



Year 7 Learning Journal







Learning Cycle 3

Student Name:_____

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Home Learning Timetable Year 7 -11

	Monday	Tuesday	Wednesday	Fortnightly	Half Termly
Year 7	English 	Science 	Sparx Maths	Spanish/French Vocab Checks Quizlet	
Year 8	English 	Science 	Sparx Maths	Spanish/French Vocab Checks Quizlet	Geography History Computer Science
Year 9	English 	Science 	Sparx Maths	Spanish/French Vocab Checks Quizlet	Geography History Computer Science Art Drama Music



Home Learning In School Support



Break Time

Every day with a Maths teacher

G36

Afterschool



Tuesday Wednesday and Thursday

with an English/Science/Maths Teacher

G33



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 3 Assessment Timetable

Year 7 Learning Cycle 3 Knowledge Check Draft Timetable

Lesson		23/06/25	24/06/25	25/06/25	26/06/25	27/06/25	30/06/25	01/07/25	02/07/25	03/07/25	04/07/25	07/07/25
		Blue					Yellow					Blue
		Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon
1	7Y1	INSET DAY	Geography							English		
	7Y2			Maths	Geography							
	7Y3			Maths								
	7Y4											
	7Y5					Computing		RE		History	English	
	7Z1		Music						Drama	History		
	7Z2		Computing									
	7Z3						Drama	RE	History			
	7Z4		Geography			Computing			Drama		Music	RE
	7Z5									English		Music
	7Z6								Computing	English		
2	7Y1			Drama	Maths				History	DT		
	7Y2		Science			RE			History	DT		
	7Y3		RE		Music					DT	Computing	
	7Y4		Computing	Science		RE						
	7Y5				Drama							
	7Z1				Computing							
	7Z2		Science	Geography				RE	MFL		English	
	7Z3		Science						MFL			
	7Z4		Science						MFL		English	
	7Z5			Drama					MFL			
	7Z6		Drama				History		MFL		Music	
3	7Y1		Science						MFL		RE	
	7Y2							Music	MFL		English	
	7Y3		Geography	Drama					MFL	English		
	7Y4			Maths	Geography			Music	MFL		History	
	7Y5		Science		Maths				MFL			
	7Z1			Science								
	7Z2											
	7Z3			Geography	Maths		DT					
	7Z4						DT					
	7Z5			Science	Geography		DT	History				
	7Z6				Geography		DT		RE			
4	7Y1				Computing	Music						
	7Y2				Computing	Drama						
	7Y3		Science							History		
	7Y4		Drama							English		DT
	7Y5		Geography		Music							DT
	7Z1			Maths		Geography	RE			English		DT
	7Z2		Music	Maths		Drama		History				DT
	7Z3			Computing					Music	English		
	7Z4			Maths				History				
	7Z5			Maths			RE			Computing		
	7Z6		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%

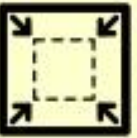






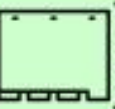
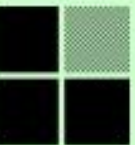

















Test Yourself

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

20%



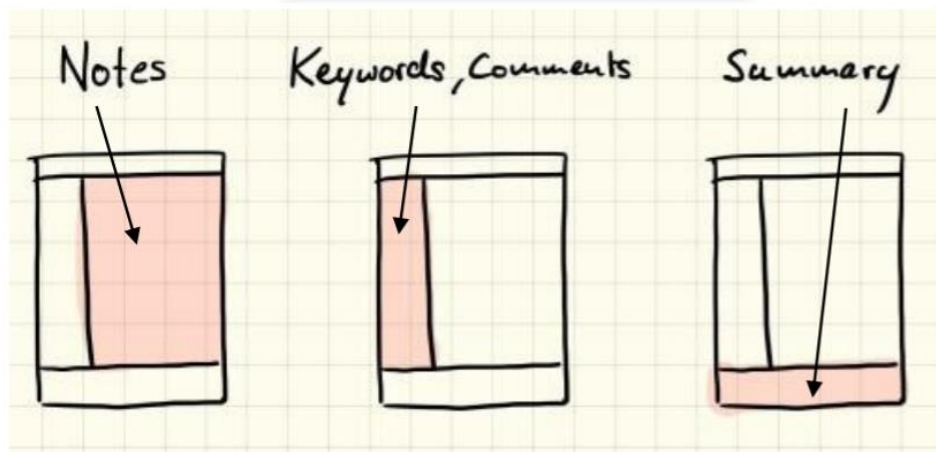
4 Steps to Success with your Studies

Summarise	Organise	Recall	Test Yourself
<p>Condense</p>  <p>Transform</p>  <p>Flash Cards</p>  <p>Revision Clocks</p>  <p>Cornell Notes</p>  <p>Dual Code</p> 	<p>PLCs or Exam Specs</p>  <p>Organise Folders (Weekly)</p>  <p>Chunk</p>  <p>Mind Maps or Organisers</p>  <p>Sketchnotes</p>  <p>Interleave</p> 	<p>Active Recall (Testing Effect)</p>  <p>Look Say</p>  <p>Leitner System (Flash Cards)</p>  <p>Memory Journey</p>  <p>Blurt - Blank Page Retrieval</p>  <p>Mnemonics</p>  <p>Group Games</p>  <p>Spaced Repetition</p> 	<p>Low Stakes Multiple Choice</p>  <p>Online Quiz or App</p>  <p>High Stakes Past Paper Questions</p>  <p>Write Plans & Mark Schemes</p>  <p>BUGS the Question</p>  <p>Traffic Light (RAG) Qs</p> 



How to Summarise using ...

Cornell Notes



How do I make one/use one?

1. Divide a sheet of paper into 4 sections (see example above)
2. Put the title, key questions or specification link in the very top section
3. Make your main notes in the large section (diagrams as well as words!)
4. Some time afterwards review the main notes and create 'cues' (key words or questions) to indicate what different parts of the notes are about.
5. Review your notes a third time and write an overall summary.
6. Use look, cover, say, write, check to see if you can RECALL the main notes or summary using the cues.

What is the idea?

Using a sheet divided into 4 sections, take notes and create 'cues' and an overall summary of the topic.

What is it useful for?

- Condensing large amounts of text into smaller notes.
- Using in lectures and then reviewing your notes after.

Pros

The sheet encourages you to revisit the notes more than once.
Condensing notes several times aids long term memory.

The cues can be used like a flashcard (cover the main notes section and try to RECALL).

Can include images and written detail which helps your visual and verbal memory (dual coding) - more detail than a mind map.

Cons

Several sheets might be needed for a topic, so you don't see the 'big picture'.

Doesn't help you make links between areas of a topic.





How to Recall using ...

Pair or Group Games

Cowboy Shoot Out

Students pair up and face each other. The teacher or another student asks a question. The first in each pair to 'draw' the correct answer (could write it on a mini whiteboard or shout it) wins. *Could have two teams and one person from each team makes the pair. The team that still has a player left at the end wins.*



Nightmare Before the Exam

Students pair up and try to create a 'nightmare' exam paper/question for the other. Students must then swap and try to answer each others questions.



Hot Seating/Just a Minute

Students in teams - take turns to put someone in the 'Hot Seat' and either have to guess the key word using clues from their team mates or speak on a topic for 1 minute with hesitation, deviation or repetition.

Revision Pong

Students in teams – head to head. Plastic cups are set out on the table with questions in. Take in turn to bounce a ping pong ball into a cup. Answer the question it lands in. If they get it correct they take the cup. *If they lose they could do a forfeit.* The team with the most cups is the winner.



Charades, Pictionary or Rapidough

Students in teams – act out, model or draw a concept for their team mates to guess. *In rapidough the winning team takes some of the losing teams dough each time.*

Knowledge Trading

Students are given or create 30 flash cards (10 green, 10 yellow, 10 red) each colour represents a different level of difficulty. Students must trade their cards (they can set a value for the different colours) and aim to get the most points/cards.

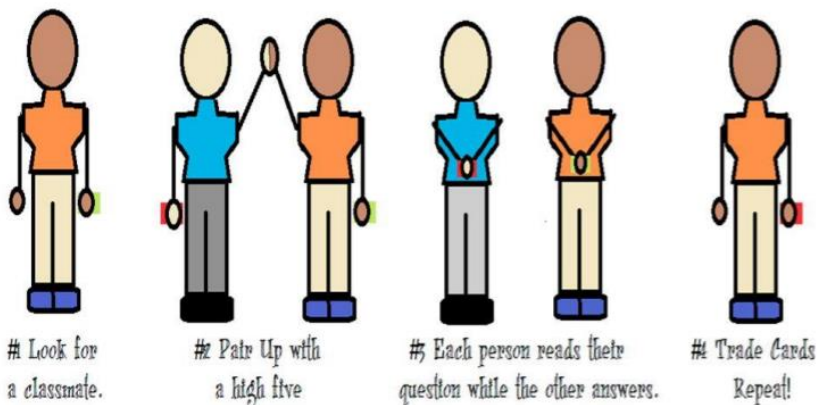




How to Recall using ...

Quiz Quiz Trade or Fan n Pick

Quiz, Quiz, Trade



Quiz Quiz Trade
YouTube Tutorial
Video Link

How do I use this method?

Quiz Quiz Trade

1. Create a series of flash cards (question and answers)
2. Stand up, hand up, pair up.
3. Exchange greetings.
4. Partner A quizzes
5. Partner B answers
6. Partner A coaches or praises
7. Switch roles
8. Partners trade cards
9. Repeat

What is the idea?

Students in a group revise together by pairing up and quizzing each other with flash cards, then trading these cards before moving to a new partner.

Or

In groups of 4 quizzing each other from a selection of flashcards rotating roles.



English Personal Learning Checklists

Lark:	S	O	R	T
What is important about the setting in 'Lark'?				
How is foreshadowing used in the opening of 'Lark'?				
How do the characters respond to the developing crisis?				
How does McGowan use flashbacks in the story?				
How does McGowan use descriptions of the weather?				
How is nature challenging the boys?				
What is the relationship between the brothers like?				
How does McGowan make use of cliff-hangers?				
How is symbolism used in 'Lark'?				
Why do you think McGowan waits until Ch 18 to introduce the Lark?				
What emotions are revealed towards the end?				
Why do you think McGowan ends the story in this way?				

Identity by Julio Naboia	S	O	R	T
How does Naboia use nature to explore his desire to be free?				
How does Naboia use the semantic field of clothing and freedom?				

An Asian Child Enters a British Classroom by Debjani Chatterjee	S	O	R	T
Explain how does Chatterjee explore the idea of conformity?				

The Road Not Taken by Robert Frost	S	O	R	T
How does Frost explore the importance of choices?				
How does Frost use the road as a metaphor?				

You Are More Than Beautiful by Rupi Kaur	S	O	R	T
How does Kaur explore how we treat others?				
How does Kaur explore society's expectations of gender?				

<u>Unstoppable by Donna Ashworth</u>	S	O	R	T
How does Ashworth explore ideas about resilience?				
How does Ashworth use cyclical structure in her poem?				


<u>Flag by John Agard</u>	S	O	R	T
How does Agard explore ideas about legacy?				
How does Agard explore ideas about pride?				

English Knowledge Organiser – Lark

1	TIER THREE VOCABULARY
Imagery	Descriptive or figurative language that helps the reader visualize the story (i.e. metaphors and similes are forms of imagery)
Prologue	Section of a text that appears at the start which gives us important information we need to have for the whole story
Sibilance	Repeated 's' or 'sh' sounds in a text. Sibilance be used to slow pace, represent sinister ideas, or to represent sounds of the weather or nature
Verb	An action or 'doing' word
Onomatopoeia	Words sound like what they are describing
Pathetic Fallacy	When the weather is used to reflect the mood or feeling in a story
Foreshadowing	When the reader is given a hint of something to come later in the story
Paragraph	A section of your writing which has a specific topic. You might start a new paragraph if you change time, place, topic or person
Cliffhanger	A situation in a story that is exciting, frightening, or unnerving, and the reader is left not knowing what happens next
Epilogue	Section of a text that appears at the end of a story which can often occur some time after the end of a story and can provide a conclusion


2 Setting

How do writers use setting to create tension?
How do we use it in our own writing? **Lark** is set on the Yorkshire Moors as it is isolated.



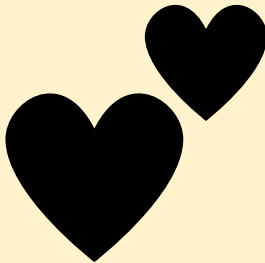
4 Redemption

Their father changing and making a better man of himself to support his family is an example of redemption.




3 Relationships

The relationship between Kenny and Nicky symbolises the importance of loving those close to you and helping the vulnerable.



5 Reading To Improve Your Writing



Improve your writing and analysis skills by reading other short stories such as *To Build a Fire* by Jack London.

English Knowledge Organiser – Identity Poetry


1	TIER THREE VOCABULARY
Mood	The feeling, emotion or atmosphere of a story
Stanza	A poetic paragraph. Similar to a paragraph, a stanza separates ideas or sections in a poem
Enjambment	When there is no punctuation at the end of a line of poetry. It can often reflect that something is out of control, chaotic, or is overflowing. It's up to you to work out what.
Semantic Field	Words, phrases or images that can be grouped together under the same category. Writers might use a semantic field to suggest an important idea in their story
Cyclical Structure	When a writer returns to an important idea or concept from the very beginning of the story
Repetition	When a word, phrase, or idea is said or referred to more than once in a story
Direct Address	When the writer refers to someone, maybe even the reader, directly
Juxtaposition	When two opposing things are placed close together
Kenning	A type of poem or riddle where the poet describes someone or something using two-word descriptions in the form of noun-adjective (i.e. wave-rider for a surfer)
Metaphor	A comparison between two things when something is said to be something else

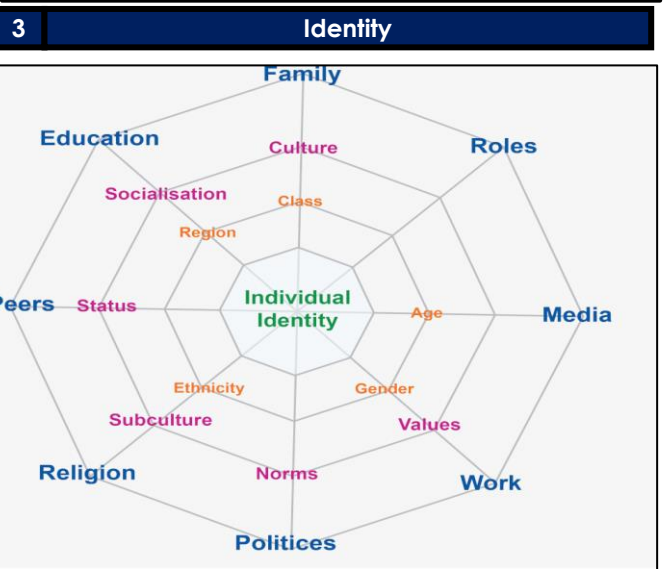
2

Semantic Fields

Explore how poets use semantic fields of themes such as nature to explore ideas about identity.
For example: 'eagle, mountain, trees' to represent freedom.

A semantic field is a set of words grouped by their meaning.





4

Poetry Thesis Writing

Thesis writing is where we outline our argument for a Literature Essay. We use a three-pronged approach.


First sentence → Which poems are you comparing?

Second sentence → How do the poems link thematically to each other? What are the similar big ideas?

Third sentence → How are the poems different? What big ideas do they explore differently?

5

Other Poems



Read other poems by writers such as Maya Angelou to have a better understanding of ideas in poetry such as identity, freedom and voice.

Maths Personal Learning Checklists

Key Ideas	Sparx Code	S	O	R	T
I can form and simplify ratios	M885				
I can write ratios and fractions and fractions as ratios	M267				
I can share in a ratio	M525				
I can use a ratio to scale 2 quantities	M478				
I can identify factors	M823				
I can identify multiples	M227				
I can find the HCF & LCM	M698				
I can write a number as the product of its prime factors	M108				
I can identify factors	M823				
I can identify multiples	M227				
I can find the HCF & LCM	M698				
I can calculate probabilities	M655				

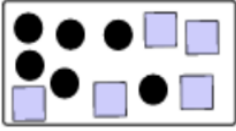
Key Ideas	Sparx Code	S	O	R	T
I can write probabilities as fractions	M941 M938				
I can find the probability of mutually exclusive events	M755				
I understand vertically opposite angles	M818				
I can find angles on a line and around a point	M163				
I can find angles in triangles	M351				
I can find angles in quadrilaterals	M679				
I can use properties of quadrilaterals to find angles	M393 M679				
I can calculate with roots	M135				

Maths Personal Learning Checklists

VOCABULARY	
Prime Number	A number whose only factors are one and itself
Highest Common Factor	The highest number which goes into both quantities given
Lowest Common Multiple	The first number which is a multiple of <u>all</u> of the quantities given
Factor	A number which divides into another <u>e.g</u> 6 is a factor of 12
Quadrilateral	A <u>4 sided</u> shape
Polygon	Any <u>2 dimension</u> shape with straight sides
Rhombus	A quadrilateral where all sides are the same and opposite angles are equal
Kite	A quadrilateral with a line of symmetry across one of its diagonals
Parallelogram	A quadrilateral with two pairs of parallel lines and two pairs of equal side lengths
Trapezium	A quadrilateral with one pair of parallel lines
Ratio	A relationship between two quantities
Multiplier	The value which you can multiply a quantity by to get another.
Probability	The chances of an event happening
Mutually Exclusive	Mutually exclusive events are events that can not happen at the same time
Scalene	A type of triangle with all 3 sides and all 3 angles different sizes.
Isosceles	A type of triangle that has 2 equal sides and 2 equal angles.
Equilateral	A type of triangle with all 3 sides the same and all 3 angles are 60° .

1

Forming Ratio

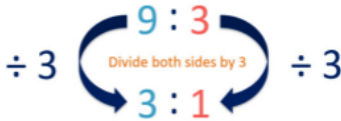


Circles : squares
6:5

Ratios describe relationship between 2 quantities.
Give the order the values were given.i.e circles first.

2

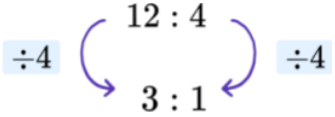
Simplifying Ratios



• Look for a common factor
In the numbers which make up the ratio.
• Divide by the common factor.

3

Ratio in the form n:1




Simplify the ratio as before, but instead of choosing the common factor divide so you get 1 (sometimes you are asked for 1:n instead).

4

Sharing In a Ratio


- Count the total number of parts.
- Find the value of 1 part By Division.
- Multiply to find the value Of each group.

Nikki : Gemma

 9 Boxes in total

Value of each box = £36 ÷ 9 = £4 per box

Nikki : Gemma


 £16 £20

5

Ratios as Fractions

b : r

3 : 2

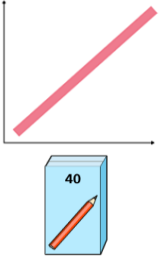


The fraction for blue is $\frac{3}{(3+2)}$ so $\frac{3}{5}$
The fraction for red is $\frac{2}{(3+2)}$ so $\frac{2}{5}$

6

Direct Proportion

- As one quantity increases So does the other by the same Rate. For example:
1 box of contains 40 Pencils so 2 boxes has 80 Pencils.



7

Direct Proportion with Recipes

	Eggs	Flour	Milk
10 pancakes	2	150g	250ml
5 pancakes	1	75g	125ml
15 pancakes	3	225g	375ml

÷ 2
× 3

÷ 2
× 3

8

Combining Ratios

The ratio $a : b$ is 4 : 3
The ratio $b : c$ is 2 : 5
Work out the ratio $a : c$

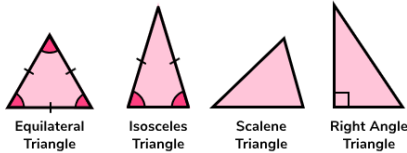
$a : b = 4 : 3 = 8 : 6$
 $b : c = 2 : 5 = 6 : 15$

These ratios are connected by the part 'b', so make these equivalent

Ratio

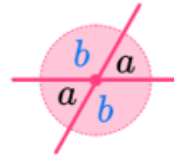
1

Types of Triangle



2

Vertically Opposite Angles



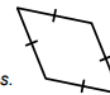
Vertically opposite Angles are equal
To each other

3

Naming Quadrilaterals

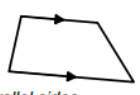
Quadrilaterals are four sided shapes
(quad meaning four, lateral meaning lines)

Rhombus



Four equal sides.
Opposite sides parallel.

Trapezium

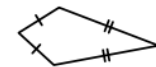


One pair of parallel sides.

Parallelogram : Opposite sides
are parallel



Kite

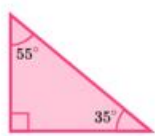


Two pairs of adjacent sides
equal.

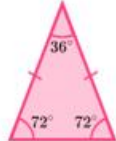
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Angles In A Triangle

Angles in a Triangle sum to 180°



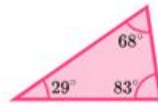
Right angled triangle
One right angle
 $90 + 55 + 35 = 180^\circ$



Isosceles triangle
Two equal sides & angles
 $72 + 72 + 36 = 180^\circ$



Equilateral triangle
Three equal sides & angles
 $60 + 60 + 60 = 180^\circ$



Scalene triangle
All sides & angles different
 $83 + 68 + 29 = 180^\circ$

5

Angles In A Quadrilateral Sum to 360°

We can prove this using the angle sum of a triangle.

E.g.



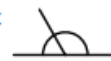
This is the same for all types of quadrilaterals.



8

Angles On a Line and Around a point

Adjacent angles on a straight
line add up to 180°



Adjacent angles around a
point add up to 360°



Lines and Angles

1

Multiples

- Multiples are numbers which are in the times tables.
- For example 18 is a multiple of 6

$6 \times 0 =$	0
$6 \times 1 =$	6
$6 \times 2 =$	12
$6 \times 3 =$	18
$6 \times 4 =$	24
$6 \times 5 =$	30
$6 \times 6 =$	36
$6 \times 7 =$	42
$6 \times 8 =$	48
$6 \times 9 =$	54
$6 \times 10 =$	60

2

Factors

- Factors are numbers that will divide into another number. For example 5 and 6 are both factors of 30

Factors of 30

Factor pairs

1 30
2 15
3 10
5 6

3

Prime Numbers

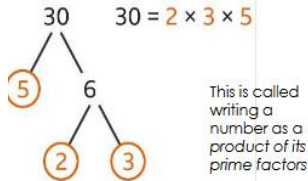
- Prime numbers only have two factors: 1 and itself (only 2 numbers will divide into it)

2 3 5 7 11 13 17
19 23 29 31 37 41
43 47 53 59 61 67
71 73 79 83 89 97

4

Prime Factor Decomposition

- Break a number down into factor pairs.
- Circle the primes.
- Write the circled numbers as a product.



5

Lowest Common Multiple From A List

- LCM means the lowest number in both times tables.
- List both times tables and stop when you find a number in both lists.

Example
LCM of 4 & 5
is 20

Multiples of 4:

4 8 12 16 20 24 28 32 36 40

Multiples of 5:

5 10 15 20 25 30 35 40

6

Highest Common Factor

- The HCF is the highest number that goes into both. For example the HCF of 18 and 27 is 9.

Factors of 18 are:

1 2 3 6 9 18

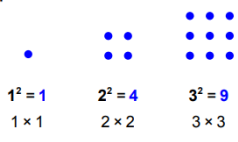
Factors of 27 are:

1 3 9 27

7

Square Numbers

Square Numbers



Square Numbers: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144

8

Square Roots

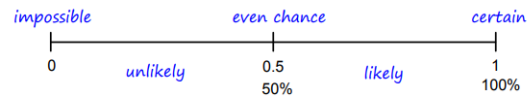
$\sqrt{\quad}$ is read 'square root'

Evaluate $\sqrt{36}$
 $= 6$

Primes, Factors and Roots

The Probability Scale

The probability scale describes the chance of something happening:



Probability Vocabulary

Probability: the chance of an event occurring.

We can describe probabilities in words:

Impossible: will never happen

Unlikely: will happen less than half the time

Even chance: as likely to happen as not

Likely: will happen more than half the time

Certain: will definitely happen

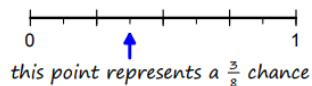
Writing Probabilities

More accurately, we can describe probabilities using fractions, decimals or percentages. As a fraction, the probability of an event is:

$$\frac{\text{number of successful outcomes}}{\text{total number of equally likely outcomes}}$$

Writing Probability

A bag contains 8 counters.
3 of the counters are red.
Mark the probability of picking a red counter on the number line:



Mutually Exclusive Events

Mutually Exclusive Events can not happen at the same time. For example 'landing on a 5' and 'landing on a 6' on a dice are mutually exclusive events



Twirling a spinner



$$P(\text{blue}) = \frac{\text{number of blue sectors}}{\text{total number of sectors}}$$

$$P(\text{blue}) = \frac{2}{3}$$

Probability of an Event Not Happening

A spinner used in a game shows the numbers 1-5. The table shows the probability of it landing on each number. The chance of it landing on the number 4 is double the chance of it landing on 1. Complete the table.

No	1	2	3	4	5
Prob		0.2		0.3	0.1

Since it must land on one of the numbers 1-5, then these probabilities add up to 1.

$$1 - 0.2 - 0.3 - 0.1 = 0.4$$
$$P(1) = 0.3 \div 2 = 0.15$$
$$P(3) = 0.4 - 0.15 = 0.25$$

Probability

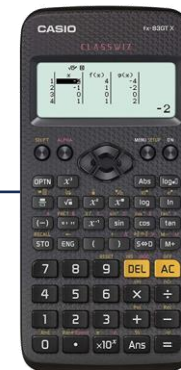
Maths Knowledge Organiser

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

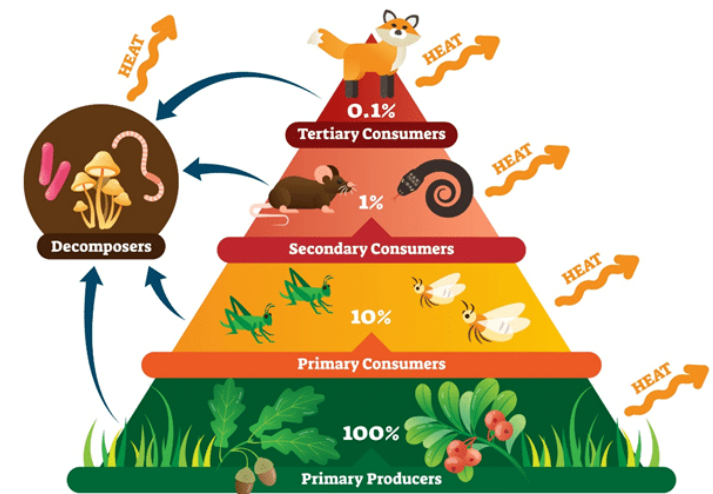
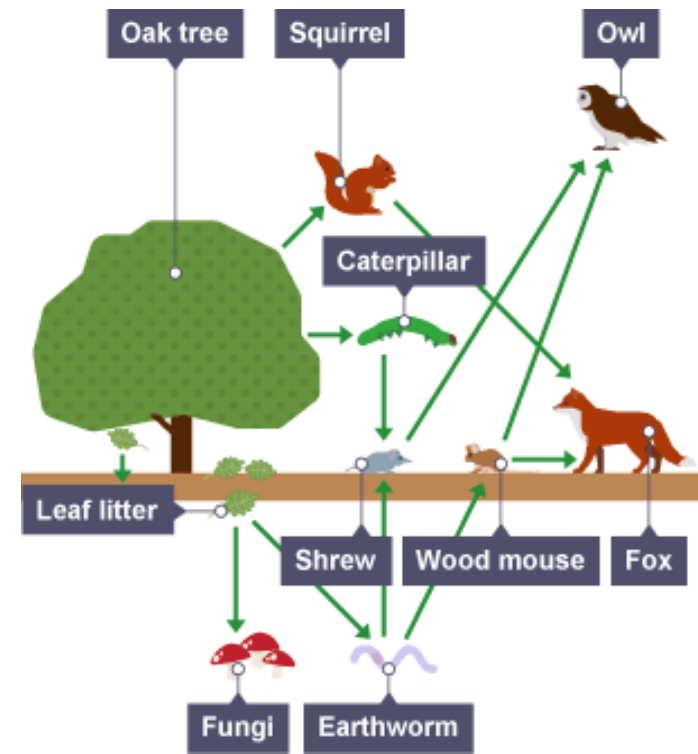
Science Personal Learning Checklists

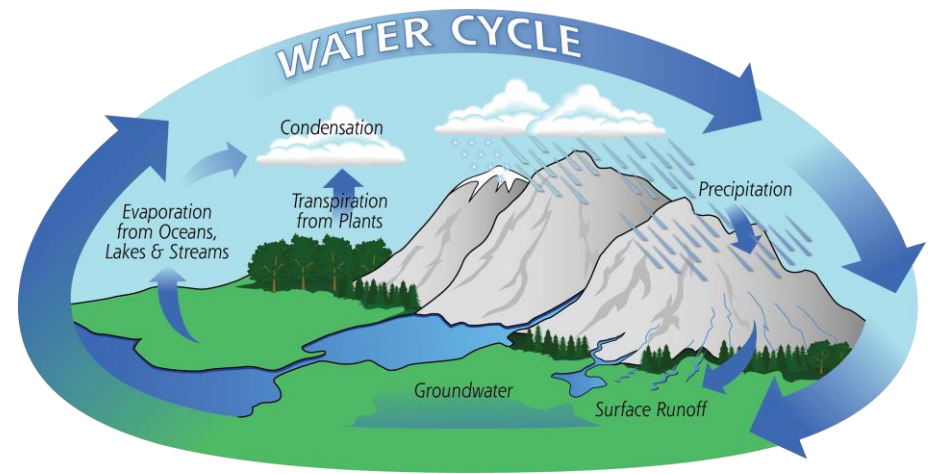
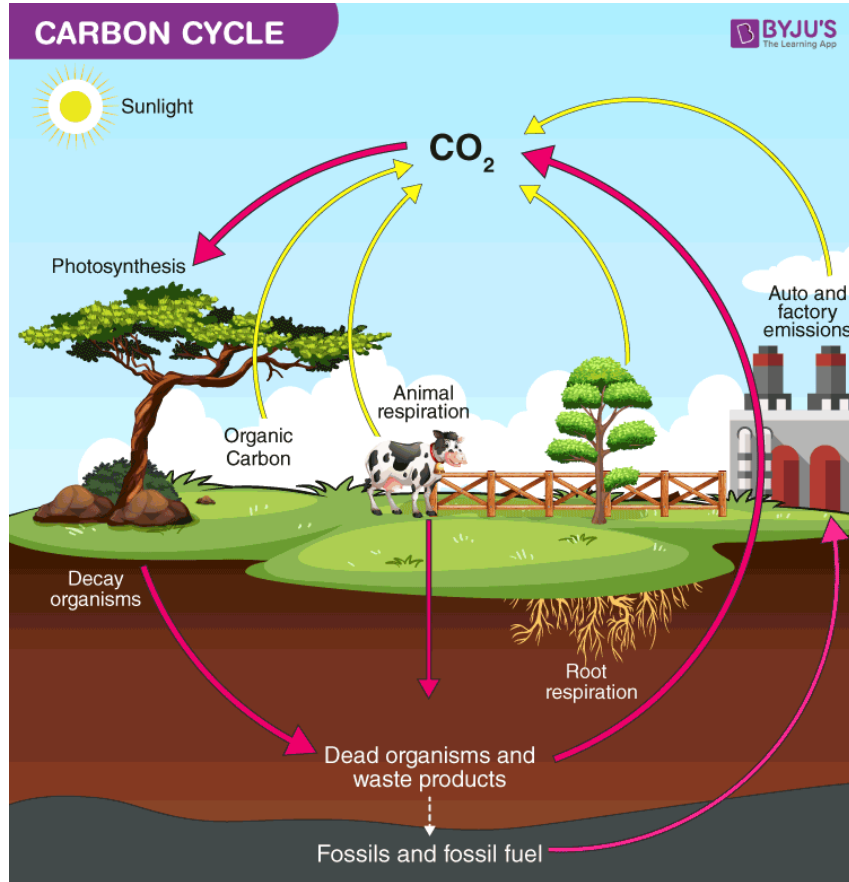
Physics	S	O	R	T
Solar System				
Stars				
Seasons / Day and night				
Moon and tides				
Universe Origins				
Consolidation				

Biology	S	O	R	T
Communities & Ecosystems				
Food Webs & Adaptations				
Trophic Levels & Biomass				
Interdependence				
Carbon and Water Cycle				
Decomposition				
Impact of Envrio. Change				
Biodiversity				
Food Security and Farming				
Role of Biotechnology				

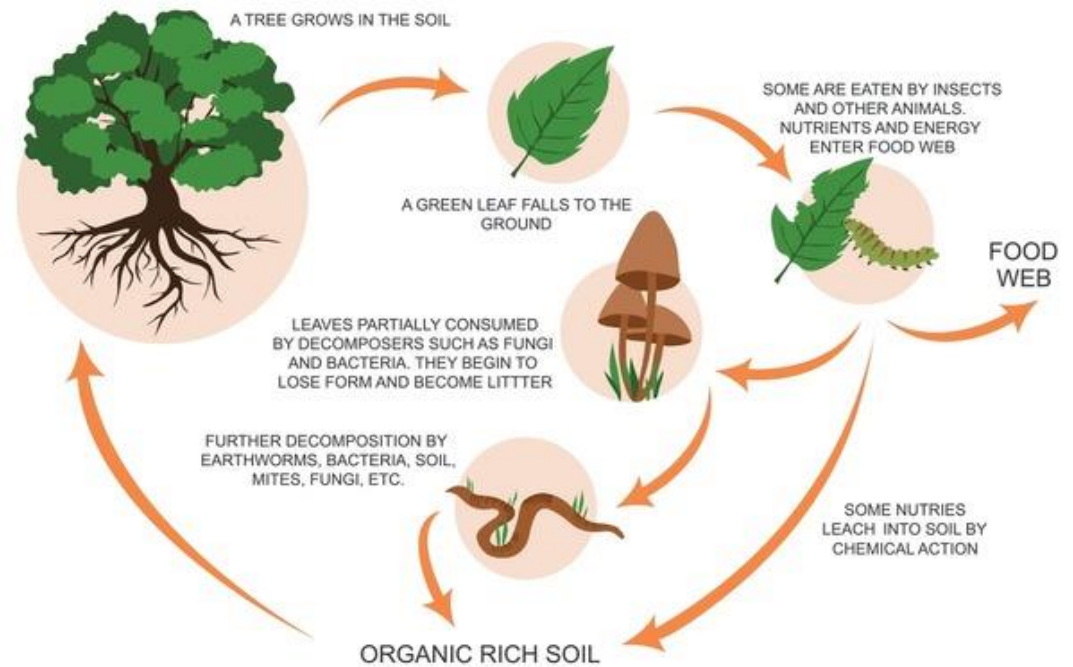
Science Knowledge Organiser

Key word	Definition
Chloroplast	The part of a plant cell where photosynthesis happens.
Photosynthesis	The process where plants make their own food using sunlight, carbon dioxide, and water.
Producer	A plant or algae that makes its own food and starts a food chain.
Consumer	An animal that eats plants or other animals for energy.
Biodiversity	The variety of living things in an environment.
Food Security	Having enough food for people to eat, now and in the future.
Deforestation	Cutting down trees, which destroys habitats and reduces biodiversity.
Pollution	Harmful substances released into the air, water, or land that can harm living things.
Bioaccumulation	The build-up of harmful chemicals in a food chain, which affects top predators the most.
Interdependence	How different organisms rely on each other for survival.

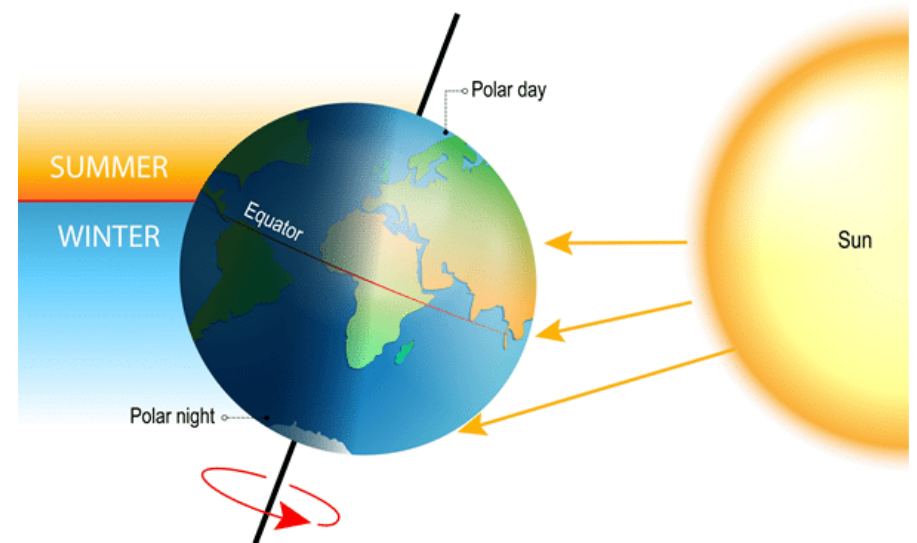
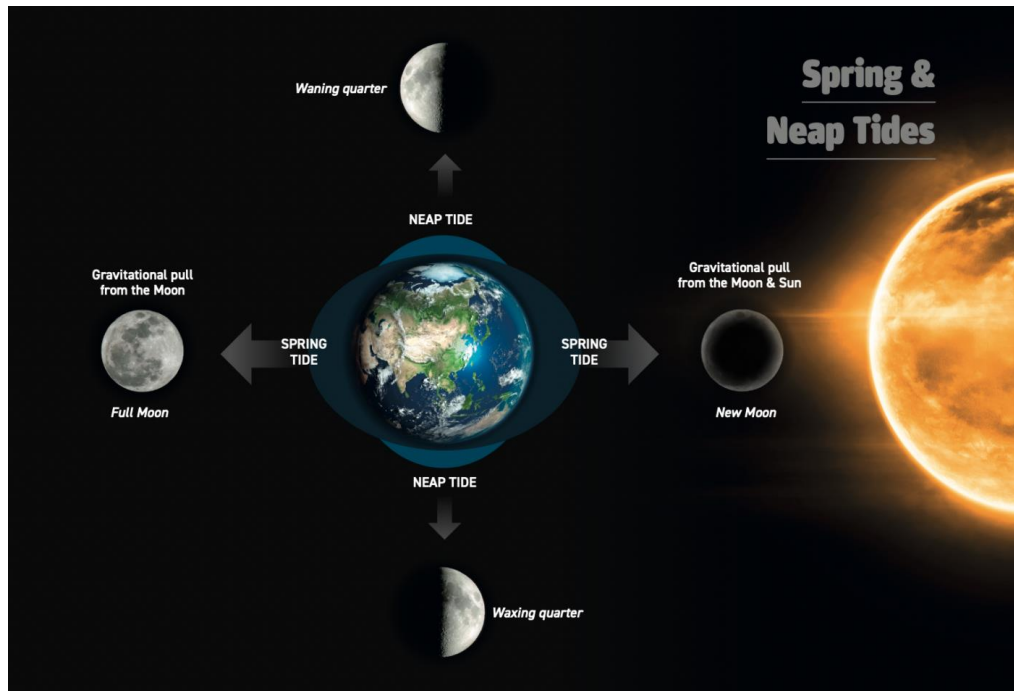
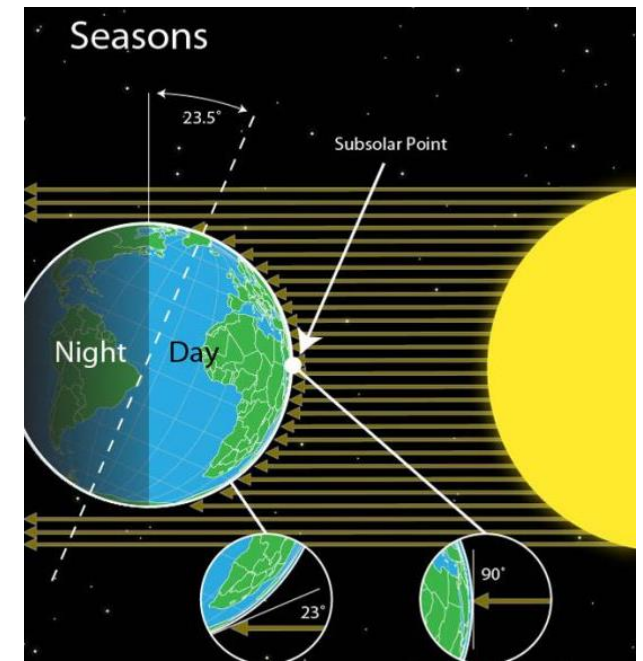
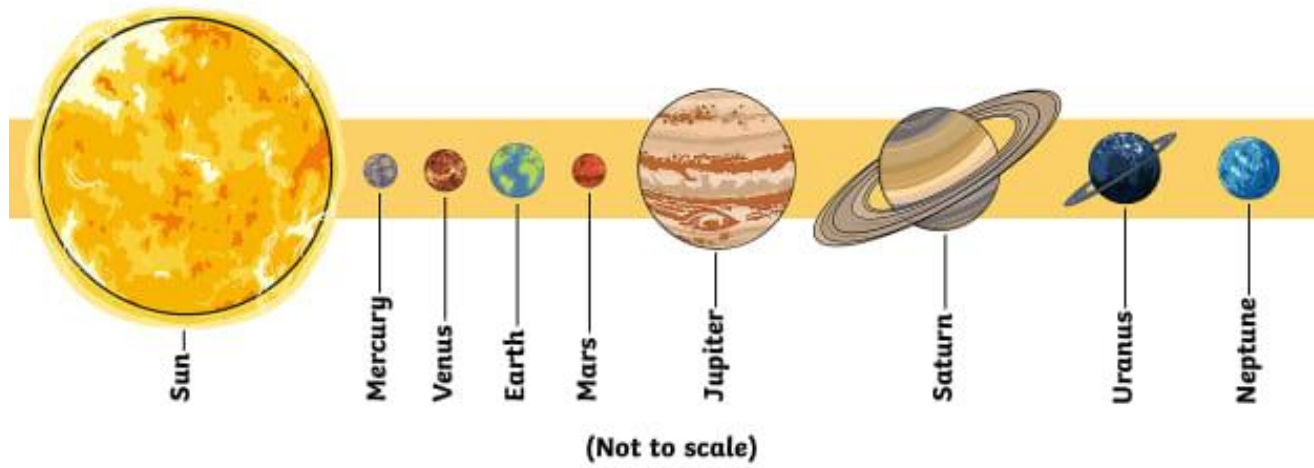




DECOMPOSITION



Science Knowledge Organiser



Science Knowledge Organiser

ROTATION AND REVOLUTION OF THE EARTH

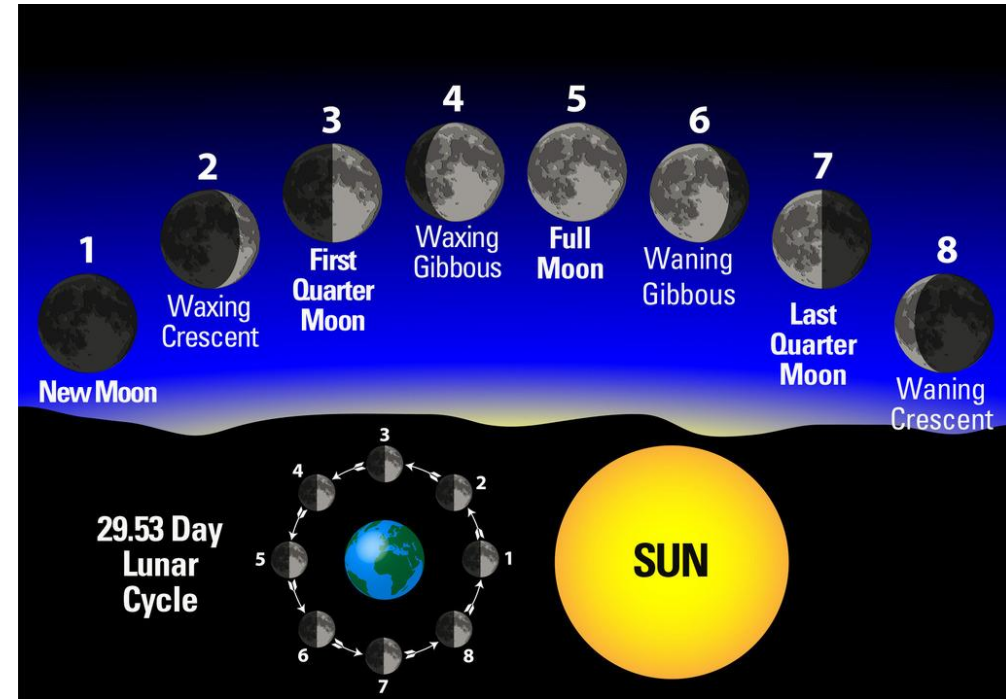
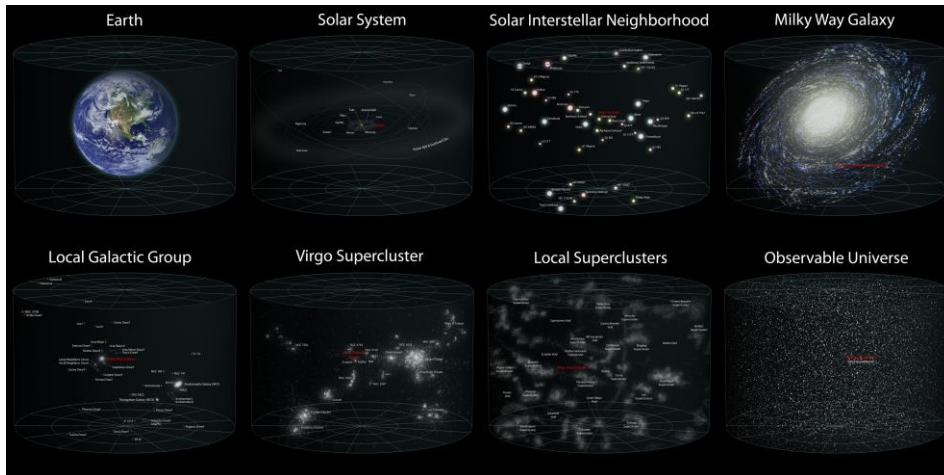
ROTATION

Rotation take 24 hours or 1 day and causing day and night

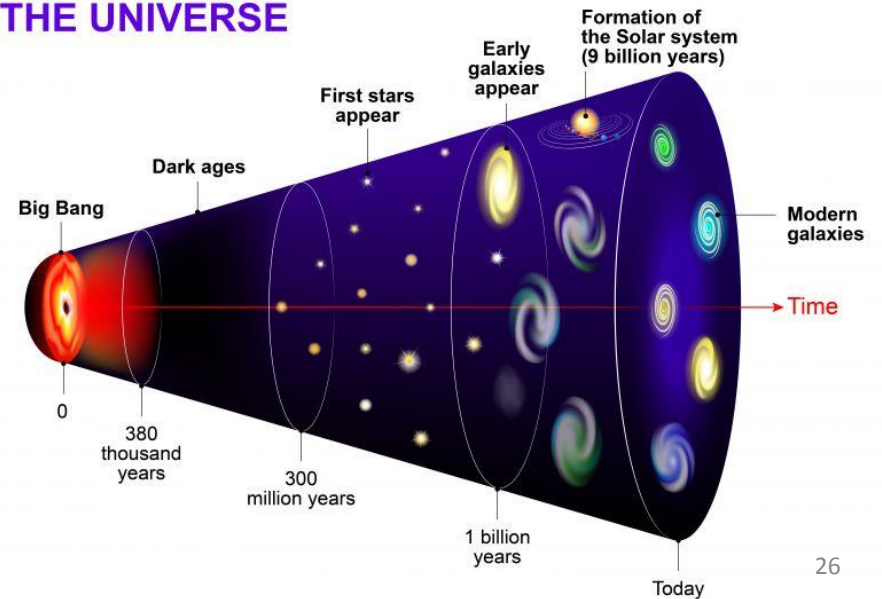


REVOLUTION

Revolution take 365 days or 1 year and causing Season



EVOLUTION OF THE UNIVERSE



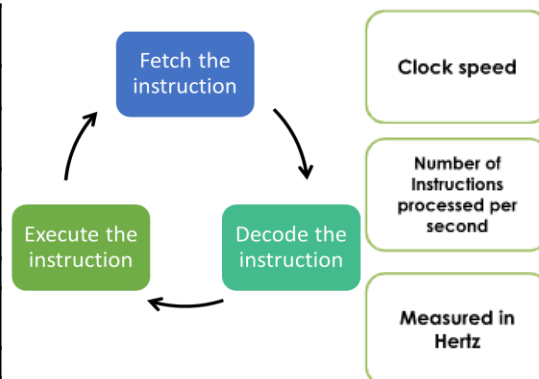
Computing Personal Learning Checklists

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				

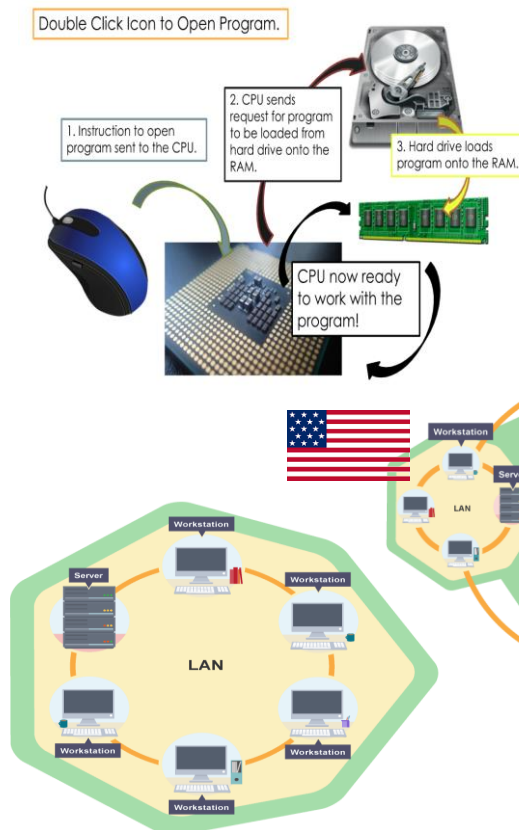
Computing Knowledge Organiser

Application	A software program that allows a user to perform a specific task.
Client	The computer on a network that request data from a server.
Cpu/Processor	Central processing unit - the brain of the computer that processes program instructions.
CSS	Cascading Style Sheets (CSS) is a language used for specifying the presentation of a HTML document
Data	Units of information.
Execute	To perform an instruction
Hacker	A person who tries to gain unauthorised access to a computer.
Hard drive	The computer's long term storage
Hardware	The physical parts of a computer system, eg a graphics card, hard disk drive
HTML HyperText Markup Language	The standard programming language to create web pages.
Input	Data which is inserted into a system for processing and/or storage.
Instruction	A single action that can be performed by a computer processor.
Motherboard	Main circuit board – components are connected to this
Network	A group of interconnected computers/devices.
Operating System	The software that manages the hardware and software resources in a computer system.
Output	Data which is sent out of a system.
Process	Decisions and Calculations made by a computer
Program	Sequences of instructions for a computer.
Ram	Random access memory. Stores programs and data when the computer is on and is wiped when power is lost
Server	A computer that holds data to be shared with other computers. A web server stores and shares websites.
Smartphone	A mobile phone with a powerful processor that is capable of running applications and accessing the internet.
Software	The programs, applications and data in a computer system. Any parts that aren't physical.
Tag	The syntax used to define HTML elements (e.g., <div>, <a>).
User Interface	The means by which a user interacts with a computer or device.
Utility Software	Also known as 'utilities'. Programs that add functionality to a computer or help it perform better, eg virus protection,
Virus	Any computer program designed to replicate and damage other computer systems and software.
Web Browser	An application that displays web pages.
Word Processor	An application used to write, edit and format text.

2 CPU



3 CPU & RAM

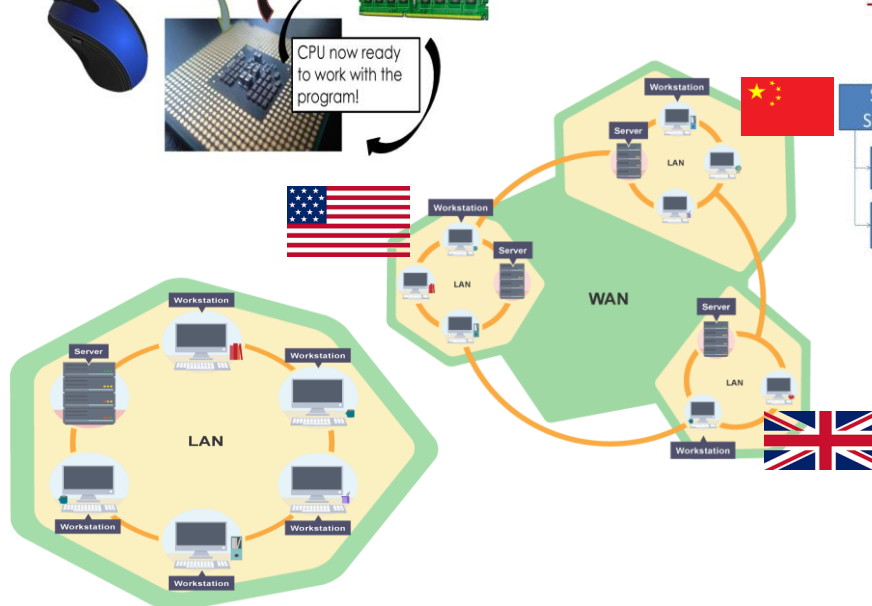
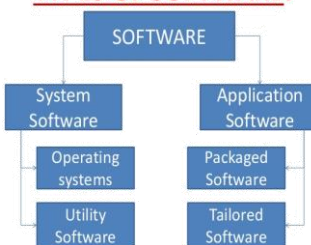


4 Computer Hardware



5 Networks & Software

TYPES OF SOFTWARE:

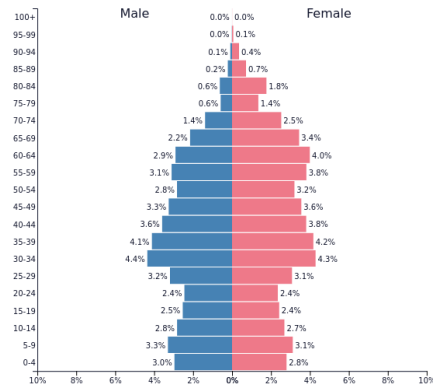


Russia	S	O	R	T
Label physical and human characteristics of Russia on a blank map e.g, Capital City, Major River, Mountain Range, Polar Desert, Seas, Arctic Circle				
Describe the distribution of plateaus and mountains in Russia.				
Describe the 4 main Climate Zones in Russia				
Explain why the climate varies across Russia (including the effects of latitude, and maritime/continental factors)				
Outline opportunities and challenges created by Russia's landscape and climate zones				
Define the terms Biome and ecosystems				
Describe and explain how Russia's population has changed (including Ageing Population)				
Label physical and human characteristics of Russia on a blank map e.g, Capital City, Major River, Mountain Range, Polar Desert, Seas, Arctic Circle				

Geography Knowledge Organiser

1	TIER THREE VOCABULARY
Transcontinental	When something is across more than one continent. E.g. Russia spans Europe & Asia.
Stakeholder	Anybody who has an interest to a matter/ issue in the world/ local community.
Ecosystem	An ecosystem is the environment and all the living things within it.
Biome	Biomes are large scale ecosystems. They are defined by factors such as climate, soils and vegetation (plants).
Continentality	A measure of how the climate of a place is affected by its remoteness from the oceans and oceanic air.
Exclusive economic zone	An area in the sea which a country owns and has exclusive (the only) right to exploring and use of marine resources including energy.
Primary industry	Taking raw materials from the ground e.g. Mining, fishing, farming.
Secondary industry	Making items/ goods in factories e.g. Factory work
Tertiary industry	Providing a service or selling something. e.g. Nurse, teacher, shop assistant
Natural population change	Difference between the number of births and deaths during a time (usually one year)
Ageing population	Large proportion of the population are older people. Due to better healthcare, longer life expectancy and less births.

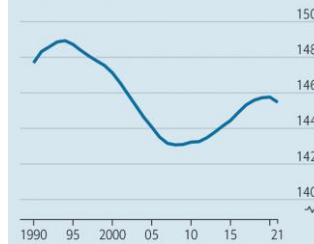
2 Population patterns in Russia



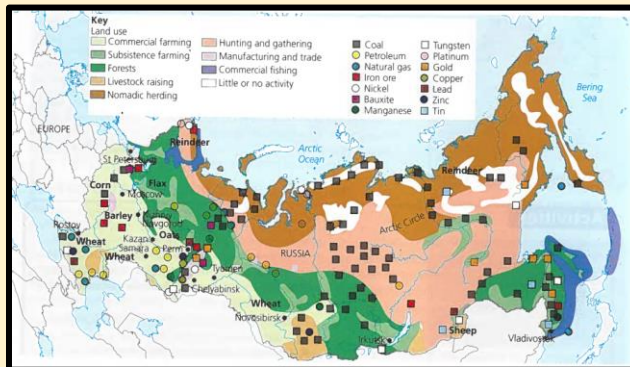
PopulationPyramid.net

Back down

Russia, population, m



3 RUSSIA'S DISTRIBUTION OF NATURAL RESOURCES



PHYSICAL MAP OF RUSSIA



5 RUSSIA'S CLIMATIC ZONES



tundra	long bitterly cold dark winters, short cool summers, precipitation low
sub-arctic	long very cold winters, short cool summers, precipitation low
humid continental	cold winters, warm/hot summers, precipitation higher (most in summer)
semi-arid	cold winters, hot summers, dry
mountain	the higher you go, the colder it gets

History & REP Personal Learning Checklists

History	S	O	R	T
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				
History	S	O	R	T
The English Civil War – what were the causes				
Consequences of the Civil War				
Why and How was the monarchy restored?				
The age of enlightenment:				



REP Islam	S	O	R	T
State when and where Islam started				
Explain what the words Allah and Islam mean				
State a key feature of Sunni and Shia Islam				
Explain who the Prophet Muhammad is and why he is important to Islam				
Describe what the Qur'an is				
State what the Hadith is				
State why Mecca is important to Muslims				
State the Shahadah (declaration of faith)				
Explain why Muslims pray and how often				
Describe the role of Zakah (charity) in Islam				
Explain what Ramadan is				
Explain what Eid ul-Fitr is				
State what a pilgrim is				
Describe what the Hajj is				
State what the Kabba is				
Describe what a Mosque is and identify three key features of it				
Explain what an Imam is				

History Knowledge Organiser

1	TIER THREE VOCABULARY
Plantagenet	The ruling dynasty of England during Eleanor's time, known for their extensive holdings in France and England.
Angevin Empire	The dominions of the Plantagenet kings of England, encompassing England and large parts of France.
Chivalry	The medieval knightly system with its religious, moral, and social code.
Crusades	Series of religious wars sanctioned by the Latin Church in the medieval period, in which Eleanor and her family were involved.
Feudalism	A social system prevalent in medieval Europe, characterized by the exchange of land for military service.
Duchess	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
Martin Luther	German theologian and reformer who initiated the Protestant Reformation by nailing his Ninety-five Theses to the church door in Wittenberg in 1517.
Papacy	The office or authority of the pope.
Sacraments	Important religious ceremonies or rituals, such as baptism and communion, which Lutherans retained but with a revised theology.
Printing Press	Invented by Johannes Gutenberg in the mid-15th century, it facilitated the spread of Luther's ideas and the Reformation across Europe.
Henry VIII	King of England from 1509 to 1547, known for his six marriages and his role in the English Reformation.
Catherine of Aragon	Henry VIII's first wife, whom he sought to divorce, leading to the English Reformation.
Dissolution of the Monasteries:	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/zgs2qfr>
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**

1	TIER THREE VOCABULARY
Explorer:	A person who travels to unfamiliar places to learn about them
Voyage	A long journey, especially by sea or space
Navigation:	The process of planning and controlling the course of a ship or aircraft.
New World:	Term used to describe the Americas after Columbus's voyages, which were previously unknown to Europeans.
Discovery:	The act of finding or learning something for the first time.
Colony:	A territory settled and ruled by people from another land.
Exploration:	The act of traveling through an unfamiliar area in order to learn about it.
Caravel:	A small, fast Spanish or Portuguese sailing ship of the 15th–17th centuries.
Trade Route:	A path regularly followed by traders or merchants, often involving the exchange of goods.
Natives/Indigenous Peoples:	The original inhabitants of a place, such as the Native Americans encountered by Columbus in the Americas.
Reformation:	The 16th-century religious movement that led to the creation of Protestant churches in Europe, including England's break from the Roman Catholic Church.
Catholicism	: The beliefs, practices, and traditions of the Roman Catholic Church.
Protestantism:	The branch of Christianity that separated from the Roman Catholic Church during the Reformation

2

What changed in the Village of Morebath?

Religious Changes: The Reformation brought substantial religious shifts. Morebath, like many English parishes, moved from Catholicism to Protestantism under the reigns of Henry VIII, Edward VI, Mary I, and Elizabeth I. This involved changes in church practices, the destruction of Catholic images and artifacts, the introduction of the Book of Common Prayer, and changes in the church's financial and social functions.






3

Christopher Columbus Heads West

Christopher Columbus headed west in search of a new route to Asia, specifically to the lucrative markets of India, China, and the East Indies. The main reasons for his westward journey were:

Economic Motives: The primary goal was to find a faster and more direct route to the rich spice markets of Asia. Spices, silk, and other valuable goods were in high demand in Europe, and the traditional land routes were long, expensive, and controlled by Muslim states, which often led to conflicts and higher costs.

Geographical Theories: Columbus was influenced by the writings of earlier geographers and explorers who suggested that the Earth was round, and that Asia could be reached by sailing westward from Europe. He underestimated the size of the Earth and believed that the distance between Europe and Asia was much shorter than it actually is.



4

The English Civil War

The English Civil War was a significant conflict that took place in England and Wales from 1642 to 1651. Here are some key aspects and vocabulary related to the English Civil War:

1.Royalists (Cavaliers): Supporters of King Charles I during the Civil War, who generally favored the monarchy and its traditional powers.

2.Parliamentarians (Roundheads): Supporters of Parliament and its efforts to limit the king's power, often including Puritans and those advocating for religious and political reform.

3.Charles I: King of England, Scotland, and Ireland from 1625 until his execution in 1649. His conflicts with Parliament over issues of taxation and authority led to the outbreak of war.

4.Oliver Cromwell: A prominent Parliamentarian military and political leader. He rose to power during the Civil War and later became Lord Protector of England, Scotland, and Ireland.

5.New Model Army: The professional army created by Parliament during the Civil War, led by Sir Thomas Fairfax and Oliver Cromwell. It was highly disciplined and effective, playing a crucial role in the Parliamentarian victory.

6.Battle of Edgehill: The first major engagement of the Civil War, fought in 1642, resulting in a stalemate and setting the stage for further conflict.

7.Execution of Charles I: Charles I was executed on January 30, 1649, after being convicted of high treason by the Rump Parliament. This event marked a significant turning point in English history, leading to the establishment of the Commonwealth under Cromwell.

8.Interregnum: The period between the execution of Charles I and the Restoration of the monarchy in 1660, during which England was a republic led by Oliver Cromwell.

9.Restoration: The return of the monarchy in 1660 with the crowning of Charles II, marking the end of the Interregnum and the Commonwealth period.

10.Constitutional Monarchy: The system of government established after the Glorious Revolution of 1688, which limited the powers of the monarch and established Parliament as the primary governing body in England.

History Knowledge Organiser

1	TIER THREE VOCABULARY
Monarchy	A form of government in which a country is ruled by a king or queen.
Cavaliers	: Supporters of King Charles I and later Charles II during the English Civil War and the Restoration period. They were generally royalists loyal to the monarchy.
Royalist:	A supporter of the monarchy, particularly during times of conflict or political change.
Interregnum:	The period between the execution of Charles I in 1649 and the Restoration of Charles II in 1660, during which England was a republic without a monarch.
Commonwealth:	Refers to the period of republican rule in England during the Interregnum, led by Oliver Cromwell.
Restoration:	Refers specifically to the period in English history from 1660 to 1688 when the monarchy was restored under Charles II after the Interregnum.
Charles II:	King of England, Scotland, and Ireland from 1660 until his death in 1685. He was the son of Charles I and the monarch who oversaw the Restoration period.
Parliament:	The legislative body in England that played a crucial role in the events leading up to the Restoration and in shaping the political landscape afterward.
Glorious Revolution:	The bloodless revolution of 1688 when William of Orange and Mary, his wife, were invited to assume the English throne, leading to the overthrow of James II.
Constitutional Monarchy:	A form of government in which a monarch's powers are limited by a constitution or laws, typically with a parliamentary system of governance.
Act of Settlement:	A 1701 act that determined who would be next in line for the English throne.
Constitutional Monarchy	: A form of government in which a monarch's powers are limited by a constitution or laws, typically with a parliamentary system of governance

2	The Restoration
	<p>The English Restoration refers to the period of English history from 1660 to 1688 when the monarchy was restored after the Interregnum (the period without a monarch) and the rule of Oliver Cromwell's Commonwealth. Here are some key aspects and vocabulary related to the English Restoration:</p> <p>1.Charles II: The son of Charles I, who returned from exile in France to assume the throne as king of England, Scotland, and Ireland in 1660.</p> <p>2.Monarchy: The form of government where a country is ruled by a king or queen.</p> <p>3.Glorious Revolution: The bloodless revolution of 1688 in which William of Orange and Mary, his wife, took the English throne from James II.</p> <p>4.Restoration Parliament: The Parliament convened in 1660 that invited Charles II to return to England and restored the monarchy.</p> <p>5.Cavaliers: Supporters of Charles I and later Charles II during the English Civil War and the Restoration period, known for their loyalty to the monarchy.</p> <p>6.Royalists: Another term for Cavaliers, referring to those who supported the monarchy during the Civil War and the Restoration.</p> <p>7.Act of Settlement: A 1701 act that determined who would be next in line for the English throne.</p>

3	Age of enlightenment
	<p>The Age of Enlightenment, also known simply as the Enlightenment, was an intellectual and philosophical movement that dominated Europe during the 17th and 18th centuries. It was characterized by a belief in reason, scientific inquiry, and individualism, as well as a skepticism toward traditional authority and religion.</p>



4	Age of enlightenment
	<p>Reason and Rationalism: Enlightenment thinkers emphasized the importance of human reason and rationality as the primary sources of knowledge and truth. They believed that reason could be used to challenge traditional ideas and institutions.</p> <p>Scientific Revolution: The Enlightenment was influenced by the Scientific Revolution of the 16th and 17th centuries, which introduced new methods of inquiry and discovery in fields such as astronomy, physics, and biology. Enlightenment thinkers sought to apply these scientific methods to understanding human society and behavior.</p> <p>Individualism: Enlightenment thinkers championed the rights and freedoms of individuals, arguing for the importance of personal liberty, equality before the law, and religious tolerance. This emphasis on individualism challenged the hierarchical structures of traditional society.</p> <p>Secularism: The Enlightenment was marked by a movement away from religious authority and dogma. While some Enlightenment thinkers were religious, many promoted secularism and the separation of church and state, advocating for a more tolerant and inclusive society.</p> <p>Empiricism: Building on the Scientific Revolution, Enlightenment thinkers emphasized empirical observation and experimentation as the basis for knowledge. They believed that knowledge should be based on observable facts and evidence, rather than on faith or tradition.</p> <p>Social Contract: The concept of the social contract, popularized by philosophers like Thomas Hobbes, John Locke, and Jean-Jacques Rousseau, became central to Enlightenment thought. It proposed that individuals voluntarily agree to form societies and governments to protect their rights and ensure social order.</p>



4	LINKS & FURTHER READING
	<p>Charles II: The King of Bling Song 🎵 Slimy Stuarts Horrible Histories (youtube.com) 34</p>

REP Knowledge Organiser: Islam

Lesson 1 - Introduction to Islam and Allah

Origins:

Islam begins in the 6th Century, in the city of Mecca in modern-day Saudi Arabia.

Allah:

The Arabic word for God.

Islam:

Means submission to the will of Allah.

Sunni:

The largest denomination of Islam

Shia:

The other major denomination of Islam

Lesson 2 - Muhammad and the Qur'an

Prophet Muhammad:

Chosen messenger of God, believed to be the final prophet.

Qur'an:

Islamic Holy book, said to be the dictated word of God, given to Muhammad

Hadith:

Collected writings about the Prophet Muhammad.

Mecca:

City in Saudi Arabia that is the Holiest site in Islam, the Masjid al-Haram

Lesson 3 - Shahadah and Salat

Declaration:

Publicly stating your views or intentions

Faith:

Strong belief and trust in something or someone

Raka'ah:

A pattern of movement involving standing, bowing and kneeling performed during prayer

Wudu:

Ritual act of cleaning yourself before prayer

Lesson 4 - Zakah and Sawm

Charity:

Act of giving something to people in need

Fasting:

Giving up food or drink for an amount of time

Ramadan:

The Holy month of fasting where Muslims fast between sunrise and sunset

Eid ul-Fitr:

Festival marking the end of Ramadan

Lesson 5 -Hajj

Pilgrimage:

A journey undertaken for spiritual or religious reasons.

Pilgrim:

A person undertaking a pilgrimage.

Kabba:

The black stone cube at the centre of the Masjid al-Haram in Mecca, said to be the House of God.

Eid al-Adah:

Festival marking the end of Hajj. Muslims make sacrifices in memory of Ibrahim.

Lesson 6 - The Mosque

Mosque:

The Islamic place of worship.

Minarette:

Tall towers from which the Adana (call to prayer) is announced.

Mihrab:

An alcove marking the direction of Mecca and the direction in which Muslims must pray.

Imam:

The leader of the Mosque.

Minbar:

A pulpit from where the Imam can give sermons to the congregation.

Assessment

A question paper worth 40 marks that should take 30 minutes to complete. It will consist of:

- 20 multiple choice questions worth 1 mark each
- 5 'state two' questions where you have to give examples of key words. These are worth 2 marks each
- 2 'describe and explain' questions where you must explore a religious view on an issue covered in this Learning Cycle. These are worth 5 marks each.

You will need to know the key words and ideas of Judaism, Christianity and Islam.

In your 5 mark answers you will be expected to give examples and key words to support your answer.

French Personal Learning Checklists

French Ma Ville (My Town)	S	O	R	T
Revise how to form the present tense				
Talk about the area I live in				
Talk about the type of house I live				
Talk about the rooms and furniture in my house				
Describe where the rooms and furniture in my house are using prepositions				
Talk about the places in my town				
Use negatives to describe what there is not in my town				
Use some more sophisticated negative structures				
Use comparatives and superlatives				
Compare a french town to an english town				
Use the conditional tense to talk about my ideal town				
Talk about how to get from one place in town to another using directions				
Revise 'ma ville' topic				
Use your vocab booklet to sort your learning				

French En Vacances en France (On holiday in France)	S	O	R	T
Write 40-50 words about your town				
Understand the importance of french cuisine and identity				
Give opinions with reasons about french foods				
Revise numbers 1-100				
Use numbers to understand prices in euros				
Complete a roleplay scenario in a french cafe				
Complete a listening, reading and translation assessment				
Recognise a list of countries in french				
Understand how to form the near future tense				
Use the near future tense to talk about a future holiday				
Talk about what you are going to do using the near future tense				
Plan a future trip to paris				
Use your vocab booklet to sort your learning				

Spanish Personal Learning Checklists

Spanish Mi Ciudad (My town/city)	S	O	R	T
Revise how to form the present tense				
Talk about the area I live in				
Talk about the type of house I live				
Talk about the rooms and furniture in my house				
Describe where the rooms and furniture in my house are using prepositions				
Talk about the places in my town				
Use negatives to describe what there is not in my town				
Use some more sophisticated negative structures				
Use comparatives and superlatives				
Compare a spanish town to an english town				
Use the conditional tense to talk about my ideal town				
Talk about how to get from one place in town to another using directions				
Revise 'mi ciudad' topic				
Revise how to form the present tense				
Use your vocab booklet to sort your learning				

Spanish Las Vacaciones (Preparing for Summer)	S	O	R	T
Write 40-50 words about your town				
Understand the importance of spanish cuisine and identity				
Give opinions with reasons about spanish foods				
Revise numbers 1-100				
Use numbers to understand prices in euros				
Complete a roleplay scenario in a spanish cafe				
Complete a listening, reading and translation assessment				
Recognise a list of countries in french				
Understand how to form the near future tense				
Use the near future tense to talk about a future holiday				
Talk about a summer camp in spain				
Plan a holiday in spain				
Use <i>mejor</i> and <i>peor</i>				
Use your vocab booklet to sort your learning				

Music and Drama Personal Learning Checklists

Music	S	O	R	T
Learn to <u>conduct</u> the whole group using dynamics (loud and soft playing, arms high and low)				
Develop <u>leadership skills</u> in counting the group in and out using voice/fingers				
Develop <u>leadership skills</u> in signalling to spotlight a group. Vary the texture of a whole class performance by dropping different groups out and bringing them back in				
Enhance my performance skills by playing a groove as a whole class				
Explore call and response by calling on an instrument and the whole class respond.				
One group is playing a groove, I can lead the others to play an accent on the first beat of the bar				
Develop my understanding and ability on the following African percussion instruments:				
• Djun Djun				
• Djembe				
• Caxixi				
• Cowbell				
• Shakere				
Enhance my composition skills by creating a group piece on African Percussion.				

Drama	S	O	R	T
Explore a piece of contemporary, commercially successful piece of theatre				
Portray the characteristics of the key characters in performance				
Understand status between the characters and show this on stage				
Learn an extract of script for performance				

KEYWORDS

Polyrhythm
 Call & Response
 Cross rhythm
 A Cappella
 Homophonic
 Parallel Harmony
 Balafon
 Mibira
 Note Values
 Crotchet
 Quaver
 Minim
 Semibreve
 Rest

Melody
Articulation
Dynamics
Texture
Structure & Form
Harmony
Instrumentation
Rhythm
Time Signature

African Music

Instruments



Djun Djun



Djembe



Cowbell



Caxixi



Shekere

Balafon (Like a xylophone)



Kora (like a harp)



Mbira (Thumb piano)



African singing

- **Call & response**

A short melody followed by an answering phrase

- **A Cappella**

Singing without musical accompaniment

- **Homophonic texture**

Singing together to the same rhythm – in unison or parallel harmony

African Drumming

- **Polyrhythm**

Many different rhythms played together

- **Cross rhythms**

Cross beats & shifting the accent over main beats

Djembe techniques:



Bass is played in the middle in the Djembe with your fingers closed



Tone is played on the edge of the Djembe with your fingers closed



Slap is played near the edge of the Djembe with your fingers relaxed and open.

Drama Key Terminology

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

Task 1 – Key Characters



Matilda – Young
child, Intelligent,
kind, happy and
has magical
powers.



Ms. Trunchbull –
Headteacher,
horrible to
everyone, doesn't
like children.
Olympic Athlete.



The Wormwoods -
Matilda's parents,
sneaky, uncaring,
and money
motivated. Didn't
really want
Matilda.



Miss Honey –
Teacher, caring,
protective and
loves children.
Ms. Trunchbull's
Niece.

Scripts we will explore

We will use **physical skills** to create a series of **freeze-frames** showing good characterisation.

- **Miss Honey and Miss Trunchbull**
- **Fearfully Miss Honey knocks on the Trunchbull's door**
- Miss T: Enter
- Miss H: I do hope I'm not interrupting you Miss Trunchbull.
- Miss T: Of course you are. I am here and you have knocked on my door whilst I was watching the 1984 Olympics shotput competition.
- Miss H: I....I ... I
- Miss T: O do stop blathering like an idiot and tell me what one of the little maggots has done. I will punish them severely, you can be sure of that!
- Miss H: Mmm no it's not that. It's Matilda.
- Miss T: I will string her up. Make her clean the toilets with her pigtails. Make her write lines till her fingers bleed. Bring her here woman and stop gapping at me.
- Miss H: Miss Trunchbull, I am here to tell you Matilda is very gifted. Her reading, writing and math's is far beyond any others in the class. She needs to be taught with the older children.
- Miss T: O I see.
- Miss H: She is the most gifted child I have ever taught.
- Miss T: Is she really?
- Miss H: Yes.
- Miss T: I see. Causing you problems, with ideas above her station, and you think you can rid yourself of her by giving the petulant little blister on the backside of humanity to me!
- Miss H: Not at all.
- Miss T: Get back to your classroom you whining, pathetic excuse for a teacher and do your job. Don't think you are too old for the chokey yourself, Jennifer. Move!
- Miss Honey runs screaming

Art & DT Personal Learning Checklists

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

DT	S	O	R	T
Food and Nutrition				
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				
DT	S	O	R	T
Fan Project				
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				
DT	Evidenced		Refined	
Textiles				
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

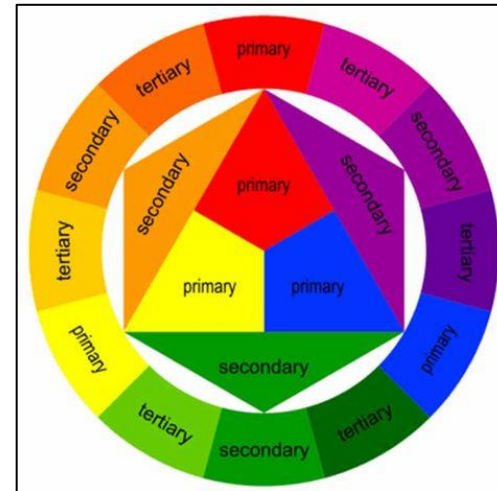
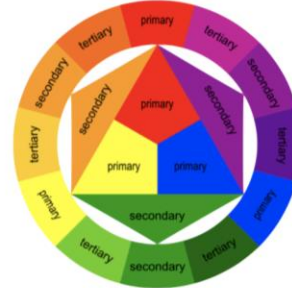
1	TIER THREE VOCABULARY
Analyse	examine (something) methodically and in detail, typically in order to explain and interpret it.
Complementary	Complementary colours are two colours that are on opposite sides of the colour wheel. They contrast with each other more than any other colour, and when placed side-by-side make each other look brighter
Composition	Composition is the arrangement of elements within a work of art
Colour Theory	Colour Theory is a collection of guidelines on the use of colour for artists. A colour wheel can be used to help describe the relationship between different colours when they are viewed together.
Cool colours	Cool colours remind us of things associated with the absence of heat – such as winter, ice, water, etc.
Expression	something that expresses or communicates ideas or feelings.
Refine	to improve your artwork

2

Skills and Techniques: Colour Theory and Abstract Collage Techniques

Composition refers to how you organise and arrange elements in your artwork. There are some popular composition designs that many artists use. Before beginning a work of art, it is helpful to choose your colours beforehand. Colour schemes can unite and make your work appear more attractive.

Look at the colour wheel below. The three **primary** colours cannot be made. If you mix 2 primary colours equally together, you make a **secondary** colour. If you mix a secondary with a primary, you make a **tertiary** colour. If I mix 25% primary red with 75% primary blue, I will also get the **tertiary** colour. All colours can also be mixed with varying degrees of white and black to create different **tints and shades**.

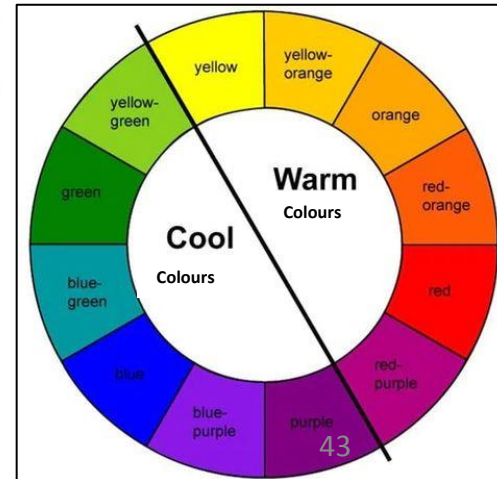


Colour schemes should be considered before creating your work. When selecting one from the left, you are able to use other colours as well, but your main colours will follow the scheme. Of course, you can also use different **shades** and **tints** of the colours too.

A **Monochromatic** scheme could also be used. This is where you focus on just using 1 colour with different shades and tints.



"so blue so happy so cool squared" stephen.cimini

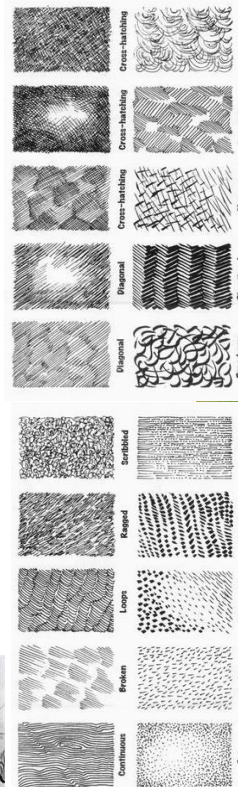
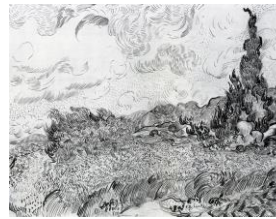


Art Knowledge Organiser

1 continued	TIER THREE VOCABULARY
Gestural	Gestural is a term used to describe the application of paint in free sweeping gestures with a brush
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.
Painting	Painting is the practice of applying paint or other media to a surface, usually with a brush
Primary Colours	The primary colours are red , yellow and blue . They cannot be made by mixing other colours together. The primary colours sit equal distances apart on the colour wheel.
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.
Techniques	skills and methods employed to create a piece of art.

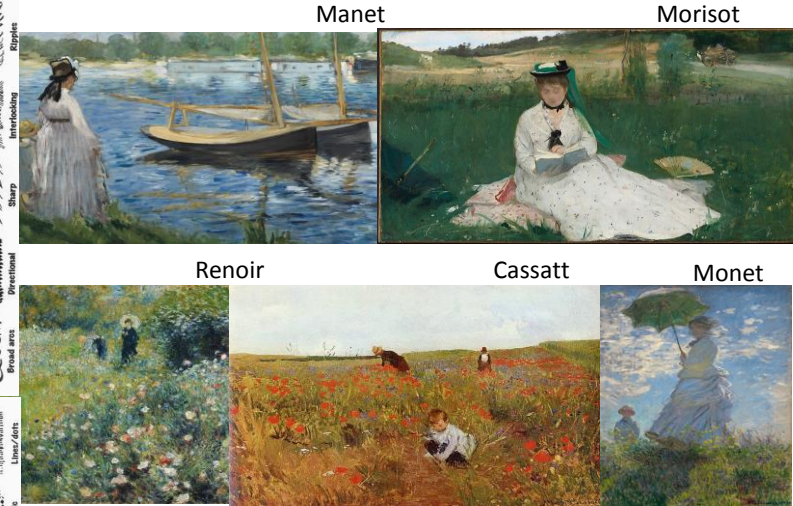
3 Extension tasks to develop skills.

Van Gogh's Drawings



Develop your mark making skills looking at Van Gogh's drawings- consider bringing in colour with colour pencil or Felt tips.

4 Artists: Manet, Monet, Morisot, Renoir & Cassatt



5 LINKS & FURTHER READING



Explore Colour theory further on BBC Bitesize.



Explore the Impressionists through Tate Kids.



Explore Van Gogh's drawings at the Van Gogh museum.

1. Tier Three Vocabulary

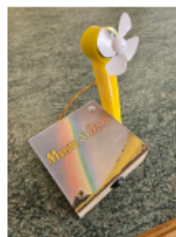
Key Words	Definitions
Deciduous	Deciduous trees lose their leaves in winter. The word is from the Latin word decidere, meaning "to fall off."
Coniferous	Coniferous trees are cone bearing and do not have leaves - they have needles.
Hardwoods	Hardwoods come from deciduous trees - they take over 100 years 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



1 TIER THREE VOCABULARY

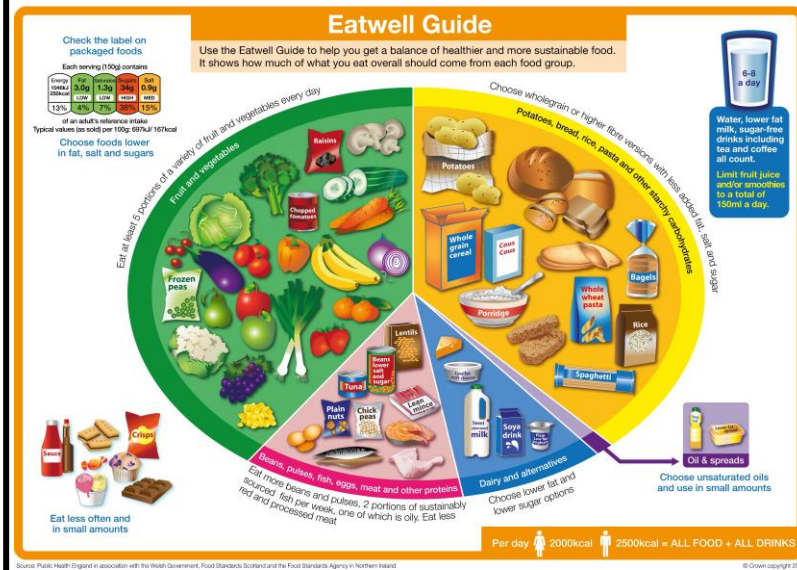
Hygiene	Keeping things clean and germ-free, especially when it comes to food and cooking.
Safety	Taking precautions to make sure that no one gets hurt or sick while working with food or in the kitchen.
Bridge Hold	A way of holding a knife where you grip the handle with your hand and rest your index finger 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

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.

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.



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

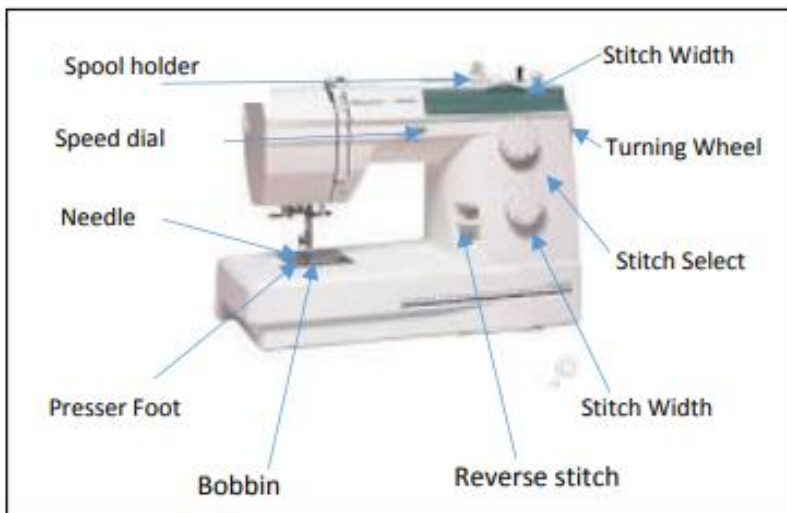
5 PREPARING THE FOOD HANDLER

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



DT Knowledge Organiser: Textiles



Key Words and Definitions:

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

Glue your timetable here