



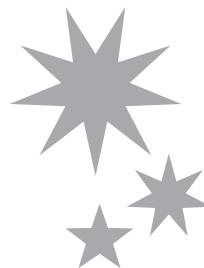
**DIXONS
ALLERTON
ACADEMY**

Name: _____

Student Number: _____

KNOWLEDGE ORGANISER YEAR 7 2025/2026

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DIXONS ALLERTON ACADEMY

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.

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.

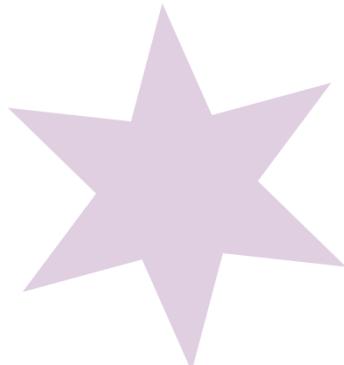
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Homework Timetable:

Week A	Mon	Tues	Wed	Thurs	Fri
	English	History	reading Log	Spellings	Reading Log
Week B	Mon	Tues	Wed	Thurs	Fri
	English	History	Reading Log	Spelling s	Reading Log



Homework Contents

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1: Read it

A Christmas Carol by Charles Dickens

Marley was dead: to begin with. There is no doubt whatever about that. The register of his burial was signed by the clergyman, the clerk, the undertaker, and the chief mourner. Scrooge signed it. And Scrooge's name was good upon 'Change, for anything he chose to put his hand to. Old Marley was as dead as a door-nail.

Mind! I don't mean to say that I know, of my own knowledge, what there is particularly dead about a door-nail. I might have been inclined, myself, to regard a coffin-nail as the deadliest piece of ironmongery in the trade. But the wisdom of our ancestors is in the simile; and my unhallowed hands shall not disturb it, or the Country's done for. You will therefore permit me to repeat, emphatically, that Marley was as dead as a door-nail.

Scrooge never painted out old Marley's name. There it stood, years afterward, above the warehouse door: Scrooge and Marley. The firm was known as Scrooge and Marley.

Sometimes people new to the business called Scrooge Scrooge, and sometimes Marley, but he answered to both names. It was all the same to him.

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no s...

Comprehend It:	
<i>Who is Marley and what has happened to him? Scrooge tell us about his personality?</i>	
<i>Why does the narrator keep saying Marley is definitely dead?</i>	
<i>What does the narrator find strange about the phrase "dead as a door-nail"?</i>	
<i>Why do people sometimes call Scrooge by Marley's name?</i>	
<i>How is Scrooge described in the last paragraph? Use two words from the text.</i>	
<i>What does the description of Scrooge tell us about his personality?</i>	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3

1: Read it

Sunjata and the Start of the Kingdom of Mali (Historical Narrative)

A long time ago in West Africa, King Konate ruled the Mandika people. He had heard a strange prophecy: if he married an ugly woman, she would give birth to a mighty warrior who would become a great king. So, Konate married Sogolon, a hunchbacked woman with magical powers. She could even turn herself into a witch!

Sogolon gave birth to a son named Sunjata. At first, Sunjata was weak and sick. He couldn't walk and was often ignored. When King Konate died, Sunjata's older brother became king and banished Sunjata and his mother from the kingdom. As Sunjata grew older, he became stronger. He learned magic from his mother and eventually could walk. People said he was as strong as a lion. At the same time, an evil king named Kante took over the Mandika Kingdom. Sunjata knew he had to fight back.

Before the battle, Sunjata prayed to Allah for strength. He used a magical bow and arrow to defeat King Kante in an epic fight. After the victory, Sunjata was given the title "Mansa," which means king. He became the first ruler of the Mali Empire.

Under Sunjata's leadership, Mali became peaceful and rich. He was known for being wise, fair, and religious. People respected him, and the empire grew stronger. Sunjata's story became a legend, passed down through generations.

Comprehend It:	
<i>What was the prophecy that King Konate believed?</i>	
<i>Why were Sunjata and his mother banished from the kingdom?</i>	
<i>How did Sunjata change as he grew older?</i>	
<i>Who did Sunjata fight, and how did he win?</i>	
<i>What does the title "Mansa" mean?</i>	
<i>What kind of leader was Sunjata after he became king?</i>	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

The Glass Dog by L. Frank Baum (Classic Fantasy)

"I am a wizard," said the man, "and I want a glass dog. I can make one myself, but I have no time. If you will make me a glass dog, I will give you a recipe for a magic ointment that will make you live forever."

"All right," said the glassblower, "you shall have the dog if you will give me the recipe."

So the wizard gave him a piece of paper with the recipe written on it, and the glassblower set to work and made the dog. It was a beautiful glass dog, with ruby eyes and a green glass collar. It could bark and wag its tail and run around like any other dog.

The wizard was delighted. He took the dog home and rubbed the ointment on himself. Then he sat down to enjoy being immortal.

But the dog barked so loudly that the neighbors complained. The wizard tried to quiet it, but the dog barked even more. Finally, the wizard gave the dog back to the glassblower and asked for his recipe back.

"No," said the glassblower, "you gave it to me. It's mine now."

The wizard was furious, but he could do nothing. He had to live forever with no dog and no peace.

Comprehend It:	
What does the wizard want from the glassblower?	
What does the wizard offer in return?	
Describe the glass dog using two details from the text.	
Why does the wizard return the dog?	
What does the glassblower say when the wizard asks for the	
What lesson might this story be trying to teach?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Mansa Musa and the Growth of Mali (Historical Narrative)

After Sunjata founded the Mali Empire, a new leader rose to power—Mansa Musa. He ruled from 1312 to 1337 and is remembered as one of the richest and most powerful kings in history. Under his leadership, Mali became even more successful.

Mansa Musa expanded the empire by using a strong army and forming smart alliances. He made sure Mali controlled important trade routes across the Sahara Desert. These routes helped Mali trade gold, salt, and copper with places like China and India. In return, Mali received spices, fabrics, and other valuable goods.

To make sure the empire stayed strong, Mansa Musa taxed traders who passed through Mali. He used this money to support his army and rebuild cities. One of the most important cities was Timbuktu. It became a centre for learning and religion.

Mansa Musa helped build schools, libraries, and mosques in Timbuktu. He invited scholars from all over the Muslim world to teach subjects like law, history, and astronomy. The city became famous for its knowledge and culture.

In 1324, Mansa Musa went on a pilgrimage to Mecca. He travelled with thousands of people and gave away so much gold that people across Africa and Europe heard about Mali's wealth. A Spanish mapmaker even drew Mansa Musa wearing a gold crown and holding gold in his hand.

Mansa Musa also wanted to unite Mali through religion. He built many mosques and encouraged people to follow Islam. Although some resisted at first, many eventually converted, helping to bring the empire together.

Through trade, education, religion, and leadership, Mansa Musa helped Mali reach a golden age.

Comprehend It:	
Who was Mansa Musa and when did he rule?	
What goods did Mali trade with other countries?	
Why did Mansa Musa tax traders?	
What made Timbuktu an important city?	
What happened during Mansa Musa's pilgrimage to Mecca?	
How did Mansa Musa try to unite the people of Mali?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Cookie Caper Chronicles (Modern Mystery)

It was the third time this week that cookies had gone missing from the school cafeteria. Mrs. Jenkins, the lunch lady, was baffled. "I baked five dozen chocolate chip cookies this morning," she said, "and now there are only twelve left!" Principal Gomez frowned. "We need to find out who's behind this."

That's when Mia and Jayden, the school's unofficial detectives, stepped in. They examined the cookie tray, the crumbs, and even the footprints near the kitchen door.

"These crumbs are fresh," said Mia. "Whoever took the cookies did it just before lunch."

Jayden pointed to a trail of chocolate chips leading toward the gym. "Let's follow it."

Inside the gym, they found a backpack stuffed with cookie wrappers. A note inside read: "Sorry. I just really love cookies."

Principal Gomez sighed. "At least they left a note. But we'll need to talk about consequences."

Mia smiled. "Mystery solved."

Comprehend It:	
What problem is happening in the school cafeteria?	
Who are Mia and Jayden?	
<ul style="list-style-type: none"> What problem is happening in the school cafeteria? 	
<ul style="list-style-type: none"> Where do the clues lead them? 	
<ul style="list-style-type: none"> What do they find in the gym? 	
How does Principal Gomez react?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Mansa Musa's Pilgrimage and Global Fame (Historical Narrative)

In 1324, Mansa Musa, the powerful ruler of Mali, decided to go on a pilgrimage to Mecca. This journey was not just religious—it became one of the most famous events in African history. Mansa Musa didn't travel alone. He brought thousands of people with him, including soldiers, servants, and scholars. He also carried huge amounts of gold.

As he travelled across Africa and the Middle East, Mansa Musa gave away gold to the poor, built mosques, and helped people in need. His generosity amazed everyone who saw him. In Cairo, he gave away so much gold that it caused the local economy to change for years.

News of Mansa Musa's wealth spread quickly. People in Europe and Asia began to talk about the rich king from Mali. A Spanish mapmaker named Abraham Cresques even drew Mansa Musa on a famous map called the Catalan Atlas. In the picture, Mansa Musa is shown wearing a golden crown and holding a gold coin in his hand.

The pilgrimage also helped Mali become more connected to the wider world. Mansa Musa met leaders, traders, and scholars from many different places. He invited some of them to come back to Mali to help build schools and libraries.

When Mansa Musa returned home, he continued to improve Mali. He built more mosques and supported Islamic learning. His journey showed the world that Mali was not just rich—it was also powerful and full of culture.

Today, historians still talk about Mansa Musa's pilgrimage. Some even say he was the richest person who ever lived. His journey helped Mali become famous and respected across the world.

Comprehend It:	
•What important journey did Mansa Musa take in 1324?	
•What did Mansa Musa do during his travels?	
•How did people react to his generosity?	
•What famous map shows Mansa Musa, and how is he pictured?	
•How did the pilgrimage help Mali connect with other parts of the world?	
Why do historians still talk about Mansa Musa's journey today?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Young Goodman Brown by Nathaniel Hawthorne (Classic Gothic)

Young Goodman Brown stepped into the forest, leaving behind his wife, Faith, with a promise to return before sunrise. The woods were dark and full of strange sounds. As he walked deeper, he met a mysterious man with a staff shaped like a serpent.

“You’re late,” said the man. “We must hurry.”

Brown hesitated. “I don’t want to go any further. My family has always been good and faithful.”

The man laughed. “Many good people have walked this path.”

As they continued, Brown saw familiar faces—his minister, his teacher, even Faith—all gathered in a strange ceremony deep in the woods. He cried out, “Faith! Look up to heaven and resist!”

Suddenly, everything vanished. Brown found himself alone in the forest. Had it all been a dream?

When he returned to town, he was never the same. He looked at everyone with doubt, unsure if they were truly good or hiding dark secrets.

Comprehend It:	
Where does Goodman Brown go at the start of the story?	
Who does he meet in the forest?	
What is strange about the man’s staff?	
What does Brown see during the ceremony?	
What does Brown shout to Faith?	
How does Brown feel when he returns to town?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Mali's Golden Age and the City of Timbuktu (Historical Narrative)

During the rule of Mansa Musa, the Mali Empire entered a golden age. This was a time of great success, wealth, and learning. Mansa Musa wanted Mali to be strong in trade, religion, and education. He used his large army to conquer new lands, including parts of Guinea. These areas were rich in gold, which helped Mali become even wealthier.

By the 1300s, the Mali Empire stretched over 12,000 kilometres. It controlled many trade routes across the Sahara Desert. Traders from places like China and India came to Mali to exchange goods. Mali traded gold and copper, and received spices, fabrics, and other valuable items in return. Mansa Musa made sure that traders paid taxes. This money helped him support his army and rebuild important cities. One of the most famous cities was Timbuktu. It became a centre for learning, religion, and culture.

In Timbuktu, Mansa Musa built schools, libraries, and the famous Djinguereber Mosque. Scholars from all over the world came to study subjects like law, history, and astronomy. The city became known for its knowledge and was respected across Africa and beyond.

Mansa Musa also wanted to unite Mali through religion. He tried to convert people to Islam and built many mosques. At first, some people resisted, but over time, many accepted the new religion. This helped bring the empire together.

Through conquest, trade, education, and religion, Mansa Musa helped Mali become one of the most powerful and respected empires in history. The golden age of Mali showed how strong leadership and smart decisions could create a lasting legacy.

Comprehend It:	
What made the Mali Empire wealthy during Mansa Musa's rule?	
Why was Timbuktu an important city in the empire?	
What kinds of goods did Mali trade with other countries?	
How did Mansa Musa use taxes to improve the empire?	
What subjects were taught in Timbuktu's schools?	
How did religion help unite the Mali Empire?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Voyage of the Vagabond Vessel (Modern Adventure)

The Vagabond Vessel was no ordinary ship. It sailed without a crew, guided only by the stars and a mysterious compass that glowed blue at night. When Leo and Zara found it docked at the edge of the forgotten pier, they knew it was calling to them.

“It’s like it’s waiting for us,” said Zara.

Leo nodded. “Let’s see where it takes us.”

As soon as they stepped aboard, the ship began to move. The compass spun wildly, then pointed north. The sails filled with wind, though the air was still.

They sailed past glowing jellyfish, floating islands, and skies filled with shooting stars. The ship seemed alive, responding to their thoughts and feelings.

“It’s magic,” whispered Leo.

After hours of sailing, the compass turned red. The ship slowed and docked at a hidden island with golden sand and a tall stone tower.

“This is just the beginning,” said Zara.

Comprehend It:	
What is special about the Vagabond Vessel?	
Who finds the ship?	
What happens when Leo and Zara step on board?	
What strange things do they see on their journey?	
How does the ship respond to them?	
Where does the ship take them at the end of the passage?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Source Analysis – Mansa Musa’s Wealth and Reputation (Historical Source Narrative)

In 1342, Mansa Musa’s journey to Mecca had already become legendary. His incredible wealth and generosity were known across Africa, the Middle East, and even Europe. One of the most famous pieces of evidence about his reputation comes from a Spanish mapmaker named Abraham Cresques.

Cresques created a map called the Catalan Atlas, which showed important places and people from around the world. On this map, Mansa Musa is drawn wearing a golden crown and holding a gold coin in his hand. This image helped spread stories about Mali’s riches far beyond Africa.

The source also tells us that Mansa Musa gave away so much gold during his pilgrimage that it affected the economy in places like Cairo. Gold became less valuable because there was suddenly so much of it. People were amazed by how generous and wealthy he was.

Historians believe that Mansa Musa may have been the richest person in history. His empire was full of gold mines, and he controlled trade routes that brought in even more wealth. But Mansa Musa didn’t just spend money—he used it to build schools, libraries, and mosques. He wanted Mali to be known for learning and religion as well as riches.

The source also shows how Mali became famous around the world. European explorers used maps like the Catalan Atlas to learn about distant lands. Seeing Mansa Musa on the map made them curious about Africa and its powerful kingdoms.

This historical source helps us understand how one man’s actions could change how the world saw an entire empire. Mansa Musa’s wealth, generosity, and leadership made Mali a symbol of success and culture.

Comprehend It:	
What is the Catalan Atlas, and who created it?	
How is Mansa Musa shown on the map?	
What happened to gold in Cairo after Mansa Musa’s visit?	
Why do historians think Mansa Musa was so rich?	
What did Mansa Musa do with his wealth besides giving it away?	
How did the map help spread knowledge about Mali?	

3. Summarise it: What is happening in the text you have just read?

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- 1.
- 2.
- 3.

**The Man With The Twisted Lip by Arthur Conan Doyle
(Classic Mystery)**

It was a foggy London evening when Dr. Watson received a strange request from Mrs. St. Clair. Her husband had vanished, and she believed he was in danger. Watson joined Sherlock Holmes to investigate. They arrived at a grimy opium den in the East End, where Holmes believed Mr. St. Clair had last been seen.

Inside, the air was thick with smoke. Holmes questioned the owner and searched the rooms. In one corner, they found a man with a twisted lip, dressed in ragged clothes. Holmes stared at him. "This man is not who he seems," he said. Watson was confused. "He looks like a beggar."

Holmes nodded. "But look at his hands. They're clean. And his shoes are polished. A real beggar wouldn't care about that."

Holmes pulled out a cloth and wiped the man's face. The twisted lip disappeared. It was Mr. St. Clair!

"I disguised myself to earn money," he confessed. "I made more begging than I ever did working."

Mrs. St. Clair was relieved but shocked. Holmes promised to keep the secret, and Mr. St. Clair returned home, leaving his double life behind.

Comprehend It:	
Who asks Dr. Watson for help?	
Where do Holmes and Watson go to investigate?	
What is strange about the man with the twisted lip?	
What clues does Holmes notice?	
What happens when Holmes wipes the man's face?	
Why did Mr. St. Clair pretend to be a beggar?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

The Rise of the Mongol Empire under Genghis Khan (Historical Narrative)

Genghis Khan, originally named Temüjin, was born around 1162 near Lake Baikal, in what is now Mongolia. His father was part of the royal Borjigin clan but was killed in a local feud when Temüjin was still a child. This left him and his family as outcasts, struggling to survive.

Despite these challenges, Temüjin grew into a strong and clever leader. Between 1195 and 1205, he defeated rival clans and united the Mongol tribes. He was known for sharing the rewards of victory with his warriors and their families, which made him popular and helped him build a loyal army. In 1206, Temüjin was crowned Genghis Khan, meaning “universal ruler.” He reorganised the Mongol army into well-structured units and created laws to protect people. These laws banned the sale of women, theft, and hunting during breeding seasons. He also encouraged reading and trade. Genghis Khan ruled over the Eurasian Steppe, a huge area that connected Europe to Asia. This land became the heart of the Mongol Empire. It included the famous Silk Road, a trade route that allowed goods to travel across great distances. Genghis Khan didn't just want to trade—he wanted to expand. With his powerful army, he looked in every direction for new lands to conquer. His soldiers were skilled horsemen and used smart tactics to win battles quickly.

The Mongol Empire grew rapidly, becoming one of the largest empires in history. Genghis Khan's leadership, military skills, and clever laws helped him build an empire that connected many cultures and countries.

Comprehend It:	
What was Genghis Khan's original name?	
What happened to Temüjin's father?	
How did Temüjin unite the Mongol tribes?	
What laws did Genghis Khan create to protect people?	
What was the Silk Road, and why was it important?	
How did Genghis Khan expand the Mongol Empire?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Mansion of Mysteries (Modern Mystery)

The old mansion on Elm Street had been empty for years. When a group of Year 8 students won a local history contest, they were invited to explore it with a guide. Mia, Jayden, and Aria were excited but nervous.

“It’s just a house,” said Jayden. “Nothing spooky.”

As they walked through the dusty halls, the guide told stories of secret rooms and hidden treasures. Suddenly, Aria noticed a loose brick in the fireplace. Behind it was a small key.

“Let’s see what it opens,” said Mia.

They searched the house until they found a locked drawer in the study. Inside was a faded map and a note: To those who seek, the truth shall be revealed.

The guide smiled. “Looks like you found the mansion’s secret.”

The students followed the map to the garden, where they uncovered a buried box filled with old letters and photographs from the original owners.

“This is amazing,” said Aria. “We’re part of history now.”

Comprehend It:	
Why do the students visit the mansion?	
What do they find behind the brick?	
What does the key open?	
What is inside the drawer?	
Where does the map lead them?	
What do they find in the garden?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Genghis Khan's Conquests and the Expansion of the Empire (Historical Narrative)

After becoming the leader of the Mongol Empire, Genghis Khan began expanding his territory. To the southeast of Mongolia was Western Xia, part of what is now China. Genghis first raided the area in 1205, then returned in 1207 with a full army. By 1211, he had taken control of the region, gaining access to important trade routes along the Silk Road. Genghis then turned his attention to the powerful Jin Dynasty, rulers of northern China. The Jin had built strong defences, including the Great Wall of China. But one of their own betrayed them, and at the Battle of Yehuling, the Mongols defeated the Jin army, killing thousands. Genghis later attacked their capital, Zhongdu (modern-day Beijing), forcing the Jin rulers to flee south. The Mongols also moved west, taking over the Qara Khitai lands. This brought them into contact with the Khwarazmian Empire, which stretched from the Caspian Sea to the Persian Gulf. At first, Genghis wanted peace and sent a trade caravan with gifts. But the caravan was attacked, and when Genghis sent ambassadors, one was killed and the others were insulted. Furious, Genghis launched his largest invasion yet. He led 100,000 soldiers over the mountains and attacked cities like Samarkand, Herat, and Merv. These were some of the biggest and richest cities in the world. The Mongols had to learn new ways to fight in cities, but they were still successful. Genghis Khan's conquests showed his military skill and determination. He used smart tactics, strong leadership, and a loyal army to build one of the largest empires in history.

Comprehend It:	
Which region did Genghis Khan conquer first?	
What happened at the Battle of Yehuling?	
Why did Genghis Khan attack the Khwarazmian Empire?	
What cities did the Mongols conquer during this invasion?	
How did the Mongols adapt their fighting style?	
What helped Genghis Khan build such a large empire?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

The Night Came Slowly by Kate Chopin (Classic Short Fiction)

I am losing my interest in human beings; in the world; in life. I am weary of everything. People are so cruel. They hurt each other without thinking. They speak without kindness. They act without care. I sit alone in the garden and listen to the wind. It speaks more gently than people do.

The night comes slowly. It creeps over the sky like a soft blanket. The stars blink awake one by one. I watch them and feel a little peace. I do not want to speak. I do not want to be seen. I want only silence.

A cat comes to sit beside me. It does not ask questions. It does not judge. It simply sits. I stroke its fur and feel warmth. The cat purrs, and I feel less alone.

I remember a time when I laughed. When I danced. When I believed people were good. But that time feels far away now. I do not know if it will return.

The night deepens. The wind grows cooler. I wrap my shawl around me and close my eyes. I imagine a world where people are kind. Where words heal instead of hurt. Where silence is not lonely, but peaceful.

I do not know if I will ever feel joy again. But for now, I have the stars, the wind, and the quiet company of a cat. That is enough.

Comprehend It:	
How does the narrator feel about people?	
What does the narrator do in the garden?	
What does the night feel like to the narrator?	
How does the cat help the narrator feel better?	
What does the narrator remember from the past?	
What things bring the narrator comfort at the end?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

The Decline and Collapse of the Mongol Empire (Historical Narrative)

After Genghis Khan died, his empire continued to grow under his descendants. One of the most important rulers was Kublai Khan, Genghis's grandson. Kublai ruled for many years and completed the conquest of China. He moved the capital to what is now Beijing and started the Yuan Dynasty.

But even though the empire was large and powerful, problems began to appear. The Mongols tried to invade Japan twice, but both attempts failed. The empire had grown so big that it became difficult to control. Communication was slow, and different parts of the empire had different cultures and needs.

In 1294, Kublai Khan died. After his death, the empire broke into four smaller parts called khanates. These khanates were ruled by different leaders and often disagreed with each other. Without one strong ruler, the Mongol Empire began to weaken.

In 1362, the Battle of Blue Waters took place. Lithuania defeated the Mongols and pushed them out of Eastern Europe. In China, the Yuan Dynasty was overthrown by the Ming Dynasty in 1368. Other parts of the empire also began to fall apart.

The Mongol Empire had once been the largest land empire in history. It was known for its powerful army, fast conquests, and strict laws. But over time, it became too hard to manage. The empire's size, failed invasions, and disagreements between leaders caused it to collapse.

Even though the empire fell, its legacy remained. The Mongols had connected Europe and Asia, helped trade grow, and spread ideas across continents. Their impact on history is still remembered today.

Comprehend It:	
Who was Kublai Khan, and what did he achieve?	
What problems did the Mongol Empire face as it grew larger?	
What happened after Kublai Khan died?	
What was the Battle of Blue Waters, and why was it important?	
Why did the Mongol Empire collapse?	
What is the legacy of the Mongol Empire?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Championship Spell-Off (Modern School Story)

The school gym was packed. Students, teachers, and parents filled the seats, all waiting for the final round of the spelling championship. On stage stood two students: Amina and Ravi. Both had spelled every word correctly so far.

“Your word is conscientious,” said the judge to Amina. Amina took a deep breath. “C-O-N-S-C-I-E-N-T-I-O-U-S.”

“Correct,” said the judge.

The crowd clapped. Ravi smiled at her. He wasn’t nervous—he loved spelling. His word was miscellaneous. He spelled it with ease.

The rounds continued. Words got harder: idiosyncrasy, pharaoh, mnemonic. Both students kept spelling them right.

“This is amazing,” whispered a teacher. “They might break the record.”

Finally, the judge said, “Amina, your next word is acquiesce.” Amina paused. She had studied this word, but it was tricky. She closed her eyes and pictured it in her notebook. “A-C-Q-U-I-E-S-C-E.”

“Correct.”

Ravi’s final word was entrepreneur. He smiled and spelled it perfectly.

The judge looked at both students. “We have a tie. You are co-champions!”

The crowd cheered. Amina and Ravi shook hands. “You were amazing,” said Ravi.

“So were you,” said Amina. “Let’s do it again next year.”

Comprehend It:	
What event is happening in the school gym?	
Who are the two finalists?	
What kind of words do they have to spell?	
How does Amina remember the word acquiesce?	
What happens at the end of the competition?	
How do Amina and Ravi treat each other?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Historian Greg Jenner's View on Mansa Musa (Historical Interpretation)

Historian Greg Jenner spoke about Mansa Musa on his BBC Radio 4 show Homeschool History. He described Mansa Musa as a clever leader who loved learning and supported libraries. Jenner said that Mansa Musa was also a “savvy politician,” meaning he was smart about how he ruled his empire.

Mansa Musa ruled for around 25 years, and no one tried to remove him from power. Jenner explained that this was impressive because Mali was a very diverse empire. It had many different cultures, languages, customs, and religions. This could have caused problems, but Mansa Musa handled it wisely.

Instead of forcing everyone to follow his beliefs, Mansa Musa allowed people to keep their own customs—as long as they paid taxes and followed the laws. This helped keep peace across the empire and made people more willing to accept his leadership.

Jenner also praised Mansa Musa’s support for education. He built libraries and schools, and invited scholars to Mali. He wanted his empire to be known not just for wealth, but also for knowledge and learning.

This interpretation shows that Mansa Musa was more than just rich—he was a thoughtful and fair ruler. He used smart strategies to keep his empire united and strong. By respecting different cultures and encouraging learning, he helped Mali become one of the most successful empires in African history.

Comprehend It:	
How does Greg Jenner describe Mansa Musa?	
Why was ruling Mali difficult?	
What did Mansa Musa do to keep peace in the empire?	
How did Mansa Musa support education?	
What does “savvy politician” mean in this context?	
What does this interpretation tell us about Mansa Musa’s leadership?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

**The Masque of the Red Death by Edgar Allan Poe
(Classic Horror)**

The Red Death had long devastated the country. No sickness had ever been so deadly or so frightening. Blood was its mark—the red stain on the body and the horror in the eyes of those who saw it. It struck quickly, and within half an hour, its victims were dead.

Prince Prospero, a wealthy and powerful man, decided to escape the plague. He invited a thousand of his friends to stay in his castle, far away from the suffering outside. The castle was strong and had high walls and iron gates. No one could enter or leave.

Inside, the prince held a grand party. There were musicians, dancers, and food. The rooms were decorated in bright colors—blue, purple, green, orange, white, violet, and black. The black room had red windows and a large clock that chimed loudly every hour. When the clock rang, everyone stopped talking and dancing.

One night, as the clock struck midnight, a strange figure appeared. It was dressed like a corpse and wore a mask that looked like the face of someone dying from the Red Death. The guests were terrified.

“Who dares insult us with this horror?” cried the prince. He chased the figure through the rooms until they reached the black room. The prince raised his sword, but fell dead. The figure turned to the guests, and one by one, they all died. The Red Death had entered the castle, and no one escaped.

Comprehend It:	
What is the Red Death?	
What does Prince Prospero do to avoid the plague?	
What is special about the black room?	
What happens when the clock strikes midnight?	
How do the guests react to the masked figure?	
What is the message or warning in this story?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Genghis Khan's Invasion of Khwarazmia (Historical Narrative)

After conquering lands in China and Central Asia, Genghis Khan turned his attention to the Khwarazmian Empire. This empire stretched from the Caspian Sea to the Persian Gulf and was full of wealthy cities and trade routes. At first, Genghis didn't plan to invade. He wanted peace and trade. Genghis sent a caravan filled with gold, silver, and fine goods to the city of Otrar to start trading. But the governor of Otrar attacked the caravan and stole everything. Genghis then sent three ambassadors to speak with the Shah, the ruler of Khwarazmia. The Shah insulted them—he shaved their heads and sent one of them back with the head of another ambassador.

Genghis was furious. He prepared his largest invasion yet, leading around 100,000 soldiers over the Tien Shan mountains. His army was fast, skilled, and ready for battle. The Mongols attacked the city of Samarkand, one of the richest and most famous cities in the region. Even elephants couldn't protect the city from the Mongol army. After Samarkand fell, the Mongols continued to destroy other major cities like Herat, Nishapur, and Merv.

These cities were known for their culture, learning, and beauty. But the Mongols were determined to punish the Khwarazmian Empire. They used new tactics to fight in cities, including siege weapons and clever strategies.

The invasion showed how powerful and adaptable the Mongol army was. Genghis Khan's decision to attack was based on revenge, but it also helped expand his empire even further. The destruction of Khwarazmia sent a message to other rulers: the Mongols were not to be underestimated.

Comprehend It:	
Why did Genghis Khan first send a caravan to Khwarazmia?	
What did the Shah do to Genghis Khan's ambassadors?	
How many soldiers did Genghis Khan lead in the invasion?	
What happened to the city of Samarkand?	
What new tactics did the Mongols use during the invasion?	
What message did the invasion send to other rulers?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Adventure Rebel Readers (Modern School Adventure)

The school library was quiet, but something strange was happening. Every Friday, a group of students met in the back corner. They called themselves the “Rebel Readers.” They didn’t just read books—they lived them.

“This week’s book is *The Jungle Quest*,” said Noah, the group’s leader. “We’re going to turn the library into a rainforest.”

The students brought in fake vines, animal sounds, and even mist machines. They read the book aloud, acting out scenes and solving puzzles based on the story.

“Look!” said Priya. “The next clue is hidden in the index!”

They followed clues through the pages, unlocking a box hidden behind the bookshelf. Inside was a note: You are brave, curious, and clever. Keep reading.

The librarian smiled. “You’ve made this place come alive.” The Rebel Readers continued their adventures every week. They explored haunted castles, space missions, and ancient ruins—all through books.

“Reading isn’t boring,” said Noah. “It’s the best kind of adventure.”

Comprehend It:	
What is the name of the student group?	
What book are they reading this week?	
How do they turn the library into a rainforest?	
What do they find hidden in the bookshelf?	
How does the librarian feel about their activities?	
What does Noah say about reading?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

The Fall of the Mongol Empire (Historical Narrative)

After years of expansion and success, the Mongol Empire began to decline. One of the last great rulers was Kublai Khan, the grandson of Genghis Khan. He completed the conquest of China and started the Yuan Dynasty. He moved the capital to what is now Beijing and ruled for many years. But the empire had grown too large. It was hard to govern such a huge area with so many different cultures and languages. Communication was slow, and leaders in different parts of the empire began to disagree. The Mongols also failed in two major invasions of Japan, which weakened their power.

When Kublai Khan died in 1294, the empire broke into four smaller parts called khanates. These khanates were ruled by different leaders who often argued and fought. Without one strong ruler, the Mongol Empire began to fall apart.

In 1362, the Battle of Blue Waters took place. Lithuania defeated the Mongols and pushed them out of Eastern Europe. In China, the Yuan Dynasty was overthrown by the Ming Dynasty in 1368. Other parts of the empire also collapsed over time.

The Mongol Empire had once been the largest land empire in history. It was known for its powerful army, fast conquests, and strict laws. But its size, failed invasions, and leadership problems caused it to collapse.

Even though the empire ended, its legacy remained. The Mongols had connected Europe and Asia, helped trade grow, and spread ideas across continents. Their impact on history is still remembered today, especially the way they changed warfare, government, and global connections.

Comprehend It:	
Who was Kublai Khan, and what did he achieve?	
Why was it difficult to govern the Mongol Empire?	
What happened after Kublai Khan died?	
What was the Battle of Blue Waters, and why was it important?	
What caused the Mongol Empire to collapse?	
What is the legacy of the Mongol Empire?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Guardians of the Timeworn Texts (Modern Fantasy)

Deep beneath the school library, hidden behind a shelf of dusty encyclopedias, was a secret door. Only a few students knew about it. They were called the Guardians of the Timeworn Texts. Every Friday after school, they met to protect ancient books that held magical secrets.

“The Book of Whispers is missing,” said Ezra, the group’s leader. “Someone has taken it.”

The Guardians—Ezra, Layla, Finn, and Noor—searched the underground chamber. The walls were lined with glowing scrolls and books that hummed softly. Each book had its own magic: one could freeze time, another could make you invisible, and one could speak in riddles.

“Look!” said Layla. “There’s a trail of glowing footprints.”

They followed the footprints through a narrow tunnel that led to a hidden room. Inside was a boy none of them recognized. He held the Book of Whispers in his hands.

“I didn’t mean to steal it,” he said. “I just wanted to read it. It called to me.”

Ezra stepped forward. “Books like this are powerful. They choose who can read them.”

The book glowed and floated into the air. It opened by itself and whispered something only the boy could hear. He nodded slowly.

“It says I’m meant to be a Guardian too,” he said.

The others looked at each other. Noor smiled. “Then welcome to the team.”

From that day on, the Guardians had a new member. Together, they protected the magical texts and kept their secrets safe.

Comprehend It:	
Where is the secret door hidden?	
What is the name of the missing book?	
What powers do some of the magical books have?	
How do the Guardians find the missing book?	
What does the boy say when they find him?	
What happens at the end of the story?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3.

1: Read it

Mali's Trade and Cultural Achievements (Historical Narrative)

The Mali Empire became one of the most successful and respected empires in African history, especially during the rule of Mansa Musa. One of the main reasons for Mali's success was its control of trade routes across the Sahara Desert. These routes allowed Mali to trade gold, salt, and copper with countries like China and India. In return, Mali received spices, fabrics, and other valuable goods.

Mansa Musa made sure that traders paid taxes when they passed through Mali. This money helped him support his large army and rebuild important cities. One of the most famous cities was Timbuktu. It became a centre for learning, religion, and culture.

In Timbuktu, Mansa Musa built schools, libraries, and mosques. He invited scholars from across the Muslim world to teach subjects like law, history, and astronomy. The city became known for its knowledge and was respected across Africa and beyond.

Mali's success wasn't just about trade and money—it was also about culture and religion. Mansa Musa wanted to unite the empire through Islam. He built many mosques and encouraged people to follow the religion. At first, some people resisted, but over time, many accepted Islam, helping to bring the empire together.

The Mali Empire also became famous for its architecture. The Djinguereber Mosque in Timbuktu is one of the most well-known buildings from this time. It was built using local materials and still stands today as a symbol of Mali's golden age.

Through smart leadership, strong trade, and support for education and religion, Mali became a powerful and respected empire. Its achievements in culture, learning, and architecture are still remembered today.

Comprehend It:	
What goods did Mali trade with other countries?	
How did Mansa Musa use taxes to improve the empire?	
Why was Timbuktu an important city?	
What subjects were taught in Timbuktu's schools?	
How did religion help unite the Mali Empire?	
What is the Djinguereber Mosque, and why is it important?	

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

- 1.
- 2.
- 3

CYCLE 2 SPELLINGS

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

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

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

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

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

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

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

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

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

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

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

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

WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
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.

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
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.

WEEK 12	WEEK 13	NOTES
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

Cycle 2	Subject	English	Topic(s)	Subject Terminology - Drama	Year Group	7			
Word Class		Definition							
Nouns		Words that name people, places, things, or ideas (e.g., cat, London, table, love).							
Verbs		Words that express action, state, or occurrence (e.g., run, is, have).							
Adjectives		Words that describe or modify nouns or pronouns (e.g., big, happy, blue).							
Adverbs		Words that modify verbs, adjectives, or other adverbs (e.g., quickly, very, loudly).							
Prepositions		Words that show the relationship between a noun or pronoun and other words in the sentence (e.g., on, in, to).							
Conjunctions		Words that connect words, phrases, or clauses (e.g., and, but, or).							
Determiners		Words that specify which noun is being referred to (e.g., the, a, an).							
Pronouns		Words that replace nouns (e.g., he, she, it, they).							
Interjections		Words that express strong emotions or feelings (e.g., oh, wow, hey).							
Sentence Type		Definition	Example						
Statements		Sentences that make a declaration or state a fact. They usually end with a period.	"The library opens at 9am."						
Questions		Sentences that ask for information. They end with a question mark.	"Who is your favourite author?"						
Commands		Sentences that give an instruction or order.	"Please close the door."						
Exclamations		Sentences that express strong emotion. They end with an exclamation mark.	"Wow, that was an amazing performance!"						
Sentence Structure		Definition	Example						
Independent clause		A clause with one main subject and a verb that can stand alone as a complete sentence.	"The sun set over the horizon."						
Dependent clause		A clause containing a subject and a verb that cannot stand alone as a complete sentence.	"Although it was raining heavily."						
Simple Sentence		A sentence with one independent clause.	"The cat slept on the windowsill."						
Compound Sentence		Two or more independent clauses joined by a conjunction.	"I wanted to go for a run, but it started raining."						
Complex Sentence		One independent clause and at least one dependent clause.	"She decided to stay home because she was feeling unwell."						
Language Device		Definition							
Alliteration		The repetition of the same initial consonant sound in a series of words. <i>Example: "She sells seashells by the seashore."</i>							
Ambiguity		When a word, phrase, or statement has multiple meanings, leading to uncertainty or confusion. <i>Example: "The bark was painful." (Could refer to a tree's bark or a dog's bark.)</i>							
Assonance		The repetition of vowel sounds within non-rhyming words. <i>Example: "The early bird catches the worm."</i>							
Hyperbole		An exaggerated statement not meant to be taken literally. <i>Example: "I'm so hungry I could eat a horse."</i>							
Imagery		Descriptive language that appeals to the senses and creates vivid mental pictures. <i>Example: "The golden sunset painted the sky with hues of orange and pink."</i>							
Irony		A contrast between expectation and reality, often highlighting the opposite of what is meant. <i>Example: A fire station burns down.</i>							
Juxtaposition		Placing two or more ideas, characters, or objects side by side to highlight their differences or similarities. <i>Example: "All's fair in love and war."</i>							
Metaphor		A figure of speech that directly compares two unlike things without using "like" or "as." <i>Example: "Time is a thief."</i>							
Onomatopoeia		A word that imitates the sound it represents. <i>Example: "The bees buzzed."</i>							
Oxymoron		A figure of speech that combines contradictory terms. <i>Example: "Deafening silence."</i>							
Pathetic Fallacy		The attribution of human emotions or characteristics to nature or inanimate objects. <i>Example: "The angry storm clouds."</i>							
Persona/Narrative Voice		The character or narrator through whom the story is told. <i>Example: The first-person narrator in "To Kill a Mockingbird" is Scout, but the author is Harper Lee. Scout is a character in the book that narrates the story.</i>							
Personification		Giving human traits to non-human things. <i>Example: "The wind whispered through the trees."</i>							
Semantic Field		A group of words related in meaning. <i>Example: Words related to weather: "rain," "storm," "sunshine."</i>							
Sibilance		The repetition of the "s" sound in a series of words. <i>Example: "The snake slithered silently."</i>							
Simile		A figure of speech that compares two unlike things using "like" or "as." <i>Example: "Her smile was as bright as the sun."</i>							
Symbolism		The use of symbols to represent ideas or qualities. <i>Example: A dove representing peace.</i>							
Zoomorphism		The attribution of animal characteristics or qualities to humans, gods, or objects. <i>Example: "He prowled through the room like a lion."</i>							

Cycle 2	Subject	English	Topic(s)	Subject Terminology - Drama	Year Group	7
Character Type	Definition					
Protagonist	The main character in a story, often the hero or central figure who faces challenges and drives the plot forward. <i>Example: Harry Potter in the "Harry Potter" series.</i>					
Antagonist	The character who opposes the protagonist, often creating conflict in the story. <i>Example: Voldemort in the "Harry Potter" series.</i>					
Foil	A character who contrasts with another character, usually the protagonist, to highlight particular qualities of the other character. <i>Example: Dr. Watson serves as a foil to Sherlock Holmes.</i>					
Dynamic	A character who undergoes significant internal change throughout the story, such as a change in personality, attitude, or beliefs. <i>Example: Ebenezer Scrooge in "A Christmas Carol."</i>					
Static	A character who remains largely the same throughout the story, without significant internal changes. <i>Example: Sherlock Holmes in the "Sherlock Holmes" series.</i>					
Everyman	A character who represents an ordinary person, often used to appeal to the audience's sense of relatability and common experience. <i>Example: Arthur Dent in "The Hitchhiker's Guide to the Galaxy."</i>					
Genre	Definition					
Drama	A type of storytelling that is performed by actors on a stage using speech, movement, and expression to bring the characters and situations to life.					
Tragedy	Focuses on serious themes and often ends in death or downfall.					
Comedy	Light-hearted, humorous plays that often end happily.					
Social Realism	Explores everyday life and social issues, often focusing on working-class experiences.					
Melodrama	Exaggerated characters and emotions, often with clear heroes and villains.					
Romantic Drama	Centres on love and relationships, often with emotional conflict.					
Political Drama	Explores political themes, ideologies, or critiques of society.					
Form	Definition					
Straight Play	Combines songs, spoken dialogue, acting, and dance.					
Musical Theatre	A non-musical play focused on dialogue and action.					
Key Terminology	Definition					
Aside	A short comment spoken by a character directly to the audience, which other characters on stage don't hear.					
Chorus	A group or single character who comments on the events of the play and helps the audience understand the story.					
Dialogue	A conversation between two or more characters in a play.					
Dramatic Irony	When the audience knows something that the characters do not.					
Foreshadowing	Hints or clues about what might happen later in the story.					
Monologue	A long speech by one character, spoken to other characters or the audience.					
Soliloquy	A speech where a character speaks their thoughts aloud, usually alone on stage.					
Stage Directions	Instructions in the script that tell actors how to move, speak, or behave.					
Tragic Flaw	A weakness or mistake in a character that leads to their downfall.					
Proxemics	Use of space between characters to show relationships or tension.					

Section 1 - Operations

OPERATIONS

Addition	symbol: ⊕ (plus)	Vocabulary: add, more than, sum, total, all together, more than
Subtraction	symbol: ⊖ (minus)	Vocabulary: subtract, less, difference, take away, fewer than
Multiplication	Symbol: × (times)	Vocabulary: multiply, lots of, product
Division	Symbol: ÷ (obelus)	Vocabulary: divide, split, share
Quotient	the result of a division (dividend ÷ divisor = quotient)	
Remainder	the amount left over when a divisor doesn't fit into a dividend exactly	

Section 2 - Estimation

APPROXIMATION AND ESTIMATION

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

Section 3 – Multiples & Factors

MULTIPLES, FACTORS AND PRIME NUMBERS

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

Section 4 – Inequalities

INEQUALITIES

where two expressions are not equal in value
Strict inequalities: < less than > greater than
Non-strict inequalities: ≤ less than or equal to ≥ greater than or equal to

Section 5 – Perimeter & Area

PERIMETER

Perimeter	the shortest distance around a shape, to calculate it you find the sum of its sides
Rectangle perimeter	P = (l+w) x 2 add the length and width, then multiply by 2
Perimeter of a compound shape	find all the lengths around the outside of the shape and add them up

AREA

Area	the amount of space a 2D shape takes up
Area of a rectangle	$A = bh$ Area = base x height
Area of a triangle	$A = \frac{bh}{2}$ Area = base x height 2
Area of a compound shape	work out the area of each shape, add 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 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 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°)

Section 8 – Quadrilaterals

PROPERTIES OF QUADRILATERALS

square	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
rectangle	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
rhombus	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
parallelogram	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
kite	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
trapezium	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 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°	

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

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

2.2 - Energy Transfer Pathways

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

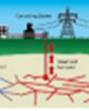
2.3 – Energy Conservation & Efficiency

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

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

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

2.5 - Renewable Energy Resources - Will not run out.

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

2.1 - The Periodic Table

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

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

2.5 - Chemical Formulae of Substances

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

3.1 - Male Reproductive System

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

**3.2 - Female Reproductive System**

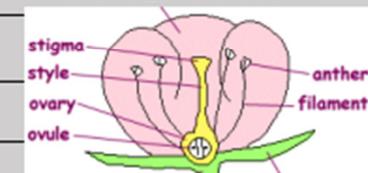
Egg Cell (Ovum)	Female gamete (sex cell).
Ovaries	Stores egg cells. One egg cell is released every 28 days (ovulation).
Oviducts	Carry egg cells away from the ovary. Also called fallopian tubes.
Uterus	Where the baby grows for 9 months.
Vagina	Muscular tube. Penis enters here.
Cervix	Ring of muscle that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

**3.3 - Fertilisation and Pregnancy**

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

3.4 - Plant Reproductive Parts (found in a flower)

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

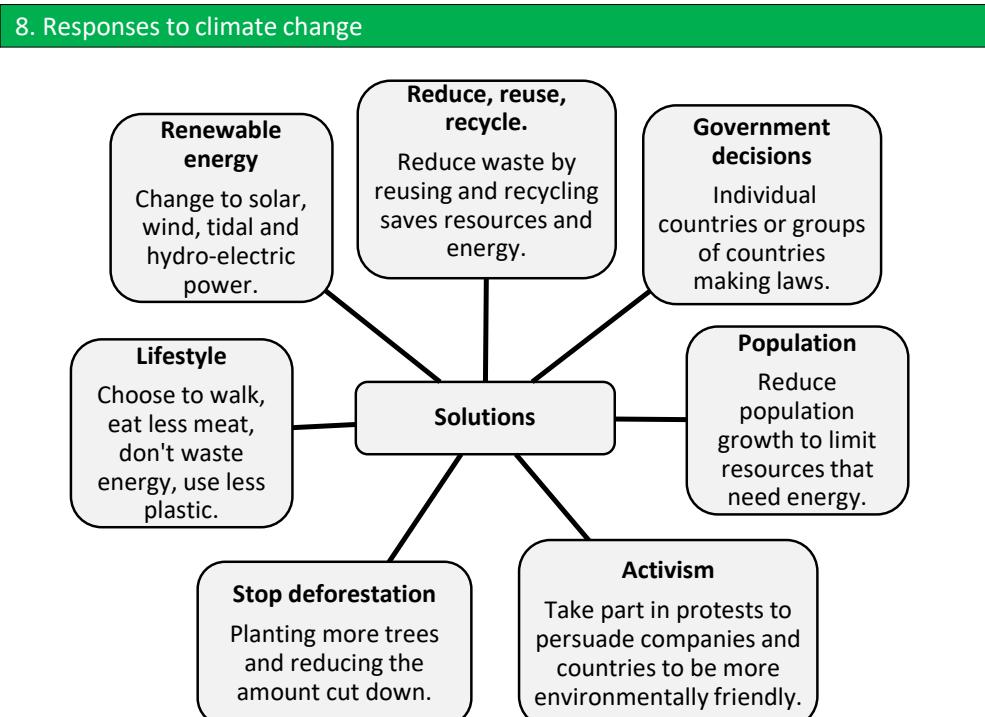
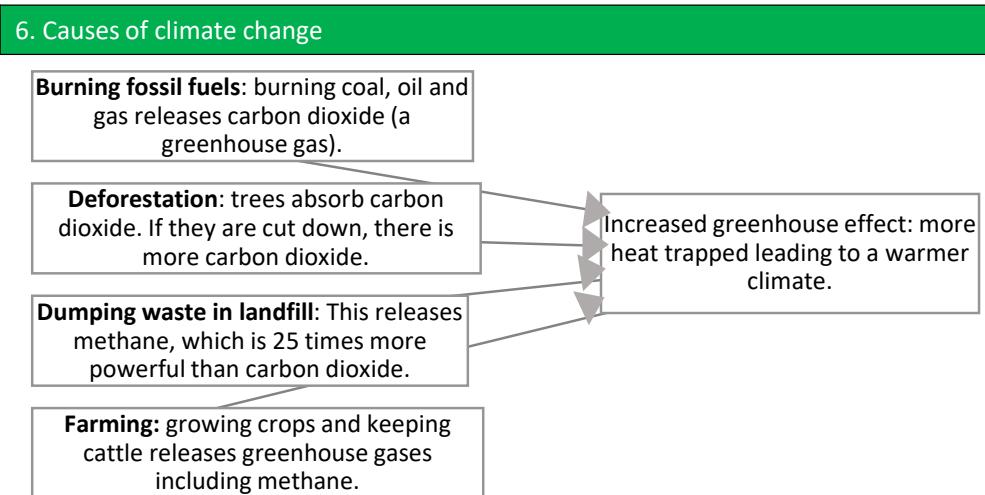
**3.5 - Pollination and Fertilisation in Plants**

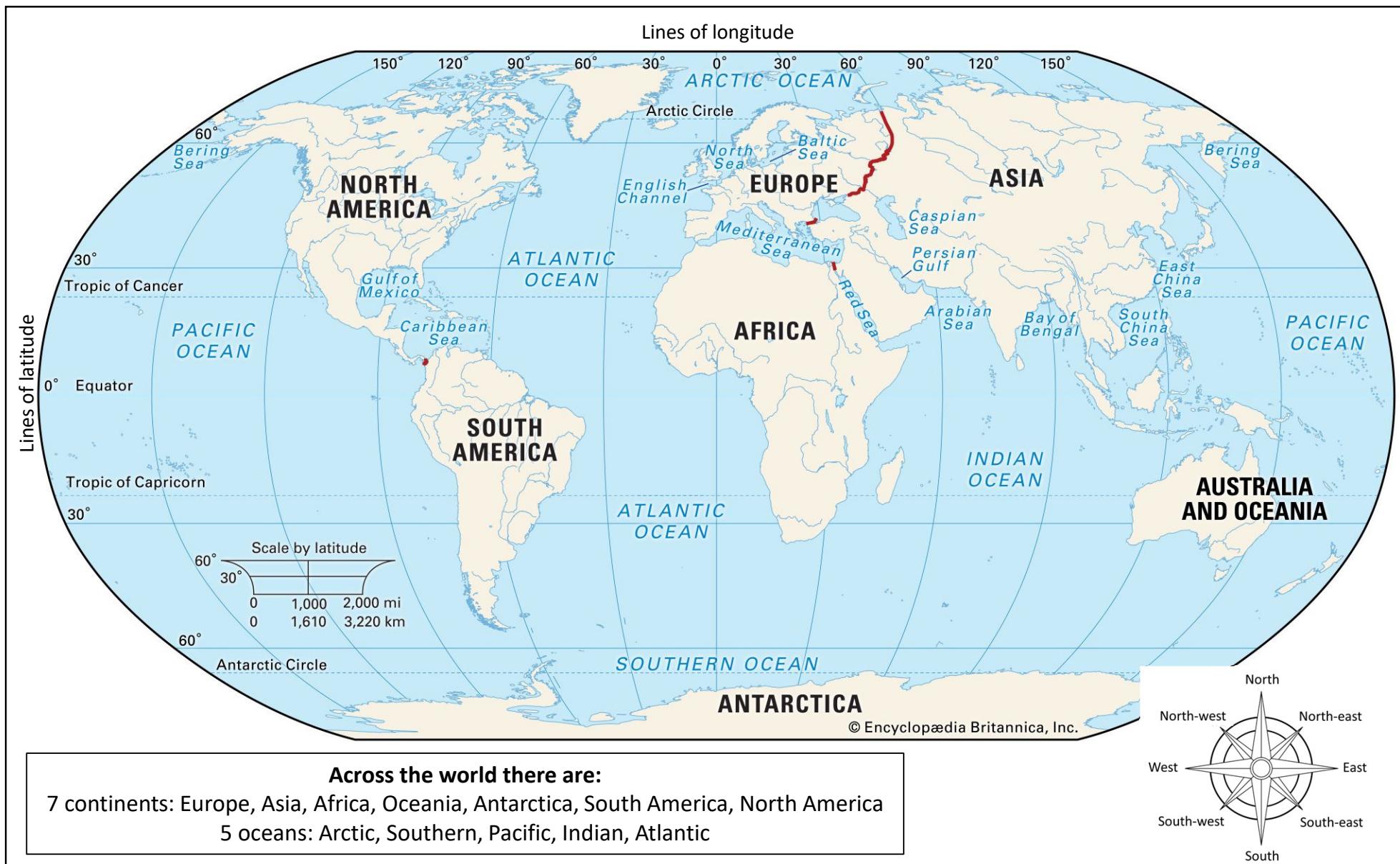
Pollination	Transfer of pollen from an anther to a stigma. Pollen is spread by insects or wind.
Cross-Pollination	Pollen is spread between two different plants.
Self -Pollination	Pollen is spread between the male and female parts of the same plant.
Fertilisation	Nucleus of pollen grain fuses with nucleus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

1. Key terms		2. Migration and the UK			4. Effects of international migration			
Migration Moving from one place to another to live.		2. Migration and the UK <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="flex: 1;"> <p>Young professionals move for jobs abroad.</p> <p>Older retired people move for a more relaxing life and better weather.</p> <p>Families may move abroad for a better and cheaper life in countries like Sweden.</p> </div> <div style="flex: 1; text-align: right;"> <p>Refugees look for protection in the UK, and may be fleeing war or discrimination (being treated badly).</p> <p>Economic migrants come from poorer countries to get jobs in the UK. The UK offers a better quality of life for them and their families.</p> </div> </div>						
Immigration When someone moves into a country or location.								
Emigration When someone leaves a country or location.								
Migrant A person who has moved from one place to another to live.								
Voluntary migrant Someone who has chosen to migrate from one place to another.								
Refugee A person who has been forced to migrate, for example due to a war.								
Rural-urban migration Migration from a rural (countryside) area to an urban (city or town) area.								
International migration Migration from one country to another.								
Push factor A negative reason that forces someone to leave a location, e.g. low paid jobs.								
Pull factor A positive reason that attracts someone to a new location, e.g. better medical care.								
Primary sector Jobs that extract raw materials from the Earth e.g., farmers, miners								
Secondary sector Jobs that produce items from raw materials e.g., factory worker								
Tertiary sector Jobs that provide a service to the public e.g., doctor, teacher, waiter								
3. Rural – urban migration								
CAUSES Push factors: Poverty in rural areas, lack of good facilities such as medical care. Pull factors: Attraction of jobs and opportunities in cities.		EFFECTS Megacities: A megacity has over 10 million people. The number of megacities has increased overtime. Slums: These are areas of a city that have been built by migrants. They are often poorly built and not hygienic. Overcrowding: Large numbers of people means there are less resources to go around.						
		Positives			Negatives			
		Diversity: International migration means countries have people from many different backgrounds.			Conflict: International migration can lead to disagreements between different religions and cultures.			
		Jobs: International migrants often do jobs that would otherwise not be done, and can provide services, for example in healthcare.			Overcrowding: Migrants increase the population, and so increase demand for space and resources.			

5. Key terms	
Weather	What the earth's atmosphere is like at a particular place and time (e.g. rainy, windy, sunny).
Climate	The average weather conditions over a longer period of time.
Climate Change	The tendency for the earth's climate to change over its history due to physical processes and events (e.g. sunspots, orbital changes).
Global Warming	The sustained rise in the planet's temperature due to human actions (e.g. burning fossil fuels).
Fossil fuels	Natural resources such as coal, oil and natural gas containing hydrocarbons.
Greenhouse effect	The natural effect that keeps the earth warm enough to survive on. It has been increased unnaturally by human activity.
Greenhouse gas	Gases that trap heat in the earth's atmosphere (e.g. methane).
Methane	A particularly powerful greenhouse gas (25x more effective than CO ₂ at trapping heat in the earth's atmosphere)
Carbon footprint	The amount of carbon emitted by a person or organisation over a period of time.
Stakeholder	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.





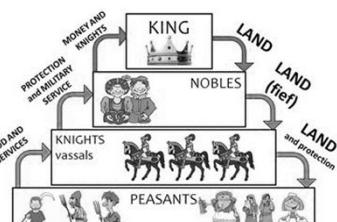


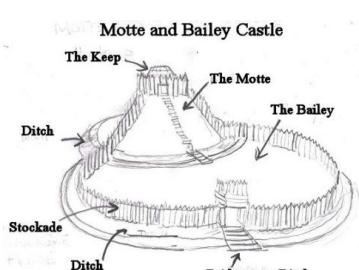
Europe	A continent made up of 44 countries, the UK is part of this continent.
United Kingdom	Made up of England, Wales, Scotland, Northern Ireland.
Great Britain	Made up of England, Wales, and Scotland.
British Isles	A group of islands, the largest is Great Britain. Made up of England, Wales, Scotland, Northern Ireland, and the Republic of Ireland.
Capital cities	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 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 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 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 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

DAA CYCLE 2 Knowledge Organiser	SUBJECT	HISTORY	TOPIC(S)	WHAT ARE THE DIFFERENT TYPES OF POWER?	YEAR GROUP
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Section 9 - Timeline of Kingdom of Mali	
Date	Event
1235	Sunjata Keita founds the Kingdom of Mali
1255	Sunjata Keita dies
1312	Mansa Musa became the ruler of Mali
1324	Mansa Musa became famous after performing Hajj
1337	Mansa Musa died, and Mali began to fall

Section 11 - Sources	
The History of Mali is known through the oral tradition and sources	
Griots	Storytellers in Mali who told the legends of the past
Islamic Scholars	Scholars from the Middle East recorded what they saw when they traded in Mali
Architecture	Buildings show how people lived at the time and what was important to them, such as Holy Sites
Crafts	Objects that were made by Malians, showing their skill and the items they valued

Section 14 - Church and King	
King	Pope
Ruled over a country	Was leader of Catholicism on Earth
Wielded real, physical power	Wielded spiritual power
Could have someone executed	Could have someone excommunicated
Could lead armies in wars	Call crusades against non-Christians

Section 10 - Key Terms	
Key Term	Definition
Catalan Atlas	A map of the world made in 1375 in Spain. It shows the land known to Europeans with people and captions
Conquest	Taking over land in another area, usually by force
Culture	The ideas, traditions and social behaviours of a certain group
Griot	The storytellers and musicians in West Africa who pass on oral histories
Hajj	Pilgrimage (religious journey) to Meccah
Mansa Musa	Mansa of the Kingdom of Mali from 1312
Oral History	Historical evidence which is spoken instead of written down
Significance	The importance of an event at the time and in the longer term
Trade	The process of buying, selling, or exchanging goods
Trade Route	A road which people and animals travel along to trade with other people and places

Section 12 - Timeline of the Mongol Empire	
Date	Event
1162	Temujin is born
1206	Temujin is given the title "Genghis Khan"
1215	Genghis Khan captures the city of Beijing in China, killing all its inhabitants
1227	Genghis Khan dies and is succeeded by his descendants
1258	The Mongols attack the city of Baghdad and destroy it

Section 15 - Magna Carta	
Conditions of Magna Carta	Meaning
Right to a trial	A person could not be arrested or imprisoned without having a fair trial
Agreement on taxes	The King could not raise new taxes without the agreement of the barons of the country
Barons would have greater power	There would be a council of 25 barons who would have an input on how England was governed

Section 13 - Characteristics of Mongol Empire	
Characteristic	Meaning
The Yasa	Common oath sworn to be loyal to the Khan under pain of death
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 caused 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			
Monotheism	Belief in one God	Faith	Having trust in someone
Covenant	A serious promise.	Polytheist	Believing in many gods.
Stewardship	Look after the world & each other	Kosher	Food matching Jewish Law
The Torah	The 1 st part of the Bible also known as the 'Hebrew Bible' or Old Testament.	Omnipotence Omnibenevolence Omniscience	All-powerful All-loving All-knowing
Exodus	A journey. This is a book in the Torah too.	Just	Fair – God is seen as Just
Belief in God influences Jews & Christians believe God is omnipotent, omnibenevolent, omniscient & just. Believers will pray to God & ask Him for help as they know He is omnipotent .			

6 & 7		
The Creation Story (in the Bible, Genesis)	The Bible teaches...	Importance...

8 & 9		
Jesus' Baptism	The Bible teaches...	Importance...

2 & 3		
Abraham & Monotheism	The Bible teaches...	Importance...

4 & 5		
Moses & Exodus	The Bible teaches...	Importance...

10 & 11		
The 10 Commandments (in the Bible)	Christian Worship	The Bible teaches...

1			
Ramadan	Holy month of fasting (sawm).	Salah	Compulsory prayer x 5 a day
Stewardship	Look after the world & others	Gender Equality	Treat men & women equally
Compassion	'Do unto others as you would have them do to you' - Golden Rule (all religions)	Omnipotence Omnibenevolence Omniscience	All-powerful All-loving All-knowing
Shahadah	Declaration of Faith: One God & Muhammad is His Messenger	Just	God is always fair with treatment & judgement.

6 & 7		
Christianity: Jesus' Behavior	The Bible teaches...	Importance...

- Jesus inspires Christians' actions
- Jesus heals a blind man / the ill
- Jesus feeds the 5000 having little food himself
- Jesus resurrects Lazarus from the dead & doesn't give up

- 'God loves a cheerful giver'
- Jesus feeds 5000 (5 loaves & 2 fish)
- I am the LORD who heals you'

- Treat everyone fairly e.g., those with disabilities
- Good actions speak louder than complaining & being negative

2 & 3		
Islam: 5 Pillars	The Quran teaches,	Importance
Shahadah	<ul style="list-style-type: none"> 'Obey God & His Messenger' 	<ul style="list-style-type: none"> Every person is expected to say the Declaration of Faith to be Muslim
Salah (Prayer)	<ul style="list-style-type: none"> 'Prostrate & draw near to God' 	<ul style="list-style-type: none"> Muslims pray for help, forgiveness, healing... Its compulsory for Muslims It strengthens your faith
Sawm	<ul style="list-style-type: none"> 'Fasting has been prescribed for you' 	<ul style="list-style-type: none"> Understand the struggle of the poor / build empathy
Zakat	<ul style="list-style-type: none"> 'Those who give zakat, God will replace this' 	<ul style="list-style-type: none"> Give to charity – be fair Make room for others
Hajj: Holy pilgrimage to Mecca	<ul style="list-style-type: none"> 'Humanity is one community' 'Hajj is a duty' 	<ul style="list-style-type: none"> Pilgrims wear the ihram (white clothing) to mark equality Can everyone afford this?

8 & 9		
Gender Equality	Scripture teaches...	Importance...

- Islam: whether you're male or female you must do the right things – commit good
- Men & women are helpers & supporters of each other

- 'Men & women have the same spiritual nature' (Quran)
- 'Honour your parents' (Bible)
- 'Heaven is under the mother's feet' (Hadith)

- Treat others how you want to be treated
- Be careful how you say things e.g., without saying things like: 'You do things like a girl'.
- Do not judge others

4 & 5		
Christianity: Fairness & Equality	The Bible teaches...	Importance...

10 & 11		
Sikhism: The 5 Ks	The Guru Granth Sahib teaches...	Importance...

- Kesh (uncut hair)
- Kara (steel bracelet)
- Kanga (wooden comb)
- Kachera (cotton shorts)
- Kirpan (steel sword)

- 'Love is God's ocean'
- 'Give up selfishness'
- 'Whatever you plant, you harvest'

- Both men & women are expected to wear the 5 Ks
- It's about showing commitment
- Ensure there is equality
- The sword represents justice

12 & 13		
Religious Charities	Scripture teaches...	Importance...

- These are inspired by religious stories in holy books
- Islamic relief & Christian Aid provide food, water, medicine in war zones to help poor victims.

- 'God loves a cheerful giver' (Bible)
- 'Spend your wealth in the way of God' (Quran)

- Everyone religion teaches to give back to the community & help others
- Can you think of more scriptural quotes?

DAA CYCLE 2 Knowledge Organiser	SUBJECT	SPANISH	TOPIC(S)	Education	Year 7
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¿Qué estudias? (What do you study?) [What you study?]			
Los lunes (On Mondays) [the Mondays]	dibujo (art)	a las ocho (at 8.00am)	
Los martes (On Tuesday)	estudio (I study)	inglés (English)	
Los miércoles (On Wednesdays)		español (Spanish)	
Los jueves (On Thursdays)	estudiamos (we study)	educación física (PE)	
Los viernes (On Fridays)		música (music)	
Por la mañana (In the morning)		francés (French)	
Por la tarde (In the afternoon)		religión (RE)	
Todos los días (Every day)		geografía (geography)	
		medios de comunicación (media)	
		cocina (food technology)	
		política (politics)	
		comercio (business studies)	
		historia (history)	
		tecnología (technology)	
		informática (computing)	
		ciencias (sciences)	
		matemáticas (maths)	
		teatro (drama)	
		alemán (German)	
		chino (Chinese)	
		economía (economics)	
		derecho (law)	
		diseño (design)	

¿Te gusta....? (Do you like...?) [You like...?]			
Me encanta (I love) [Me it enchants]	el dibujo (art)	porque (because)	es divertido (it's fun)
Me gusta (I like) [Me it pleases]	el inglés (English)		es útil (it's useful)
No me gusta (I don't like) [Not me it pleases]	el español (Spanish)		es fácil (it's easy)
	el comercio (business)		es inútil (it's useless)
	el teatro (drama)		es pesado (it's dull)
Me encantan (I love) [Me they enchant]	la religión (RE)		es divertida (it's fun)
Me gustan (I like) [Me they please]	la música (music)		es creativa (it's creative)
	la educación física (PE)		es difícil (it's difficult)
	la geografía (geography)		es pesada (it's dull)
	la historia (history)		
	la tecnología (technology)		
Me encantan (I love) [Me they enchant]	los medios de comunicación (media)	dado que (because)	son divertidos (they are fun)
Me gustan (I like) [Me they please]	las ciencias (sciences)		son fáciles (they are easy)
No me gustan (I don't like) [Not me they please]	las matemáticas (maths)		son pesadas (they are dull)
			son difíciles (they are difficult)

¿Qué hay en tu instituto / colegio? (What is there in your school? [What there is in your school?])

En mi instituto hay (In my school there is / there are)	un salón de actos (<i>a hall</i>)	antiguo (<i>old</i>)
	un campo de fútbol (<i>a football field</i>)	moderno (<i>modern</i>)
	feo (<i>ugly</i>)	
	un comedor (<i>a canteen</i>)	bonito (<i>nice/pretty</i>)
	un patio (<i>a playground</i>)	pequeño (<i>small</i>)
	un gimnasio (<i>a gym</i>)	grande (<i>big</i>)
Mi colegio tiene (My school has)	un oratorio (<i>a prayer room</i>)	
	una pista de tenis (<i>a tennis court</i>)	antigua (<i>old</i>)
	una biblioteca (<i>a library</i>)	moderna (<i>modern</i>)
	una piscina (<i>a swimming pool</i>)	fea (<i>ugly</i>)
	una clase de informática (<i>a computing classroom</i>)	bonita (<i>nice/pretty</i>)
		pequeña (<i>small</i>)
		grande (<i>big</i>)
	unos laboratorios (<i>some labs</i>)	antiguos y grandes (<i>old and big</i>)
	muchos edificios (<i>many buildings</i>)	modernos y bonitos (<i>modern and nice</i>)
	unos servicios (<i>some toilets</i>)	
	muchas aulas (<i>many classrooms</i>)	feas pero grandes (<i>ugly but big</i>)
	unas instalaciones (<i>some facilities</i>)	pequeñas pero modernas (<i>small but modern</i>)

*¡Qué suerte! (How lucky!) [What luck!]

*¡Qué pena! (What a shame!) [What shame!]

7.1 Describing characteristics		
Urdu	Roman Urdu (pronunciation)	English
شارتی	shraartee	naughty
اچھا / اچھی	achaa/achee	good
بُرا / بُری	buraa/buree	bad
مہربان	mehrbaan	kind
بُھادر	bahaadur	brave
ملنگار	milansaar	friendly
بے کار	baykaar	useless
دُلچسپ	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 تی	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
پہنچ	haftaa	week
پیر / سو موار	peer / sawmwaar	Monday
منگل	mangal	Tuesday
بُدھ	budh	Wednesday
جُمِرات	jumeraat	Thursday
جم	juma	Friday
ہفتہ / سینچر	haftaa / sneechar	Saturday
اوار	itwaar	Sunday
ہفتہ کا اختتام	haftay kaa ikhtitaam	Weekend

7.4 Telling the time (continues above)		
وقت	waqt	time
سو	sawaa	quarter past
ساعتھے	saaRhay	half past
پونے	ponay	quarter to
بجے	___ bajay	___ o'clock
آدھا	aadhaa	half
دوپہر	do-pehar	midday
دیرے / تاریخ	dayr say / taakheer	late

7.4 Telling the time (continued)

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

7.5 Daily Routine

انٹھنا	uThnaa	to get up
وانت صاف کرنا	daant saaf karna	to brush your teeth
ناشٹ کرنا	naashta karrna	to have breakfast
کپڑے بدالنا	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 & Snacks

وقت	waqfa	break
کھانے کا وقت	khaanay ka waqfa	lunch time
کھیل کا میدان	khayl ka maidaan	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
سینڈوچ	sandwich	sandwich
پھالوں کا رس	phalo ka rass	fruit juice
ہالکا پھلکا کھانا	halka phulka khaana	snack

7.7 Uniform & Clothes

کپڑے	kapRay	Clothes
یونیفارم / وردی	uniform/warrdi	Uniform
جوتے	jootay	shoes
جراہیں	juraabay	socks
تیزیں	qameess	shirt
تائی	Tie	tie
ٹوپی	Topee	hat
پتلوان	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
کشادہ	kushaada	wide
صف سترہا	saaf suthraa	clean, tidy
بڑا	baRaa	big
چھوٹا	choTaa	small

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

7.11 Favourite things		
پسند	pasand	like
پسندیدہ	pasandeeda	favourite
شووق	shauq	interest
وچکی	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

7.12 How often you do things		
ایک بار	ayk baarr	once
دوبار	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
بھی کبھی	kabhi kabhi	sometimes
ہمیشہ	hamaysha	always
وقت وقوع	waqtan fwaqtan	now and again
بھی 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?

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>kursee</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. <u>peeli</u> <u>kursee</u> (yellow chair) and <u>peeli</u> <u>darrwaaza</u> (yellow door).		

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

Notes		
<u>ن</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> .		

Opinions		
مچھے پسند ہے۔	mujhay <u>pasand</u> hai.	I like ____.
مچھے ناپسند ہے۔	mujhay <u>naapasand</u> hai.	I dislike ____.
مچھے سے محبت ہے۔	mujhay <u>say mahabbat</u> hai.	I love ____.
مچھے سے نفرت ہے۔	mujhay <u>say nafrat</u> hai.	I hate ____.

This cycle we are creating self portraiture using the artist JP Bail as inspiration.

Key Artist Theory

Jon Paul Bail is a printmaker and street artist living in California USA.

The artwork on the right was produced by JP Bail in response to the unlawful killing of Oscar Grant by a police officer. Oscar was an unarmed African American young man in his 20's.



This artwork was turned into thousands of protest posters that were screen printed live by JP Bail. He went to the now named Oscar Grant Plaza for the protest in 2011, where people lined up round the block to receive a poster to join the protest.

The protest took place because the police officer responsible for Oscar's death was released from prison early.

JP Bail uses text and image to communicate a message to the viewer that inspires action on a local and national level. The piece being studied in class is to inspire us to speak up and act out against inequality, as everyone's lives matter.

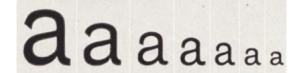
Possible colour meanings to describe personality

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

Key Vocabulary:

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Scale (noun) SIZE. The size or level of something, especially when this is large.



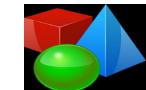
Self Portrait (noun) a picture, photograph, or piece of writing that you make of or about yourself.



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

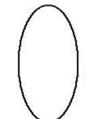


Shape (noun) A 2D area that is enclosed by a line. E.g. square, circle, rectangle.



Tone (verb) The lightness or darkness of something – how dark or light a colour appears.

Form (Noun) objects that have three dimensions. 3-D shape E.g. cube, sphere.



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

Ellipse (noun) a regular oval shape.

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

Lino (linoleum) a stiff, smooth material that is used for covering floors. Artists use this to make prints.

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

Print (Verb) a picture made by pressing paper onto a special surface covered in ink.

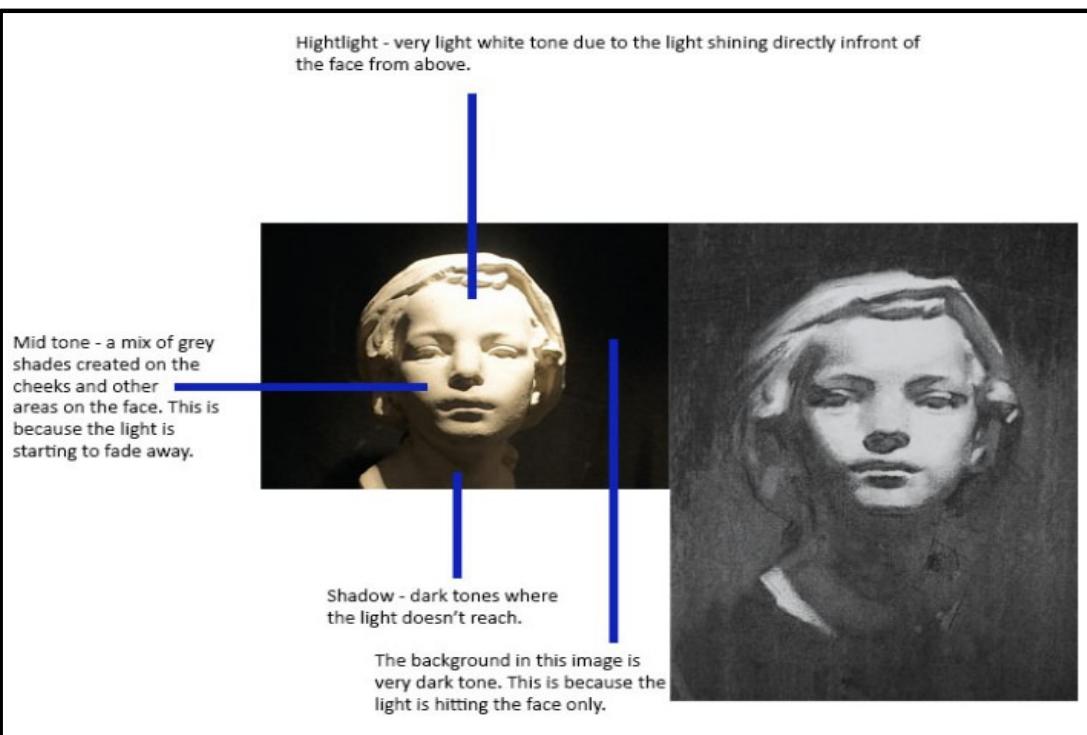
What is the process of poly block printing?

Block printing - also called relief printing - is the process of carving patterns, shapes and designs into a 'block'. The block could be made of polystyrene, wood, acrylic plastic sheet, lino (linoleum) or metal. Different materials are suited to different results: metal or acrylic sheets can produce fine lines with sharp detail.



How to place tone

To place tones, an artist observes where the light is hitting on a person, place or thing. The artist then places a shade, by pressing softly or hard with their pencil in the same position on their drawing.



Poly print plate carving

Making a poly print image

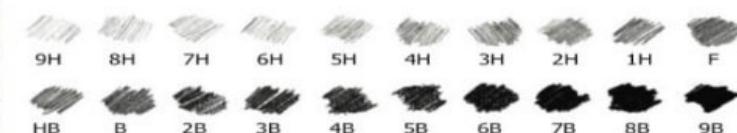
- Place your photo over the top of the poly print and stick
- Using a sharp pencil to outline all of the detail
- Lift up your image and check it's worked
- Add more detail with your pencil (hair/texture)
- Roller with ink
- Try different backgrounds

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.

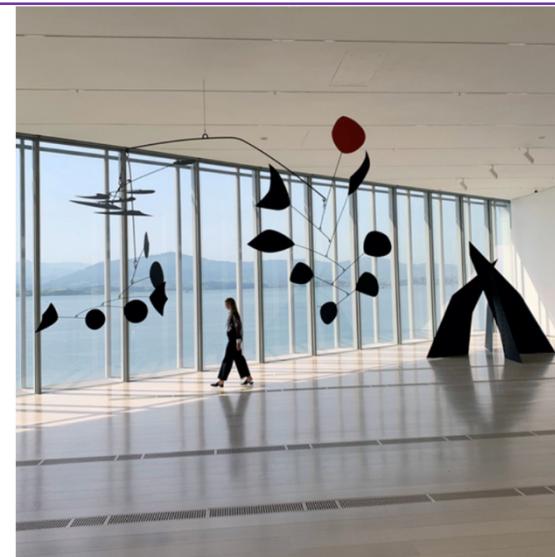


This cycle we will be designing and making a wind chime.



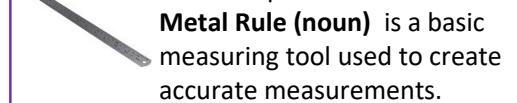
Alexander Calder

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

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

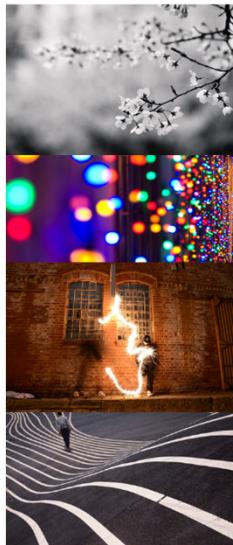
Exposure (noun) Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.

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.

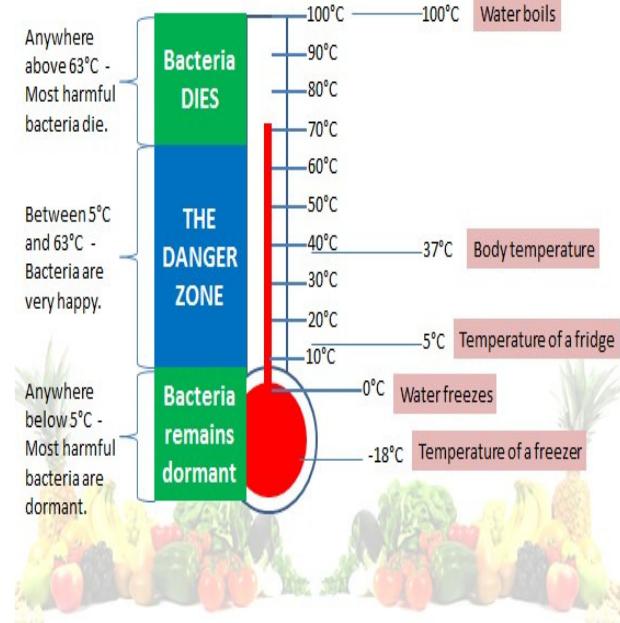
In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them.

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.



Temperatures that bacteria grow in Section 1



Equipment Section 2



Key Vocabulary: Section 3

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Vitamins (noun) Are found in food and only needed in small amounts.

Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.

Function of ingredients (noun) The job that the ingredient does in cooking.

Millilitres (noun) A small amount of liquid: one thousandth of a litre

Grammes (noun) a unit of measurement which is one thousandth of a kilogram.

Protein (noun) Part of all living organisms skin, muscle and hair.

Carbohydrate (noun) including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.

Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.

Modifications (noun) changes to make something better.

Evaluation (noun) making a judgement about something.

Practical skills Section 4



Safe Cutting techniques Section 5



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

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

SMUKSAKS

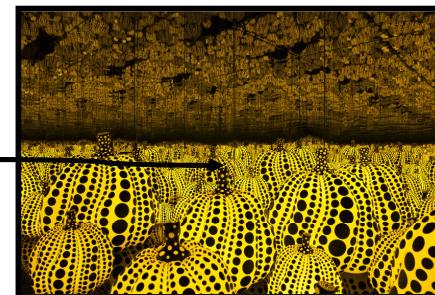
This is a brand set up by a new mother creating something sustainable. She creates bunnies using old fabrics which are recycled to create something new. This is stopping these fabrics from going into landfill and creates a new product from potential waste.



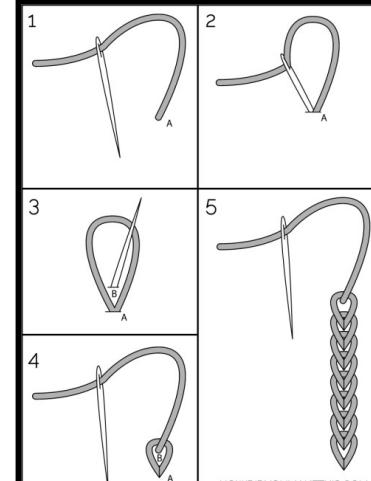
Key Artist Facts:

YAYOI KUSAMA

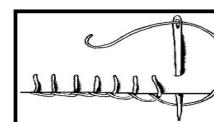
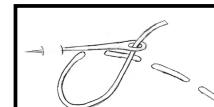
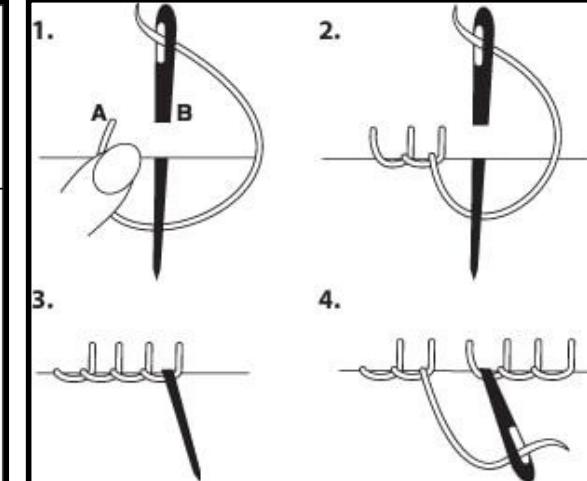
Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, but is also active in painting, performance, video art, fashion, poetry, fiction, and other arts. She creates very vibrant and colourful patterns which will be used as inspiration to add decoration onto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



CHAIN STITCH INSTRUCTIONS



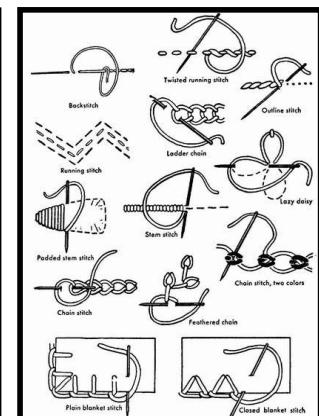
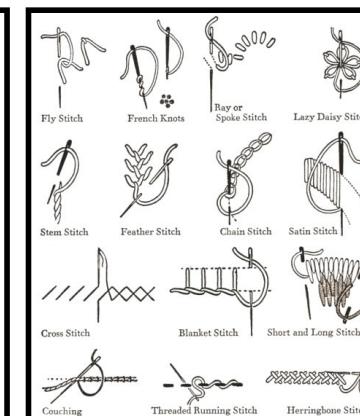
BLANKET STITCH INSTRUCTIONS



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

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

Decorative stitch examples—hand stitching



Key Equipment and it's use:

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

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

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

Pins: These are used to hold fabric in place.

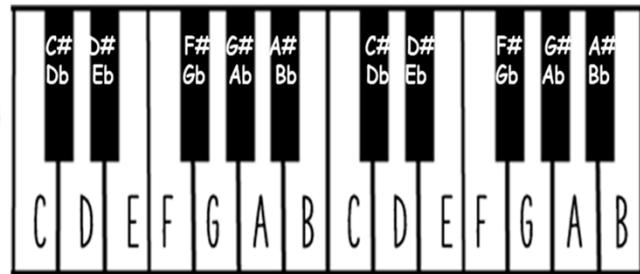
Stitch Ripper: This is used to remove incorrect stitches.

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

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

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)

6

Major



Minor



3

Definitions

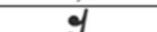
1. **Pulse** = the underlying count in the music. Like a heartbeat. You clap/dance to this. You *feel* it rather than *hear* it.



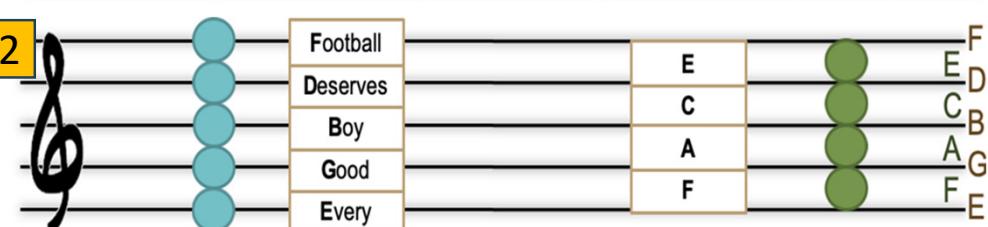
2. **Rhythm** = long and short notes, and the gaps between them:



4

Name	Symbol	Value	Sound	Rest
Semibreve	○	4 beats	Egg	
Minim	○	2 beats	Soup	
Crotchet	○	1 beat	Tea	
Quaver	○	½ beat	-	
Paired Quavers	○○	1 beat	Coffee	
Semiquaver	○	¼ 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? 

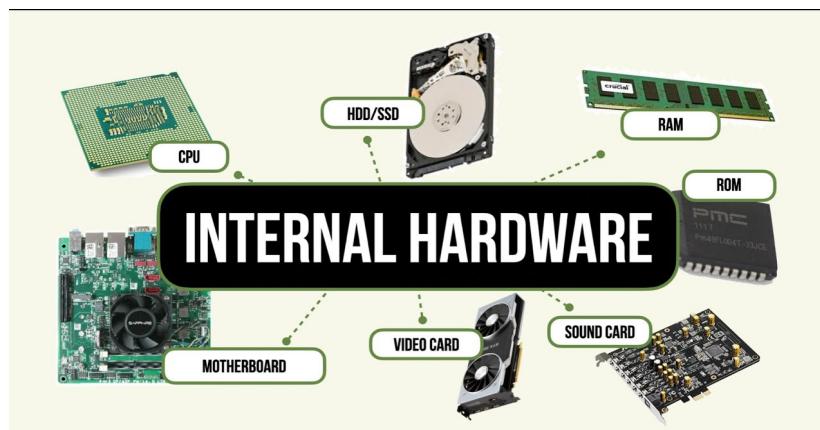


Computing Keywords:

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.



Computing Keywords:

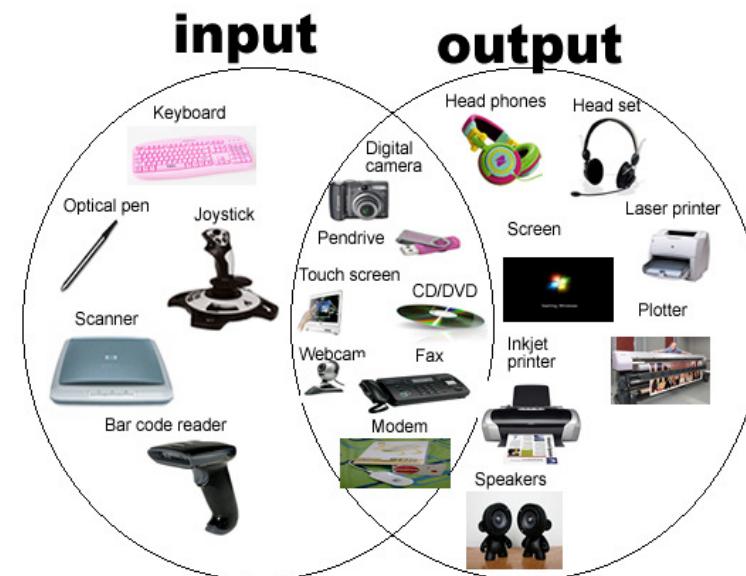
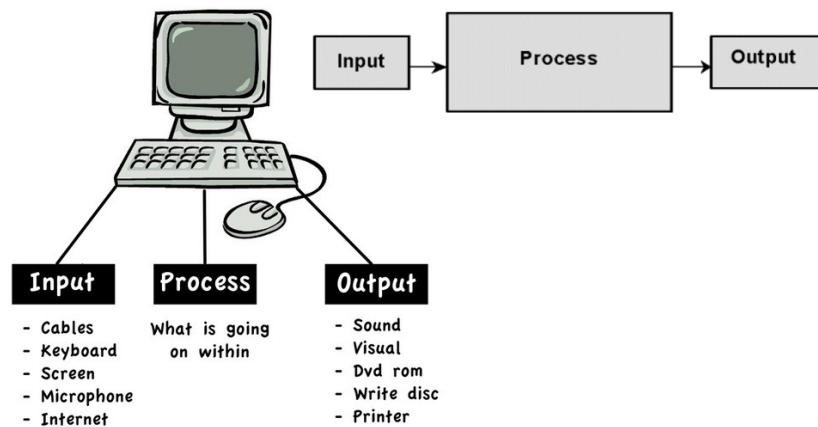
The Case	Input	System Software and Applications Software	Internal Hardware	CPU and RAM
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Power Supply	Process	Input Devices	Peripherals	Hardware
Processor	Software	Output Devices	Algorithm	Symbols

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.

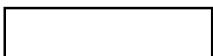
Section 4

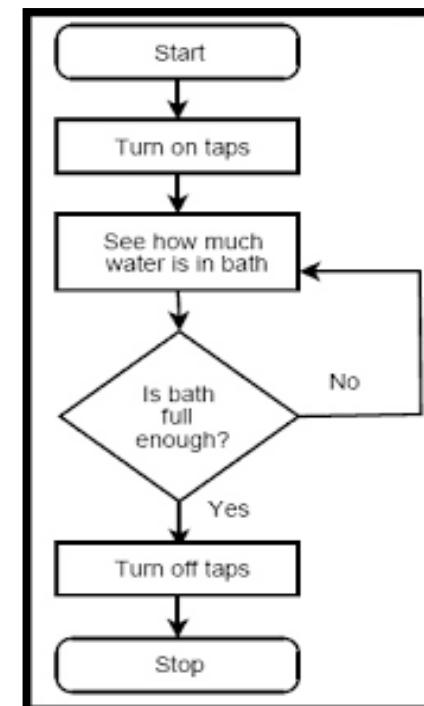
Input Devices	An input device is something you connect to a computer that sends information into the computer e.g., mouse, keyboard, scanner, microphone etc.
Output Devices	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.



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.
	1 nibble = 4 bits
	1 byte = 8 bits
	1 kilobyte KB = 1024 bytes
Storage Capacity	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

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

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

Eatwell Guide

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





HEALTHY HYDRATION

for adults and teenagers

We should drink about **6-8 glasses of fluid each day.**
This can be from a variety of drinks

Water

Water is a good choice throughout the day because it hydrates you without providing extra calories or harming teeth.



Drink plenty

Tea, coffee and other hot drinks

Provide some nutrients (if milk or fortified plant-based alternatives are added) and some contain caffeine*. To limit calories, drink without sugar or sugary syrups and with lower fat milks.



Drink to suit (can contain caffeine; limit if pregnant*)

Milk

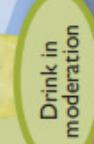
Is a useful source of nutrients including calcium, iodine, B vitamins and protein. Adults and older children should choose lower-fat varieties.



Have regularly, but choose lower fat

Sugar-free drinks

Provide fluid without extra calories. Drinks like squashes and fizzy drinks are acidic, which can harm teeth.



Drink in moderation

Fruit and vegetable juices and smoothies

Provide some vitamins and minerals. One small glass (150ml) counts as a maximum of one portion of your 5 A DAY. However, they also contain sugars and can be acidic, which can harm teeth so it's best to drink them with a meal.



Can have once a day

Sugary drinks

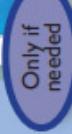
Provide fluid but contain calories from sugars, usually without other nutrients, and can be acidic. Sugars and acidity can both be harmful to teeth. Some of these drinks also contain caffeine*.



Limit

Sports drinks

Are generally only needed if training at high intensity for over an hour. Can be high in sugars.



Only if needed

Energy drinks

Can be high in sugars and may contain high levels of caffeine* and other stimulants. These drinks are not good choices for those under 18 years.



Limit

*If pregnant, limit caffeine to no more than 200mg per day. Visit NHS Choices page on caffeine in pregnancy for more information.

Note: alcoholic drinks don't count towards your fluid intake.

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 0800 1111

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with your mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email DAA_safeguarding@dixonsaa.com. Give your full name and Year group.



Safeguarding Team:

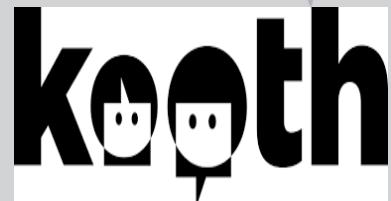
Mr Bibby (Designated Safeguarding Lead)

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



Happiness

Industry

Responsibility



DIXONS
ALLERTON
ACADEMY

Dixons Allerton Academy, Rhodesway, Bradford , BD8 0DH
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