

# KNOWLEDGE ORGANISER YEAR 7

## 2024/2025

Name:

Student Number:



C2



**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 2 SPELLINGS

WEEK 2	
1. <b>Foreshadow</b>	When a writer <b>hints</b> at what is to come.
2. <b>juxtaposition</b>	Two <b>ideas</b> close <b>together</b> to highlight <b>differences</b> .
3. <b>montage</b>	A <b>series of images</b> or very short scenes.
4. <b>patriarchal</b>	Ruled or controlled by <b>men</b> .
5. <b>migrant</b>	A <b>person</b> who has <b>moved</b> from one place to another to live.
6. <b>omnipotence</b>	<b>All-powerful</b> .
7. <b>hypothesis</b>	A <b>prediction</b> about what you think will happen in an investigation.
8. <b>exodus</b>	A <b>journey</b> .
9. <b>polytheist</b>	Believing in <b>many Gods</b> .
10. <b>pollination</b>	The <b>transfer</b> of pollen.

WEEK 4	
1. <b>protagonist</b>	The <b>main character</b> in a play
2. <b>emigration</b>	When someone leaves a country or location.
3. <b>climate</b>	Average <b>weather</b> conditions over a <b>period of time</b> .
4. <b>architecture</b>	The <b>design</b> and construction of <b>buildings</b> .
5. <b>covenant</b>	A serious <b>promise</b> .
6. <b>oviducts</b>	<b>Carry egg cells</b> away from the ovary.
7. <b>accent</b>	The way of pronouncing words associated with an <b>area</b> or <b>place</b> .
8. <b>melodrama</b>	<b>Exaggerated</b> emotional plays.
9. <b>dialogue</b>	The <b>spoken script</b> on stage.
10. <b>source</b>	Evidence made <b>at the time</b> of an historical event.

WEEK 3	
1. <b>chorus</b>	Actors performing as a <b>group</b> .
2. <b>dialect</b>	Vocabulary specific to a particular <b>group</b> or <b>area</b> .
3. <b>immigration</b>	When <b>someone moves</b> into a country or location.
4. <b>conquest</b>	<b>Taking over</b> land in an area usually by <b>force</b> .
5. <b>proportion</b>	The <b>size, shape</b> or <b>level</b> of something.
6. <b>segregation</b>	<b>Separating</b> people based on race, class and social factors.
7. <b>omniscience</b>	<b>All-knowing</b> .
8. <b>monotheism</b>	Belief in <b>one</b> God.
9. <b>Monarchy</b>	Country where the Head of State is <b>King</b> or <b>Queen</b> .
10. <b>germination</b>	When a <b>seed</b> starts to <b>grow</b> .

WEEK 5	
1. <b>motif</b>	An idea or <b>theme</b> that is frequently <b>repeated</b>
2. <b>refugee</b>	A person who has been <b>forced to migrate</b> .
3. <b>stakeholder</b>	A <b>person or organisation</b> with an <b>interest</b> in something.
4. <b>composition</b>	The way elements of artwork are <b>arranged</b> or <b>combined</b> .
5. <b>stewardship</b>	To <b>look after</b> the world and each other.
6. <b>faith</b>	Having <b>trust</b> in someone.
7. <b>prejudice</b>	A <b>preconceived</b> opinion not based on reason or experience.
8. <b>corrosive</b>	<b>Destroys</b> living <b>tissue</b> such as skin and eyes.
9. <b>culture</b>	Ideas, <b>customs</b> and social behaviour of a group of people.
10. <b>ensemble</b>	A <b>musical group</b> e.g. orchestra, brass band, choir.

WEEK 6	
1. <b>Tragedy</b>	A play where main characters experience <b>reversal of fortune</b>
2. <b>conquer</b>	To overcome and <b>take control</b> of a place or people by <b>force</b> .
3. <b>legacy</b>	The <b>long-lasting impact</b> of particular events, actions or people.
4. <b>tableux</b>	A frozen picture that tells a story.
5. <b>polytheist</b>	Believing in <b>many</b> Gods.
6. <b>colloquial</b>	<b>Informal</b> language used in conversation.
7. <b>factors</b>	The numbers that can be <b>divided</b> into that number.
8. <b>gesture</b>	An expression or <b>movement</b> of the body.
9. <b>interpretation</b>	A way someone has <b>understood</b> and explained the <b>past</b> .
10. <b>fetus</b>	Name given to an <b>unborn baby</b> .

WEEK 8	
1. <b>Foreshadow</b>	When a writer <b>hints</b> at what is to come.
2. <b>juxtaposition</b>	Two <b>ideas</b> close <b>together</b> to highlight <b>differences</b> .
3. <b>montage</b>	A <b>series of images</b> or very short scenes.
4. <b>patriarchal</b>	Ruled or controlled by <b>men</b> .
5. <b>migrant</b>	A <b>person</b> who has <b>moved</b> from one place to another to live.
6. <b>omnipotence</b>	<b>All-powerful</b> .
7. <b>hypothesis</b>	A <b>prediction</b> about what you think will happen.
8. <b>exodus</b>	A <b>journey</b> .
9. <b>polytheist</b>	Believing in <b>many Gods</b> .
10. <b>pollination</b>	The <b>transfer</b> of pollen.

WEEK 7	
1. <b>soliloquy</b>	When a character speaks <b>directly</b> to the <b>audience</b> .
2. <b>Kingdom</b>	An area <b>ruled by a monarch</b> (King or Queen).
3. <b>tribe</b>	<b>Group</b> of people who live and work together in a <b>shared area</b> .
4. <b>uterus</b>	Where a <b>baby grows</b> for 9 months.
5. <b>systemic</b>	Implies problems are rooted in the way <b>systems</b> are set up.
6. <b>evaluation</b>	Making a <b>judgement</b> about something.
7. <b>migration</b>	<b>Moving</b> from one place to another to live
8. <b>monologue</b>	<b>One</b> person delivering a speech or their thoughts to the audience.
9. <b>intonation</b>	<b>Variation</b> of spoken pitch.
10. <b>texture</b>	The <b>feel, appearance, or consistency</b> of a surface.

WEEK 9	
1. <b>chorus</b>	Actors performing as a <b>group</b> .
2. <b>dialect</b>	Vocabulary specific to a particular <b>group</b> or <b>area</b> .
3. <b>immigration</b>	When <b>someone moves</b> into a country or location.
4. <b>conquest</b>	<b>Taking over</b> land in an area usually by <b>force</b> .
5. <b>proportion</b>	The <b>size, shape</b> or <b>level</b> of something.
6. <b>segregation</b>	<b>Separating</b> people based on race, class and social factors.
7. <b>omniscience</b>	<b>All-knowing</b> .
8. <b>monotheism</b>	Belief in <b>one</b> God.
9. <b>Monarchy</b>	Country where the Head of State is <b>King</b> or <b>Queen</b> .
10. <b>germination</b>	When a <b>seed</b> starts to <b>grow</b> .

WEEK 10	
1. protagonist	The <b>main character</b> in a play
2. emigration	When someone leaves a country or location.
3. climate	Average <b>weather</b> conditions over a <b>period of time</b> .
4. architecture	The <b>design</b> and construction of <b>buildings</b> .
5. covenant	A serious <b>promise</b> .
6. oviducts	<b>Carry egg cells</b> away from the ovary.
7. accent	The way of pronouncing words associated with an <b>area</b> or <b>place</b> .
8. melodrama	<b>Exaggerated</b> emotional plays.
9. dialogue	The <b>spoken script</b> on stage.
10. source	Evidence made <b>at the time</b> of an historical event.

WEEK 11	
1. motif	An idea or <b>theme</b> that is frequently <b>repeated</b>
2. refugee	A person who has been <b>forced to migrate</b> .
3. stakeholder	A <b>person or organisation</b> with an <b>interest</b> in something.
4. composition	The way elements of artwork are <b>arranged</b> or <b>combined</b> .
5. stewardship	To <b>look after</b> the world and each other.
6. faith	Having <b>trust</b> in someone.
7. prejudice	A <b>preconceived</b> opinion not based on reason or experience.
8. corrosive	<b>Destroys</b> living <b>tissue</b> such as skin and eyes.
9. culture	Ideas, <b>customs</b> and social behaviour of a group of people.
10. ensemble	A <b>musical group</b> e.g. orchestra, brass band, choir.

WEEK 12	
1. Tragedy	A play where main characters experience <b>reversal of fortune</b>
2. conquer	To overcome and <b>take control</b> of a place or people by <b>force</b> .
3. legacy	The <b>long-lasting impact</b> of particular events, actions or people.
4. tableaux	A frozen picture that tells a story.
5. polytheist	Believing in <b>many</b> Gods.
6. colloquial	<b>Informal</b> language used in conversation.
7. factors	The numbers that can be <b>divided</b> into that number.
8. gesture	An expression or <b>movement</b> of the body.
9. interpretation	A way someone has <b>understood</b> and explained the <b>past</b> .
10. fetus	Name given to an <b>unborn baby</b> .

WEEK 13	
1. soliloquy	When a character speaks <b>directly</b> to the <b>audience</b> .
2. Kingdom	An area <b>ruled by a monarch</b> (King or Queen).
3. tribe	<b>Group</b> of people who live and work together in a <b>shared area</b> .
4. uterus	Where a <b>baby grows</b> for 9 months.
5. systemic	Implies problems are rooted in the way <b>systems</b> are set up.
6. evaluation	Making a <b>judgement</b> about something.
7. migration	<b>Moving</b> from one place to another to live
8. monologue	<b>One</b> person delivering a speech or their thoughts to the audience.
9. intonation	<b>Variation</b> of spoken pitch.
10. texture	The <b>feel, appearance, or consistency</b> of a surface.

<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.			

DAA Cycle 2 Knowledge Organiser	SUBJECT	ENGLISH	TOPIC(S)	Blood Brothers	YEAR GROUP	7
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### **Key terminology:**

**Tragic Flaw:** A character trait which may be responsible for the downfall of a tragic hero

**Narrator:** A character that stands outside the action of a play and describes events

**Omniscient Narrator:** a narrator with God-like knowledge of the world of the story. They can see all the characters thoughts and actions and can tell the story from different viewpoints

**Foreshadow:** when a writer hints at what is to come

**Chorus:** Actors performing as a group rather than as individual characters

**Stage Directions:** A description of the physical actions or what is seen rather than said in the play

**Ellipsis:** a punctuation mark of three dots (...) suggesting an incomplete sentence or pause

**Dialogue:** The lines spoken by the characters in the play

**Accent:** a particular way of pronouncing words which can reveal where the speaker is from

**Dialect:** vocabulary and or grammar which is specific to a particular group, area or region

**Slang:** very informal language

**Standard English:** the dialect of English that is used in formal speech and writing

**Protagonist:** The main character in the play

**Tragedy:** A play in which the leading character experiences reversal of fortune, leading to an unhappy ending

**Montage:** a series of images or very short scenes, often used to suggest a sequence of events taking place over a period of time

**Motif:** A theme or idea that is frequently repeated throughout the play; a recurring subject

**Symbolism:** Where an image, object, idea or symbol is used to represent something other than its literal meaning

**Stereotype:** a common and oversimplified idea of what a particular type of person or thing is like

**Soliloquy:** when a character speaks directly to the audience as if thinking aloud, revealing their inner thoughts, feelings and intentions

**Juxtaposition:** two ideas, images or objects positioned close together to highlight their differences

**Dramatic Irony:** when the audience or reader is aware of something but the character in the play is not

### **Theatre styles and genre**

**Comedy:** Light-hearted tone, misunderstandings, witty dialogue, ends happily, audience is amused/laughs

**Tragedy:** serious tone, downfall of main character, ends unhappily, audience moved/saddened

**Melodrama:** exaggerated emotional plays, uses heightened characters and situations to engage the audience emotionally

**Political Theatre:** aims to deliver a political or social message, may use naturalistic techniques like directly addressing the audience or audience interaction, may set up opposition (good characters versus bad characters) aims to stir the audience to action

**Musical Theatre:** use of music and dance to tell a story, characters express themselves through song, often use exaggerated characters and chorus/ensemble, may be serious or light-hearted

### **Welfare state**

Council houses were the homes of most working-class people in the 1950s and 1960s. The terraced houses were cramped and lacked inside toilets and bathrooms. Their inner-city locations were often dirty and there was nowhere for children to play as they rarely had gardens.

When Thatcher became Prime Minister, the decision to close coal mines and other industries led to widespread unemployment among the working class and many had to sign up for benefits (going on the dole).

To improve standards of living, the government moved people away from the terraced houses into new council accommodation in the countryside. 'New' towns were created, and existing places were developed. Some high-rise blocks were built also.

### **Industrial Decline**

During the 1980s, many industries like coalmining and ship-building were shut down. Industrial, working class cities were hit significantly by this industrial decline, with Liverpool being particularly affected due to its previous status as a major centre for trade.

This decline led to Liverpool having one of the highest national rates of unemployment in the early 1980s. Some men turned to crime and gangs to provide for their families. There were also riots fuelled by the high levels of unemployment.

**Key themes in the play**

Education	Due to class, education is offered differently to the two boys- with Edward being in a private, boarding school and Mickey a comprehensive school where Mickey is poorly educated.
Superstition	The audience is constantly reminded of this, as well as the superstition Mrs Lyons creates. The narrator also refers to other superstitions throughout the various songs in the play.
Violence	The children play with toy guns and violent games out in the street. This foreshadows the violent path Mickey takes and the ultimate violent ending to the boys' lives.
Money	Mrs J can't afford to feed an extra two children and ends up getting her furnishings on the catalogue being taken away whilst pregnant. The children have broken toys which compares to Mrs L who can afford <u>all</u> of the luxuries when Edward is born.
Class	Mickey has fewer opportunities, poor <u>education</u> and an unsecure job- he is involved in drugs, depression and crime because of his poverty. Edward has all the opportunities: a good education, <u>university</u> and a good job. Both boys are also treated differently by society and authoritative figures.
Nature vs Nurture	Focuses on the idea of what will happen if a person's character is determined by their genetics or upbringing. In this case, it is their upbringing- Mickey wishes to have had Edward's life at the end of the play.
Fate	The idea that because of class, the boys' fate was always decided and instead it was fate, not superstition that caused their death.
Friendship	There are close friendships between the boys as well as Linda which strengthens and suffers at different times, specifically as the boys get older as one gets everything he wants and the other does not due to their social classes.

**Poverty**

There is a clearly established link between poverty and underachievement at school. Edward is sent to a private, fee-paying boarding school and will go onto university. Mickey leaves school and goes into employment; things go wrong when he is made redundant, whereas Edward has a much more secure 'white collar' job. Manual workers were called 'blue collar' workers; they were more affected by closure of factories and the few jobs connected with the docks.

**Social class**

Social class or social classification refers to the division of people based on social and economic status:

Working class - people who are employed in unskilled or semi-skilled manual or industrial work

Middle class - the social group between the upper and working classes, including professional and business people and their families.

The difference between the Johnstone and Lyons families draws attention to the impact that a person's social class can have on their opportunities in life.

**Family**

Family structure was traditional. Families were expected to have a 'nuclear' family structure – mother, father, and children. Single parent families were less common and were frowned upon.

Most families were patriarchal – this means the man led the family. He went to work, whilst the woman stayed at home to care for the children.

There were some big developments in social laws. In the 1960s homosexuality became legal and divorce became easier.

**Emergence of Youth Culture**

Teenagers became a recognised age group – they had their own ways of behaving which made them different from children and adults.

Youth culture referred to interests such as fashion, music, and hobbies. Associated with freedom and potential.

Bands like The Beatles had huge fan bases and their music represented feelings of being young and carefree.

Teenagers became an important force in protest movements and began to break away from the views of their parents.

Colour T.V.s were popular and meant children were exposed to films, shows and celebrities.

## Section 1 - Operations

OPERATIONS		
<b>addition</b>	symbol: + (plus)	Vocabulary: <b>add, more than, sum, total, all together, more than</b>
<b>subtraction</b>	symbol: = (minus)	Vocabulary: <b>subtract, less, difference, take away, fewer than</b>
<b>multiplication</b>	Symbol: X (times)	Vocabulary: <b>multiply, lots of, product</b>
<b>division</b>	Symbol: $\frac{\circ}{\circ}$ (obelus)	Vocabulary: <b>divide, split, share</b>
<b>quotient</b>	the result of a division (dividend $\div$ divisor = quotient)	
<b>remainder</b>	the amount <b>left over</b> when a divisor doesn't fit into a dividend exactly	

## Section 2 - Estimation

APPROXIMATION AND ESTIMATION	
<b>rounding</b>	writing a number <b>less accurately</b> so it is easier to work with below 5, <b>stay the same</b> , 5 or above, <b>round up</b>
<b>decimal place</b>	the position of a digit after the <b>decimal point</b>
<b>money</b>	when working in pounds (£) and pence, all answers should be given to <b>2 decimal places</b>
<b>significant figure</b>	1 <sup>st</sup> significant figure: the <b>first digit</b> in a number which is <b>not a zero</b>
<b>estimate a calculation</b>	The <b>process</b> of rounding numbers to <b>one significant figure</b> and then <b>calculating</b> to get an <b>approximate</b> answer.
<b>approximate</b>	an answer <b>close</b> to the exact value

## Section 3 – Multiples & Factors

MULTIPLES, FACTORS AND PRIME NUMBERS		
<b>multiple</b>	the result of <b>multiplying</b> a number by an integer, <i>e.g. the 3<sup>rd</sup> multiple of 7 is 21</i>	
<b>lowest common multiple (LCM)</b>	the <b>lowest common number</b> in the <b>multiplication tables</b> of two or more different numbers	
<b>factor</b>	a quantity which <b>divides equally</b> into a number, <i>e.g. factors of 8 are 1, 2, 4 and 8</i>	
<b>highest common factor (HCF)</b>	the <b>highest factor</b> which belongs to two or more numbers	
<b>prime number</b>	an integer greater than 1 that has <b>exactly two factors, 1 and itself</b>	
<b>prime numbers</b>	2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31...	
<b>prime factor</b>	a <b>factor</b> of a number which is also <b>prime</b>	
<b>product of prime factors (prime factorisation)</b>	a set of <b>prime factors</b> which <b>multiply</b> to give a number .	<i>e.g. prime factor tree</i>  12 = 2 x 2 x 3 or 2 <sup>2</sup> x 3

## Section 4 – Inequalities

INEQUALITIES	
where two expressions are <b>not equal</b> in value	
<b>strict inequalities:</b>	< less than > greater than
<b>non-strict inequalities:</b>	≤ less than or equal to ≥ greater than or equal to

## Section 5 – Perimeter & Area

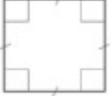
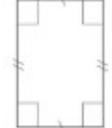
PERIMETER	
<b>perimeter</b>	the shortest <b>distance</b> around a shape, to calculate it you find the <b>sum of its sides</b>
<b>rectangle perimeter</b>	<b>P = (l+w)x2</b> add the length and width, then multiply by 2
<b>perimeter of a compound shape</b>	find all the <b>lengths</b> around the outside of the shape and <b>add</b> them up

AREA		
<b>area</b>	the amount of <b>space</b> a <b>2D shape</b> takes up	
<b>area of a rectangle</b>	$A = bh$ Area = <b>base x height</b>	
<b>area of a triangle</b>	$A = \frac{bh}{2}$ Area = <b>base x height</b> 2	
<b>area of a compound shape</b>	work out the <b>area</b> of each shape, <b>add</b> together	

### Section 6 - Conversions

UNITS	
metric units	an international system of units based on 10s, 100s and 1000s
metric length conversions	1cm = 10mm 1m = 100cm 1km = 1000m
metric mass conversions	1kg = 1000g 1 tonne = 1000kg
metric capacity conversions	1 litre = 1000ml

### Section 8 – Quadrilaterals

PROPERTIES OF QUADRILATERALS	
<b>square</b> 	four equal sides four right angles opposite sides parallel diagonals bisect each other at right angles four lines of symmetry rotational symmetry of order four
<b>rectangle</b> 	two pairs of equal sides four right angles opposite sides parallel diagonals bisect each other, not at right angles two lines of symmetry rotational symmetry of order two
<b>rhombus</b> 	four equal sides diagonally opposite angles are equal opposite sides parallel diagonals bisect each other at right angles two lines of symmetry rotational symmetry of order two
<b>parallelogram</b> 	two pairs of equal sides diagonally opposite angles are equal opposite sides parallel diagonals bisect each other, not at right angles no lines of symmetry rotational symmetry of order two
<b>kite</b> 	two pairs of adjacent sides of equal length one pair of diagonally opposite angles are equal (where different length sides meet) diagonals intersect at right angles, but do not bisect one line of symmetry no rotational symmetry
<b>trapezium</b> 	one pair of parallel sides no lines of symmetry no rotational symmetry special Case: isosceles trapeziums have one line of symmetry

### Section 9 - Triangles

TYPES OF TRIANGLE		
equilateral	3 equal sides 3 equal angles (60°)	
isosceles	2 equal sides 2 equal angles	
scalene	no equal sides no equal angles	
right angled	any triangle with a 90° angle can be scalene or isosceles	

### Section 7 – Types of angle

TYPES OF ANGLE	
angle	a measure of turn, units=degrees
acute angle	an angle less than 90°
right angle	90°
obtuse angle	an angle between 90° and 180°
straight line	180°
reflex angle	an angle between 180° and 360°
a full turn	360°

### Section 10 – Basic angle rules

ANGLE RULES		
angles around a point	add to 360° (as they make a full turn)	
angles on a straight line	add to 180°	
vertically opposite angles	when two lines intersect, angles opposite each other are equal	
angles in a triangle	add to 180°	
angles in a quadrilateral	add to 360°	

### Section 11 – Key terms

GENERAL VOCABULARY		
vertex (vertices)	a point where two or more line segments meet, a corner	
polygon	a 2D shape with 3 or more straight sides	
regular polygon	a polygon with sides that are all equal and angles that are all equal	
parallel lines	lines with the same gradient they never meet they are always the same distance apart	
perpendicular lines	lines are perpendicular when they meet or intersect at a right angle (90°)	

**2.1 - Energy Stores – Objects with energy in this store.**

<b>Kinetic</b>	All <b>moving objects</b> .
<b>Gravitational Potential</b>	All objects. The <b>higher</b> the object is <b>lifted up</b> , the <b>greater</b> the energy.
<b>Thermal</b>	All objects. The <b>hotter</b> the object, the <b>greater</b> the energy.
<b>Elastic Potential</b>	Anything that has been <b>stretched</b> or <b>squashed</b> and will <b>return</b> to its <b>original shape</b> .
<b>Chemical</b>	Anything that can <b>release</b> energy by a <b>chemical reaction</b> . e.g. <b>food, fuels, batteries</b> .

**2.2 - Energy Transfer Pathways**

<b>Mechanically</b>	When a <b>force</b> acts.
<b>Electrically</b>	When an <b>electrical current</b> moves.
<b>By Heating</b>	When energy is transferred from a <b>hotter</b> to a <b>colder</b> object.
<b>By Radiation</b>	By <b>sound</b> or <b>light</b> waves.

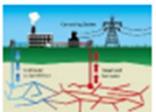
**2.3 – Energy Conservation & Efficiency**

<b>Law of Conservation of Energy</b>	Energy <b>cannot</b> be <b>created</b> or <b>destroyed</b> . It can only be <b>transferred</b> from <b>one store</b> to <b>another</b> .
<b>Efficiency</b>	A <b>measure</b> of how good an appliance is at <b>transferring energy usefully</b> . A <b>percentage</b> between <b>0%</b> and <b>100%</b> .
<b>Efficiency Equation</b>	$\text{Efficiency} = \frac{\text{Useful energy out}}{\text{Total energy in}} \times 100\%$

**2.4 - Non-Renewable Energy Resources – Limited supply and will run out.**

<b>Fossil Fuels</b> (Coal, oil and gas)	Fuels are <b>burnt</b> to <b>heat water</b> which makes <b>steam</b> . Steam turns a <b>turbine</b> which turns a <b>generator</b> .
	Pros – Releases <b>lots of energy</b> , <b>reliable</b> .
	Cons – Releases <b>carbon dioxide</b> which causes <b>global warming</b> .
<b>Nuclear</b> (Plutonium and Uranium)	<b>Nuclear reactions</b> release energy to <b>heat water</b> which makes <b>steam</b> . Steam turns a <b>turbine</b> which turns a <b>generator</b> .
	Pros – Releases <b>lots of energy</b> , <b>reliable</b> .
	Cons – Produces <b>dangerous radioactive waste</b> .

**2.5 - Renewable Energy Resources - Will not run out.**

<b>Wind Turbines</b> 	Wind spins <b>turbine blades</b> .
	Pros – No <b>pollution</b> .
	Cons – Spoils <b>landscape</b> , only works when <b>windy</b> , <b>noisy</b> .
<b>Solar Cells</b> 	<b>Light</b> hits <b>solar cells</b> and <b>generates electricity</b> .
	Pros – No <b>pollution</b> .
	Cons – Only works when <b>sunny</b> .
<b>Geothermal</b> 	<b>Hot rocks</b> underground heat water to form <b>steam</b> , which turns <b>turbines</b> .
	Pros – No <b>pollution</b> .
	Cons – Not many places are <b>suitable</b> .
<b>Tidal</b> 	<b>Water flows</b> through <b>turbines</b> in an <b>estuary</b> as the <b>tides</b> go in and out.
	Pros – No <b>pollution</b> .
	Cons – <b>Costly</b> to set up. May affect <b>wildlife</b> .
<b>Wave</b> 	<b>Waves</b> in the <b>sea</b> turn a <b>turbine</b> .
	Pros – No <b>pollution</b> .
	Cons – <b>Costly</b> to set up.
<b>Hydroelectric</b> 	<b>Water falls down</b> and turns <b>turbines</b> in a <b>dam</b> .
	Pros – No <b>pollution</b> .
	Cons – <b>Costly</b> to set up. Can cause <b>flooding</b> and <b>destroy habitats</b> .
<b>Biofuels</b> 	<b>Burning crops</b> or <b>animal waste</b> in a power station.
	Pros – <b>Carbon neutral</b> .
	Cons – Crops need to be grown which takes up a <b>lot of land</b> . Crops could be used to <b>feed people</b> instead.

## 2.1 - The Periodic Table

Periodic Table	Contains information about <b>118 elements</b> , arranged in order of <b>atomic number</b> .
Groups	The <b>vertical columns</b> .
Periods	The <b>horizontal rows</b> .
Alkali Metals	<b>Group 1 elements</b> . Very <b>reactive</b> , <b>soft</b> and <b>dull</b> .
Halogens	<b>Group 7 elements</b> .
Noble Gases	<b>Group 0 elements</b> . Very <b>unreactive</b> .
Transition Metals	Found in the <b>middle block</b> .

## 2.2 - Chemical Symbols of Elements

C	carbon	He	helium	N	nitrogen
H	hydrogen	F	fluorine	S	sulphur
O	oxygen	Cl	chlorine	Be	beryllium
Li	lithium	Br	bromine	Cu	copper
Na	sodium	Mg	magnesium	Fe	iron
K	potassium	Ca	calcium	Ne	neon

## 2.3 - Properties of Metals and Non-Metals

Properties	Metals	Non-Metals
Periodic Table	Left hand side	Right hand side
Do they conduct?	Conductors of heat and electricity	Insulators of heat and electricity
Appearance	Shiny (when polished)	Dull
Density	High density (heavy for their size)	Low density (light for their size)
Mechanical Properties	Malleable (can be bent or hammered into shape) Ductile (can be pulled into wires)	Brittle (breaks easily)
Sonorous?	Sonorous (makes a ringing sound when hit)	Not sonorous

## 2.4 - Elements, Compounds and Mixtures

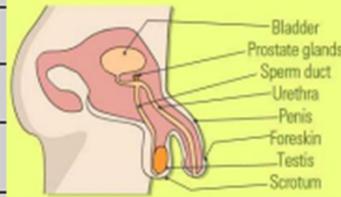
Element 	Substance made up of only <b>one type of atom</b> .
Compound 	Substance made up of <b>two or more types of atom</b> , <b>chemically joined together</b> .
Mixture 	<b>Two or more</b> substances <b>mixed</b> together but <b>not chemically joined</b> .
Chemical Reaction	A change in which <b>atoms</b> are <b>rearranged</b> and <b>new substances</b> are made. Often <b>irreversible</b> .
Physical Change	A change in which <b>no new substances</b> are made. <u>E.g.</u> <b>changes of state</b> . Often <b>reversible</b> .
Naming compounds	<b>Rule 1:</b> Use for <b>metal + non-metal</b> . <b>Metal</b> goes <b>first</b> , then <b>non-metal</b> changes ending to <b>-ide</b> . <u>E.g.</u> iron + sulphur -> iron sulphide
	<b>Rule 2:</b> Use for <b>metal + non-metal + oxygen</b> . <b>Metal</b> goes <b>first</b> , then <b>non-metal</b> changes ending to <b>-ate</b> . <u>E.g.</u> copper + sulphur + oxygen -> copper sulphate

## 2.5 - Chemical Formulae of Substances

H <sub>2</sub> O	water	H <sub>2</sub>	hydrogen	C <sub>6</sub> H <sub>12</sub> O <sub>6</sub>	glucose
CO <sub>2</sub>	carbon dioxide	Cl <sub>2</sub>	chlorine	NH <sub>3</sub>	ammonia
O <sub>2</sub>	oxygen	CH <sub>4</sub>	methane	NaCl	sodium chloride
N <sub>2</sub>	nitrogen	CO	carbon monoxide	CuSO <sub>4</sub>	copper sulphate

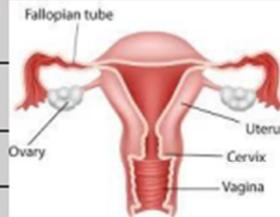
### 3.1 - Male Reproductive System

<b>Sperm Cell</b>	Male gamete (sex cell).
<b>Testes</b>	Produces and stores sperm cells.
<b>Sperm Duct</b>	Carries sperm to the penis.
<b>Glands</b>	Add fluids to the sperm to make semen.
<b>Urethra</b>	Carries sperm and urine out of the penis.
<b>Ejaculation</b>	When sperm are released from the penis.



### 3.2 - Female Reproductive System

<b>Egg Cell (Ovum)</b>	Female gamete (sex cell).
<b>Ovaries</b>	Stores egg cells. One egg cell is released every 28 days (ovulation).
<b>Oviducts</b>	Carry egg cells away from the ovary. Also called fallopian tubes.
<b>Uterus</b>	Where the baby grows for 9 months.
<b>Vagina</b>	Muscular tube. Penis enters here.
<b>Cervix</b>	Ring of muscle that holds the baby in place.

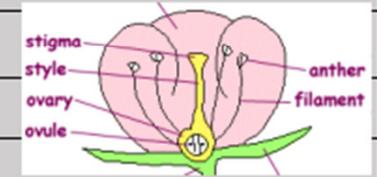


### 3.3 - Fertilisation and Pregnancy

<b>Fertilisation</b>	The nucleus of a sperm cell fuses with the nucleus of an egg cell in the oviduct. Forms a zygote.
<b>Zygote</b>	Cell formed by fertilisation. Divides into more cells and forms an embryo.
<b>Embryo</b>	Ball of cells. Attaches to lining of uterus (implantation). Develops into fetus.
<b>Fetus</b>	Name given to an unborn baby after 8 weeks.
<b>Placenta</b>	Organ that allows oxygen and nutrients to diffuse from mother's to baby's blood. Also removes carbon dioxide from baby's blood.
<b>Umbilical Cord</b>	Connects placenta to the fetus.
<b>Amniotic Sac</b>	Filled with fluid. Acts as shock absorber to protect the fetus.

### 3.4 - Plant Reproductive Parts (found in a flower)

<b>Stamen</b>	Male reproductive parts (anther and filament).
<b>Anther</b>	Produces pollen grains (male sex cell).
<b>Filament</b>	Holds up the anther.
<b>Carpel</b>	Female reproductive parts (ovary, stigma and style).
<b>Ovary</b>	Produces ovules (female sex cells).
<b>Stigma</b>	Collects pollen grains.
<b>Style</b>	Holds up the stigma.



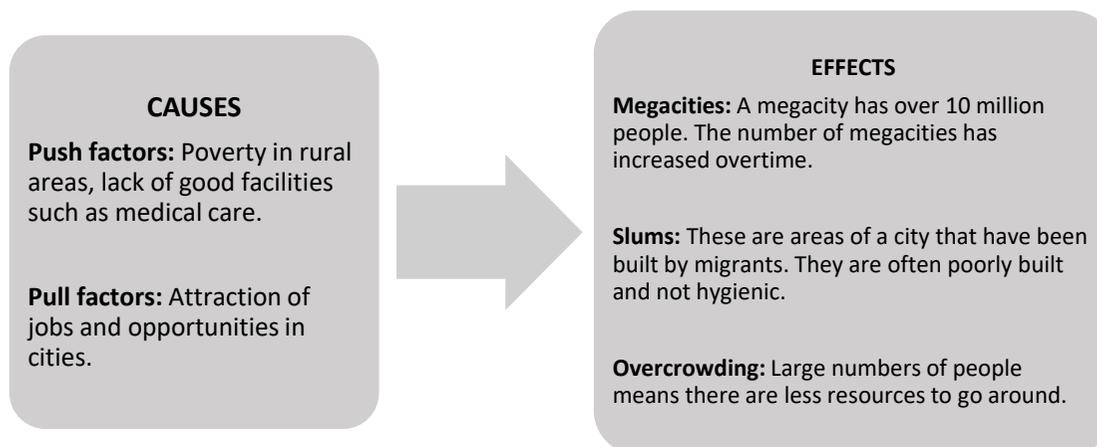
### 3.5 - Pollination and Fertilisation in Plants

<b>Pollination</b>	Transfer of pollen from an anther to a stigma. Pollen is spread by insects or wind.
<b>Cross-Pollination</b> 	Pollen is spread between two different plants.
<b>Self-Pollination</b> 	Pollen is spread between the male and female parts of the same plant.
<b>Fertilisation</b>	Nucleus of pollen grain fuses with nucleus of ovule. Happens in ovary. Forms seeds.
<b>Seed Dispersal</b>	Main methods: wind, animals, water and explosion.
<b>Germination</b>	When a seed starts to grow. This requires water, oxygen and warmth.

1. Key terms

<b>Migration</b>	Moving from one place to another to live.
<b>Immigration</b>	When someone moves into a country or location.
<b>Emigration</b>	When someone leaves a country or location.
<b>Migrant</b>	A person who has moved from one place to another to live.
<b>Voluntary migrant</b>	Someone who has chosen to migrate from one place to another.
<b>Refugee</b>	A person who has been forced to migrate, for example due to a war.
<b>Rural-urban migration</b>	Migration from a rural (countryside) area to an urban (city or town) area.
<b>International migration</b>	Migration from one country to another.
<b>Push factor</b>	A negative reason that forces someone to leave a location, e.g. low paid jobs.
<b>Pull factor</b>	A positive reason that attracts someone to a new location, e.g. better medical care.

3. Rural – urban migration



2. Migration and the UK



4. Effects of international migration

Positives	Negatives
<b>Diversity:</b> International migration means countries have people from many different backgrounds.	<b>Conflict:</b> International migration can lead to disagreements between different religions and cultures.
<b>Jobs:</b> International migrants often do jobs that would otherwise not be done, and can provide services, for example in healthcare.	<b>Overcrowding:</b> Migrants increase the population, and so increase demand for space and resources.

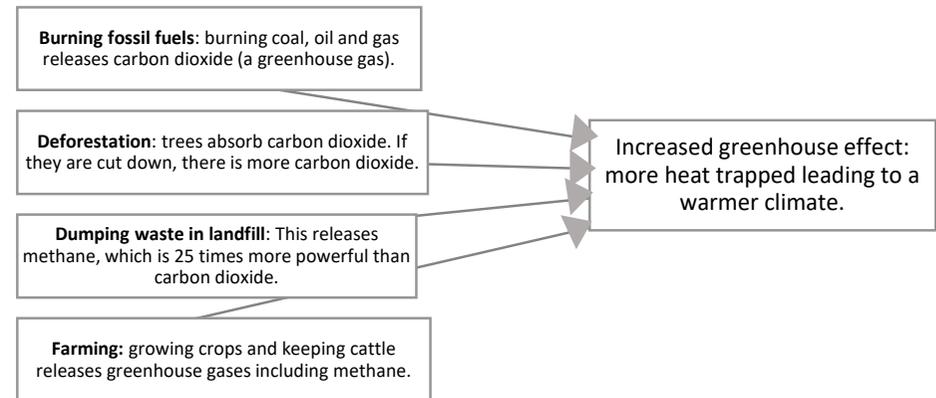
5. Key terms

<b>Weather</b>	What the earth's atmosphere is like at a particular place and time (e.g. rainy, windy, sunny).
<b>Climate</b>	The average weather conditions over a longer period of time.
<b>Climate Change</b>	The tendency for the earth's climate to change over its history due to physical processes and events (e.g. sunspots, orbital changes).
<b>Global Warming</b>	The sustained rise in the planet's temperature due to human actions (e.g. burning fossil fuels).
<b>Fossil fuels</b>	Natural resources such as coal, oil and natural gas containing hydrocarbons.
<b>Greenhouse effect</b>	The natural effect that keeps the earth warm enough to survive on. It has been increased unnaturally by human activity.
<b>Greenhouse gas</b>	Gases that trap heat in the earth's atmosphere (e.g. methane).
<b>Methane</b>	A particularly powerful greenhouse gas (25x more effective than CO2 at trapping heat in the earth's atmosphere)
<b>Carbon footprint</b>	The amount of carbon emitted by a person or organisation over a period of time.
<b>Stakeholder</b>	A person or organisation with an interest in something.

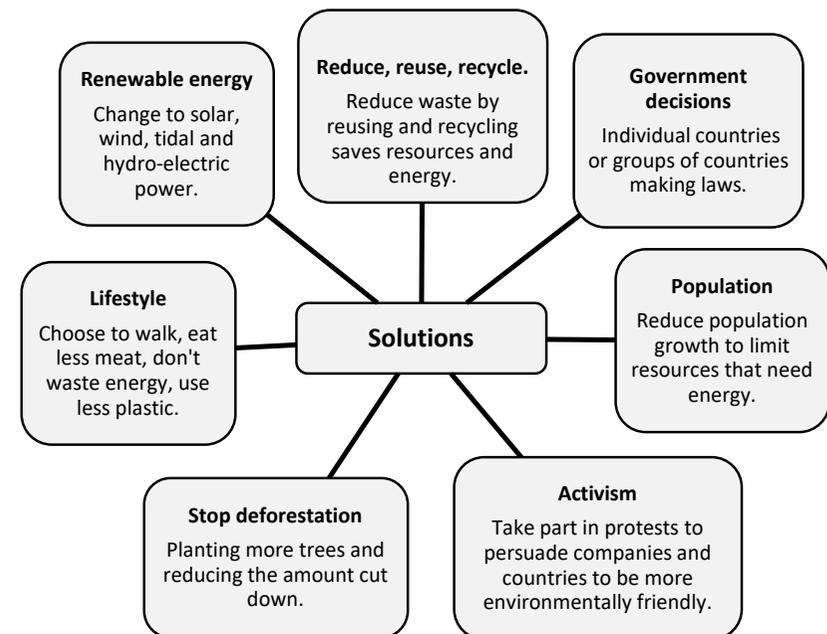
7. Effects of climate change

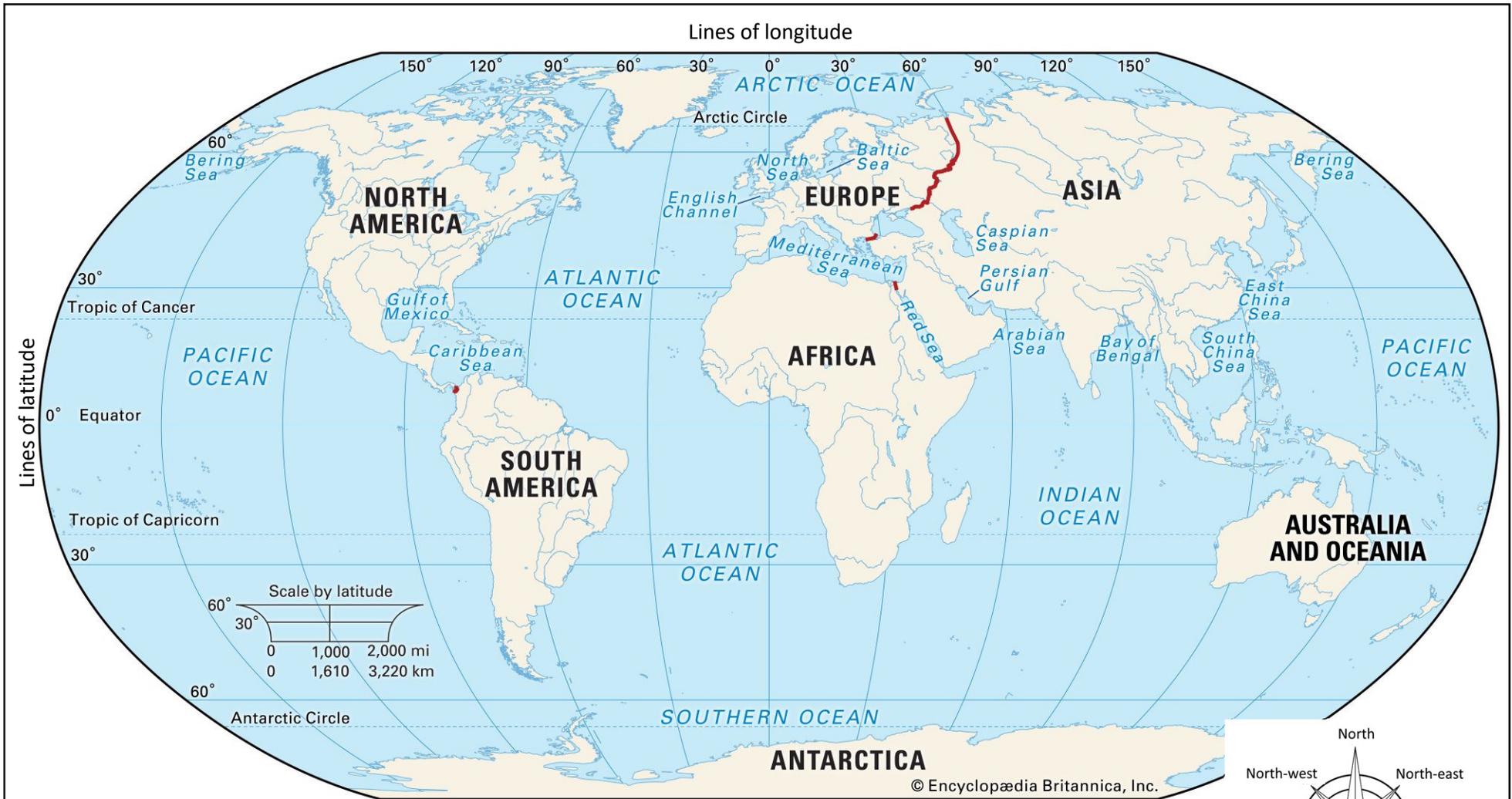
	Sea levels will rise by 70cm by 2100. Coastal and lowland areas of the UK will be flooded. Islands like the Maldives will be completely underwater.
	The Arctic Ocean will become ice free, leading to the extinction of animals like polar bears.
	Increased drought will lead to dust storms and food shortages.
	There will be more extreme weather events. Warm and dry temperatures will lead to increased chance of wildfires.

6. Causes of climate change



8. Responses to climate change





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**Across the world there are:**  
 7 continents: Europe, Asia, Africa, Oceania, Antarctica, South America, North America  
 5 oceans: Arctic, Southern, Pacific, Indian, Atlantic



<b>Europe</b>	A continent made up of 44 countries, the UK is part of this continent.
<b>United Kingdom</b>	Made up of England, Wales, Scotland, Northern Ireland.
<b>Great Britain</b>	Made up of England, Wales, and Scotland.
<b>British Isles</b>	A group of islands, the largest is Great Britain. Made up of England, Wales, Scotland, Northern Ireland, and the Republic of Ireland.
<b>Capital cities</b>	The main city in a country, where the government is based.

Section 1		
Year	Group Name	Origin
Before 4000 BCE	Hunter gatherers	Europe
4000 BCE	Farmers	Europe
500 BCE	Celts	Central Europe
43-401 CE	Romans	Mediterranean
401 CE	Angles, Saxons, and Jutes	Denmark and Northern Germany
793 CE	Vikings	Scandinavia

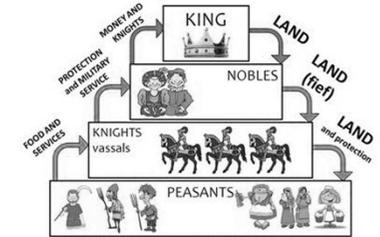
Section 2 - Legacies	
Culture	Legacy
Rome	Introduced Christianity, Hadrian's wall, diverse cultures
Vikings	Ship-building and sailing, international trade
Anglo-Saxons	Early English language, trading, metalworking
Normans	Castles, Feudalism, French words introduced to English

Section 3 - Crisis of Succession	
Edward the Confessor dies without an heir	
Harald Hardrada	King of Norway. Famous Viking. Claimed to have been promised the throne. Descended from legendary Vikings
Edgar Aetheling	Closest relative to Edward. Anglo-Saxon Prince. Very young and inexperienced. Not supported by the Witan
William of Normandy	Experienced military leader. Promised the throne by Edward the Confessor. Supported by the Pope in Rome
Harold Godwinson	Powerful Anglo-Saxon lord. Edward's Chancellor. Married to Edward's sister. Supported by Witan. Very wealthy

Section 4 - Key Terms	
Key Term	Definition
Migration	The movement of people from one area to another
Legacy	The long-lasting impact of particular events, actions, or people
Source	Historical source is an original piece of historical information used to understand the past
Tribe	Group of people who live and work together in a shared geographical area
Kingdom	An area ruled by a monarch (King or Queen)
Dark Age	A period where a country or area experiences decline
Golden Age	A period of time that is peaceful, successful, and wealthy
Interpretation	A way someone has understood and explained the past
Viking	A group of peoples who originated from Scandinavia, who traded, raided, and migrated through Europe
Heir to the throne	Person who should be the next monarch, usually the son of the last monarch
Claim to the throne	A reason a person should be the next King or Queen of a monarchy
The Witan	A council of advisors who met to help the King make important decisions
Conquer	To overcome and take control of a place or people by force

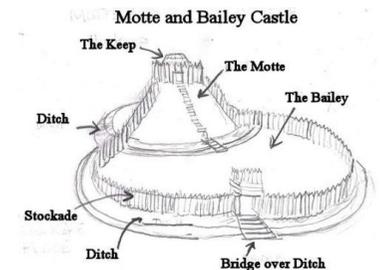
Section 5 - Key Questions	
What was Britain like in 400AD?	Roman legacies, European settlers, migration into the country
What was Britain like in 1100AD?	Norman rule, feudal system, control from the King
What had changed?	New government, new ruler, new language, new culture
Why had it changed?	Easier to control, easier to gather tax, cultural changes, migration

Section 6 - Feudalism
New system of government introduced by Normans

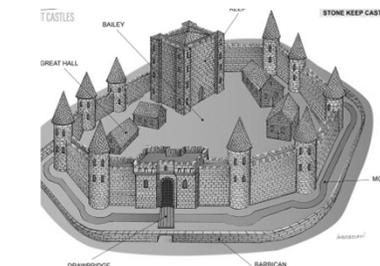


Feudal Pyramid of Power

Section 7 - Wooden Castles
Quick to construct to give defensive structure



Section 8 - Stone Keep Castle
Slower to build and expensive, but much more durable and permanent



Section 9 - Timeline of Kingdom of Mali		Section 11 - Sources		Section 14 - Church and King	
Date	Event	The History of Mali is known through the <b>oral tradition</b> and <b>sources</b>		King	Pope
1235	Sunjata Keita founds the Kingdom of Mali	Griots	Storytellers in Mali who told the legends of the past	Ruled over a country	Was leader of Catholicism on Earth
1255	Sunjata Keita dies	Islamic Scholars	Scholars from the Middle East recorded what they saw when they traded in Mali	Wielded real, physical power	Wielded spiritual power
1312	Mansa Musa became the ruler of Mali	Architecture	Buildings show how people lived at the time and what was important to them, such as Holy Sites	Could have someone executed	Could have someone excommunicated
1324	Mansa Musa became famous after performing Hajj	Crafts	Objects that were made by Malians, showing their skill and the items they valued	Could lead armies in wars	Call crusades against non-Christians
1337	Mansa Musa died, and Mali began to fall				
Section 10 - Key Terms		Section 12 - Timeline of the Mongol Empire		Section 15 - Magna Carta	
Key Term	Definition	Date	Event	Conditions of Magna Carta	Meaning
Catalan Atlas	A map of the world made in 1375 in Spain. It shows the land known to Europeans with people and captions	1162	Temujin is born	Right to a trial	A person could not be arrested or imprisoned without having a fair trial
Conquest	Taking over land in another area, usually by force	1206	Temujin is given the title "Genghis Khan"	Agreement on taxes	The King could not raise new taxes without the agreement of the barons of the country
Culture	The ideas, traditions and social behaviours of a certain group	1215	Genghis Khan captures the city of Beijing in China, killing all its inhabitants	Barons would have greater power	There would be a council of 25 barons who would have an input on how England was governed
Griot	The storytellers and musicians in West Africa who pass on oral histories	1227	Genghis Khan dies and is succeeded by his descendants		
Hajj	Pilgrimage (religious journey) to Meccah	1258	The Mongols attack the city of Baghdad and destroy it		
Mansa Musa	Mansa of the Kingdom of Mali from 1312				
Oral History	Historical evidence which is spoken instead of written down	Section 13 - Characteristics of Mongol Empire			
Significance	The importance of an event at the time and in the longer term	Characteristic	Meaning		
Trade	The process of buying, selling, or exchanging goods	The Yasa	Common oath sworn to be loyal to the Khan under pain of death		
Trade Route	A road which people and animals travel along to trade with other people and places	Government	Cities would be left alone as long as they paid taxes and stayed loyal		
		Religion	All people were allowed to practice their own religion freely		
		Slavery	Enslaving Mongols was outlawed, however slaves would often be taken from conquered cities		
		The Yam	Chains of horse stations across the Empire meant they could communicate very quickly		
		Section 16 - Black Death and Medieval Medicine		Belief	Impact
				God sent all diseases	People would try to treat diseases with prayer alone
				Astrology	People believed the position of the sun and moon altered their health
				Did not understand science	Had no way of knowing what cause the illness or how to treat it
				Symptoms	Fever and chills, abdominal pain, headaches, swollen lymph nodes, breathing difficulties
				Treatments	Bloodletting, vinegar and onions, rubbing the wounds with chicken feathers, leeches to pull out poison, whipping yourself

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
<i>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 <b>omnipotent</b>.</i>			

6 &amp; 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>

2 &amp; 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>

8 &amp; 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>Jesus 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>

4 &amp; 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 God's <b>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>

10 &amp; 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> (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' - Golden Rule (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>	• <i>'Obey God &amp; His Messenger'</i>	• Every person is expected to say the <b>Declaration of Faith</b> to be Muslim
<b>Salah</b> (Prayer)	• <i>'Prostrate &amp; draw near to God'</i>	• Muslims pray for help, forgiveness, healing... • Its compulsory for Muslims • It strengthens your <b>faith</b>
<b>Sawm</b>	• <i>'Fasting has been prescribed for you'</i>	• Understand the struggle of the poor / build <b>empathy</b>
<b>Zakat</b>	• <i>'Those who give zakat, God will replace this'</i>	• Give to charity – be fair • Make room for others
<b>Hajj</b> : Holy pilgrimage to Mecca	• <i>'Humanity is one community'</i> • <i>'Hajj is a duty'</i>	• Pilgrims wear the <b>ihram</b> (white clothing) to mark <b>equality</b> • Can everyone afford this?

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>• <i>'Love thy neighbour as yourself'</i></li> <li>• <i>'Obey God not men'</i></li> <li>• <i>'Do not judge for you will be judged'</i></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>• <i>'God loves a cheerful giver'</i></li> <li>• <i>Jesus feeds 5000 (5 loafs &amp; 2 fish)</i></li> <li>• <i>I am the LORD who heals you'</i></li> </ul>	<ul style="list-style-type: none"> <li>• Treat everyone <b>fairly</b> 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>• <i>'Men &amp; women have the same spiritual nature' (Quran)</i></li> <li>• <i>'Honour your parents' (Bible)</i></li> <li>• <i>'Heaven is under the mother's feet' (Hadith)</i></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>• <i>'Love is God's ocean'</i></li> <li>• <i>'Give up selfishness'</i></li> <li>• <i>'Whatever you plant, you harvest'</i></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>• <i>'God loves a cheerful giver' (Bible)</i></li> <li>• <i>'Spend your wealth in the way of God' (Quran)</i></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. ¿Qué te gusta hacer? - What do you like doing?**

Me gusta ...	I like ...
Me gusta mucho ...	I really like ...
No me gusta ...	I don't like ...
No me gusta nada ...	I don't like ... at all.
Me encanta ...	I love ...
Odio ...	I hate ...
Prefiero ...	I prefer ...
Si pudiera	If I could
Si tuviera mas tiempo	If I had more time
Me gustaría	I would like
Me gustaba	I used to like
Cuándo era joven	When I was young

**4. El tiempo – the weather**

Cuando/ si	When/if
Hace sol	It is sunny
Hace calor	It is warm
Hace buen tiempo	It is good weather
Hace frio	It is cold
Hace mal tiempo	It is bad weather
Hace viento	It is windy
llueve	It is raining
nieva	It is snowing
Hay tormenta	It is stormy
leo	I read
Hago esquí	I go skiing
Veo la televisión	I watch tv
Voy al parque	I go to the park
Voy a la playa	I go to the beach
Voy al cine	I go to the cinema
Hago natación	I go swimming
Hago muñecas de nieve	I make snowmen

**2. Las actividades- activities**

jugar al fútbol	playing football
hacer atletismo	doing athletics
hacer natación	going swimming
navegar por internet	surfing the internet
ir al cine	going to the cinema
salir con mis amigos	going out with my friends
ver la televisión	watching television
hacer mis deberes	doing my homework
escuchar música	listening to music
ir de compras	going shopping
Jugar con los videojuegos	Playing videogames
Leer	Reading (to read)
chatear	Chatting on line (to chat)

**5¿Qué haces en tu tiempo libre? - what do you do in your free time?**

Voy al cine	I go to the cinema
Voy a la piscina	I go to the swimming pool
Voy de compras	I go shopping
Salgo con mis amigos	I go out with my friends
Hago mis deberes	I do my homework
Monto en bicicleta	I ride my bike
Escucho música	I listen to music
Veo la televisión	I watch television
Navego por internet	I surf the net
Juego con mi ordenador	I play on my computer

**3. ¿Qué deporte haces? – What sports do you do?**

Juego al..	I play
Fútbol	football
tenis	tennis
Criquet	cricket
baloncesto	basketball
bádminton	badminton
voleibol	volleyball
hockey	hockey
hago	I do (go)
ciclismo	Cycling
natación	swimming
atletismo	athletics
equitación	Horsriding
gimnasia	Gymnastics
Artes marciales	Martial arts



6. ¿Qué estudias? What do you study?	
¿Qué estudias?	What do you study?
Estudio ...	I study ...
Estudia ...	He/She studies ...
No estudia ...	He/She doesn't study
el dibujo	art
la educación física	PE
el español	Spanish
el francés	French
el inglés	English
el teatro	drama
la historia	history
la informática	ICT
la música	music
la religión	RE
la geografía	geography
la tecnología	technology
las ciencias	Science
las matemáticas	Maths
Si fuera posible	If it were possible
Me gustaría estudiar	I would like to study

7. la hora- the time	
Es la una	It is one o clock
Son las dos	It is two o clock
Son las tres y media	It is half past three
Son las cuatro y cuarto	It is <b>quarter past</b> four
Son las cinco menos cuarto	It is <b>quarter to</b> five
A las tres y media	At half past three
A las ocho y veinte	At twenty past eight
El instituto empieza	School starts
El instituto termina	School finishes

8. Las opiniones- opinions	
¿Te gusta el español?	Do you like Spanish?
Me gusta el español.	I like Spanish.
Me gusta la geografía.	I like geography.
Me gusta mucho la historia.	I really like history.
No me gusta el inglés.	I don't like English.
No me gusta nada la educación física.	I don't like PE at all.
¿Te gustan las ciencias?	Do you like science?
Me gustan las ciencias.	I like science.
bueno/buena	good
difícil	difficult
fácil	Easy
importante	important
interesante	interesting
útil	useful
Me gusta la informática porque es fácil.	I like ICT because it's easy.
Me gustan las ciencias porque son útiles.	I like science because it's useful.

9 El transporte- transport	
Voy al instituto ...	I go to school..
En autobus	By bus
En autocar	By coach
En coche	By car
En tren	By train
En metro	By underground
En avión	By plane
En barco	By boat
A pie	By foot
Si pudiera	If I could
Me gustaría ir en/a...	I would like to go by...
Prefiero ir en...	I prefer to go by

10. Los profesores- the teachers	
El profesor de ... es ...	The ... teacher (male) is ...
aburrido	boring
antipático	unpleasant
divertido	amusing
severo	strict
simpático	nice, kind
La profesora de ... es ...	The ... teacher (female) is ...
aburrida	boring
antipática	unpleasant
divertida	amusing
severa	Strict
simpática	nice, kind
aunque	although
Puede ser	He/she can be



**11. Las instalaciones- the facilities**

En mi instituto hay...	In my school there is
No hay	There isn't
Un comedor	A dining room
Un gimnasio	A gym
Un patio	A playground
Una aula de informática	An IT class
Una piscina	A swimming pool
Una biblioteca	A library
Unos laboratorios	Some science labs
Unas aulas	Some classrooms
Ojalá que hubiera...	If only there was....
Un salón para estudiantes	A student's room

**13. Past tense**

La semana pasada	Last week
El año pasado	Last year
Hace dos años	Two years ago
Fui a	I went to
Pasé...horas /días	I spent ...hours/days
Vi	I saw
Escuché	I listened
Viajé a	I travelled to
Descansé	I relaxed
Compré	I bought
Comí	I ate
Bebí	I drank
Subí en	I got on (transport)
Conocí a	I got to know
Visité	I visited
Lo pasé bien/mal	I had a good/bad time

**12. El recreo- the break time**

¿Qué comes en el recreo?	What do you eat at lunch break?
Como ...	I eat ...
Come ...	He/She eats ...
un bocadillo	a sandwich
un plátano	a banana
una hamburguesa	a hamburger
una manzana	an apple
una pizza	a pizza
unas patatas fritas	some crisps
¿Qué bebes?	What do you drink?
Bebo ...	I drink ...
Bebe ...	He/She drinks ...
agua mineral	a mineral water
un zumo de naranja	an orange juice
una limonada	a lemonade
Salgo con mis amigos	I go out with my friends
Charlo con mi amigo/a	I chat with my friend
Voy a la biblioteca	I go to the library
No hago nada	I don't do anything



## 7.1 Describing characteristics

Urdu	Roman Urdu (pronunciation)	English
شرارتی	shraartee	naughty
اچھا / اچھی	achaa/achee	good
برا / بری	buraa/buree	bad
مہربان	mehrbaan	kind
بہادر	bahaadur	brave
ملنسار	milansaar	friendly
بے کار	baykaar	useless
دلچسپ	dill chassp	interesting
غصے والا / والی	gussay waala/waali	angry

## 7.2 School Subjects

مضمون	mazmoon	subject
حساب	hisaab	Maths
انگریزی	angrayzee	English
سائنس	science	Science
جغرافیہ	jagraafiya	Geography
تاریخ	taareekh	History
آرٹ	art	Art
ہسپانوی	hisspaanwee	Spanish
آئی سی ٹی	ICT	ICT
جسمانی تعلیم	jissmaani taaleem	PE
اردو	urdu	Urdu
مذہبی تعلیم	mazhabi taaleem	Religious Education

## Year 7 Urdu: Cycle 2

## 7.3 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 / سنچر	haftaa / sneechar	Saturday
اتوار	itwaar	Sunday
ہفتے کا اختتام	haftay kaa ikhtitaam	Weekend

## 7.4 Telling the time (continues above)

وقت	waqt	time
سوا	sawaa	quarter past
ساڑھے	saaRhay	half past
پونے	ponay	quarter to
بجے	___ bajay	___ o'clock
آدھا	aadhaa	half
دوپہر	do-pehar	midday
دیر سے / تاخیر	dayr say / taakheer	late

## 7.4 Telling the time (continued)

گھنٹہ	ghanTaa	hour (length)
گھڑی	gh-Ree	clock, watch
کس وقت، کب	kiss waqt, kab?	at what time, when?
کیا وقت ہو ہے	kyaa waqt huwa hai?	what time is it?
ڈیڑھ بجے	DayR bajay	half past one
ڈھائی / اڑھائی بجے	Dhaee / aRhaee bajay	half past two

## 7.5 Daily Routine

اٹھنا	uThnaa	to get up
دانت صاف کرنا	daant saaf karnaa	to brush your teeth
ناشتہ کرنا	naashta karrna	to have breakfast
کپڑے بدلنا	kapRay badalnaa	to change clothes
سکول جانا	school jaana	to go to school
کھانا کھانا	khaana khaana	to eat
پھر	phir	then
عام طور پر	aam taur par	normally
سکول سے پہلے	school say pehlay	before school
سکول کے بعد	school kay baad	after school
صبح کو	subah ko	in the morning
دوپہر کو	do-pehar ko	in the afternoon
شام کو	sham ko	in the evening
رات کو	raat ko	at night

## 7.6 Break Time &amp; Snacks

وقفہ	waqfa	break
کھانے کا وقفہ	khaanay ka waqfa	lunch time
کھیل کا میدان	khayl ka midaan	playground
بات چیت کرنا	baat cheet karna	to chat
دوستوں کے ساتھ	dosto kay saath	with friends
کھیلنا	khaylnaa	to play
پانی	paanee	water
پیزا	peeza	pizza
سینڈویچ	sandwich	sandwich
پھلوں کا رس	phalo ka rass	fruit juice
ہلکا کھانا	halka phulka khaana	snack

## 7.7 Uniform &amp; Clothes

کپڑے	kapRay	Clothes
یونیفارم / وردی	uniform/warrdi	Uniform
جوتے	jootay	shoes
جرابیں	juraabay	socks
قمیص	qameess	shirt
ٹائی	Tie	tie
ٹوپی	Topee	hat
پتلون	patloon	trousers
بلیزر	blazer	blazer
شناختی کارڈ	shnaakti card	ID card
دستانے	dastaanay	gloves
دوپٹہ	dopaTTa	scarf
آرام دہ	aaraamday	comfortable

7.8 Describing school & the classroom		
سکول	school	school
کمرہ	kamraa	room
کمرہ جماعت	karma jmaat	classroom
پرانا	puraana	old
نیا	nyaa	new
جدید	jaded	modern
کشاہدہ	kushaada	wide
صاف ستھرا	saaf suthraa	clean, tidy
بڑا	baRaa	big
چھوٹا	choTaa	small

7.9 Sports & Games		
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 ( <i>kurrsee</i> ) is considered to be a feminine word whereas the Urdu word for door ( <i>darrwaaza</i> ) is considered to be masculine.		
Adjectives used to describe nouns will <i>agree</i> with them e.g. <i>peelee kurrsee</i> (yellow chair) and <i>peela darrwaaza</i> (yellow door).		

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

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 <b>here</b> or <b>there</b> . If it is here, we use <i>yay</i> . If it is there, we use <i>wo</i> . So, the word <i>wo</i> is used for <b>that</b> and also, <b>he, she, they</b> and <b>it</b> . Similarly, <i>yay</i> is used for <b>this</b> and also for <b>he, she, they</b> and <b>it</b> .		

7.11 Favourite things		
پسند	pasand	like
پسندیدہ	pasandeeda	favourite
شوق	shauq	interest
دلچسپی	dillchasspi	interest
پسندیدہ کتاب	pasandeeda kitaab	favourite book
پسندیدہ گاڑی	pasandeeda gaaRee	favourite car
پسندیدہ لباس	pasandeeda libaass	favourite clothing
پسندیدہ گانا	pasandeeda gaanaa	favourite song
پسندیدہ رنگ	pasandeeda rang	favourite colour
پسندیدہ دوست	pasandeeda dost	favourite friend
پسندیدہ دن	pasandeeda din	favourite day

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

Notes		
<u>n</u> – an underlined <u>n</u> is pronounced with a very soft <i>n</i> sound from the nose. It sounds like the letter <i>n</i> in the word <i>uncle</i> or <i>long</i> .		
CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. <i>D</i> will be pronounced like a normal <i>D</i> in English. However, a <i>d</i> will be pronounced very softly with your tongue touching your front teeth. This is the same with <i>T</i> and <i>t</i> .		

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

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?

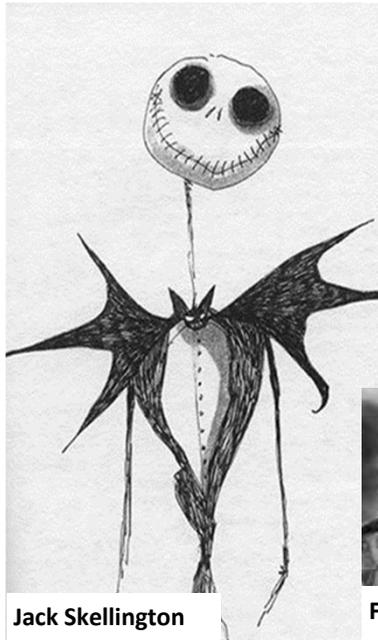
Opinions		
مجھے پسند ہے۔	mujhay ____ pasand hai.	I like ____.
مجھے ناپسند ہے۔	mujhay ____ naapasand hai.	I dislike ____.
مجھے سے محبت ہے۔	mujhay ____ say mahabbat hai.	I love ____.
مجھے سے نفرت ہے۔	mujhay ____ say nafrat hai.	I hate ____.

**Tim Burton**

Timothy Walter Burton (born August 25, 1958) is an American filmmaker, animator, and artist. He is best known for his gothic fantasy and horror films such as Beetlejuice (1988), Edward Scissorhands (1990), The Nightmare Before Christmas (1993), Corpse Bride (2005), Dark Shadows (2012), and Frankenweenie (2012).

His art work and films have been strongly influenced and inspired by old films, art and literature. He spent most of his childhood in cemetery's and wax museums as well as watching horror/sci-fi films. This is clearly seen in his exaggerated characters and illustrations. You can clearly tell if the film, character you are watching has been made by Tim Burton due to his consistent style.

As you can see below the characters look frightful, yet whimsical. Exaggerated facial features, lack of colour as well as having strong emotion throughout are clear styles seen in his work, films and art.



Jack Skellington

**Tim Burton on Ray Harryhausen**

"I think of Ray Harryhausen's work ... His films had an impact on me very early on, probably even more than Disney. I think that's what made me interested in animation: His work."



Frankenweenie

Corpse Bride

**Key Vocabulary:**

**Animation** (noun) is the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.

**Character** (noun) a person in a novel, play, or film.

**Design** (noun) is a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

**3-Dimensional** (adjective) object is solid rather than flat, because it can be measured in three different directions, usually the height, length, and width.

**Foreshorten** (noun) portray or show (an object or view) as closer than it is or as having less depth or distance, as an effect of perspective or the angle of vision.

**Form** (noun) objects that have three dimensions. 3-D shape E.g. sphere or Head

**Illustration** (noun) a picture illustrating a book, newspaper, etc.

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

**Model** (noun) a three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the original.

**Perspective** (noun) the art of representing three-dimensional objects on a two-dimensional surface. To create art with the correct height, width, depth, and position in relation to each other .

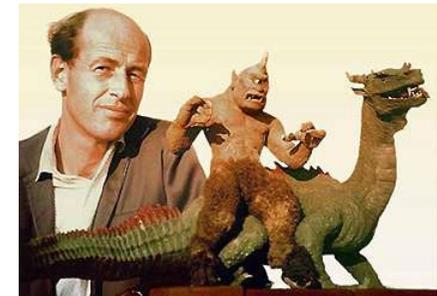
**Proportion** (plural) the size, shape, or level of something.

**Texture** (noun) the feel, appearance, or consistency of a surface or a substance. "Fur texture and tone".

**Ray Harryhausen**

Ray Harryhausen American artist, designer, effects, writer and producer.

He created creatures out of clay and wire with movable parts. These are then photographed, moving body parts very slowly each frame. These are then put together to create a stop-motion film.



**3-D Modelling**

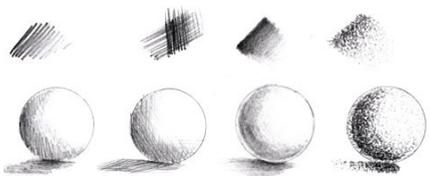
These are examples of Tim Burton inspired clay models. The process begins with a design which then forms the basis of your wire structure. Masking tape covers the wire structure to show the build of the body. A pinch pot for the head is made and then attached. We will then paint and decorate the character once the clay drying process has been completed.



### Stages of Clay

<b>Wet Clay</b> Soft, workable clay that can be easily molded and formed	Non-Recyclable
<b>Leatherhard</b> Clay that has hardened slightly and can still be carved	
<b>Bone Dry</b> Clay that is completely dried and ready to be fired (It's Very Fragile)	Non-Recyclable
<b>Bisqueware</b> Clay that has been fired once and is ready to be glazed, stained or painted	
<b>Glazeware</b> Clay that has been painted with glaze and fired a 2nd time	

**Watercolour Techniques**



**Score**

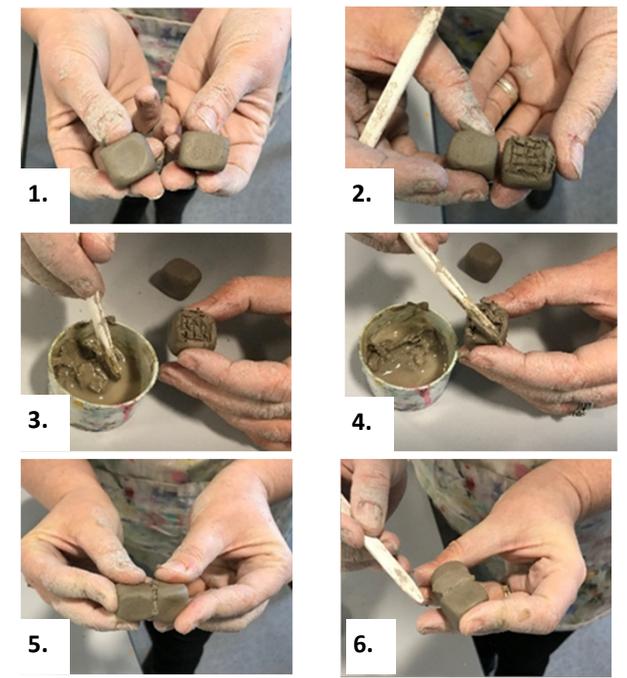
Joining wet clay is done by **scoring** or roughly scratching and adding liquid clay called slip. This seals the pieces together

**Slip**

Water + Clay = Glue



**Joining Clay by scoring and adding slip**



**Grades of pencil**

Pencils come in different grades, the softer the pencil, the darker the tone.  
H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.

9H	8H	7H	6H	5H	4H	3H	2H	1H	F
HB	B	2B	3B	4B	5B	6B	7B	8B	9B

This cycle we will be designing and making a wind chime.



### Alexander Calder

Alexander Calder born in America is known for inventing wire sculptures and the mobile, a type of kinetic art which relied on careful weighting to achieve balance and suspension in the air. Initially Calder used motors to make his works move, but soon abandoned this method and began using air currents alone. He trained as a mechanical engineer at the Stevens Institute of Technology in his early twenties. Although he is most famous for his sculptures, he made paintings, rugs, theatre set designs and political posters .



### Key Vocabulary:

**Marking out (verb)** is the process of transferring a design or pattern to a workpiece.

**Metal Rule (noun)** is a basic measuring tool used to create accurate measurements.

**Try-square (noun)** is a tool used to check and mark right angles in construction work.

**Coping saw (noun)** is a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood.

**Imperfection (noun)** a fault, blemish, or undesirable feature.

**File (noun)** is a *tool* to remove fine amounts of material from a workpiece.

**Sand paper (noun)** with sand or another abrasive stuck to it, used for smoothing or polishing woodwork or other surfaces.

**Design (noun)** a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

**Repoussé** Metal work that has been hammered repeatedly to make a design.

**Kinetic** movement. A sculpture or product that depends on movement for it to be effective.

**Section 1 Top 5 tips when taking a Photograph**



**Lighting**— Do not face the sun, your subject needs the most light. Think about Shadows too.



**Angle Matters**— Think about the meaning of your photograph and the impact you want.



**Composition**— There is more than your subject, consider the background too. Do you need to think about the rule of thirds? Get closer to your subject.



**Do not Shake**— Hold your breath and keep your elbows in tightly when you press the button.



**Get Creative**— Be adventurous when taking photographs, take multiple photographs with different angles. Use a torch, get really close and have fun.

**Section 2 Digital Camera Parts**

The digital camera has the capability to take photographs and store them digitally through memory cards. They have limited functions and their capture method is to 'point and shoot'.



**Section 3 Photography Rules**

	<b>Rule of Thirds</b> Position subject on the crosshairs		<b>Framing</b> Frame subject with surrounding objects - buildings, people, trees
	<b>Repetition</b> Look for repeating objects - pile of fruit, row of poles etc		<b>Leading Lines</b> Road, rails, lines of lampposts, buildings etc leading to subject
	<b>Negative Space</b> Leave space for subject to move into		<b>Colour</b> Use complimentary or opposing colours in background
	<b>Balancing Elements</b> Balance background interest with foreground subject		<b>Differential Focus</b> Subject in sharp focus to guide the eye
	<b>Symmetry</b> Half of the image is a mirror of the other half		<b>Patterns</b> Look for naturally occurring & constructed patterns
	<b>Depth (layers)</b> Position subject in front of and behind objects to create 3D depth		<b>Depth of Field</b> Blur background &/or foreground to separate your subject
	<b>Viewpoint</b> Photograph from different angles - get low, get high		<b>Triangles &amp; Diagonals</b> Look for diagonals in a scene, create triangles
	<b>Fill the Frame</b> Get in close and fill the frame with your subject		<b>Simplicity</b> Cut out distractions - get close, blur background, darken background
	<b>Left to Right Rule</b> Moving subjects should go from left of frame to right of frame		<b>Rule of Space</b> Leave space around your subject
	<b>Rule of Odds</b> Look for odd numbered design elements - 3 arches, 5 windows etc	brought to you by www.thelenslounge.com	



### Section 4 Slinkachu and Peter Root

**Slinkachu** (Devon, UK) has been “abandoning” his miniature people on the streets of cities around the world. His work embodies elements of street art, sculpture, installation art and photography and has been exhibited in galleries and museums globally.

**Peter Root’s** work involves turning staples into Cityscapes. Thousands of staples are stacked and aligned to look like cities. These are then Photographed using strong depth of field and focus. There are many hours put into these.



### Section 5 Key Vocabulary

**Ambient light/Natural light** Is the light that is already present in the scene you are shooting.

**Camera Angle** Is the specific location at which the camera is located so it can take the shot.

**Contrast (noun)** Is the difference between the light and dark areas within your images. High contrast means the blacks are darker and whites are brighter, vice versa.

**Depth of Field (noun)** is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.

**Exposure (noun)** Is the amount of light entering the camera’s sensor. Too much light and the image is overexposed and not enough light and it’s underexposed.

**Focal Point (noun)** Is the main part of the image or a point of interest within the image.

**Blur (noun)** The loss of sharpness in a photographic image resulting from motion of the subject or the camera during exposure.

### Section 6 The Formal Elements

**Black & White**— Images that have zero colour. It consists of shades of grey tone.

**Colour**— Images that capture the full spectrum of colour.

**Experimental**— Are the use of capturing images in the non- traditional way. It's about taking your photographs beyond the norm to create unique pieces of art.

**Line**— A line in a photo is a point that moves, leading towards something. Some obvious, and some are implied. The viewer's eyes are naturally drawn along.



**Pattern**— Images that have captured a repetition of the formal elements this includes shapes, colours or textures, perfect examples of repetition exist all around us.

**Perspective**— The sense of depth or spatial relationship between objects in a, along with their dimensions with respect to what viewer of the image sees.

**Texture**—An image that shows the visual quality of the surface of an object. Texture brings life and vibrancy to images that would otherwise appear flat and uninspiring.

**Tone**— A photograph that captures a variety of light in an image. The 'tone' is the difference between the lightest and darkest areas on a.



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.



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.

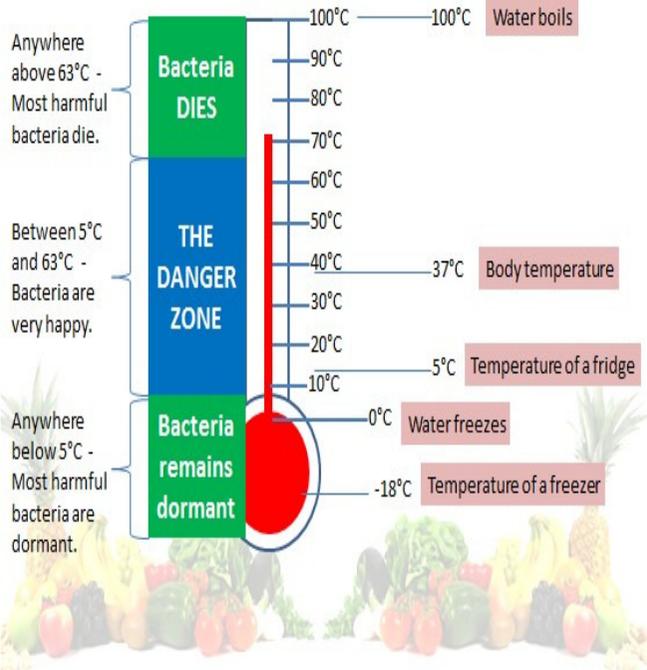
**Evaluation (noun)** making a judgement about something.

Temperatures that bacteria grow in

Section 1

Equipment

Section 2



Mixing bowl



Electronic weighing scales



Chefs knife



Chopping Board



Measuring Jug



Baking tray



Sieve



Cooling Rack



Grater



Practical skills

Section 4

Shallow frying



Boiling



Grilling



Rubbing in Method



Hygiene routine



Tie hair back



Wash hands



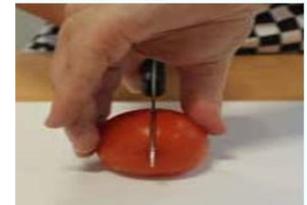
Wear an apron



Clean surfaces

Safe

Cutting techniques Section 5



Bridge hold



Claw grip

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**

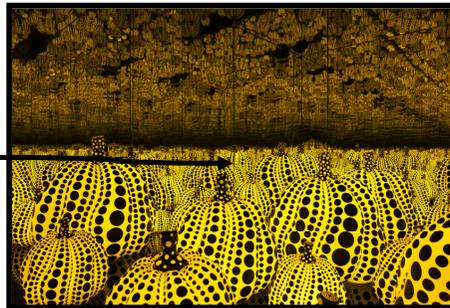
This is a brand set up by a new mother creating something sustainable. She creates bunnies using old fabrics which are recycled to create something new. This is stopping these fabrics from going into landfill and creates a new product from potential waste.



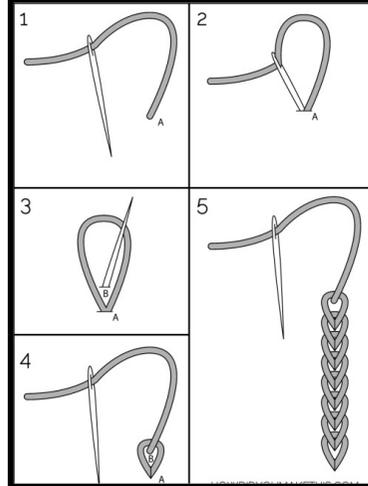
**Key Artist Facts:**

**YAYOI KUSAMA**

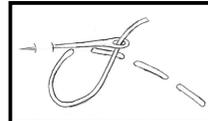
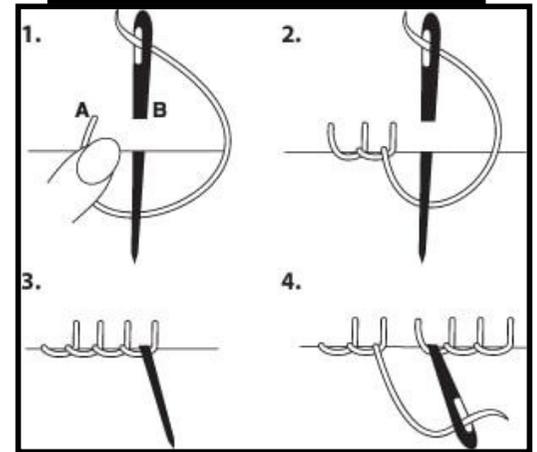
Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, but is also active in painting, performance, video art, fashion, poetry, fiction, and other arts. She creates very vibrant and colourful patterns which will be used as inspiration to add decoration onto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



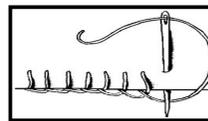
**CHAIN STITCH INSTRUCTIONS**



**BLANKET STITCH INSTRUCTIONS**

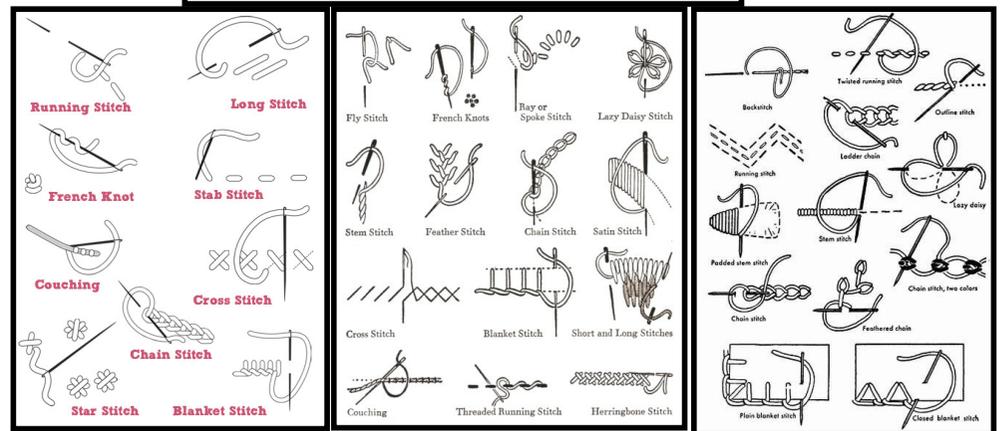


**Running Stitch:** a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



**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.

## 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.

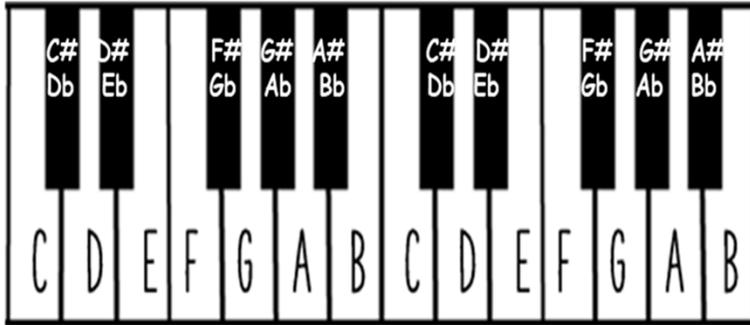


## Vocal Skills

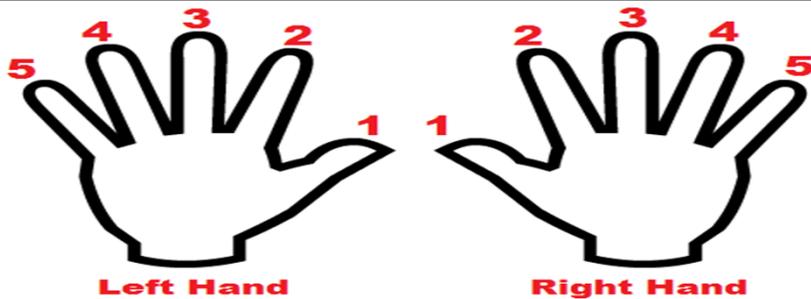
<b>Dialogue</b>	The spoken script on stage.
<b>Direct Address</b>	When an actor speaks directly to the audience, e.g. in pantomime.
<b>Communal Voice</b>	A variation on chorus work where a group of performers speaks with 'one voice'.
<b>Intonation</b>	Variation of spoken pitch that is not used to distinguish 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.

1

NOTES ON THE KEYBOARD



1. There are 7 notes in the musical alphabet A – G
2. C is to the left of the two black keys: C D E F G A B
3. Black keys are known as Sharp (#) or Flat (b)



3 Definitions

1. **Pulse** = the underlying count in the music. Like a heartbeat. You clap/dance to this. You *feel* it rather than *hear* it.



2. **Rhythm** = long and short notes, and the gaps between them:



4

Name	Symbol	Value	Sound	Rest
Semibreve		4 beats	Egg	
Minim		2 beats	Soup	
Crotchet		1 beat	Tea	
Quaver		1/2 beat	-	
Paired Quavers		1 beat	Coffee	
Semiquaver		1/4 beat	-	
4 Semiquavers		1 beat	Coca - Cola	

2

5 MUSICAL ELEMENTS

- Timbre** - Sound quality
- Pitch** - High or low sounds
- Texture** - How many sounds?
- Tempo** - Fast or slow?
- Duration** - Long or short?
- Structure** - The musical plan
- Dynamics** - Loud or quiet?

treble clef

bass clef

**Computing Keywords:**

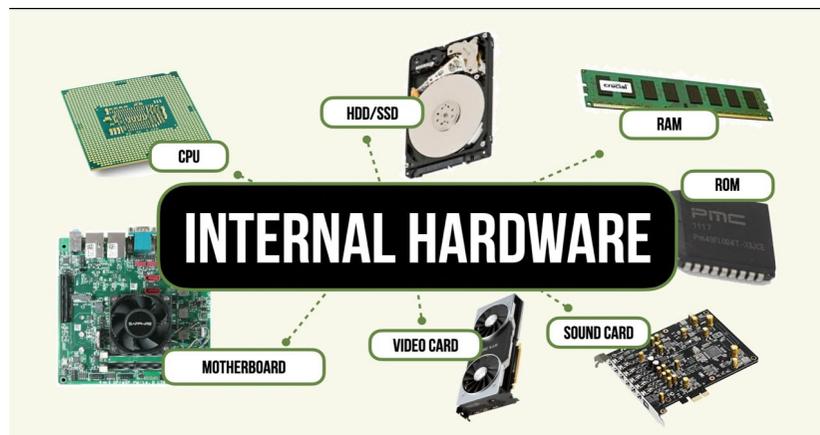
The Case	Input	System Software and Applications Software	Internal Hardware	CPU and RAM
Motherboard	Output	Operating System	External Hardware	Flowchart
Power Supply	Process	Input Devices	Peripherals	Hardware
Processor	Software	Output Devices	Algorithm	Symbols

**Section 1**

The Case	This holds everything in the computer together
Motherboard	Sends messages to all the components inside the computer
Power Supply	Pumps electricity around the computer.
CPU Processor	CPU – Central Processing Unit This is where all the processes and calculations take place.
RAM	The RAM is where the computer stores the current task that is being carried out.
Hard drive	All of your document pictures, programs, videos. etc. are stored here.
Network Card	Gives your computer the ability to connect to the internet.

**Section 2**

Hardware	Any part of a computer that you can touch is hardware.
Internal Hardware	Internal hardware is parts inside the computer that you can't touch them unless you open the computer. e.g., motherboard, processor etc.
External Hardware	External hardware is parts you can touch outside of the computer. E.g., mouse, keyboard, monitor, speakers, microphone etc.
Peripherals	Peripherals include input hardware, output hardware and storage devices. They are there to give the computer additional features. e.g., printer.

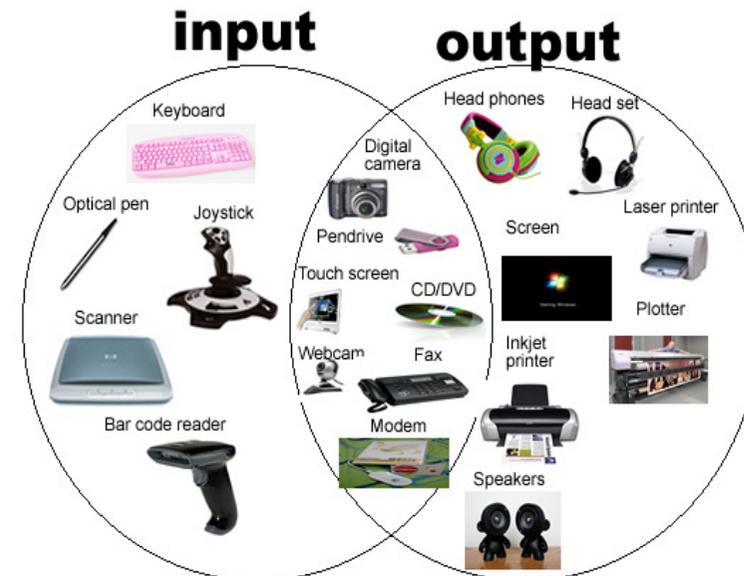
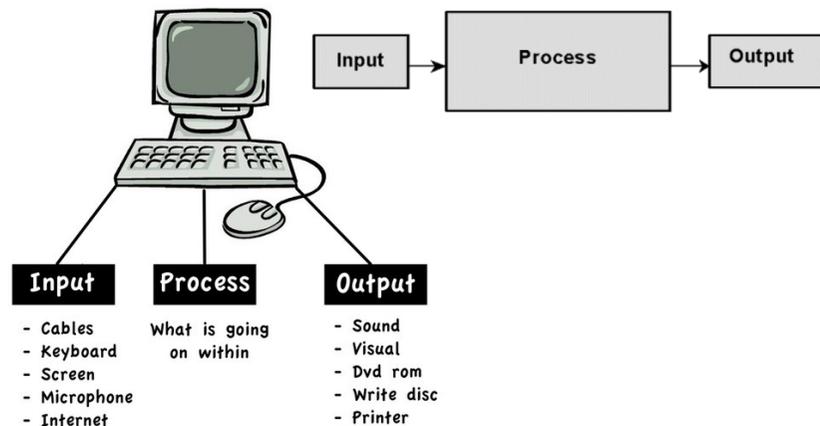


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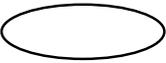
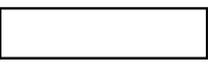
Section 3	
Components	Components are all the different parts inside the computer.
Input	When data is put inside the computer. e.g., taking a photo.
Output	What data or something comes out. e.g., printing the photo.
Process	Action or steps take place before the result. e.g., edit the photo.

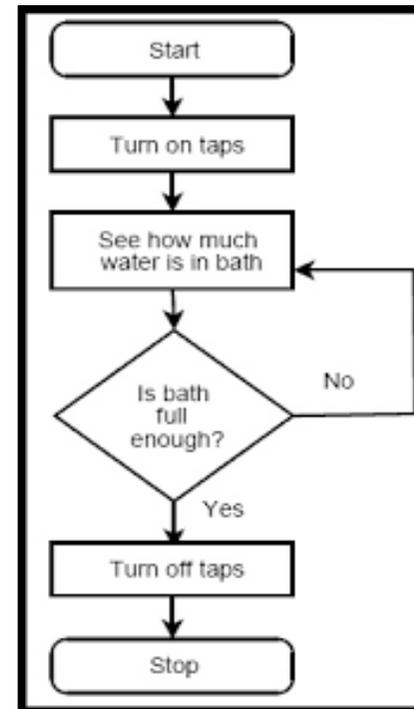
Section 4	
Input Devices	An input device is something you connect to a computer that sends information into the computer .e.g., mouse, keyboard, scanner, microphone etc.
Output Devices	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.



Section 5	
Software	Software is a computer program (or programs) that provide the instructions for telling a computer what to do and how to do it.
Application Software	Application software is the everyday programs that you use such as Microsoft Office, graphics packages and web browsers.
System Software	System software are the files and programs that make up your computer's operating system.
Operating System	Operating system is a platform that every software functions on. Without the operation system then you cannot use the applications. Example of an Operating System is Windows.

Section 6	
Storage	An area where data is kept or stored.
Magnetic Storage	Magnetic storage devices, such as hard disk drives.
Optical Storage	Optical storage devices, such as CD, DVD and Blu-ray discs.
Solid State	Solid State/Flash Memory storage devices, such as solid-state drives and USB memory stick.
Storage Capacity	1 nibble = 4 bits
	1 byte = 8 bits
	1 kilobyte KB = 1024 bytes
	1 megabyte MB = 1024 kilobytes
	1 gigabyte GB = 1024 megabytes
	1 terabyte TB = 1024 gigabytes

Section 7			
Flowchart	A diagram that shows the process of the algorithm, a set of instructions.		
Symbols	Symbols are the shapes in the flowchart that represents the type of instruction that you are trying to give.		
	Start/Stop		
	Instruction		Decision
	To the next step		Input or Output



## KS3 Talk Tactics

### Instigate



Present an idea or open up a new line of inquiry

- " I would like to start by saying \_\_\_\_
- " I think \_\_\_\_
- " We haven't yet talked about \_\_\_\_
- " In my opinion \_\_\_\_\_

Instigate

### Clarify



Asking questions to make things clearer and check your understanding

- " So, are you saying \_\_\_\_?
- " Does that mean \_\_\_\_?
- " Can you clarify what you mean by \_\_\_\_?

Clarify

**Oracy definition:** the ability to express oneself fluently and grammatically in speech.

**Orator definition:** a public speaker, especially one who is eloquent or skilled.

### Probe



Dig deeper, ask for evidence or justification of ideas

- " Why do you think \_\_\_\_?
- " What evidence do you have to support X idea?
- " Could you provide an example?
- " How do you know that?

Probe

### Build



Develop, add to or elaborate on an idea

- " Building on X's idea \_\_\_\_
- " I agree and would like to add \_\_\_\_
- " X's idea made me think \_\_\_\_

Build

### Physical

This refers to;

#### Voice

Speak naturally  
Alter pace, tone, and volume for effect  
Match your speech to your audience

#### Body Language

Use facial expressions  
Have open body language  
Face your audience confidently

### Linguistic

This refers to;

#### Vocabulary

Varied words and phrases  
Start sentences in a varied way

#### Language

Alter the length and style of sentences

#### Techniques

Use metaphors and phrases fluently

### Cognitive

This refers to;

#### Structure

A complex narrative or argument  
Respond to questions thoughtfully

#### Clarity

Understand the questions asked to you  
Confidently and appropriately ask for clarity  
Summarise what is said

### Challenge



Disagree or present an alternative argument

- " I disagree because \_\_\_\_
- " To challenge X, I think \_\_\_\_
- " I understand your point of view, but have you thought about \_\_\_\_?
- " I don't think that \_\_\_\_\_

Challenge

### Summarise



Identify and recap the main ideas

- " So far, we have talked about \_\_\_\_
- " The main points raised today were \_\_\_\_
- " Our discussion focused on \_\_\_\_
- " Overall \_\_\_\_\_

Summarise

# Stay safe,

# tell someone...

All the staff are here to help and support you

## 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) 0800 1111  
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 your 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 [DAA\\_safeguarding@dixonsaa.com](mailto:DAA_safeguarding@dixonsaa.com). Give your full name and Year group.



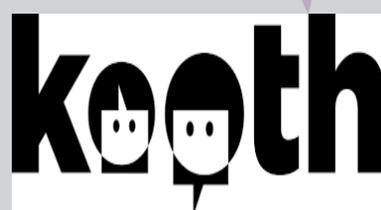
## Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SENDCO)

## Physical activity...

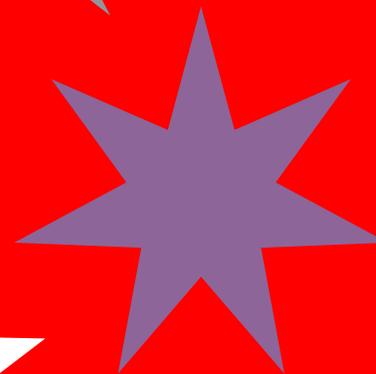
It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit;  
[www.nhs.uk/change4life/activities](http://www.nhs.uk/change4life/activities)



Happiness

Industry

Responsibility



Dixons Allerton Academy, Rhodesway, Bradford , BD8 0DH

Telephone: 01274 089 890 [Email: admin@dixonsaa.com](mailto:admin@dixonsaa.com)