

Knowledge Organiser

Year 7

Term 3

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BIG QUESTIONS

- What is the narrative arc?
- What are narrative hooks?
- What makes effective description?
- What makes effective setting?
- What is a 'Shape' poem?
- What makes effective inference and deduction skills?
- Why are different opinions important in a text?
- What makes effective verbs?
- What makes effective similes?
- What are foreshadowing and motifs?
- What makes effective character description?
- What is the effect of description, dialogue and action?
- What makes effective metaphors?
- What is the effect of figurative devices?

Context

Genre: magical realism

Setting: a real, earthbound location - a dilapidated house with a collapsing garage.

Mythology: the story builds on mythology connected with Celtic and ancient Irish legend. The name Skellig derives from rocky islands off the coast of Ireland called the Skelligs. The largest such island is called Skellig Michael and in *Skellig*, the protagonist is named Michael. Named after the archangel Michael, the island is home to the ruins of an ancient Christian monastery. The Skellig islands are also famously home to two large groups of migratory birds; birds and wings are major motifs in this story.



Plot

Chapters 1 - 3

We learn that the family has moved to Falconer Road, that Michael doesn't like it, that his baby sister is seriously ill and that Ernie (the previous occupant) died in the house. He found 'him' in the garage, and his voice 'squeaked like he hasn't used it in years.' The family were supposed to be doing up the house, but then the baby arrived early.

Chapters 4 - 6

Michael stays awake thinking of the creature in the garage - he convinces himself it was a dream. He pleads for the baby to get strong. We learn that Michael stayed at his old high school to be with his friends Leakey and Coot. As Michael's dad cleans the house, Michael finds the creature in the garage once again, to his surprise.

Chapters 7 - 13

Michael speaks to the creature. It asks him for aspirin and '27 and 53', then tells him to go away. Michael sees a girl at the top of the wall - Mina. She talks about birds. He takes the creature the aspirin, 27 and 53 (Chinese Takeaway). Michael does badly at football at school. Dr Death says the baby has to go back to hospital. Mina takes Michael to see Whisper the cat.

Chapters 14 - 18

Michael finds out that Mina is home-schooled. She believes it is better for creativity. Michael asks the creature how he knew about 27 and 53 - he says it was Ernie's (the old owner's) favourite. He asks if he can bring Mina but the creature says no. Michael gets to hold the baby in hospital. He asks how to cure arthritis, which Dr MacNabola jokes about.



Literacy Checklist

Capital letters: Used to mark the start of a sentence or for proper nouns (the names of people, places, days of the week, months of the year, titles of books and films and so on), for example, Searching the darkness above, Mina saw the owls.

Full stop: Marks the end of a complete sentence or a statement, for example, Michael loves football.

Comma: Separates units of meaning in a sentence, in lists or between clauses, for example, When Michael saw Skellig, he was amazed.

Apostrophe: Indicates possession or omission, for example, That's Mina's cat or I'm visiting the owls.

Question mark: Used at the end of a direct question, for example, What is Skellig?

Exclamation mark: Indicates surprise, emphasis, strong emotions and sometimes disbelief, for example, The garage is too dangerous!

Semi-colon: Separates two main clauses that are closely related to each other but could stand on their own as sentences, for example, Mina likes poetry; William Blake is her favourite poet.

Colon: Comes after a complete sentence to introduce a list, quote or definition, for example, You should bring Skellig: aspirin, food and something to drink.

Key Quotations

- *"Then the baby came too early. And here we were."*
- *"His voice squeaked like he hadn't used it in years"*
- *"Mum clicked her tongue and sighed and looked up at the ceiling."*
- *"Drawing makes you look at the world more closely... Did you know that?"*
- *"27 and 53"... "food of the gods."*
- *"You must let us help you"... "Do whatever you want."*

Key Vocabulary

Context

Circumstances forming the background of a text.

Narrative voice

The point of view a text is told from.

Narrative arc

How a plot progresses.

Theme

The main ideas emerging from a text.

Setting

The surroundings and location of a story.

Atmosphere

Tone and mood of a place, situation or piece of creative work.

Mood

Evoking certain feelings in readers through words and descriptions.

Connotation

An idea or feeling which a word invokes for a person.

Symbolism

An object or word to represent an idea.

Motif

A recurrent image, symbol or idea.

Sensory / senses

References to sight, sound, smell, touch, taste.





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?
9. **Declarative:** A sentence that makes a declaration. E.g. She sells sea-shells.

Paragraphs



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)

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.

Sentence Openers

Adverbs Quickly, Carefully, Bravely, Quietly, Slowly, Suddenly, Happily,
Describe how something is being done.

Connectives Instead, Soon, Unless, Before, Eventually, While, However
Show a consequence or a sense of time.

Adjectives Happy and cheerful, Sweet and kind, Scared but excited, Tired and weary,
Pair two describing words together with 'and' or 'but'.

Relative Pronouns Which, That (animals and things), Who (people)
Words that relate to a noun.

Use a range of punctuation. () ... ! ;

Prepositions Inside, Next to, Above, Hidden in, Behind, Under, Past
Tells us where something is.

Ing Words Eating, Crying, Thinking, Laughing, Shouting, Smiling,
Says what the character is doing.

Ed Words Worried, Defeated, Scared, Flabbergasted, Shocked,
Describes how a character is feeling.



Punctuation

- **Full stops:** 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 marks:** 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.*
- **Colons:** 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 Colons:** 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 adjectives in a descriptive list.
E.g. The pizza was hot, delicious and freshly cooked.
- 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 Hemingway 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
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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

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	

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.

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

How do we calculate with decimals?

How do we measure the size of a 2D shape?

Sparx Maths

M704, M553,
M111, M994,
M390, M690,
M269, M169,
M231, M280,
M774, M112

Key Concept

Multiply/Divide by powers of 10

10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

Multiplying

X 10
X 100
X 1000



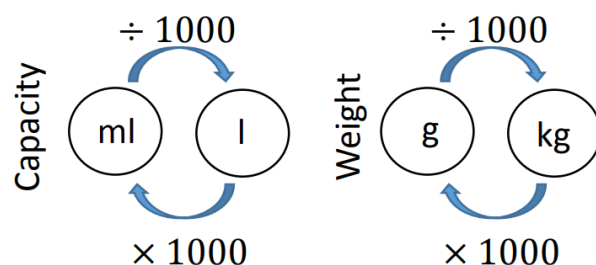
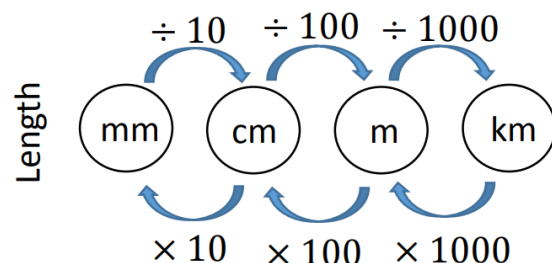
digits move LEFT 1 space
digits move LEFT 2 spaces
digits move LEFT 3 spaces

Dividing

÷ 10
÷ 100
÷ 1000



digits move RIGHT 1 space
digits move RIGHT 2 spaces
digits move RIGHT 3 spaces



Ordering Decimals

0.3, 0.21, 0.305, 0.38, 0.209

Add zero's so that they all have the same number of decimal places.

0.300, 0.210, 0.305, 0.380, 0.209

Then they can be placed in order:

0.209, 0.21, 0.3, 0.305, 0.38

Key Concept

Metric units of **length**:
mm, cm, m, km

Metric units of **weight**:
g, kg

Metric units of **capacity**:
ml, l

Rounding

1 ← 1.1 1.2 1.3 1.4 | 1.5 1.6 1.7 1.8 1.9 → 2

If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

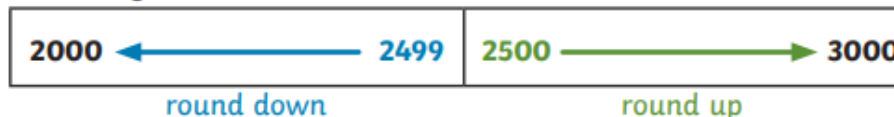
If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.

1.1 ← 1.11 1.12 1.13 1.14 | 1.15 1.16 1.17 1.18 1.19 → 1.2

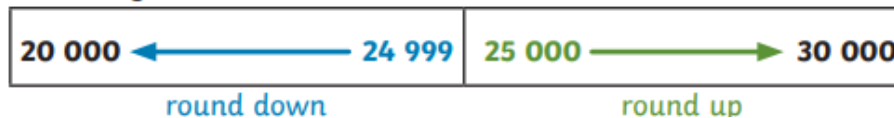
If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

Rounding to the nearest 1000



Rounding to the nearest 10 000



Stay or round up?

CHECK

1.36801

1.37

1.36801 (2dp) = 1.37

Stay or round up?

CHECK

2.79

2.8

2.79 (1dp) = 2.8

Column addition and subtraction

$$\begin{array}{r} 5.649 \\ + 39.27 \\ \hline 44.919 \end{array}$$

Addition: Starting with the digit on the right, add each column in turn. Regroup tenths, tens, hundreds etc as required.

You must remember to borrow if you can't subtract with the numbers you have.

$$\begin{array}{r} 3.47 \\ - 1.59 \\ \hline 1.88 \end{array}$$

Subtraction: Starting with the digit on the right, subtract each column in turn. Exchange tenths, tens, hundreds etc as required.

Division: Set up your question as shown. Starting from the left divide the number under the bus stop by the number on the outside. Any remainders must be carried to the next value along. Continue this process until you have got to the end of the number you are dividing.

$$8.12 \div 4$$

$$\begin{array}{r} 2.03 \\ 4 \overline{) 8.12} \end{array}$$

You must carry any remainders here.

$$\begin{array}{r} 0.5 \overline{) 6.85} \\ \rightarrow 5 \overline{) 68.5} \end{array}$$

don't need

To divide a decimal by a decimal we need to multiply both values until the number we are dividing by is a whole number. Then we would divide as before.

Column multiplication

Question: 1.54×2.6

Now 154×26

1	5	2	
	1	5	4
\times		2	6
	9	2	4
3	0	8	0
4	0	0	4
1	1		

We multiplied by 1000 to get rid of the decimal points because there are 3 numbers in total after the point in the question.

Multiply the whole numbers.

Divide your answer by 1000.

Answer = 4.004

You need to be able to:

- Add and subtract decimals using the column method.
- Multiply decimals by whole numbers and decimals by decimals using a written method.
- Divide decimals using the bus stop method.
- Use rounding to estimate values to calculations.
- Order decimals from smallest to biggest.
- Round values to the nearest integer.
- Round answers to a given number of decimal places or significant figures.

Key Words

Area: The amount of square units that fit inside the shape.

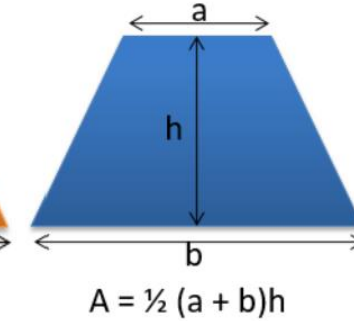
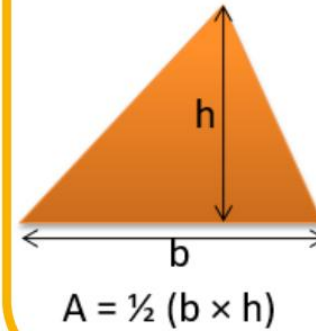
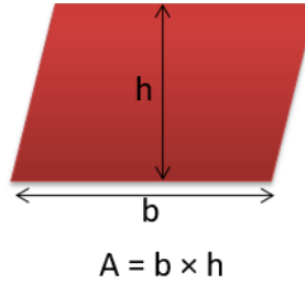
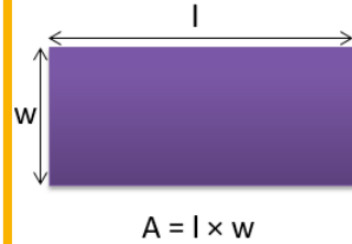
Perimeter: The distance around the outside of the shape.

Dimensions: The lengths which give the size of the shape.

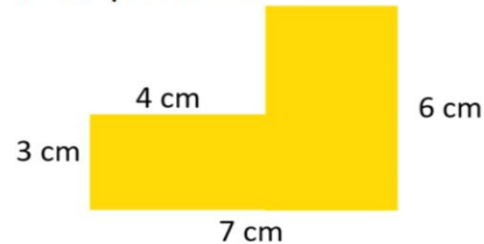
Shapes:

Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Key Concepts Area



Find the perimeter



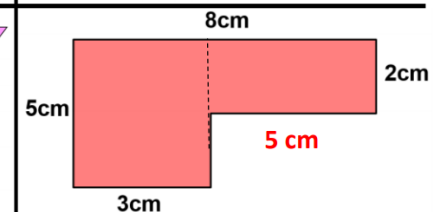
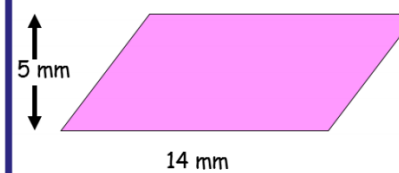
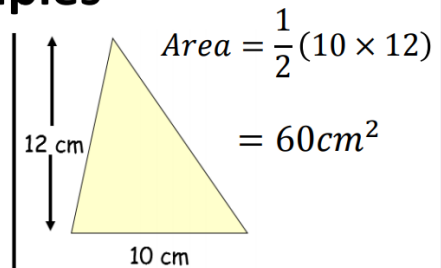
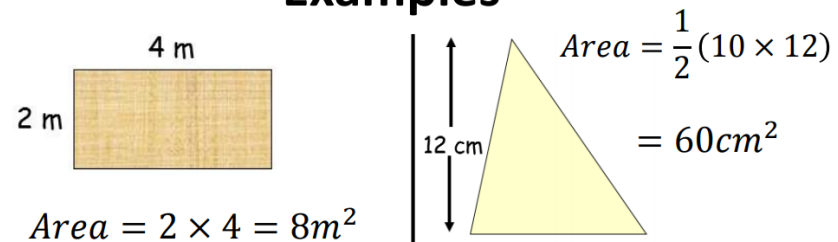
Step 1 – Find the missing lengths.



Step 2 – Add the lengths

$$3 + 4 + 3 + 3 + 6 + 7 = \underline{26 \text{ cm}}$$

Examples



Homework Links

Sparx Maths

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

Place value

Estimate

Round

Integer

Decimal

Area

Perimeter

Parallelogram

Triangle

Compound

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

Year 7 Term 3B – Eating and Drinking

Keyword	Definition
Digestion	The breakdown of large insoluble food molecules into smaller soluble ones.
Digestive System	Organ system involved in breaking food down so that it can be absorbed into the bloodstream.
Absorbed	When a substance is taken in by something or moved across a barrier such as a cell membrane.
Amylase	An enzyme that can break down starch into simple sugars.
Lipase	Enzyme that breaks down lipids (fats & oils).
Carbohydrase	Enzyme that breaks down carbohydrates.
Protease	Enzyme that breaks down proteins.
Enzyme	A protein which catalyses or speeds up a chemical reaction.
Surface Area	The area of the surface of an organism or membrane.
Villi	Finger-like projections in the small intestine that provide a large surface area for the absorption of food.
Capillary	Tiny blood vessels with walls one-cell thick where exchange of materials occurs.
Bile	Substance produced in the liver. It emulsifies fats to prepare them for digestion.
Pancreas	Produces biological catalysts called enzymes which speeds up the digestive reactions.
Excretion	Process by which waste products from chemical reactions in an organism are removed.

Further Reading:

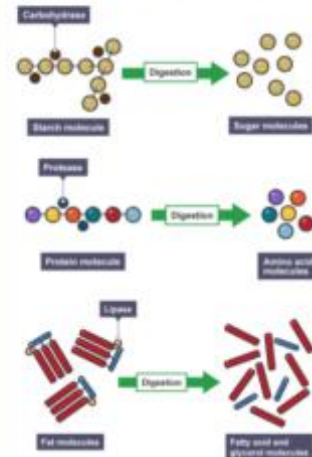
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<https://www.bbc.com/bitesize/guides/zwqycdm/revision/1>

The food we eat has to be broken down into other substances that our bodies can use. This is called digestion. Without this process, we could not absorb the food into our bodies and use it.



Organ	Function
Oesophagus	Also known as the gullet. Connects the mouth to the stomach. Food is pushed down using contractions of muscles.
Liver	Production of bile.
Stomach	Churns and mixes the food with hydrochloric acid and enzymes.
Pancreas	Produces biological catalysts called enzymes which speeds up the digestive reactions.
Small Intestine	Absorption of digested food into the bloodstream, production of enzymes to aid digestion.
Large Intestine	Absorption of excess water.
Rectum	Storage of faeces (undigested material) before excretion.
Anus	Where faeces are excreted (removed from the body).

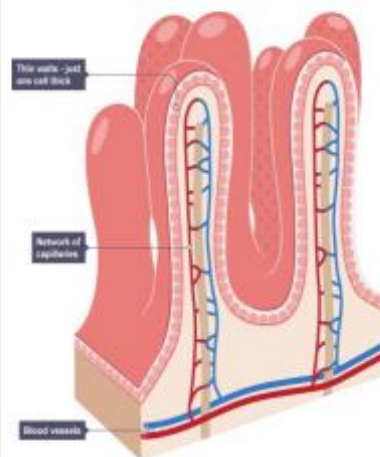
Enzymes are not living things. They are special proteins that can break large molecules into smaller molecules.



Minerals, vitamins and water are already small enough to be absorbed by the body without being broken down, so they're not digested.

Digestive enzymes cannot break down dietary fibre, which is why the body cannot absorb it.

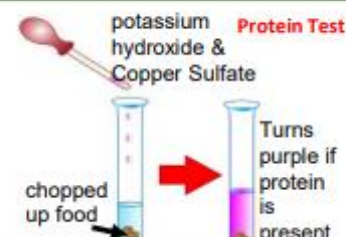
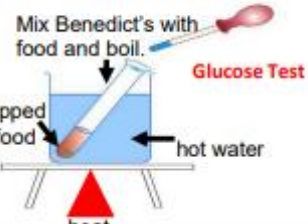
Adaptations of the Small Intestine



The small intestine is adapted for efficient absorption of digested food into the blood stream by:

- Having a very large surface area.
- Surrounded by lots of blood capillaries.
- Thin walls (1 cell thick) for faster absorption.

Starch Test



BIG QUESTIONS

Why was the Church so powerful?

How did Medieval people believe you get to heaven?

What was life like in a medieval village?

What did people believe caused the Black Death?

How did people try and cure the Black Death?

What were the consequences of the Black Death?

How did the Black Death cause the Peasants' Revolt?

The Medieval Church in the Middle Ages the Church was both ever-present in people's lives and very powerful. A Church building would often be the main building in a village or town. The local Priest would be an important individual, and often offer more than spiritual guidance, or show people what was right and wrong. The Church and religion would often be an important part of people's lives, the yearly calendar. The Church also had a lot of land and money.

The Black Death killed over a third of England's population within two years of its arrival in 1348, about 1 million people. There were two types of plague. The **Bubonic Plague** would start with **buboes** spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The **Pneumonic Plague** was spread by breath and attacked the lungs. Today we know that the bubonic plague was spread by fleas living on rats that were moving throughout Europe on ships via the **Silk Road** trading route. Most medieval people thought **God** had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people thought '**miasma**' (bad air) was causing the disease. As there was no real understanding of the cause, treatments were equally as far fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors put frogs on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.

The Peasants' Revolt Having lost such a large section of the population during the Black Death, landowners found it very difficult to find enough peasants to work the land. Peasants knew they were in demand and began to demand higher wages at the pre black death rate. In 1381, **Richard II** (14 years old) was King of England but left most of government to his uncle, John of Gaunt, an unpopular man who didn't care about peasants. Gaunt raised a **poll tax** to help pay for war with France – it was very unpopular and when a royal official tried to collect the tax in Essex (May 1381) English peasants refused to pay and killed his clerks. Wat Tyler (a Yeoman from Kent) organised 4,000 rebels to join the rebels from Essex and march to London to demand that the King change his mind. The rebels burned John of Gaunt's palace and executed Simon Sudbury (Archbishop of Canterbury).

Richard II met with the Rebels at Smithfield (15th June 1381); Wat Tyler was killed. The king promised to meet the peasants' demands if they returned home. He later went back on his promises and had the leaders tracked down and hanged. The Peasants' Revolt had failed but feudal England had been challenged!

Key Vocabulary

The Church

1. **Flagellant** A religious sect that punished themselves for sins by whipping their bodies
2. **Priest** The man who ran the Church in a village or town, and performed religious ceremonies such as weddings and baptism
3. **Morals** The ideas about being right and wrong
4. **Tithe** A payment of about 10% of what someone earned or farmed that was made to the Church
5. **Baptism** A religious service where babies were christened and blessed to begin their life as a Christian
6. **Heaven** Where Christians believed they would go if they had lived a good life
7. **Hell** Where Christians believed evil people and those who had sinned would go after death
8. **Sins** What Christians believed were bad things, such as stealing, doing evil things and God would punish people for

The Black Death

1. **Miasma** Theory that disease was caused by a poisonous cloud of 'bad air'.
2. **Bubonic Plague** The most common type of plague named after the buboes.
3. **Pneumonic Plague** A more deadly type of plague that attacked the lungs.
4. **Flagellation** A religious act where people whipped themselves with whips
5. **The Silk Road** A trading route which linked the east to the west
6. **Buboes** black boils that would appear on the bodies of someone who had caught the Black Death

The Peasants' Revolt

1. **Revolt** To go against the government, or the leaders of a country
2. **Peasants' Revolt** A major uprising across England in 1381
3. **Yeoman** A new class in Medieval England. Commoners who farmed their own land.
4. **Poll Tax** Everyone (rich & poor) paid the same amount.

Key Dates

1347 The Black Death hits Venice (Italy)

June 1348 The Black Death arrived in England (Dorset)

1351 Edward III introduces the **Statute of Labourers**

1381 The Peasants' Revolt

15th June 1381 Richard II meets the rebels

Homework

1. Learn the meanings of the words on the key vocabulary page, they will be tested in a knowledge test
2. Complete the following table:

Medieval beliefs of causes of Black Death	Medieval Cures for Black Death	Consequences or results of Black Death

3. Complete the source analysis about this doom painting:



This source is useful because

In the source you can see ...

BIG QUESTIONS

1. Where is Asia and what countries would you find there?
2. What natural features would you find in Asia?
3. Are China and India the most populated countries in the world?
4. Why did China have a One Child Policy?
5. How does life adapt to mountains and monsoons?
6. What impact does tourism have on Mount Everest?
7. What impact does flooding have on people living in Bangladesh?
8. How is urbanisation changing lives in cities in India?
9. Is Dubai the richest city in the world?

[Online Link -](#)

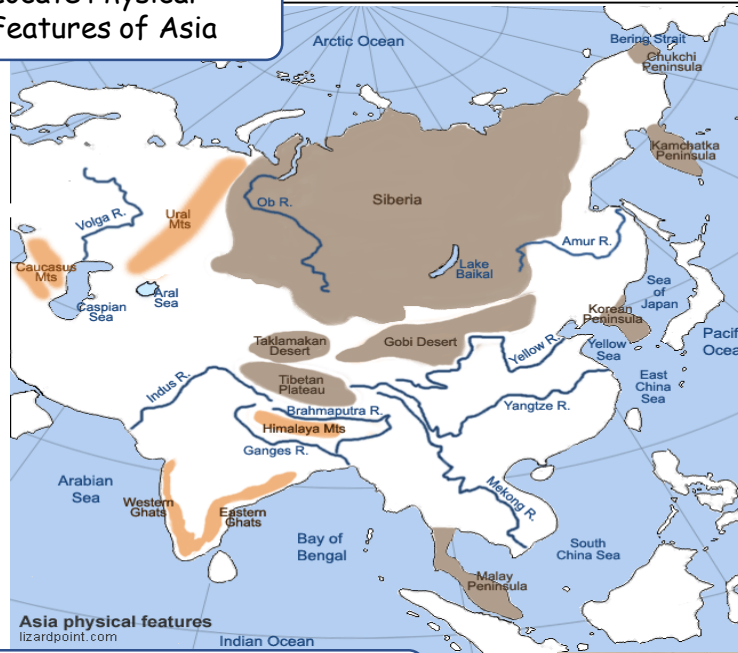
[Let's explore Asia - BBC Bitesize](#)

Locate Countries In The
Continent Of Asia.



Go one further...
Name capital
cities of at least
6 countries of
Asia.

Locate Physical Features of Asia



Key Facts To Recall

1. There are 48 countries in Asia.
2. Asia is the most populous continent (> 4.4 billion).
3. The largest country in Asia by landmass is Russia.
4. The largest country in Asia by population is China. (Second is India)
5. The largest city in Asia is Shanghai, in China, with more than 24 million people. It is also the largest city in the world.
6. The smallest country in Asia is the Maldives.
7. The longest river in Asia is the Yangtze River, in China, and the third longest in the world.
8. The highest mountain in Asia is Mount Everest, at 8,849 metres. The Himalayan mountain range are the world's highest mountains.
9. The Gobi desert is the largest desert in Asia, and the fifth largest in the world.

Key vocabulary

Country - a nation found in a continent with political borders.

Continent – a large land mass separated by oceans.

Ocean – a vast body of salt water.

Relief – the height of the land.

Biome - a large region (ecosystem) with its own distinct climate, plants and animals.

Population Density – how crowded or spread out a population is in an area.

Sparsely – a few people in an area, that are spread out.

Densely – a lot of people in an area, that are crowded.

Social – factors affecting people.

Economic – factors affecting money.

Environmental – factors affecting the environment.

Homework

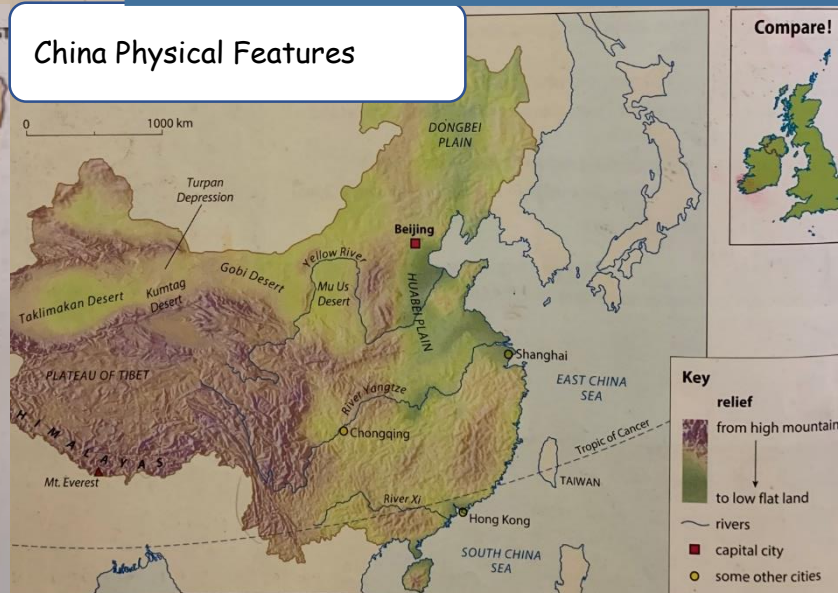
LOOK > COVER > WRITE
> CHECK > REPEAT

For All Key Facts and All Key Vocabulary.

China Population Distribution



China Physical Features



BIG QUESTIONS

How do artists use colour?

Define the meaning of Abstract Art?

What is special about the primary colours?

What is a tertiary colour?

How do the complementary colours work?

Why is drawing important in a project?

What are the Warm and Cool colours? How can we use them effectively?

How does colour link to human emotion?

Can you create an Abstract composition?

Overarching Big Question

*Through a series of activities, students develop skills in observation, colour mixing and application of paint exploring Formal Elements **COLOUR, SHAPE and COMPOSITION**. They investigate examples of abstract art focusing on composition, message and meaning. Students will use their knowledge of colour theory, painting techniques and composition to create their own abstract art.*



Key Skills

RECORD

I will learn to record...

- images and information appropriate to a given theme
- using wet and dry colour media
- increasing my knowledge and understanding of how abstract artists use 'Colour' to create meaningful work
- ideas for an abstract picture

DEVELOP

I will learn how to develop...

- my knowledge and understanding of colour theory
- my drawing and painting skills
- my use of images and information to create abstract ideas
- 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 media and techniques e.g. mixing secondary and tertiary colours, exploring colour harmonies, mix complementary colours together in order to create colour tone.
- explore application of paint through techniques; wet into wet, wash, wet onto dry, dry brush etc. use of warm and cool colours to create depth/mood.
- select ideas to adapt and improve using abstract composition
- develop a piece of work using painting techniques and colour in different ways

EVALUATE

I will learn how to...

- reflect on the development of my own work
- make connections between my own and abstract 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 inspired by Abstract Art

Homework Links

Homework Booklet 2 'Homage to Bleriot' by Robert Delaunay

(artist links to project through use of colour and abstract style)

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...

Primary/Secondary/Tertiary/Complementary colours within the context of Abstract Art.

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 training which enables you 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:

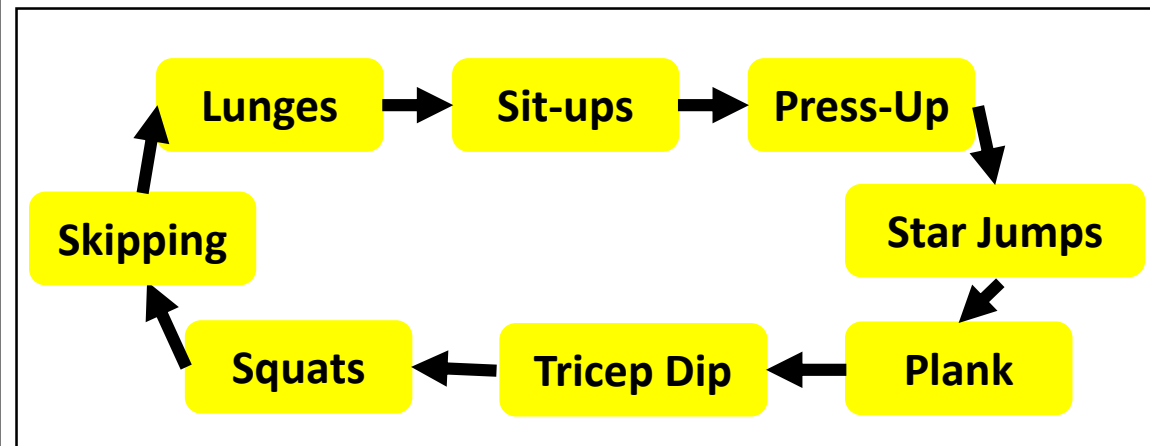
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

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?

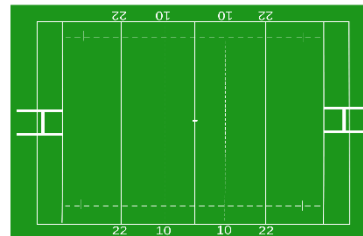
Can you safely and effectively create a ruck?

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?

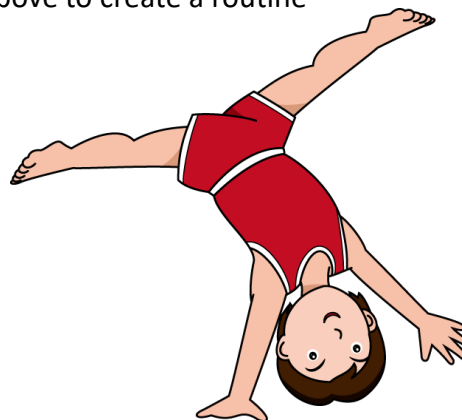
Can I generate height to land on equipment?

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?

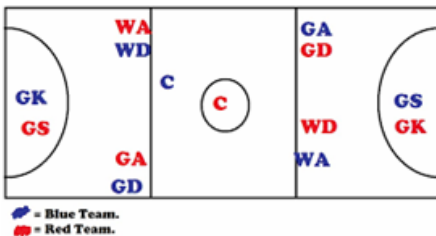
Big Questions:

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



Big Questions

- 1 Who are the founding fathers of Judaism?
- 2 What does it mean to be a prophet?
- 3 What festivals are celebrated in Judaism?

Who was Abraham?






Abraham lived over 4000 years ago. He is one of the founders of Judaism and is known as Father Abraham. Jewish people know him as the man who did everything G-d asked. They try to be as obedient as he was to G-d. His story shows Jewish people that G-d is always faithful.

What were the 3 promises from God?

G-d promised Abraham:

1. Land – G-d promises to give land to Abraham's people
2. Descendants – G-d promised Abraham loads of children
3. Blessing – G-d told him that anyone who followed him would be blessed – today Muslims, Christians and Jews all trace their roots back to Abraham.

The 10 plagues

- | | | | | | |
|---|---|---|----|---|---|
| 1 |  | BLOOD (7:14-24)
The Nile, along with all of the water in Egypt, turns into blood. But Pharaoh does not let the Israelites go. | 6 |  | BOILS (9:8-12)
Festering boils break out on the Egyptians and their animals. But Pharaoh does not let the Israelites go. |
| 2 |  | FROGS (7:25 - 8:15)
Frogs cover the land of Egypt. Pharaoh promises to let the Israelites go, but changes his mind. | 7 |  | HAIL (9:13-35)
Hail strikes down everything in the fields - humans, animals and trees. Pharaoh asks for forgiveness and promises to let the Israelites go, but changes his mind. |
| 3 |  | GNATS (8:16-19)
The dust turns to gnats, which cover the people and animals of Egypt. But Pharaoh does not let the Israelites go. | 8 |  | LOCUSTS (10:1-20)
Locusts devour every tree and plant in the land of Egypt. Pharaoh asks for forgiveness, but does not let the Israelites go. |
| 4 |  | FLIES (8:20-32)
Flies fill the houses and land of Egypt. Pharaoh promises to let the Israelites go, but changes his mind. | 9 |  | DARKNESS (10:21-29)
Darkness covers the land of Egypt for three days. Pharaoh promises to let the Israelites go, but changes his mind. |
| 5 |  | LIVESTOCK (9:1-7)
All of the livestock of the Egyptians die. But Pharaoh does not let the Israelites go. | 10 |  | FIRSTBORN (11:1-10; 12:29-32)
Every firstborn son and firstborn of the cattle in Egypt dies. Pharaoh finally lets the Israelites leave Egypt, only to change his mind and pursue them to the Red Sea. |

What are the 10 commandments (sayings)?

1. I am the Lord thy God: thou shalt not have strange Gods before me
2. Thou shalt not take the name of the Lord thy God in vain
3. Remember to keep holy the Lord's Day
4. Honour thy father and thy mother
5. Thou shalt not kill
6. Thou shalt not commit adultery (cheat)
7. Thou shalt not steal
8. Thou shalt not bear false witness against thy neighbour (Lie)
9. Thou shalt not covet (want) thy neighbour's wife
10. Thou shalt not covet (want) thy neighbour's goods

Key words:

Covenant - a promise made between two people. In religion it often refers to a promise made between man and God.

Adultery – cheating on your husband or wife – although today it can be understood as cheating in general.

Descendants – family or children directly coming from a couple.

Mitzvot/mitzvah – rules that help you be a good Jewish person – there are 613.

Quick facts!

Holy book – The Torah (600BCE)
Age of religion- 4000 years old
Place of worship – Synagogue
Name of followers – Jews
Number in the UK – 410,000

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

What is call and response?

What are the Elements of Music?

What is a melody?

What is harmony?

What is a chord?

What is a musical ensemble?

How is music created?

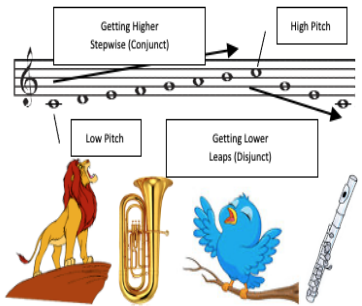








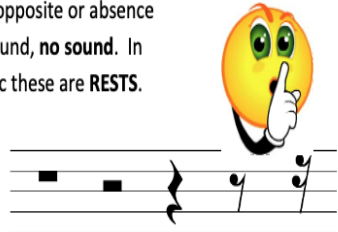
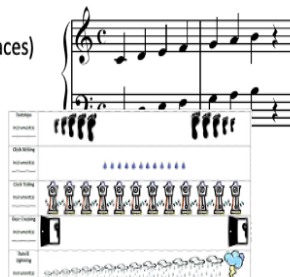
How can we describe the form and structure and texture of different songs?

In what ways can the Elements of Music be refined or manipulated to create new arrangements of an existing song or piece of music?

Building Bricks

Exploring the Elements of Music



<p>A. Pitch</p> <p>The highness or lowness of a sound.</p> 	<p>B. Tempo</p> <p>The speed of a sound or piece of music.</p> <p>FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i></p> <p>GETTING FASTER – <i>Accelerando (accel.)</i> GETTING SLOWER – <i>Ritardando (rit.) or Rallentando (rall.)</i></p> 	<p>C. Dynamics</p> <p>The volume of a sound or piece of music.</p> <p>VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forte (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUITE SOFT: <i>Mezzo Piano (mp)</i> SOFT: <i>Piano (p)</i> VERY SOFT: <i>Pianissimo (pp)</i> GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i></p> 	<p>D. Duration</p> <p>The length of a sound.</p> 
<p>E. Texture</p> <p>How much sound we hear.</p> <p>THIN TEXTURE: (<i>sparse/solo</i>) – small amount of instruments or melodies.</p>  <p>THICK TEXTURE: (<i>dense/layered</i>) – lots of instruments or melodies.</p> 	<p>F. Timbre or Sonority</p> <p>Describes the unique sound or tone quality of different instruments voices or sounds.</p>  <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.</i></p>	<p>G. Articulation</p> <p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way</p>  <p>shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p> 	<p>H. Silence</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p> 
<p>I. Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.</p> 		<p>J. How Music Works</p> <p>Music can create an atmosphere or ambience e.g., <i>supermarkets and restaurants</i>.</p> <p>Music can create an image e.g., <i>in response to art, a story, a poem, a character, a situation</i> – this is called PROGRAMME MUSIC.</p> <p>Music can be calming e.g., <i>end of an evening in clubs and bars</i>.</p> <p>Music can be used for spiritual reasons e.g., <i>worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection</i>.</p> <p>Music can be used for commercial purposes e.g., <i>advertising, TV themes</i>.</p>	

A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** and listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!).

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC**, **RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

TEXTURE – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY**, **LYRICS**, **RIFFS**, **CHORDS**

(often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by

performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.

The image shows a lead sheet for Ed Sheeran's song "Shape of You". It includes the melody line with lyrics, guitar chords (e.g., G, D, E, F#m, C, D), and a bass line. The sheet is titled "Ed Sheeran 'Shape of You' SongSheet" and includes copyright information.

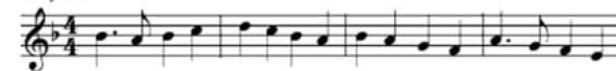
D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.

Conjunct



Disjunct



E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS**, **SAXOPHONE**, **TROMBONE** and **TRUMPET**.



Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

BIG QUESTIONS

- 1) ¿Qué estudias en el insti?
What do you study at school?
- 2) ¿Cuál es tu asignatura favorita?
What is your favourite subject?
- 3) ¿Qué asignaturas te gustan?
What subjects do you like?
- 4) ¿Cómo son tus profesores?
What are your teachers like?
- 5) ¿Cómo son las instalaciones?
What are the facilities like?
- 6) ¿Qué haces durante el recreo?
What do you do during break time?

Saying what subjects I study

Los lunes (On Mondays)			ciencias (science)		informática (ICT)
Los martes (On Tuesdays)			dibujo (art)		inglés (English)
Los miércoles (On Wednesdays)			educación física (PE)		matemáticas (maths)
Los jueves (On Thursdays)	por la mañana (in the morning)	estudio (I study)	español (Spanish)	y (and)	música (music)
Los viernes (On Fridays)	por la tarde (in the afternoon)	estudiamos (we study)	francés (French)		religión (RE)
Los sábados (On Saturdays)			geografía (geography)		teatro (drama)
Los domingos (On Sundays)			historia (history)		tecnología (technology)
Todos los días (Every day)					
Dos veces a la semana (Twice times a week)					

Saying what subjects I like and dislike

Mi asignatura favorita es (My favourite subject is)		Me gusta (I like)	el dibujo (art)			el inglés (English)	por que es (because it is)	muy (very)	divertido (fun)	y también (and also)	fácil (easy)	
			el español (Spanish)									
			el francés (French)									
Prefiero (I prefer)		Me encanta (I love)	la geografía (geography)	la informática (ICT)	la religión (RE)	un poco (a little)	bastante (quite)	divertida (fun)		interesante (interesting)		
			la historia (history)	la música (music)	la tecnología (technology)							
Sin embargo (However)	Por otro lado (On the other hand)	no me gusta (I don't like)	el dibujo (art)			el inglés (English)	por que es (because it is)	muy (very)	aburrido (boring)	difícil (difficult)		
			no me gusta nada (I really don't like)	el español (Spanish)								
				odio (I hate)	el francés (French)							
											la geografía (geography)	la informática (ICT)
			la historia (history)	la música (music)	la tecnología (technology)	un poco (a little)	bastante (quite)	aburrida (boring)	difícil (difficult)			
	</											

Saying what my teachers and my school are like

Mi profesor es (My teacher is)	paciente (patient) simpático (kind) divertido (funny)			pero nunca es (but is never)	severo (strict) raro (odd) antipático (unkind)
Diría que (I would say that)	mi insti es (my school is)			antiguo (old) bonito (nice) bueno (good) feo (ugly)	grande (big) horrible (horrible) moderno (modern) pequeño (small)
En mi opinión (In my opinion)					
En mi insti hay (In my school there is)	un campo de fútbol (a football pitch) un comedor (a canteen) un gimnasio (a gymnasium)	un patio (a playground) una biblioteca (a library)	unos laboratorios (some labs) unas clases (some classrooms)	pero no hay (but there isn't a)	pista de tenis (tennis court) pista de baloncesto (basketball court) piscina (swimming pool)

Remember:

If you want to talk about a teacher of a specific subject, you need to follow the pattern below:

Mi profesor **de** matemáticas = my maths teacher

Mi profesor **de** inglés = my English teacher

Talking about break time

Normalmente (Normally)	durante el recreo (during break time)	como (I eat)	un bocadillo (a sandwich)	fruta (fruit)	y luego (and then)	leo mis SMS (I read my texts)	juego al fútbol (I play football)
			unos caramelos (some sweets)	unas patatas fritas (some crisps)			
			una chocolatina (a chocolate bar)	chicle (chewing gum)			
A veces (Sometimes)			agua (water)	un zumo (a juice)	y después (and afterwards)	escribo SMS (I send texts)	hablo con mis amigos (I talk with my friends)
A menudo (Often)		bebo (I drink)	un refresco (a fizzy drink)				

Mid-Term Assessment Prep – I can...

- ☐ say what subjects I study
- ☐ say what subjects I like and dislike
- ☐ say what my teachers are like
- ☐ say why I like and dislike different subjects



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

Modern Languages – French
Module 3 – Mon collège – My school

Year: 7
Term: 3

BIG QUESTIONS

1) Quelles matières aimes-tu et pourquoi?
What subjects do you like and why?

2) Quelle est ta matière préférée?
What is your favourite subject?

3) Qu'est-ce que tu portes au collège?
What do you wear at school?

4) Ton college est comment?
What is your school like?

5) Quelle heures est-il?
What time is it?

6) Ta journée scolaire est comment?
What is your school day like?

Saying what subjects I like and dislike

J'adore (I love)	le français (French)	l'histoire (history)				facile (easy)
J'aime (I like)	le théâtre (drama)	l'EPS (PE)				intéressant (interesting)
Jaime assez (I quite like)	la géographie (geography)	l'informatique (ICT)				amusant (fun)
Ma matière préférée c'est (My favourite subject is)	la musique (music)	les arts plastiques (art)	parce que (because)	c'est (it is)	assez (quite)	créatif (creative)
Je n'aime pas (I don't like)	la technologie (DT)	les maths (maths)			un peu (a little)	le prof est sympa (the teacher is nice)
Je déteste (I hate)	l'anglais (English)	les sciences (science)				difficile (difficult)
						ennuyeux (boring)
						nul (rubbish)
						le prof est trop sévère (the teacher is too strict)
						j'ai trop de devoirs (I have too much homework)

Saying what I wear at school and what I think of it

		un pantalon (trousers)	un sweat (a sweatshirt)	blanc (white)	jaune (yellow)	rose (pink)	vert (green)
		un polo (a polo shirt)	un tee-shirt (a t-shirt)	bleu (blue)	noir (black)	rouge (red)	violet (purple)
		un pull (a jumper)		gris (grey)			
Dans mon collège (In my school)	je porte (I wear)	une chemise (a shirt)	une jupe (a skirt)	blanche (white)	jaune (yellow)	rose (pink)	verte (green)
	on porte (we wear)	une cravate (a tie)	une veste (a blazer)	bleue (blue)	noire (black)	rouge (red)	violette (purple)
	je voudrais porter (I would like to wear)			grise (grey)			
		des chaussettes (socks)	des baskets (trainers)	blanches (white)	jaunes (yellow)	roses (pink)	vertes (green)
		des chaussures (shoes)		bleues (blue)	noires (black)	rouges (red)	violettes (purple)
				grises (grey)			
Je pense que (I think that)		c'est (it is)		chic (stylish)		démodé (old-fashioned)	
À mon avis (In my opinion)		ce n'est pas (it's not)		confortable (comfortable)		pratique (practical)	

Saying what my school is like

Je dirais que (I would say that)	mon collège est (my school is)	vieux (old)	grand (big)
À mon avis (In my opinion)		sympa (nice)	horrible (horrible)
		bien (good)	moderne (modern)
		laid (ugly)	petit (small)
Dans mon collège il y a (In my school there is)	un gymnase (a gym)	une bibliothèque (a library)	
	un hall (a hall)	une salle de sport (a sport's hall)	
	un terrain de sport (a sport's field)	des salles de classe (some classrooms)	
	une cantine (a canteen)	des laboratoires (some science labs)	
	une cour de récréation (a playground)	des vestiaires (some changing rooms)	
		mais il n'y a pas de (but there isn't a)	piscine (swimming pool)
		cependant il n'y a pas de (however there isn't a)	terrain de basket (basketball court)
			court de tennis (tennis court)

Talking about my school day

D'abord (Firstly)	à sept heures (at 7:00)	je quitte la maison (I leave the house)	et après (and afterwards)	on commence les cours (we start lessons)	à quatre heures (at 4:00)	je rentre à la maison (I go home)
	à sept heures et quart (at 7:15)	j'arrive au collège (I arrive at school)	et puis (and then)	je mange à la cantine (I eat in the canteen)	à cinq heures dix (at 5:10)	
	à sept heures et demie (at 7:30)	je retrouve mes copains (I meet up with my friends)	et à midi (and at midday)	je chante dans la chorale (I sing in the choir)	à cinq heures vingt (at 5:20)	
	à huit heures moins le quart (at 7:45)			je joue dehors (I play outside)	à cinq heures et quart (at 5:15)	
	à huit heures (at 8:00)			on recommence les cours (we start lessons again)	à cinq heures et demie (at 5:30)	

Mid-Term Assessment Prep – I can...

- ☐ say what subjects I like and why
- ☐ say what subjects I dislike and why

- ☐ say what I wear & what I'd like to wear at school
- ☐ say my opinion on my school uniform



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SentenceBuilders

BIG QUESTIONS

What are the 3 macronutrients?

What are the functions of these macronutrients?

What happens if we eat too many?

Why do we need fibre?

Food Preparation and Nutrition

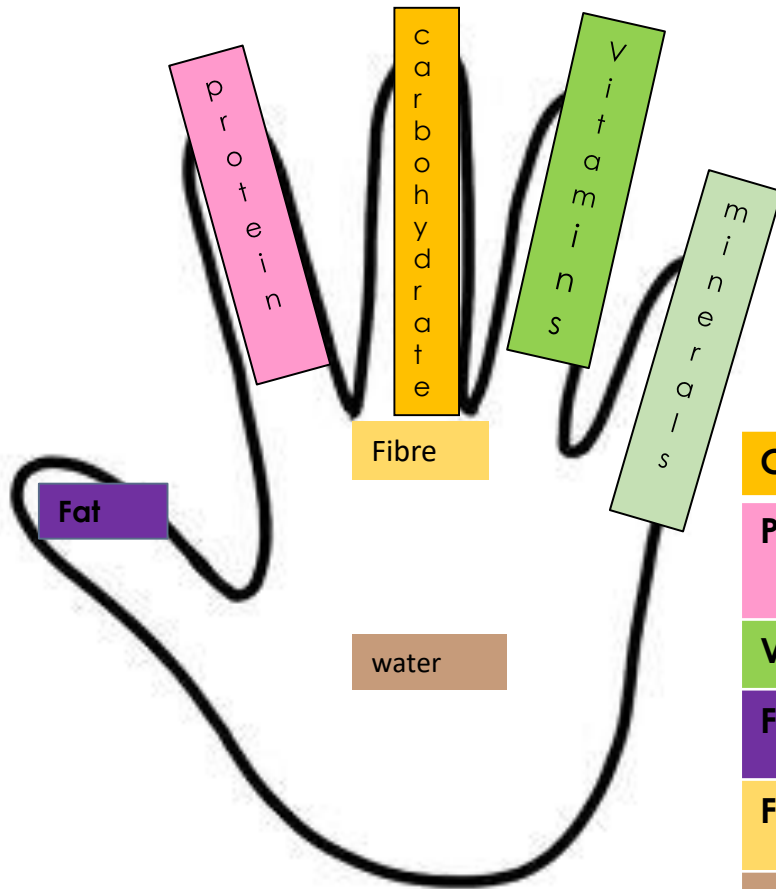
Year 7. Term 3

Nutrition: Macronutrients. Fat, carbohydrate, protein.

Through a series of activities students will form an understanding of macronutrients, their sources and their functions.

Dietary needs of various people groups will be investigated.

Students will start to learn how to develop nutritionally balanced meals.



Don't skip breakfast

Base meals on starchy carbohydrates

Be active

Cut down on saturated fat and sugar

Eat less salt – no more than 6g a day

EAT MORE FISH

Drink plenty of water

Eat lots of fruit and vegetables

GOVERNMENT GUIDELINES FOR A HEALTHY LIFESTYLE

Carbohydrates	For energy
Protein	For growth, repair, maintenance and energy
Vitamins and minerals	Help fight diseases
Fat	For warmth, insulation, and energy
Fibre	Help digestion
Water	Hydration

Homework Links

Food a fact of life.

BBC Bitesize

Key Vocabulary

Eating guidelines

Eatwell Guide

Balanced Diet

Nutrition

Fruit and vegetables
Eat at least five portions every day.

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

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

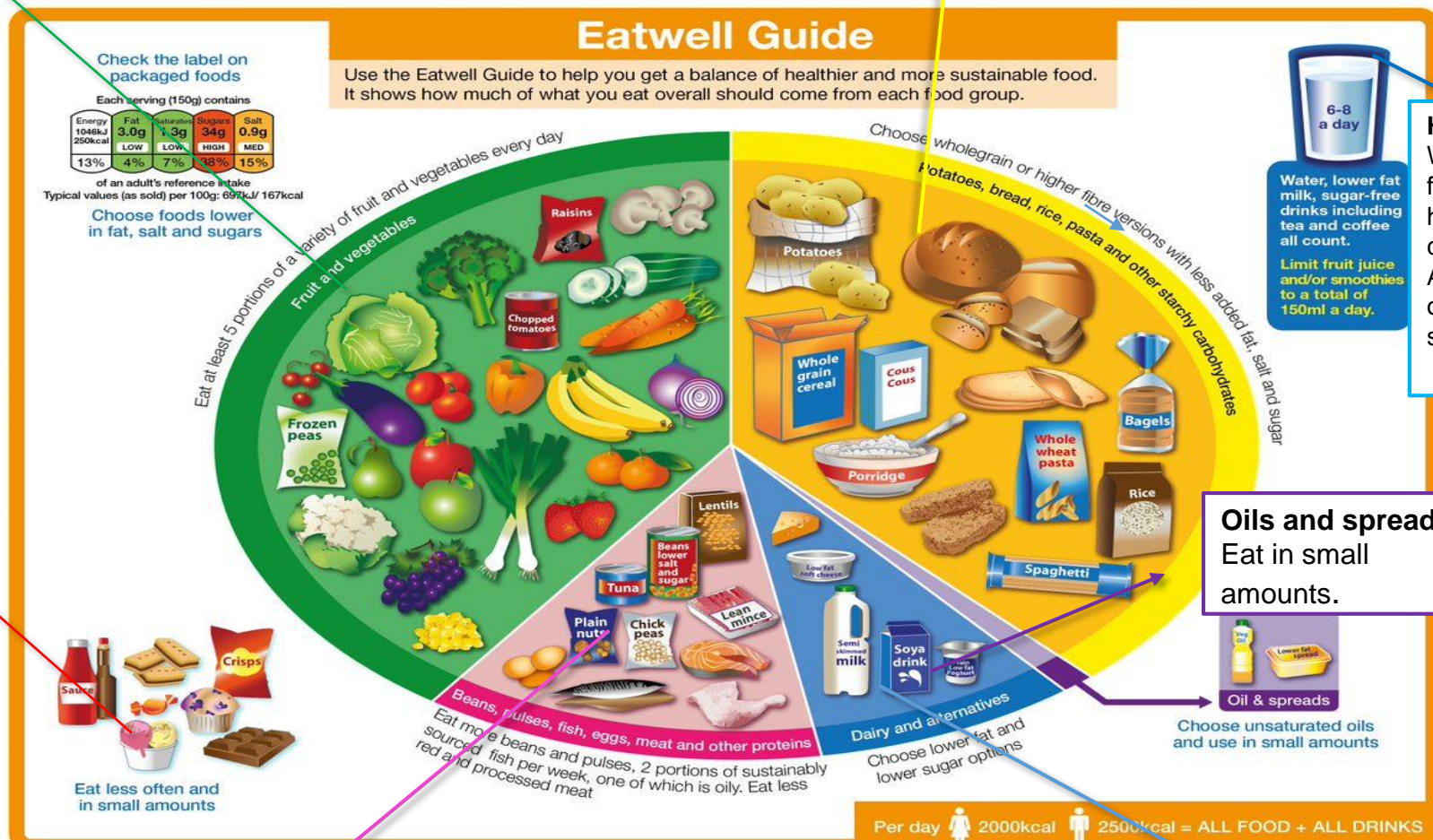
Nutrition

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.




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

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



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

Nutritional needs of various age groups

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>	<p>Growing fast</p> <p>Physically active</p> <p>Should follow the Eatwell Guide</p> <p>Many need some small snacks</p> <p>Important to have a balanced diet to avoid obesity</p> <p>→ Protein</p> <p>→ Vitamin A</p> <p>→ Vitamin D</p> <p>→ Calcium</p>	<p>Boys- growing new muscle tissue, need for increased protein</p> <p>Girls- increase in need for iron due to menstruation (periods)</p> <p>Calcium and Vit D required as peak bone mass acquired during teens.</p> <p>Balanced diet, include oily fish</p> <p>→ Protein</p> <p>→ Vitamins A, Bs, C, D, E</p> <p>→ Carbohydrate</p> <p>→ Healthy fats</p> <p>→ Iron</p>	<p>Regular well-balanced diet</p> <p>Not growing anymore</p> <p>Eatwell Guide should be followed</p> <p>Need to maintain healthy weight</p> <p>Reduce junk foods</p> <p>Take plenty of exercise</p> <p>→ Calcium rich foods</p> <p>→ High Iron and Vit C foods (Women)</p>	<p>Follow well balanced diet</p> <p>Fewer calories needed</p> <p>Osteoporosis common if lack of Vit D and calcium.</p> <p>Digestive system is slower- important to have fibre in die and water to prevent DIVERTICULITIS/ BOWEL CANCER.</p> <p>Iron deficiency ANAEMIA may become an issue as body finds in difficult to absorb iron.</p> <p>High blood pressure: reduce salt intake</p> <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.



Homework Links

Food a fact of life.

BBC Bitesize

Key Vocabulary



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

Factors

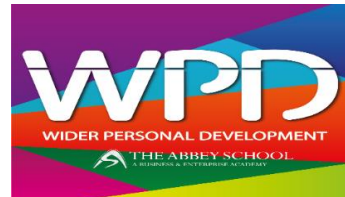
Allergy

Intolerance

Religion

Choice

Energy needs



Big Questions

PSHE

What can I do to keep myself safe?

What are the concepts and laws relating to exploitation and grooming?

How does the law affect my current and future relationships?

WPD – Wider Personal Development

How can I investigate different cultures?

What is an International Community Project?

What does it mean to be “typically British”?

WHAT ARE BRITISH VALUES?



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



Gang life reality- Don't risk it

Child Sexual Exploitation

Megan aged 12:
"I thought Stephen was special, I liked him and his friends, but they used me. I never wanted to get my friends involved, I had no choice. They filmed everything and now we're trapped. It's not just strangers who can hurt you."

Prison

Aiden aged 17:
"There's a long list of stuff I've stolen and people I've hurt, but my prison sentence is longer. All I have now is a criminal record."

Knife crime

Dean aged 17:
"I'm in hospital. They stabbed me in the neck from behind, it's a warning. They told me I won't be so lucky next time. I'm scared how this could end. I don't want to die."

Grooming

Mrs Walker, mum to Lewis aged 16:
"The first time Lewis went missing for five days, the police found him with extremely violent gang members. Now he disappears all the time, I never sleep and we know he's selling drugs. His only escape is to be sent to prison."

Drugs

Kelly aged 15:
"I've been hanging out with older guys for four years. They say I owe them, so I'm now selling their drugs to settle the debt. I have no idea how long it will take, I'll just keep selling until it's cleared. It's not like I have a choice."

Everybody's Different

No two people in the world are the same. It is important to remember this.



Careers:

Employability Focus during form time – Problem Solving

Careers Event – University Assembly Talk

House news/events:

HOUSE COMPETITION:

Design a poster to promote your House and to encourage students to a) work towards achieving more house points and b) get involved with house activities, events and competitions. The best one for each house will be printed and put up on display around school and there will be a small prize and house points for the winners.

