



ORMISTON  
**SWB**  
ACADEMY

# Knowledge Organisers Spring Term – Year 7

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

Please remember:

- It is to be kept inside your knowledge organiser book
  - It is to be brought into school every day

Regular retrieval throughout a scheme of learning (daily, weekly and monthly) has been proven to **reduce the rate of forgetting**, supporting you to **retain more** in long term memory- making assessments/ exams way easier! The challenge for you as a student is to make sure you use your knowledge organiser for each subject properly to help you to know more and remember more over time. We've created this walk through to support you in using your knowledge organiser- for more support speak to your subject teachers.



# Using your Knowledge Organiser

1	2	3	4	5
Look	Cover	Write	Check	Repeat
Start with a <b>small section of knowledge</b> that you want to remember e.g <i>Henry VIII's wives in History</i> . Read through this section of the knowledge organiser (a couple of times if it helps)	Now <b>cover up this section</b> of your knowledge organiser with a post it note or scrap paper.	<b>Self quiz- what can you remember</b> and rewrite? Make sure you do this without looking back at your knowledge organiser.	<b>Remove the post it and check for accuracy-</b> did you get the key terminology? Was it spelt correctly? Was the order correct? If you drew a diagram, how much of this did you get correct?  Most importantly- what did you miss out?	After a short break away from your knowledge organiser repeat the look, cover, write, check <b>until you can recall all of the facts correctly without prompts</b> .  This process can be used for any new knowledge that you want to acquire. It is good idea to do this on a regular basis, once a week.

**Strategy 1- Look, cover, write, check** – A really simple but effective way to use your knowledge organiser. Focus on a specific area of your knowledge organiser.

1	2	3	4	5
Focus	Big ideas	Explain it	Link it	Record it
<b>Make it manageable</b> by selecting an area of your KO <u>where your learning is not secure</u> . Don't waste time going off something you can already do!	Pick out the main points or the <b>big ideas</b> in this section.	<b>Explain what you know</b> about the main points (this could be written or shared verbally – a friend, a family member.	Now, see <b>how it links to other areas</b> within the subject. E.g <i>Eating meat – causes global warming. Cows produce methane which is a greenhouse gas.</i>	<b>Write down as many 'think it, link it' ideas</b> as you can in your book. See if you can beat others in you class!

**Strategy 2- Think it, link it** – Great for connecting the big ideas in your subject. How does 'x' relate to 'y'. What are the key factors which make an equation/ experiment/ process work? Challenge yourself to see how many links you can make!

1	2	3	4	5
Select topic	Prepare quiz	Answer it	Self check	Repeat
Decide <b>which area you want to be quizzed</b> on (this might build up over time)	Get someone else to <b>prepare 10 random questions</b> on that topic to challenge you.	<b>Set a time limit</b> (depending on the number of questions) and answer the questions without looking at your KO.	Now look at your KO to <b>self check-</b> make a note of your score. Celebrate your successes and make a note of anything you missed or got incorrect.	<b>Return to this section</b> in 2/3 weeks- see if you can improve your score! Re-do those questions that you missed or got incorrect.

**Strategy 3- Knowledge quiz** – You might try this after a few weeks of using your knowledge organiser. Get someone to set you 10 questions using your knowledge organiser. These could be spellings, key words, processes, equations etc to see how much you can remember! Record your score and see if you can beat your personal best each half term!

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William Shakespeare (the playwright)

The play was written by William Shakespeare in 1595.



Shakespeare was born in Stratford-upon-Avon to a father who was a glove maker.

Shakespeare wrote plays and poems.



Shakespeare went to a grammar school where he was taught Ancient Greek.

Grammar schools were very strict and students had to work hard. The school day would usually start at six in the morning and continue to five in the evening. Students also had to go to school six days a week.

As someone educated in different cultures, he was able to write about imaginative places his audience would never see.

The Elizabethan Era (the time when the play was written)



The Elizabethan Era was the period in English history from 1558 – 1603 when Queen Elizabeth I was in charge of England.

Elizabeth 1<sup>st</sup> was Queen. She decided not to get married which many people disagreed with as they thought a Queen should have a King. It was also expected for a female royal to marry a foreign royal to create ties.

Life of a normal person

- Groundlings were poor people who watched plays in Elizabethan England,
- Groundlings would have horrible jobs, including shifting waste across the city,
- The poor enjoyed bear baiting (this was a cruel sport where bears would fight other animals), gambling and the theatre for entertainment,
- There was a large difference between the rich and poor in Elizabethan England,
- Life could be severe (a) for groundlings,
- And many Elizabethans believed in and feared magic.

Ancient Athens (the time the play was set)

The play is set in Ancient Greece.



Athens, for a long time, was considered the centre of education and culture. In Shakespeare's time, classic tales from hundreds of years ago were being reused for entertainment.

This made Athens a perfect setting. Athens was known all around the world for its wealth and grand buildings. In Ancient Athens, there were very severe (a) punishments for people who broke the rules.

Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



## The Love Potion

The love potion is created from a very rare flower in the forest, it became magical because Cupid hit it with his arrow. The love potion is extremely powerful.



It can be used to make a sleeping person fall in love with the first person they see upon waking. In the play the potion causes chaos (f).

## Key Quotations



Demetrius to Helena:

"I am sick when I do look on thee."



Lysander:

"The course of true love never did run smooth."



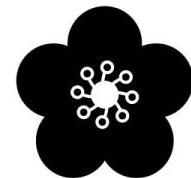
Hermia to Helena:

"... scratch out your eyes with my nails!"



Helena to Demetrius:

"Use me but as your spaniel."



Oberon to Puck:

"Before milk-white, now purple with love's wound."



Hermia to Helena:

"You thief of love!"

Characters	
<b>Demetrius</b> wants marry Hermia and is disgusted by Helena's love for him.	<b>Helena</b> is Hermia's friend who is desperately in love with Demetrius.
<b>Lysander</b> is in love with Hermia and runs away to the forest with her.	<b>Oberon</b> is the king of the fairies who controls the love potion.
<b>Hermia</b> is Egeus's daughter who is in love with Lysander. Friends with Helena.	<b>Titania</b> is the fierce Queen of the fairies who falls in love with Bottom when the love potion is put on her.
<b>Egeus</b> is Hermia's stubborn father who wants her to marry Demetrius or be put to death.	<b>Puck</b> is Oberon's mischievous servant who puts the potion on peoples eyes.
<b>Theseus and Hippolyta</b> <b>Theseus</b> is the Duke of Athens. He is a strong and strict ruler of the city. <b>Hippolyta</b> is Theseus's bride. She is a fearless warrior.	<b>Bottom</b> is a weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.

## Plot Summary

### Act 1:

**Hermia and Lysander are in love**, but Hermia's father, Egeus, will not let them get married so they decide to run away to the forest. **Demetrius wants to marry Hermia but Helena loves Demetrius**. Hermia wants to run away and Lysander even though her father has forbid (h) it. They follow Hermia and Lysander into the forest.



### Act 2:

In the forest, Oberon and Titania are arguing. **Oberon sees Demetrius and Helena arguing and commands Puck to use a potion on the Athenian man** to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. **Lysander falls madly in love with Helena.**

### Act 3:

Puck sees Bottom in the forest and transformed his head into a donkey's head. **Puck put the love potion on Titania, who falls in love with Bottom. Puck put the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena, so there is chaos (f).** Helena and Hermia fight. Puck eventually drops a herb in Lysander's eyes to put him back to normal.



### Act 4:

**Oberon finds Titania and Bottom and decides that he has had enough fun** **inverted comma. Puck drops a herb in her eyes, she wakes and leaves with Oberon.**

### Act 5:

The lovers, Lysander, Hermia, Demetrius and Helena, return to Athens where Bottom and the other actors perform their play at **the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.**



## How to write a Mastery paragraph:

- Write a topic sentence which:
    - Answers the question
    - Focuses on one thing
    - Is accurate
  - Introduce and provide an appropriate quotation.
  - Explain what this quotation reveals about the theme or character who is speaking or who they are speaking about.
  - Directly link to question (e.g. Comment on whether it shows the love potion in a negative or positive light).
- Explore how a reader/an audience would react to this – is it meant to be funny, shocking, surprising, ridiculous...?

## Key Terminology

- (a) Severe** – very strict or harsh
- (b) Soliloquy** -a speech in a play that the character speaks to the audience, rather than to the other characters
- (c) Conflict** – a serious disagreement, battle or struggle between two sides or ideas
- (d) Unrequited love** – if a person loves someone who doesn't love them back, the person's love is unrequited
- (e) To mock** – to make fun of someone
- (f) Chaos** – a situation where there is no order and everyone is confused
- (g) To resolve** – to solve a problem or difficulty
- (h) Forbid** – to not allow someone to do something

## Mastery Writing One Rules

### Aa Capital letter rules:

- For certain letters, **the capital letter is a bigger version of the lower case letter.**
- You must be very careful to clearly write the correct size for these letters.
- Use a capital letter **if a word is the name for a specific person or place.**
- Otherwise, do not use a capital letter.
- When I is used by itself in a sentence, it should always be a capital letter.

Aa

Aa

When Ashraf went around the corner, he bumped into his teacher. Mr Smith dropped his papers on the floor and was not happy. "Watch where you're going, Ashraf," he said.



### Tense rules:

- **When you tell what happened, you put "ed"** on the end of the action.
- Some verbs (I) can't be changed from what happens to what happened by adding 'e' or 'ed'. You have to learn how these words change.
- In the past, change the verb "to be" to "was". If the subject is singular (o), change it to "were" if the subject is plural (o) or you.



### Sentence rules:

- A complete sentence must contain a **subject (n) and a verb**. If it does not, it is a mistake called an incomplete sentence.
- Start a new sentence when the **next subject (n)** appears. If you do not, it is a mistake called a fused sentence (g).
- You can correct an incomplete sentence by adding either a subject or a verb to make it a complete sentence.
- Do not start a sentence with 'and'. If you see a sentence starting with 'and', delete it and tidy the sentence.
- **Join two sentences that have the same subject (n)** by replacing the full stop and second subject with 'and'.



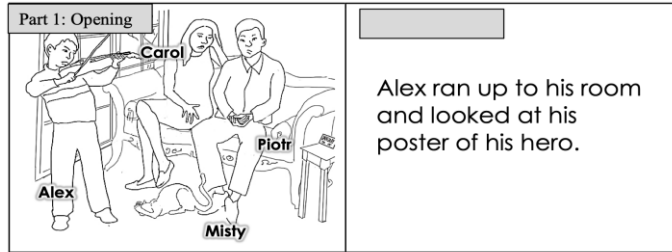
### Verb and subject rules:

- Words like **was and were are verbs** even if they don't look like verbs (I). They are the verb "to be".  
A singular subject (n) should use 'was' as in 'I was going to the shops.' A **plural (o) subject involves more than one person or thing** and should have 'were' as in 'We were going to the shops.'

# Year 7 – English – Mastery Writing 1 – Story Writing Model Example.

You will receive a set of pictures like these. You will need to **practice your writing working on the rules** you've been doing in **that lesson, and the lessons before.**

You must include all the Mastery Checks.



I have introduced my **main subject (n)**. I have told the audience where they are.

**Aa**

Alex was playing the violin for his parents, Carol and Piotr and his cat, Misty in their living room. Alex was trying really hard, but his audience thought he sounded terrible.

I have written in the **past tense.**



I have a **complication (m)** in my story.

I have structured my story in paragraphs. I have **indented (h) my paragraphs.**



Devastated, Alex ran up to his room and looked at his poster of his hero. The next night, he began to practice in his bedroom. He practiced to Misty, who seemed to enjoy his violin playing now.

I have used **verbs (l)** to show how my character is feeling.

I have written in **complete sentences (d).**

The next day, Alex plucked up the courage to play for his family again. Carol, Piotr, Misty and their friends were delighted at how good the piece of music sounded.

I have **solved the problem.**



I have used **simple sentences (j)** throughout my work.

Alex was happy too.



I have used **complex sentences (d)** throughout my work.

Key terms	Definition
A <b>Adjective</b>	A word which describes a noun: <b>Example:</b> sweet, short, bitter, stinky
B <b>Adverb</b>	Describes a verb or adjective. An adverb answers how, where, when how much, how often. <b>E.g.:</b> quickly, easy and never.
C <b>Complete Sentences</b>	A sentence which contains a subject and a verb. <b>Example:</b> She went to the shop
D <b>Complex Sentences</b>	A sentence containing a subordinate clause
E <b>Conjunctions</b>	A conjunction is a part of speech that connects words, phrases, or clauses. <b>Example:</b> for, and, but.
F <b>Dialogue</b>	Men being dominant in society.
G <b>Fused Sentences</b>	A sentence which has not used punctuation between the next subject. <b>Example:</b> She went to the shop she bought some milk.
H <b>Indent</b>	Starting the first line of a paragraph further away from the margin than other paragraphs.
I <b>Personal Pronoun</b>	A first person word which replaces a name, like "we, I" etc.
J <b>Simple Sentences</b>	A sentence with one clause, one subject and one verb. <b>Example:</b> Jack likes fishing.
K <b>Subordinate Clause</b>	A clause which does not make sense on its own. (e.g. 'when it rang' in 'she answered the phone when it rang').
L <b>Verb</b>	A word which describes an action <b>Example:</b> read, write, drive, walk.
M <b>Complication</b>	Something which causes a difficulty for a character.
N <b>Subject</b>	The person or thing doing the verb in the sentence.
O <b>Singular/plural</b>	Singular means one and plural means <b>7</b> more than one.

## Mastery Writing Two Rules

### ¶ Paragraph rules:

- New paragraphs start **two finger spaces** from the margin. All other lines start at the margin.
- This is called **indenting (h)** a paragraph.



### Tense rules:

- When you tell what **happened**, you put "ed" on the end of the action.
- When you put actions in the past simple, you say what happened, not what was happening.
- When you start with when it happened, you put a **comma** right after when it happened.
- You don't use a comma if when it happened is at the end.



¶ *As Benedict left his home, he was filled with joy. His mother had let him finally wear his new football boots. That afternoon, he returned home and his boots were ripped.*



### Sentence and subject rules:

- If the next sentence uses the same **subject (n)(thing or person that the sentence is talking about)**, you should use a **pronoun (i)** to replace it.
- You can only use the **pronoun (i)** to replace a subject you have used in the sentence before.
- When you list two things a subject did in one sentence, **you only name the subject (n) once**.
- If there are two **objects** in a sentence, you **can't use it** in the next sentence.



### Grammar and punctuation rules:

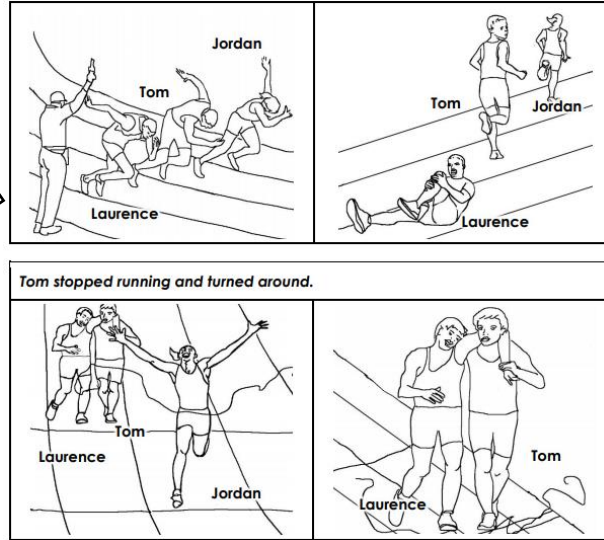
- If a person said more than one sentence, put everything they said inside the **'inverted commas' (f)**.
- If the part that starts with 'although', 'unless' or 'if' is at the start of the sentence, it is followed by a comma  
e.g. Although Cerys did not receive the puppy she wanted for her birthday, she was grateful for all the other gifts she received.



# Year 7 – English – Mastery Writing 2 – Story Writing Model Example.

You will receive a set of pictures like these. You will need to **practice your writing working on the rules** you've been doing in **that lesson, and the lessons before.**

You must include all the Mastery Checks.



Tom stopped running and turned around.

I have **inferred** (p) from the four boxes what the most likely set of events are and will write them into a story.

I have introduced my **main subject** (n). I have told the audience where they are.

**Aa**

I have written in the **past tense.**



I have a **complication** (m) in my story.

I have structured my story in paragraphs. I have **indented** (h) my paragraphs.

Tom, Jordan and Laurence had started to race each other. Tom and Jordan had begun to take the lead. Laurence tripped over his laces and fell onto the ground.

I have used **verbs** (l) to show how my character is feeling.

Devastated, Laurence held his knee in agony. Just when he thought he was all alone, Tom turned around to help him up. Although Jordan technically won the race, Laurence and Tom finished together and they won each other's friendship.

I have **solved the problem.**

I have written in **complete sentences** (c).



I have used **complex sentences** (d) throughout my work.



	Key terms	Definition
A	<b>Adjective</b>	A word which describes a noun: <b>Example:</b> sweet, short, bitter, stinky
B	<b>Adverb</b>	Describes a verb or adjective. An adverb answers how, where, when how much, how often. <b>E.g.:</b> <b>quickly, easy and never.</b>
C	<b>Complete Sentences</b>	A sentence which contains a subject and a verb. <b>Example:</b> She went to the shop
D	<b>Complex Sentences</b>	A sentence containing a subordinate clause
E	<b>Conjunctions</b>	A conjunction is a part of speech that connects words, phrases, or clauses. <b>Example:</b> for, and, but.
F	<b>Inverted commas</b>	The punctuation which indicates when speech has happened. " and ".
G	<b>Fused Sentences</b>	A sentence which has not used punctuation between the next subject. <b>Example:</b> She went to the shop she bought some milk.
H	<b>Indent</b>	Starting the first line of a paragraph further away from the margin than other paragraphs.
I	<b>Personal Pronoun</b>	A first person word which replaces a name, like "we, I" etc.
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M	<b>Complication</b>	Something which causes a difficulty for a character.
N	<b>Subject</b>	The person or thing doing the verb in the sentence.
O	<b>Singular/plural</b>	Singular means one and plural means more than one.
P	<b>Infer</b>	When you work out information from the evidence you have.

## Algebraic Notation



Each square represents the value of  $a$   
 When we have 2 squares, we have **2 lots of  $a$**   
 We write this as  $2a$  and it is called a **term**.

If we add another amount of  $a$ , we write this as  $2a + 5a$   
 This is called an **expression**.



When we work out the answer to this addition, the expression becomes an **equation**.  $2a + 5a = 7a$

When terms are multiplied, they become squared.  
 We show this with a power/index of 2:  $a \times a = a^2$

## Simplifying Expressions

Simplify:

$4r - 5s + 2rs - 8s - 3r$  Highlight the **like terms**.

$$4r - 5s + 2rs - 8s - 3r$$

Include the operation in front!

$$4r - 3r - 5s - 8s + 2rs$$

$$\downarrow \quad \downarrow$$

$$1r - 13s + 2rs$$

Collect the like terms together and add or subtract them to **simplify**.

Final answer is  $r - 13s + 2rs$   
 (we don't write the 1)

Other Topics/Units this could appear in:

- Expressions & substituting into simple formulae
- Expand and simplify
- Factorising
- Solving Equations
- Subject of Inequalities

Keyword/Skill	Definition/Tips
Variable	A symbol for a number we do not know yet, it is usually a letter.
Term	Either a single number or a <b>variable</b> , such as 4 or $n$ or $3a$ or $6y$ .
Expression	A mathematical statement written using <b>symbols, numbers</b> or <b>letters</b> .
Equation	A statement showing that <b>two expressions are equal</b> .
Formula	Shows the <b>relationship</b> between <b>two or more variables</b> .
Simplifying Expressions	<b>Collect 'like terms'</b> . Be careful with negatives. $x^2$ and $x$ are not like terms.
Substitute	In algebra it means replacing letters with numbers.
Expand	When we <b>multiply</b> a <b>term</b> across a bracket, e.g. $3(a + 2) = 3a + 6$
Factorise	The <b>inverse</b> of <b>expand</b> . When we divide an <b>expression</b> by all <b>common factors</b> or <b>terms</b> , e.g. $6g + 4 = 2(3g + 2)$ and $a^2 - 2a = a(a - 2)$

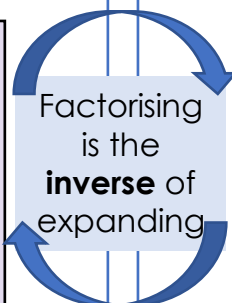
We can use the **distributive property** to expand brackets.

## Expanding brackets

$4(n + 3) = 4n + 12$

$n$        $3$

4	$4n$	$12$
---	------	------



We can **factorise** a number or expression by writing it as a product of two or more **factors**.

## Factorising

$15 + 9m = 3(5 + 3m)$

$5$        $3m$

3	$15$	$9m$
---	------	------

We can **evaluate** an **expression** or **formula** by **substituting** (replacing) a letter or letters in the expression or formula with a number.



Examples:

Work out the value of these expressions when  $n = 3$ .

a)  $2n$                       b)  $n - 3$                       c)  $2n - 10$                       d)  $n^2 + 2n$

b)  $2n$  means  $2 \times n$  so  $2 \times 3 = 6$                       b)  $3 - 3 = 0$

c)  $2 \times 3 - 10 = 6 - 10 = -4$                       d)  $n^2$  means  $n \times n$  so  
 $3 \times 3 + 2 \times 3 = 9 + 6 = 15$

Substitution

Other Topics/Units this could appear in:

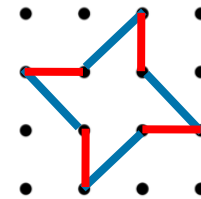
- Expressions & substituting into simple formulae
- Expand and simplify
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- Solving Equations
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Keyword/Skill	Definition/Tips
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Term	Either a single number or a <b>variable</b> , such as 4 or $n$ or $3a$ or $6y$ .
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Factorise	The <b>inverse</b> of <b>expand</b> . When we divide an <b>expression</b> by all <b>common factors</b> or <b>terms</b> , e.g. $6g + 4 = 2(3g + 2)$ and $a^2 - 2a = a(a - 2)$

$4p + 2q = 2(2p + q)$

Factorised and Unfactorising with Shape (Challenge)

"Two groups of length  $2p + q$ "



$4p + 4q = 4(p + q)$

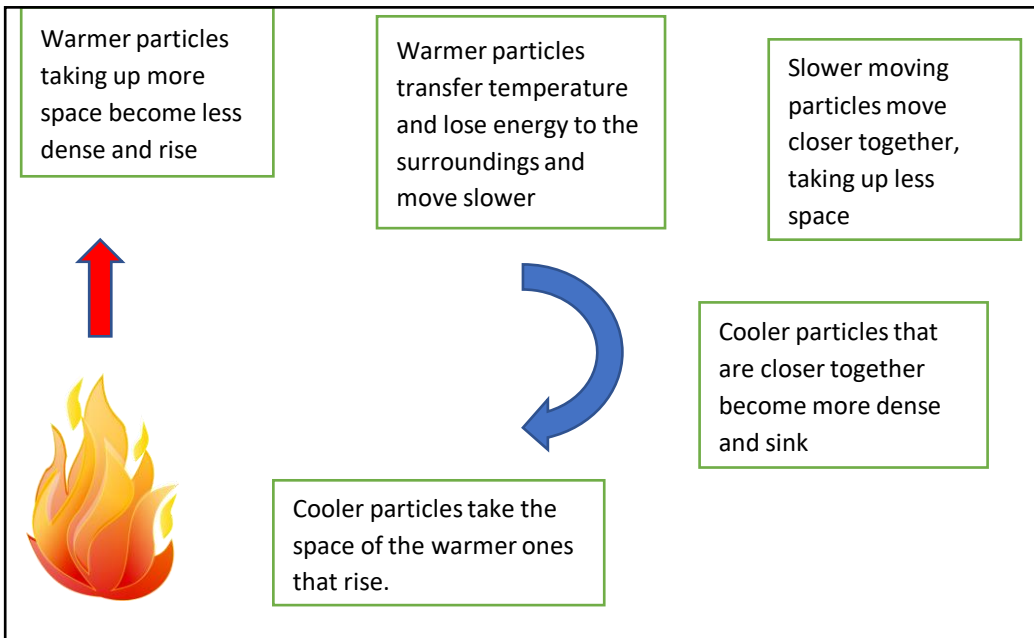
You can see four groups of length  $p + q$ ...

e.g. Four of

We can write an **expression** for the **perimeter** of a shape in **factorised** and **unfactorised** form.

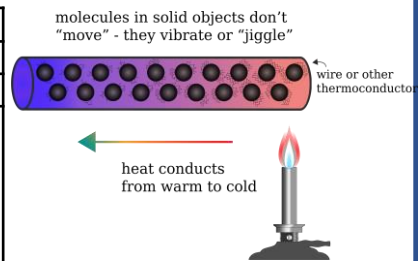
# Year 7 – Science – P1a. Energy

<b>Convection</b>	
State of matter	Liquids and Gases
Description	Particles with lots of heat energy in a liquid or gas move and take the place of particles with a lot of energy. Heat energy is transferred from hot places to cooler places by convection.
Explanation	Liquids and gases expand when they are heated. This happens because the particles in the liquid or gas move faster when they are heated. This causes the particles to take up more space as the gaps between particles get bigger.  The liquid or gas in hot areas is less dense than the liquid or gas in the cold areas, so it rises into the cold areas. The denser cold liquid or gas falls into the warm areas. In this way, convection currents form that transfer heat from one place to another.



<b>Radiation</b>	
State of matter	n/a
Description	A type of electromagnetic radiation called infrared radiation.
Explanation	Infrared radiation involves waves instead of particles. As such it can travel through a vacuum e.g. space. The hotter an object is, the more infrared radiation it emits.

<b>Conduction</b>	
State of matter	Solids
Description	Heat moves from the hotter part of the object to the colder part
Explanation	Particles in the metal are packed closely together. As they are heated the particles gain kinetic energy and vibrate more. The particles that are vibrating collide with other particles and start to make them vibrate. This passes the kinetic energy from the heated particles to the cooler particles causing them to heat up too.



Keyword	Definition
Burn	Common term for combustion. A reaction with oxygen in which energy is transferred to the surroundings as heat and light.
Calorimetry	The measurement of heat change during a chemical reaction
Chemical	Energy store that is emptied during chemical reactions when energy is transferred to the surroundings.
Compare	When you compare things, you consider them and discover the differences or similarities between them.
Conduction	The transfer of heat by passing on energy (or electrical charge) to nearby particles.
Convection	The process by which heat travels through fluids (gases and liquids).
Describe	If you describe a person, object, event, or situation, you say what they are like or what happened.
Efficiency	A measure of how much of the total energy transferred in a process achieved a desirable useful outcome.
Elastic Potential	An energy store that is filled when a material is stretched or compressed.
Electrical	Energy store resulting from the movement of electrical charge (electrons).
Energy	This is the ability to make something happen when it is transferred.
Evaluate	If you evaluate something or someone, you consider them in order to make a judgment about them, for example about how good or bad they are.
Explain	If you explain something, you give details about it or describe it so that it can be understood. If you explain something that has happened, you give people reasons for it, especially in an attempt to justify it.
Food	A chemical store of energy, that you once eaten and digested can be used to release energy.
Gravitational potential	Energy store that is filled when an object is raised.
Heat	Heat is the transfer of internal energy from one region to another., measured in Joules.
Joule	Unit of energy, represented by the symbol J.
Kinetic	An energy store filled when a moving object speeds up.
Light	A form of radiation that can transfer energy in a wave.
Non-renewable	An energy resource that will be used up, and not replenished in our lifetime.
Nuclear	An energy store associated with nuclear interactions.
Radiation	Radiation is the transfer of internal energy in the form of electromagnetic waves. This radiation lies in the infrared region of the electromagnetic spectrum. It does not require particles to move, it can travel through a vacuum.
Renewable	An energy resource that can be readily replenished in our lifetime.
Sound	A form of energy transferred by sound waves.
Temperature	A measurement of how hot or cold something is, unit of measurement is °C
Thermal	An energy store that is filled when an object is heated.
Thermometer	A piece of equipment used to measure temperature.
Transfer	The process by which energy moves from one store to another.
Transformation	Energy transformation is the process of changing one form of energy to another.

# Year 7 – Science – P1a. Energy

Equations	Equation
Cost (pence)	Cost = number of kilowatt hours x price for one kilowatt hour
Word done (Joules/J)	Work done = force x distance
Efficiency (%)	Efficiency = (useful output/total input) x 100
Power (Watts/W)	Power = energy/time

Renewable and non-renewable energy sources		
Renewable Energy	Quickly replenishes its energy used. Infinite	Wind power, solar power, hydroelectric power, tidal power, geothermal power, biomass
Non-renewable Energy	Is finite (will run out). Does not quickly replace energy used	Fossil fuels – coal, oil and natural gas Nuclear power

Types of thermal insulation	
Appliance/feature	Description
Boiler	This has a large surface area to allow for large amounts of heat energy to be transferred to its surrounding through convection
Radiator	This is specially designed to have a heating element at the bottom. Convection currents heat all the water in it.
Double Glazing	Windows and doors with 2 planes of glass with air trapped between them (or a vacuum between them). Air is a poor conductor and there is no convection because the air is trapped and cannot for convection currents
Loft Insulation	A thick layer of the loft floor. It works because it's a poor conduction and traps air, stopping convection
Floor Insulation	An insulation layer under the floor. Prevents heat loss because it is a poor conductor
Draught excluders	Brushes and seals on doors. Prevents warm air escaping from the home
Cavity wall insulation	Insulation place in the cavity of the walls. It works because it traps air which is a poor conductor. However, energy could still be lost due to convection so a insulating material is injected into the gap to create pockets of air and prevent convection currents forming

Transferring Thermal Energy		
	Temperature change	Direction of energy flow
Object hotter than surroundings	Temperature of object decrease until it is the same as the surroundings	Energy flows out of the object to the surroundings
Object colder than surroundings	Temperature of object increases until it is the same as the surroundings	Energy flows into the object to the surroundings
Object the same temperature of the surrounds	The object's temperature stays the same	The is no net flow of energy

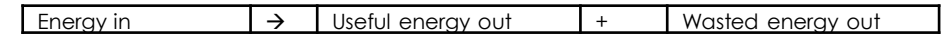
Types of Energy	
Energy Type	Example
Light Energy	Sun, light bulb, torch
Thermal Energy (heat)	Oven, electric fire
Sound Energy	Radio, speakers, TV
Electrical Energy	Electric car, laptop
Nuclear Energy	Nuclear power station, nuclear bomb
Chemical Energy	Food, batteries, coal
Gravitational Potential Energy	Book on a shelf, boulder on a cliff
Elastic Potential Energy	Bow, wind-up toy, stretch spring
Kinetic Energy (movement)	Person running, rolling ball

Reflection and absorption of heat by radiation			
colour	finish	ability to emit thermal radiation	ability to absorb thermal radiation
dark	dull or matt	good	good
light	shiny	poor	poor

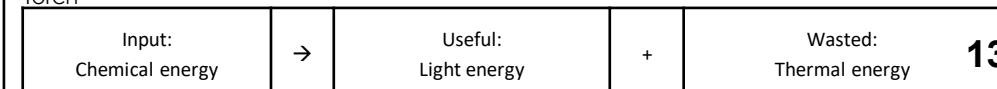
Comparing Conduction, Convection and Radiation			
	Conduction	Convection	Radiation
Particles	Y	Y	N
Solids	Y	N	Y
Liquids	N	Y	Y
Gases	N	Y	Y
Particles move far part	N	Y	n/a
Particles vibrate on the spot	Y	N	n/a
Particles rise and fall to transfer energy	N	Y	n/a
Particles hit each other to transfer energy	Y	N	n/a

### Energy Transfer Diagrams

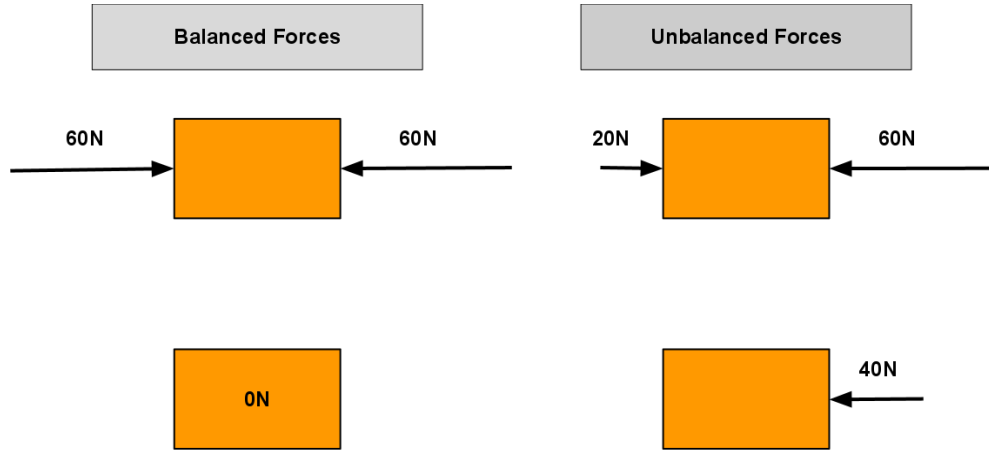
When drawing energy transfer diagrams start with the energy in on the left of the arrow and the energy out on the right-hand side. There will be waste and useful energy out  
General Transfer diagram



Example  
Torch



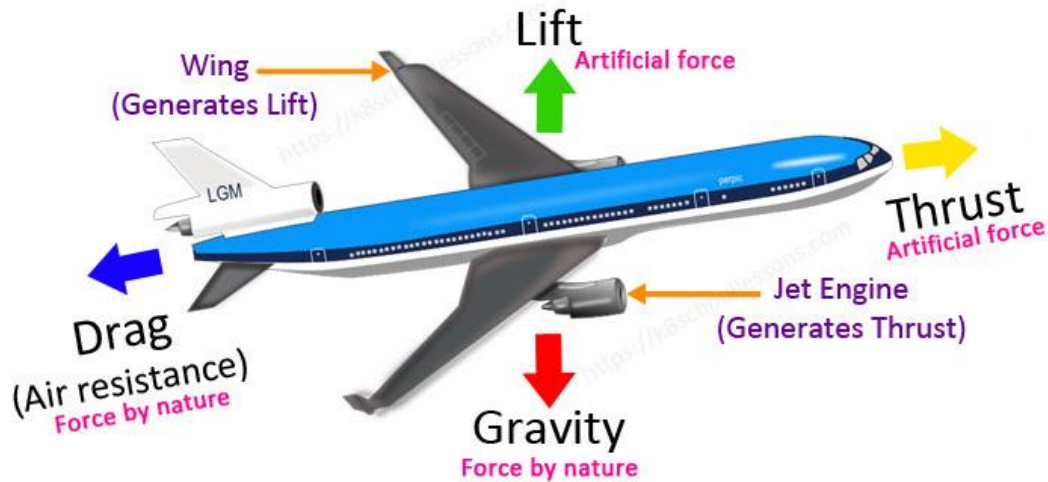
# Year 7 – Science – P1b. Forces



Contact force	Non contact force
Force that arises due to contact between 2 objects	Force that arises from attraction or repulsion of two objects, no contact between the objects
Examples: friction, upthrust	Examples: gravity, magnetism

Keyword	Definition
Force	A push or a pull that can change the shape or direct an object is moving in.
Friction	The resistance of motion when one object rubs against another. Friction acts in the opposite direct to the movement of an object.
Balanced	When two forces acting on an object, in opposite directions, are equal in size. This means the object will remain the same (constant speed or stationary).
Unbalanced	When two forces acting on an object, in opposite directions, are uneven in size. This causes a change in direction, speed or shape of the moving object.
Pressure	The force over a given area.
Drag	A force that cause an object to slow down through a liquid or gas (also known as air/water resistance).
Upthrust	A force in water that pushes upwards.

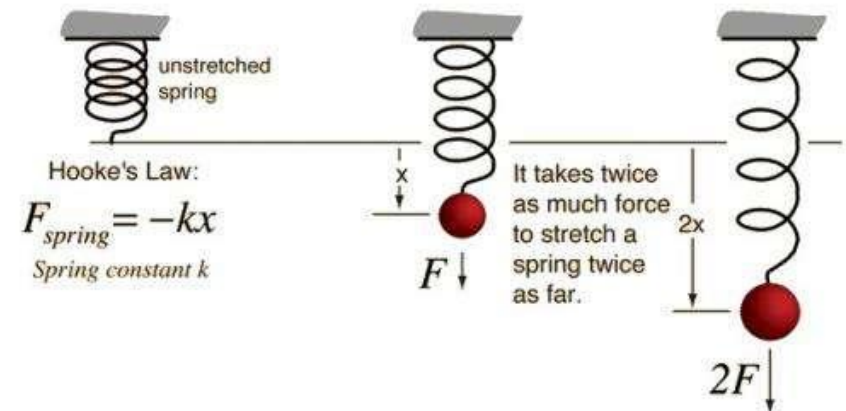
## Forces acting on an Aeroplane

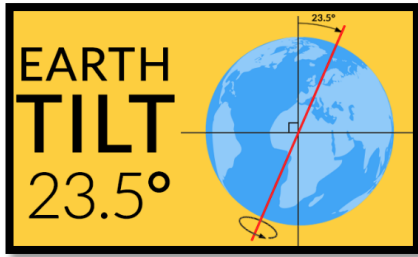


High Pressure



Low Pressure





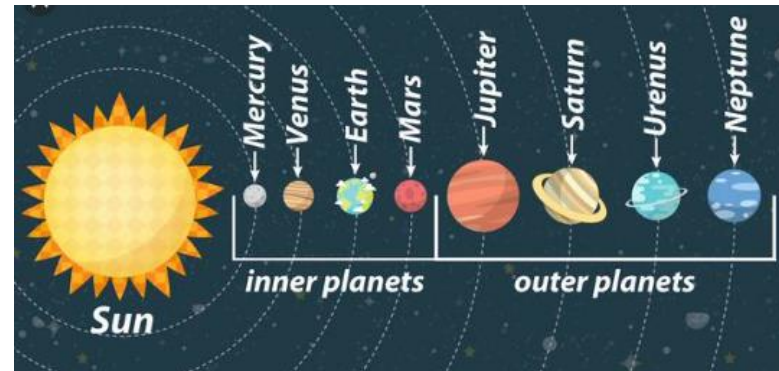
A day is **24 hours** long. This is because it takes 24 hours for the Earth to spin once on its axis. The half of the Earth facing the Sun is in daylight. The half facing away from the Sun has no sunlight and so becomes night-time.

One year = **365¼ days**



**“My Very Eager Mother Just Served Us Nachos”**

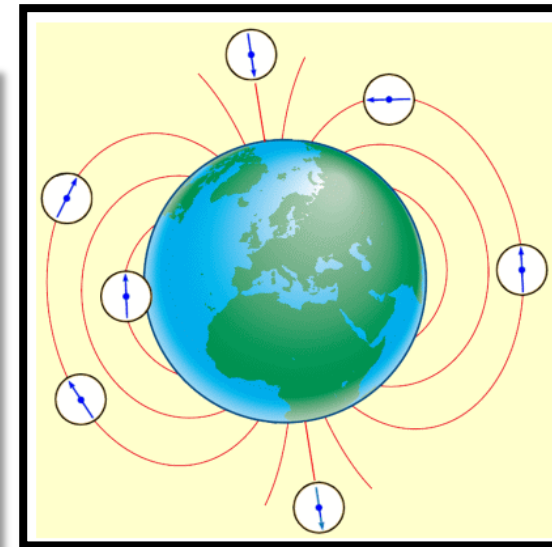
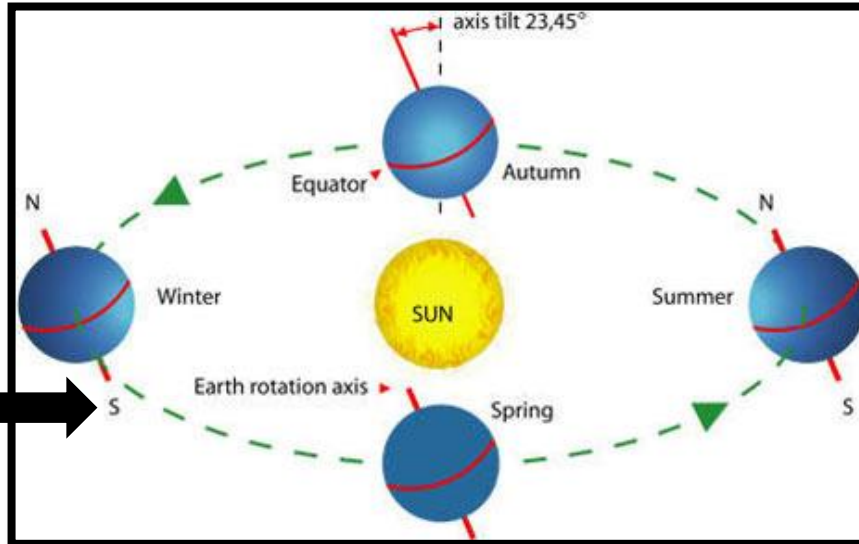
Keyword	Definition
Planet	A planet is a large object the orbits a star. There are eight planets in our solar system, including the Earth, and smaller dwarf planets, such as Pluto, Ceres and Eris.
Satellite	A satellite is an object in orbit around a planet. The Moon is the Earth's natural satellite, but humans have launched many artificial satellites into orbit. The Moon is the Earth's natural satellite.
Seasons	In the United Kingdom we have four seasons (winter, spring, summer and autumn). We get seasons because the Earth's axis is tilted.
Solar system	The solar system consists of the Sun surrounded by planets, comets and asteroids in orbit. Most planets in the solar system have moons in orbit around them.
Star	These are giant spheres of superhot gas made up mostly of hydrogen and helium. Stars get so hot by burning hydrogen and helium. Our Sun is an example of a star.
Tilt	An object being in the sloping position.
Waning	After the Moon gets to its full phase, we start to see less and less of the Moon.
Waxing	As the Moon begins its orbit, and we see more and more of the Moon.
Universe	Contains billions of galaxies.



Keyword	Definition
Asteroid	An asteroid is a chunk of rock and metal in outer space that is in orbit around the Sun.
Axis	An imaginary line about which a body rotates.
Comet	Comets are balls of ice and dust in orbit around the Sun
Crescent	A crescent is a thin, curved shape that is thicker in the middle and tapers to thin points at each end, like the little sliver of moon you might notice in the sky.
Days	A day is the time it takes for a planet to turn once on its axis. An Earth day is 24 hours long.
Eclipse	An eclipse occurs when one object blocks another object from being seen. From Earth there are two main types of eclipses: solar eclipses and lunar eclipses.
Ellipse	An oval shape, squashed circle shaped.
Galaxy	Contains millions of stars, held together by the force of gravity.
Gibbous	Gibbous moon appears to be more than one-half but not fully illuminated by sunlight.
Gravity	Gravity is a force that attracts objects towards each other. We commonly experience gravity by being pulled downwards by the Earth.
Hemisphere	Hemisphere means half (hemi) of the Earth (sphere).
Magnetic field	A force around magnet. The force around a magnet cannot be seen.
Meteoroid/ Meteor	A meteoroid is a small rock or particle of debris in our solar system. A meteoroid that burns up as it passes through the Earth's atmosphere is known as a meteor.
Moon	Satellite to the Earth. It is smaller and has less mass than Earth.
Phases of the moon	The phase of the moon is how much of the moon appears to us on Earth to be lit up by the sun. <b>15</b>

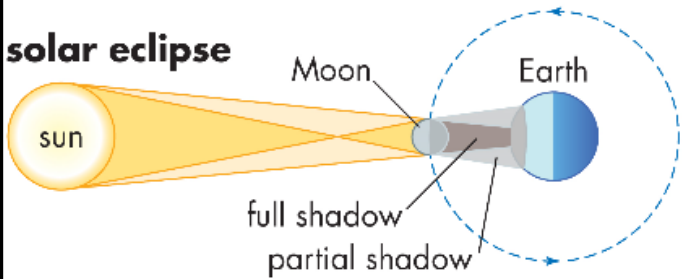
# Year 7 – Science – P1c. Earth and Space

The Earth's axis is tilted as it travels around the Sun, so some parts of the Earth receive more sunlight each day than others. This changes during the year because the Earth moves about the Sun, which gives rise to the seasons. The UK is in the top half ( **northern hemisphere** ) of the Earth. When the northern hemisphere is tilted towards the Sun it is summer in the UK. Six months later the northern hemisphere is tilted away from the Sun and it is winter. In Spring, the temperature and day length become longer. In Autumn, they are shorter.

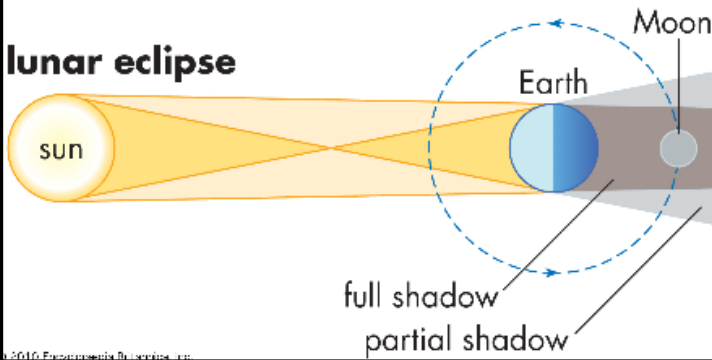


The Earth behaves as if it contains a giant magnet. It produces a magnetic field in which the field lines are most concentrated at the poles. This magnetic field can be detected using magnetic materials or magnets.

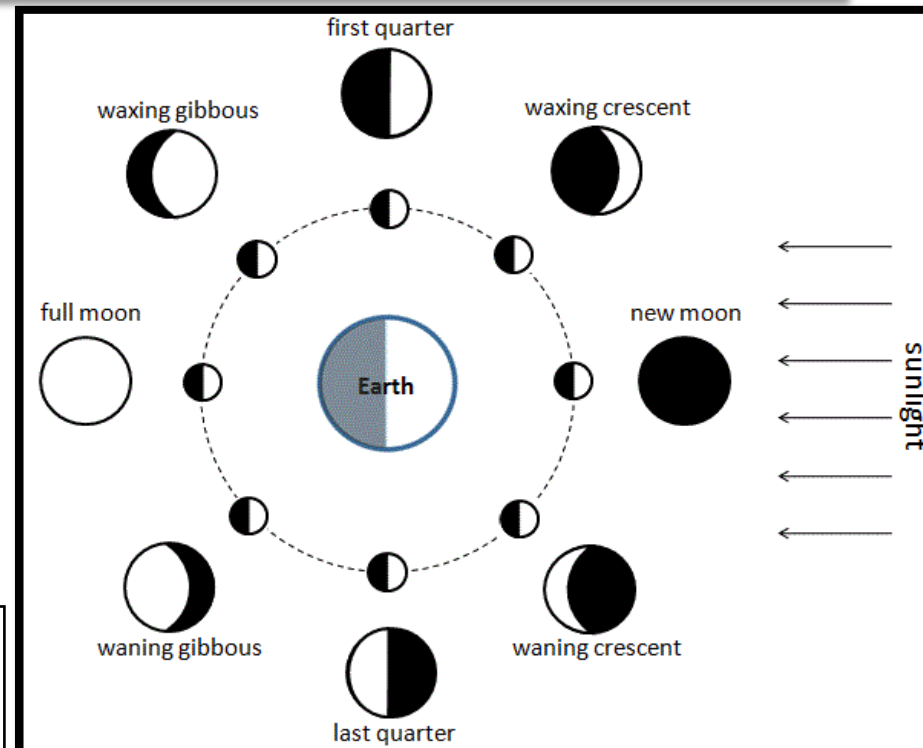
## solar eclipse



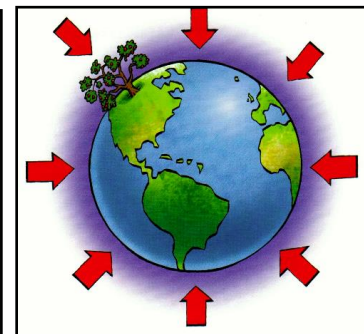
## lunar eclipse



A solar eclipse occurs when the **Moon** passes in front of the Sun causing a shadow to fall on certain portions of the Earth. A lunar eclipse occurs when the Moon passes through the Earth's shadow.



Gravity is a force that attracts objects towards each other. We are pulled down towards the ground because of gravity. The gravitational force pulls in the direction towards the centre of any object. So we are pulled towards the centre of the Earth.



$$\text{Weight} = \text{Mass} \times \text{Surface Gravity}$$

Weight is a force caused by gravity. The weight of an object is the **gravitational force** between the object and the Earth. The more mass the object has the greater its weight will be. Weight is a force, so it's measured in **newtons**. On the surface of the Earth an object with a mass of 1 kg has a weight of about 10 N.



# Year 7 ART SWARM KO

Visual Research/Title Page  
 Using resources – testing out ideas/media.  
 Making a personal response – final outcome.

## How do I investigate the importance of insects and how they have influenced art from different times and cultures?

- Collect a range of information and present as an annotated Title page.
- Different cultures
- Different times/art Movement link.
- What does this research tell you?



A good annotated Title page should include key words and information art vocabulary and a range of collaged visual research.

## How do I develop my drawing skills using mark-making techniques?

- Explore hatching, cross hatching, scumbling, and stippling.
- Use mark making to record surface tone, texture and detail.
- Create a copy of Alfred Basha's work.
- Develop skills/knowledge of the Formal Elements.



A good artist copy should show a clear understanding of the artist's use of materials and techniques.

## How do I develop my own ideas to create a response to Alfred Basha's work?

- Use the ideas behind his work to inspire you.
- Use his composition style you like the best,
- Make your work as detailed as possible.
- Use Surreal collage blends successfully.

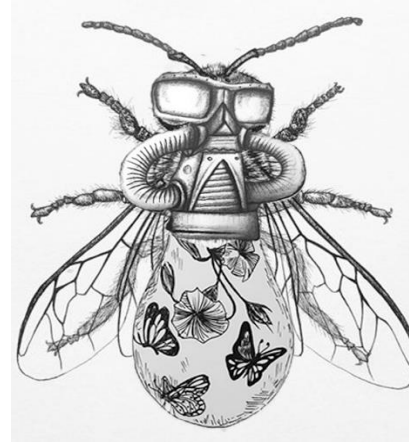


A good artist response should show clear links to your artist's work but be your own idea. You should use materials and techniques with skill and control.

## Expert modelling example..



Annotated Title page.



Artist response

### Stretch and Challenge:

Youtube: Pen and Ink Shading Techniques + Exploring Mark-Making:  
<https://www.youtube.com/watch?v=B3xrzxXvn8c>

Keyword	Definition
<b>Mark making</b>	The creation of different patterns, lines, textures and shapes.
<b>Formal Elements</b>	Key words that can be applied and used to describe 2D and 3D art and design.
<b>Response</b>	Develop own ideas using chosen artist's style, materials and techniques.
<b>Investigate</b>	Try out the qualities of materials, techniques or processes.
<b>Respond</b>	Develop own ideas by taking inspiration from an artist's work.
<b>Hatching</b>	Shading with closely drawn parallel lines
<b>Cross hatching</b>	The drawing of two layers of <b>hatching</b> at right-angles to create a mesh-like pattern.
<b>Scumbling</b>	Layers of small scribbled marks to build up tone and texture.
<b>Stippling</b>	The creation of a pattern by using small dots. Such a pattern may occur in nature
<b>Collage</b>	A piece of art created by combining photos, clippings or small objects onto a surface.
<b>Refine</b>	Improve work by responding to feedback.

### Wider Thinking:

Watch Bugs Life or Ant Bully.

# Y7 ART SWEET TREATS KO

Developing ideas/artist research  
Using resources – testing out ideas/media.  
Making a personal response – final outcome.

## How do I identify the formal elements of Sarah Grahams work to create a written analysis?

- Artist's information/nationality.
- Inspiration
- Colour
- Composition
- What message is the artist trying to put across?

A good written analysis should include correct art vocabulary and your own opinion of the work.



## What needs to be included to create a good copy of Sarah Graham's work?

- Realistic detail
- Saturated colour.
- Scale
- Blurring

A good artist copy should show a clear understanding of the artist's use of materials and techniques.



## How do I develop my ideas to create a response to Sarah Graham's work? :

- Use the idea behind her work to inspire you.
- Use her composition style that you like best.
- Make your work as detailed as possible.
- Use saturated colour blends successfully.

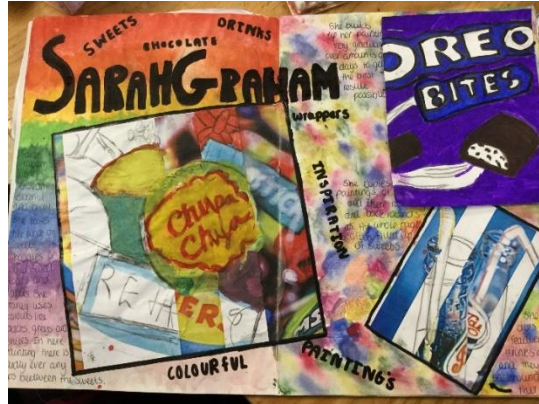


A good artist response should link to the ideas and inspiration behind the artist's work and use her materials and techniques with skill and control.

### Wider Thinking:

Watch Charlie and the Chocolate factory.

## Expert modelling example..



Artist copy/written analysis



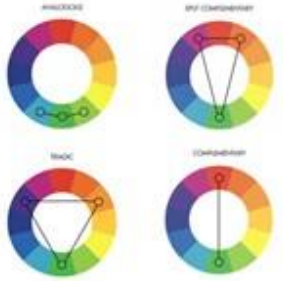
Artist response

### Stretch and Challenge:

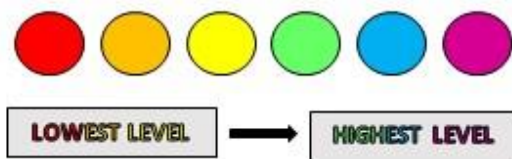
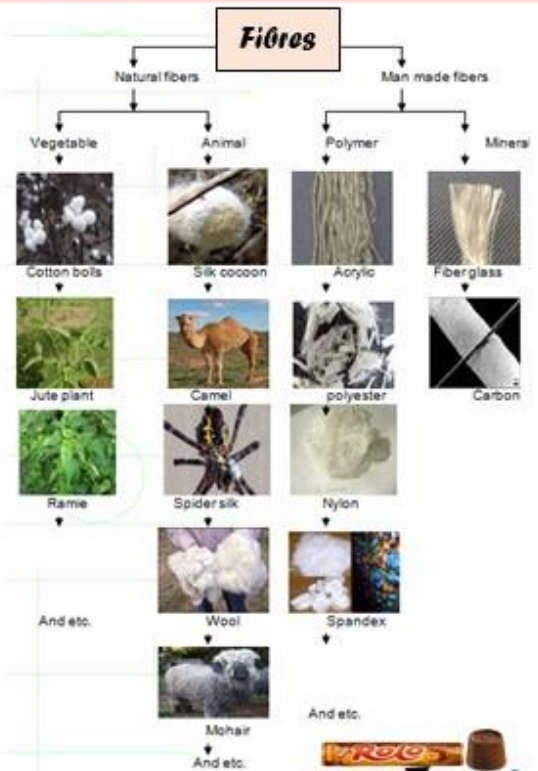
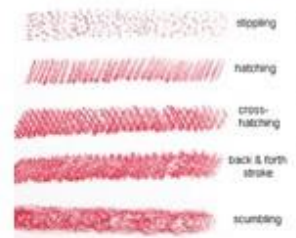
Look at the work of Kate Brinkworth, Amanda Deadman and Burton Morris

Keyword	Definition
Analyse	Examine in detail.
Saturated	The intensity of colour in an image.
Apply	Put skills/knowledge/understanding into action.
Describe	Give a clear description that includes all the main features – think of it as 'painting a picture with words'.
Blend/Layer	Mix together – put on top of each other
Composition	The arrangement of the subject matter, such as figures, trees, and so on in a work of art.
Investigate	Test the qualities of materials, techniques or processes through practical work.
Skilful	Apply materials, techniques and processes with a high level of understanding, ability and control.
Refine	Improve work taking into account feedback and aims.
Formal Elements	Key words that can be applied and used to describe 2D and 3D art and design.
Colour	<b>Colour</b> has the strongest effect on our emotions. It is the element we use to create the mood or atmosphere of an artwork.

# Y7 TEXTILES JENNIFER STRUNGE KNOWLEDGE ORGANISER



## Shading Techniques



## Fabric Painting

- Draw your image lightly onto the fabric. Fix your fabric to the table with masking tape.
- Choose your paint colour. You can mix colours if you wish but don't be wasteful.
- Choose your brush. A large one is good to fill bigger areas and a smaller brush for fine lines.
- Dilute the paint slightly with water and start by painting your outline.
- Paint in your images and try to paint in one direction.
- When you have finished, wash your equipment and hang your fabric to dry.

## Mono - Print

- Put a small amount of ink on your white board. (size of a chocolate rolo!)
- Using your roller, roll out a really thin layer of ink.
- Using your roller, roll out a really thin layer of ink.
- Place your fabric/paper, lightly on top of the ink. – DO NOT PRESS DOWN.
- Place the image you want to print on top and trace.



Keyword	Definition
<b>Fibres</b>	A thread or filament from which a vegetable tissue, mineral substance, or textile is formed. "the basket comes lined with natural coco fibres"
<b>Mono - Print</b>	A monoprint is a <b>single impression of an image made from a reprintable block</b> . Materials such as metal plates, litho stones or wood blocks are used for etching upon. ... Monoprints are known as the most painterly method among the printmaking techniques; it is essentially a printed painting.
<b>Influence</b>	Something or someone that influences a person or thing, then, has an influence on that person or thing.
<b>Artist Copy</b>	Analyse an artists' work and replicate the piece using the same techniques, media, colours and style.
<b>Embroidery</b>	<b>Embroidery</b> is the craft of decorating fabric or other materials using a needle to apply thread or yarn.
<b>Mono - Transfer</b>	Shade the back of an image, place onto a clear piece of paper or fabric and trace so that the detail imprints.

## Hardware

Computer **hardware** includes the physical parts of a computer, such as the case, central processing unit, monitor, keyboard, computer data storage, graphics card, sound card, speakers and motherboard.

The hardware components can be categorized as Input devices and output devices

### Input Devices



An **input device** is a piece of computer hardware equipment used to provide data and control signals to an information processing system such as a computer or information appliance.

### Output Devices



There are lots of **output devices** that can connect to a computer some are connected via wires and other can be connected wirelessly such as bluetooth or WiFi. They help transfer the data out of the computer



## Software

**Software** is the set of instructions or programs that can be stored and run by hardware. The programs instruct the computer to perform certain tasks



## Peripheral device examples



1. Web cam
2. Mouse
3. Keyboard
4. Speakers
5. Headphones/earphones
6. External hard drive

Are just some examples of devices that are connected to a computer to either input data into the computer or transfer data out of the computer

## Keywords and Definition

**Peripheral** a device that is able to be attached to and used with a computer, though not an integral part of it

**CPU** Computer processing Unit also called a **Central Processor** is the electronic circuitry within a computer that executes instructions that make up a computer program

**Hard disk drive (HDD)**, is data storage device that uses magnetic storage to store and retrieve digital

**GUI** is short for graphical user interface. This type of interface is made up of Windows, Icons, Menus and Pointers

**Hardware** includes the physical parts of a computer, such as the case, CPU, monitor, keyboard, graphics card and motherboard

**Software** is the set of instructions or programs that can be stored and run by hardware. The programs instruct the computer to perform certain tasks

**Input device** Is an input device is a piece of computer hardware equipment used to provide data and control signals to an information processing system

**Output device** is any piece of computer hardware equipment which converts information into human-readable form. It can be text, graphics, tactile, audio, and video

# Year 7 – Computing - Computer Components

## Computer Health related problems

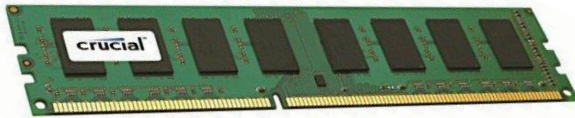
### Memory

#### Hard Disk Drive = Long term memory



HDD is where all of your documents, pictures, programs etc. are stored on the computer, similar to all of the long-term memories in your brain.

#### Random Access Memory (RAM) = Short term memory



RAM is where the computer stores the current task that is being carried out. This is like when you are thinking about how to work out a sum in maths or what a user is going to say next.

### Operating Systems

An **Operating System** is a type of Systems Software.



- **Systems software** is a type of software that controls the computers **hardware** and **software**.
- It provides an **interface** between the user of the computer and the **hardware**.

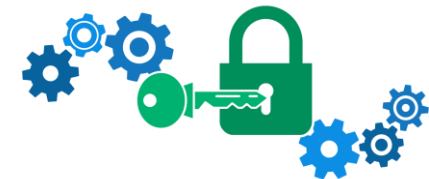
### Compression

- Compressed files use less storage space than those that are not.
- This makes it easier and quicker to transmit files over email or upload and download them.
- Data compression is commonly used for audio and video files.



### Encryption

Encryption is the scrambling of data into a form that can no longer be understood by unauthorised people.



## DATA UNITS

Abb.	b	n	B	KB	MB	GB	TB	PB
Name	bit	nibble	byte	kilobyte	megabyte	gigabyte	terabyte	Petabyte
Size	1 or 0	4 bits	8 bits	1000 bytes	1000 KB	1000 MB	1000 GB	1000 TB
Eg.	-	-	character	txt file	mp3 file	DVD	Wikipedia	BBC iplayer

## BINARY TO DENARY

00011010							
128	64	32	16	8	4	2	1
0	0	0	1	1	0	1	0
16 + 8 + 2 = <b>26</b>							

## DENARY TO BINARY

27	16	8	4	2	1
	1	1	0	1	1

## BINARY ADDITION

$0 + 0 = 0$   
 $0 + 1 = 1$   
 $1 + 1 = 0$  (carry 1)  
 $1 + 1 + 1 = 1$  (carry 1)

		1	111
1001	100 <del>1</del>	0 <del>111</del>	
0100	000 <del>1</del>	0 <del>111</del>	
1101	1010	1110	

## Careers

- Software development
- Programing
- Software Engineering

## Character Set

is used to describe the possible characters that can be represented in a computer system. E.g A a, 123, @!"£, emoji's

## Ascii (American Standard Code for Information Interchange)

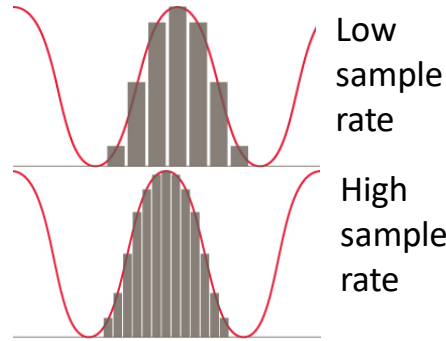
- Each character is given a binary code
- Uses **7 Bits** this gives **128 possible characters**
- **Extended Ascii** used **8 bits – 256 characters** – enough for the English language
- Some codes are reserved for control characters (eg TAB, Carriage Return)

## Unicode

- Unicode has a much larger character set
- can represent many more characters/characters from all alphabets
- uses 16 bits
- It **uses 2 bytes** that give us  $2^{16}$  possibilities (65,536).
- This is used universally to represent many more languages than our own

## Sound

- The height/amplitude of the sound wave is measured
  - at regular intervals
  - and converted to binary.
- If the interval is smaller
  - More samples taken
  - more data to store
  - larger files
  - the sound reproduced is closer to the original - better quality.



Digital sound is broken down into **thousands of samples per second** – each of these **samples** is then **stored as binary data**.

The **quality** that the samples are stored with depends on different factors:

- **Sample Frequency** - The number of audio samples captured every second
- **Sample Size/ Bit Depth** - Number of bits available for each sample
- **Bit Rate** - The number of bits TAKEN IN A GIVEN TIME

## Images

- Stored as Bitmap file as pixel
- **Each Pixel** of Image is made up of a 1 or 0.
- Following information about image **is stored in file**:
  - Width of the picture in pixels.
  - Number of bits used for each pixel
  - Colour of each pixel.
- **Image Resolution** = The concentration of pixels in an image
- **Higher Resolution** = More Pixels = Larger File Size
- **Lower Resolution** = Less Pixels = Smaller File Size.

Two main types:

**BITMAP** - The page is divided into an invisible grid and each pixel is assigned a colour

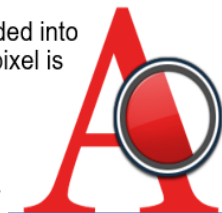
### VECTOR

Drawn by following a set of mathematical instructions

- Draw a circle
- radius: 6 pixels
- centre: 10, 10
- line thickness: 1 pixel

### Vectors

Vectors are based on mathematical formulae and can be scaled infinitely without any loss of quality. Every line and shape has a value that changes when the image expands.



### Bitmaps

Bitmaps rely on a series of square blocks called pixels, arranged on a grid. The quality of the images depends on the amount of pixels per square inch. The more pixels, the better the quality.



# Year 7 – Drama – Basic Drama Skills – Devising

## What needs to be included in a good **freeze frame**?

- Facial expressions
- Body Language
- Gestures
- Stillness
- Silence



A good Freeze frame should freeze at a key moment of the story.

## What needs to be included in a good **thought track**?

- Projection
- Vocal tone
- Focus



A good thought track should be detailed.  
"I feel.....because....."

## What needs to be included in a good **narration**?

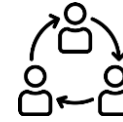
- Projection
- Vocal tone
- Focus
- Introduction of characters
- Introduction of setting



A good narration should be detailed and tell the audience what has happened prior to the scene.

## Steps to a good performance.

**Collaborate** as a group and discuss initial ideas



Create a **freeze frame** to show the audience your key idea.



Add one **thought track** per character so the audience can learn more about your character.



As a group, decide on a **narrator** and add a **narration** to the start of your scene to introduce characters and setting.



Keyword	Definition
Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Freeze Frame	A frozen snapshot in time showing a key moment in a story.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Narration	Telling the audience key moments of the story. Example: settings and characters.
Projection	Using a loud volume to make sure you are heard.
Thought Track	Stepping out of a freeze frame and telling the audience your character's inner thoughts.
Vocal Tone	Showing emotion through your voice. <b>24</b>



### How to approach a script using prior context:

Ask yourself the following questions:

- Who is my character?
- What is their age?
- Where are they right now?
- Who are they with?
- Do you know what happened before this? If no, make an educated guess based on what is happening in the scene,



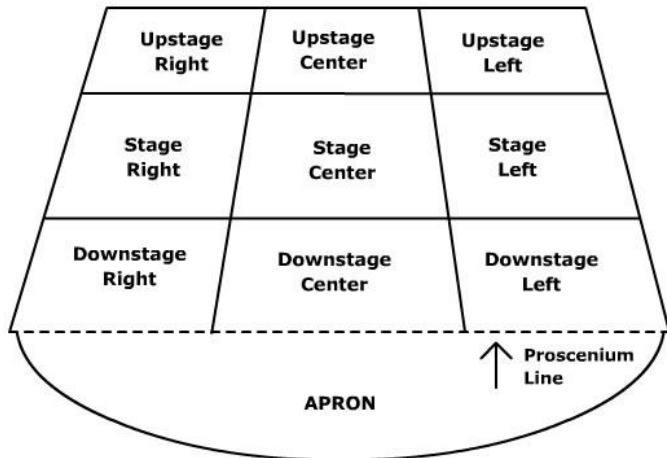
### How to infer what a character is thinking or feeling through subtext:

"Yeah, I'm just great thanks, Ron" *She said sarcastically as she rolled her eyes.*

- Stage directions often tell us exactly what we are looking for.

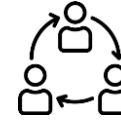


### Stage positions from the audience's perspective:



### Steps to a good performance.

**Collaborate** as a group and discuss initial ideas



Use the script to decide on what happened before this scene



Use Facial expression, gestures, vocal tone and movement to create a believable character



Perform confidently



Keyword	Definition
Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Projection	Using a loud volume to make sure you are heard.
Stage Positions	Where you stand on stage to determine your status at any given time.
Vocal Tone	Showing emotion through your voice.

### 1. Key Words

**Tempo** – How fast or slow the music is

**Timbre** – The type/colour of sound (instrumentation)

**Texture** – How thick or thin the music is

**Ostinato** – Short repeated rhythm

**Polyrhythm** – Layering of rhythms

**Ensemble** – Group of performers

**Duration** – Length of a note or piece of music

**Dynamics** – How loud or quiet the music is

**Structure** – How the sections of music fit together

**Rhythm** – A pattern of note lengths in time

### 3. Tempo Markings

**Vivace** – Lively and fast

**Largo** – Broad and slow

**Allegro** – Quick and bright






**Presto** – Sudden and very fast

**Andante** – Steady and at walking pace

**Lento** - Slowly

**Adagio** – Slow and stately

### 2. Signs and Symbols

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1



Treble Clef

Stave

Time Signature

Top Number = HOW MANY BEATS

Bottom Number = TYPE OF BEAT

### 4. Instruments



### a. Key Words

**Orchestra-** A large ensemble divided into four sections

**Conductor-** The musical director leading the orchestra

**Sonority/Timbre-** The sound an instrument makes

**Composer-** Someone who writes music

**Pitch-** How high or low a sound is

**Beater-** This is the wooden stick used to beat a drum

**Mouthpiece-** The section of an instrument that is blown into. Some are metal, wooden or have a reed.

**Bow-** Made from wood and horse hair and used to play a stringed instrument

**Bell-** A type of instrument or the bell shape at the end of the instrument, for example trumpet has a bell

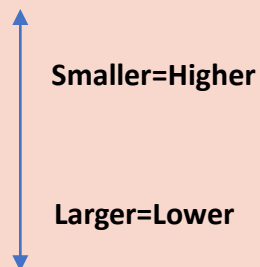
### b. Layout of the Orchestra



### c. Woodwind

A selection of instruments divided into two subsections: **FLUTES** (create a sound by air passing over a small hole and include the Flute and Piccolo) and **REEDS** (use a piece of bamboo reed to create a vibration). The Saxophone is not traditionally used in an orchestra. However, some modern composers have included it.

- Piccolo
- Flute
- Clarinet
- Oboe
- Bassoon



### d. Brass

There are more brass instruments used in brass bands, but the orchestra normally has four. They are made of metal and the sound is made by blowing into the mouthpiece by buzzing the lips in a similar way to blowing a raspberry!

Trumpet

French Horn

Trombone

Tuba

Smaller=Higher

Larger=Lower



### e. Percussion

Includes a vast range of instruments which produce sound when *hit, struck, scraped or shaken*. These fall into two subsections: **TUNED PERCUSSION** (able to play different pitches) and **UNTUNED PERCUSSION** (for example drums)



### f. Strings

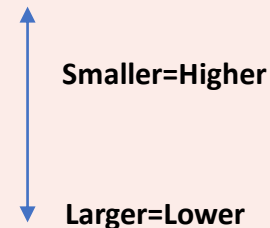
This is the biggest section of the orchestra. Made from wood and have strings. They are usually played with a **BOW (ARCO)** but can also be **PLUCKED (PIZZICATO)**.

Violin

Viola

Cello

Double Bass



The harp has many more strings so can play both high-and-low pitched notes.

### g. What can affect the timbre of an instrument?

1. Beaters – What type of beater?
2. Mouthpiece – Does the mouthpiece have a reed?
3. Shape-Does the instrument have a bell?
4. Material-Is the instrument made from wood or metal?
5. Size-The bigger the instrument the lower the sound.  
Smaller the instrument the higher the sound

### h. Questions





1. What is a conductor?
2. What is the largest instrument in the woodwind section?
3. What is the smallest instrument in the brass section?
4. What instrument in the string section can play both high and low notes?
5. What are the two subsections in the percussions section?
6. Explain how size affects the sound of an instrument?







# Year 7 What is Design Technology?

Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology.

## Tools and Equipment

	<b>Marking knife</b> Used to mark out on woods		<b>Sand paper</b> Used to remove cut lines from wood
	<b>Tenon Hacksaw</b> Used to cut straight lines into wood		<b>Disk sander</b> Used to create a nice finish on wood
	<b>Coping Saw</b> Used to cut curved lines into wood		<b>File</b> Used to shape and flatten materials





## Processes

<b>Drilling</b> A process of cutting away material to create a hole	<b>Sanding</b> Removing saw lines to improve the surface texture	<b>Gluing and clamping</b> Securely joining materials together using adhesives	<b>Marking out</b> Using different tools to mark out measurements onto materials
			

## Health and safety

<b>Machine guard</b> Protects from flying debris	<b>Floor marking</b> Creates a safe zone around the machine	<b>Safety signs</b> Warning and advisory signs	<b>Table Vice</b> Hold your work steady
			

## Materials

<b>Pine wood</b> A common wood used in construction	<b>High impact polystyrene</b> Cheap plastic used for most plastic products	<b>Oak wood</b> An expensive wood used for furniture	<b>Neoprene</b> A thermal plastic that helps insulate
			

Keywords	Tools and Machines	Materials
Analysing Investigating Collate Develop Improve Manufacture Evaluate Explain Technical Dimension Tolerance Quality check	Metal files Pillar drill Wet & dry paper Vacuum former Wire wool Laser Cutter 2D Design Bench Vice Junior Hacksaw Safety ruler Pliers Engraver	Acrylic Aluminium Ferrous Non-ferrous Metal Alloy Polyvinyl chloride (PVC) High-density polyethylene ABS Copper Mild steel Polypropylene







# Year 7 What is Engineering?

Engineering is the application of science and math to solve problems. Engineers figure out how things work and find practical uses for scientific discoveries.

## Tools and Equipment

	<b>Scribe</b> Used to mark out on metals		<b>Emery cloth</b> Used to remove burrs and sharp edges
	<b>Junior Hacksaw</b> Used to cut into metals		<b>Pillar Drill</b> Used to cut circular holes into materials.
	<b>Engraver</b> Used to scratch designs into metal		<b>File</b> Used to shape and flatten materials





## Processes

<b>Sawing</b> Using a sharp serrated edge to part materials	<b>Filing</b> Removing material to create a better surface finish or a different shape	<b>Engraving</b> To create a pattern or marking in a material, using small scratches	<b>Brazing</b> Using heat to permanently joining pieces of material together
			

## Health and safety

<b>Goggle</b> Protect your eyes	<b>Apron</b> Protect your clothing	<b>Hair tie</b> Protect your hair from entanglement	<b>Vice</b> Hold your work steady
			

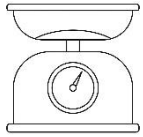
## Materials

<b>Mild steel</b> A common material used in construction	<b>Acrylic</b> A recyclable type of plastic	<b>Aluminium</b> A light-weight metal used in drinks cans	<b>Urea Formaldehyde</b> A plastic used for tougher products
			

Keywords	Tools and Machines	Materials
Analysing Investigating Collate Develop Improve Manufacture Evaluate Explain Technical Dimension Tolerance Quality check	Metal files Pillar drill Wet & dry paper Vacuum former Wire wool Laser Cutter 2D Design Bench Vice Junior Hacksaw Safety ruler Pliers Engraver	Acrylic Aluminium Ferrous Non-ferrous Metal Alloy Polyvinyl chloride (PVC) High-density polyethylene ABS Copper Mild steel Polypropylene

### Equipment:

#### Weighing Scale



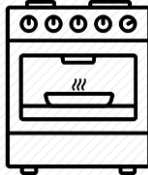
Each line represents 20g.

#### Oven Gloves



Personal safety, to protect our hands from heat.

#### Cooker



Hob  
Grill  
Oven

#### Chopping Board



Used for different foods to prevent spread of bacteria.

#### Chef's Knife



Used to prepare a range of ingredients

### Knife Techniques:

#### Bridge Hold



An arch of a thumb and fingers.

#### Claw Grip



Tuck in fingers, use knuckles as a guide.

These knife techniques are used to keep us safe and to prevent cuts.

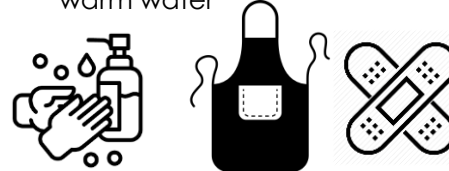
### Knife Safety Rules:

1. Store knives in a knife block
2. Keep knives sharp, not blunt
3. Slice away from your hand and keep for your fingers clear of the blade
4. Carry a knife with the blade pointing downwards
5. Put knives on the draining board, not in the sink
6. Handle knives carefully when washing up
7. Use the bridge hold and claw grip when preparing ingredients



### Personal Hygiene and Safety:

1. Wear an apron
2. Tie hair back
3. Remove jewellery
4. Cover cuts with a blue waterproof plaster
5. Wash hands with soap and warm water



### Kitchen Hygiene and Safety:

1. Stack stools and remove hazards
2. Turn saucepan handles facing outwards
3. Use a damp dish cloth and anti-bacterial spray to wipe surface
4. Wear oven gloves

### Food Hygiene and Safety:

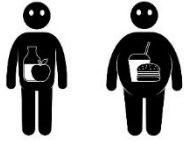
1. Wash fruit and vegetables with cold water
2. Check best before and use by dates
3. In a fridge, store raw meat on bottom shelf, cooked meats and ready-to-eat foods.

Keyword	Definition
Personal hygiene and Safety	Maintenance of ourselves to prevent cross-contamination
Kitchen hygiene and Safety	Maintenance of high standards of cleanliness and sanitation to prevent food contamination
Food hygiene and safety	Handling, preparation, and storage of food in ways that prevent food-borne illnesses
Hazard	A danger or risk
Control Measure	An action to prevent a hazard
Utensils	Tools we use commonly in a kitchen like a knife and fork
Bacteria	Organisms that are microscopic which can be harmful
Creaming	Combination of fat and sugar
Enzymic browning	Oxidation reactions that causes food to turn brown
Dextrinization	Starch is broken down into sugars, causing a brown colour when heated



## Why do we need to eat a balanced diet?

1. To achieve and maintain a healthy body weight.



2. For growth and repair



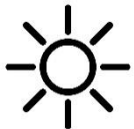
3. To build a strong immune system, prevent disease and infection.



4. To provide energy.



5. To keep us warm.



## How do we achieve a balanced diet? Eight Healthy Tips:

1. Base your meals on starchy foods.

2. Eat lots of fruit and vegetables.

3. Eat more fish – including a portion of oily fish each week.

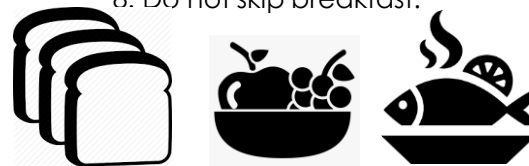
4. Cut down on saturated fat and sugar.

5. Eat less salt – no more than 4g a day for children.

6. Get active and try to be a healthy weight.

7. Drink plenty of water.

8. Do not skip breakfast.



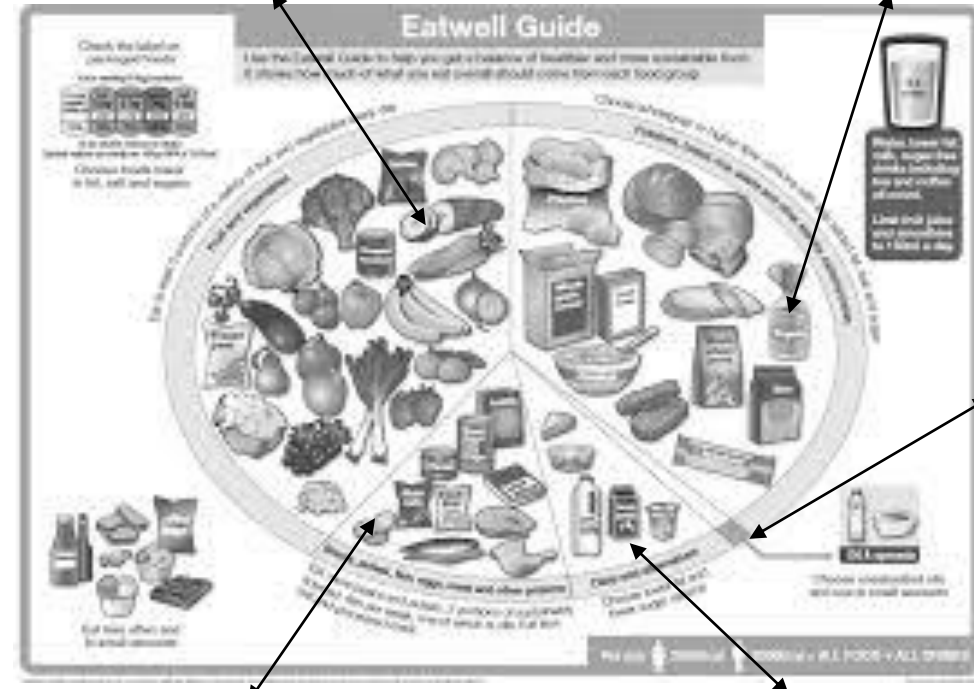
**Eatwell Guide:** The Eatwell Guide outlines the recommendations for eating a healthy balanced diet. The guide shows the different types of foods and drinks you should consume – and in what proportions – every day or over a week. The Eatwell Guide shows how much of what you eat overall should come from each food group

### Green Section:

Fruit and vegetables are a good source of vitamins, minerals and fibre, needed to build a strong immune system.

### Yellow Section:

Starchy foods are a good source of energy. Choose wholegrains for increased fibre, needed to prevent constipation



### Purple Section:

Fats, oils and spreads should be eaten sparingly. These do provide energy.

### Pink Section:

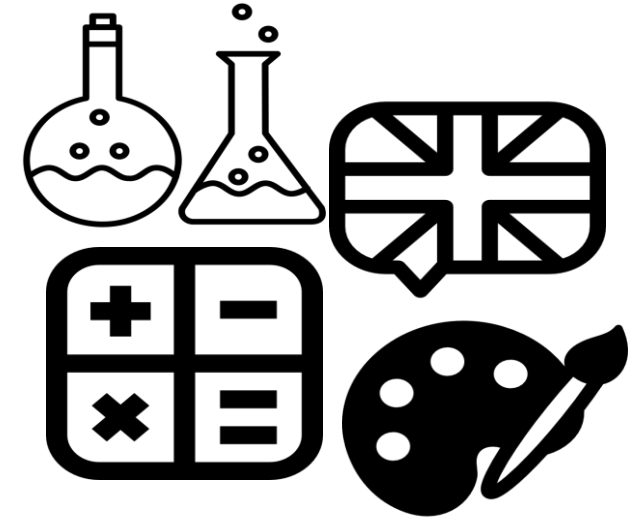
Beans, pulses, eggs, meat and fish are a good source of protein needed for growth, repair.

### Blue Section:

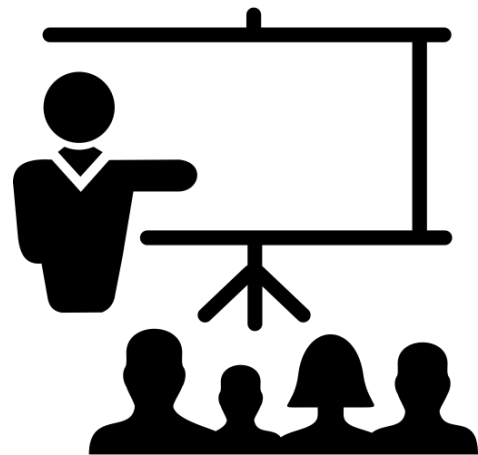
Dairy foods provide a good source of calcium and vitamin D needed for strong bones and teeth.



A. ¿Qué estudias en el insti? What do you study at school?					
En mi insti In my school	estudio I study	<b>arte.</b> art. <b>español.</b> Spanish. <b>inglés.</b> English.	En mi opinión In my opinión	es una asignatura it is a subject	<b>cautivadora</b> captivating <b>fascinante</b> fascinating <b>genial</b> great <b>increíble</b> incredible <b>útil</b> useful
	estudiamos we study	<b>educación física.</b> PE. <b>geografía.</b> geography. <b>historia.</b> history. <b>religión.</b> PRE. <b>tecnología.</b> technology.			Para mí For me
		<b>ciencias.</b> science. <b>matemáticas.</b> maths.			



En mi colegio, estudiaba In my primary school, I used to study  
 En el futuro, voy a estudiar In the future, I am going to study  
 Si pudiera, me gustaría estudiar If I could, I would like to study



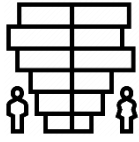
B. ¿Qué piensas de tus profes? What do you think about your teachers?					
<b>Me encanta</b> I love <b>Me gusta</b> I like <b>Prefiero</b> I prefer <b>No me gusta</b> I don't like <b>Odio</b> I hate	Señor ... Mr. ...	<b>porque es</b> because s/he is  <b>ya que es</b> because s/he is	<b>bastante</b> quite  <b>demasiado</b> too  <b>muy</b> very  <b>realmente</b> really  <b>un poco</b> a bit	<b>hablador</b> chatty <b>inteligente</b> intelligent <b>paciente</b> patient <b>simpático</b> friendly <b>tolerante</b> tolerant	<b>antipático</b> nasty <b>arrogante</b> arrogant <b>serio</b> serious <b>severo</b> strict
	Señora ... Miss ...	<b>pero es</b> but s/he is  <b>sin embargo es</b> however s/he is		<b>habladora</b> chatty <b>inteligente</b> intelligent <b>paciente</b> patient <b>simpática</b> friendly <b>tolerante</b> tolerant	<b>antipática</b> nasty <b>arrogante</b> arrogant <b>seria</b> serious <b>severa</b> strict



en realidad – in reality  
 obviamente – obviously  
 tengo que decir que – I have to say that  
 ¡qué rollo! – what a pain!

## UK Population

Population characteristics (age and sex) can be shown using population pyramids.



A population pyramid can show how many dependent people are in a country, what the life expectancy is and how many working age people there are.



Rural areas often have a sparse population density where there are not many people in an area.



Urban areas have a high population density where lots of people live within an area.



## UK migration

Push factors are reasons that make you want to leave a place.



Pull factors are reasons that attract you to a new place.



Immigration to the UK have created a diverse culture. This is particularly present in cities such as Wolverhampton.



## Where is Wolverhampton?

Wolverhampton is an urban area in England.

The Black Country is a region of the West Midlands covering Sandwell, Dudley, Walsall and Wolverhampton.



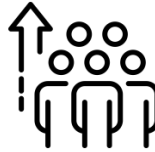
It gained its name in the 19<sup>th</sup> century due to the smoke from the many factories that were in the area.



## Wolverhampton census data

Wolverhampton's population is approximately 262,000 as of 2019.

The population has increased by 5.7% since 2011.



As of 2021, Wolverhampton is the third most densely populated of the West Midlands' 30 local authority areas, with around 27 people living on each football pitch-sized area of land.

Due to immigration Wolverhampton is ethnically diverse. Over 12% of people are Indian, this has increased since the 2011 census.



Punjabi is the most widely spoken language in the city after English.

Push Factors	Pull Factors
<ul style="list-style-type: none"> <li>Poor living conditions</li> <li>Conflict/War</li> <li>Natural disasters</li> <li>High levels of crime</li> <li>Flooding</li> <li>Lack of jobs</li> <li>Lack of education</li> <li>High levels of pollution</li> <li>Lack of services (e.g. hospitals)</li> </ul>	<ul style="list-style-type: none"> <li>Good healthcare</li> <li>Good weather/climate</li> <li>Lots of shops, cafes, services</li> <li>Low levels of crime</li> <li>Lots of jobs</li> <li>Better education</li> <li>Better quality of life/standard of living</li> </ul>

Keyword	Definition
Census	An official count or survey, especially of a population, these are completed every 10 years.
Choropleth maps	A map which uses different colours/shades within areas to show the average values of a particular quantity in that area.
Densely populated	A high number of people per square km
Diverse	Showing a variety, differences.
Economic Sectors	The categories that different jobs are in.
Emigration	The action of leaving a country where you live.
Immigration	The action of moving into a country to live.
Migrant	A person who moves from one place to another.
Population	All the people living in a particular place.
Population Density	The number of people living within a square mile – it can either be high or low,
Population Pyramids	A graph showing the amount of people in age groups and sex within a population.
Primary	Extracting raw materials.

## Wolverhampton census data comparison

Different areas of Wolverhampton have different crime, health. Employment and qualification data.

Bushbury North and Tettenhall Wightwick are two areas that differ greatly. Data shows that those living in Tettenhall Wightwick may have a better quality of life.

## Economic Job Sectors

As well as employment varying in different areas, it changes over time. During the industrial revolution most jobs would have been in the secondary sector. Now, most are in the tertiary sector.

Primary – getting raw materials, e.g. farming, mining.

Secondary – using raw materials to make something, e.g. manufacturing.

Tertiary – providing a service to people, e.g. teaching, retail assistants.

Quaternary – research and development, e.g. scientists.

Quinary – High level decisions and businesses e.g. CEO's



## Regeneration in Wolverhampton

Regeneration is the development of an area to improve it.

A regeneration officer delivers programmes designed to improve and renovate local areas and buildings in order to bring them up to date in design, health and safety rules, and current usage. This may include improving areas of lower environmental quality or that have a lower quality of life and accessing the grants and funding necessary for projects to take place.

There is an increasing need for regeneration officers in Wolverhampton as we continue to develop the city.

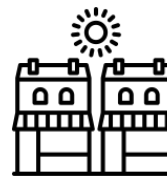
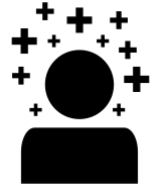
Regeneration strategies can involve the building of new shopping centres, improving transport links or construction of new housing.

The closure of factories in Wolverhampton has led to areas becoming abandoned or derelict.

Regeneration strategies have been used in Wolverhampton such as the re-design of Wolverhampton train station.

Future regeneration strategies include a 10-year plan to develop underused land around the city centre to improve access and connecting the city centre to Molineux with a high street of retail, hospitality and education.

Some believe the regeneration of Wolverhampton has been successful some do not. One issue with it is that it is mainly focused in the city centre, surrounding areas get left behind.



Keyword	Definition
Pull Factor	Reasons that attract someone to a new place.
Push Factor	Reasons that force an individual to leave an area.
Quaternary	Research and development.
Quinary	The branch of jobs where high-level decisions are made.
Regeneration	Improving an area.
Rural	Countryside.
Secondary	Manufacturing using raw materials.
Sparsely populated	A low number of people per square km.
Tertiary	Providing a service.
Urban	Built up areas, e.g. towns and cities.

## Weather or Climate?

Weather is what is happening in the atmosphere every day – it can change on an hourly or daily basis.



Climate is the average weather conditions of a place over time – usually 30 years.



## Predicting the weather

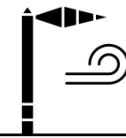
A weather forecast is something that tells us what we think the weather is or will be like.



We can create our own weather forecast by measuring rainfall, wind speed and temperature.



To measure wind speed we use an anemometer, it is usually made of three or four cups that are moved by the wind.



To measure the temperature we use a thermometer which will tell us the temperature in degrees Celsius.



A weather forecast must show a map so that people can understand where the forecast is for.



## Air Pressure

The atmosphere is pushing down on the Earth's surface all the time – we just can't feel it.

Low pressure systems are created when warm air rises. Evaporation causes clouds to form and, therefore, rainfall occurs.

High pressure systems are associated with cool sinking air. No clouds are formed so this will create dry weather.

## Mapping the climate

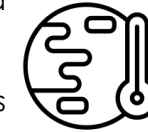
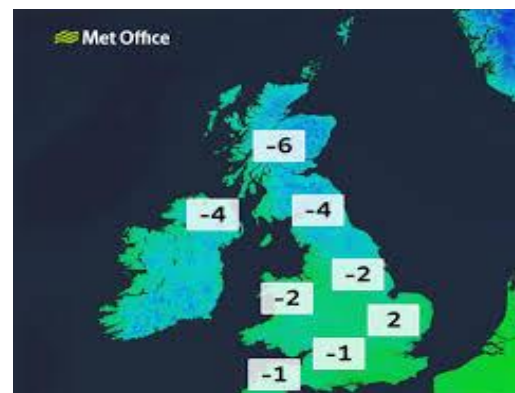
Climate is often presented on a choropleth map. This shows data with colour.

Rainfall and temperature are usually presented on choropleth maps on the news.

The first map shows the UK in summer, with much of the UK experiencing warmer temperatures.

The second map shows the UK in winter, experiencing freezing temperatures.

In both maps, the north of the UK (Scotland and Northern Ireland) are experiencing cooler temperatures than the south-east of the UK.

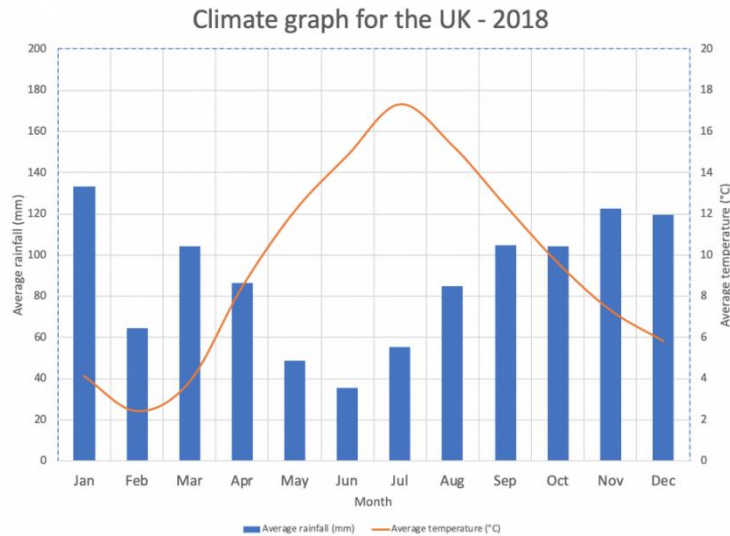


Keyword	Definition
Anemometer	A piece of equipment that measures wind speed.
Atmosphere	The envelope of gases surrounding the Earth.
Choropleth maps	A map which uses different colours/shades within areas to show the average values of a particular quantity in that area.
Climate	The average weather conditions over a long period.
Climate change	A change in the global climate.
Forecast	To predict or estimate something.
Flood	An overflow in a large amount of water.
Glacial period	A significant cooler period where ice is present.
Heat wave	A period of time that is significantly warmer.
High pressure	When cool air sinks to the Earth's surface, leading to drier conditions.
Interglacial period	A warmer period, one where only certain parts of the globe are covered in ice.
Low pressure	When warm air rises from the Earth's surface, leading to wetter conditions.
Precipitation	When any form of moisture falls to the ground, e.g. rain, sleet, hail, snow.
Prevailing wind	A wind from the direction that is the most usual.
Relief rainfall	Rainfall which happens when air is forced to cool as it rises over higher relief, e.g. hills.
Thermometer	A piece of equipment that measures the temperature of something.
Weather	The day-to-day conditions of the atmosphere.

## Climate graphs

A climate graph shows both rainfall and temperature. Rainfall is usually presented with a bar and in mm and temperature with a line and in degrees Celsius.

An example climate graph for the UK is shown below.



## UK past climate

The climate in the UK hasn't always been the same - there have been changes in the UK's climate that have been recorded and investigated.

The last glacial period ended 11,500 years ago, with its peak 22,000 years ago. During this time much of Britain was covered in ice.

The Little Ice Age was a cooler period from the early 14<sup>th</sup> century to the mid 19<sup>th</sup> century. There are many famous images of the river Thames being froze over in London during this time.



## Today's climate and the future

The UK's climate today is largely influenced by the global climate.

Since the Industrial Revolution in the mid-18<sup>th</sup> century, there has been an increase in the amount of carbon dioxide. This can increase the temperature of earth.

In the future the UK's climate is likely to get warmer due to global warming. This can impact many things across the UK including our variety of plants and animals.

## Cumbria flooding

Floods in Cumbria are no surprise to those that live there. Those in 2021 were particularly damaging.

The area experiences many flood warnings – something put in place to warn people they need to act in response to a weather event that will be occurring in the near future.

Heavy relief rainfall is one of the main causes of flooding in the area.

As of the 30<sup>th</sup> October 2021 40 homes had been damaged – this is a social impact.

Debris would have been washed into housing areas due to the flow of water.

Businesses would have had to close and people would not have been able to go to work.



Keyword	Definition
Economic impact	An impact that relates to money
Environmental impact	An impact that relates to the land, air or sea
Social impact	An impact that directly relates to people

## UK heat wave 2021

The 2021 Britain and Ireland heat wave was a period of unusually hot weather in July 2021 that led to record-breaking temperatures in the UK and Ireland.

Peak temperature on 19<sup>th</sup> July 2021 was 32.2 degrees Celsius. The start date was 15<sup>th</sup> July 2021 and the heat wave ended on 25<sup>th</sup> July 2021.

It is estimated that 1,600 people died.

Rail, water and electricity infrastructure overheated which causes social problems in terms of travel and resources while putting economic strain on the UK government.

Animals were forced to take shelter for longer and their feeding habits were impacted.

## Beast from the east 2018

The beast from the east was a period of unusually cold weather in 2018.

10 to 20 cm of snow fell across the UK in three days.

Hundreds of people were stranded on roads across the UK, the armed forces were used to help rescue people during this time.





## Who were England's Medieval monarchs?

Medieval monarchs believed that they had been appointed by God. People in the Middle Ages obeyed the monarch because they believed the king or queen was chosen by God to rule over them

- Monarchs gained legitimacy because they inherited their power from a previous monarch
- Female monarchs were seen as weak because they could not lead an army into battle
- Monarchs could gain power and legitimacy by showing their military strength by winning battles
- Monarchs needed the support of powerful people, such as the barons or the Pope
- Monarchs needed to be popular. Unpopular monarchs could be rejected or face rebellion



Chronology	
Harold Godwinson	Jan- Oct 14 <sup>th</sup> 1066
William I	1066- 1087
William Rufus (II)	1087-1100
Henry I	1100- 1135
Stephen	1135 - 1154
Henry II	1154- 1189
Richard I	1189-1199
John	1199-1216
Henry III	1216- 1272
Edward I	1272- 1307
Edward II	1307 – 1327
Edward III	1327- 1377
Richard II	1377-1399




## The Murder of Thomas Becket




- In the Middle Ages, it was unclear whether the King had more power than the Church.
- This was demonstrated in the story of Thomas Becket: In 1162, **Henry II** named his friend Thomas Becket as Archbishop of Canterbury.
- Henry wanted Becket to force priests to use the King's Courts, instead of getting away with light punishments in the church courts.
- He also wanted Becket to help him control the bishops.
- When Becket refused to do this, the two men fell out.
- In a rage, Henry shouted "Will no one rid me of this troublesome priest?".
- A group of knights overheard him and murdered Becket.
- Henry was horrified when he heard of Becket's death and ordered monks to whip him to show he was sorry.




## King John- Why was John unpopular?

- **John** was forced to introduce a new land tax to repay money that his brother, **Richard I**, had borrowed to pay for the Crusades. 
- The French invaded English territory in Normandy. John tried to win it back but lost the Battle of Bouvines in 1214. He was nicknamed 'Softsword' 
- John tried to force the Church to accept his choice for Archbishop. In response, the Pope excommunicated John and stopped church services in England. 

## Baron's Revolt 1215

- In May 1215, 40 English barons rebelled against King John. With support from the French and Scottish, they formed an army and captured London. 
- John met the rebels at Runnymede, near London and agreed to Magna Carta.

## Magna Carta 1215 (Runnymede)

- Magna Carta – or 'Great Charter' – was a document signed by King John limiting the power of kings. It was the first time that a set of rules had been written for the king. 

The most important parts:

- Gave all free men the right to trial by jury
- Limited the amount of tax the barons had to pay
- Limited the power of the King over the Church

## The development of English parliament

- The first Parliament was called in 1265 during the reign of **Henry III**.
- It included not only the Kings council but also two ordinary people from each large town and two knights from each county in England.
- These new meetings or Parliaments could collect money for the king (taxes) , agree to new laws and give advice to the king.
- The Lords - Rich barons and bishops who met in the House of Lords. The right to attend passed from father to son. The Commons - Men chosen to be part of parliament. The men voted for were usually the richer people of the town or land owning knights.



## Key Words

Plantagenet	A royal dynasty (family) that ruled <b>England</b> for 331 years, from 1154 to 1485
Prerogative	A right or privilege that only the monarch could use
Crusades	to take part in a medieval military expedition to recover the Holy Land.
Poll Tax	Money that everyone had to pay (Tax)
Excommunicated	When someone has been officially excluded from the Christian Church
Archbishop	The chief bishop responsible for a large district
Great Council	A group, including the king, his barons and leading churchmen, that met to discuss how the country should be run
Magna Carta	A document that set out English peoples' rights; the barons made King John sign it in 1215
The Provisions of Oxford 1258	Barons, fed up with high taxes produced a document for the King to sign
Parliament	Controls the country and is made up of the monarch, House of Lords and the House of Commons.
Interpretation	historical evidence created much later than the period , produced by people with a particular opinion about an event in the past.
Judiciary system	The justice system led by judges who decide what's right and what's wrong.
Feudal overlord	<b>A lord over other lords</b> : a lord paramount. an absolute or supreme ruler. b : one having great power or authority
Pious	Showing great devotion to God
Statute of Laborer's	The law forcing peasants to work for the same pay and conditions from 1348, before the Black Death.

## Why did the peasant's revolt in 1381?

- Most people in England were **peasants**. They grew all the food but owned no wealth and lived in **poverty**.
- In 1348, the Black Death killed 50% of the population. The few peasants who survived could demand higher wages
- In 1381, the government introduced a new tax – the **Poll Tax**. **Everyone** paid the same.

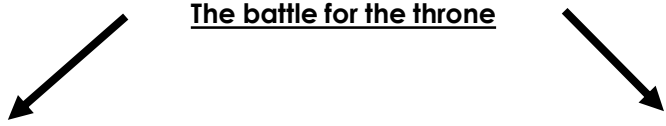


## What happened in the peasant's revolt?

- Led by John Ball - 50,000 rebel peasants marched to London and camped on Blackheath, south of the River Thames
- The 14-year-old king, **Richard II**, took his barge down the Thames to meet the rebels but turned back when he saw the size of their force,
- The rebels attacked the city. They broke into the Tower of London and executed Sir Robert Hales, the king's unpopular advisor, and the Archbishop of Canterbury.
- Richard finally met Wat Tyler, the leader of the rebels, at Smithfield.
- The king agreed to Tyler's demand for a Magna Carta for all people – making all men equal under the king.
- When Tyler was stabbed, Richard calmed the situation by saying "You shall have no other captain but me." The rebels went back home.
- **Richard went back on his word**. He did not make everyone equal under the king. The leaders of the rebellion were executed.



## Who killed the princes in the tower?



### The War of the Roses

In 1459 there was a battle for the throne between two rival factions. The House of Lancaster had the red rose and were supporters of the King, led by his wife Margaret. The other side was the House of York who had the **white rose** and was led by Richard Duke of York.

### The princes in the tower

After Edward IV death his son was next in line for the throne. But both disappeared before one could be crowned.

### Richard III

Richard was the uncle to the boys and would be next in line to the throne if they boys were murdered.

### Henry Tudor

Henry Tudor felt he had a claim to the throne because his bloodline led back to the House of Lancaster.

## Who would be king?

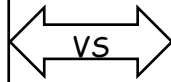
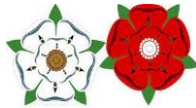
### The Battle of Bosworth

Henry Tudor fought Richard III at the Battle of Bosworth. Richard charged at Henry but fell off his horse. He became surrounded by Henry's men and was killed. Henry Tudor won the Battle.



### House of Lancaster

Henry VI was the king of England and the head of the House of Lancaster. Henry hated the idea of war he preferred books and churches. This caused him to have a mental breakdown in 1453.



### House of York

A wealthy nobleman called Richard Duke of York helped ruled after Henry's breakdown. He would lead a Yorkist rebellion for the throne. Known as the start of the War of the Roses.

### The Tudors

Henry Tudor's win at the battle meant that the Tudor dynasty was now on the throne. Henry created the Tudor rose. A combination of the Lancaster and York rose to symbolise the end of the War of the Roses.



### Outbreak of the war

**Margaret** hated the powerful Duke of York and declared him a traitor. This is when the war broke out between the two sides. There was many battles which resulted in the death of Richard and his son **Edward IV** becoming leader of the Yorkist's. Edward was crowned King of England and Henry fled.

**1453**

Henry VI has mental breakdown

**1459**

The War of the Roses began

**1461**

Edward IV became king

**1483**

Richard (III) the princes uncle becomes king

**1483**

The princes went missing

**1485**

The Battle of Bosworth

**1485**

Henry Tudor became King

**The start of Tudor rule**



## Henry VII 1485- 1509



- Henry VII (Tudor) became King after winning the Battle of Bosworth.
- However, he had a lot to do to make sure the Tudor dynasty would continue for the next 100 or so years.

### How can Henry VII be interpreted as a gangster?

- He banned private armies
- He forced the rich to give him money.
- He forced the poor to give him money.
- Henry threatened to go to war with France if they didn't pay.
- He made sure that he had the best cannons



## Henry VIII 1509 - 1547



- The son of Henry VII, Henry VIII became King in 1509 when his older brother died unexpectedly. Meaning he was next in line for the throne after his father's death.
- He is most famous for having 6 wives in his desperation for a son.

### Did Henry VIII begin the English reformation?



- Henry broke from the **Roman Catholic Church** because he wanted a **divorce** so he could marry Anne Boleyn and do what he wanted without asking the **Pope**.

## Was Edward VI just a sickly boy? 1547-1553

- Edward was only 9 when he became king. His uncles ruled for him as a **protector**.
- He was very religious and brought in a **protestant** prayer book in English.
- In 1552 Edward was suffering from **tuberculosis** and very weak. He wanted a protestant on the throne.
- He created a new order of succession declaring his catholic sister Mary illegitimate.
- When Edward died in 1553 - Lady Jane Grey was made Queen.
- However, Jane was only queen for a few days until, with overwhelming popular support, Mary took the throne.



## Mary I 1553-1558

- Her mother was Catherine of Aragon
- Mary was a **Catholic**
- She became queen after her brother Edward died at a young age
- Mary did not have any children/heirs**
- Due to her harsh treatment of Protestants she was called 'Bloody Mary'



## Elizabeth I 1558-1603

- Her mother was Anne Boleyn
- Elizabeth was a **Protestant**
- Some believed she was unfit to be queen because her mother was not Henry VIII's first wife
- Elizabeth never married or had any children – her nickname was '**the Virgin Queen**'
- She had a major war with Spain which she won.



<b>Catholic</b>	A main branch of Christianity led from Rome by the Pope
<b>Protestant</b>	A form of Christianity in opposition to Catholicism
<b>Lancastrian</b>	A supporter of the king during the War of the Roses
<b>Yorkist</b>	A supporter of Richard Duke of York during the War of the Roses
<b>Tudor</b>	A royal dynasty that ruled England from 1485 to 1603
<b>Protector</b>	A nobleman ruling on behalf of the King until they become of age
<b>Heretic</b>	Someone with beliefs that question or contradict the established church
<b>Corruption</b>	The misuse of power for dishonest purposes, often wealth
<b>Reformation</b>	A movement to reform the Christian church
<b>The English Reformation</b>	when the Church of England broke away from the authority of the pope and the Catholic Church.
<b>Monasteries</b>	A building occupied by monks
<b>Dissolution</b>	An act to end or dismiss
<b>Heir</b>	A person next in the line for the throne through bloodline
<b>Rebellion</b>	An act of armed resistance to an established government or leader.
<b>Taxes</b>	The government demand money from the people.
<b>Act of Supremacy</b>	A law that created the Church of England
<b>Latin</b>	The language of Ancient Rome
<b>The Six Articles</b>	Set out the religious beliefs of the Church of England.

Catherine of Aragon	Anne Boleyn	Jane Seymour	Anne of Cleaves	Katherine Howard	Katherine Parr
Divorced Failed to provide a male heir	Beheaded Executed for treason	Died Died after giving Henry his only male heir	Divorced Marriage was annulled after only 4 months.	Beheaded Had an affair	<u>Survived</u> Outlived Henry who died in 1548

# Year 7 – PRE – Term 2: Do the teachings of Jesus stand the test of time?

## Key Words:

**Jesus:** believed to be the Son of God and the founder of Christianity

**Sermon:** a talk on a religious or moral subject.

**Enemy:** a person who is actively opposed or hostile to someone or something.

**Parable:** a story, poem or picture with a hidden moral or meaning.

Analogy:

**Miracles:** An extraordinary event that cannot be explained by natural or scientific laws and therefore often assumed to be linked to God.

**Trinity:** the concept of God in three parts, God the Father, the Son and The Holy Spirit.

**Heaven:** A state of being eternally in the presence of God.

**Commandment:** a rule given by God or other deity.

**Samaritan:** A charitable or helpful person.

**Prodigal:** spending money or using resources freely and recklessly

## Who was Jesus?

- Jesus is the **founder** of Christianity.
- He was born into the **Jewish faith** to the **Virgin Mary**.
- His birth was considered to be a miracle, as he was thought to be the person who was going to be the **saviour of the world**.
- Throughout his life, Jesus performed many **miracles**. For example, he fed 5000 people with 5 loaves and 2 fish.
- One of the most significant teachings about Jesus is that Christians believe he was the **Son of God**.
- Christians believe that there is one God, but that God has 3 parts: the Father, the Son and the Holy Spirit. The Son refers to Jesus.

### Key questions to consider:

- Do you think Jesus is a trustworthy teacher?
- Is it possible to still respect the teachings of Jesus, even if someone doesn't believe he was the Son of God?



## What is the most important rule to follow?

- In Jesus' time, there were some experts in the law who did not always agree with Jesus' teachings, and they did not like how people were turning to Jesus instead of them for guidance.
- One day, an expert in the law decided to test Jesus by asking him 'Teacher, what must I do to inherit eternal life?'
- Jesus confirmed that people must follow with what has become one of the most famous teachings from Christianity:
- **'Love the Lord your God with all your heart and with all your soul and with all your mind. And 'Love your neighbour as yourself.'**
- Jesus was then asked to confirm who our 'neighbour' was, and he answered with the **Parable of the Good Samaritan**. Parables are stories with a meaning. In this story, a man was badly beaten up, yet a Priest and a Levite (a highly religious person) walked past and ignored him. A Samaritan (someone who would have been hated at the time) came past and helped the man.
- The teaching to **'Love your neighbour as yourself'** has become known as the **Golden Rule**. For many Christians, this is the most important rule that they should follow when it comes to how they should treat others. It means that they must treat other people how they wish to be treated.

### Key questions to consider:

- Do you agree with the idea that you should 'love your neighbour as you love yourself'? How easy/ difficult would it be to follow?
  - If people were to follow this rule all of the time, would we still need any other rules?



## Should we love our enemies?

- One day, Jesus had gathered a large crowd on a mountain. He delivered a number of key teachings, which became known as the **Sermon on the Mount**.
- Amongst these teachings, Jesus taught the following:
  - **If anyone slaps you on the right cheek, turn to them the other cheek also.** By this, Jesus was teaching people not to retaliate.
  - 'You have heard that it was said, 'Love your neighbour and hate your enemy.' But I tell you, **love your enemies** and pray for those who persecute you, that you may be children of your Father in heaven'. By this, Jesus was teaching people to be kind, even to people you do not like, or do not like you.

### Key questions to consider:

- Do you agree that we should 'turn the other cheek'? What might be the advantages and disadvantages?
- Do you agree that we should show love to our enemies? What might be the advantages and disadvantages?
- How could you apply these teachings into your own life today?

## Do people always deserve a second chance?

- As we know, some people did not agree with Jesus' teachings. One of the things they didn't like was that Jesus spent time with sinners – people who did things against God's commands.
- Jesus told the **Parable of the Lost Son** to show why he still showed kindness to sinners.
- In the parable, a man has two sons. One son stays loyal to this father and works with him for many years. The younger son wanted his inheritance (money) from his father so he took the money and went away, wasting it on a wild lifestyle.
- When the son ran out of money, he realised his mistake and went back to his father and begged for his forgiveness.
  - The older brother was angry, but the father
  - was filled with love for his son and welcomed him back with open arms.
  - Jesus taught, through this parable, that God will forgive any sinner who comes back to him, and so we should do the same.



### Key questions to consider:

- Would you have forgiven the son for his mistake if you were the father?
- Would it make a difference to whether you gave a second chance if the son wasn't truly sorry?
- How could you apply this teaching into your own life today?

## Is it important to not judge others?

- Whilst still delivering the Sermon on the Mount, Jesus also taught about the importance of not judging others.
- Judging someone means that you make a decision about a person, and perhaps form an opinion on them, without knowing all of the information. It usually involves thinking negatively about someone.
- Jesus taught: **'Do not judge, or you too will be judged. For in the same way you judge others, you will be judged, and with the measure you use, it will be measured to you. Why do you look at the speck of sawdust in your brother's eye and pay no attention to the plank in your own eye? How can you say to your brother, 'Let me take the speck out of your eye,' when all the time there is a plank in your own eye? You hypocrite, first take the plank out of your own eye, and then you will see clearly to remove the speck from your brother's eye.'**
- Jesus uses the metaphor of a speck of sawdust and a plank of wood to demonstrate the idea that before we judge others, there are always things we can do to improve ourselves first.

### Key questions to consider:

- Do you agree that it's more important to focus on developing ourselves rather than judging other people?
- How could you apply this teaching into your own life today?

## Is it always right to forgive?

- One of Jesus' most important teachings was about forgiveness.
- Jesus was once asked how many times we should forgive. One of his disciples, Peter, suggested 7 times. Jesus responded: **'I tell you, not seven times, but seventy-seven times'**.
- By this, Jesus meant that we should keep on forgiving. Jesus also used the **Parable of the Unmerciful Servant** to demonstrate this point.
- Jesus' most important lesson on forgiveness actually came at the time of his death. Christians believe that the reason why Jesus came to earth was to be a **sacrifice** for the sins of the world. Through his **crucifixion** (death on the cross), Christians believe that all people are able to be forgiven for their sins.
- Jesus, as he died, said: **'Father, forgive them, for they do not know what they are doing'**.
- Christians understand that they have been forgiven for their sins, but they must also then forgive other people too.

### Key questions to consider:

- Do you think that people should always be forgiven, or are there some things that are unforgivable?
  - How could you apply this teaching into your own life today?