

# KNOWLEDGE ORGANISER YEAR 7 2023/2024

Name:

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Student Number:

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C3



**Every day all students at DAA are expected to be the best they can be.**

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

**“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”**

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

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**Our core values are:**

**Happiness**

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

**Industry**

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

**Responsibility**

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

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## CYCLE 3 SPELLINGS

WEEK 2	
1. Descending	A group of numbers, dates, words arranged from <b>largest to smallest</b> .
2. Romanticism	Literary and artistic movement -emphasis on the <b>imagination and emotions</b> .
3. Feudalism	System in which people <b>gave kings and lords money and worked in exchange</b> for protection
4. Monotheism	Belief in a <b>single god</b> .
5. Batik	a method of <b>dyeing cloth</b> that produces a delicate patterning
6. Dimensional	Artists may create two or <b>three-dimensional pieces</b>
7. Percussion	Musical instruments that generally. are used to <b>establish rhythm</b> .
8. Rehearsal	Activity in the performing arts that occurs as <b>preparation for a performance</b>
9. Sequence	The <b>order in which instructions occur</b> and are processed
10. Bacteria	Tiny, <b>microorganisms</b> that multiply rapidly in food under the right conditions

WEEK 4	
1. Percentage	A number that tells us <b>how much out of 100</b>
2. Caesura	<b>Pause in a line of poetry</b> that is formed by the rhythms of natural speech
3. Conquer	To get or <b>overcome</b> by force
4. Polytheism	Belief in many gods
5. Dyeing	A substance that <b>changes the colour</b> of an object
6. Improvisation	Compose, recite or sing on the <b>spur of the moment</b>
7. Stereotype	<b>Mistaken idea or belief</b> many people have about a thing or group
8. Algorithm	A set of <b>steps used to solve</b> a specific problem.
9. Hygiene	Practice or activity that you do to <b>keep things healthy and clean</b>
10. Ecosystem	Community of <b>living organisms</b>

WEEK 3	
1. Ascending	Arranging numbers from <b>smallest to largest</b>
2. Stanza	Grouped set of two or more <b>lines within a poem</b>
3. Legacy	Something that happened in the <b>past</b> or comes from someone in the <b>past</b>
4. Compassion	Awareness of another <b>person's suffering</b>
5. Patchwork	pieces of cloth, various colours and shapes <b>sewn together</b> to form a covering
6. Texture	The look and <b>feel of a surface</b>
7. Orchestra	An <b>assembly of musicians</b> who play a wide range of instruments
8. Dialogue	The <b>conversation</b> between two or more characters in a story
9. Gesture	Movement of your body (especially of your hands) <b>emphasizes an idea or a feeling</b> .
10. Programming	<b>Process of telling a computer</b> to do certain things by <b>giving it instructions</b> .

WEEK 5	
1. Conversion	<b>Change a value</b> or expression from one form to another
2. Enjambment	<b>Continuation of a sentence</b> or phrase from one line of poetry to the next
3. Kingdom	<b>Country that is ruled</b> by a king or queen
4. Fibre	Long, <b>thin strands of material</b> made by plants, animals, or humans
5. Proportion	<b>Relationships</b> between height, width and depth.
6. Chorus	Part of a song or hymn that is <b>repeated every so often</b>
7. Expression	The way the face moves- <b>convey an emotional state</b>
8. Weighing	Register a weight
9. Pollution	<b>Harmful materials</b> into the environment
10. Hymn	Religious <b>song of worship</b> in Christianity, or a sacred song.

WEEK 6	
1. <b>agility</b>	Ability to <b>move quickly</b> and easily.
2. <b>element</b>	A substance made up of <b>one type</b> of atom.
3. <b>erosion</b>	The <b>wearing away</b> and removal of material.
4. <b>ammunition</b>	Projectiles fired from weapons.
5. <b>salvation</b>	To <b>save</b> the soul <b>from sin</b> .
6. <b>communism</b>	<b>State control</b> of goods and services.
7. <b>deportation</b>	<b>Forcing</b> someone <b>to leave</b> a country.
8. <b>legislation</b>	The process of <b>making</b> or enacting <b>laws</b> .
9. <b>equilateral</b>	Having all its sides the <b>same length</b> .
10. <b>illusion</b>	A <b>deceptive</b> appearance or impression.

WEEK 8	
1. <b>sibilance</b>	A <b>repeated 'S'</b> sound.
2. <b>filtration</b>	Separates <b>insoluble solid</b> from a <b>liquid</b> using filter paper.
3. <b>urbanisation</b>	<b>Increase</b> in the proportions of <b>people</b> living in <b>cities</b> .
4. <b>incarnate</b>	God is Jesus / human in flesh.
5. <b>impersonal</b>	God is beyond <b>human understanding</b> .
6. <b>attrition</b>	Type of war that <b>wears down</b> the enemy.
7. <b>bayonet</b>	Stabbing weapon attached to rifles.
8. <b>quadrilateral</b>	A <b>four-sided</b> polygon.
9. <b>neutrality</b>	<b>Not</b> getting involved in a conflict.
10. <b>liaison</b>	<b>Communication</b> between two or more groups.

WEEK 7	
1. <b>abrasion</b>	The <b>wearing away</b> of cliffs.
2. <b>compound</b>	A substance made of <b>2+ types</b> of atom and <b>chemically joined</b> .
3. <b>attrition</b>	Erosion caused when rocks are <b>broken</b> into smaller pieces.
4. <b>trinity</b>	God is the father, holy spirit and son.
5. <b>resurrection</b>	Jesus <b>raised from the dead</b> .
6. <b>liberty</b>	<b>Freedom</b> from oppression.
7. <b>abdication</b>	The act of the <b>monarch leaving</b> the throne.
8. <b>deterrent</b>	Something that <b>discourages</b> someone from doing something.
9. <b>denominator</b>	The <b>bottom</b> part of a <b>fraction</b> .
10. <b>artillery</b>	Larger guns.

WEEK 9	
1. <b>euphemism</b>	A <b>polite</b> way of saying something <b>controversial</b> .
2. <b>crystallisation</b>	The process of <b>forming crystals</b> .
3. <b>migration</b>	The <b>movement of people</b> from one place to another to live.
4. <b>ascension</b>	Jesus rose to <b>heaven</b> after resurrection, teaching <b>final lessons</b> .
5. <b>grace</b>	Gods <b>unconditional</b> love.
6. <b>cavalry</b>	<b>Soldiers on horses</b> .
7. <b>perpetrator</b>	<b>Active participants</b> in the Holocaust.
8. <b>immediately</b>	At once; <b>instantly</b>
9. <b>recurring</b>	A decimal number with a digit that <b>repeats forever</b> .
10. <b>distribution</b>	How data is shared and spread out.

WEEK 10	
1. multiplier	Number that you are <b>multiplying by</b>
2. Rhyme	<b>Repetition of a final syllable or sound</b> in multiple words
3. Sportsmanship	<b>Show respect</b> for the effort of the other team
4. Loop	<b>Command used</b> to repeat a part of code until desired process is complete
5. Omnipotent	One who has <b>unlimited power</b> or authority
6. Population	<b>Number of people</b> living in a certain place.
7. Narration	<b>Written or spoken commentary</b> to convey a story to an audience
8. Yeast	Tiny one-celled <b>organisms</b>
9. Atoms	Particle of matter that uniquely defines a chemical element
10. Scale	Tools used for measuring weight.

WEEK 11	
1. Increase	Get <b>larger in size</b> , number or quantity.
2. Rhythm	The <b>beat or the flow</b> of a poem.
3. Stewardship	Protecting all creation, the <b>beauty of the created world</b> ,
4. Agility	The ability to <b>move or think easily</b> and quickly.
5. pilgrimage	<b>A sacred journey</b> , undertaken for a spiritual purpose.
6. Rural	<b>Country people</b> or life, or agriculture.
7. Simmering	<b>Cook slowly in</b> a liquid just below the boiling point
8. Comedy	A play, film, story, or television show that <b>is funny or happy</b>
9. Nucleus	<b>Small egg-shaped structure</b> inside the cell which acts like the brain of the cell
10. Form	<b>Shape</b> and structure of something

WEEK 12	
1. Decrease	<b>Get smaller in size</b> , number or quantity
2. Poetic	Poetry is a type of literature, or artistic writing
3. Syntax	Giving specific word sets in <b>specific orders to computers</b>
4. Trajectory	A path, progression, <b>or line of development</b>
5. Prejudice	<b>making a judgment</b> about a person without getting to know them
6. Tsunami	Giant waves caused by earthquakes or volcanic <b>eruptions under the sea.</b>
7. Carbohydrates	One of the three <b>main nutrients in food</b>
8. Dramatics	Out of the ordinary; <b>exciting.</b>
9. Elements	<b>Substance that cannot be broken down</b> into another substance
10. Portrait	<b>Artistic representation</b> of a person.

WEEK 13	
1. Fractions	Represents a <b>part of a whole.</b>
2. Iambic	<b>two syllables</b> -first is unstressed and the second is stressed
3. Expression	<b>Communicate thoughts</b> , ideas, knowledge and feelings
4. Composition	<b>Act of writing</b> or the piece of writing that results
5. Cremation	Burning leaves and mixing the resulting <b>ashes with some earth</b>
6. Landscape	<b>Earth's surface</b> that can be viewed at one time from one place
7. Protein	<b>A molecule</b> made up of amino acids
8. Loop	A oommand used to <b>repeat a part of code</b>
9. Ductile	<b>Stretched, drawn</b> , or hammered thin without breaking
10. Exhibition	<b>Public showing</b> of art, crafts, products, or skills

<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

<b>WEEK 12</b>	<b>WEEK 13</b>	<b>NOTES</b>
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

Poetic language	Meaning	Poetic structures and forms	Meaning
SECTION 1: Simile	A comparison between two ideas or objects made using the words “like” or “as.”	SECTION 4: Couplet	A pair of rhyming lines which follow on from one another.
Metaphor	A comparison – made directly or indirectly. These comparisons are not meant literally and are examples of imagery.	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
Personification	Giving human characteristics to something which is not human.	Stanza	A group of lines separated from others in a poem.
Sibilance	Repeated “S” sounds – most often caused by “s” “ss” and “c.” These can be harsh, smooth or sickly.	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
Alliteration	A repetition of consonant sounds.	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
Plosive	“b,” “p,” “t” and “d” sounds – which can be harsh, aggressive or shocking.	Blank verse	Poetry written in non-rhyming, ten syllable lines.
Onomatopoeia	Words which attempt to imitate sounds.		
SECTION 2: Assonance	A repetition of vowel sounds.	SECTION FIVE: Elegy	A form of poetry which is about the death of its subject.
Anaphora	A repetition of words, phrases or clauses.	Dramatic monologue	A poem in which an imagined speaker address the reader.
Juxtaposition	Two things being placed close together for contrasting effect.	End stopped	A line of poetry ending in a piece of punctuation which results in a pause.
Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, “friendly fire.”	Epigraph	A quotation from another text, included in a poem.
Semantic field	A set of words relating to the same topic. “Foul” and “Shot” would appear in the semantic field of sports.	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
Antithesis	Placing contrasting ideas together.	Ode	A formal poem which is written to celebrate a person, place, object or idea.
Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one.	Parody	A comic imitation of another writer’s work.
Anachronism	A person or object placed in an inappropriate time.	Quatrain	A four line stanza.
SECTION 3: Cliché	An overused phrase or saying	SECTION SIX: Sestet	A six line stanza.
Hyperbole	Exaggeration.	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
Irony	A use of words to mean something very different from what they appear to mean.	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.
Litotes	Deliberate understatement for effect – the opposite of hyperbole.	Volta	A turning point in the line of thought or argument in poem.
Metonymy	A related item or attribute is use to replace the word normally used. For example, “suit” used to replace businessman.	<h1>CELEBRATION AND DIFFERENCE</h1>	
Pathetic fallacy	When a character’s feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining.		
Persona/Narrative voice	The voice/speaker of the poem who is different from the writer.		
Protagonist	The main character in a poem.		

Poetic Movements	Features and poets	Thoughts/feelings which could be conveyed	Key poets
SECTION 1: Heroes and Legends  7 <sup>th</sup> /8 <sup>th</sup> C BC > 14 <sup>th</sup> C	From the days of Ancient Greece, Rome and then The Middle Ages, oracles told stories that centred around mythological creatures and characters. Often these characters were already well known and famous from Greek myths. These characters often went on long journeys and the poems reflected this narrative and were called the Epics. Within these stories, the protagonist is a hero who goes through an immense struggle and overcomes battles with their bravery.	Being inspired  Commemorating something	Homer
SECTION 2: Renaissance  14 <sup>th</sup> > 17 <sup>th</sup> C	The Renaissance period began in Italy around the 14 <sup>th</sup> century and lasted up until the 17 <sup>th</sup> century. During the Renaissance Era the goal of the poet was to capture the essence of beauty in the modern world. There was a focus in art and literature on beauty, aesthetics and wit. Many poems took influence from the Italian sonnets (love poems).	Celebrating something	Shakespeare Marlowe
SECTION 3: Enlightenment  18 <sup>th</sup> C	The Enlightenment – the great 'Age of Reason' – is defined as the period of rigorous scientific, political and philosophical discourse that characterised European society during the 'long' 18th century. It is characterised by scepticism and emphasises education; it also includes works of satire. It was during this era advances in printing and literacy rates led to the rise of the novel.	Melancholy	Milton Swift
SECTION 4: Romantics  19 <sup>th</sup> C	The Romantic poets stressed on imagination, passion, emotion, nature and lives of common men which became the features of Romantic poetry. This is quite different from the stories of mythological creatures, heroes and kings that came before! Oftentimes, it is thought that the Romantic age stemmed from thinkers abandoning or reacting to the period of education and realism. Instead, there was greater appreciation of emotion and the natural world.	Awe  Being overwhelmed	Coleridge Shelley Blake Wordsworth
SECTION 5: War, Post-War and Modernism  20 <sup>th</sup> > 21 <sup>st</sup> C	The period at the turn of the 20 <sup>th</sup> century changed the way we live our lives forever. Increased technology meant that the World Wars were the most disastrous and deadly ever seen. Millions of men died and because of this, the lives of women and child left at home changed dramatically. With War poetry there is a loss of hope and an acceptance of death. Many poets wrote from within the trenches where they were experiencing a feeling of extreme pain and loneliness. Post-War poetry expressed a sense of abandonment and loss –many felt that the world would never be the same again and there was death on such a mass scale that people even began to question what it meant to be human. Especially after the Second World War where crimes against humanity from the Nazi party were televised and publicised in Europe.	Desperation and outrage  Nihilism (Nihilism is <b>the belief that nothing can be known or communicated</b> . It is often associated with extreme pessimism. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy)	Owen Sassoon
SECTION 6: Contemporaries	Contemporary poetry suggests ideas rather than overtly stating ideas. Contemporary poetry is brief in comparison to traditional poetry. Contemporary poetry is grounded in the image. Contemporary poetry invites the reader to complete statements, offer conclusions, and extract meaning By definition, contemporary poetry is “a style of poetry that follows a specific series of traits and literary tools: inconsistent meter, variations upon standard rhyme.” Poets writing in this style allow their ink to place a unique sense of self upon the words, making every poet's story special.	Freedom  Celebration	Chinua Achebe Atwood Salman Rushdie Dharker



## Section 1 – Simplifying fractions

FRACTIONS MANIPULATION	
<b>equivalent fractions</b>	fractions which <b>represent the same value</b> e.g. $\frac{2}{3}$ and $\frac{4}{6}$ <b>multiply the numerator and denominator by the same amount</b>
<b>simplifying fractions</b>	fractions can be <b>simplified</b> by <b>dividing the numerator and denominator</b> by a <b>common factor</b> to get a fraction in its <b>simplest form</b> , you <b>must divide by the highest common factor (HCF)</b>
<b>mixed to improper</b>	<b>multiply the denominator</b> by the <b>whole number part</b> , <b>add this to the numerator</b>
<b>improper to mixed</b>	<b>divide the numerator</b> by the <b>denominator</b> , the <b>quotient</b> is the <b>whole number part</b> , the <b>remainder</b> is then <b>written as a fraction</b>
<b>fractions of amounts</b>	<b>divide by the denominator</b> (bottom number) and <b>multiply by the numerator</b> (top number)

## Section 2 – Calculating with fractions

FRACTIONS: OPERATIONS		
<b>add</b>	you need a <b>common denominator</b> , then <b>add the numerator</b>	$\frac{A}{B} + \frac{C}{B} = \frac{A + C}{B}$
<b>subtract</b>	you need a <b>common denominator</b> , then <b>add the numerator</b>	$\frac{A}{B} - \frac{C}{B} = \frac{A - C}{B}$
<b>addition and subtraction of mixed numbers</b>	you need to <b>convert mixed numbers into improper fractions</b> with a <b>common denominator</b> , then <b>add/subtract the numerators</b>	
<b>multiply</b>	<b>multiply the numerators</b> <b>multiply the denominators</b>	$\frac{A}{B} \times \frac{C}{D} = \frac{AC}{BD}$
<b>divide (KCF)</b>	<b>keep</b> the first fraction <b>change</b> the $\div$ to $\times$ <b>flip</b> the second fraction, then <b>multiply</b>	$\frac{A}{B} \div \frac{C}{D} = \frac{A}{B} \times \frac{D}{C}$ $= \frac{AD}{BC}$
<b>multiply and divide mixed numbers</b>	you need to <b>convert mixed numbers into improper fractions</b> , then <b>use the methods for multiplying and division as above</b>	

## Section 3– Comparing fractions & FDP

COMPARING FRACTIONS	
<b>proportion</b>	an amount of a whole
<b>comparing fractions</b>	re-write the fractions with <b>common denominators</b> <b>compare the numerators</b>
<b>comparing FDP</b>	<b>convert all to decimals</b> <b>write your answers as it was originally given</b> in the question
<b>ascending</b>	putting in <b>order going up</b>
<b>descending</b>	putting in <b>order going down</b>
<b>ordering fractions</b>	re-write the fractions with <b>common denominators</b> <b>compare the numerators to order them</b>

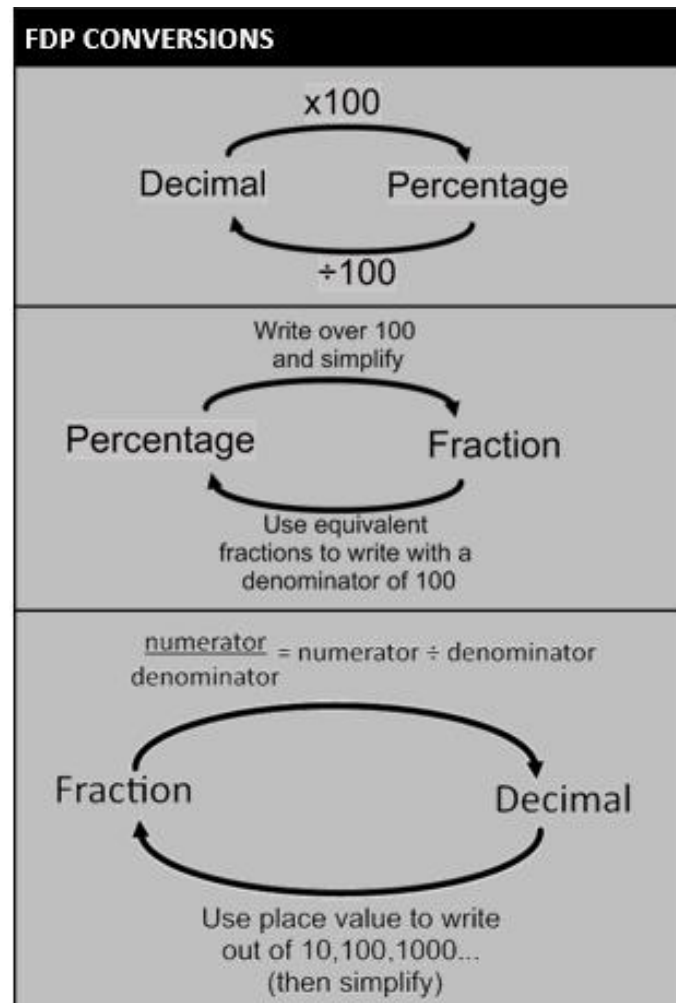
COMMON FDP CONVERSIONS		
fraction	decimal	percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%

Section 4 – Percentage of amounts

COMMON PERCENTAGES	
percentage	parts per 100, symbol %
find 10%	divide by 10 (because $100\% \div 10 = 10\%$ )
find 1%	divide by 100 (because $100\% \div 100 = 1\%$ )
find 50%	divide by 2 (because $100\% \div 2 = 50\%$ )
find 25%	divide by 4 (because $100\% \div 4 = 25\%$ )
find 75%	add together 50% and 25%

Section 7 – Percentage of amounts (calc)

COMMON FDP CONVERSIONS		
fraction	decimal	percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

Section 5 – FDP conversionsSection 6 – Percentage of amounts (calc)

PERCENTAGE CALCULATIONS	
multiplier	a percentage written as a decimal
percentage increase	adding a percentage to the original amount
percentage increase non-calc	find the percentage using box method, then add it on to the original amount
percentage increase calc	multiplier method: use 1.___ and multiply by original
percentage decrease	subtracting a percentage from the original amount
percentage decrease non-calc	find the percentage using box method, then subtract it from the original amount
percentage decrease calc	multiplier method: do 100 - % to give 0.___ and multiply by original

**4.1 - Acids, Alkalis and Indicators**

<b>Acid</b>	A solution with a <b>pH lower than 7.</b>
<b>Alkali</b>	A solution with a <b>pH higher than 7.</b>
<b>Neutral</b>	A solution with a <b>pH of exactly 7.</b>
<b>pH Scale</b>	A scale from <b>0</b> to <b>14</b> that is used to measure how <b>acidic</b> or <b>alkaline</b> a solution is.
<b>Indicator</b>	A chemical that <b>changes colour</b> to show whether a solution is <b>acidic</b> , <b>alkaline</b> or <b>neutral</b> .
<b>Universal Indicator</b>	A <b>dark green indicator</b> that changes a <b>wide range</b> of <b>colours</b> depending on the <b>pH</b> .
<b>Red Litmus Paper</b>	An <b>indicator paper</b> that turns <b>blue</b> in <b>alkali</b> .
<b>Blue Litmus Paper</b>	An <b>indicator paper</b> that turns <b>red</b> in <b>acid</b> .
<b>pH Probe and Meter</b>	Used to <b>measure pH electronically</b> . More <b>accurate</b> than an indicator.

**4.2 - The pH Scale**

<b>pH</b>	<b>Substance</b>	<b>Colour with Universal Indicator</b>	<b>Everyday Examples</b>
<b>0-3</b>	<b>Strong Acid</b>	<b>Red or Orange</b>	<b>Stomach acid, battery acid, lemon juice, vinegar.</b>
<b>4 - 6</b>	<b>Weak Acid</b>	<b>Orange or Yellow</b>	<b>Tomatoes, bananas, coffee, acid rain.</b>
<b>7</b>	<b>Neutral</b>	<b>Green</b>	<b>Water</b>
<b>8 – 10</b>	<b>Weak Alkali</b>	<b>Blue</b>	<b>Toothpaste, washing up liquid, baking soda.</b>
<b>11 - 14</b>	<b>Strong Alkali</b>	<b>Dark Blue or Purple</b>	<b>Oven cleaner, drain cleaner, bleach.</b>

**4.3 - Common Laboratory Acids and Bases**

<b>Acids</b>	<b>hydrochloric acid - HCl</b>
	<b>sulphuric acid – H<sub>2</sub>SO<sub>4</sub></b>
	<b>nitric acid – HNO<sub>3</sub></b>
<b>Bases</b>	<b>metal hydroxides e.g. sodium hydroxide - NaOH</b>
	<b>metal oxides e.g. magnesium oxide - MgO</b>
	<b>metal carbonates e.g. calcium carbonate - CaCO<sub>3</sub></b>

**4.4 - Neutralisation Reactions**

<b>Base</b>	A substance that will <b>neutralise an acid</b> . ( <b>Soluble bases</b> are known as <b>alkalis</b> .)
<b>Neutralisation</b>	A <b>reaction</b> between an <b>acid</b> and an <b>alkali/base</b> which forms a <b>neutral solution</b> .
<b>Neutralisation Word Equations</b>	<b>metal hydroxide + acid -&gt; salt + water</b>
	<b>metal oxide + acid -&gt; salt + water</b>
	<b>metal carbonate + acid -&gt; salt + water + carbon dioxide</b>
<b>Rules for Naming the Salt</b>	1. <b>First</b> part comes from the <b>metal</b> in the <b>base</b> .
	2. <b>Second</b> part comes from the <b>acid</b> . hydrochloric acid -> <b>chloride</b> nitric acid -> <b>nitrate</b> sulphuric acid -> <b>sulphate</b>
<b>Test for Carbon Dioxide Gas</b>	<b>Bubble</b> the gas through <b>limewater</b> – it will turn <b>cloudy</b> .
<b>Making Salt Crystals</b>	1. Add the <b>base</b> to the <b>acid</b> until <b>no more</b> will react.
	2. <b>Filter</b> the mixture to <b>remove</b> any <b>unreacted base</b> .
	3. <b>Heat gently</b> to <b>evaporate</b> some of the water then leave to <b>crystallise</b> .

**3.1 - Animal Adaptations (Competing for food, space, mates and water)**

For the Arctic	Thick fur and fat layer for insulation, small ears to reduce heat loss, wide feet to stop sinking into snow.
For the desert	Little urine and sweat, long eyelashes, wide feet, some are nocturnal, camel's hump stores fat as food store.
For hunting prey	Sharp teeth and claws / talons, fast, eyes on front of head, camouflaged to sneak up on prey.
For avoiding predators	Good hearing, eyes on side of head, warning colours, camouflaged to hide from predators.
For movement	Streamlined bodies, strong muscles, webbed feet, long tail for balance, long legs.

**3.2 – Plant Adaptations (Competing for light, water, space and minerals)**

For absorbing light	Broad flat leaves, may float on water.
For water	Spines to reduce water loss, swollen stems to store water and widespread roots to cover large area.
For insect pollination	Brightly coloured petals and sweet nectar.
For wind pollination	Anthers and stigma hang outside plant.
For seed dispersal	By animals – little hooks on fruit or sweet fruit. By air – parachutes or wings on seeds. By water – floating fruit.

**3.3 - Food Chains and Webs**

Producers	Green plants or algae that produce their own food by photosynthesis.
Consumers	Animals that eat other organisms.
Decomposers	Fungi or bacteria that break down dead organisms.
Arrows	Show direction of energy transfer between organisms.
Interdependence	Living organisms depend on each other for food, shelter, <u>pollination</u> and seed dispersal.

**3.4 - Classification of Living Organisms**

Classification	Sorting organisms into groups with similar characteristics.
Levels of Classification	Kingdom, phylum, class, order, family, genus, species.
Carl Linnaeus	Scientist who developed the Linnaean classification system.
Five Kingdoms	Animals, plants, fungi, prokaryotes, protists.
Binomial Name	Latin name for an organism. First part is the genus, second part is the species. <u>E.g.</u> humans = <i>Homo sapiens</i> .
Vertebrates	Animals which have a backbone.
Invertebrates	Animals which do <u>not</u> have a backbone.

**3.5 - Five Vertebrate Groups (MR FAB)**

Mammals	Covered in hair, give birth to live young, warm blooded, lungs for breathing in oxygen.
Reptiles	Covered in dry scales, lay eggs, cold blooded, lungs for breathing in oxygen.
Fish	Covered in scales, lay eggs, cold blooded, gills for absorbing oxygen from water.
Amphibians	Covered in moist skin, lay eggs, cold blooded, lungs and moist skin for taking in oxygen.
Birds	Covered in feathers, lay eggs, warm blooded, lungs for breathing in oxygen.



**4.1 - Waves**

Waves	Vibrations that transfer energy and information.
Transverse Wave	The vibrations are perpendicular to the direction the wave travels. E.g. light waves.
Longitudinal Waves	The vibrations are parallel to the direction the wave travels. E.g. sound waves.
Peak or Crest	The top of a wave.
Trough	The bottom of a wave.
Wavelength	The distance from one point on a wave to the same point on the next wave.
Amplitude	The distance from the middle to the top or bottom of a wave.
Frequency	The number of waves that pass a point each second. Measured in Hertz.

**4.2 - Sound Waves**

Travel	Sound needs a medium to travel through – the particles pass on the vibrations. Sound cannot travel in a vacuum.
Speed of sound	340 m/s in air. Much slower than light.
Speed in states of matter	Sound travels fastest through solids as the particles are closest together. Vibrations passed along quickly.
Amplitude	Affects the volume of a sound. Larger amplitude (waves look taller) = Louder.
Frequency	Affects the pitch of a sound. Higher frequency (waves are closer together) = Higher pitch.

**4.3 - The Ear**

Pinna	Outside part of ear. Funnel sound into auditory canal.
Ear Drum	Vibrates and passes sound to the ossicles.
Ossicles	Tiny bones that amplify the sound (hammer, stirrup and anvil).
Cochlea	Spiral tube that converts vibrations to electrical signals.
Auditory Nerve	Carries electrical signals from the cochlea to the brain.

**4.4 - Light Waves**

Travel	In straight lines at 300,000,000 m/s. Can travel in a vacuum.
Luminous	Object that produces light. E.g. light bulb, torch, the Sun.
Non-Luminous	Object that does not produce light. Can be seen as it reflects light into our eyes. E.g. book, table, the Moon.
Reflection	The change in direction of a wave when a wave hits a surface and bounces off. Angle of incidence = angle of reflection.
Refraction	The change in direction of a wave when it passes from one material into another.
Dispersion	The splitting up of white light by refraction into a spectrum: red, orange, yellow, green, blue, indigo, violet.

**4.5 - Colours of Light**

Primary Colours	Red, blue and green.
Secondary Colours	Made by mixing two primary colours. Cyan = green + blue. Magenta = red + blue. Yellow = red + green.
White Light	Made by mixing all three primary colours.
How do we see coloured objects?	An object absorbs all colours apart from one colour which it reflects. E.g. A red object reflects red light and absorbs all other colours.
How do coloured filters work?	Transmit the colour of the filter, absorb all other colours. E.g. green filters transmit green light, absorb all other colours.

**4.6 - The Eye**

Cornea	Refracts light as it enters the eye.
Pupil	Hole in middle of iris – allows light to enter.
Iris	Coloured part of eye – controls how much light enters.
Lens	Focuses light on retina.
Retina	Detects light and converts it to an electrical signal.
Optic Nerve	Carries electrical signal from the retina to the brain.

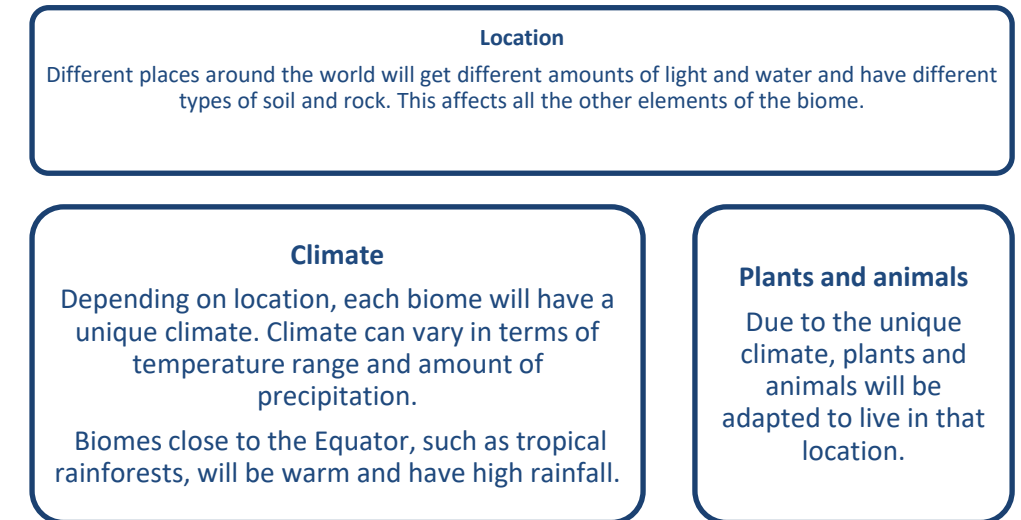
1. Key terms

<b>Ecosystem</b>	A system of living and non-living things that are dependent on each other.
<b>Biome</b>	A large scale ecosystem with specific animals, plants and climate, e.g. a desert.
<b>Climate</b>	The overall pattern of weather, generally an average over many years.
<b>Interdependent</b>	Living and non living parts of an ecosystem rely on each other, often for nutrients. If one thing changes, it will have an effect on other parts of the ecosystem.
<b>Habitat</b>	A natural environment that is home to a specific animal or plant.
<b>Adaptation</b>	Special features that allow a plant or animal to survive.
<b>Camouflage</b>	
<b>Indigenous</b>	Local communities who have a unique and distinct culture, which comes from the land and natural resources around them.
<b>Threat</b>	Something with the potential to cause damage or harm in some way.
<b>Exploit</b>	Making full use of an area and its natural resources, often for economic gain.

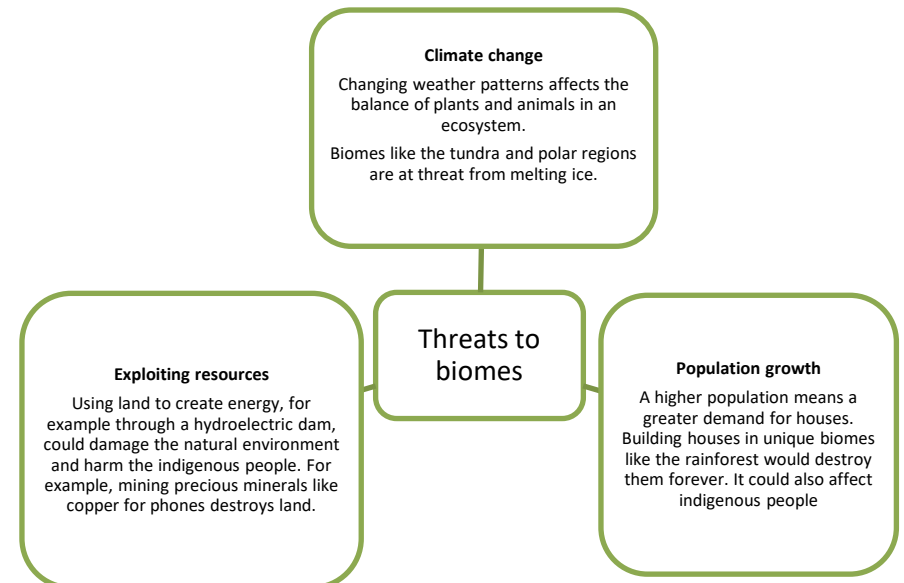
3. Animal and plant adaptations

<b>Tropical rainforest</b>	<b>Tree frogs</b> have sticky pads on their feet that help them climb. They are green to camouflage them with the leaves around them.
	<b>Lianas</b> are vines that wrap around trees to climb up to the top of the rainforest.
<b>Arctic tundra</b>	<b>Polar bears</b> have black skin and noses to attract heat. Their white fur camouflages them and keep them warm. Their large paws help them swim and catch food.
	<b>Small plants</b> like <b>moss and lichen</b> grow close to the ground for warmth. They have fuzzy stems to protect them from the wind and dark colours to attract heat from the sun.

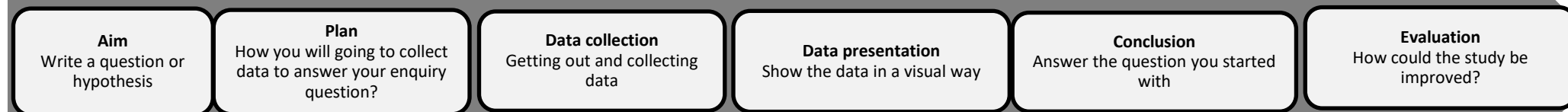
3. What makes a biome unique?



4. What are the future threats to biomes?



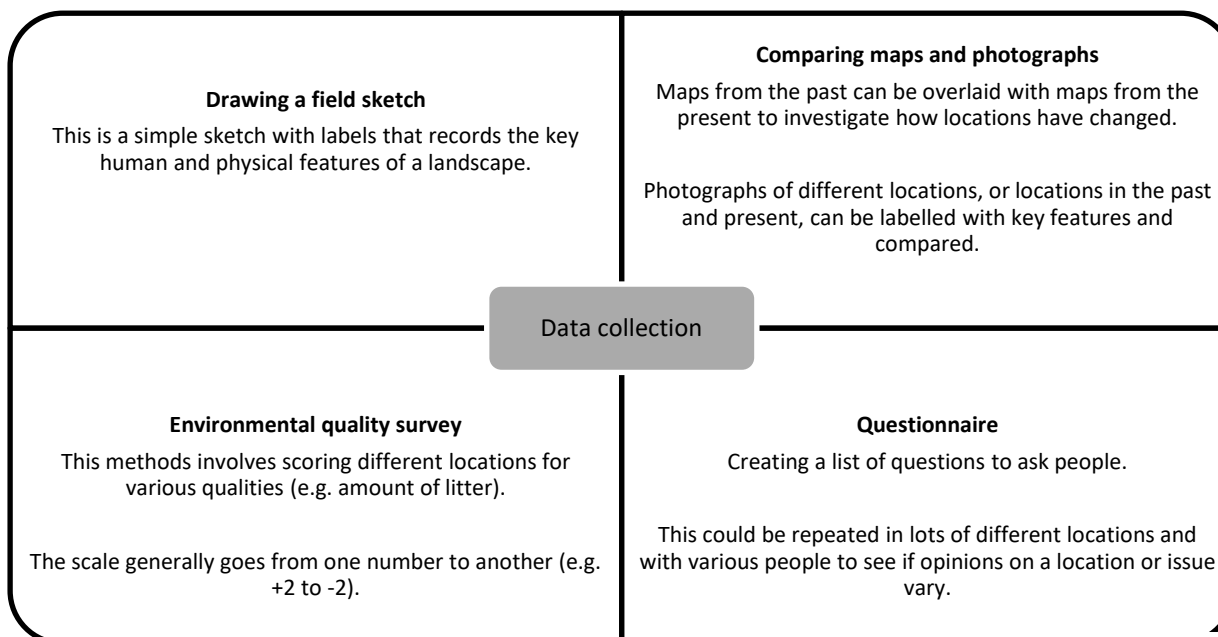
### 5. Fieldwork investigation sequence



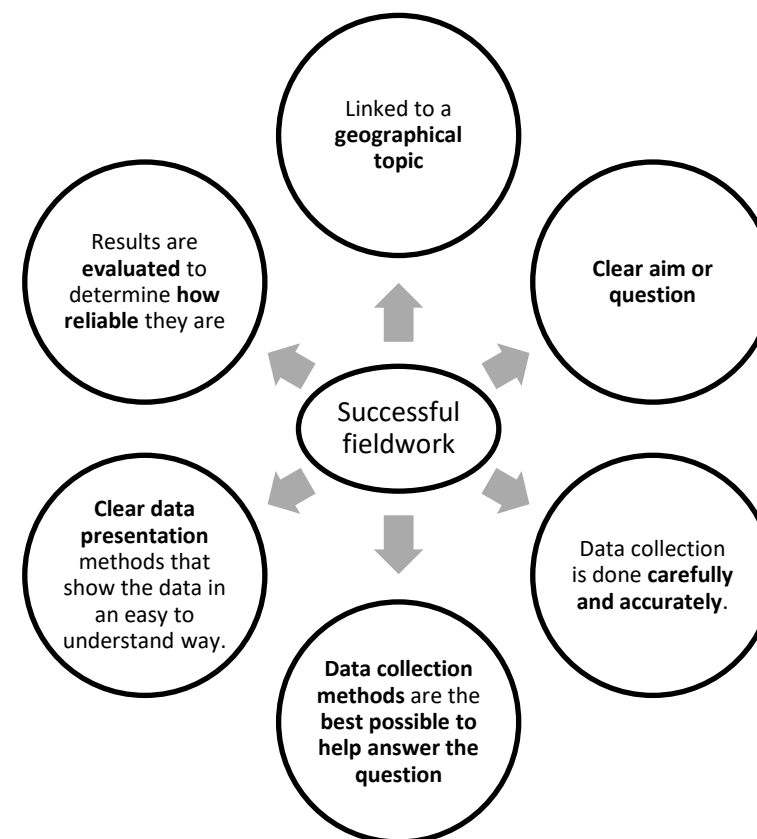
### 6. Key terms

<b>Fieldwork</b>	The process in geography of going out into the world to find an answer to a geographical question.
<b>Enquiry question</b>	A question about an area of geography that can be tested through fieldwork.
<b>Hypothesis</b>	A statement that can be tested through a fieldwork inquiry.
<b>Primary data</b>	Data you collect yourself.
<b>Secondary data</b>	Data collected by someone else.
<b>Risk assessment</b>	Process of working out the possible dangers associated with completing fieldwork.

### 8. Methods of data collection



### 7. What makes a good piece of fieldwork?



1. Tudor Society		2. John Blanke	
1485-1603	Period in England when the monarchs were members of the Tudor family	Westminster Tournament Roll	Painting of a joust organised by Henry VIII to celebrate the birth of his son in 1511. John Blanke appears on this
3 million	The approximate number of people living in Tudor England	John Blanke	African man who became a trumpeter for King Henry VIII and played at important events like the birth of his son
90%	People who lived in the countryside and were dependant on farm labour	Muslim	Probably the religion of John Blanke due to the turban he wore
1%	People in England who were born in another country in 1500	£12	John Blanke's yearly wages. This was twice the average farmer would earn and <u>there</u> times a normal servants wage
Miranda Kaufmann	A historian who wrote the book, Black Tudors, in 2017 to reveal her findings about Black people in Tudor England.	1512	The year that John Blanke got married in
3. Mary Fillis		4. Diego	
Parish Register	A book which was kept in a church where all the local christenings, burials and weddings were recorded.	The New World	The name Europeans gave to America when they found it in 1492
Mary Fillis	Moroccan woman who moved to England as a child and chose to be christened into the English Church in 1577	Cimarrons	African people who escaped from slavery in Panama and set up their own communities
1577	The year Mary Fillis was born.	Sir Francis Drake	An English explorer and privateer who was the first English person to circumnavigate the globe
1583	The year Mary Fillis moved to London.	Diego	A Cimarron who made an alliance between the cimarrons and Francis Drake to attack the Spanish
Christian	The religion of Mary Fillis. Though she was probably born into a Muslim family, she was christened in England	Circumnavigate the globe	A journey, by sea, all the way around the globe. Francis Drake became the second person to successfully complete it 1577-1580
5. What did Miranda Kaufmann reveal about Tudor England?		6. Black Tudors Review	
John Blanke	Black Trumpeter who played for Henry VIII	1485-1603	Period in England when the monarchs were members of the Tudor family
Mary Fillis	Moroccan woman who moved to England as a child and chose to be christened into the English Church in 1577	Black Tudors	Book written by Miranda Kaufmann in 2017 to reveal the stories of ten Africans living in Tudor England
Diego	A Cimarron who made an alliance between the cimarrons and Francis Drake to attack the Spanish	New World	The name Europeans gave to America when they found it in 1492
Drake Jewel	A Jewel given to Francis Drake showing two people. One of them may be Diego.	Circumnavigate	A journey, by sea, all the way around the globe. Francis Drake became the second person to successfully complete it 1577-1580



7. The Kingdom of Benin		8. How and why did the Kingdom of Benin become so powerful?	
<b>Nigeria</b>	The land that was once the Kingdom of Benin is the country of Nigeria	<b>Divine Right</b>	A belief that a king or queen represents and has been given power by God and are accountable only to God.
<b>Oba</b>	The name given to the ruler of the Kingdom of Benin; 'king'	<b>900 CE</b>	The year the Kingdom of Benin began
<b>Edo</b>	A member of a people of Southwest Nigeria around Benin, noted for their 16th-century bronze sculptures	<b>Slavery</b>	When someone is the property of another person and <u>has to</u> work for that person
<b>Benin Bronzes</b>	A group of several thousand metal plaques and sculptures that once decorated the royal palace of the Kingdom of Benin and give insights into its History	<b>Chattel Slavery</b>	A European form of slavery when people were enslaved for life, as were their children, <u>grandchildren</u> and any future offspring.
<b>Chief Egharevba</b>	Edo historian of the Kingdom of Benin		
9. Benin City		10. The fall of the Kingdom of Benin	
<b>Benin City</b>	Capital city of the Kingdom of Benin	<b>1486</b>	The year that Portuguese began trading with the Kingdom of Benin
<b>16 000 km</b>	The length of the walls in Benin City that would have taken the Edo people 150 million hours to construct	<b>1553</b>	Benin's first contact with the British
<b>Street lamps</b>	Fuelled by Palm Oil, Benin City was one of the first cities in the world to have these (300 years before London)	<b>Berlin Conference</b>	Name of the meeting in 1884 when <u>European leaders</u> divided up the continent of Africa
<b>Symmetrical</b>	The city was carefully planning <u>using</u> symmetrical designs	<b>1897</b>	The year that Benin was conquered by the British military
<b>68</b>	The number of different craft guilds, including for brass casters, ivory <u>casters</u> and doctors.	<b>British Museum</b>	Place where stolen objects from the Oba's Palace were displayed, as well as some being given as gifts to Queen Victoria
11. Should objects stolen from the Kingdom of Benin be returned to Nigeria?		12. Kingdom of Benin Review	
<b>Benin Bronzes</b>	A group of several thousand metal plaques and sculptures that once decorated the royal palace of the Kingdom of Benin and give insights into its History	<b>Nigeria</b>	The land that was once the Kingdom of Benin is the country of Nigeria
<b>Elgin Marbles</b>	a collection of Ancient Greek sculptures from the Parthenon and other structures from the Acropolis of Athens, removed from Ottoman Greece and shipped to Britain	<b>900 CE</b>	The year the Kingdom of Benin began
<b>Rosetta Stone</b>	a large stone tablet that was discovered in Egypt in 1799. It is important because it allowed researchers to translate ancient Egyptian hieroglyphic writing for the first time.	<b>Benin City</b>	Capital city of the Kingdom of Benin
<b>Koh-i-Noor</b>	Originally from India, one of the largest cut diamonds in the world. It is part of the Crown Jewels of the United Kingdom.	<b>1897</b>	The year that Benin was conquered by the British military

1

<b>Monotheism</b>	Belief in one God	<b>Faith</b>	Having trust in someone
<b>Covenant</b>	A serious promise.	<b>Polytheist</b>	Believing in many gods.
<b>Stewardship</b>	Look after the world & each other	<b>Kosher</b>	Food matching Jewish Law
<b>The Torah</b>	The 1 <sup>st</sup> part of the Bible also known as the 'Hebrew Bible' or Old Testament.	<b>Omnipotence</b>	All-powerful
		<b>Omnibenevolence</b>	All-loving
		<b>Omniscience</b>	All-knowing
<b>Exodus</b>	A journey. This is a book in the Torah too.	<b>Just</b>	Fair – God is seen as Just
<b>Belief in God influences Jews &amp; Christians believe God is omnipotent, omnibenevolent, omniscient &amp; just. Believers will pray to God &amp; ask Him for help as they know He is <i>omnipotent</i>.</b>			

2 & 3

Abraham & Monotheism	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li>God tested <b>Abraham's faith</b> by asking him to kill his son <b>Isaac</b></li> <li>Abraham followed God's order; as he was about to kill Isaac, God replaced Isaac with a lamb</li> <li>God made a <b>covenant</b> with Abraham to bless him</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Abraham, the man of faith</i>'</li> <li>'<i>Blessed are the faithful</i>'</li> <li>'<i>Obey God not men</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Teaches to keep faith</li> <li>Trust God &amp; be patient</li> <li>Abraham spread his monotheistic beliefs</li> <li>We must <b>keep promises</b></li> </ul>

4 & 5

Moses & Exodus	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li><b>Moses</b> was Jewish but brought up as Prince of Egypt</li> <li><b>Pharaoh</b>, ruler of Egypt, allowed <b>slavery</b> upon the Jews</li> <li>Moses <b>liberated</b> the Jews with <b>God's 10 plagues</b>: <i>Water to Blood, Frogs, Lice, Flies, Death of Cattle, Boils, Fire hail, Locusts, Darkness &amp; Death of Firstborn.</i></li> <li>After the <b>10<sup>th</sup> plague</b> Pharaoh freed the slaves</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Let my people go</i>'</li> <li>'<i>I am the LORD who heals you</i>'</li> <li>'<i>Love thy neighbour as yourself</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Key part of Jewish history</li> <li>Exodus is remembered through the Jewish festival of 'Pesach'</li> <li>Remembers slavery &amp; freedom of the Jews; families pray &amp; reflect</li> </ul>

6 & 7

The Creation Story (in the Bible, Genesis)	The Bible teaches...	Importance...
This is how the world began. God created: <ul style="list-style-type: none"> <li>Day 1- Light</li> <li>Day 2- '<i>God made the heavens &amp; earth</i>'</li> <li>Day 3- Land &amp; Sea</li> <li>Day 4- Sun, Moon &amp; Stars</li> <li>Day 5- Fish &amp; birds</li> <li>Day 6- Other animals, man &amp; woman</li> <li>Day 7- God finished &amp; rested</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Let there be light</i>'</li> <li>'<i>Serve the garden</i>'</li> <li>'<i>God created man in His image</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Creation story shows God's <b>omnipotence</b></li> <li>We are <b>stewards</b> of the earth – we are tasked to take care of God's creation</li> </ul>

8 & 9

Jesus' Baptism	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li><b>Believers</b> submerge themselves in water to cleanse sins &amp; follow Jesus' example</li> <li><b>Jesus</b> was baptized by <b>John the Baptist</b> in the <b>River Jordan</b></li> <li><b>Infants</b> get baptized to be welcomed into the faith by their parents</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Whoever believes &amp; is baptized is saved</i>'</li> <li>'<i>One Lord, One faith, One baptism</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Baptisms are a <b>sacrament</b> which means its an action that shows your faith.</li> <li>Some disagree when they should baptize – adult or child?</li> </ul>

10 & 11

The 10 Commandments (in the Bible)	Christian Worship	The Bible teaches...
<b>God gave Moses rules to follow:</b> <ul style="list-style-type: none"> <li>1. Only worship one God</li> <li>2. Do not worship idols</li> <li>3. Do not use God's name in vain</li> <li>4. Do not work on the Sabbath day</li> <li>5. Honor your parents</li> <li>6. Do not murder</li> <li>7. Do not cheat your partner</li> <li>8. Do not steal</li> <li>9. Do not lie</li> <li>10. Do not be jealous of others</li> </ul>	Christians worship God through: <ul style="list-style-type: none"> <li><b>Liturgical worship</b> is structured in churches, hymns (songs) are sung to remember God. The Bible is read.</li> <li><b>Non-Liturgical worship:</b> is unstructured worship in a church; sermons without a script or planned speech.</li> </ul>	<ul style="list-style-type: none"> <li>'<i>God loves a cheerful giver</i>'</li> <li>(Give time)</li> <li>'<i>Pray to your Father</i>'</li> </ul>

1

<b>Ramadan</b>	Holy month of fasting ( <b>sawm</b> ).	<b>Salah</b>	Compulsory prayer x 5 a day
<b>Stewardship</b>	Look after the world & others	<b>Gender Equality</b>	Treat men & women equally
<b>Compassion</b>	'Do unto others as you would have them do to you' - <b>Golden Rule</b> (all religions)	<b>Omnipotence</b> <b>Omnibenevolence</b> <b>Omniscience</b>	All-powerful All-loving All-knowing
<b>Shahadah</b>	Declaration of Faith: One God & Muhammad is His Messenger	<b>Just</b>	God is always fair with treatment & judgement.

2 &amp; 3

Islam: 5 Pillars	The Quran teaches,	Importance
<b>Shahadah</b>	<ul style="list-style-type: none"> <li>'Obey God &amp; His Messenger'</li> </ul>	<ul style="list-style-type: none"> <li>Every person is expected to say the <b>Declaration of Faith</b> to be Muslim</li> </ul>
<b>Salah</b> (Prayer)	<ul style="list-style-type: none"> <li>'Prostrate &amp; draw near to God'</li> </ul>	<ul style="list-style-type: none"> <li>Muslims pray for help, forgiveness, healing...</li> <li>Its compulsory for Muslims</li> <li>It strengthens your <b>faith</b></li> </ul>
<b>Sawm</b>	<ul style="list-style-type: none"> <li>'Fasting has been prescribed for you'</li> </ul>	<ul style="list-style-type: none"> <li>Understand the struggle of the poor / build <b>empathy</b></li> </ul>
<b>Zakat</b>	<ul style="list-style-type: none"> <li>'Those who give zakat, God will replace this'</li> </ul>	<ul style="list-style-type: none"> <li>Give to charity – be fair</li> <li>Make room for others</li> </ul>
<b>Hajj</b> : Holy pilgrimage to Mecca	<ul style="list-style-type: none"> <li>'Humanity is one community'</li> <li>'Hajj is a duty'</li> </ul>	<ul style="list-style-type: none"> <li>Pilgrims wear the <b>ihram</b> (white clothing) to mark <b>equality</b></li> <li>Can everyone afford this?</li> </ul>

4 &amp; 5

Christianity: Fairness & Equality	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li>Jesus taught to love your neighbors (people around you)</li> <li>Jesus told the story of the <b>Good Samaritan</b> who helps a Levite traveler beaten &amp; robbed left at the side of the road.</li> <li>Taught to share wealth like time</li> </ul>	<ul style="list-style-type: none"> <li>'Love thy neighbour as yourself'</li> <li>'Obey God not men'</li> <li>'Do not judge for you will be judged'</li> </ul>	<ul style="list-style-type: none"> <li>Share your wealth with others</li> <li>Help stop bad actions &amp; do good such as...</li> <li>Trust God &amp; be patient</li> </ul>

6 &amp; 7

Christianity: Jesus' Behavior	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li>Jesus <b>inspires</b> Christians' actions</li> <li>Jesus <b>heals</b> a blind man / the ill</li> <li>Jesus <b>feeds</b> the 5000 having little food himself</li> <li>Jesus <b>resurrects</b> Lazarus from the dead &amp; doesn't give up</li> </ul>	<ul style="list-style-type: none"> <li>'God loves a cheerful giver'</li> <li>Jesus feeds 5000 (5 loafs &amp; 2 fish)</li> <li>I am the LORD who heals you'</li> </ul>	<ul style="list-style-type: none"> <li>Treat everyone fairly e.g., those with <b>disabilities</b></li> <li><b>Good actions</b> speak louder than complaining &amp; being negative</li> </ul>

8 &amp; 9

Gender Equality	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>Islam: whether you're male or female you must do the right things – <b>commit good</b></li> <li>Men &amp; women are helpers &amp; supporters of each other</li> </ul>	<ul style="list-style-type: none"> <li>'Men &amp; women have the same spiritual nature' (<b>Quran</b>)</li> <li>'Honour your parents' (<b>Bible</b>)</li> <li>'Heaven is under the mother's feet' (<b>Hadith</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Be careful how you say things e.g., without saying things like: 'You do things like a girl'.</li> <li>Do not judge others</li> </ul>

10 &amp; 11

Sikhism: The 5 Ks	The Guru Granth Sahib teaches...	Importance...
<ul style="list-style-type: none"> <li><b>Kesh</b> (uncut hair)</li> <li><b>Kara</b> (steel bracelet)</li> <li><b>Kanga</b> (wooden comb)</li> <li><b>Kachera</b> (cotton shorts)</li> <li><b>Kirpan</b> (steel sword)</li> </ul>	<ul style="list-style-type: none"> <li>'Love is God's ocean'</li> <li>'Give up selfishness'</li> <li>'Whatever you plant, you harvest'</li> </ul>	<ul style="list-style-type: none"> <li><b>Both men &amp; women</b> are expected to wear the 5 Ks</li> <li>It's about showing <b>commitment</b></li> <li>Ensure there is <b>equality</b></li> <li>The sword represents <b>justice</b></li> </ul>

12 &amp; 13

Religious Charities	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>These are inspired by religious stories in holy books</li> <li><b>Islamic relief &amp; Christian Aid</b> provide food, water, medicine in war zones to help poor victims.</li> </ul>	<ul style="list-style-type: none"> <li>'God loves a cheerful giver' (<b>Bible</b>)</li> <li>'Spend your wealth in the way of God' (<b>Quran</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Everyone religion teaches to give back to the community &amp; help others</li> <li>Can you think of more scriptural quotes?</li> </ul>

1 & 2

<b>Polytheism</b>	Belief in more than one God	<b>Rebirth</b>	Born again in another body
<b>Stewardship</b>	Look after the world & others	<b>Ahimsa</b>	Non-violence
<b>Compassion</b>	'Do unto others as you would have them do to you' - <b>Golden Rule</b> (all religions)	<b>Omnipotence</b> <b>Omnibenevolence</b> <b>Omniscience</b>	All-powerful All-loving All-knowing
<b>Endangered</b>	Seriously at risk of extinction	<b>Just</b>	God is always fair
<b>Biodiversity</b>	A variety of plant & animal life	<b>Valuable</b>	Importance of something
Christians, Muslims, Hindus & Buddhists consider human life to be valuable. Some also believe animal life should also be <i>equally</i> valued so they may become vegetarian to protect animal life.			

3 & 4

Buddhism: 3 Marks of Existence	The Buddha taught...	Importance...
<ul style="list-style-type: none"> <li><b>Dukkha</b> (suffering): Life is a struggle &amp; suffering is part of it</li> <li><b>Anatta</b> (No soul): You (humans) are always changing</li> <li><b>Anicca</b> (change): Life around you is always changes</li> </ul>	<ul style="list-style-type: none"> <li>'Nothing is permanent'</li> <li>'Life is like a following river, always changing'</li> <li>'All life is sacred'</li> </ul>	<ul style="list-style-type: none"> <li>Reminds humans aren't perfect</li> <li>We must value all life around us</li> <li>To accept change</li> </ul>

5 & 6

Buddhism: The 4 Noble Truths	The Buddha taught...	Importance...
<ul style="list-style-type: none"> <li><b>1) Dukkha:</b> Suffering is part of life</li> <li><b>2) Tanha:</b> Dukkha is caused by craving (wanting) things</li> <li><b>3) Nirodha:</b> we can end suffering through not wanting things</li> <li><b>4) Magga (path to end dukkha):</b> right thoughts &amp; actions</li> </ul>	<ul style="list-style-type: none"> <li>'Greed causes human destruction'</li> <li>'Let go of your earthly desires'</li> <li>'Life is suffering'</li> <li>'Be kind to all creatures'</li> </ul>	<ul style="list-style-type: none"> <li>To recognize things that aren't valuable in life e.g., greed</li> <li>Bad people &amp; their time are not valuable</li> <li>You should see the value in good things</li> </ul>

7

Hinduism & Vegetarianism	The Gita teaches...	Importance...
<ul style="list-style-type: none"> <li>Hindus follow <b>ahimsa</b></li> <li>Animals &amp; nature is sacred</li> <li><b>Karma</b> (actions bring consequences)</li> <li>If you've been bad you'll be <b>reborn</b> in another body for chance to be good</li> </ul>	<ul style="list-style-type: none"> <li>'There is no difference between an animal &amp; human'</li> </ul>	<ul style="list-style-type: none"> <li>Animals should not be killed &amp; consumed</li> <li>Non-violence also means to suffering</li> <li><b>Biodiversity</b> is important</li> </ul>

8

Biodiversity – Plant / Animal life	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>All life depends on <b>human actions</b></li> <li>Humans are dependent on <b>animal &amp; plant life</b> such as <b>coral reefs</b>, spider monkeys, trees, the fungi on sloths that can treat some cancers.</li> </ul>	<ul style="list-style-type: none"> <li>'serve the garden' (Bible)</li> <li>'Thou shall not kill' (Bible)</li> <li>'Do not exceed limits' (Quran)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reduce</b> chances of <b>endangering</b> species of animals e.g., elephants</li> <li>Humans must work with nature not against it.</li> </ul>

9 & 10

Islam & Christianity: Human & Animals	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>Islam: Some Muslims are vegetarian for health, environment reasons</li> <li>Christianity: We're all God's creations</li> <li>Humans have power over animals</li> </ul>	<ul style="list-style-type: none"> <li>'Blessed are the peacemakers' (Bible)</li> <li>'Don't let your stomachs become graveyards' (Hadith)</li> </ul>	<ul style="list-style-type: none"> <li>Human life is precious</li> <li>Humans seen different to animals</li> <li>Our actions should be peaceful</li> </ul>

11

Humanism	Others argue...	Importance...
<ul style="list-style-type: none"> <li><b>Humanists</b> believe humans are important</li> <li>They have only 1 life to live as best as they can</li> <li>Humans should do the things they enjoy e.g. bird-shooting, painting...</li> </ul>	<ul style="list-style-type: none"> <li>Humans aren't the only important beings</li> <li>We must respect all forms of life to protect each other</li> </ul>	<ul style="list-style-type: none"> <li>Religious studies involves a lot of different opinions &amp; ideas</li> <li>People must respect the worldviews of others &amp; show <b>compassion</b> whatever you think</li> </ul>



1. What there is in your town	
Hay...	There is/are...
...un castillo	...a castle
...un centro comercial	...a shopping centre
...un estadio	...a stadium
...un mercado	...a market
...un museo	...a museum
...un parque	...a park
...una plaza	...a square
...un polideportivo	...a sports centre
...un restaurante	...a restaurant
...una tienda	...a shop
...una universidad	...a university
...unos muros	...some museums
...unas tiendas	...some shops
No hay museo	There isn't a museum
No hay nada	There is nothing
En...	In...
...mi ciudad	...my city / town
...mi pueblo	...my village / small town

2. What do you do in your town?	
Salgo con mis amigos	I go out with my friends
Voy...	I go...
Vamos...	We go...
...al cine	...to the cinema
...al parque	...to the park
...al mercado	...to the market
...al centro comercial	...to the shopping centre
...a la bolera	...to the bowling alley
...a la cafetería	...to the coffee shop
...a la heladería	...to the ice-cream parlour
...a la playa	...to the beach
...de compras	...shopping
...de paseo	...for a walk
No hago nada	I do nothing

3. What are you going to do?	
Voy a	I am going to
Vas a	I am going to
Va a	S/he is going to go
Vamos a	We are going to
Vais a	You (plural) are going to
Van a	they are going to
salir con mis amigos	go out with my friends
ver la television	watch TV
ir de paseo	go for a walk
jugar al voleibol	play football
chatear	chat
hacer los deberes	do homework

4. Do you like living in	
Me gusta vivir en...	I like to live in...
Me encanta vivir en...	I love to live in...
No me gusta (nada) vivir en...	I don't like (at all) to live in...
Porque hay	Because there is / there are
Porque no hay	Because there isn't / aren't
Porque es	Because it is
Porque no es	Because it isn't
Aburrido/a	Boring
Bonito/a	Pretty
Divertido/a	Fun
Moderno/a	Modern
Antiguo/a	Old

5. What did you do in town?	
Fui..	I went
Fue..	s/he went
al cine	to the cinema
ala pista de hielo	to the ice rink
al museo	to the museum
a las tiendas	to the shops
a la piscina	to the swimming pool
al centro comercial	to the shopping centre
al estadio	to the stadium
con mi mejor amigo/a	with my best friend
con mis padres	with my parents
con mi hermano/a	with my brother/sister
con mi novio/a	with my boy/girlfriend
con mi instituto	with the school

6. What was the weather like?	
Hizo buen tiempo	It was good weather
Hizo mal tiempo	It was bad weather
Hizo frío	It was cold
Hizo calor	It was hot
Hizo sol	It was sunny
llovió	It rained
nevó	It snowed
Hubo niebla	It was foggy
Hubo tormenta	It was stormy



## 7. What was it like

Me gustó	I liked it
Me encantó	I loved it
Fue...	It was...
...divertido	...fun/funny
...estupendo	...brilliant
...fenomenal	...fantastic
...flipante	...awesome
...genial	...great
...guay	...cool
...regular	...OK
...un desastre	...a disaster
...horrible	...horrible
...horroroso	...terrible
...raro	...weird

## 9. Sports and past tense

Jugué al...	I played...
fútbol	football
tenis	tennis
hockey	hockey
baloncesto	basketball
badminton	badminton
rugby	rugby
tenis de mesa	table tennis
Hice...	I did/I went
ciclismo	cycling
atletismo	athletics
gimnasia	gymnastics
natación	swimming
equitación	horseriding
vela	sailing
piraguismo	canoeing
boxeo	boxing

## 8. What was it like

¿Por qué?	Why?
Porque / ya que...	Because...
...hizo buen / mal tiempo	It was good / bad weather
...hizo calor	It was hot
...hizo frío	It was col
...llovió	It rained
...vomité	I vomited
...perdí mi móvil	I lost my mobile



## 10. In the café

Yo quiero...	I want
...un batido de chocolate / fresa	...a chocolate and strawberry milkshake
...un café	...a coffee
...una Coca-Cola	...a Coca-Cola
...una fanta limón	...a fanta lemon
...un granizado de limón	...an iced lemon drink
...un té	...a tea
... una ración de...	...a portion of
...calamares	...squid
...croquetas	...croquettes
...gambas	...prawns
...jamón	...ham
...pan con tomate	...tomato bread
...patatas bravas	...spicy potatoes
...tortilla	Spanish omelette
¿Algo más?	Anything else?
No, nada más	No, nothing else
¿Y de beber?	And to drink?
¿cuánto es, por favor?	How much is it, please?
Son...euros	It is...euros

7.5 Arranging to go out (asking)		
آپ کہاں جانا چاہتے ہیں؟	Where would you like to go?	aap kahaan jaanaa chaahatay hain?
آپ _____ جانا چاہتے ہیں؟	Would you like to go to _____?	aap _____ jaanaa chaahatay hain?
آپ اتوار کو جا سکتے ہیں؟	Can you go on Sunday?	aap itwaar ko jaa saktay hain?
آج ہم کہاں جائیں؟	Where should we go today?	aaj ham kahaan jaa-ayn?
ہم کہاں جا سکتے ہیں؟	Where can we go?	ham kahaan jaa saktay hain?
ہم کب ملیں؟	When shall we meet?	ham kab milayn?
ہم کہاں ملیں؟	Where shall we meet?	ham kahaan milayn?

7.6 Arranging to go out (answering)		
ہاں، بالکل	Yes, definitely!	haan billkull!
کیوں نہیں	why not!	kyoon nehi!
جی نہیں	no thanks	jee nehi
جی	yes	jee
چلو چلیں	Let's go!	chalo chalayn!
میں جا سکتا / سکتی ہوں۔	I can go	mai jaa saktaa/tee hoo
میں جانا چاہتا / چاہتی ہوں۔	I would like to go to _____	mai _____ jaanaa chaahataa/tee hoo
میں نے جانا ہے۔	I want to go to _____	mai nay _____ jaana hai

Numbers - ghintee			
ایک	۱	ayk	one/1
دو	۲	doe	two/2
تین	۳	teen	three/3
چار	۴	chaar	four/4
پانچ	۵	paanch	five/5
چھ	۶	chhay	six/6
سات	۷	saat	seven/7
آٹھ	۸	aaTh	eight/8
نو	۹	nau	nine/9
دس	۱۰	dass	ten/10
گیارہ	۱۱	gyaarah	eleven/11
بارہ	۱۲	baarah	twelve/12
تیرہ	۱۳	tayrah	thirteen/13
چودہ	۱۴	chaudah	fourteen/14
پندرہ	۱۵	pandrah	fifteen/15
سولہ	۱۶	solah	sixteen/16
سترہ	۱۷	satrah	seventeen/17
اٹھارہ	۱۸	aThaarah	eighteen/18
انیس	۱۹	unneess	nineteen/19
بیس	۲۰	beess	twenty/20
ایکیس	۲۱	ikkeess	twenty-one/21
بائیس	۲۲	baaeess	twenty-two/22
تیس	۲۳	taeess	twenty-three/23
چوبیس	۲۴	chaubeess	twenty-four/24
پچیس	۲۵	pacheess	twenty-five/25
چھبیس	۲۶	chhabbeess	twenty-six/26
ستائیس	۲۷	staaeess	twenty-seven/27
اٹھائیس	۲۸	aThaaeess	twenty-eight/28
انیس	۲۹	unteess	twenty-nine/29
تیس	۳۰	teess	thirty/30
اکیس	۳۱	ikatteess	thirty-one/31

Days of the week		
دن	din	day
ہفتہ	haftaa	week
پیر / سوموار	peer / sawmwaar	Monday
منگل	mangal	Tuesday
بدھ	budh	Wednesday
جمعرات	jumeraat	Thursday
جمعہ	juma	Friday
ہفتہ / سنیچر	haftaa / sneechar	Saturday
اتوار	itwaar	Sunday
ہفتے کا اختتام	haftay kaa ikhtitaam	Weekend

Colours - rang		
یہ ایک _____ ہے۔	yay ayk _____ hai.	This is a _____ .
کالا	kaalaa	black
سفید	sufaid	white
لال / سرخ	laal / surrkh	red
پیلا	peela	yellow
نیلا	neela	blue
سبز / ہرا	sabz / hra	green
نارنجی	naaranjee	orange
جامنی	jaamnee	purple
گلابی	ghulaabee	pink
بھورا	bhoora	brown
سلیٹی	slayTee	grey

Question words		
کیا؟	kyaa?	What?
کتنے؟	kitnay?	How (many)?
کون؟	kaun?	Who?
کہاں؟	kahaan?	Where?
کب؟	kab?	When?
کس؟	kiss?	Which?
کس کا/کی؟	kiss kaa/kee?	Whose?

Important Verbs		
میں _____ ہوں۔	mai hoon	I am _____
وہ ہے	wo hai	He/she/it is
رہنا	rehnaa	to live
ہونا	hona	to be
جانا	jaana	to go

Opinions		
مجھے _____ پسند ہے۔	mujhay _____ pasand hai.	I like _____ .
مجھے _____ ناپسند ہے۔	mujhay _____ naapasand hai.	I dislike _____ .
مجھے _____ سے محبت ہے۔	mujhay _____ say mahabbat hai.	I love _____ .
مجھے _____ سے نفرت ہے۔	mujhay _____ say nafrat hai.	I hate _____ .

## 7.1 Sports &amp; Games

Urdu	English	Roman Urdu (pronunciation)
کھیل	khayl	game/sport
فٹ بال	football	football
ٹینس	tennis	tennis
رگبی	rugby	rugby
کرکٹ	cricket	cricket
باسکٹ بال	basketball	basketball
دوڑنا	dauRnaa	running
مخلوط مارشل آرٹ	makhloot martial art	mixed martial arts
تیراکی	tairaaki	swimming
مکابازی	mukka baazi	boxing

## Masculine and Feminine

In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair (*kursee*) is considered to be a feminine word whereas the Urdu word for door (*darrwaaza*) is considered to be masculine.

Adjectives used to describe nouns will *agree* with them e.g. peelee kursee (yellow chair) and peelaa darrwaaza (yellow door).

## Year 7 Urdu: Cycle 3

## 7.2 Hobbies

Urdu	English	Roman Urdu
مشغلہ	hobby	mashgalah
کہانی پڑھنا	to read a story	kahaani paRhnaa
مچھلیاں پکڑنا	fishing	machhliyaa pakRnaa
سینا	to sew	seena
موسیقی سننا	to listen to music	moseeqee sun-naa
باغبانی کرنا	gardening	baaghbaanee karrnaa
فون پر کھیلنا	to play on your phone	phone par khaylnaa
وڈیوز دیکھنا	to watch videos	videos daykhnaa
خبریں دیکھنا	to watch the news	khabray daykhnaa
گانا	to sing	gaanaa
کشتی لڑنا	to wrestle	kushtee laRnaa
شطرنج	chess	shatranj
تاش	(playing) cards	taash
گھڑ سواری کرنا	horse-riding	ghuR swaari karrnaa
دوستوں سے ملنا	to meet friends	dosto say millnaa
پیدل چلنا	to walk	paidal chalnaa

## 7.3 Favourite things

Urdu	English	Roman Urdu
پسند	like	pasand
پسندیدہ	favourite	pasandeeda
شوق	interest	shauq
دلچسپی	interest	dillchasspi
پسندیدہ کتاب	favourite book	pasandeeda kitaab
پسندیدہ گاڑی	favourite car	pasandeeda gaaRee
پسندیدہ لباس	favourite clothing	pasandeeda libaass
پسندیدہ گانا	favourite song	pasandeeda gaanaa
پسندیدہ رنگ	favourite colour	pasandeeda rang

## Pronouns

Urdu does not have different pronouns (he, she, they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is **here** or **there**. If it is here, we use *yay*. If it is there, we use *wo*. So, the word *wo* is used for **that** and also, **he, she, they** and **it**. Similarly, *yay* is used for **this** and also for **he, she, they** and **it**.

## 7.4 How often you do things

Urdu	English	Roman Urdu
ایک بار	once	ayk baarr
دو بار	twice	do baarr
تین بار	three times	teen baarr
ہر روز	every day	har roz
ہر ہفتے	every week	har haftay
ہر مہینے	every month	har maheenay
ہر سال	every year	har saal
ہفتے میں دو بار	twice a week	haftay may do baarr
کبھی کبھی	sometimes	kabhi kabhi
ہمیشہ	always	hamaysha
و قاتا وقتا	now and again	waqtan fwaqtan
کبھی نہیں	never	kabhi nehi
شاذ و نادر	hardly ever	shaaz-o-naadir

## Notes

n – an underlined n is pronounced with a very soft *n* sound from the nose. It sounds like the letter *n* in the word *uncle* or *long*.

CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. *D* will be pronounced like a normal *D* in English. However, a *d* will be pronounced very softly with your tongue touching your front teeth. This is the same with *T* and *t*.



### Section 1 Kandinsky (4 December 1866 – 13 December 1944)

Kandinsky was a Russian painter and theorist. He is known to be one of the leaders in abstract expressive art. At University of Moscow he studied law and economics. In 1896 he moved to Munich and began studying at a fine arts school. He then returned to Moscow after the outbreak of WW1 and set up a museum of culture and Painting. In 1920, Kandinsky had moved to Germany and worked at the Bauhaus school of art and architecture. This was closed down by the Nazis in 1933. Kandinsky then moved to France where he spent the rest of his life.



Kandinsky believed that we should not just paint what we see. It should be about all of our emotions and senses. He believed line, tone, shapes, colours and pattern in art could all represent our emotions and feelings. He often painted while listening to music and created works of his favourite places.



### Section 2 Beatriz Milhazes

Beatriz Milhazes is a Contemporary Brazilian-born collage artist and painter. She is known for her large-scale works and vibrant colours. She is also very active in the LGBTQ+ community.

Beatriz believes art is essential for people to show their feelings and thoughts. In her work she shows her relationship with her Brazilian culture, mixed in with Western Modern painting.



### Section 3 Key Vocabulary:

**Collage** (noun) (the art of making) a picture in which various materials or objects, for example paper, cloth, or photographs, are stuck onto a larger surface

**Contemporary Art** (Adjective) Art that is existing or happening now.

**Composition** (Noun) the way that people or things are arranged in a painting or photograph.

**Line** (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

**Modern Art** A rejection of history and conservative values (such as realistic depiction of people, places and objects).

**Abstract art** Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours and other marks to achieve its effect.

**Expressive art** The creator of the work is capturing emotion rather than a person, place or thing. Trying to get the viewer to think and feel, rather than just observe the work.

**Shape** A 2D area that is enclosed by a line. E.g. square, circle, rectangle

**Colour** The property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light.

**Pattern** a repeated decorative design.

### Section 4

What is your relationship with our school?

Inspired by the artists and colour theory in the project, you will make a final artwork of the school.



**Section 5**

**Primary Colour**

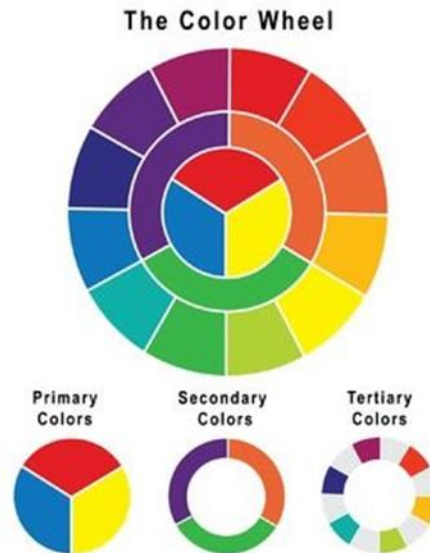
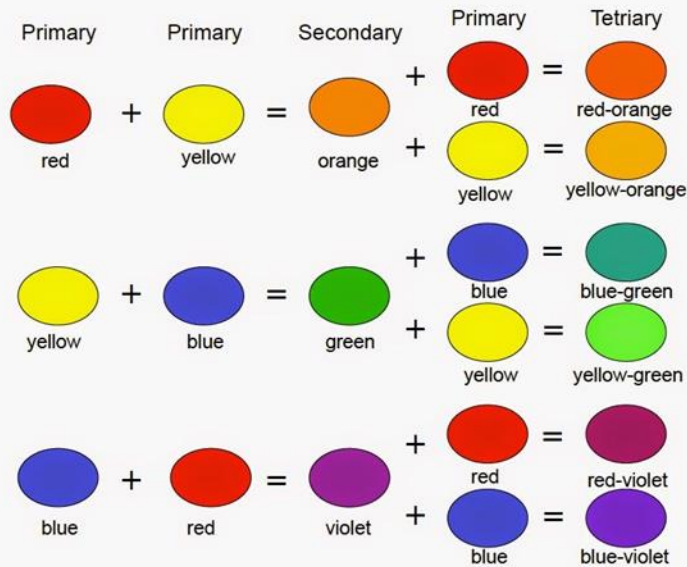
These are the first colours found in nature. They cannot be mixed.

**Secondary colour**

These are made by mixing 2 primary colours together.

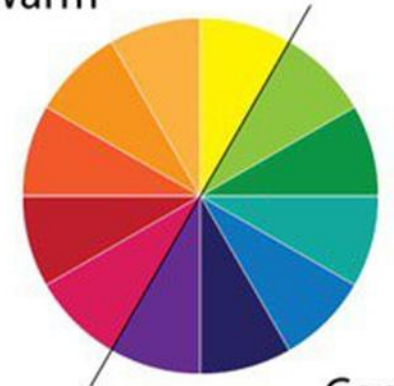
**Tertiary colour**

Lighter or darker versions of the secondary colour by adding slightly more of each primary.



**Section 6 Warm & Cold Colours**

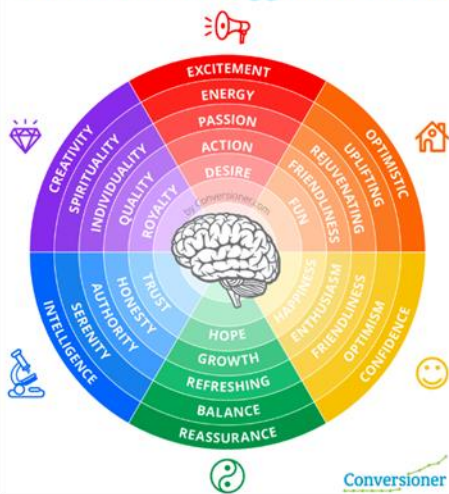
**Warm**



**Cool**

**Section 7 Colour Meanings and Emotions**

**The Emotional Triggers of Colors**

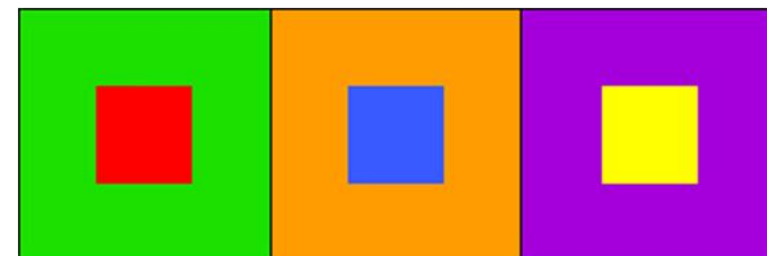
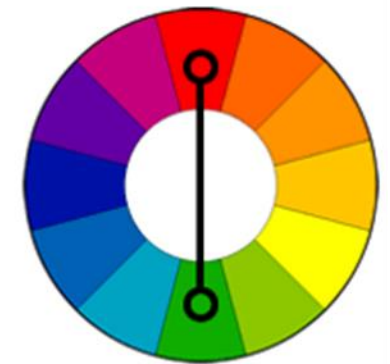


<b>blue</b> TRUST SMART CALM FAITH NATURAL STABLE POWER	<b>red</b> LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	<b>black</b> BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	<b>green</b> SOOTHING ECO-FRIENDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
<b>yellow</b> CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY OPTIMISM	<b>orange</b> HEALTH ATTRACTION STAND OUT THIRST WEALTH YOUTHFUL HAPPINESS	<b>pink</b> TENDERNESS SENSITIVE CARING EMOTIONAL SYMPATHETIC LOVE SEXUALITY	<b>purple</b> ROYAL MYSTERIOUS ARROGANT LUXURY CHILDISH CREATIVE SADNESS

**Section 8**

**Complimentary Colour**

These are opposite each other on the colour wheel. They make each other stand out.



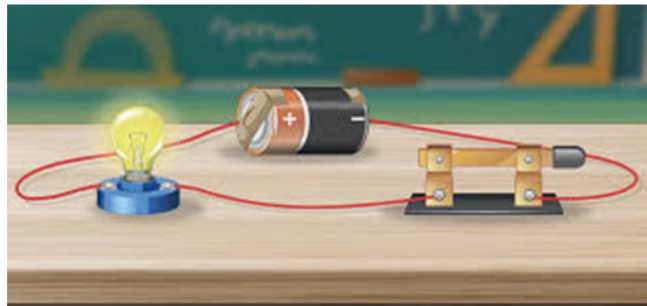


1. An **LED lamp** or **LED light** is an electric light that produces light using **Light Emitting Diodes (LEDs)**. LED lamps are significantly more energy efficient than equivalent incandescent lamps and fluorescent lamps.

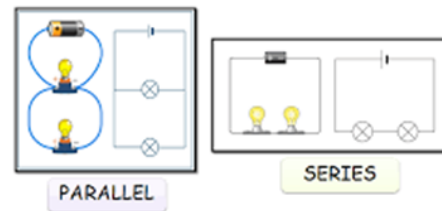
2. **Printed circuit board (PCB)**  
A printed circuit board (PCB) is the board base for physically supporting and wiring the surface-mounted and socketed components in most electronics.

3. A **Universal Serial Bus (USB)** is an industry standard that establishes specifications for cables, Communication and power supply to computers and other peripherals.

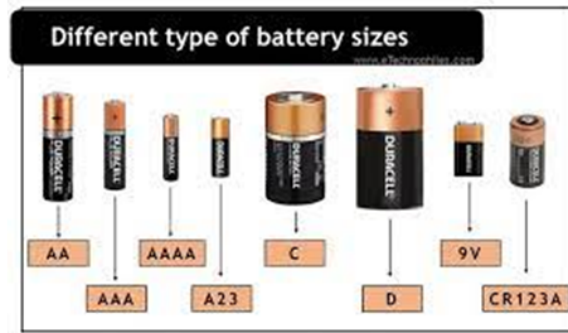
4. A **wire** is a single usually cylindrical, flexible strand or rod of metal. Wires are used to bear mechanical loads or electricity and telecommunications signals.



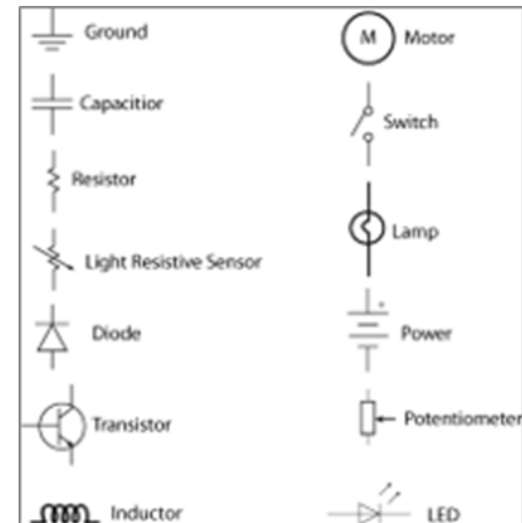
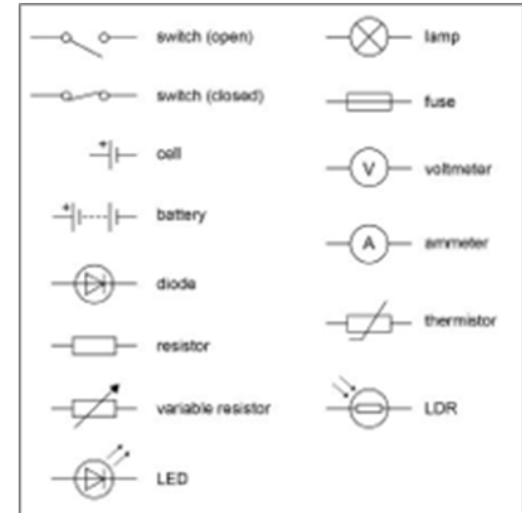
Series vs. Parallel



PARALLEL SERIES  
Same number of bulbs and batteries, but what is the difference?  
Think - pair - share



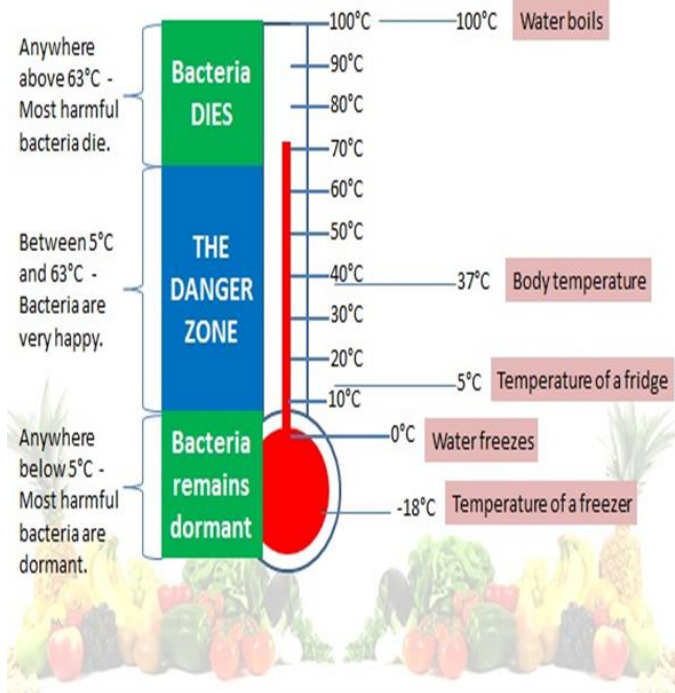
5. There are three different types of batteries that are commonly used - **Alkaline, Nickel Metal Hydride (NiMH), and Lithium Ion**. The use of different metals and electrolytes in these batteries gives them different properties which means they are suited to different contexts.



During year 7 you will use a wide range of foods to design and make products. In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them. You will develop understanding of healthy food balance by using the eat well guide, designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy.



Temperatures that bacteria grow in Section 1



Equipment Section 2



Key Vocabulary: Section 3

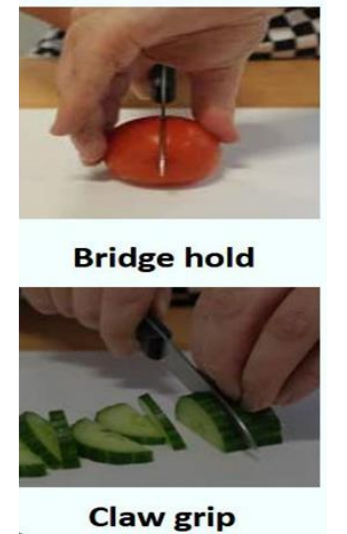
**Identity (noun)** Who a person is, or the qualities of a person or group that make them different from others.  
**Vitamins (noun)** Are found in food and only needed in small amounts.  
**Pathogenic bacteria (noun)** Are bad bacteria that can cause food poisoning.  
**Function of ingredients (noun)** The job that the ingredient does in cooking.  
**Millilitres (noun)** A small amount of liquid: one thousandth of a litre  
**Grammes (noun)** a unit of measurement which is one thousandth of a kilogram.  
**Protein (noun)** Part of all living organisms skin, muscle and hair.  
**Carbohydrate (noun)** including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.  
**Fibre (noun)** found in all fruit, vegetables and cereals, very important for digestion of food.  
**Modifications (noun)** changes to make something better.  
**Evaluation (noun)** making a judgement about something.

Practical skills Section 4



**Hygiene routine**

Safe Cutting techniques Section 5



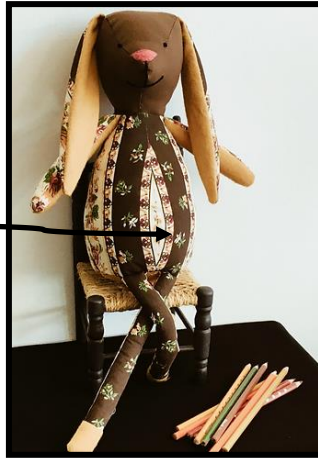


This cycle we are going to be making a 3D stuffed giraffe inspired by the artwork of Yayoi Kusama and Smuksaks.

**Key Artist Facts:** Below are the 2 artist's that we will be looking at.

**SMUKSAKS**

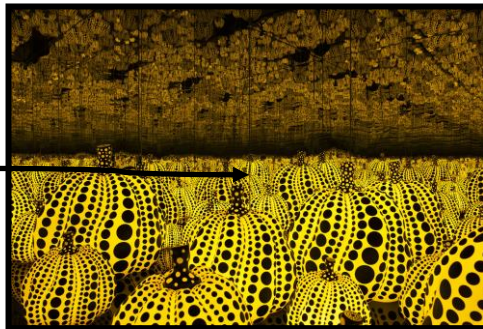
This is a brand set up by a new mother creating something sustainable. She creates bunnies using old fabrics which are recycled to create something new. This is stopping these fabrics from going into landfill and creates a new product from potential waste.



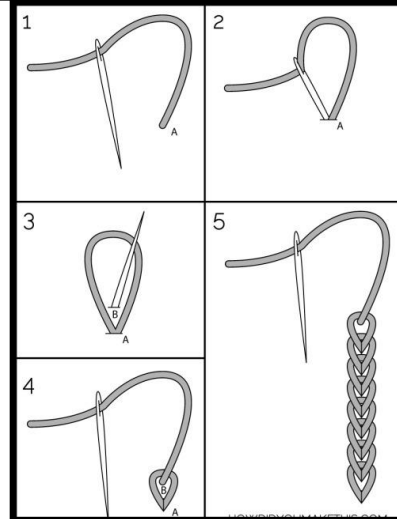
**Key Artist Facts:**

**YAYOI KUSAMA**

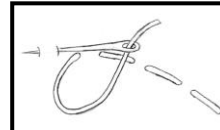
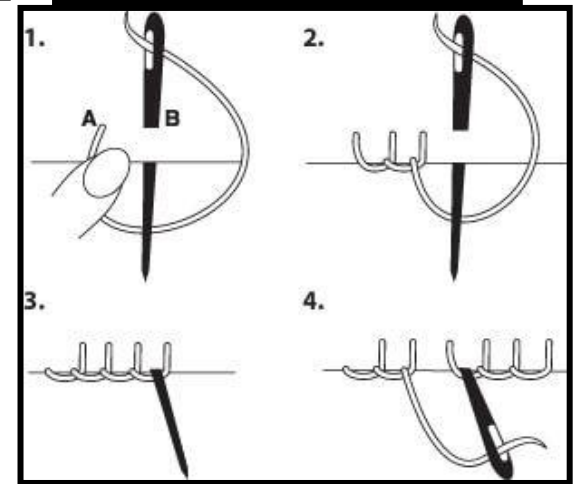
Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, but is also active in painting, performance, video art, fashion, poetry, fiction, and other arts. She creates very vibrant and colourful patterns which will be used as inspiration to add decoration onto the giraffe.



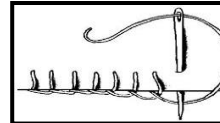
**CHAIN STITCH INSTRUCTIONS**



**BLANKET STITCH INSTRUCTIONS**

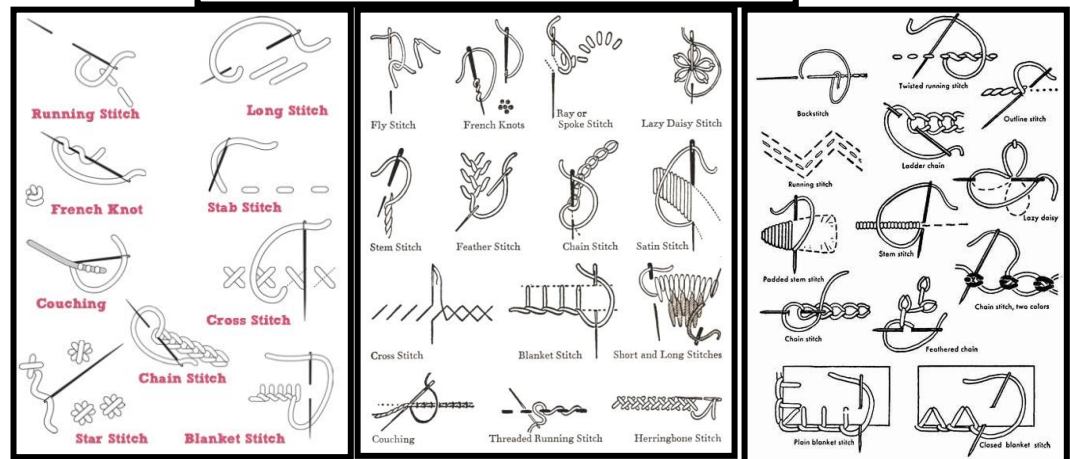


**Running Stitch:** a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



**Blanket Stitch:** a buttonhole stitch used on the edges of a blanket or other material.

**Decorative stitch examples—hand stitching**



**Key Equipment and it's use:**

**Needle:** This is used to stitch by hand using thread.

**Cotton Thread:** This is used with a needle to stitch.

**Felt:** This is a material that is very versatile and can be used to make textile products.

**Pins:** These are used to hold fabric in place.

**Stitch Ripper:** This is used to remove incorrect stitches.

**Velcro:** This is used to hold 2 edges of fabric together.

**Tjanting Tool:** This is used to hold wax and draw with during the batik process.

'I think there's no world without theatre' – Edward Bond

Terminology and Techniques	
<b>Text/ Script</b>	The written drama piece/script.
<b>Tableux</b>	A 'frozen picture' that tells a story. Costume and props are needed, and physicality used to show emotion.
<b>Technical</b>	Technical equipment and systems for example sound, lighting and computer generated effects.
<b>Protagonist</b>	The main character in a piece of drama.
<b>Thought Tracking</b>	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.
<b>Plot</b>	The storyline of a piece of drama.
<b>Scene</b>	A sequence of continuous action in a play.
<b>Rehearse/ Rehearsal</b>	A practice or trial performance of a play.
<b>Flashback</b>	Enacting a moment from a character's remembered past, this can help gain an understanding of the character and provide a 'back story'.
<b>Entrances &amp; Exits</b>	Where a character enters and exits their scene.
<b>Level(s)</b>	How the actors sit, kneel or stand on stage, to show status.
<b>Multi-role</b>	When an actor plays more than one role

Physical Skills	
<b>Facial Expressions</b>	Using the face to express that characters feelings and emotions.
<b>Gesture</b>	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
<b>Body Posture</b>	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character.
<b>Body Language</b>	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings.
<b>Movement</b>	The process of moving the body on stage to express feelings, or emotions.
<b>Audience</b>	The spectators who watch the performance.
<b>Off-Stage</b>	The area 'back stage' where the audience can't see the actors
<b>Character</b>	The person/persona an actor wishes to convey.
<b>Status</b>	The level of society a character is in.
<b>Improvisation</b>	To perform quickly in response to something, without previous planning.



Vocal Skills	
<b>Dialogue</b>	The spoken script on stage.
<b>Direct Address</b>	When an actor speaks directly to the audience, e.g. in pantomime.
<b>Communal Voice</b>	A variation on chorus work where a group of performers speaks with 'one voice'.
<b>Intonation</b>	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
<b>Language Register</b>	The level of formality with which you speak. Different people and situations call for different registers. For example talking to a teacher and your friends.
<b>Monologue</b>	One person speaking, either delivering a speech or thoughts and feelings to the audience.
<b>Vocal Pace</b>	The speed in which an actor delivers their lines.
<b>Vocal Pause</b>	Pausing lines to create dramatic effect such as tension.
<b>Vocal Tone</b>	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.
<b>Vocal Projection</b>	Using the voice so that all the audience can hear.
<b>Sound</b>	Any music, sound effects or other sound used on stage created by electronics, actor's bodies or instruments. Sound is used to create atmosphere, or mood.
<b>Pitch</b>	The 'highness' or 'lowness' in the tone of the voice.

### Examples of Character Leitmotifs in Film 1



#### LEITMOTIF

A recurrent theme in a piece of film music which represents a character, feeling, thought or object. Think of Darth Vader or Jaws!



### 2 Reading Music on the Stave

	<b>Treble Clef</b>		<b>Bass Clef</b>
	Played by the <u>right hand</u> with <u>higher pitches</u> .		Played by the <u>left hand</u> with <u>lower pitches</u> .
	Lines of the Stave	Spaces of the Stave	
Right Hand (Treble Clef)	 E G B D F Every Good Boy Deserves Football	 F A C E FACE in the spaces	
Left Hand (Bass Clef)	 G B D F A Green Busses Drive Fast Always	 A C E G All Cows Eat Grass	

### Song structure 3

1	<b>Intro</b>	The section of the music that introduces the song.
2	<b>Verse</b>	A section that repeats in a song, it has the same music, but different lyrics
3	<b>Chorus</b>	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	<b>Bridge</b>	A section in a song that links two other sections.
5	<b>Instrumental</b>	A section in the music with no lyrics and the instruments contain the melodic interest.
6	<b>Outro</b>	The ending section of a song.

4 Term	Symbol	Value
whole note		4 beats
half note		2 beats
quarter note		1 beat
eighth note		1/2 beat
joined eighth notes		1/2 + 1/2 = 1
sixteenth note		1/4 beat
joined sixteenth notes		1/4 + 1/4 + 1/4 + 1/4 = 1

### Song Writing Knowledge Vocabulary 5

<b>Bassline</b>	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass.
<b>Melody</b>	The main "tune" of a song or piece of music, played higher in pitch than the <b>bassline</b> .
<b>Chord Sequence</b>	The pattern of chords used to create the harmony of the song for the melody

### Music for Film Vocabulary 6



<b>Major Key</b>	A musical key which sounds happy; suitable to use for comedy and kids' films.
<b>Minor Key</b>	A musical key which sounds sad; suitable to use for horror and thriller films.
<b>Diegetic</b>	When the music/sound in a section of a film can be heard by both the audience <b>and</b> the characters in the film. For example: When a character is listening to a song on the radio, or when a character is at a gig.
<b>Non-diegetic</b>	When the music/sound in a section of film can <b>only</b> be heard by the audience and <b>not</b> the characters in the film. For example: Music which is added to create atmosphere, or the narrator is commenting on the action.



**Programming Keywords:**

Input Devices	Algorithm	Syntax	Programming	World
Output Devices	Test	Commands	Objects	Condition
Flowchart	Sequence	Selection	Iteration	Code
Symbols	Software	Scratch	Order	Micro bit

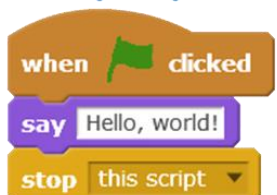
**Section 1**

<b>Programming</b>	A programming language is any set of rules that converts strings, or visual programming languages to various kinds of machine code output.
<b>Give examples of programming languages</b>	<ul style="list-style-type: none"> <li>• Python</li> <li>• HTML</li> <li>• Java</li> <li>• SQL</li> <li>• C++</li> </ul> 
<b>Programming Software used in school</b>	<ul style="list-style-type: none"> <li>• Kodu</li> <li>• Scratch</li> <li>• Python</li> </ul> 
<b>Input Devices</b>	An input device is something you connect to a computer that sends information into the computer .e.g. mouse, keyboard, scanner, microphone etc.
<b>Kodu and Scratch</b>	Block based programs.
<b>Micro bit</b>	A micro bit is a tiny, pocket-sized computer.

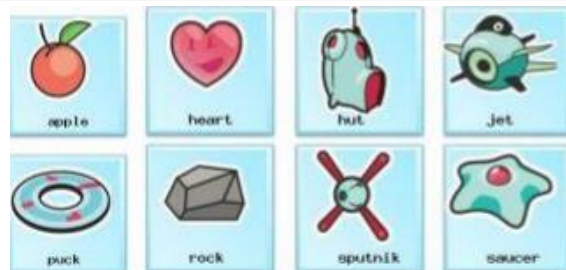
**Section 2**

<b>Sequence</b>	Parts of the code that run-in order and the pathway of the program reads and runs every line in order.
<b>Selection</b>	A selection gives a character a choice of things it can do for example, the character can collect the coins before the apples if he wants.
<b>Objects</b>	Different objects can be inserted onto a program. For example, you can place in a world using Kodu e.g., fishes, robots, trees, apples and coins.
<b>Input Devices</b>	An input device is something you connect to a computer that sends information into the computer .e.g., mouse, keyboard, scanner, microphone etc.
<b>Output Devices</b>	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.

Block Programming in Scratch

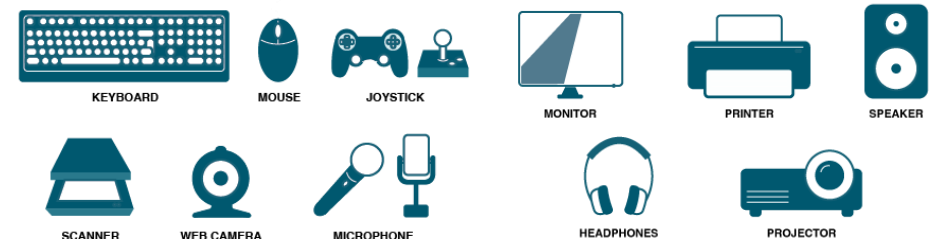


ComputerHope.com



**INPUT DEVICES**

**OUTPUT DEVICES**





**Programming Keywords:**

Input Devices	Algorithm	Syntax	Programming	World
Output Devices	Test	Commands	Objects	Condition
Flowchart	Sequence	Selection	Iteration	Code
Symbols	Software	Scratch	Order	Micro bit

**Section 4**

**String**

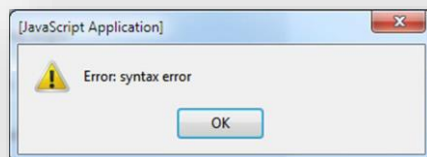
A collection of letters, numbers or characters. (e.g., Hello, WR10 1XA).

**Data Type**

This indicates how the data will be stored. The most common data types are integer, string, and float.

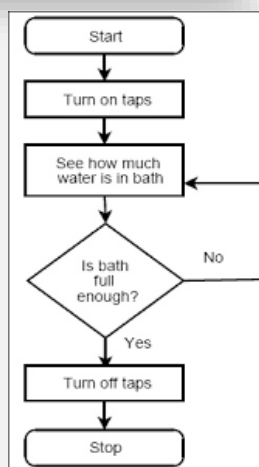
**Syntax**

The punctuation/way that code must be written so that the computer can understand it. Each programming language has its own syntax.



**Algorithm**

Developing instructions to solve a problem. The steps or rules to complete a task.



**Section 5**

**Variable**

A value that will change whilst the program is executed. (e.g., temperature, speed).

**Condition**

Also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score.

**Debug**

Finding and fixing problems in your algorithm or program.

**Event**

An instruction that repeats until a specified condition is reached.

**Loop**

An instruction that repeats until a specified condition is reached.

**Iteration**

The process of repeating steps. For example, a very simple algorithm for eating breakfast cereal might consist of these steps: put cereal in bowl. add milk to cereal.



# Stay safe,

# tell someone...

All the staff are here to help and support you



## Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Mr Douro (Vice Principal)

## Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. [www.childline.org.uk](http://www.childline.org.uk)

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. [www.Kooth.com](http://www.Kooth.com)

For support with mental health and staying happy and healthy visit the Mental Health Foundation. [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

For non-emergency advice you can email [scholarsupport@dixonsaa.com](mailto:scholarsupport@dixonsaa.com). Give your full name and Year group.



## Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit; [www.nhs.uk/change4life/activities](http://www.nhs.uk/change4life/activities)



## Online safety...

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Explore one of the six ThinkuKnow websites for advice about staying safe when you are using a phone, tablet or computer.



[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Happiness

Industry

Responsibility



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