



# **Year 7 Learning Journal**

## **Learning Cycle 2**

Student Name: \_\_\_\_\_

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# Revision Focus Fortnight

## Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

# Revision Focus Fortnight

## Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

# Learning Cycle 2 Assessment Timetable

Lesson		17/03	18/03	19/03	20/03	21/03	24/03	25/03	26/03	27/03	28/03
		Yellow					Blue				
		Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	7Y1				English			Geography			
	7Y2								Maths		
	7Y3								Maths		
	7Y4			Geography							
	7Y5				History	English					Computing
	7Z1				English			Music			
	7Z2							Computing			
	7Z3			History							
	7Z4			Drama		Music		Geography			Computing
	7Z5				English		Music				
7Z6				English							
2	7Y1			History	DT				Drama	Maths	
	7Y2			History	DT			Science			
	7Y3				DT	Computing				Music	
	7Y4							Computing	Science		
	7Y5									Drama	
	7Z1			MFL						Computing	
	7Z2			MFL		English		Science			
	7Z3			MFL				Science			
	7Z4			MFL		English	Drama	Science			
	7Z5		History	MFL					Drama		
7Z6	History		MFL		Music		Drama				
3	7Y1			MFL				Science			
	7Y2		Music	MFL		English					
	7Y3			MFL	English			Geography	Drama		
	7Y4		Music	MFL		History			Maths		
	7Y5			MFL				Science		Maths	
	7Z1								Science		
	7Z2		History				Drama				
	7Z3	DT							Geography	Maths	
	7Z4	DT									
	7Z5	DT					Geography		Science		
7Z6	DT								Geography		
4	7Y1									Computing	Music
	7Y2						Geography			Computing	Drama
	7Y3				History			Science			
	7Y4				English		DT	Drama			
	7Y5						DT	Geography		Music	
	7Z1				History		DT	Geography	Maths		
	7Z2			Geography			DT	Music	Maths		Drama
	7Z3			Music	English		Drama		Computing		
	7Z4		History						Maths		
	7Z5				Computing				Maths		
7Z6						Computing	Science	Maths			

4 simple steps



## Summarise

Summarise your class notes, handouts and wider reading to **condense and transform** them as **you go along** (saves time and stress closer to exams).

40%

## Organise

Organise your notes and revision using **PLCs** (or Exam Specifications) and create **Revision Timetables**, to focus time and effort on **weaknesses**.

10%

## Recall

Use **active recall** and **spaced repetition** to **memorise** the information.

30%

## Test Yourself

Test Yourself using **low stakes and high stakes** questions to check you can **apply knowledge and understanding**.




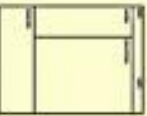
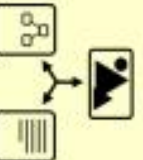



20%



## 4 Steps to Success with your Studies



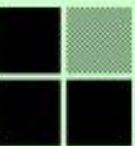

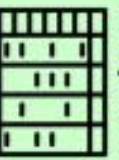



### Summarise

Condense 	Flash Cards 	Revision Clocks 	Cornell Notes 
Transform 	Mind Maps or Organisers 	Sketchnotes 	Dual Code 











### Organise

PLCs or Exam Specs 	Organise Folders (Weekly) 	Chunk 
Traffic Light (RAG) 	Revision Timetable (Weekly Review) 	Interleave 


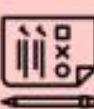






### Recall

Active Recall (Testing Effect) 	Look Say 	Leitner System (Flash Cards) 	Memory Journey 
Blurt - Blank Page Retrieval 	Mnemonics 	Group Games 	Spaced Repetition 



### Test Yourself

Low Stakes Multiple Choice Online Quiz or App 	High Stakes Past Paper Questions Write Qs using PLC 	Write Plans & Mark Schemes BUGS the Question Traffic Light (RAG) Qs 
		

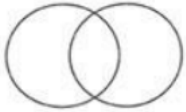




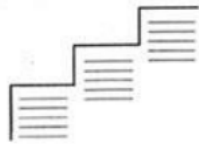
# How to Summarise using ...

## Graphic Organisers

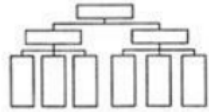
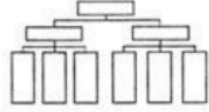
Venn Diagram



Sequential Thinking Model



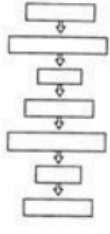
Sequential Thinking Model



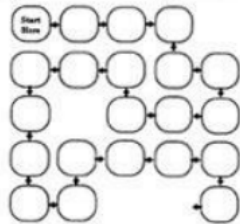
Chain



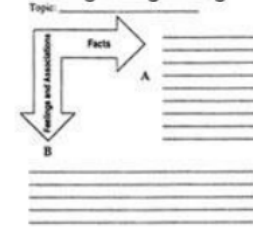
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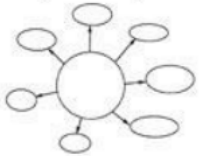
Sequential Thinking Model



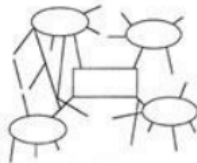
Thinking at Right Angles



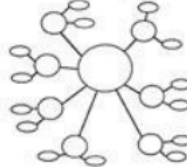
Spider Map



Web



Mind Map



### How do I make one/use one?

1. Decide what you need to know about the topic e.g. cause and effect, chain of consequences, similarities/differences etc
2. Choose an appropriate template to print or draw
3. Organise your revision notes according to the template you have chosen.

### What is the idea?

Using a template to organise your revision notes to help you condense, organise, link and sequence ideas.

### What is it useful for?

- Case studies/topic overview
- Larger topics which need chunking
- Each template has different uses

### Pros

There are a huge range of templates that you can use – these might help organise your ideas better according to the topic, and what you need to know about it.

They can help you sequence and link ideas, as well as summarising.

They help you see the information in different ways and get you thinking more – which helps with RECALL.

### Cons

Printed templates can be restrictive.

You need to have thought about how you want to organise your ideas/what you need to know about the topic in order to select an appropriate template.

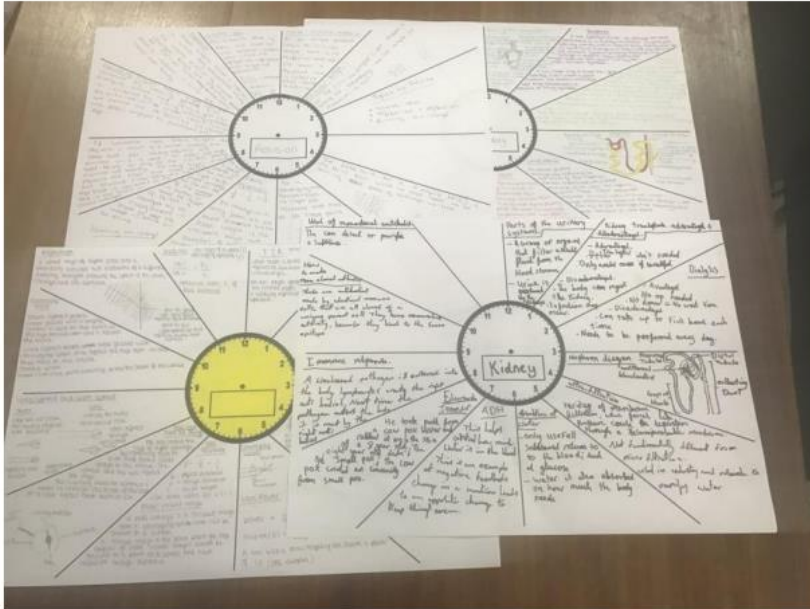
There may be too much time spent choosing which one to use!





# How to Summarise using ...

## A Revision Clock



**What is the idea?**  
The sheet helps you to chunk your topic and time into smaller chunks (e.g. 5 or 10 minute sections).

- What is it useful for?**
- Case studies/topic overview
  - Remembering facts within a topic
  - Larger topics which need chunking
    - Managing your time

Pros	Cons
Can include images and written detail which helps your visual and verbal memory (dual coding) - more detail than a mind map.	Doesn't help you make links between areas of a topic (but you can 'group' sections together).
You can use the 'timed sections' to divide your time creating the sections of the revision clock, and/or spending time learning them/self-testing.	They can be time consuming to create (if you don't stick to the timings).
Can use different time divisions e.g. 6 x 10 minutes.	

- How do I make one/use one?**
1. Chunk your topic/case study into 12 headings (if using 5 minute divisions)
  2. You can group several divisions together into broader categories (e.g. Causes, Effects or Social, Economic, Environmental etc)
  3. Spend the allotted 'time' making revision notes (words and images) in each section.
  4. RECALL a section using Look, Cover, Say, Write (spending the allotted time for each one).





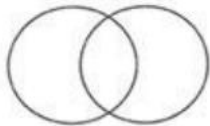
# How to Recall using ...

## Graphic Organisers

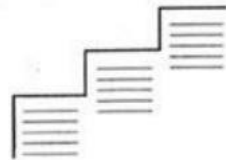


**What is the idea?**  
Use any graphic/visual organizer or Pixl thinking sheet to recall information from a topic.

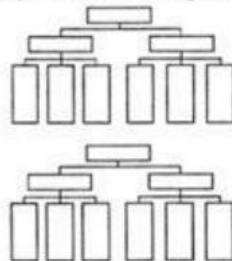
Venn Diagram



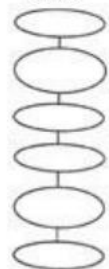
Sequential Thinking Model



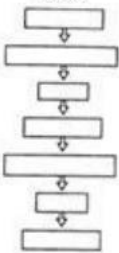
Sequential Thinking Model



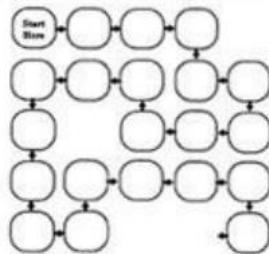
Chain



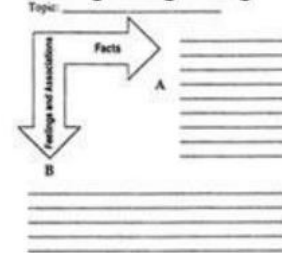
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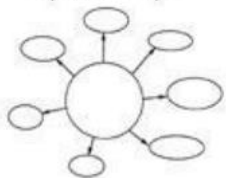
Sequential Thinking Model



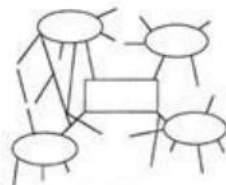
Thinking at Right Angles



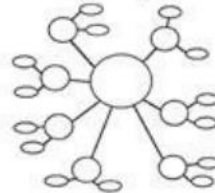
Spider Map



Web



Mind Map



### How do I use this method?

1. Select an appropriate template
2. Recall your revision onto the template without using your notes.
3. Once complete - check what you missed/got wrong using your notes
4. Make corrections/additions in a different colour.
5. Focus on these areas the next time you revise.
6. Repeat.



# How to Recall using ...

## Mnemonics

# FOIL

the **first** terms  
the **outer** terms  
the **inner** terms  
the **last** terms



Example 1:  
 $(x+4)(x+7) = x \cdot x + x \cdot 7 + 4 \cdot x + 4 \cdot 7$   
 $= x^2 + 7x + 4x + 28$   
 $= x^2 + 11x + 28$

Show Your Work!

Kings	Play	Chess	On	Fine	Glass	Sets
K I N G D O M	P H Y L U M	C L A S S	O R D E R	F A M I L Y	G E N U S	S P E C I E S



## What is the idea?

Learning a different phrase or word to remember the order of something or important things to remember. You can create your own or there are many examples on the internet!

CAMBRIAN PERIOD	545–490 mya	camels
ORDOVICIAN PERIOD	490–445 mya	often
SILURIAN PERIOD	445–415 mya	sit
DEVONIAN PERIOD	415–355 mya	down
CARBONIFEROUS PERIOD	355–290 mya	carefully
PERMIAN PERIOD	290–250 mya	perhaps
TRIASSIC PERIOD	250–200 mya	their
JURASSIC PERIOD	200–145 mya	joints
CRETACEOUS PERIOD	145–65 mya	creak
TERTIARY PERIOD	65–1.64 mya	terribly
QUATERNARY PERIOD	1.64 mya–present day	quietly

## PAPER 1 Q3: ANALYSING STRUCTURE



- L-** Listing, linear narrative
- O-** Openings
- S-** Shifts in focus (big to small, place to place, outside to inside)
- T-** Time shifts, flashback and flash-forwards
- N-** Narrative perspective
- E-** Endings, conclusions
- R-** Repetition, patterns, motifs
- D-** Dialogue, development of character
- S-** Sentence forms/ paragraphs (must relate to the whole text)



A.V.O.C.A.D.O. =

- A** → Adjectives
- V** → Verbs (Variety of Verbs)
- O** → Opinions
- C** → Connectives
- A** → Adverbs
- D** → Description
- O** → ORIGINALITY



# English Personal Learning Checklists

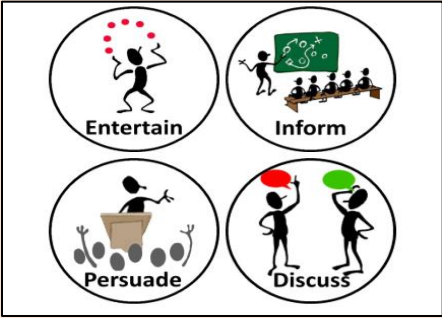
English	S	O	R	T
<b>The Bone Sparrow</b>				
How is the character of Harvey presented and how is he different from the other Jackets?				
What challenges do Jimmie and Subhi face?				
How does Fraillon highlight the repetitive nature of life in the camp?				
What do you learn about Jimmie’s relationship with her family?				
How is the character of Harvey presented and how is he different from the other Jackets?				
What does the novel reveal about the importance of storytelling?				
What does Eli’s move to Alpha reveal about how refugees are treated in the camp?				
To what extent are the lives of Subhi and Jimmie similar?				
Why were journalists and photographers banned from visiting the camp?				
What similarities are there between The Giver and the Bone Sparrow?				
What does Jimmie’s father’s reaction to the newspaper reveal about wider attitudes towards refugees?				
What does Subhi’s experience of a picnic reveal about the things we tend take for granted?				
Why does Jimmie finally feel able to look through her mother’s possessions? _				
How is Beaver presented as a brutal and cruel character?				
How does Naboa use the semantic field of clothing and freedom?				
How is Subhi presented as a caring and resourceful character?				
How is the story of Oto and Anka similar to Subhi’s experience? (Recall how are Oto and Anka related to Jimmie?)				
Why doesn’t Subhi reveal what he witnessed to Harvey?				

English	S	O	R	T
<b>Refugee by Brian Bilston</b>				
What is the message of the poem "Refugees" by Brian Bilston?				
How was reading the poem from top to bottom and backwards change the meaning?				

1	TIER THREE VOCABULARY
<b>Foreshadowing</b>	When the reader is given a hint of something to come later in the story
<b>Novella</b>	A short novel or book
<b>Symbolism</b>	When something, usually a physical item, is used to represent an idea or concept that is important to the story
<b>Theme</b>	The bigger idea or subject that is important to the whole story
<b>Juxtaposition</b>	When two things that are opposites are put together
<b>Motif</b>	An item, usually a physical item, that is referred to throughout a story which represents something. A motif is usually linked to symbolism or theme
<b>Mood</b>	The feeling or atmosphere that is suggested in a text
<b>Anecdote</b>	A short, amusing story about something that has happened
<b>Pathos</b>	The feeling of sadness or pity that a reader might feel toward a situation or event in a story.

**2 Writing for Purpose**

How do we write differently for different purposes?




The diagram consists of four circular icons arranged in a 2x2 grid. 
 

- Entertain:** A stick figure juggling five red balls.
- Inform:** A stick figure pointing at a green chalkboard with a class of stick figures sitting at desks.
- Persuade:** A stick figure standing at a podium with a microphone, addressing an audience.
- Discuss:** Two stick figures holding up red and green balloons, appearing to be in a debate.

**4 Speech Writing**

Clarity and conviction in speech writing.



A close-up photograph of a hand holding a black microphone. The background is a blurred crowd of people, suggesting a public speaking event.

**3 Anecdote**

**Anecdote Examples**

**What is an anecdote?**

An anecdote is a short, usually funny story about a real person or event. Anecdotes are often used to make a point or teach a lesson. They can be used to introduce a topic, illustrate a point, or simply add levity to a situation.

**5 Reading To Improve Your Writing**





Improve how you write for purpose by reading articles from blogs, newspapers, magazines and even social media.

The image shows a collage of various newspaper and magazine covers, including 'The Sun', 'Daily Mail', 'Daily Express', 'Daily Mirror', and 'The Times'.

# English Knowledge Organiser – The Bone Sparrow

1	TIER THREE VOCABULARY
<b>Human Condition</b>	The state of humankind – why we are the way we are and behave the way we are. Writers often explore an aspect of the human condition in their writing.
<b>Tone</b>	The way something is written or said to communicate an emotion or feeling
<b>Construct</b>	A construct is something that is created on purpose. Everything in a story (characters, settings, events) are 'constructs' created by the writer
<b>Pathetic Fallacy</b>	When the weather is used to reflect the mood or feeling in a story
<b>Personification</b>	When an object or thing is given human qualities or emotions
<b>Metaphor</b>	A comparison between two things when something is said to be something else
<b>Simile</b>	A comparison between two things using the words 'like' or 'as'
<b>Allegory</b>	A story that is representative or symbolic of something much bigger and has a political, moral or social message.
<b>Political Commentary</b>	A story or text that is a comment on the political or social issues in a country, usually with the purpose of inspiring change.

2	Symbolism
<p>Subhi's duck = the youthful need for support</p> <p>The Night Sea = The magical way of looking at the world</p> <p>The Book = Connection</p>	
	

3	Characterisation
<p>The protagonist of the novel, Subhi is a young Rohingya boy who was born and has grown up in an Australian refugee camp. He's kind, compassionate, and imaginative, which are difficult qualities to maintain in a place that's so violent. As such, Subhi sees the world through a magical lens to help cope with his dire circumstances. Subhi represents the innocent lives who suffer as a result of poor living conditions.</p>	
	

4	Thesis Writing
<p>Thesis writing is where we outline our argument for a Literature Essay. We use a three-pronged approach.</p>	
<p><b>First sentence</b> → What does the writer aim to achieve with the text overall?</p>	
<p><b>Second sentence</b> → How does the writer get this argument across? Which characters or moments do they use?</p>	
<p><b>Third sentence</b> → Provide references from across the text and then explain WHY the writer has done this.</p>	

5	Writer's Aims
<p><u>In The Bone Sparrow, Fraillon seeks to:</u></p>	
<p><b>Warn</b> us about the dire situation of some refugees.</p>	
<p><b>Teach</b> us the importance of stories, family and love.</p>	
<p><b>Criticise</b> those who abuse their power and don't help those in</p>	

# Maths Personal Learning Checklists

Solve problems with addition & subtraction	Sparx Code	S	O	R	T
I can simplify and compare fractions	M671				
I can convert between mixed numbers and improper fractions	M601				
I can multiply fractions and find fractions of quantities	M157				
I can understand what a percentage is and how they link to decimals	M695 M684				
I can convert between fractions, decimals and percentages with or without a calculator	M264				
I can find percentages of amounts	M437 M905				
I can expand and factorise single brackets	M100				
I can substitute numbers into algebraic expressions	M208				
I can solve a and 2 stes equations	M707				
I can solve equations where the variable is the denominator	M634				
I can solve equations involving brackets	M902				
I can solve equations with variables on both sides	M543				
I can share a quantity in a ratio given the total or part of the amount	M525				
I can use a multiplier to scale any two quantities	M478				
I can solve direct proportion problems	M478				

Directed Number	Sparx Code	S	O	R	T
I can add & subtract negative numbers	M106				
I can multiply and divide negative numbers	M288				
I can multiply decimals	M803				
I can divide decimals	M491				

## VOCABULARY

- Variable** - A letter which is used to represent an unknown quantity.
- Expression** - An algebraic statement including terms and operations.
- Term** - A collection of variables and numbers.
- Equation** - An algebraic statement with an equals sign in the middle.
- Solve** - Solving an equation means finding the value of the unknown variable
- Numerator** - The number on the top of a fraction.
- Denominator** - the number on the bottom of a fraction.
- Vinculum** - The line in a fraction
- Improper fraction** - A fraction where the numerator is bigger than the denominator
- Mixed number** - A number made of a whole integer and a fractional part
- Ratio** - A relationship between two quantities
- Proportion** - A part, share or number considered in comparative relation to a whole.



**1 Directed number: add and subtract**

Subtracting ← Adding →

A number line from -5 to 5. A red arrow points left from 0 to -2, labeled 'Subtracting'. Another red arrow points right from 0 to 2, labeled 'Adding'.

**2 Directed number: add**

When adding a negative number, move down the number line.

$$5 + -2 = 5 - 2 = 3$$

$$-5 + -2 = -5 - 2 = -7$$

**3 Directed number: Subtract**

When subtracting a negative number, move up the number line.

$$5 - -2 = 5 + 2 = 7$$

$$-5 - -2 = -5 + 2 = -3$$

**4 Directed number: multiply and divide**

1. Complete the multiplication ignoring the signs  
Calculate  $(-3) \times (-2)$

2. Decide on the sign- Mixed Means Minus

$(-3) \times (-2) = +6$

A diagram showing sign rules: (+ x +) = +, (- x -) = +, (+ x -) = -, (- x +) = -.

**5 Multiplying Decimals**

Multiply as if there are no decimals (x10 or 100..).  
Then adjust your answer by dividing back by 10 or 100....

$3.4 \times 2.86$

$\times 10 \quad \times 100$

$$\begin{array}{r} 286 \\ \times 34 \\ \hline 1144 \\ 8580 \\ \hline 9724 \end{array}$$

$9724 \div 10 \div 100 = 9.724$

**6 Dividing Decimals**

Write division as a fraction

Use powers of 10 for equivalent fractions until integer on denominator

$8.75 \div 0.7$

$\times 10$

$\frac{8.75}{0.7} = \frac{87.5}{7}$

$\times 10$

$7 \overline{) 87.5} = 12.5$

**7 Add and Subtract Decimals**

Line up the decimal points.  
Use zeros as place holders if you need

$$\begin{array}{r} 12.5 \\ + 6.23 \\ \hline 18.73 \end{array}$$

$$\begin{array}{r} 5.2 \\ - 3.6 \\ \hline 1.6 \end{array}$$

**8 Multiplying & Dividing By Powers of 10**

Multiply- each digit shifts left  
Divide- each digit shifts right  
Decimal point remains in position

A place value chart with columns: THOUSANDS, HUNDREDS, TENS, UNITS, TENTHS, HUNDREDTHS, THOUSANDTHS. Arrows show '10 times smaller' from thousands to tenths and '10 times larger' from tenths to thousands.

# Decimals and Directed Number

**1 Expanding, factorising, substituting**

Factorising  $3a - 2b$  ( $a = 10$   $b = 4$ )

$$3x + 6 \equiv 3(x + 2)$$

Expanding brackets

$$= 3(10) - 2(4)$$

$$= 30 - 8$$

$$= 22 \checkmark$$

**2 Function machines**

input  $\rightarrow$   $\times 3$   $\rightarrow$  output

input  $\rightarrow$   $\div 3$   $\rightarrow$  output

**3 1-step & 2-step equations**

$$10x - 24 = 82$$

$$+24 \quad +24$$

$$10x = 106$$

$$\div 10 \quad \div 10$$

$$x = 10.6$$

**4 Equations with variable on denominator**

$$\frac{108}{y} - 2 = 7$$

$$+2 \quad +2$$

$$\frac{108}{y} = 9$$

$$\times y \quad \times y$$

$$108 = 9y$$

$$\div 9 \quad \div 9$$

$$12 = y$$

**5 Equations with brackets**

1. Expand the brackets
2. Solve as normal

**6 Equations with variable on both sides**

Subtract the smaller quantity of x's

$$2y + 9 = 8y - 21$$

$$-2y \quad -2y$$

$$2y + 9 - 2y = 8y - 21 - 2y$$

$$+21 \quad +21$$

$$9 = 6y - 21$$

$$\div 6 \quad \div 6$$


$$30 = 6y$$

$$5 = y$$

**7 Forming equations with shape**

Perimeter = 56cm

$x + 12$



$$x + x + 12 + x + x + 12 = 56$$

$$44x + 24 = 56$$

**8 Forming equations with words**

I think of a number.  
I multiply the number by 3 and then add 5.  
The answer is 29.

$$3x + 5 = 29$$

# Linear Equations

## 1 Simplifying and Comparing Fractions

$\frac{2}{8}$  → Numerator  
 $\frac{2}{8}$  → Denominator

$$\frac{4}{10} \div 2 = \frac{2}{5}$$

## 2 Comparing Fractions

- Convert the fractions to have the same numerators
- Compare the numerators.

$\frac{25}{40}$	$\frac{26}{40}$	$\frac{30}{40}$	$\frac{32}{40}$
<i>Smallest</i>			<i>Greatest</i>
$\frac{5}{8}$	$\frac{26}{40}$	$\frac{3}{4}$	$\frac{4}{5}$

## 3 Converting Between Mixed & Improper Fractions

- To find the numerator: Multiply the whole number by the denominator.
- Then add the numerator

$$2\frac{3}{4} = \frac{(4 \times 2) + 3}{4} = \frac{11}{4}$$

## 4 Multiplying Fractions

$$\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20} \leftarrow \text{Simplify?}$$

- Multiply the numerators.
- Multiply the denominators.
- Simplify if you can.

## 5 Dividing Fractions

**Example**

Evaluate  $\frac{4}{3} \div \frac{2}{5}$

$$= \frac{4}{3} \times \frac{5}{2} = \frac{20}{6}$$

- To divide proper fractions: Follow the example.

$\frac{3}{4}$		
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

- This bar model represents. It means how many quarters  $\frac{3}{4} \div \frac{1}{4}$  Are there in three quarters?

## 6 Fractions of Amounts

- Divide by the denominator.
- Multiply by the numerator.

$\frac{1}{4}$ of 36 = 9 $\frac{3}{4}$ of 36 = 27	
---	--

## 7 How to Find a Percentage

- Without a calculator find simple % and build up. **65% of 360**
- Remember to find: **65% = 50% + 10% + 5%**
- 50% you  $\div 2$  (50% =  $\frac{1}{2}$ )
- 25% you  $\div 4$  (25% =  $\frac{1}{4}$ )
- 10% you  $\div 10$  (10% =  $\frac{1}{10}$ )

## 8 Converting Between Fractions and %

- Write as a fraction with a denominator of 100.
- Simplify where possible

$$36\% = \frac{36}{100}$$

$$\frac{36}{100} \div 4 = \frac{9}{25}$$

# Fractions, Decimals and Percentages

# Maths Knowledge Organiser

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

**Square numbers:** 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

**Cube Numbers :** 1, 8, 27, 64, 125

**Prime numbers:** 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47...

## Useful features on your calculator:

**FACT:** this express a number as a product of its prime factors

**RATIO (menu 4):** this will find missing values within equivalent ratios

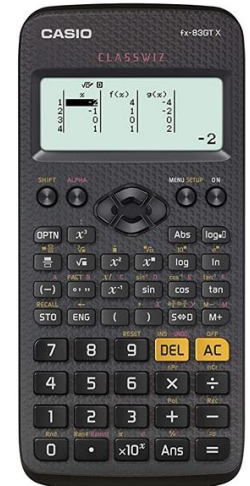
**Table (menu 3):** This is where you can generate values within a table- useful for plotting graphs and generating terms of a sequence

**Statistics (menu 2):** this will find all of the averages from a table of data

**o/“** : This is the time button and can do conversion between time units, as well as calculations with different times

**Fraction button:** can be used for any calculations with fractions

**S-D:** Converts decimal answers to fractions and vice versa



# Science Personal Learning Checklists

<b>Biology</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Healthy Diet				
Energy in Food				
Calculating energy requirements				
Imbalances in the diet				
Effects of smoking, drugs and alcohol				

<b>Chemistry</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
pH scale and everyday acids and alkalis				
Indicators				
Soil pH investigation				
Neutralisation				
Mendeleev				
Metals and non-metals				
Atom structure				

<b>Physics</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Contact and non-contact forces				
Balanced and unbalanced force diagrams				
Forces on a parachute				
Weight, mass and gravity				
Atmospheric and Ocean pressure				

# Science Knowledge Organiser

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	<b>3.0g</b> LOW	<b>1.3g</b> LOW	<b>34g</b> HIGH	<b>0.9g</b> MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/167kcal

## SMOKING

**HARMFUL EFFECTS**

- STROKE
- ADDICTION
- WRINKLES
- TOOTH DECAY GUM DISEASE
- STAINED FINGERS
- THROAT CANCER
- LUNG CANCER LUNG DISEASE
- HEART DISEASE HEART ATTACK
- LIVER CANCER
- STOMACH ULCERS
- KIDNEY CANCER
- CONSTRICTS BLOOD VESSELS
- INTESTINAL ULCERS
- UTERINE CANCER
- INFERTILITY & IMPOTENCE (MEN)
- BLADDER CANCER
- OSTEOPOROSIS

- Brain and nervous system**
  - Stroke
  - Dementia
  - Impaired balance and coordination
- Blood and immune system**
  - Anaemia
  - Low platelets
  - Suppressed immune system
- Sexual health**
  - Reduced fertility
  - Drinking while pregnant can also affect the health of the foetus
- Mental health**
  - Alcohol dependency and addiction
  - Higher risk of depression, anxiety, and psychosis
- Bones and muscles**
  - Osteoporosis
- Intestines**
  - Affects absorption of nutrients in your gut, leading to malnutrition.

## Energy Giving Foods

MyFoodsChart.com

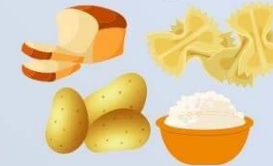
<b>Nuts &amp; Seeds</b>  <b>170 KJ</b> <small>Serving size: 28 g</small>	<b>Quinoa</b>  <b>222 KJ</b> <small>Serving size: 185 g</small>	<b>Whole Grains</b>  <b>140 KJ</b> <small>Serving size: 40 g</small>	<b>Oatmeal</b>  <b>150 KJ</b> <small>Serving size: 40 g</small>
<b>Bananas</b>  <b>105 KJ</b> <small>Serving size: 118 g</small>	<b>Dates</b>  <b>282 KJ</b> <small>Serving size: 100 g</small>	<b>Apple</b>  <b>95 KJ</b> <small>Serving size: 1 medium</small>	<b>Sweet Potatoes</b>  <b>86 KJ</b> <small>Serving size: 100g baked</small>
<b>Peas</b>  <b>84 KJ</b> <small>Serving size: 100g cooked</small>	<b>Cheese</b>  <b>113 KJ</b> <small>Serving size: 28g (1 oz)</small>	<b>Avocados</b>  <b>234 KJ</b> <small>Serving size: 1 medium</small>	<b>Peanut Butter Sandwich</b>  <b>250 KJ</b> <small>Serving size: 1 sandwich</small>

MyFoodsChart.com

## HEALTHY EATING PLAN

A healthy eating plan should include the following food groups.

### Carbohydrates



### Fruit & Vegetables



### Dairy



### Fats



### Proteins



## The Periodic Table of the Elements

1 2 3 4 5 6 7 0

																			4 <b>He</b> helium 2					
7 <b>Li</b> lithium 3	9 <b>Be</b> beryllium 4																		11 <b>B</b> boron 5	12 <b>C</b> carbon 6	14 <b>N</b> nitrogen 7	16 <b>O</b> oxygen 8	19 <b>F</b> fluorine 9	20 <b>Ne</b> neon 10
23 <b>Na</b> sodium 11	24 <b>Mg</b> magnesium 12																		27 <b>Al</b> aluminium 13	28 <b>Si</b> silicon 14	31 <b>P</b> phosphorus 15	32 <b>S</b> sulfur 16	35.5 <b>Cl</b> chlorine 17	40 <b>Ar</b> argon 18
39 <b>K</b> potassium 19	40 <b>Ca</b> calcium 20	45 <b>Sc</b> scandium 21	48 <b>Ti</b> titanium 22	51 <b>V</b> vanadium 23	52 <b>Cr</b> chromium 24	55 <b>Mn</b> manganese 25	56 <b>Fe</b> iron 26	59 <b>Co</b> cobalt 27	59 <b>Ni</b> nickel 28	63.5 <b>Cu</b> copper 29	65 <b>Zn</b> zinc 30	70 <b>Ga</b> gallium 31	73 <b>Ge</b> germanium 32	75 <b>As</b> arsenic 33	79 <b>Se</b> selenium 34	80 <b>Br</b> bromine 35	84 <b>Kr</b> krypton 36							
85 <b>Rb</b> rubidium 37	88 <b>Sr</b> strontium 38	89 <b>Y</b> yttrium 39	91 <b>Zr</b> zirconium 40	93 <b>Nb</b> niobium 41	96 <b>Mo</b> molybdenum 42	[98] <b>Tc</b> technetium 43	101 <b>Ru</b> ruthenium 44	103 <b>Rh</b> rhodium 45	106 <b>Pd</b> palladium 46	108 <b>Ag</b> silver 47	112 <b>Cd</b> cadmium 48	115 <b>In</b> indium 49	119 <b>Sn</b> tin 50	122 <b>Sb</b> antimony 51	128 <b>Te</b> tellurium 52	127 <b>I</b> iodine 53	131 <b>Xe</b> xenon 54							
133 <b>Cs</b> caesium 55	137 <b>Ba</b> barium 56	139 <b>La*</b> lanthanum 57	178 <b>Hf</b> hafnium 72	181 <b>Ta</b> tantalum 73	184 <b>W</b> tungsten 74	186 <b>Re</b> rhenium 75	190 <b>Os</b> osmium 76	192 <b>Ir</b> iridium 77	195 <b>Pt</b> platinum 78	197 <b>Au</b> gold 79	201 <b>Hg</b> mercury 80	204 <b>Tl</b> thallium 81	207 <b>Pb</b> lead 82	209 <b>Bi</b> bismuth 83	[209] <b>Po</b> polonium 84	[210] <b>At</b> astatine 85	[222] <b>Rn</b> radon 86							
[223] <b>Fr</b> francium 87	[226] <b>Ra</b> radium 88	[227] <b>Ac*</b> actinium 89	[261] <b>Rf</b> rutherfordium 104	[262] <b>Db</b> dubnium 105	[266] <b>Sg</b> seaborgium 106	[264] <b>Bh</b> bohrium 107	[277] <b>Hs</b> hassium 108	[268] <b>Mt</b> meitnerium 109	[271] <b>Ds</b> darmstadtium 110	[272] <b>Rg</b> roentgenium 111	Elements with atomic numbers 112-116 have been reported but not fully authenticated													

Key

relative atomic mass
<b>atomic symbol</b>
name
atomic (proton) number

1 <b>H</b> hydrogen 1
--------------------------------

### Universal Indicator

pH	Examples
1	Stomach acid
2	Lemon juice
3	Vinegar
4	Tomato juice
5	Black coffee
6	Saliva
7	Pure water
8	Sea water
9	Baking powder
10	Soap
11	Ammonia
12	Bleach
13	Oven cleaner
14	Drain cleaner

Very Acidic ↑

Slightly Acidic

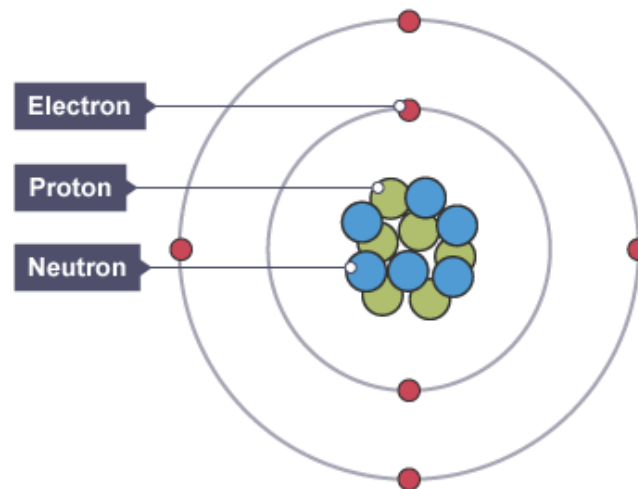
Neutral

Slightly Alkaline ↓

Very Alkaline

\* The lanthanoids (atomic numbers 58-71) and the actinoids (atomic numbers 90-103) have been omitted.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.



# Science Knowledge Organiser

## Types of Forces

### Contact Forces

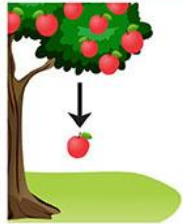


Normal Force



Applied Force

### Non Contact Forces



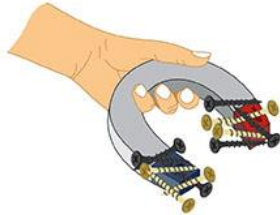
Gravitational Force



Air Resistance Force



Spring Force



Magnetic Force



Frictional Force

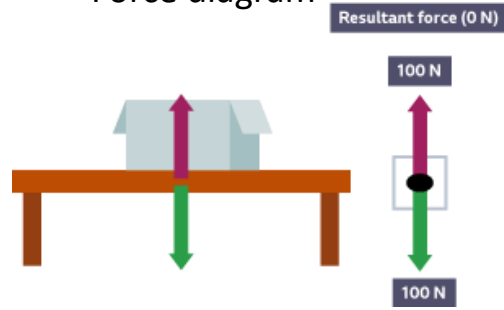


Tension Force



Electrical Force

## Force diagram

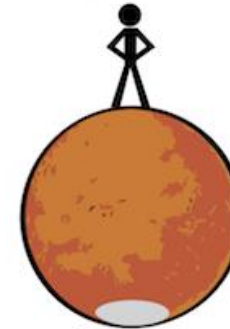


Mass: 50 kg  
Weight: 110 lbs

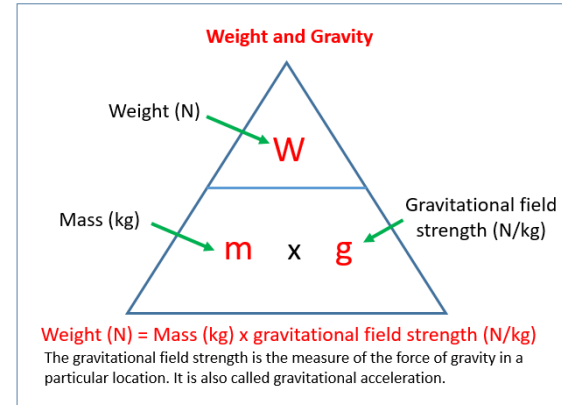
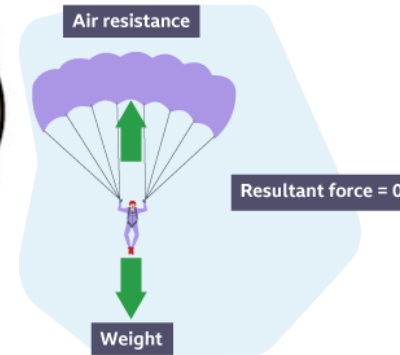


Earth

Mass: 50 kg  
Weight: 42 lbs



Mars





# Computing Personal Learning Checklists

Computing	S	O	R	T
Understand printed entertainment media				
Research a variety of comic books to understand common themes				
To understand what a target audience is				
Explain why a series of products is aimed towards a target audience				
Describe what the target audience might look like				
Describe how panel layout affects how a comic is read				
Explain how focal point changes the emotions and perspective on a comic				
Describe physical and non-physical characteristics				
Write a short story for a comic book				
Understand why story boards are used as a pre production document				
Create a story board for a comic				
Use design software to create a comic book				

# Computing Knowledge Organiser

1	TIER THREE VOCABULARY
<b>Caption (or narration)</b>	These are words that appear in a box separated from the rest of the panel or page in a comic/comic strip, usually used to convey a description about the specific panel/scene.
<b>Comic strip</b>	Is a sequence of drawings arranged in sequence of panels
<b>Comics</b>	A way used to express stories through a series of still images, usually combined with text.
<b>Demographic Profile</b>	A demographic audience profile defines groups based on things like age, gender, income, education and occupation.
<b>Demographics</b>	The study of population statistics
<b>Focal Point</b>	Is where you want the readers attention to be
<b>Gender Profile</b>	Categorising an audience by gender
<b>Genre</b>	A style or category of art, music, or literature.
<b>Graphic</b>	Something related to a visual product which may be drawn or produced digitally.
<b>Lifestyles</b>	The behaviour, habits, ideas and customs that are typical of a particular society.
<b>Non-physical characteristics</b>	Refer to the actual traits of a person. For example, evil, wears a cape, uses a weapon, has superpowers etc.
<b>Origins</b>	Origins refers to a point or place where something begins or where something first started.
<b>Panel Layout</b>	Use of a grid to take the viewers attention along your story
<b>Physical characteristics</b>	Refer to the physical features and aspects of a person. For example, tall, huge, dark hair
<b>Pre-production</b>	Process of planning some of the elements involved in a media production
<b>Speech bubbles</b>	A graphic method of representing the speech or thoughts of a given character in the comic.
<b>Storyboard</b>	A graphic organizer that consists of illustrations or images
<b>Target Audience</b>	The specific audience group a media text is aimed at.
<b>Timescales</b>	How long the different tasks or overall project is expected to take. A project timescale might be measure in weeks or months.

## 2 Focal point



Long Shot - It is a way to establish where a character is

A close up is used when you want to show the emotions of the character



A medium shot shows the subject from the waist upwards.



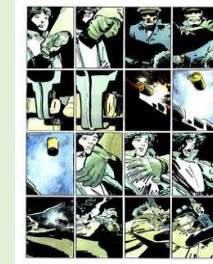
## 3 Target Audience

Age
Gender
Location
Income
Profession
Lifestyle
Interests

A group of people identified as likely customers of a business. Can be identified by these traits

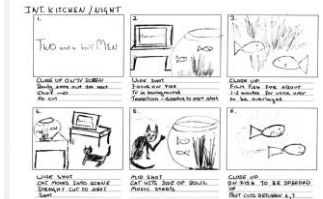
## 4 Panel Layout

A long panel can slow down the reading of a comic



Small panels in succession can illustrate a faster pace.

## 5 Story Board



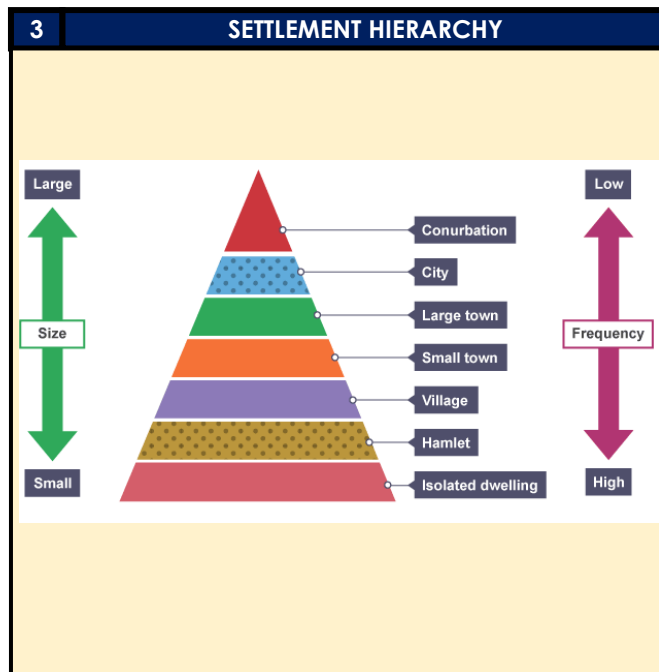
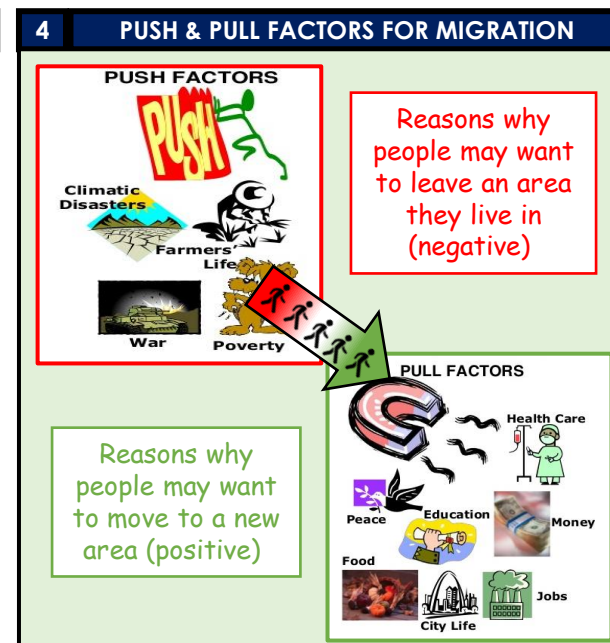
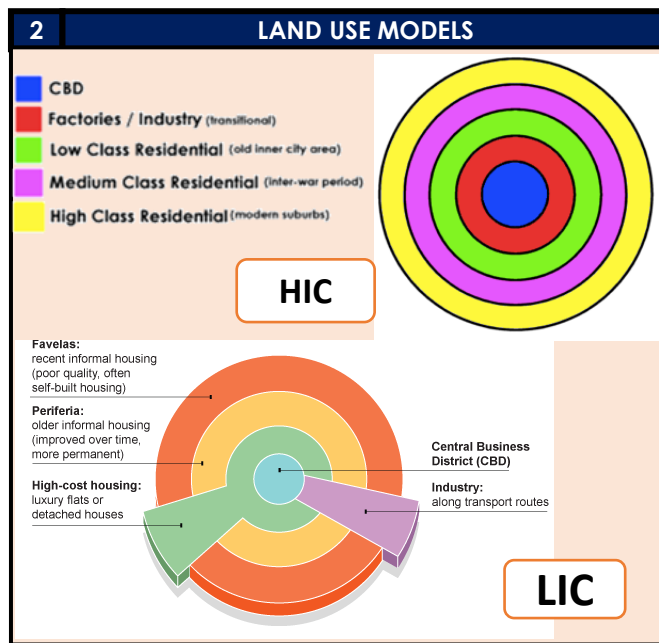
A graphic organizer that consists of illustrations or images

## Geography Personal Learning Checklists

<b>Population</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Identify parts of the World/UK/My Local Area which are densely/sparsely populated.				
Put settlement types in order on a settlement hierarchy and state the typical services and infrastructure found in villages (rural settlements) and towns/cities (urban settlements)				
Give examples of economic activities: primary, secondary and tertiary industries				
Explain what causes urbanisation (including rural-urban migration and natural increase)				
Describe the characteristics of different land use zones (CBD, Inner City, Suburbs)				
Describe and explain how Manchester's population has changed over time				
Describe the features of Brownfield and Greenfield sites				
Define the terms HIC, LIC, GNI per Capita				
<b>Weather and climate</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Define the terms Weather and Climate				
Describe how climate affects the World's population distribution				
Explain why some parts of the World/UK have different temperatures and amounts of rainfall e.g. due to their latitude, altitude/relief or location (inland/coastal)				
Explain why we have seasons				
Outline different processes which cause rainfall: convectional, relief and frontal rainfall				
Define the term microclimate and describe the features of an urban microclimate.				
Describe how our climate has changed over different timescales				
Define the term magnitude and frequency				

# Geography Knowledge Organiser

1	TIER THREE VOCABULARY
<b>Population Distribution</b>	A description of where people are living and whether they are evenly/unevenly spread.
<b>Population Density</b>	A measure of how many people live in an area on average ( <b>people per Km2</b> ).
<b>Rural</b>	The countryside/settlements with a population less than 10,000
<b>Urban</b>	Built up areas/settlements with a population of 10,000 or more
<b>Infrastructure</b>	Basic structures and facilities e.g. transport networks (roads, bridges, railways), communications (e.g. Broadband), electricity/sewage supplies
<b>Economic Activity</b>	Producing products and goods or providing services to make money. There are 3 main types of economic activity: Primary Industry (getting raw materials), Secondary Industry (manufacturing/construction) and Tertiary Industry (providing a service).
<b>Rural-Urban Migration</b>	People moving from the countryside (rural) to built up areas e.g. towns/cities (urban) to live.
<b>HIC</b>	A High-Income Country where people have an income of \$12 000 or more
<b>LIC</b>	A Low-Income Country where people have an income of less than \$12 000
<b>Informal Economy</b>	Making money illegally, without paying tax or following any regulations.
<b>Informal Housing (Slums)</b>	Illegal basic housing which people build themselves, from scrap materials, on land which does not belong to them.



## 4 TYPES OF EMPLOYMENT

<b>Primary</b> 'Take it' 	<b>Extracting natural resources</b> Mining, Farming, Fishing, Forestry
<b>Secondary</b> 'Make it' 	<b>Making products</b> Manufacturing and factory work
<b>Tertiary</b> 'Sell it' 	<b>Selling or serving</b> Teachers, doctors, shop assistant.

# Geography Knowledge Organiser

1	TIER THREE VOCABULARY
<b>Weather</b>	Conditions of the atmosphere over a short period of time. Can change within minutes or hours.
<b>Climate</b>	How the atmosphere behaves over a long period of time and space. Average regional pattern over 30 years.
<b>Climograph</b>	Graph that displays average (mean) precipitation and temperature for an area. It is used to compare the climate in different places.
<b>Solar Radiation</b>	The amount of energy received by the sun. Also known as solar insolation.
<b>Latitude</b>	The distance (degrees) above/below the Equator
<b>Longitude</b>	Lines of longitude run from the north and south poles and are called meridians
<b>Seasons</b>	A season is a part of the year based on changes in weather, and the number of daylight hours in a given region.
<b>Earth's tilt</b>	Planet Earth does not sit perfectly upright, but instead leans (tilts) slightly on its side.
<b>Condensation</b>	The process of when water vapour (gas) turns into liquid.
<b>Precipitation</b>	Water that falls from the sky (rain, sleet, snow, hail)
<b>Microclimate</b>	Climate of a small area, which differs from the climate of the surrounding area.
<b>Aspect</b>	Direction in which something/ a place faces, usually refers to where it is in relation to the sun.

## 2 Longitude & Latitude

**Longitude:** lines of longitude run from the north and south poles and are called meridians. They are vertical.

**Latitude:** the distance (degrees) above/below the Equator. They are horizontal.

## 3 Seasons

**Summer in the UK**

**Winter in the UK**

## 4 Types of Rainfall

### Convective rainfall

### Relief rainfall

### Frontal rainfall

## 4 Microclimate

# History & REP Personal Learning Checklists

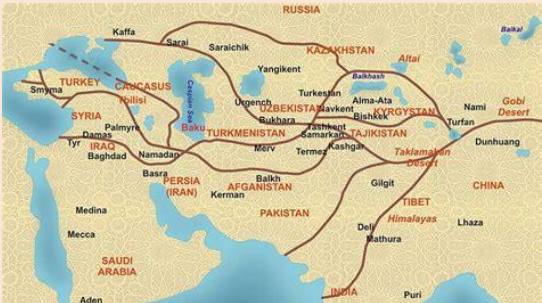
<b>History</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Why is the Silk Road so important to knowledge?				
The Normans and the Battle of Hastings				
How disruptive were the Normans: Walsham village changes				
Meanwhile in Norman Sicily				
Meanwhile in Norman England				
Order and disorder in Walsham – how did the village respond to the Black Death				
The consequences of the Black Death & the Great Revolt				
<b>History</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
The power of a queen: Eleanor of Aquitaine				
Meanwhile, in the world of ideas				
The story of the third crusade				
Knightmare kings: why did the barons keep rebelling?				
Why did Columbus head west?				
The Reformation begins in Germany				
Henry breaks with Rome				
Reformation and rebellion in Morebath				

<b>REP Christianity</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Identify the Divine Characteristics of God				
Explain the three parts of the Holy Trinity (Father, Son and Holy Spirit)				
Describe how the three parts of the Holy Trinity are linked				
Describe the nativity story of Jesus' birth				
State who John the Baptist is				
Describe what the term 'Ministry of Jesus' means				
Explain what a miracle is using biblical examples				
State what a disciple is				
Describe the events of Palm Sunday, The Last Supper and Good Friday				
Explain the importance of Easter Sunday for Christians				
State what the term sin means				
Describe what original sin is and explain why it is important to Christians				
Explain what the term 'Salvation' means				
Describe how heaven is understood by Christians				
Describe how purgatory is understood by Christians				
Describe how hell is understood by Christians				
State some of the key features of the Catholic tradition				
State some of the key features of the Protestant tradition				

# History Knowledge Organiser

1	TIER THREE VOCABULARY
<b>Chang'an (Xi'an)</b>	Starting point in China, a hub of Chinese silk production.
<b>Samarkand and Bukhara</b>	Key cities in Central Asia, centres of trade and culture.
<b>Baghdad</b>	Major hub in the Islamic world, facilitating trade between East and West.
<b>Constantinople</b>	Endpoint of many trade routes, connecting to Europe.
<b>Antioch and Tyre</b>	Key Mediterranean ports.
<b>Caravans</b>	: Groups of traders travelled together in caravans for safety and efficiency, often using camels or horses to carry goods.
<b>Technology</b>	Innovations such as paper-making and gunpowder from China, as well as mathematical and astronomical knowledge from the Islamic world, were exchanged.
<b>Mongol Empire</b>	The Mongol Empire initially revitalized the Silk Road by providing stability and protection, but its decline eventually led to reduced trade.
<b>Trade Regulations:</b>	Empires imposed taxes and duties on goods, provided protection for traders, and maintained infrastructure like roads and bridges.
<b>Religion</b>	Buddhism spread from India to East Asia, Islam spread into Central Asia, and Christianity moved eastward.
<b>Norman Conquest</b>	The invasion and subsequent occupation of England by the Normans, led by William the Conqueror, in 1066.
<b>William the Conqueror</b>	The Duke of Normandy who became the first Norman King of England after his victory at the Battle of Hastings.
<b>Norman Architecture</b>	A style of Romanesque architecture introduced to England by the Normans, characterized by massive structures, rounded arches, and large towers.

## 2 The Silk Road



The Silk Road was an ancient network of trade routes that connected the East and West, facilitating the exchange of goods, culture, technology, and ideas between different civilizations. It was not a single road but a series of interconnected trade paths that spanned Asia, Europe, and parts of Africa.

## 3 Hastings & Normanisation

### The Battle of Hastings

•**Location:** The battle took place near Hastings, at a site that is now known as Battle, East Sussex.


•**Forces:**

- **Norman Army:** Comprised of Normans, Bretons, Flemings, and other allies, with cavalry, infantry, and archers.
- **English Army:** Mostly infantry with few archers, made up of the king's housecarls (professional soldiers) and the fyrd (militia).

•**Battle Events:**

- **Initial Stages:** The battle began with the Norman archers and infantry attacking the English shield wall, a strong defensive formation.
- **Feigned Retreats:** The Normans used a tactic of feigned retreats, pretending to flee in panic, only to turn and attack the pursuing English soldiers, breaking their formation.
- **Turning Point:** The death of King Harold, supposedly from an arrow to the eye, although other accounts suggest he was killed by Norman knights.

## 4 The Black Death



**Walsham-le-Willows During the Black Death**

- Population Before the Plague:** Like many English villages, Walsham was a tight-knit agricultural community. Before the plague, the village would have had a population of several hundred people.
- Economic Structure:** The economy was predominantly agrarian, with villagers working as peasants, serfs, or small landowners under the manorial system. The manor, the central institution, controlled land and labor.

## 4 LINKS & FURTHER READING

<https://www.bbc.co.uk/teach/class-clips-video/articles/zrnd7nb> Battle of Hastings

<https://www.bbc.co.uk/teach/articles/z7ff2sg> 1066



<https://www.bbc.co.uk/bitesize/topics/zqjwxnb/articles/zdkssk7> Black Death

<https://www.bbc.co.uk/bitesize/topics/z93txbk/articles/zyb77yc> Peasants Revolt

# History Knowledge Organiser

1	TIER THREE VOCABULARY
<b>Plantagenet</b>	The ruling dynasty of England during Eleanor's time, known for their extensive holdings in France and England.
<b>Angevin Empire</b>	The dominions of the Plantagenet kings of England, encompassing England and large parts of France.
<b>Chivalry</b>	The medieval knightly system with its religious, moral, and social code.
<b>Crusades</b>	Series of religious wars sanctioned by the Latin Church in the medieval period, in which Eleanor and her family were involved.
<b>Feudalism</b>	A social system prevalent in medieval Europe, characterized by the exchange of land for military service.
<b>Duchess</b>	Eleanor inherited the Duchy of Aquitaine, a vast territory in southwestern France, making her one of the wealthiest and most eligible heiresses of her time
<b>Martin Luther</b>	German theologian and reformer who initiated the Protestant Reformation by nailing his Ninety-five Theses to the church door in Wittenberg in 1517.
<b>Papacy</b>	The office or authority of the pope.
<b>Sacraments</b>	Important religious ceremonies or rituals, such as baptism and communion, which Lutherans retained but with a revised theology.
<b>Printing Press</b>	Invented by Johannes Gutenberg in the mid-15th century, it facilitated the spread of Luther's ideas and the Reformation across Europe.
<b>Henry VIII</b>	King of England from 1509 to 1547, known for his six marriages and his role in the English Reformation.
<b>Catherine of Aragon</b>	Henry VIII's first wife, whom he sought to divorce, leading to the English Reformation.
<b>Dissolution of the Monasteries:</b>	The policy initiated by Henry VIII in the 1530s to seize the assets and disband monastic communities in England, transferring their wealth to the Crown.

**2 The Third Crusade**

The Third Crusade, which took place from 1189 to 1192, was a major military campaign launched by European Christians in response to the capture of Jerusalem by the Muslim leader Saladin in 1187.

**Events and Campaigns**

- 1. Battle of Acre:** A significant military engagement during the Third Crusade, where Christian forces (led by Richard and Philip) besieged and eventually captured the city of Acre from Saladin's forces in 1191.
- 2. Jaffa:** A coastal city in Palestine where Richard won a notable victory against Saladin's army in 1192, strengthening the Christian position in the region.
- 3. Treaty of Jaffa:** An agreement signed in 1192 between Richard the Lionheart and Saladin, allowing Christians to maintain control of the coastal cities from Tyre to Jaffa, though Jerusalem remained under Muslim control.

**3 The barons rebel & the Magna Carta is born**

**Magna Carta and Its Background**

- 1. Magna Carta:** Latin for "Great Charter," a document signed by King John of England in 1215 under pressure from his barons, outlining their rights and limiting the monarch's powers.
- 2. King John:** King of England from 1199 to 1216, known for his conflicts with the barons and his signing of the Magna Carta.
- 3. Runnymede:** The meadow near Windsor where King John signed the Magna Carta on June 15, 1215, under duress from his rebellious barons.

**Key Principles and Provisions of Magna Carta**

- 1. Rule of Law:** The principle that the law applies equally to all individuals, including the king, and protects basic rights.
- 2. Habeas Corpus:** The legal principle that protects individuals from unlawful detention or imprisonment without a fair trial.
- 3. Due Process:** The requirement that legal proceedings be fair and transparent, ensuring justice for all individuals.
- 4. Taxation and Consent:** Magna Carta introduced the principle that taxation should not be imposed without the consent of the barons, establishing early notions of representative government.

**4**

Martin Luther's Reformation in the 16th century was a pivotal movement that reshaped religious, social, and political landscapes in Europe.

**Martin Luther:** German theologian and reformer who initiated the Protestant Reformation in 1517 by posting his Ninety-five Theses, criticizing the Catholic Church's sale of indulgences.

**Henry VIII's break with Rome** in the 16th century was a significant event in English history, leading to the establishment of the Church of England and severing ties with the Catholic Church.

**Dissolution of the Monasteries**

- 1. Dissolution of the Monasteries:** The policy initiated by Henry VIII in the 1530s to seize the assets, land, and property of monastic communities in England and Wales.
- 2. Suppression:** The process by which monasteries, convents, and religious houses were closed down and their assets confiscated by the Crown.




**4 LINKS & FURTHER READING**

<https://www.bbc.co.uk/bitesize/topics/zgs2qjr>  
**The Crusades**

<https://www.bbc.co.uk/bitesize/topics/zcyx2v4/articles/zcg66g8> **The Magna Carta**

<https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zgkcr2p> **the Reformation**



**Lesson 1 - Holy Trinity**

**Divine Characteristics of God:**

Omnipotent (all-powerful), omniscient (all knowing), omnipresent (everywhere), benevolent (loving), creator, judge.

**Holy Trinity:**

The interconnecting relationship between God the Father, God the Son and the Holy Spirit

**God the Father:**

Creator of the universe

**God the Son:**

Jesus as the incarnation of God on Earth

**Holy Spirit:**

The power and influence of God in the universe

**Lesson 2 - The Ministry of Jesus**

**Nativity:**

Story of the birth of Jesus Christ

**John the Baptist:**

Follower of God who baptised Jesus

**Ministry of Jesus:**

Period of time where Jesus travelled around Judea (modern-day Israel) gathering followers and teaching about God.

**Miracles:**

Acts of divine intervention performed by Jesus

**Disciple:**

12 of Jesus' close followers and friends

**Lesson 3 - Holy Week**

The week leading up to Easter Sunday and the most important week in the Christian calendar

**Palm Sunday:**

Jesus' triumphant return to the city of Jerusalem. His followers laid palm leaves on the road before him.

**The Last Supper**

The final gathering of Jesus and his disciples on the Thursday evening. Here Jesus established the sacrament of Holy Communion.

**Good Friday**

The trial and crucifixion of Jesus.

**Easter Sunday**

The resurrection of Jesus.

**Lesson 4 - Sin and Salvation**

**Sin:**

An act that goes against God's law

**Original Sin:**

The first sin performed by Adam and Eve in the Garden of Eden. They ate the fruit from the tree of knowledge despite God

**Final Judgement:**

God's assessment of our lives before deciding where we are sent.

**Salvation:**

The ability to be saved from sin thanks to the sacrifice of Jesus

**Lesson 5 - The Afterlife**

Christian beliefs about what happens when we die.

**Judgement:**

Where God decides your fate based on your actions in life

**Heaven:**

A positive place where worthy souls go to be in the presence of God

**Purgatory:**

A place of challenge and reflection where souls go to prepare themselves for the beatific vision (meeting God)

**Hell:**

A place of punishment for the wicked and sinful

**Lesson 6 - Denominations**

Different types of Christianity throughout the world and history

**Catholic Tradition:**

Largest denomination that holds close to the teachings of Jesus and the Bible. It is run by the Pope from Vatican City

**Protestantism:**

A part of Christianity that rejects the influence of the Pope and establishes a different approach to Christianity

**Schism:**

A period of time where a religious group splits from an established denomination

## French Personal Learning Checklists

<b>French Ma vie á Tretherras (My life at Tretherras Part 1)</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Revise how to form the present tense				
Talk about what subjects I study				
Be able to use negatives in french				
Give opinions and reasons about school subjects				
Describe school facilities				
Describe my ideal school using the conditional tense				
Describe others using the 3rd person, including teachers				
Talk about break time activities and food				
Say how I travel to school using different modes of transport				
Talk about what clothes I wear				
Use adjectives (including colours) to describe my clothes				
Describe my school uniform and give opinions				
Describe my ideal school uniform				
Write 40 to 50 words in french about myself				
<b>Use your vocab booklet to sort your learning</b>				

<b>French Ma vie á Tretherras (My life at Tretherras Part 2)</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Revise school topic				
Learn how to tell the time				
Talk about my daily routine				
Compare daily routines and school timetables in english and french speaking countries				
Describe a typical school day				
Practise reading, dictation, listening and translation skills				
Revise dates				
Give opinions about festivals				
Describing a festival using the present tense				
Understand more detailed information about a specific french festival				
Describe a photo card				
Learn about easter in french speaking countries				
<b>Use your vocab booklet to sort your learning</b>				

## Spanish Personal Learning Checklists

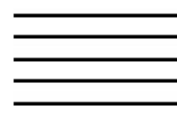
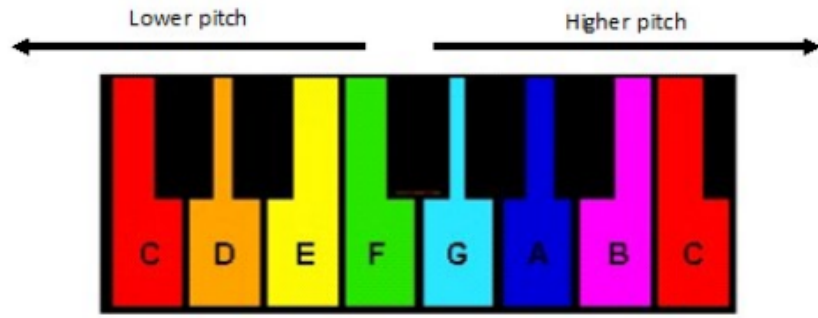
<b>Spanish Mi Vida al Insti (My life at school) Part 1</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Revise how to form the present tense				
Talk about what subjects I study				
Be able to use the negative in spanish				
Give opinions and reasons about school subjects				
Describe school facilities				
Describe my ideal school using the conditional tense				
Describe others using the 3rd person, including teachers				
Talk about break time activities and food				
Say how I travel to school using different modes of transport				
Talk about what clothes I wear				
Use adjectives (including colours) to describe my clothes				
Describe my school uniform and give opinions				
Describe my ideal school uniform				
Write 40 to 50 words in spanish about myself				
<b>Use your vocab booklet to sort your learning</b>				

<b>Spanish Mi Vida al Insti (My life at school) Part 2</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
Revise school topic				
Learn how to tell the time				
Talk about my daily routine				
Compare daily routines and school timetables in english and spanish speaking countries				
Describe a typical school day				
Practise reading, dictation, listening and translation skills				
Revise dates				
Give opinions about festivals				
Describing a festival using the present tense				
Understand more detailed information about a specific spanish festival				
Describe a photo card				
Learn about easter in spanish speaking countries				
<b>Use your vocab booklet to sort your learning</b>				

## Music and Drama Personal Learning Checklists

Music	S	O	R	T
Understand how to use all fingers and thumbs correctly on the keyboard				
Identify middle C and name all white keys on the keyboard				
Understand the pattern of black notes and how these relate to the white notes				
Develop my understanding of the treble and bass clef				
Recognise and label the notes on the lines and in the spaces on a stave – Treble Clef				
Recognise and label the notes on the lines and in the spaces on a stave – Bass Clef				
Begin to recognise different note values and rhythms used in traditional notation				
Enhance my performance skills as a soloist				
Perform piece 1: <b>(TOUGH)</b> ‘Surprise’				
Perform piece 2: <b>(TOUGHER)</b> ‘Chimes’				
Perform piece 3: <b>(TOUGHEST)</b> ‘Ode to Joy’				
Perform piece 4: <b>(EXTENSION)</b> ‘Largo’				
Perform your own exam piece.				

Drama	S	O	R	T
Create a character with exaggerated body language and vocal skills				
Understand the stereotypes of three key characters				
Research real heroes in society and perform their narrative in groups				
Learn about Irena Sendler				
Question what makes someone a real hero				



Stave

5 lines where notes are placed to determine pitch



Treble Clef

Symbol placed on the stave. Used for high pitch (right hand on the piano)



Bass Clef

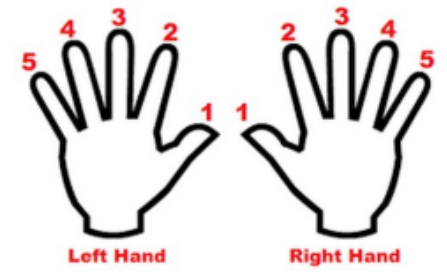
Symbol placed on the stave. Used for low pitch (left hand on the piano)

C D E F G A B C

F A C E G B D F

FACE inthespace

**Canon**  
A canon is like a round. The same piece of music is played, then a second layer is played slightly after. Each melody is played fully and musically fits with the other layers.



Every Green Bus Drives Fast

**Drone**  
A drone is made up from 2 notes (usually low) being played and held underneath a melody to provide a bass.

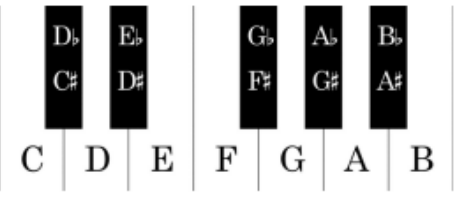
**Major and Minor**  
There are 2 types of chord: Major (sounds happy) and Minor (sounds sad). The difference is 1 semitone (see below). The middle note in a minor chord is a semitone lower E.g. **C major = C E G / C minor = C Eb G**

**Melody**  
Another word for melody is 'tune'. A melody is a mixture of moving by step, and moving by leap. If the tune goes up in pitch, it is called '**ascending**'. If the tune goes down in pitch, it is called '**descending**'.

Melody rhythms - use the syllables to create the rhythms

Tea Coffee Lemonade Coca-Cola Pineapple

**Black Keys**  
The black keys on the keyboards are half steps between the white keys. These half steps are called 'semitones'. Please note the pattern of black keys - there isn't on every key! The '#' symbol means 'sharp', and the 'b' symbol means 'flat'. A sharp raises the pitch by a semitone, a flat lowers the pitch by a semitone. Each black key has 2 names - a C# is the same key as a Db. There's just two different ways of looking at it.



**Ostinato**  
A repeated melody or pattern 37

# Drama Key Terminology

DRAMA KEY WORDS		ADJECTIVES		
<b>VOCAL SKILLS</b>				
Tone Pitch Pace Intonation Silence	Pause Projection Inflection Accent Emphasis	<ul style="list-style-type: none"> <li>• abrupt</li> <li>• angry</li> <li>• anxious</li> <li>• assured</li> <li>• cold</li> <li>• controlled</li> <li>• deep</li> </ul>	<ul style="list-style-type: none"> <li>• enthusiastic</li> <li>• firm</li> <li>• forceful</li> <li>• gentle</li> <li>• harsh</li> <li>• hesitant</li> <li>• loud</li> </ul>	<ul style="list-style-type: none"> <li>• sarcastic</li> <li>• sly</li> <li>• soft</li> <li>• stutter</li> <li>• timid</li> <li>• trusting</li> </ul>
<b>PHYSICAL SKILLS</b>				
Body Language Facial Expressions Gestures Stillness Eye-Contact	Posture Movement Gait Stage Presence Interaction	<ul style="list-style-type: none"> <li>• aggressive</li> <li>• defiant</li> <li>• dismissive</li> <li>• distraught</li> <li>• distressed</li> <li>• eager</li> </ul>	<ul style="list-style-type: none"> <li>• eye contact: direct, focused, avoiding, accusing</li> <li>• fearful</li> <li>• gentle</li> <li>• rapid</li> </ul>	<ul style="list-style-type: none"> <li>• relaxed</li> <li>• slow</li> <li>• sluggish</li> <li>• smooth</li> <li>• smug</li> <li>• strong</li> <li>• thoughtful</li> </ul>
<b>SPACE PERFORMANCE CONVENTIONS</b>				
		<ul style="list-style-type: none"> <li>• anger</li> <li>• anti-climax</li> <li>• appreciation</li> <li>• believable</li> <li>• delight</li> <li>• development</li> <li>• disappointmen t</li> </ul>	<ul style="list-style-type: none"> <li>• emotional response</li> <li>• empathy</li> <li>• emphasis</li> <li>• engagement</li> <li>• feeling</li> <li>• focal point</li> <li>• horror</li> </ul>	<ul style="list-style-type: none"> <li>• interest</li> <li>• intrigue</li> <li>• irritation</li> <li>• light-relief</li> <li>• realistic</li> <li>• sympathy</li> <li>• understanding</li> </ul>
Levels Proxemics Stage Left/Right Centre Stage Transition Blocking Canon Duologue scape	Freeze Frame Narration Split Scene Thought-Track Mime Improvisation Physical Theatre Unison Monologue	<b>Other Useful Vocabulary:</b> Hot-seating Character Motivation Warm-Up Role-on-the-Wall Genre	<b>Other Useful Vocabulary:</b> Rehearsal Sound Effects Naturalistic Abstract Minimalistic	

## Titanic Historical Facts

**It sank on the 14th of April 1912**

**There were only 20 lifeboats on board**

**It cost £750,000 to build**

**Two people died building it**

**1500 bottles of wine and 20,000 bottles of beer on board**

**The sea temperature was -2C**

**The anchor was so heavy it took 20 horses to pull it.**

**It was the largest passenger ship in the world at the time**

**Out of the 2223 – 1517 died**

# Art & DT Personal Learning Checklists

<b>Art</b>	<b>Evidenced</b>	<b>Refined</b>
<b>Colour and landscape: Abstract Collage</b>		
<i>I am building on my prior knowledge of.....</i>		
How to analyse artists' styles to influence my own work.		
How to record from secondary sources.		
<i>I am developing my skills in.....</i>		
Understand colour theory (primary, secondary, harmonious and complimentary colours).		
Understand abstract art.		
How to mix a wide range of colours when using paint.		
Compositional skills		
Collaging techniques		
How to use my knowledge of colour theory to develop my work.		
How to use a range of painting techniques		
How to control paint well		
How to explore texture and mark making to create expressive artwork.		

<b>DT</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
<b>Food and Nutrition</b>				
I understand how to ensure a hygienic and safe kitchen				
I can explain the importance of knife safety and knife skills to prevent injury				
I can identify the five different sections of the eat well guide				
I understand the importance of a healthy diet				
I can name and describe a number of common pieces of equipment in the kitchen				
I can describe the difference between the bridge hold and claw grip				
<b>DT</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>T</b>
<b>Fan Project</b>				
I can recall and define the tier three vocabulary in this unit				
I can name tools and equipment				
I can use hand tools and power tools with precision				
I can join materials using an appropriate method				
I can evaluate the finish of my work and link this to how precisely I have used the tools				
<b>DT</b>	<b>Evidenced</b>		<b>Refined</b>	
<b>Textiles</b>				
Use textile equipment safely				
Use the sewing machine successfully				
Design to a set brief				
Cut and shape fabrics				
Make a successful final product				

# Art Knowledge Organiser

1 TIER THREE VOCABULARY	
<b>Analyse</b>	examine (something) methodically and in detail, typically in order to explain and interpret it.
<b>Abstraction</b>	freedom from representational qualities in art.
<b>Abstract Art</b>	Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect
<b>Composition</b>	Composition is the arrangement of elements within a work of art
<b>Colour Theory</b>	Colour Theory is a <b>collection of guidelines on the use of colour for artists</b> . A colour wheel can be used to help describe the relationship between different colours when they are viewed together.
<b>Collage</b>	Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface
<b>Proportion</b>	Proportion is the relationship of one part of a whole to other parts
<b>Shape</b>	A shape is a two-dimensional area. Shapes have height and width but not depth.

## 2 Skills and Techniques: Colour Theory and Abstract Collage Techniques

### The Collage Process

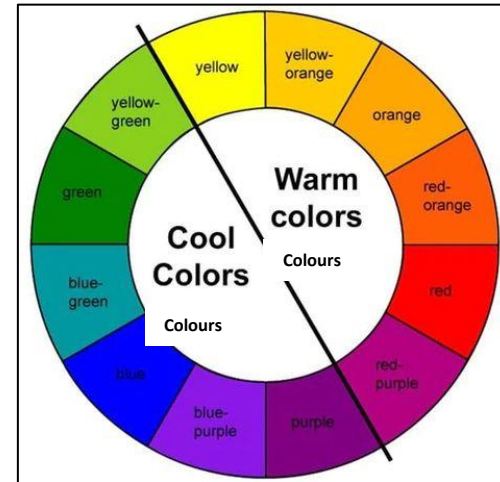
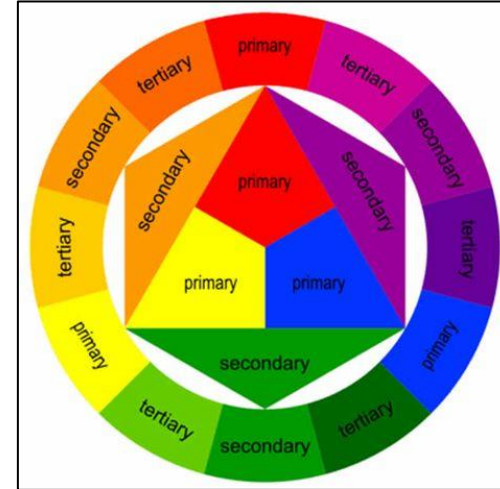


Photo

Find shapes in photo and experiment with composition.



Use papers to create collages



Horizontal		Asymmetrical		Constellation	
Vertical		Radial		Meandering	
Diagonal		Circular		Tension	
L Shape		Grid		Rule of thirds	
Symmetry		Overlapping Frames		S or Z curve	

Composition Ideas Handout



# Art Knowledge Organiser

1 continued	TIER THREE VOCABULARY
Medium	Medium can refer to both to the type of art (e.g. painting, sculpture, printmaking), as well as the materials an artwork is made from
Refine	Refine to improve your artwork
Primary Colours	The primary colours are <b>red, yellow</b> and <b>blue</b> . They cannot be made by mixing other colours together. The primary colours sit equal distances apart on the colour wheel.
Secondary colours	<b>Secondary</b> colours are made by mixing equal amounts of primary colours together.
Techniques	Techniques are skills and methods employed to create a piece of art.
Space	Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.
Tertiary colours	A tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.
Warm colours	<b>Warm</b> colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc.
Harmonious	Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.

### COLLAGE: TECHNIQUES

**TEXTURE**  
Use masking tape, or scumple, fold, or tear paper to create interesting textures.

**REVEAL**  
Tear or cut away parts of an image to reveal something beneath.  
This person's skin has been torn away to reveal an older person beneath.

**REPLACE**  
Cut away part of an image and replace it with something else.  
This person's head has been cut away to reveal the thoughts inside.

**COMBINE**  
Cut up parts of objects and combine them to create unusual and eye-catching forms.

**OUTLINE**  
Cut objects away from their background to reveal the outline of their shape.  
Layer this outline on top of other images or write within it.

**STRIPS**  
Combine two or more images in horizontal or vertical strips.

**SHAPES & SYMBOLS**  
Add shapes and symbols to help convey your theme or message.

**DRAW/PAINT**  
Draw or paint on your image to add visual interest or to convey meaning.

Created by @insalingames

### COLLAGE: COMPOSITION

**CLUSTER**  
Cluster images to create a larger image in the center of your page.  
Challenge images with some in front and some behind, to create a sense of depth.

**SCENE**  
Create a scene as if you were painting a picture.  
Does your scene tell a story?

**MIMIC**  
Arrange your collage to mimic the design of something else.  
This collage has been designed to mimic a playing card.

**SHAPE**  
Arrange your collage within a single shape, like a circle, square or triangle.

**SLOGAN**  
Base your collage around a simple saying or slogan.  
Use images that link to the text.

**WORD**  
Arrange your collage around a single word.

**BACKGROUND**  
Cut or tear your background into an unusual shape.

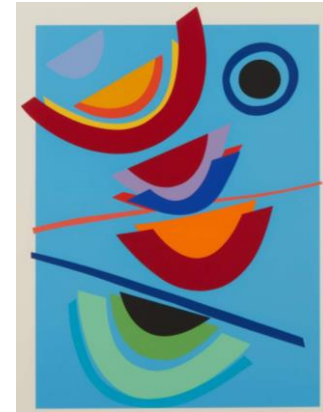
**ORBIT**  
Arrange smaller images around a large central image, like moons orbiting a planet.

Created by @insalingames

Develop your collage skills using found papers from magazines, newspapers, wrapping papers etc or by making papers yourself. Explore some of the techniques composition ideas to create your collages- have fun and experiment.

## 3 Extension tasks to develop skills.

### 4 Artists: Terry Frost, Patrick Heron & Wilhelmina Barns-Graham



Terry Frost



Patrick Heron



Wilhelmina Barns-Graham

### 5 LINKS & FURTHER READING



Tate- St Ives Artists



BBC Bitesize- Art Careers

## 1. Tier Three Vocabulary

Key Words	Definitions
Deciduous	Deciduous trees lose their leaves in winter. The word is from the Latin word decidere, meaning "to fall off."
Coniferous	Coniferous trees are cone bearing and do not have leaves - they have needles.
Hardwoods	Hardwoods come from deciduous trees - they take over 100 years to mature, have a variety of colours and grains and are expensive to buy.
Softwoods	Softwoods come from coniferous trees and are fast growing taking 35 years to mature. They are sustainable.
Manufactured Boards	Manufactured boards are timber products made by compressing and gluing timber fibers.
MDF	MDF - medium density fibre board is a manufactured board made from Pine
Thermoplastics	A type of plastic that can be reshaped when heated to 180 degrees C
Acrylic	A plastic thermoplastic that is clear and can come in a range of colours.
Pilot Hole	The first small hole to drill when joining two items together.
Countersink	A cone shape drill that is used to keep screw heads flush with the surface.
Jigs	A tool used to help manufacture several parts/holes to the same size/location

## 2. Skills in the workshop

Marking out	Using a try square, steel rule and pencil to mark out accurately on material.
Cutting and shaping	Using coping saw and electric sander to cut and shape material accurately.
Drilling	How to change drill bits, secure work ready for drilling - Pilot holes, clearance holes and countersinks.
Forming	Using Jigs to drill holes and form thermoplastics into the correct shapes..
Soldering	Creating electric circuits to power a motor with a battery pack and switch. Using a soldering iron to solder and join wires together.

## 3. Assembly/Testing

When the components are produced they will have to be assembled correctly to work.



After you have made all the component parts of the fan project you will need to assemble them together in the correct sequence (order) using hand tools. After assembly testing needs to be done and any faults identified and rectified.

## 4. Workshop Safety



- Leave your bags in the bag space so that people don't trip over them.



- Never run in a workshop.
- Don't play with the vice on the workbench as it can easily pinch your skin.



- Tell the teacher if there is sawdust/metal filings on your workbench - Don't blow them or brush away with your hand.



- Don't touch tools without permission from the teacher

- Only use equipment you have been trained to use

- Make sure you know where the emergency stops are

- Tie back long hair and loose clothing in the workshop

- Put extraction on when sawing/drilling/soldering



## 5. Links and Further Reading

Materials:  
<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc>



Safety:  
<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zq89qyc#zxqwxg8>



Revise: Mindmap Maker  
[is.gd/mindmapmaker](https://is.gd/mindmapmaker)



1 TIER THREE VOCABULARY	
Hygiene	Keeping things clean and germ-free, especially when it comes to food and cooking.
Safety	Taking precautions to make sure that no one gets hurt or sick while working with food or in the kitchen.
Bridge Hold	A way of holding a knife where you grip the handle with your hand and rest your index finger on the blade for better control.
Claw Grip	Holding food with your fingers curled like a claw to keep it stable and stop your fingers from getting cut while cutting or chopping.
Knife/Knives	Sharp tools with a blade used for cutting and slicing food.
Nutrients	Important stuff found in food that gives our bodies energy and helps us grow and stay healthy.
Balanced Diet	Eating different types of food in the right amounts to get all the nutrients our bodies need.
Protein	A nutrient found in foods like meat, fish, eggs, and beans that helps our bodies build and repair tissues.
Fat	A type of nutrient that gives us energy, keeps us warm, and helps our bodies absorb certain vitamins, found in foods like butter, oil, and meat.
Carbohydrates	A type of nutrient found in foods like bread, pasta, and potatoes that gives our bodies energy to do stuff.

4 SAFETY IN THE KITCHEN	
<p>Safety is extremely important when it comes to working in the kitchen. There are a few key things to keep in mind to ensure that everyone stays safe while cooking. First, always wash your hands with soap and water before handling any food to prevent the spread of germs. It's also essential to handle knives and other sharp objects with caution, using proper techniques and focusing on what you're doing. When using the stove or oven, be mindful of hot surfaces and use oven mitts or potholders to protect your hands. Additionally, make sure to turn off appliances and unplug them when you're finished using them. Lastly, be aware of potential hazards like spills, cords, and loose clothing that can cause accidents, and keep a clean and tidy workspace to avoid trips and falls.</p>	

## 2 THE EATWELL GUIDE

The Eatwell Guide is a great way of ensuring that you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

**Check the label on packaged foods**  
Each serving (150g) contains:  
Saturated fat: 13%, Total fat: 20%, Total sugar: 10%, Total salt: 1.5%, Total fibre: 2.5%, Total protein: 15%  
of an adult's reference intake  
Typical values for food per 100g (kcal/100kcal)  
Choose foods lower in fat, salt and sugars

**Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.**

**Choose wholegrain or higher fibre varieties with less added fat, salt and sugar**

**Water** lower fat milk, sugar-free drinks including tea and coffee all count.  
**Limit fruit juice** and/or smoothies to a total of 150ml a day.

**Oil & spreads**  
Choose unsaturated oils and use in small amounts

**Per day** 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Source: Public Health England in association with the Health Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland. © Crown copyright 2016.

## 5 PREPARING THE FOOD HANDLER

It is important to make sure that if you are about to handle food that you prepare yourself. You need to make sure that your hands are cleaned and surfaces where food will touch is clean too. It is important to make sure that the chopping boards you use to prepare meat is on a separate chopping board. Any food needs to be stored at the right temperature as well.

### 4 STEPS TO FOOD SAFETY

**CLEAN** **SEPARATE** **COOK** **CHILL**

## 3 KNIFE SKILLS

There are different ways of cutting food depending on the type of food you are cutting. Below are two of the most common methods: the Claw Grip, and the Bridge Hold.

### Holding the Knife Correctly

**Claw Grip**  
Used when cutting longer fruits and vegetables. Keep your fingers tucked under!

**Bridge Hold**  
Used when cutting smaller fruits and vegetables to hold the food and protect your fingers.

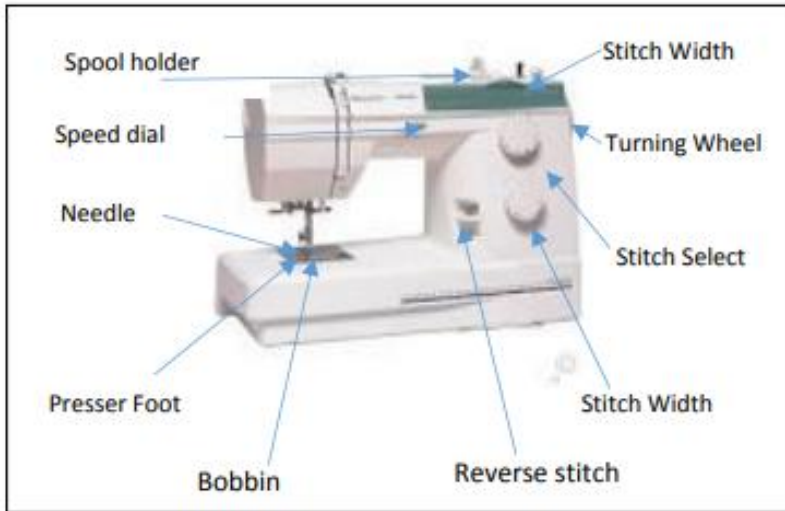
## 6 LINKS & FURTHER READING

**Video:**  
The Eatwell Guide  
<http://y2u.be/7MIE4G8ntts>

**Article:**  
Safety in the Kitchen  
<https://cpdonline.co.uk/knowledge-base/safeguarding/kitchen-safety-rules-for-children/>

**Revise:**  
Mindmap Maker  
[is.gd/mindmapmaker](https://www.is.gd/mindmapmaker)

# DT Knowledge Organiser: Textiles



## Key Words and Definitions:

<b>Pins</b>	a piece of metal with a point at one end for holding fabric together	<b>Stitch</b>	A thread that passes through fabric	<b>Tie dye</b>	Resist method of dyeing- created by tying string/ elastic bands around areas of the fabric.
<b>Scissors/shears</b>	Used for cutting fabric	<b>Sew/Sewing</b>	Done by machine or hand to join fabric or add decoration	<b>Applique</b>	Applying 1 fabric to another to create a design
<b>Sewing Machine</b>	A machine used to produce stitches in fabric	<b>Tacking</b>	Temporary stitching to hold fabric in place	<b>Reverse Applique</b>	cutting away a layer of fabric to reveal a shape appliquéd underneath
<b>Needle</b>	a piece of metal with a point at one end and a hole or eye for thread at the other, used in sewing	<b>Hem</b>	The finishing off at the edge of fabric	<b>Embroidery</b>	Decorative stitching by hand or machine
<b>Thread</b>	a strand of cotton, used in sewing or weaving	<b>Seam</b>	Joining two fabrics together	<b>Design</b>	A drawing to show the look of your idea
<b>Tailors chalk</b>	Chalk used to mark fabric	<b>Seam Allowance</b>	Distance between the edge of fabric and the stitching line (1.5 cm)	<b>Annotation</b>	Labelling to explain your design
<b>Fabric</b>	Cloth produced by weaving or knitting textile fibres.	<b>Pattern</b>	A template used to cut out the fabric	<b>Evaluation</b>	Making a judgement about your product
<b>Unpicker</b>	A small piece of equipment with a sharp pointy end used to unpick stitches	<b>Components</b>	Buttons, zips, sequins	<b>Specification</b>	A list of requirements that a product must meet



Glue your timetable here