

1

A computer network can be either wired or wireless.

- Wired networks send data along cables.
- Wireless networks send data through the air using radio waves.

Bandwidth—Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second



2

Bandwidth is measured in bits per second

A bit is the smallest unit of data
Data transfer rates are now so good
that bandwidth is usually measured in
Megabits per second (Mbps)
1Mb—1 million bits

A **network** is where devices are connected together usually by cable or WiFi. This could be a few computers in a room, many computers in a building or lots of computers across the world.



3 Internet services

There are a range of services provided by the internet.
These include:

- World Wide Web
- Email
- Online gaming
- Instant messaging
- Voice over IP (VoIP) – audio calls
- Internet of Things (IoT)
- Media streaming (e.g. watching Netflix online)

The rules for each service are different.
As a result, a different protocol is used.

HTTP—HyperText Transfer Protocol—used so that data can be understood when sent between web browsers and servers.

HTTPS—is the secure version of HTTP where data sent is encrypted.

4

Key Words

bandwidth	Amount of data that can be moved from one point to another in a given time.
buffering	Data arriving slower that it is being processed
internet	A worldwide network of computers
Internet of Things (IoT)	Takes everyday ‘things’ and connects them to the Internet eg smart light bulb, fridge, heating etc
IP address	A unique address for every device on the internet
packet	Networks send/receive messages in units called packets
protocol	All methods of communication need rules in place in order to pass on the message successfully. These sets of rules are called ‘protocols’
Search engine	A website that allows user to look up information on WWW e.g. Bing, Google etc
Web browser	Piece of software(code) used to view information on the Internet
WWW	Part of the Internet that contains websites and webpages. NOT the same as the Internet.

5

Network Hardware—physical equipment required to set up a network

Hub—Connects a number of computers together. Ports allow cables to be plugged in from each connected computer.

Router—Used to connect two separate networks together across the internet

Sever—A powerful computer which provides services to a network

Cable—Used to connect different devices together. They are often made up of a number of wires.

Y7 INSECTS PROJECT

These are the skills & the key information that you will need to know & use in your 'INSECTS' Project

The Formal elements of art are the building blocks used by artists to create a work of art.

LINE

IS A DOT YOU TAKE FOR A WALK...

SHAPE

INSIDE THE LINE

COLOR

Primary, Secondary, Tertiary.

PATTERN

FORM

The 3 Dimension of an object

Texture

The way surface will feel

TONE

Gradient

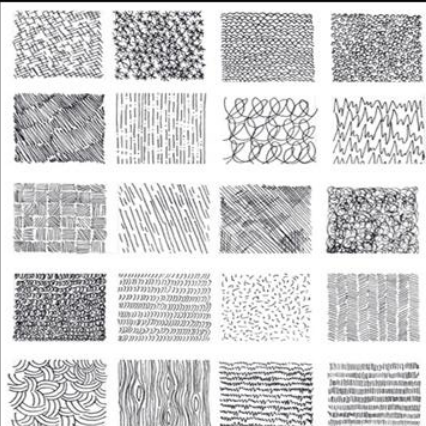
Tonal Shading

To prevent your drawings from looking flat, you should use a range of tones from dark to light. Varying the pressure and layering your pencil creates different tones. Use the direction of your pencil to enhance the 2D surface, you can also use shadows which will make objects appear 3D.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Mark-making

To make your drawings look more realistic and interesting you should try to use different marks to show textures and surface qualities. You can do this by changing direction, pressure or length of your marks.



Pencils come in different grades, the softer the pencil the darker the tone

H=Hard B=Black

In art the most useful pencils for shading are 2B & 4B to create a range of tones

Tonal shading example

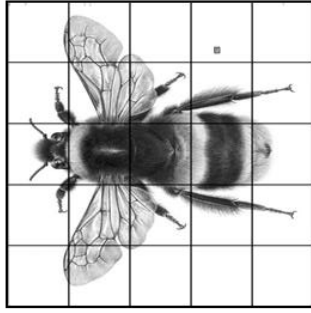


Sgraffito

This is an Italian word which means: "scratched". It consists of putting down a base surface, covering it with another, and then scratching the top layer to reveal the bottom base colour using lots of different mark-making effects.

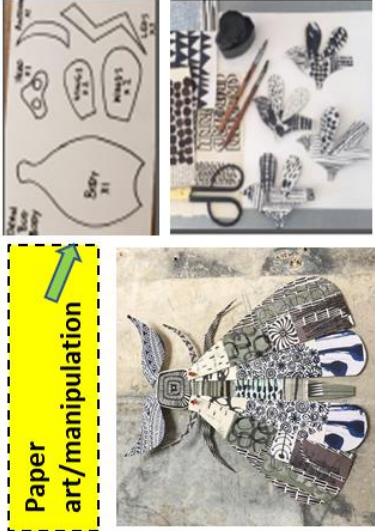


Grid Drawing Method



Draw one square at a time, until the entire image has been transferred.

Paper art/manipulation



Project Key Words & Definitions

INSECT	Any group of small animal having no backbone and 3 parts to the body
THORAX	This is the middle segment of the body. The 6 legs and 2 wings (if present) are attached to the thorax
ARTHROPOD	The scientific name for insects and spiders
ABDOMEN	This is the last of the 3 parts of the body
ANTENNAE	The antennae are a pair of sense organs located near the front of the insect's head
EXOSKELETON	The hard covering on the outside of the insect that protects or supports the body
SWARM	A large group of insects all moving together
WINGS	Insects wings enable them to fly and are usually attached to the thorax. The 2 pairs are referred to as the fore wings and hindwings
SEGMENTED	Insects have segmented body which means that it is divided. The 3 segments are the head, thorax and abdomen. The legs are also segmented.
MANDIBLE	A pair of appendages near the mouth used to grasp, crush or cut the insect's food or to defend against predators
COLONY	Insects such as bees, ants or termites live together in groups called colonies. Millions may live in a single colony building a giant nest
COCOON	The silky enclosure spun by caterpillars that they live in whilst they are turning into adult insects
CHRYSTALLIS	The stage of caterpillars, moths and other insects that is between the larva and the adult stage
HIVE	A structure where bees live, especially a beehive or the group of bees living there
ZENTANGLE	An elaborate and purposeful form of doodling. The meditative process of drawing intricate and imaginative patterns to create miniature works of art

Y7 INSECTS PROJECT

Artist Research Page

TWISBOQ

Title - Artist name

Writing - Artist info

Images - Artist images

Study - own copy of artist's work

Background - creative & relevant to style

Opinion - own opinion of artwork

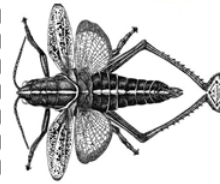
Quote - from the artist

An example of a successful **Artist research page** combining images & information



Annotation = written explanations that record your thoughts and explain the thinking behind an idea or analyse a technique

Artist links



Joe Macgown



Christopher Marley



Claire Young



Abby Diamond








Rosalind Monks



Lucy Arnold

Engineering

Material Name	Description	Picture
Pewter	Pewter is an ALLOY which means it is made of more than one metal. Most modern pewter is composed of 96 percent tin and 4 percent copper . It is a soft metal and can be shaped easily by hand tools and machine tools. Due to its low melting point (approximately 230 degrees centigrade) it is suitable for casting . It is a bright material, which makes it popular for the manufacture of 'silverware' such as tankards, candlesticks and even jewellery.	
Acrylic	This is a common thermo forming plastic. It comes in many different colours and can translucent and opaque . It is a hard but brittle material. It has a low melting point which makes it easy to manipulate. It is acid and weather resistant .	
Pine	Pine is from the coniferous trees which means that it is a softwood . It is a common wood used in furniture and construction. It has good strength properties. It is a pale yellow with a brown grain running through it.	
MDF	Stands for Medium Density Fibreboard. This is a man made board. It is used in furniture and models. It is easy to cut and shape.	
Plywood	Plywood is another man made board that is made up of thin layers of different types of wood called veneers . This is a composite material. It is known for its excellent strength properties and flexibility .	

Physical Properties of materials.

Strength – The strength of the material is its ability to resist stress and strain of different forces without breaking. If something is difficult to bend, stretch or twist then it can be considered strong.



Hardness – The hardness of a material is its resistance to wear, abrasion and indentation. Hard materials are difficult to cut and brittle.



Toughness – A material that is tough is resistant to sudden impact or shock loading. For example a hammer is made of a tough material so that they do not shatter or break.



CAD/CAM

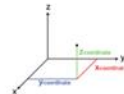
Computer Aided Design / Computer Aided Manufacture

- Techsoft 2D design
- Google Sketch Up
- Laser cutter
- 3D Printing
- Vinyl Cutter

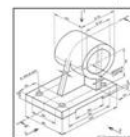


Types of 3D Drawing

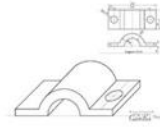
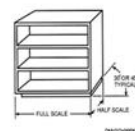
An object that has height, width and depth, like any object in the real world. Example: your body is three-dimensional. Also known as "3D"



Isometric drawing is way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30 degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection



Oblique projection is a method of drawing objects in 3 dimensions. It is when the front elevation is drawn in 2D and the side views have a 30 degree angle.

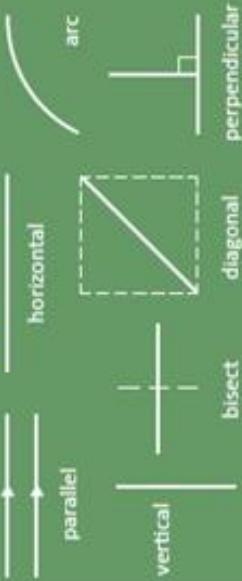


One point perspective is a **drawing** method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line. It is a way of **drawing** objects upon a flat piece of paper (or other **drawing** surface) so that they look three-dimensional and realistic.



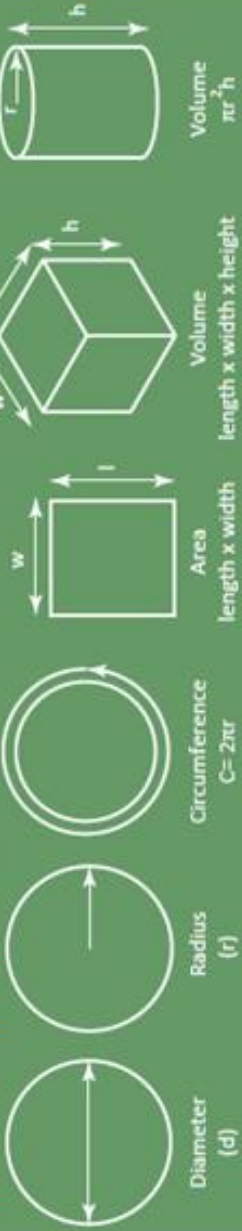
LINES

What do each of following lines mean



SHAPES

How to measure different shapes



ANGLES

Use the right tool to get the right angle



NUMERACY SUPPORT IN

D&T

MEASURES OF AVERAGES

This help you draw conclusions from data

The mean is the most common measure of average. To calculate the mean add the numbers together and divide the total by the amount of numbers:
 $\text{Mean} = \text{sum of numbers} \div \text{amount of numbers}$

If you place a set of numbers in order, the median number is the middle one.

The mode is the value that occurs most often.

MEASURING

Measuring in millimetres is more accurate than measuring in centimetres. In the workshop you will frequently use the steel rule.

1mm = 0.1cm
10mm = 1cm
50mm = 5cm
57mm = 5.7cm
100mm = 10cm

To convert mm to cm $\div 10$
To convert cm to mm $\times 10$



Food

A: What is cross contamination?

Spreading bacteria from one place to another

A: Dealing with high risks foods

High-risk foods are foods which help support the growth of bacteria eg. meat, eggs, shellfish, cooked rice, fish, dairy, sauces.

- Always keep high risk foods in the fridge
- Always check use by dates before use
- Ensure high risk foods are cooked to a core temperature of 75°C
- Always prepare high-risk foods on correct chopping board.
- Always wash hands after handling high-risk foods.

A: How can we follow the 4 Cs?

- **Cleaning:** wash your hands thoroughly regularly; clean your surfaces before and after cooking using an antibacterial spray; wash up all utensils and equipment thoroughly.
 - **Cooking:** use a temperature probe to ensure high risk foods (like meat and fish) are cooked to the correct temperature (75°C).
 - **Chilling:** ensure your fridge is set between 1 and 4°C, and your freezer is set at -18°C; store foods in the correct place in a fridge; only reheat leftovers once; ensure foods are chilled within 2 hours of cooking; only chill sealed foods; allow foods to cool before chilling
- Cross contamination:** Use the correct coloured chopping boards; wash your hands thoroughly and regularly; wash equipment and utensils thoroughly; seal foods and store them in the correct places; dispose of rubbish correctly; deter pests.

A: SAFETY AND HYGIENE

Hygiene rules are something we can do to make sure we do not spread bacteria or dirt from food to surfaces or from equipment to food.

Safety rules are things we should do or things we should not do to make sure we do not harm ourselves or others in the kitchen the things you have to do in all practical lessons in school.

THINK OF 10 RULES WE SHOULD FOLLOW.



B: GETTING READY TO COOK

Store bag your bag out of the way

Take your blazer off and put an apron on

Tie long hair back

Wash your hands

Get out a dish-cloth, tea-towel and set of oven gloves

Fill the sink with hot soapy water

Wipe down the surfaces

Collect a white tray and set out your ingredients on it

Read through your method

Turn on the oven to the correct temperature

Collect any special equipment.

C: Eight tips for healthy eating

The Department of Health has produced the following practical tips to help you make healthier choices. They are:

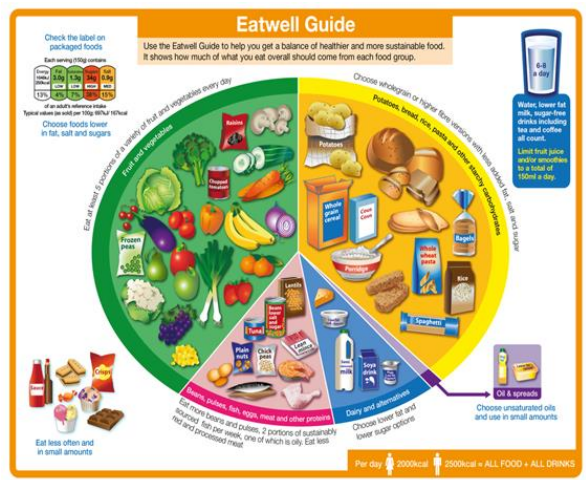
- 1) Base your meals on starchy foods
- 2) Eat lots of fruit and vegetables
- 3) Eat more oily fish
- 4) Cut down on saturated fat and sugar
- 5) Eat less salt
- 6) Get active and be a healthy weight
- 7) Don't get thirsty
- 8) Don't skip breakfast

B Cutting Technique

Bridge Hold



Claw Grip



D: Evaluating practical work

Describing your dish

You need to paint a picture in words so the reader can imagine exactly what your dish was like. You can draw a star profile to help if you wish. Remember to describe the taste, texture and appearance of each part of your dish.

Always use proper key descriptive words not opinions.

WWW:

Write down what you think you did well in making the dish.

Think about the skills you used to make each part of the dish.

EBI:

If you made the dish again what would you do to improve it or make it better? This could be a change of ingredients; skills you did not perform very well or extra things you might want to try to make it even better.

D: Sentence starters.

I think that....

I could improve it by.....

My friends/family said.....

This would work better if.....

If I cooked the dish again I would.....

I didn't like this because....

I could use

more/less....because

FACTORS INFLUENCING

FOOD CHOICES

- Food availability
- Seasonality
- Cost of food
- Income
- Preferences
- Enjoyment
- Celebration
- Lifestyle
- Culture
- Healthy eating
- Physical activity level
- Time available to prepare food
- Weather/time of year/time of day
- Ethical beliefs

SENSORY PERCEPTION

Helps to ensure quality, consistency and acceptability of food by the use of the five senses:

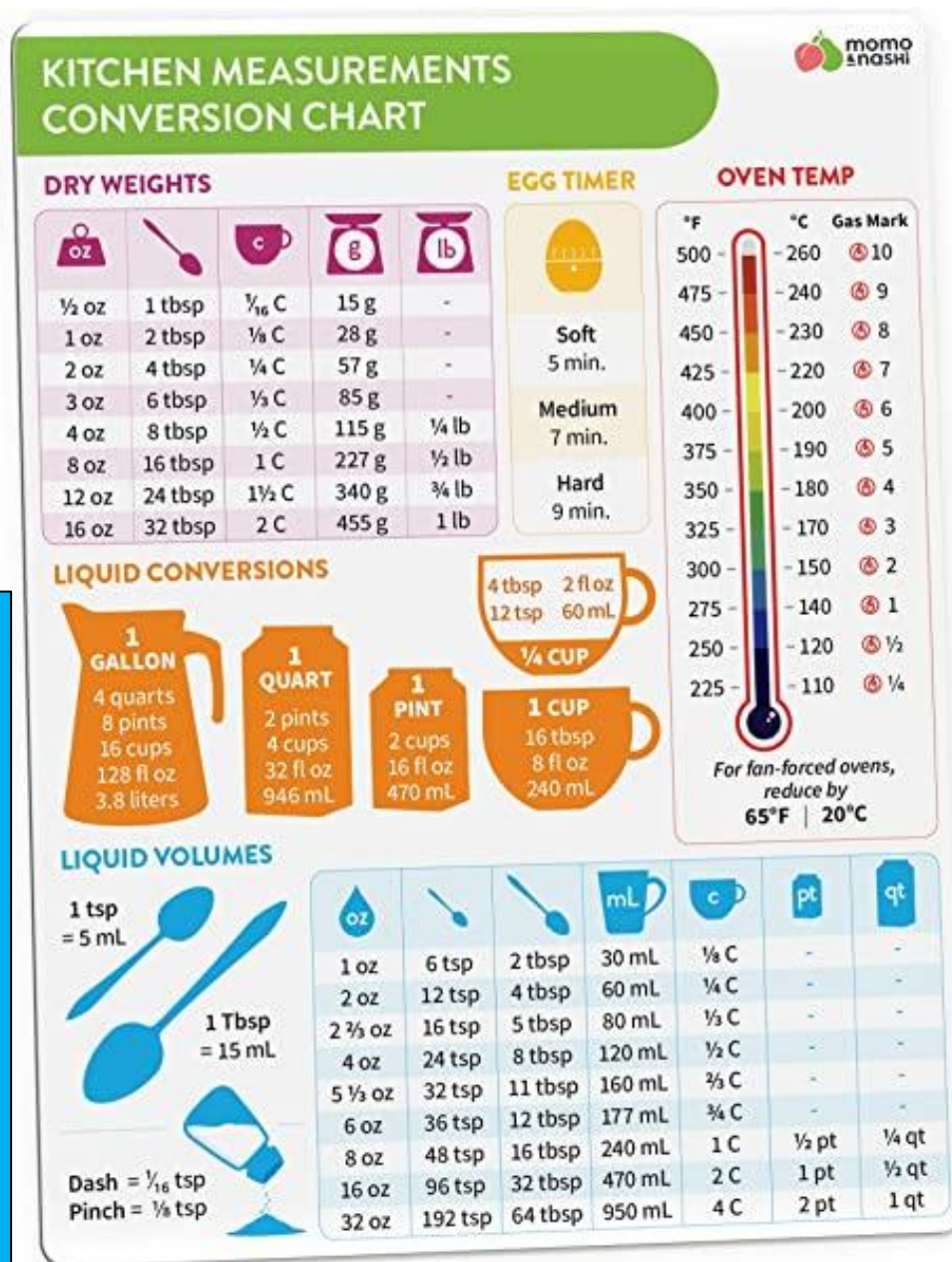
Taste e.g. salty, sweet, zesty, spicy, cheesy, creamy, sour, tangy

Touch –Helpful in judging the texture and mouthfeel of a product e.g. rough, crunchy, crispy, chewy, crumbly, doughy, fluffy

Smell e.g. herby, spicy, sweet, buttery

Sight e.g. golden, shiny, dull, glossy, even

Hearing e.g. fizzy, popping, crackling



Food – Tier 3 Vocab

Vocab	Definition	Example
Personal hygiene	Caring about your body by keeping it clean and healthy	All food workers must have excellent personal hygiene to reduce the risk of food poisoning outbreaks.
Food hygiene	This refers to rules followed when handling, cooking and storing food to prevent food poisoning	Good food hygiene is essential to maintain a safe kitchen environment.
High risk foods	Foods that bacteria will grow rapidly in	Raw meat and chicken are examples of high risk foods.
Cross contamination	When micro-organisms, particularly bacteria, transfer from one place to a food product	Cross contamination between raw and cooked food is a cause of food poisoning.
Precaution	Actions taken to avoid problems/bad events and ensure good results	Reducing the amount of fat you eat is a good precaution to take to maintain good health.
Proportion	A part, share or number	The proportion of fat and sugar in some diets is too high.
Consume	Eat or drink	Lots of people consume too much fat and sugar.
Source	A place, person or object from which something can be obtained	Wholemeal bread is a good source of fibre.
Portion	A part of a whole	I would like a portion of pizza please.
Alternative	Another possibility or choice	Wholemeal bread is a good alternative to white bread.
Sensory perception	An understanding of food gained through the use of the five senses	The sensory perception of sight and smell might tell you that blue cheese is horrible.
Pre-heating	To heat a part of the oven before use	It is important to preheat the oven to 180c before cooking the cakes.
Hob	The top part of the cooker with hotplates or burners	Pans are placed on the hob when boiling potatoes.
Bridge and claw technique	A cutting technique used to safely cut rounded foods	It is important to use the bridge and claw technique when preparing an onion.
Star profile	A test that allows a food product to be evaluated for taste, texture and appearance	It is a good idea to include a star profile in your food evaluations.
Food provenance	Knowing where food is grown, caught or raised	Food provenance is important for people wanting to make wise food choices.
Seasonality	Refers to the time of year when food is at its best usually because it is being freshly harvested	The seasonality of a food should be a consideration when making food choices.

Textiles



Textiles overview:

During this project you will develop an understanding of Textiles and acquire the skills and knowledge needed to design and make your own puppet

Key skills:

- How to develop designs and **annotate** (a note by way of explanation or comment added to a design).
- How to cut using fabric scissors.
- How to thread a needle and tie a knot.
- Running stitch.
- Back stitch.
- How to add applique.
- How to sew a button.

Fabric: Felt

Felt is a bonded fabric which is made up of webs of fabrics bonded together through heat or by adhesive.

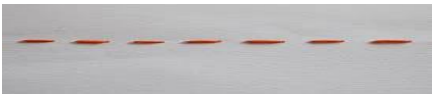
Health and Safety:

Hazard: A danger or risk.

Mitigate: To lower the risk.

Some examples of hazards in textiles are scissors, pins, needles, embroidery thread and unpickers. You will learn how to use these safely and mitigate the risk of hazards.

Running stitch



Back stitch



Applique



Buttons



Extension tasks and challenging activities

Complex decorative stitches



Reverse applique



Sequin or bead



Textiles

Key words:

Textiles: Textiles are materials that are made by weaving, knitting or felting fibres.

Design Brief: A design brief is a document for a design project developed by the designer or design team in consultation with the client/customer. The document outlines key information such as the target audience and design features.

Annotation: A note by way of explanation or comment added to a design.

Felt: Felt is a bonded fabric which is made up of webs of fabrics bonded together through heat or by adhesive.








Applique: Applique is ornamental needlework in which pieces of fabric are sewn or stuck on to a larger piece to form a picture or pattern.

Stitching: Stitching is the movement of a threaded needle through fabric using a stitch such as a running stitch or a back stitch.

Seam Allowance: A seam allowance is the area between the fabric edges and the line of stitches.

Embroidery: To embroider means to decorate with needlework.

Equipment table

Felt	
Fabric and paper scissors	
Sewing needle	
Sewing pins	
Seam Unpicker	
Thread	
Buttons	

Knowledge Organiser – Year 7 – Drama - Silent Movies

Overview of topic: students will develop their knowledge and understanding of the melodrama style of performance.

Key content/ ideas/ concepts

A silent film is a film with no synchronized recorded sound (and in particular, no audible dialogue). Though silent films convey narrative and emotion visually, various plot elements (such as a setting or era) or key lines of dialogue may, when necessary, be conveyed by the use of title cards.

STOCK CHARACTERS

Stock characters are a form of stereotype, which we expect to see in a particular style of drama. Their appearance, behaviour and speech is predictable. In melodrama, we would expect to see, for example, the Maiden, the Hero and the Villain, and we would be able to identify them easily from their actions and appearance. The other stock characters include the sidekick and the aged parent (s).

DESIGN

COSTUME: With the characters being stereotypical, costume design in melodrama would usually reinforce these stereotypes. Colour might be used symbolically (red for danger, black for a villain, white for purity etc) and accessories might be added for dramatic effect, e.g. a cloak to swish menacingly.

SET & LIGHTING: The set in a melodrama should create an atmosphere. There may be shadowy corners in which a villain could lurk. You may need several doorways for dramatic entrances/exits and thrilling chase sequences. Levels could also suggest status, such as high platforms for the powerful characters. The lighting could help create shadowy corners, or sudden flashes could add dramatic effect to surprise entrances. Colour could be used symbolically such as red for danger and white for purity.

SOUND & MUSIC: Sound effects could be used in melodrama to add atmosphere – a stormy night, driving rain, howling wind, an advancing steam train. Fast music might increase the tension for a chase sequence; slow, creepy music might add tension to a dangerous situation.



NARRATIVE STRUCTURE

The structure of a play is the 'shape' of the action. Typically in silent movies/ melodrama, the opening scene is expositional. It follows a typical linear narrative structure.

1. Background. 2. Rising action. 3. Climax. 4. Falling action. 5. Resolution.

Keywords/ Glossary

ASIDE- an aside is when the action freezes and a character speaks directly to the audience. This can also be done with the action continuing although the other characters will be unaware of the aside taking place. This is often a useful way to introduce dramatic irony.

DRAMATIC IRONY: when the audience know something the other characters don't.

INTERTITLES: short lines of dialogue visually presented for the audience to read.

SLAPSTICK COMEDY: A physical kind of comedy based around mild comic violence — smacks in

Melodrama is a style of drama in which is characterised by its sensationalism. The characters are stereotypical and their reactions are exaggerated and highly emotional. The storylines extremely eventful, often with 'life and death' situations, intending to entertain and shock the audience. Good triumphs over evil in melodrama, with the baddies .

Wider reading

Knowledge Organiser – Drama – Year 7 – Silent Movies

Self-Quiz Questions	Self-Quiz Questions	Challenge Self-Quiz Quizzing
1. What is a silent movie?	1. What is the role of costume in melodramatic style?	1. What does sensationalism mean?
2. Silent movie/ melodramatic characters are referred to as what type of characters?	2. What is slapstick comedy?	2. Recall the narrative structure of a melodrama.
3. How would you describe the performance style?	3. What may be added to costumes for dramatic effect?	3. What is an aside and how does it happen?
4. What theme do many silent movies/ melodramatic plots follow?	4. What is the intention of a melodramatic set?	4. What are the 5 stages of a linear narrative structure?
5. What is the performance intention of the silent movie style?	5. Why might there be several doors in a melodramatic set?	5. Give an example of how you would create a non-linear structure.
6. How does every melodrama end?	6. Why would levels be used?	6. Why would you use a non-linear structure?
7. What is the meaning of stock characters?	7. How might lighting be used?	7. What is dramatic irony?
8. The appearance, behaviour and speech of stock characters is p.....?	8. How is sound used in a silent movie?	8. Why is dramatic irony used in melodramas?
9. Name 3 stock characters.	9. How might sound be used to increase the tension?	9. Why were intertitles used in silent movies?
10. What makes stock characters easily identifiable?	10. List 3 physical performance skills and 3 vocal performance skills.	10. How could intertitles create comedy?



Birchwood
Community High School

Context		Themes	
The Victorian era: the period of Queen Victoria's reign, from 20th June 1837 until her death on 22nd January 1901. Despite the fact that Britain was seen as a strong global power with a huge empire, there was a lot of social inequality in Britain itself. There was also a lot of change during this era due to Industrial Revolution – there was a lot of advancement in technology and industry, and many people went to work in factories and mills in the towns and cities. Charles Dickens wanted to show how difficult it was to grow up in these times if you were poor, as well as to reveal the differences between poor and rich people’s lives.		Social class: there was a big divide between the upper classes and lower classes in the Victorian era. Dickens did not like the effects of social class. Pip sees that many of the people of 'high' social class have significant character flaws, and that people from other social classes are 'better' human beings. Many people in the upper classes sometimes feared and distrusted lower working class people, seeing them as violent and surly. Dickens' message is that the middle class values of godliness, hard work and the gentleness of a 'gentleman' are - with sufficient income - the way to happiness. This message would appeal to his middle class/upper working class readership.	
Social class: in Victorian times, society was strictly layered. It wasn’t as simple as rich and poor, or even upper, middle and lower class – instead, there were hundreds of 'grades’ and it was very difficult to improve your status. People were expected to 'know their place', and the Church taught them to be content in their 'station'. There was a huge gap between the rich and poor; the poor were very poor and the rich did little to help the poor or to improve their situation.		Crime and the law: Dickens had a strong social conscience and was deeply critical of the existing system of law and justice (remember that his father was imprisoned for debt.) Issues relating to crime and the law run throughout ‘Great Expectations’. For example, the story starts with Pip meeting a 'fearful' criminal in a graveyard, who makes him steal a file and food. Dickens felt that in Victorian England, some criminals were good men trapped by an unfair system, that punishment missed the guilty, that lawyers were rotters, and that prison was an inhuman place. In his view, England's system of justice was – in reality - completely unfair and unjust.	
Social problems: at the time, many people were becoming aware of the need to improve the condition in which the poor found themselves, especially in terms of healthcare and education. Dickens was a great supporter of social reform in education and prisons in particular.		Ambition and self-improvement: in 1859, Samuel Smiles published his book ‘Self-Help’, which told people that if they worked hard they could improve their position in life. The 19th century was the age of the 'self-made man'. Most of Dickens' readers would have wanted to better themselves, and he presents different characters who have different positions e.g. Miss Havisham, who is born rich, compared to Magwitch, who becomes rich. Dickens' message is that 'character' is not about money or manners, but what is in your heart. The true heroes are Biddy and Joe. Dickens felt illusions make you unhappy, and ambition does not bring success. What matters to Dickens is not what you achieve, but what kind of person you are.	
Church and religion: in Victorian times, Britain was overwhelmingly Christian. The Church dominated religion and the morals of the time. Dickens, however, disapproved of the power the Church had over people's lives.		Love and deception: Dickens explores love and loyalty in ‘Great Expectations’. He makes it clear that they are the foundation of true happiness (when things go well) and misery (when things go wrong). For example, Pip’s unrequited love for Estella throughout the novel only brings misery for Pip. Miss Havisham’s life is ruined when she is jilted on her wedding day.	
Charles Dickens: Dickens was born in England in 1812. He died in 1870. His first big success was ‘The Pickwick Papers’. This was in 1837, the year Victoria became Britain's Queen. Dickens lived through the Industrial Revolution. When he was 12, his father was imprisoned for debt. While his father was in prison, Dickens was sent to work in a boot-blackening factory. Even when his father came out of prison, Dickens' mother made him continue working in the factory, for which he never forgave her.			
Nineteenth century literary traditions: by 1860, although most people in Britain could read and write, books were well beyond the income of ordinary people. Because of this, Dickens' novels were serialised. ‘Great Expectations’ was published in 36 weekly parts in ‘All Year Round’, priced 2d (two pence in old money).			
Characters			
Pip	The hero, protagonist and narrator of ‘Great Expectations’ who starts as an orphan and receives a large and unexpected fortune. He is victimised, lonely and naïve.		
Magwitch	A fearsome criminal, Magwitch escapes from prison at the beginning of ‘Great Expectations’ and later becomes Pip’s secret sponsor. He is rough, complicated, generous and misunderstood.		
Estella	Miss Havisham’s beautiful young niece, Estella is Pip’s unachievable dream throughout the story. She is beautiful, arrogant and cold.		
Miss Havisham	The old woman who lives in Satis House. As a young woman, Miss Havisham was deserted by her fiancé minutes before her wedding, and now she hates all men. She is bitter, angry and eccentric.		

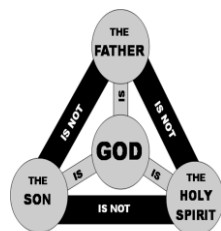
Subject terminology	Literary techniques	Examples
Bildungsroman: a coming of age novel which focuses on the development of the protagonist from youth to adulthood. 'Bildung' means education and 'roman' means novel in German. By the end of such a novel, the central character will have experienced disappointments and upsets but will have emerged as an older and wiser human being.	Imagery: a technique where writers use the different senses to describe something – such as hearing, seeing and touching – in order to help the reader experience what is being described.	<i>“[He] limped, and <u>shivered</u>, and <u>glared</u>, and <u>growled</u>; and [his] teeth <u>chattered</u> in his head as he seized me by the chin.”</i>
Catalyst: something that causes a reaction to happen quickly.	Listing: when the writer includes several words/ phrases/ ideas, one after the other.	<i>“A man who had been <u>soaked</u> in water, and <u>smothered</u> in mud, and <u>lamed</u> by stones, and <u>cut</u> by flints, and <u>stung</u> by nettles, and <u>torn</u> by briars.”</i>
Chronological: when the events of the story are related in order, from beginning to middle to end.	*METAPHOR: when one thing (this is called the ‘ TENOR ’) is compared to another thing (this is called the ‘ VEHICLE ’) to help the reader to understand an aspect of the original thing more clearly (understanding the link between the tenor and the vehicle is called the ‘ GROUND ’). Example: ‘ <i>The snow was confetti</i> ’. Snow = tenor. Confetti = vehicle. Snow is compared to confetti to show how delicate and beautiful it is = ground.	<i>“...the <u>distant savage lair</u> from which the wind was rushing was the <u>sea</u>.”</i>
*CONTEXT: ideas and events that were happening around the time the novel was written.		
Exposition: the introduction to a story, where background information about the characters is provided and the setting is explained.		
Grotesque: in literature, this refers to anything that is monstrous, frightening, strange, distorted or exaggerated.		
*NARRATIVE PERSPECTIVE: the point of view from which the story is told. In the case of ‘Great Expectations,’ Pip is the narrator so Dickens has used a first person narrative. We follow Pip's journey from a poor childhood into privileged adulthood and see the power that money and social class have to change him as he grows up. We see all events and characters through Pip's eyes and this may affect our views of them. It is also written in past tense and with hindsight. This means that the reader and the narrator (an older, wiser Pip) both know more than the younger Pip who is experiencing the events of the novel.	*MOTIF: a repeated image that helps to convey a theme .	<i>“She uttered the word with an eager look...and with a <u>weird</u> smile that had a kind of boast in it.”; “She [had] a smile of triumph in her <u>weird</u> eyes.”</i>
	*PERSONIFICATION: describing an inanimate object as having human feelings.	<i>“Occasionally, the smoke came rolling down the chimney as though it <u>could not bear to go out</u> into such a night.”</i>
	Repetition: when a word/ phrase is noticeably repeated throughout a sentence/ paragraph/ whole text.	<i>“The shoe upon it, <u>once white, now yellow</u>, had never been worn...the silk stocking on it, <u>once white, now yellow</u>, had been trodden ragged.”</i>
	Semantic field: a set of words that are related in meaning.	<i>“But I saw that everything within my view which ought to be white, had been white long ago, and had <u>lost its lustre</u> and was <u>faded and yellow</u>. I saw that the bride within the bridal dress had <u>withered</u> like the dress, and like the flowers, and had no brightness left but the brightness of her <u>sunken</u> eyes...[and the] figure ...had <u>shrunk</u> to skin and bone.”</i>
Patriarchal: relating to a system/ society where men dominate.		<i>“By the light of the torches, we saw the black Hulk lying out a little way from the mud of the shore, <u>like a wicked Noah’s ark</u>.”</i>
*PROTAGONIST: the main character who all of the action revolves around.	*SIMILE: describing something by comparing it to something else (it must use ‘like’ or ‘as’).	
Serialisation: when stories were released in a series of weekly instalments instead of as a whole novel, they were serialised. Before being published as a complete novel in 1861, ‘Great Expectations’ first appeared in serial form in a weekly magazine. To make sure that his readers kept coming back for more, Dickens often used cliffhanger endings for each part to keep the audience guessing as to what might happen next. It is a technique that is often used today in soap operas.		

Genre: why is the genre of a bildungsroman novel significant?

Pip is both the narrator of ‘Great Expectations’ and its chief protagonist. His perspective both determines what we see and how we see it. The novel follows Pip from the age of about eight to his mid-thirties and qualifies as a **bildungsroman**. ‘Great Expectations’ is divided into **three parts corresponding to the phases of Pip's life**. The first stage covers his **childhood**, during which he is 'brought up by hand' by his older sister, his parents having died. The second covers his apprenticeship in London, from **his mid-teens to his coming of age**, at which time he also comes into his mysterious inheritance, of which he has such great expectations (hence the novel's name). The third part of the novel shows Pip getting a better grip on who he is and who he wants to be, from **his mid-twenties to his mid-thirties**. It also covers how those 'great expectations' are - and are not - fulfilled. As Pip is our narrator, the reader lives Pip's life with him, and we see:

- the way contact with rich people makes him dissatisfied;
- how coming into money makes him shallow and selfish, and unhappy;
- how trying to find love with a beautiful, yet cruel, girl makes him unhappy - the plain, good girl would have been better;
- how disappointments change his character for the better;
- how Pip is happier when he settles down to a decent living through hard work - this is one of the main messages of the novel.

Christianity 1 Knowledge Organiser

Christianity in the UK	The Trinity	Birth of Jesus	Miracles
<p>-UK is a secular society where the Church and the state are separate, the Church does not make laws or policy.</p> <p>-UK is a pluralist society, many different influences are taken into consideration when making laws.</p> <p>Influences of Christianity in the UK</p> <p>-First name often referred to as a 'Christian name'</p> <p>-Sunday is a day of rest reflecting the Bible story where God rests on the 7th day after creating the universe.</p> <p>-Main holidays in the UK are Christmas and Easter.</p> <p>-Even special days like Valentine's day and Halloween are linked to the UK's Christian roots.</p> <p>-Big events in people's lives e.g. Weddings, funerals often still in churches.</p> <p>- A third (around 35%) of all state schools are Christian.</p> <p>-Many songs we sing at sports events are Christian, e.g. <i>Swing low sweet Chariot, You'll never walk alone</i></p> <p>-Law is often influenced by Christian principles, e.g. 'Do not steal' 'Do not Kill' from the Ten Commandments in the Bible.</p>	<p>Three persons in One God</p> <p>-Father, creator, in heaven, all powerful, all knowing, all loving.</p> <p>-Son, God incarnated, born as Jesus. Died as punishment for sins of humanity, to allow humans to get close to God again, and have their sins forgiven.</p> <p>As Jesus was human, people can relate to him, learn from him and follow his example. Jesus's resurrection proves to Christians that death can be conquered and an eternal life with heaven is possible.</p> <p>-Holy Spirit invisible force of God in the world. When Jesus returned to heaven (Ascension) he left behind the Holy Spirit to give comfort and guidance, Christians can feel his presence.</p> <p>Christians express belief in then Trinity when they pray, through the sign of the cross, in symbols, jewellery and art.</p> 	<p>-Two different accounts of the birth of Jesus are found the Gospels (Books in the Bible that recount the life of Jesus), one in Matthew's Gospel and one in Luke's. God the Son being born as Jesus is known as the incarnation.</p> <p>-Jesus' birth fulfilled a prophecy (prediction) found in the Jewish holy book also known as the Christian Old Testament. They predicted a Messiah or Saviour who will come from Bethlehem.</p> <p>-Luke's account emphasises Jesus' humanity being born in a lowly stable and visited by Shepherds.</p> <p>-Matthew's account emphasises Jesus being a King, being brought gifts from wise men.</p> <p>-Gold, symbol of power and wealth.</p> <p>-Frankincense, perfume used to anoint religious leaders, a prophesy of his future role.</p> <p>-Myrrh, expensive perfume used on dead bodies, a prophecy of Jesus's important death for humanity.</p> <p>-Mary was a virgin made pregnant by the Holy Spirit, she was with Joseph who was Jesus' earth father. She gave birth in a manger in Bethlehem. This story is known as the Nativity.</p>	<p>There are three different types of miracle described in Gospels.</p> <p>Power of Healing: The Man at the Pool at Bethesda</p> <p>-people believed an angel touched the water in a pool. The first person to into the pool when it rippled would be healed. Many tried every time it rippled. A paralysed man was never going to be first due to him being paralysed for 38 yrs. Jesus told him to pick up his bed and walk, he did so. He was healed.</p> <p>Power over nature: Feeding the 5000</p> <p>After a day of preaching to large crowds Jesus wanted to feed them, he sent his disciples to find food and they returned with only 5 loaves and 2 fishes. Jesus gave it out and there were baskets left over. It was a miracle.</p> <p>Power over life and death: Healing of Lazarus</p> <p>Jesus heard his friend was very ill, Jesus did not go to see him for a few days, by the time he got there Lazarus had been dead for four days. People were angry he didn't come sooner. Jesus went to the tomb and ordered the stone to be removed, Lazarus walked out alive.</p> <p>Jesus performed miracles to show compassion, to make people praise God and to prove he was the Son of God, they also show that people's faith made miracles possible. E.g. Lazarus's sister believed Jesus could still help even though he had already died.</p>
Jesus the teacher	The two Great Commandments	Celebration of Christmas	
<p>Jesus was also known as a teacher, he often taught using stories with hidden meanings, these are called parables. There are 37 different parables in the Gospels. Parables made it easy for people to understand what he was teaching as ordinary priests in the temple were sometimes difficult for people to understand.</p> <p>The Prodigal Son (In the Gospel of Luke 15:11-32) Rich man has two sons, the younger son asks for his inheritance early goes partying and wastes it whilst the older one stays home and works hard for his father. The younger son ends ended up looking after pigs and eating the pig's food to survive. He decides to go home and beg forgiveness. His father orders the fatted calf he had been saving for a feast be killed to celebrate the return of his son. The hard-working son was jealous, all this fuss for the son who had done wrong. The father reassures him that everything now belonged to him, but the celebration was because he thought his son had gone forever, but he had returned.</p> <p>Teaching is: Everyone who returns to God is forgiven, even if they are badly behaved.</p> <p>The Sower and the Seed (In the Gospel of Mark 4:1-20) A farmer was planting seed, some fell on path and was eaten by birds. Some fell on rocky soil and sprouted but died quickly as the roots has nowhere to grow. Some fell among the weeds and were quickly choked to death before they could grow fully. Only those that fell on good soil grew properly, with good deep roots. Teaching is, the seeds are the Christian message, the farmer represents any preacher of Gods message, the types of soil are different types of people who hear it. The good soil are the people who accept the Christian message.</p> <p>The Talents (In the Gospel of Matthew 25:14-30) Master gives three servants some talents (coins). The first two go and invest them and double their money making the master happy. The third hid his talent afraid that he would lose it. The master was angry and kicked him out. Teaching is, the talents are the Christian message which grows if others are old about it.</p>	<p>Sadducees and Pharisees tried to trick Jesus by asking which of all the 613 mitzvot (laws) in the holy writings was the most important. If Jesus had said any were not important it would have been blasphemy (being disrespectful towards God)</p> <p>Jesus answered, <i>'Love the Lord your God with all your heart, with all your soul and with all your mind.'</i> And <i>'Love your neighbour as yourself'</i></p> <p>The Greatest commandment is to Love God</p> <p>The second is to love your neighbour as you love yourself, also known as the Golden rule. Some show this love by giving a 10th of their earnings to church or charity this is called tithing.</p> <p>Even non-religious people can follow the Golden Rule because it is a useful way to think about our behaviour. More people would be happy if more people followed it. For some non-religious people it is still a religious 'commandment' and they don't like the idea of being ordered to do something from holy book such as the Bible.</p>	<p>Christians celebrate Christmas in many different ways. During Advent (which begins four Sundays before Christmas day) many things might take place.</p> <p>-Advent Calendars, opened on each day for four weeks leading up to Christmas.</p> <p>-Advent Wreaths, wrapped in evergreen leaves, a candle it lit each Sunday with the fourth one being lit on Christmas day.</p> <p>-Some schools and churches recreate the Christmas story or Nativity.</p> <p>-A Christingle service may take place where a decorated orange helps remind people of Jesus and his life and sacrifice.</p> <p>-Carol Services are held, singing songs about the birth of Jesus. Many go to Midnight Mass late on Christmas eve.</p> <p>-Some clergy (Priests etc) may wear purple during advent. People decorate their homes with lights and trees.</p> <p>-Cards are sent, lots of food and parties are held and gifts are exchanged.</p> <p>Some in the UK celebrate Christmas now in a secular way, they do lots of the celebrating but are not thinking about the Christian meaning of the celebration.</p>	

1. WHAT IS A HAZARD?

Risk – is the chance or probability of being affected by a hazard e.g. those living at the base of a volcano are at a higher risk.

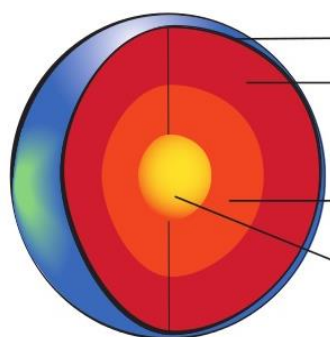
Natural Hazards - A natural hazard is a natural process which has the potential to cause death, injury or disruption to humans, property and possessions.

Natural disaster – When a natural hazard causes death, injury or disruption to humans, property and possessions.

Tectonic hazards – are hazards caused by the movement of tectonic plates. e.g. earthquakes, volcanoes and tsunamis.

Atmospheric hazards – are caused by extreme weather e.g. hurricane, storms and flooding

2. EARTH'S STRUCTURE



Crust – solid layer of rock 5 to 50km thick

Mantle – semi-molten layer 2850km thick

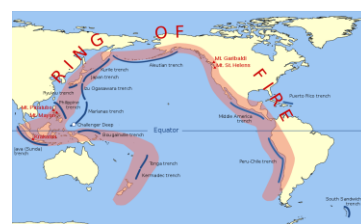
Outer Core – Molten iron 2200km thick.

Inner Core – Solid iron, 2400km thick

3. DISTRIBUTION OF HAZARDS

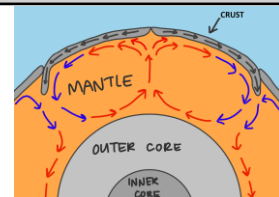
Distribution – the pattern of where something is located

Earthquakes mostly occur on or close to **plate boundaries**. This is where tectonic plates meet. Most earthquakes occur around the edge of the Pacific Ocean (Ring of Fire).

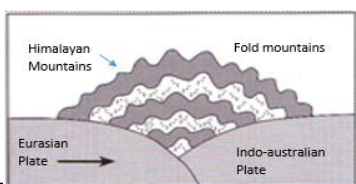


4. CONVECTION CURRENTS

- Tectonic plates move due to **convection currents** in the mantle.
- The core's temperature is around 6000°C, the magma around it rises towards the crust.
- The magma cools and sinks back down towards the core. This movement is known as **convection currents** which moves the plates of the crust.

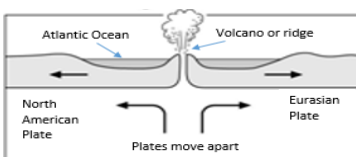


5. PLATE BOUNDARIES



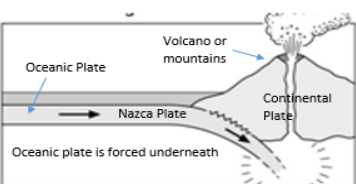
Collision Boundary

- Two continental plates collide.
- As they collide they trigger earthquakes.
- The rocks between the plates get pushed up and folded, forming fold mountains e.g. Mt Everest.



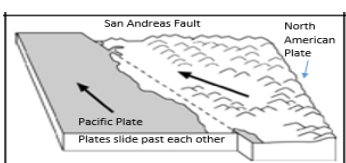
Constructive Plate Boundary

- Plates are moving **apart** due to convection currents in the mantle. Convection currents are caused by the heat of the core.
- Magma from the mantle rises up to make (construct) new land as a shield volcano. E.g. Mid-Atlantic Ridge.
- The movement of the plates over the mantle can cause earthquakes.



Destructive Plate Boundary

- The plates are moving **together** causing the **oceanic plate** to **subduct** (sink) under the **continental plate** because it is **denser** (heavier).
- The magma builds up underneath the earth's crust and escapes through weaknesses in the rock, causing earthquakes and explosive volcanoes. e.g. Mariana Trench



Conservative Boundary

- The two plates are moving in the same or opposite direction.
- As the plates move past each other they snag due to friction.
- Pressure and tension builds up as the plates lock together. The sudden release causes an earthquake. E.g. San Andreas Fault

5. KEY WORDS

Earthquake: When the earth shakes because of the movement of tectonic plates.

Focus: Where the earthquake starts under the ground.

Epicentre: The point directly above the focus.

Seismic waves: The earthquake happens in 'waves' of shaking.

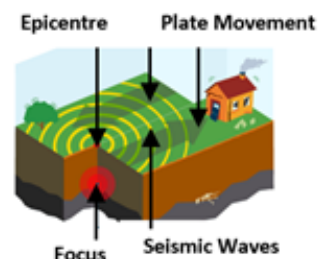
Richter scale: A logarithmic scale to measure how powerful an earthquake is.

Measured by a number 1-10

Seismometer: A machine used to measure shockwaves.

Tsunamis: Tidal waves caused by earthquakes under water.

Plate boundary: The point at which two plates meet.



6. CAN WEALTH INFLUENCE EARTHQUAKE EFFECTS?

HIC = High Income Country

LIC = Low Income Country

Wealth DOES influence earthquake effects:

- HICs can protect people with better building design.
- HICs can prepare with efficient emergency services.
- HICs have scientists to monitor earthquake prone areas with seismometers.
- HICs have money to repair damage quickly.

Wealth DOES NOT influence earthquake effects:

- How shallow or deep the FOCUS is from the surface.
- The location of the epicentre (how close it is to urban areas – towns/cities).
- How powerful the earthquake is on the Richter Scale.
- The type of plate boundary – e.g. a Conservative plate boundary has more powerful quakes.

7. HAITI EARTHQUAKE (LIC)

CAUSES:

- A 7.0 earthquake struck Haiti.
- It occurred on a destructive plate boundary between the Caribbean and North American plates.
- The focus was only 12.87 km deep
- The epicentre was approximately 25km SW of the capital, Port—Au—Prince

EFFECTS:

- 230,000 people were killed
- 300,000 people were injured
- The main port was badly damaged
- Eight hospitals collapsed
- 1.3 million people became homeless

RESPONSES:

- USA sent rescue teams and 10,000 troops
- Haiti received over \$1billion in aid.
- One year later, over one million people were still living in temporary shelters.

8. L'AQUILA (HIC)

CAUSE

- A 6.3 magnitude earthquake struck L'Aquila in central Italy.
- It occurred on a collision boundary

EFFECTS

- 309 people were killed.
- 1,500 people were injured.
- Between 3000-11,000 buildings were damaged.
- 65,000 people were made homeless.
- Damage cost US\$11.434 million to L'Aquila.

RESPONSES

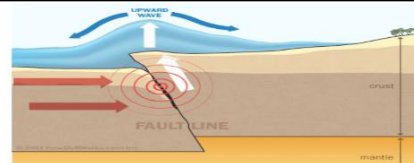
- Hotels provided shelter for 10,000 people and 40,000 tents were given out.
- The Italian Red Cross searched for survivors, helped by seven dog units, 36 ambulances and a temporary hospital.

9. TSUNAMI

A tsunami is a long and high sea wave caused by an earthquake.

CAUSE

- 1) An earthquake occurs under the sea and a tsunami forms.
- 2) Water is **displaced** and waves move through the ocean at speed.
- 3) Tsunami slows as water reaches the shore, but waves increase in height.



10. PREDICTION, MONITORING, PROTECTION AND PLANNING**MONITORING & PREDICTION**

- Earthquakes are more likely after long periods without any plate movement.
- Small foreshocks can be measure before the main quake by a seismograph.
- Animals often behave strangely e.g. snakes come out of their holes.

PROTECTION

- Buildings can be designed to withstand earthquakes.
- Cross-bracing allows the building to twist.
- Retrofitting means improving older buildings to make them stronger.
- Rubber shock absorbers in the building's foundations can absorb the tremors.

PLANNING

- Prepare disaster plans and carry out regular practices.
- Train emergency services e.g. police, ambulance, rescue services.
- Educate people what to expect and encourage them to prepare an emergency kit.

KEY TERM**DEFINITION**

Vulnerable

Exposed to the possibility of being harmed or damaged.

Distribution

The way in which something is spread over an area.

Response

A reaction to something.

Aid

Providing assistance.

Probability

The extent to which an event is likely to occur.

KNOWLEDGE ORGANISER – WHAT MADE BAGHDAD SUCH A SIGNIFICANT PLACE IN THE MEDIEVAL WORLD?

(a) The beginning of the Islamic religion and the Caliphate.

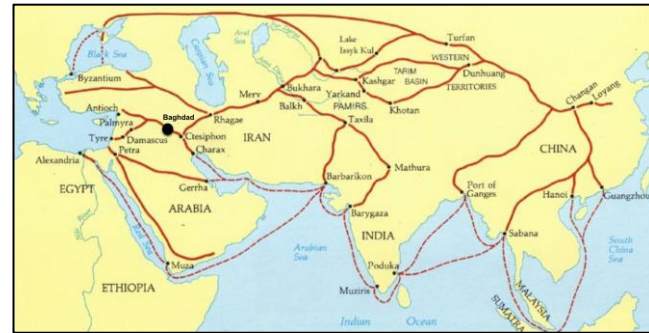
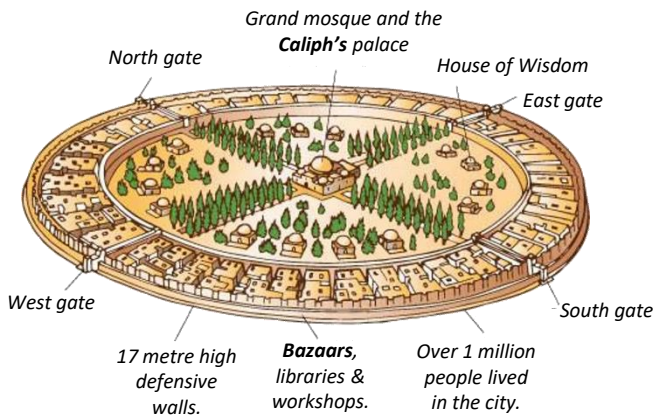
- **Muslims** believe that in 610 Muhammad received a revelation from Allah (God in Arabic).
- **Muslims** believe that Allah told Muhammad that the way in which people were living in Arabia was no longer acceptable and that they had to change their ways.
- This was the beginning of the Islamic religion and after Muhammad died in 632 rulers called **Caliphs** spread **Muslim** beliefs across Arabia. They quickly united the Arabs of Arabia through Islam.
- The **Caliphs** created an **empire** that covered Asia, Arabia, Africa and Europe. This empire was known as the **caliphate**.

(b) Why did Islam spread so quickly

- At the time when Islam began, the Byzantine and Sassanid **empires** were exhausted from years of war with each other.
- The **Muslim** armies had effective weapons such as **ballistae** and also had light armour which allowed them to move quickly. They believed that God was on their side and this made them brave in battle.
- The people in the Sassanid and Byzantine **empires** were unhappy because they had to pay high taxes. In many cases they welcomed the **Muslim** armies as they promised lower taxes.
- The **Muslims** were **tolerant** of other religions, so in some places the **Muslim** **armies** were welcomed with little resistance.

(c) Baghdad and the silk roads

- Baghdad was founded in AD 750. It was founded by **Caliph** al-Mansur as the capital for the Islamic **Caliphate**.
- It was the capital city of the **Caliphate** between 750 and 1258.
- The site was chosen because it was close to two major rivers which could provide water which was brought into the city through conduits.
- Baghdad was on built at a key location on the **Silk Roads**. This gave Baghdad access to trade but also meant that a wide range of talented people visited the city which allowed for the sharing of knowledge and technology.



Map showing Baghdad's location and links to the Silk Roads.

(d) What made Baghdad such a special city – the round city

- **Caliph** al-Mansur decided that Baghdad should be built as a round city. The best architects from cities along the **Silk Roads** were brought in to build the city.
- The 17 metre high city walls and the **Caliph's** palace with its 50 metre high dome made Baghdad an impressive city. It contained some of the largest buildings in the world.
- The House of **Wisdom** was a huge library where **scholars** would meet. Books were translated here and lots of important knowledge was rediscovered, including Roman sanitation methods.
- Baghdad's wealth and importance as a centre for learning has led some people to describe the period 750-1258 as a '**golden age**'.

(e) Scholars in Baghdad – Mathematics and Astronomy

- Baghdad **scholars** introduced the Arabic system of numbering, which is still used across the world today.
- Mathematicians in Baghdad based their system of numbering on the decimal place and the use of a circle for zero. The idea of zero is essential to modern computing.
- The astrolabe was developed in Baghdad which allowed the stars to be used for navigation. This was very important for people travelling in the desert or sailors navigating at sea.
- Baghdad astronomers worked out the movement of the planets and that the earth revolves around the sun.

(f) Scholars in Baghdad – Science and medicine

- Chemists in Baghdad worked out how to produce ink, paint, soap and glass on a large scale.
- **Scholars** in Baghdad developed the science of optics on which modern cameras and contact lenses are based.
- Baghdad **scholars** rediscovered how to deliver babies by Caesarean section, which could save the life of a baby if the mother died in labour.
- Baghdad doctors learned to clean wounds with alcohol to stop them from becoming infected. This was not done in Europe until 800 years later.

KEY TERMS

Bazaar	An outdoor market made up of rows stalls where people buy and sell things. Usually found in North Africa or the Middle East.
Ballistae	A large catapult used to throw stones and other heavy objects.
Caliph	The name given to the leaders of Islam after the Prophet Muhammad. The Caliph ruled the Caliphate. This is similar to a king ruling a kingdom or an emperor ruling an empire.
Caliphate	An Islamic Empire that ruled much of Asia, the Middle East, North Africa and parts of Europe between 750 and 1258.
Empire	A group of countries or places ruled over by another country or leader.
Eurocentric	Focusing on European culture or history so much that the contributions of other parts of the world are overlooked or seen as less important.
Madrasas	Islamic colleges where a range of different subjects were taught including mathematics, law and science.
Merchants	A person who is involved in the buying and selling of goods, often with other countries.
Muslim	A person who follows the religion of Islam and the teachings of the Prophet Muhammad.
Scholar	A person who is highly educated and a specialist in a particular subject.
Silk roads	The Silk Roads were a network of trading routes between the Eastern and Western parts of the world. The Silk Roads linked Asia, Europe, Africa, the Middle East and India.
Tribe	A group of people who live and work together. People within a tribe usually share the same traditions, language and beliefs.

History Knowledge Organiser - Enquiry Three: How did William gain control of England after 1066?

1. The Norman army

In October 1066, William used his army to take control of important ports on the south coast of England, including Dover.

William's army **laid siege** to London for two weeks and took control of the city in December 1066.

The army was used to put down **rebellions** against the Normans in Shropshire (1067), Exeter (1068) and East Anglia (1069).

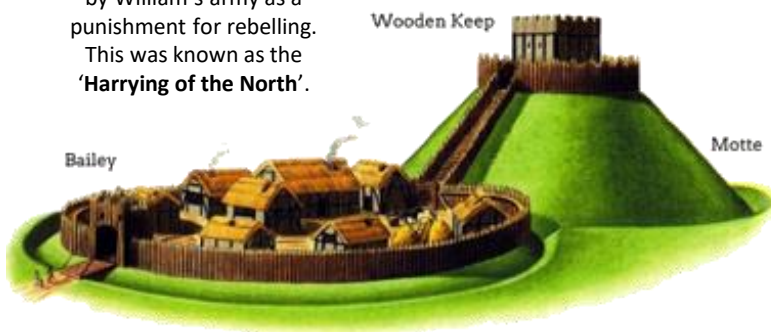
In 1069 William's army dealt **brutally** with a rebellion in the north of England. Villages, crops and animals in the north were destroyed by William's army as a punishment for rebelling. This was known as the '**Harrying of the North**'.

2. Castles

The Normans built over 500 '**motte and bailey**' castles throughout England between 1066 and 1086.

Castles could house a large number of soldiers who could quickly **suppress** any rebellions.

Castles helped to intimidate the English and William could also collect taxes from markets that were held in the '**bailey**' of a castle.



3. The Feudal System

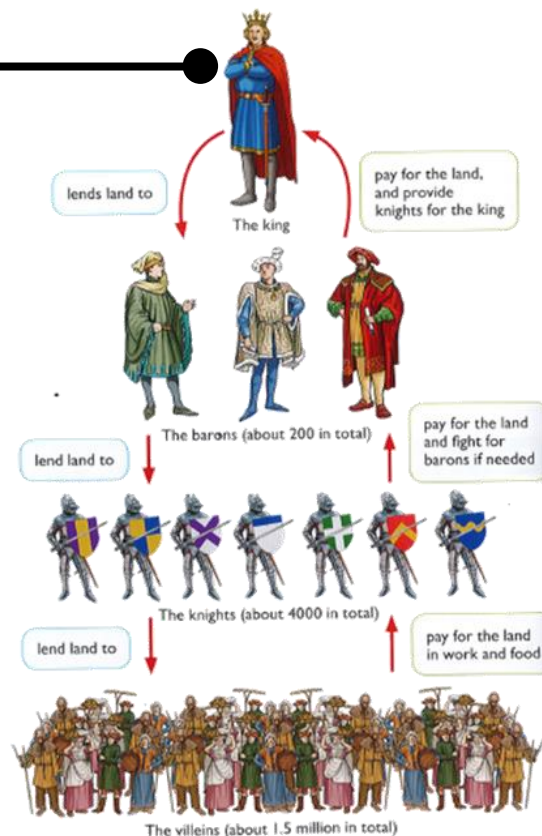
William replaced the old Anglo-Saxon **hierarchy** with the Feudal system.

The King lent land to different groups in return for loyalty and taxes.

4. The Domesday Book

In 1085 William ordered a survey of England. He sent soldiers and officials to visit 13,000 towns and villages throughout England.

William discovered what everybody in England owned and this allowed him to get more money in taxes.



KEY TERMS

Domesday Book	A survey conducted by William to discover the value of the land in England and how much each person owned.
Feudal System	A new hierarchy in England introduced by William. Land was lent by King William in return for loyalty and taxes.
Harrying of the North	William's brutal response to a rebellion in the north of England during 1069.
Hierarchy	A system in which people are placed in a series of levels, depending on their importance or power.
Motte & Bailey Castle	A wooden castle built on top of a mound (motte) of earth with small, fenced village (bailey) built close by.
Rebellion	An attempt by many people to remove the King or government using violence.
Siege	When an army surrounds a city or a castle so that no supplies can enter. The aim is to get the enemy to surrender.

MATHS Year 7 TOPICS			SPARX Code(s)	KO Pages	Vocabulary
Year Group Movie - HIDDEN FIGURES					
SPRING 1					
Wk 1	Fractions & Decimals	Round numbers to the nearest 10, 100, 1000.	M111	16	triple
		Round to decimal places	M431	16	double
Solve problems involving money without a calculator.				improper	
Wk 2		Review Converting between fractions and mixed numbers	M601	13	percent
Review simplifying and finding equivalent fractions		M410	13	triangle	
Put fractions in size order		M335		equiangular	
Wk 3		Find fractions of amounts	M695 M684	14	mixed number
Add and subtract Fractions with different denominator (no mixed numbers)		M835	14	reciprocal	
Multiply Fractions (No mixed numbers)		M157	14	perimeter	
Wk 4		Divide Fractions (No mixed numbers)	M110	14	pent- (quint-)
Fraction Problems					
END OF UNIT FEEDBACK					
Wk 5	Ratio & Percentages	Write in ratio form, link with fractions	M267	28-29	
Simplifying Ratio (inc simple different units, £ and p)		M885	28-29		
Share into a Ratio		M525	28-29		
Wk 6	Ass Week	Revision			
		ASSESSMENT			
		ASSESSMENT FEEDBACK			
		RE-TEACH LESSON			
Wk 7	Ratio & Percentages	Find 10%, 5% and 1% of a number	M437	15	
		Find percentages of amounts without a Calculator	M905	15	
		Convert between Fractions Decimals and Percentages	M958 M264	12	
		(Memorise common FDP equivalences)		12	
		END OF UNIT FEEDBACK			
FEBRUARY HALF TERM					

Year 7 Spanish: Half Term 3 Hola

VOCABULARY

- A range of greetings and introductions
- Numbers 1-31
- Days of the week and months of the year
- Spanish alphabet
- Items in your school bag
- Classroom items

Grammar

- Concept of masculine and feminine
- Indefinite articles (un/una/unos/unas)
- Definite articles (el/la/los/las)
- How to make items plural
- Present tense of -ir verbs (e.g. vivir – to live)

Me llamo - my name is
Tengo ____ **años** – I am ____ years old
Mi cumpleaños es el – my birthday is the
En mi mochila hay – In my bag there is
No hay - there isn't
Tengo – I have
No tengo – I don't have

The definite article

In Spanish, the definite article, 'the', has four different forms relating to gender and number.

	masculine	feminine
singular	el	la
plural	los	las

el piso – the flat

la familia – the family

los dormitorios – the bedrooms

las cobayas – the guinea pigs

Remember!! Some letters and sounds in Spanish are pronounced differently to English.

v = b

ll = y

ce – thay

ñ = ny

j = h

The indefinite article

The indefinite article also has four different forms. In the singular form, it means 'a', whereas in the plural it means 'some'.

	masculine	feminine
singular	un	una
plural	unos	unas

un hermano – a brother

una biblioteca – a library

unos libros – some books

unas montañas – some mountains

Y – and
Tambien – also
Pero = but
Sin embargo - however

Aa Gramática

Age and tener

tener	to have
tengo	I have
tiene	you have
tiene	he/she has

When saying someone's age in Spanish, you use the verb *tener*.

Tengo once años I am 11 years old. (Literally, I 'have' 11 years)

What do you know about the Mexican Festival Dia de lo Muertos?

How do Spanish people celebrate Christmas?

Try do do some research!



Questions to answer:

- ¿Cómo te llamas?
- ¿Cuántos años tienes?
- ¿Cuándo es tu cumpleaños?
- ¿Qué hay en tu mochila?
- ¿Qué hay en tu clase?

How will I be tested?

- Regular vocab tests
- Departmental standardised writing task – 40 words
- End of unit assessment – speaking and writing

Saludos

¡Hola!
 ¡Buenos días!
 ¡Buenas tardes!
 ¡Buenas noches!
 ¡Adiós!
 ¡Hasta luego!

Tú y yo

¿Cómo te llamas?
 Me llamo Juan.
 ¿Dónde vives?
 Vivo en Madrid.
 ¿Qué tal?
 ¿Cómo estás?
 Bien, gracias.
 fenomenal
 regular
 fatal
 ¿Y tú?
 ¿Cuántos años tienes?
 Tengo 13 años.
 ¿Cuándo es tu cumpleaños?
 Mi cumpleaños es el uno de enero.
 ¡Feliz cumpleaños!

Greetings

Hello!
 Good morning!
 Good afternoon!
 Good evening!
 Goodbye!
 See you later!

You and me

What are you called?
 I'm called Juan.
 Where do you live?
 I live in Madrid.
 How are you?
 How are you?
 Fine, thanks.
 great
 not bad
 awful
 And you?
 How old are you?
 I'm 13 years old.
 When is your birthday?
 My birthday is 1st January.
 Happy birthday!

Los números

cero
 uno
 dos
 tres
 cuatro
 cinco
 seis
 siete
 ocho
 nueve
 diez
 once
 doce
 trece
 catorce
 quince
 dieciséis
 diecisiete
 dieciocho
 diecinueve
 veinte
 veintiuno
 veintidós
 veintitrés
 veinticuatro
 veinticinco
 veintiséis
 veintisiete
 veintiocho
 veintinueve
 treinta
 treinta y uno

Numbers

0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30
 31

Los meses

enero
 febrero
 marzo
 abril
 mayo
 junio
 julio
 agosto
 septiembre
 octubre
 noviembre
 diciembre

¿Cuál es la fecha de hoy?
 Es el uno de agosto.
 Es el dos de mayo.

En mi mochila

un bolígrafo/boli
 un cuaderno
 un libro
 un monedero
 un diccionario
 un lápiz
 un estuche
 un móvil
 un sacapuntas
 una agenda
 una calculadora
 una goma
 una mochila
 una regla

En clase

¿Cómo se escribe ...?
 Se escribe ...
 Tengo ...
 No tengo ...
 ¿No tienes ...?
 Necesito ...
 ¿Qué hay en la clase?

Hay ...
 No hay ...

The months

January
 February
 March
 April
 May
 June
 July
 August
 September
 October
 November
 December

What date is it today?

It's 1st August.
 It's 2nd May.

In my schoolbag

a pen
 an exercise book
 a textbook
 a purse
 a dictionary
 a pencil
 a pencil case
 a mobile phone
 a pencil sharpener
 a diary
 a calculator
 a rubber
 a schoolbag
 a ruler

In the classroom

How do you spell ...?
 You spell it ...
 I have ...
 I don't have ...
 Don't you have ...?
 I need ...
 What is there in the classroom?
 There is/are ...
 There isn't/There aren't ...

el alumno
 el profesor
 el equipo de música
 el ordenador
 el proyector
 la profesora
 la pizarra
 la puerta
 la ventana
 los libros
 los rotuladores
 las mesas
 las sillas

Hay unos alumnos.
 Hay unas sillas.
 No hay rotuladores.

Palabras muy útiles

sí
 no
 y
 pero
 también
 tengo
 necesito
 hay

the pupil (male)
 the teacher (male)
 the stereo
 the computer
 the overhead projector
 the teacher (female)
 the board
 the door
 the window
 the books
 the felt-tip pens
 the tables
 the chairs

There are some pupils.
 There are some chairs.
 There are no felt-tip pens.

Very useful words

yes
 no
 and
 but
 also
 I have
 I need
 there is/are

Estrategia

Here are five simple steps to help you learn any word:

- 1 LOOK Look carefully at the word for 10 seconds or more.
- 2 SAY Practise saying the word to yourself – remember that some letters are pronounced differently in Spanish.
- 3 COVER Cover up the word, but only when you think you know it.
- 4 WRITE Write the word out from memory.
- 5 CHECK Did you write it correctly? If not, what did you get wrong? Repeat the five steps until you get it right – and try not to make the same mistake again.

Names of the Notes

Remember, the notes sit either **on a line** or in a **space**



These notes sound lower than the others, so they need to go under the stave

Yr7 HT3 Knowledge Organiser

The Four families

Brass
Strings
Woodwind
Percussion

Instruments of the Modern Orchestra

Blue vertical arrows show instruments descending in pitch.



Percussion

Tuned / Pitched

Glockenspiel
Xylophone
Marimba
Timpani

Untuned / Unpitched

Drum Kit
Snare Drum
Bass Drum
Tambourine
Triangle
Cymbals
Castanets
Maraca
Guero
Claves



Woodwind Instruments

Flute / Piccolo – No reed
Oboe – Double Reed
Clarinet – Single Reed
Saxophone – Single Reed
Bassoon – Double Reed



Brass instruments:

Trumpet
French Horn
Trombone
Tuba

String Instruments:

Violin
Viola
Cello
Double Bass
Harp



Notes and Rests

Note	Rest	Name	Beats
		semibreve	4
		dotted minim	3
		minim	2
		crotchet	1
		quaver	1/2
		semiquaver	1/4

