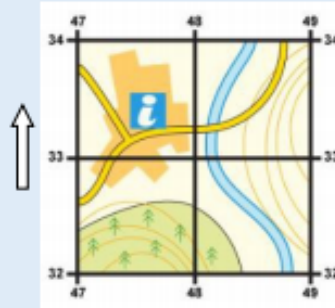
FOUR AND SIX FIGURE GRID REFERENCES

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.



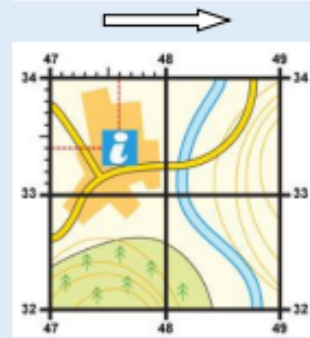
SIX FIGURE GRID REFERENCES...

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



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



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.

Homework: Treasure Map

Time to explore a new land, by creating your own treasure map. Create clues to find the treasure, using the geographical skills learnt in Terms 1 and 2.

Key vocabulary

Continent – a large land mass. Seven on Planet Earth.

Country – an area of land with political borders and its own government.

Ocean – a large expanse of water separating continents.

Latitude – the distance north or south of the Equator.

Longitude – the distance east or west of the Greenwich Prime Meridian.

Prime Meridian – the imaginary line running at 0 degrees longitude where global time zones are derived from.

Equator – line of latitude separating the Northern hemisphere from the Southern Hemisphere.

Tropic of Capricorn – the parallel of latitude running 23.5 degrees south of the Equator.

Tropic of Cancer – the parallel of latitude running 23.5 degrees north of the Equator.

Arctic Circle – the parallel of latitude running 66 degrees north of the Equator.

Antarctic Circle – the parallel of latitude running 66 degrees south of the Equator.

Relief – the height of the land.
Contour Line – the outline where points of same height are joined.

Grid referencing – a map reference indicating a location using a series of horizontal and vertical grid lines.

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

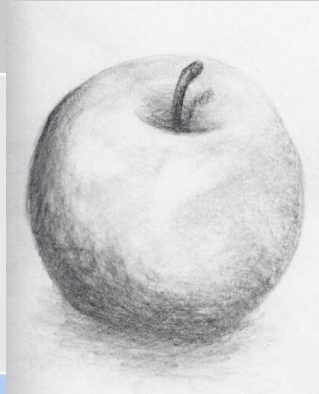
I will learn how to...

- 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 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:

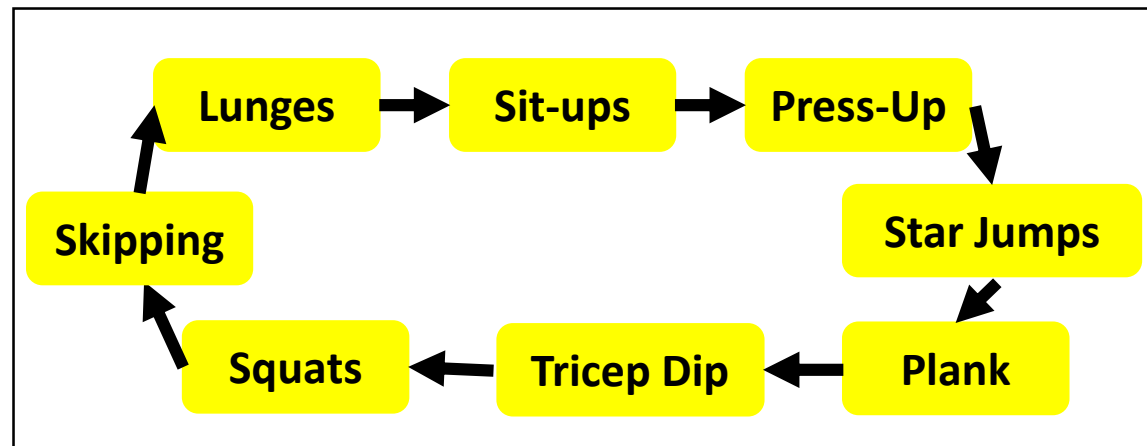
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

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?

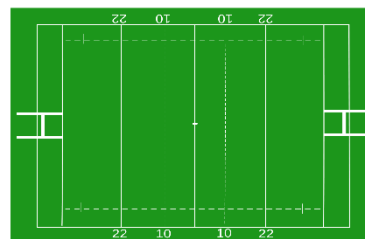
Can you safely and effectively create a ruck?

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 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?

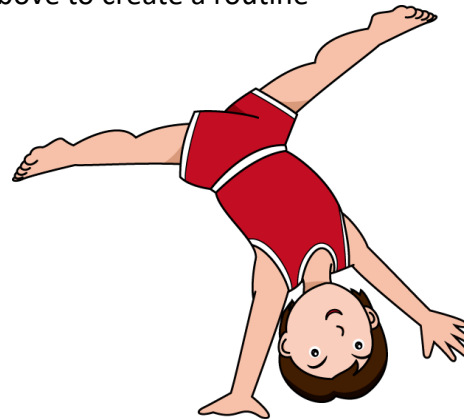
Can I generate height to land on equipment?

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?

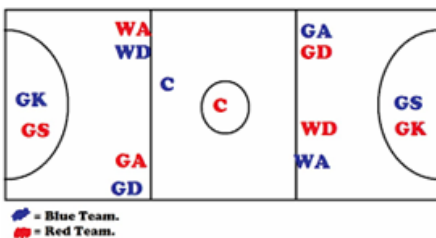
Big Questions:

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



Religion
Christianity

Year: 7
Term: 2

Big Questions

1 Who was Jesus and what did he teach?

2 How does belief in God influence action?

What are the reasons to pray?

Asking forgiveness
Praise
Thanksgiving
Asking for help

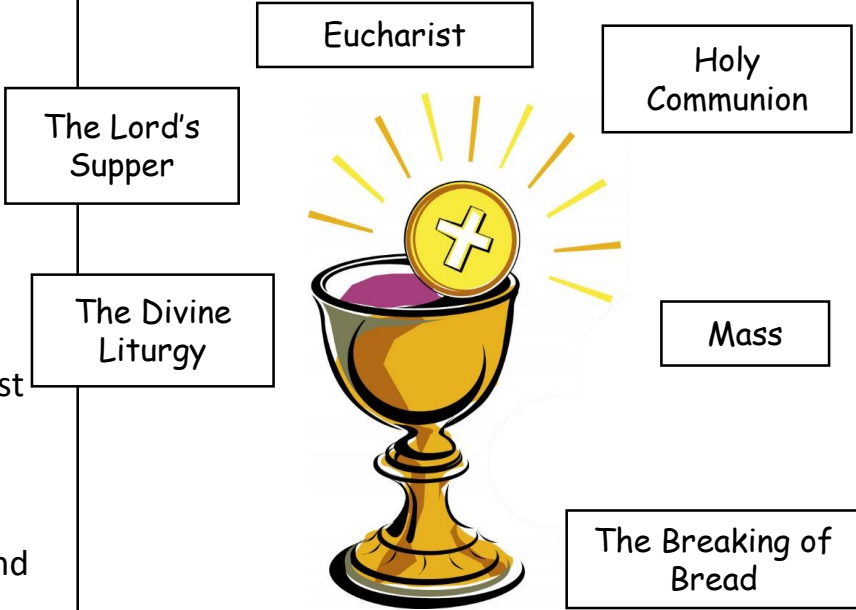
The Lord's Prayer

Our Father, who art in heaven,
hallowed be thy name.
Thy Kingdom come,
thy will be done,
in earth as it is in heaven
Give us this day our daily bread.
And forgive us our trespasses,
as we forgive them that trespass against
us.
And lead us not into temptation,
but deliver us from evil.
For thine is the kingdom, the power, and
the glory, for ever and ever.
Amen.

Holy Communion

Holy Communion is a re-enactment of the Last Supper, the final meal that Jesus Christ shared with his disciples before his arrest, and eventual crucifixion. At the meal, Jesus ate bread and wine and instructed his disciples to do the same in memory of him. The people taking part drink a sip of wine (or grape juice) and eat a small piece of bread/cracker, both are consecrated.

The different names given to Holy communion



The parable of the sheep and goats

A parable is a story that Jesus told to help people understand right from wrong. They are important because they directly come from Jesus and therefore they hold authority.

In the parable of the sheep and goats, Jesus uses sheep and goats as a metaphor for types of people.

Sheep – follow the shepherd (Jesus) and they help others.

Goats – ignore the shepherd and do not help others unless it benefits them.

Quick facts!

Holy book – The Bible (500CE)
Age of religion 2027 years old (roughly)
Place of worship – Church
Name of followers – Christians
Number in the UK - 31,479,876

Key words:

Faith – Believing in someone or something without having evidence or proof.

Miracles – an event that can't be described by science, therefore is often attributed to God/Gods.

Messiah – In Judaism, the Messiah was someone who would be sent by God to save the Jews. Christians believe that Jesus is the Messiah, Jews do not.

Sin – is a bad action or thought that goes against God and his rules.

Consecrated – Make something sacred; to dedicate it to a religious purpose. In Christian belief they consecrate (bread or wine) into the body or blood of Christ.

Parable - a story that Jesus told to help people understand right from wrong.

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) **Qu'est-ce que tu aimes faire pendant ton temps libre?**

What do you like to do during your free time?

2) **Que fais-tu pendant ton temps libre?**

What do you do during your free time?

3) **Quel temps fait-il?**

What's the weather like?

4) **Que fais-tu, quand il fait chaud?**

What do you do when it's hot?

5) **Tu es sportif/sportive?**

Are you sporty?

6) **Qu'est-ce que tu fais?**

What do you do?

7) **Qu'est-ce qu'on fait au Québec?**

What do you do in Quebec?

Saying what I like to do

Qu'est-ce que tu aimes faire? (What do you like to do?)				
J'adore (I love)	bloguer (blogging)	regarder des films (watching films)	parce que c'est (because it's)	amusant (fun)
J'aime beaucoup (I really like)	écouter de la musique (listening to music)	tchatter avec mes copains (chatting with my friends)		marrant (funny)
J'aime (I like)	envoyer des SMS (ending texts)	télécharger des chansons (downloading songs)		intéressant (interesting)
	prendre des selfie (taking selfies)	faire du judo (doing judo)		facile (easy)
Je n'aime pas (I don't like)	partager des photos (sharing photos)	prendre de photos (taking photos)		rapide (fast)
Je n'aime pas du tout (I don't at all like)	partager des vidéos (sharing videos)	jouer aux échecs (playing chess)		ennuyeux (boring)
Je déteste (I hate)				nul (rubbish)

Saying what sports you do in different types of weather

Je suis (I am)	très (very)	sportif (m) (sporty)		
Je ne suis pas (I am not)	un peu (a little)	sportive (f) (sporty)		
	assez (quite)			
Quand (When)	il fait beau (the weather's fine)	il y a du soleil (it's sunny)	je joue (I play)	au basket (basketball)
	il fait mauvais (the weather's bad)	il y a du vent (it's windy)		au hockey (hockey)
	il fait chaud (it's hot)	il pleut (it rains)		au tennis (tennis)
	il fait froid (it's cold)	il neige (it snows)		au volley (volleyball)
				aux boules (boules)
				aux cartes (cards)
			je fais (I do)	aux échecs (chess)
				du skate (skateboarding)
				du judo (judo)
				de la natation (swimming)
				du patin à glace (ice-skating)
				de la danse (dancing)
			on fait (we do)	de la gymnastique (gymnastics)
				de l'équitation (horse riding)
				du snowboard (snowboarding)
				du canoë-kayak (canoeing)
				de la planche à voile (windsurfing)
				du rafting (rafting)
				de la luge (tobogganing)
				de la voile (sailing)
				des randonnées (hiking)

Saying what you do in your free time

En été (In summer) Au printemps (In spring) En automne (In autumn) En hiver (In winter)	je (I)	blogue (blog) partage des photos (share photos) partage des vidéos (share videos) regarde des films (watch films) joue au foot (play football) télécharge des chansons (download songs) reste à la maison (stay at home)	parfois (sometimes)	tous les mardis (every Tuesday)
	il (he)	blogue (blogs) partage des photos (shares photos) partage des vidéos (shares videos) regarde des films (watches films) joue au foot (plays football) télécharge des chansons (downloads songs) reste à la maison (stays at home)	souvent (often)	tous les mercredis (every Wednesday)
	elle (she)	bloguent (blog) partagent des photos (share photos) partagent des vidéos (share videos) regardent des films (watch films) jouent au foot (play football) téléchargent des chansons (download songs) restent à la maison (stay at home)	tout le temps (all the time)	tous les jeudis (every Thursday)
	on (we)		tous les jours (everyday)	tous les vendredis (every Friday)
	mon frère (my brother)		tous les weekends (every weekend)	tous les samedis (every Saturday)
	ma soeur (my sister)		tous les lundis (every Monday)	tous les dimanches (every Sunday)
	ils (they (m))			
	elles (they (f))			
	mes amis (my friends)			

The present tense with –ER verbs

Step 1: Find the infinitive (this will always end in ER)

Step 2: Remove the –ER

Step 3: Add the following endings

Worked Example: He listens

Step 1: écouter (to listen)

Step 2: écout (listen)

Step 3: il écoute (he listens)

Pronoun (English)	Pronoun (French)	Ending
I	je	e
You	tu	es
He / she / we	il / elle / on	e
We	nous	ons
You (plural)	vous	ez
They	ils / elles	ent

Mid-Term Assessment Prep – I can...

- ☐ say what you like to do in your free time
- ☐ say when you do different activities

- ☐ say what other people do in their free time
- ☐ say what you do in different types of weather



HOMEWORK

Every week you will be set an assignment on sentence builders.

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!

Aim for 65% correct. Remember, if you're unhappy with your score you can re-do each section as you go!



SentenceBuilders

BIG QUESTIONS

- 1) ¿Qué te gusta hacer en tu tiempo libre?
What do you like to do in your free time?
- 2) ¿Por qué?
Why?
- 3) ¿Qué haces en tu tiempo libre?
What do you do in your free time?
- 4) ¿Qué hacen tus hermanos en su tiempo libre?
What do your siblings do in their free time?
- 5) ¿Qué tiempo hace?
What's the weather like?
- 6) ¿Qué haces cuando llueve?
What do you do when it rains?
- 7) ¿Qué deportes haces?
What sports do you do?
- 8) ¿Cuándo haces deporte?
When do you go?

Saying what I like to do

En mi tiempo libre (In my free time)	no me gusta (I don't like)	chatear (to chat online)	jugar a los videojuegos (to play video games)	navegar por internet (to surf the net)	porque es (because it is)	estúpido. (stupid.)
	no me gusta nada (I don't like at all)					
	odio (I hate)				porque no es (because it is not)	aburrido. (boring.)
	me encanta (I love)					
	me gusta mucho (I really like)	escribir correos (to write emails)	leer (to read)	salir con mis amigos (to go out with my friends)		interesante. (interesting)
	me gusta (I like)	escuchar música (to listen to music)	mandar SMS (to send text messages)	ver la televisión (to watch TV)		guay. (cool)
						divertido. (fun.)

Saying what I usually do

Bailo (I dance)	Hablo con mis amigos (I talk with my friends)	Saco fotos (I take photos)	Escucho música (I listen to music)	a veces. (sometimes.) de vez en cuando. (from time to time.) todos los días. (everyday.) a menudo. (often.)
Canto (I sing)	Monto en bici (I ride my bike)	Toco la guitarra (I play the guitar)	Mando SMS (I send text messages)	
Mi hermano (my brother)	baila (dances)	habla con sus amigos (talks with their friends)	saca fotos (takes photos)	
Mi hermana (My sister)	canta (sings)	monta en bici (rides their bike)	toca la guitarra (plays the guitar)	
Mis hermanos (My brothers)	bailan (dance)	hablan con sus amigos (talk with their friends)	sacan fotos (take photos)	
Mis hermanas (My sisters)	cantan (sing)	montan en bici (ride my bike)	tocan la guitarra (play the guitar)	
Mis amigos (My friends)				

If you want to say what you **don't** do or **never** do, the **no** or **nunca** must come before the verb in the sentence.

No hablo con mis amigos = I **don't** talk with my friends

Mi hermano **nunca** monta en bici = my brother **never** rides their bike

Mis amigos **no** escuchan música = my friends **don't** listen to music

The present tense with –AR verbs

Step 1: Find the infinitive (this will always end in AR)

Step 2: Remove the –AR

Step 3: Add the following endings

Worked Example: He listens

Step 1: Escuchar (to listen)

Step 2: Escuch (listen)

Step 3: Escucha (he listens)

Pronoun (English)	Pronoun (Spanish)	Ending
I	Yo	o
You	Tú	as
He / she	Él / Ella	a
We	Nosotros	amos
You (plural)	Vosotros	áis
They	Ellos / Ellas	an

Talking about sport

Hago (I do)	artes marciales (martial arts)	gimnasia (gymnastics)	los lunes. (on Mondays.)	los viernes. (on Fridays.)	en primavera. (in Spring.)			
	atletismo (athletics)	natación (swimming)	los martes. (on Tuesdays.)	los sábados. (on Saturdays.)	en verano. (in Summer.)			
	equitación (horseriding)		los miércoles. (on Wednesdays.)	los domingos. (on Sundays.)	en otoño. (in Autumn.)			
			los jueves. (on Thursdays.)	los fines de semana. (at the weekends.)	en invierno. (in Winter.)			
Juego (I play)	al baloncesto (basketball)	al voleibol (volleyball)	cuando hace frío. (when it is cold.)	cuando hace mal tiempo. (when it is bad weather.)	cuando llueve. (when it is raining.)	Me gusta (I like it)	Me gusta muchísimo (I really, really like it)	porque es (because it is)
	al fútbol (football)	al golf (golf)	cuando hace calor. (when it is hot.)	cuando hace sol. (when it is sunny.)	cuando nieva. (when it is snowing.)	Me gusta mucho (I really like it)	Me encanta (I love it)	
	al rugby (rugby)	al hockey (hockey)	cuando hace buen tiempo. (when it is good weather.)					guay (cool)
	al tenis (tennis)							divertido (fun)
								relajante (relaxing)
								bueno para la salud (good for your health)

Mid-Term Assessment Prep – I can...

- ☐ say what I like to do in my free time
- ☐ say what I don't like doing in my free time
- ☐ say what other people do
- ☐ say what I do during different types of weather



HOMEWORK

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SentenceBuilders

BIG QUESTIONS

**Why do we eat
food?**

**How do
people's
nutritional
needs
change?**

**Why do we
make certain
meal choices?**

Through a series of activities students will form an understanding of how choices are made about the foods we eat.

Personal dietary needs and preferences will be investigated.

Food ethics including environmental issues will be considered

Food Choices.

Deciding on what to cook or eat, whether for yourself or someone else, requires making a number of decisions:

- beliefs and values;
- food preferences;
- food provenance;
- health and wellbeing;
- social and economic considerations;
- who, what, when and where.



Beliefs and values

Personal beliefs and values include:

- culture, tradition and heritage;
- food ethics, e.g. environment, fair trading, organic, free-range, local and seasonal food;
- lifestyle choices, e.g. vegetarian, vegan;
- religion.

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	x	Halal only	Halal only	Halal only	✓
Hinduism	x	x	✓	✓	✓
Judaism	x	Kosher only	Kosher only	Kosher only	✓
Sikhism	x	x	✓	✓	✓
Buddhism (strict)	x	x	x	X	x
Seventh-day Adventist Church	x	x	x	✓	✓
Rastafari Movement	x	x	x	X	x

Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



TRACEABLE, SAFE
&
FARMED WITH CARE

Red Tractor



Marine
Stewardship
Council



British Lion

Allergy and intolerance

There are 14 ingredients (allergens) that are the main reasons for adverse reactions to food. People who are allergic, or intolerant, to these ingredients should take care to avoid eating them. The 14 allergens are:

Celery (and celeriac)	Milk
Cereals containing gluten	Molluscs
Crustaceans	Mustard
Eggs	Nuts
Fish	Peanuts
Lupin	Sesame
	Soybeans
	Sulphur dioxide

WHAT IS FAIRTRADE?

Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world

Homework links:

<https://www.foodafactoflife.org.uk>

BBC Bitesize

<https://www.fairtrade.org.uk>



Key words

- **Allergens:** Substances that can cause an adverse reaction to food.
- **Ethical:** Relating to personal beliefs about what is morally right and wrong.
- **Food certification and assurance schemes:** Defined standards of food safety, quality or animal welfare.
- **Food provenance:** Where food is grown, caught or reared, and how it was produced.
- **Religion:** a particular system of faith and worship.
- **Seasonal food:** Food grown at a particular time of year.
- **Seasonality:** The times of year when a given type food is at its peak, either in terms of harvest or its flavour.
- **Fairtrade:** Fairness for farmers in developing countries

Eating the Seasons

Most foods are grown in a particular season of the year e.g. strawberries are harvested in summer in the U.K as the climate best suits the fruit, these are called 'seasonal foods'. Buying foods in season will have many benefits, including: flavour, lower price, lower food miles, helping the farmer. Technology and the importation of food has allowed food to be available all year round.

Frozen foods, such as vegetables, are a great alternative to fresh when these are unavailable.



Free range refers to food from animals, for example, meat or eggs, that are produced from animals that have access to outdoor spaces. Usually, free range also stands for animals who have free access to graze or forage for food.

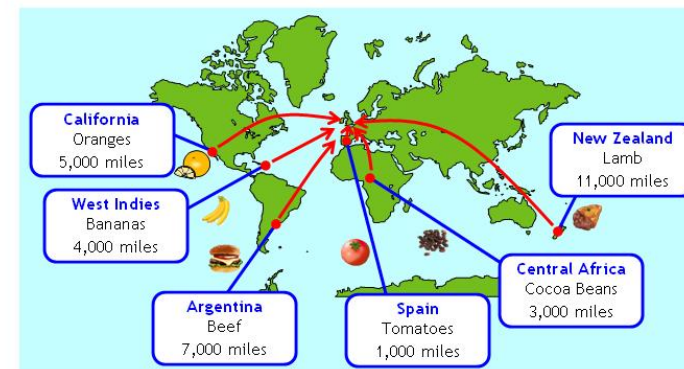


Who, what, when and where






The time of day, location and who is eating can impact on food choice:

- eating alone, with family or friends;
- celebration;
- day of the week,
- location, e.g. at home, school or work, at a restaurant, on the go;
- meal or snack;
- occasion and time of day.

Try to eat a rainbow of food colours every day to help you gain the most vitamins and minerals



Food miles is the **distance** food is transported from the time of its production until it reaches the consumer.

Young Children (1-4)	School Children (5-12)	Teenagers	Adults	Elderly Adults (65+)
<p>Rapid growth spurts</p> <p>Eatwell Guide should not be followed if under 2</p> <p>Active lifestyle</p> <p>Small stomachs</p> <p>Small meals throughout day</p> <p>Develop good habits young</p> <p>Try new foods</p> <p>→ Vitamin D</p> <p>→ Calcium</p> <p>→ Protein</p>	<ul style="list-style-type: none"> - Growing fast - Physically active - Should follow the Eatwell Guide - Many need some small snacks - Important to have a balanced diet to avoid obesity <p>→ Protein</p> <p>→ Vitamin A</p> <p>→ Vitamin D</p> <p>→ Calcium</p>	<ul style="list-style-type: none"> - Boys- growing new muscle tissue, need for increased protein - Girls- increase in need for iron due to menstruation (periods) - Calcium and Vit D required as peak bone mass acquired during teens. - Balanced diet, include oily fish <p>→ Protein</p> <p>→ Vitamins A, Bs, C, D, E</p> <p>→ Carbohydrate</p> <p>→ Healthy fats</p> <p>→ Iron</p>	<ul style="list-style-type: none"> - Regular well-balanced diet - Not growing anymore - Eatwell Guide should be followed - Need to maintain healthy weight - Reduce junk foods - Take plenty of exercise <p>→ Calcium rich foods</p> <p>→ High Iron and Vit C foods (Women)</p>	<ul style="list-style-type: none"> - Follow well balanced diet - Fewer calories needed - Osteoporosis common if lack of Vit D and calcium. - Digestive system is slower- important to have fibre in diet and water to prevent DIVERTICULITIS/ BOWEL CANCER. - Iron deficiency ANAEMIA may become an issue as body finds it difficult to absorb iron. - High blood pressure: reduce salt intake <p>→ All Vit groups, particularly B12 and A to prevent worsening eyesight</p> <p>→ Calcium and Vit D to prevent osteoporosis</p>
				

Different people need different amounts of energy and nutrients.

The amount of energy they need depends on their age, job, how active they are and their health.



A variety of food from different food groups is needed to get the range of nutrients needed by the body.

Food Group	Nutrient (main)
Fruit and vegetables	Vitamins, e.g. vitamin A and vitamin C
Potatoes, bread, rice, pasta and other starchy carbohydrates	Carbohydrate
Beans, pulses, fish, eggs, meat and other proteins	Protein Minerals, e.g. iron
Dairy and alternatives	Minerals, e.g. calcium
Oil and spreads	Fat

Homework Links

Food a fact of life.

BBC Bitesize

Key Vocabulary

Factors

Allergy

Intolerance

Religion

Choice

Energy needs

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.

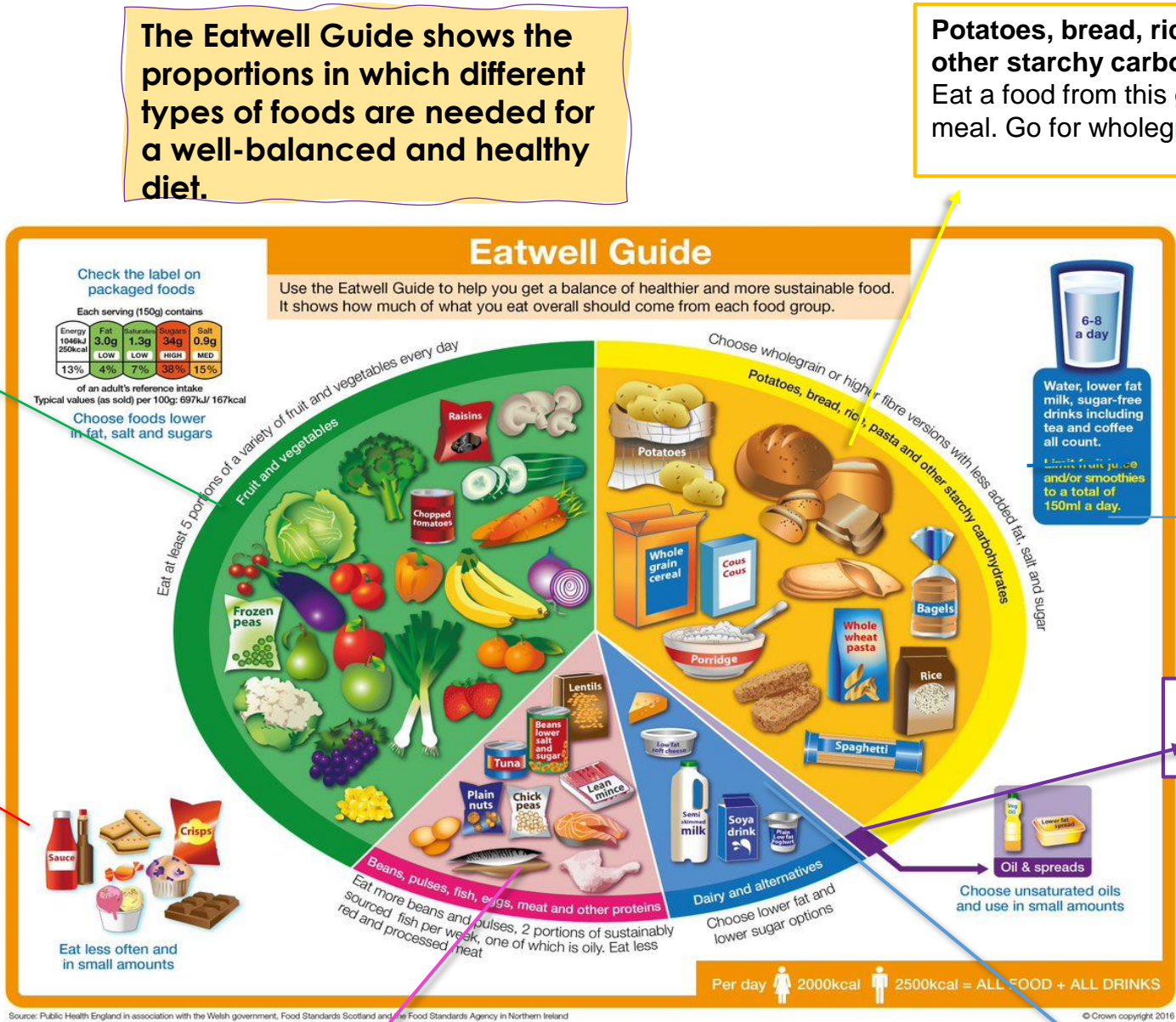
Beans, pulses, fish, eggs, meat and other protein
Eat some foods every day.

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

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.

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



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

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?

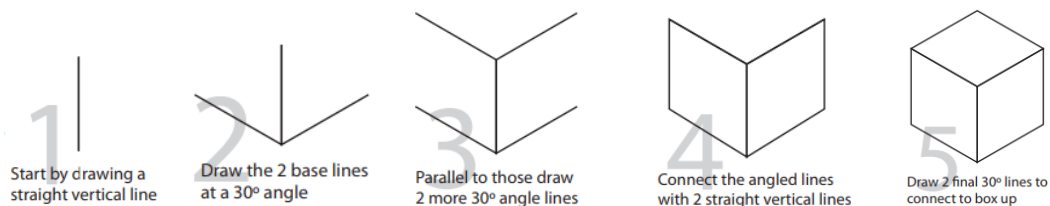
Health and Safety Rules

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

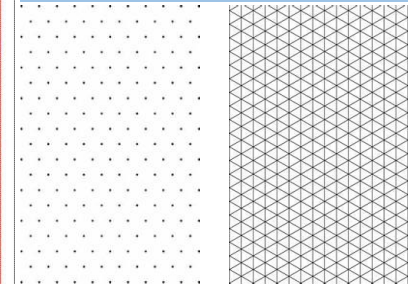
Isometric Projection

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

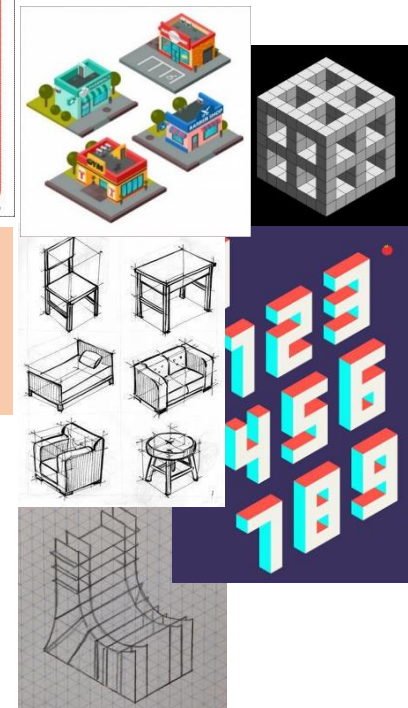


Task: Design a Crossy Roads style character using isometric paper to create a 3D style image with evenly rendered pencil colour their own work.

Different grids used for isometric drawing



Examples of Isometric Drawing



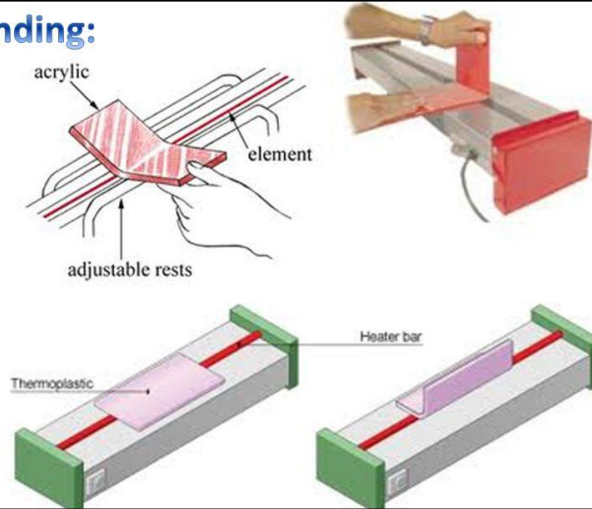
Task: Explain the term 'plastic memory'

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?
6R'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**

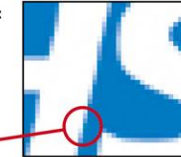


Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

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

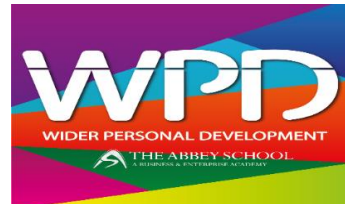
Analyse

Evaluate

Acrylic

Wood

Tools



Big Questions

PSHE

My health, my wellbeing & my body

Why is being healthy important?

How can I identify how to stay healthy and safe?

How can we stay safe on social media?

What do I know about physical health?

What is nutrition?

WPD - British Values

What are the protected characteristics?

What is the purpose of the law?

What happens if I break the law?



Term 2

Health and Wellbeing

Developing Personal Strategies for Health, Body & mind

- School/Life balance
- Exercise/online balance
- Social media safety
- Sleep strategies
- Influences on choice
- Healthy diet/lifestyle
- Eat well plate



Wider Personal Development

Rule of Law

- The Protected Characteristics
- Purpose of laws
- Consequences when laws are broken – for children
- Age of responsibility
- Purpose of punishment
- Justice
- Rehabilitation

Case study: You be the judge – burglary



Careers Employability Skills

Builder: Listening

Industry Focus – Creative and Media

- Body language including eye contact
- Listening skills
- Using open questions to deep understanding
- Listen by summarising/rephrasing
- Creative and Media Industries
- Why listening is so important in Creative/Media industries

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.

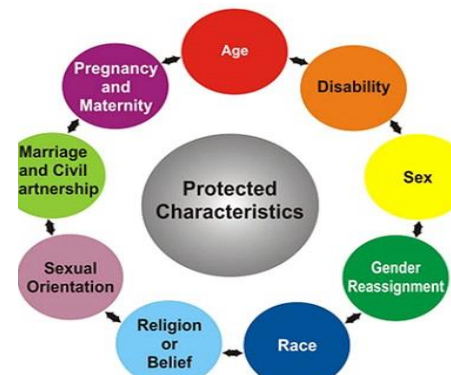
We make sure everyone feels able to join in.

We use the correct vocabulary and check if unsure.

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

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



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 – Listening

Careers Event – UKC 'What is university life like?'

House Christmas craft competition

Create at least one craft item that is in the colour of your house. This could be any craft that is not perishable such as knitting/crochet, sewing, clay, origami, jewellery, items made from wood/plastic, Christmas cards, soap, candles and so on. The item must be fit for sale as all items will be sold to raise money for charity. The house that produces the most items for sale will win and receive house points. The best craft item produced will win that student additional house points and a prize. Deadline for submissions (to Mrs Green please) is Monday 5th December. The craft sale will be in the last week of term. More details to follow by student email this term.