

# YEAR 7

## KNOWLEDGE ORGANISER

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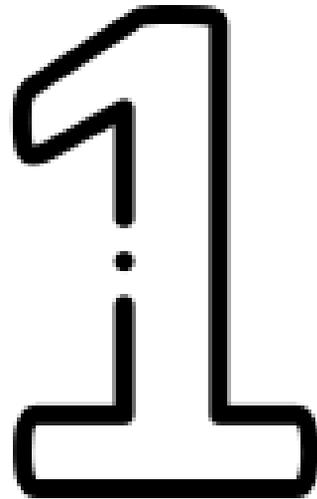
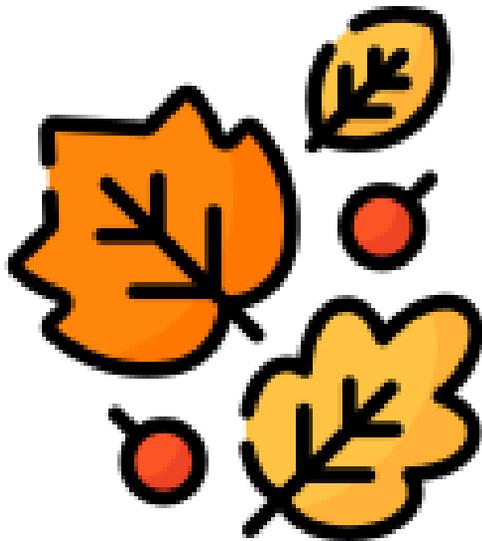
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# AUTUMN TERM 1

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Risk Assessment</b>	A process to identify hazards and reduce risks	<b>Hazard</b>	Something that could cause harm or injury
<b>PPE (personal protective equipment)</b>	Safety gear such as goggles, gloves, aprons worn to protect against hazards	<b>Emergency stop</b>	A button or switch that immediately turns off a machine in case of danger
<b>First Aid</b>	Basic medical treatment given before professional help arrives		

**POWERFUL KNOWLEDGE**

**Why do we follow health and safety rules?**

- To prevent accidents and injuries
- To protect ourselves and others
- To take care of tools and equipment
- To work in a clean and organized space

**Types of PPE we use in the workshop:**

- Goggles - Protects eyes from dust, debris, and chemicals
- Apron – Protects clothing and prevents them from getting caught in machines
- Gloves - Used when handling certain materials
- Dust mask - Protects from inhaling harmful particles
- Ear defenders – Protects hearing from loud machinery

**Health and Safety rules we follow:**

- No running
- Tie long hair back
- Remove jewellery
- Hang up bags and coats
- Stand up and tuck stools in during practical
- Wear the necessary PPE
- Listen carefully to instructions
- Keep your distance from others
- Know where the emergency stop buttons are
- Tell the teacher if something breaks



**Injury Prevention and First Aid:**

Common injuries in DT:

- Cuts
- Burns
- Splinters

What to do in case of an accident:

1. Stop what you are doing – Put down tools safely.
2. Assess the injury – If it is minor, use first aid (e.g., wash a small cut and apply a plaster).
3. Inform the teacher – Even small injuries should be reported.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Hygiene</b>	Refers to practices that help maintain good health	<b>Safety</b>	Refers to the condition of being protected from harm
<b>Cross contamination</b>	Transfer of harmful bacteria	<b>Germ</b> s	Harmful micro-organisms
<b>Cleanliness</b>	Being clean, free from dirt	<b>Hazard</b>	A potential source of harm, danger or risk
<b>Food poisoning</b>	Caused by consuming food or drink contaminated with harmful bacteria		

**POWERFUL KNOWLEDGE**

Personal hygiene

Personal hygiene is very important for anyone preparing, cooking and serving food. High standards of personal hygiene will mean food poisoning is less likely to occur.

Personal hygiene rules for the kitchen.

- Don't cough or sneeze over food
- Don't touch your head, especially your mouth, nose and ears
- Don't brush your hair in the kitchen or with your apron on.
- Long hair should be tied back or covered.
- Wounds such as cuts and scratches should be covered with a coloured waterproof plaster.
- Wear a clean apron (to protect the food from bacteria on your clothes).
- Don't prepare food if you are unwell with diarrhoea or coughs and colds, as you could spread bacteria onto food



When should you wash your hands?

- Before you start any food preparation
- After touching your hair or face
- After using the toilet
- After using a handkerchief or tissue to cough or blow your nose
- After cleaning, or putting rubbish into the bin
- After handling raw meat, poultry, vegetables or eggs
- After eating or drinking.

Safety in the Food room.

- Do not run
- Switch off the cooker after use.
- Return all sharp knives to the teacher
- Clean up immediately anything spilt on the floor.
- Wear oven gloves to place and remove items from the oven



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Physical</b>	Natural geography which deals with processes and patterns	<b>Human</b>	Studies relationships between humans and the environment
<b>Continent</b>	Continuous expanses of land - there are 7	<b>Ocean</b>	A large expanse of sea - there are 5
<b>Biome</b>	Areas of the planet with similar climates (hot desert, rainforest)	<b>Distribution</b>	How something is spread out over a geographical area
<b>Direction</b>	The course on which something is moving		

**POWERFUL KNOWLEDGE**

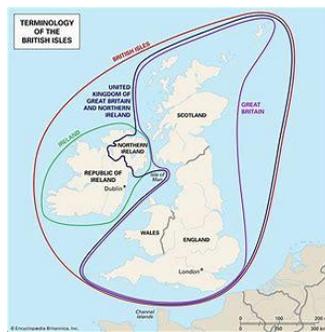
There are **seven continents** in the world:

1. North America
2. South America
3. Europe
4. Africa
5. Asia
6. Oceania
7. Antarctica



There are **five oceans** in the world:

1. Atlantic
2. Pacific
3. Southern
4. Arctic
5. Indian

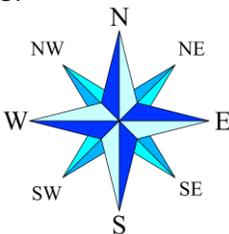


**United Kingdom:** England, Scotland, Wales, Northern Ireland

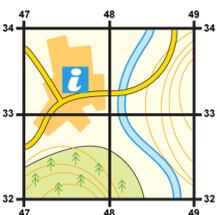
**Great Britain:** England, Scotland, Wales

**British Isles:** England, Scotland, Wales, Ireland

**Compass Rose:**

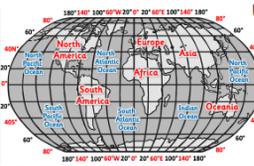


**Grid References:** On an OS Map each grid square is 1km x 1km.



When you give a grid reference, you “go along the corridor and up the stairs”. 6 figure grid references can be used to find an exact location by dividing the grid square in to tenths.

**LONGITUDE AND LATITUDE**



Unlike grid lines where we go along the corridor and the stairs, here we go **UP** and **ACROSS**

**LATITUDE**  
Flat lines Flat-itude!

**LONGITUDE**  
Long lines – up and down

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Proportions</b>	How elements of the work fit together in terms of their size and how they compare to one another	<b>Tone</b>	The lightness or darkness of a colour. It's an important element of drawing and painting that helps artists create depth, contrast and a sense of three-dimensionality in their work
<b>Texture</b>	The way a surface feels or looks like it would feel if you touched it. It's all about the surface quality of an object or material, which can be real (tactile) or implied (visual)		

**POWERFUL KNOWLEDGE**

What is an observational drawing?

A drawing created by looking directly at a subject (rather than from imagination or memory) and carefully observing its details.

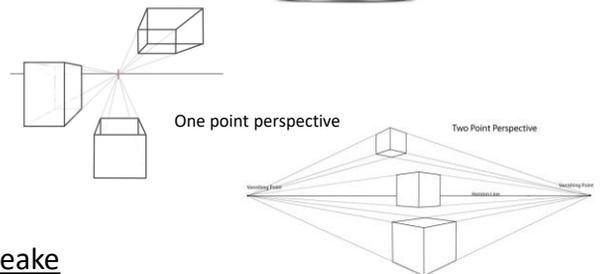
The goal is to capture the true appearance of the object, person, or scene in front of you as accurately as possible.



What is 1 and 2 point perspective drawing?

They are techniques used to create the illusion of depth and space on a flat surface (like paper).

They help artists draw objects or scenes in a way that looks more realistic, as if they're seen from a specific viewpoint.



What is an artist research? Year 7 Artist Architect Nigel Peake

The process of studying and learning about the work, style, techniques, and ideas of a particular artist. This research is an important part of the creative process, helping students gain inspiration, understand different art movements, and develop their own artistic practices.



Why would an artist use guidelines to map out different lettering fonts?

guidelines help ensure that the letters are the correct size, correct shape, evenly spaced, aligned, and consistently styled, which results in a more professional and accurate design.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Slide layout</b>	The arrangement or format of the content on a slide, such as title slides, bullet points or content with images	<b>Transition</b>	A visual effect applied to how one slide moves to the next during a presentation. Transitions can be simple or dynamic
<b>Animation</b>	The movement or effect applied to individual elements within a slide such as text, images or shapes to grab the audience's attention	<b>Slide Master</b>	A feature in PowerPoint that allows you to make universal changes to the entire presentation's layout; such as fonts, colours and positioning so that all slides maintain consistency

**POWERFUL KNOWLEDGE****What is PowerPoint?**

PowerPoint is a software application used to create slideshows composed of a series of individual slides. These slides can contain text, images, charts, graphs, animations, and videos to help deliver a presentation.

**Purpose of PowerPoint:**

The primary purpose of PowerPoint is to communicate information to an audience in a visual and organized way. It's commonly used for school presentations, business meetings, and project work.

**Working with Slide Layouts****Slide Layouts:**

Each slide in PowerPoint has a specific layout. For example, a Title Slide, Title and Content, Two Content, Comparison, etc. You can choose a layout from the **Home** tab and add text, images, or other elements accordingly.

**Customizing Layouts:**

Use the "Layout" button to change the format of a slide after it's created (e.g., switching from a title slide to a slide with bullet points).

**Animations and Transitions****Slide Transitions:**

A transition is how one slide moves to the next. You can add different transitions (e.g., fade, wipe, push) under the **Transitions** tab to make your presentation flow smoothly.

**Animations:**

Animations are effects applied to text or images on a slide. For example, you can make text appear letter by letter or have images move across the slide. Animations can be found under the **Animations** tab.

**Design and Visuals****Themes:**

PowerPoint offers various **pre-designed themes** to apply a consistent color scheme, font style, and layout throughout your presentation. You can select a theme from the **Design** tab.

Keywords	Definition
<b>BIDMAS</b>	The rule that determines the sequence in which operations are performed in a calculation: Brackets, Indices (powers and roots), Division and Multiplication (left to right), Addition and Subtraction (left to right).
<b>Substitution</b>	Replacing a variable in an expression or equation with its given numerical value to calculate the result.
<b>Inverse Operation</b>	Operations that reverse the effect of each other, such as addition and subtraction or multiplication and division, used to solve equations systematically.
<b>Elapsed Time</b>	The total amount of time that passes from the start of an event to its end.

**POWERFUL KNOWLEDGE**

Calculate  $6 \times (1 + 3^2)^2$

$$\begin{aligned}
 6 \times (1 + 3^2)^2 &= 6 \times (1 + 9)^2 \\
 &= 6 \times 10^2 \\
 &= 6 \times 100 \\
 &= 600
 \end{aligned}$$

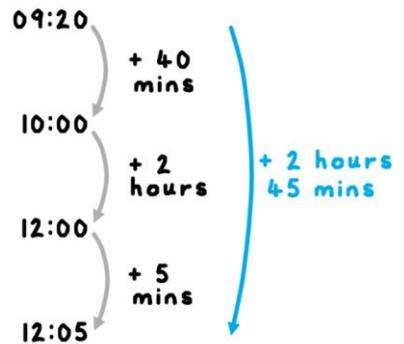
Given that  $v = u + 10t$ , find  $v$  when  $u = 13$  and  $t = 11$

$$\begin{aligned}
 v &= u + 10t \\
 &= u + 10 \times t \\
 &= 13 + 10 \times 11 \\
 &= 13 + 110 \\
 &= 123
 \end{aligned}$$

Solve  $5n + 2 = 37$

$$\begin{array}{l}
 - 2 \\
 \hline
 5n + 2 = 37 \\
 5n + 2 - 2 = 37 - 2 \\
 5n = 35 \\
 5n \div 5 = 35 \div 5 \\
 n = 7
 \end{array}$$

Thomas started a walk at 09:20 and finished at 12:05  
 How long was he walking for?  
 Give your answer in hours and minutes.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Passing</b>	The act of sending the ball using various parts of your foot to the receiver	<b>Receiving</b>	Controlling or taking the ball from the opposition or teammate
<b>Dribbling</b>	Controlling or moving with the ball predominantly with the use of feet	<b>Shooting</b>	The act or attempt of shooting at goal using various body parts
<b>Tackling</b>	Attempting to take the ball away from an opponent with the use of various forms	<b>Possession</b>	Maintaining and advancing with the ball without the opponent gaining the ball

**POWERFUL KNOWLEDGE**

**Dribbling:** This allows you to move the ball around the field without losing possession. Keep the ball close to your feet at all times, when running with it. Use the inside of your foot to control the ball when moving.. Don't look down when running with the ball. Keep your head up.



**Passing:** Non-kicking foot is closest to the ball.. Kicking foot needs to be at a right angle to the ball. Body need to be over the ball.. Eyes focused upon the ball and arms are to be used for balance.



**Shooting:** Non kicking foot needs to be next to the ball and players needs to keep their body balanced with their head slightly over the ball. Contact the ball with the side of the foot (placement of ball) or top of the foot (to generate power). Both legs need to be fixed but when striking the ball, kicking foot needs to be fully extended on the follow-through. For accuracy, aim to shoot between the goalkeeper and the posts



**Heading:** The forehead is used to contact the ball. Eye must be focused on the ball. Meet the ball with your head by moving your feet or jumping to gain the extra height advantage and power. Do not wait for the ball to hit your forehead.



**Chest:** Used when the ball is played in the air, to bring it down onto the floor. Player needs to align himself with the ball. Roll their shoulders back to generate a greater surface for the ball to contact with. Chest needs to be slightly curved, to cushion the ball. Bend your knees to take the impact of the ball and then allow the ball to roll down your leg to your kicking foot.



**Tactics**

Vary the passes that you make. Play to your opponent's weaknesses (if they are dominantly using their left foot, then play the balls on their right). Move opponents around he pitch to tire them out. Vary the pace and direction of passes.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Solid</b>	A state of matter where particles are arranged in a regular pattern and do not move around but vibrate in place	<b>Liquid</b>	A state of matter where particles are still touching but can slide over each other, allowing liquid to flow
<b>Gas</b>	A state of matter where particles are spread out far from each other and move with the most energy	<b>Mixture</b>	A combination of 2 or more substances where each substance retains its own chemical diversity
<b>Atom</b>	The smallest part of an element that can exist	<b>Element</b>	A substance that cannot be broken down into other substances
<b>Changes of state</b>	When a substance transforms from one form to another	<b>Compound</b>	A substance made of atoms of more than one element

**POWERFUL KNOWLEDGE**

In a solid, particles are arranged in a regular pattern and vibrate in place.

In a liquid, particles are still touching but can slide over each other.

In a gas, particles are spread out and move with the most energy.

Solids cannot be compressed and do not flow; liquids cannot be compressed but can flow; gases can be compressed and flow easily.

Density is the mass of a substance compared to its volume, measured in cm<sup>3</sup>.

Changes of state involve particle movement, with different substances having different melting and boiling points.

Particles move randomly in liquids and gases, spreading out through mixtures.

An atom is the smallest part of an element; an element cannot be broken down into other substances.

Molecules are groups of two or more atoms joined together; compounds are made of atoms from more than one element.

**Mixtures**

- Mixtures are different **substances** which are together, they are not chemically bonded and so are easy to separate
- The substances which make up a mixture keep their own **properties** unlike those in a compound
- A mixture is an **impure** substance as it does not have a fixed melting point, instead it has a range

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- A **solution** is a type of mixture which is made up of two parts
- A **solute** is the part which has dissolved in the solution
- A **solvent** is the liquid part which the solute has dissolved into

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- The **solubility** of a substance is a measure of how much of it will **dissolve**
- Not all solutes will dissolve in all solvents
- Solutes which do not dissolve are known as **insoluble**
- Substances which do dissolve are known as **soluble**
- The **solubility** of a substance can be increased by increasing the temperature of the solution or by stirring the solution
- A **saturated solution** is one where the maximum amount of solute has dissolved in it, no more solute will be able to dissolve

**Melting and boiling points**

- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- Pure substances** have a fixed (sharp) boiling or melting point, whereas **impure substances** have a range which appears as a diagonal line on a graph

The graphs show temperature in degrees Celsius on the y-axis (0 to 100) and time in minutes on the x-axis (0 to 5). The left graph, labeled 'Pure substance (fixed boiling point)', shows a temperature rise from 20°C to 70°C, a horizontal plateau at 70°C from 2 to 4 minutes, and then a rise to 100°C. The right graph, labeled 'Impure substance (not fixed boiling point)', shows a temperature rise from 20°C to 60°C, a diagonal line from 60°C to 80°C between 2 and 4 minutes, and then a rise to 100°C.

**Changes of state**

The diagram shows three states of matter: solid, liquid, and gas. Arrows indicate transitions: melting (solid to liquid), boiling/evaporation (liquid to gas), condensation (gas to liquid), and freezing (liquid to solid). Particle diagrams show: solid (particles don't move around), liquid (particles touching but can slide), and gas (particles spread out). Questions and answers: 'can it be compressed?' (No for solid, No for liquid, Yes for gas); 'can it flow?' (No for solid, Yes for liquid, Yes for gas).

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Atheist</b>	Someone who doesn't believe in God	<b>Theist</b>	Someone who has a belief in God
<b>Agnostic</b>	Someone who is unsure of their belief in God	<b>Religion</b>	Belief in and worship of a God or Gods or any official system of belief
<b>Spirituality</b>	Deep feelings and beliefs often of a religious nature	<b>Belief</b>	The feeling of being certain that something exists/is true
<b>Worldview</b>	A way of thinking about the world	<b>Belonging</b>	Being happy or comfortable in a particular group

**POWERFUL KNOWLEDGE**

**Categories of Belief**

Many people around the world hold different beliefs about God/Gods which include **atheists** who do not believe in a God/Gods, **agnostics** who are unsure of their belief in a God/Gods, **theists** who believe in God/gods, **monotheists** who believe in just one God and **polytheists** who believe in many Gods.



There are 6 major world religions, which include: Hinduism, Judaism, Buddhism, Christianity, Islam and Sikhism. All of these religions hold some similar ideals, beliefs and practices but also many differing ideals, beliefs and practices.



People around the world may all hold slightly differing worldviews which are influenced by factors such as their religion, political systems in their own country, their experiences, their family, etc. Differing worldviews may cause conflict between individuals and/or groups but may also be used to develop understanding and harmony.



Spiritual practices can involve seeking a meaningful connection with something bigger than yourself through practices such as meditation or immersing oneself in nature.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
Buenos días/ tardes	Good morning/ afternoon	Me llamo	My name is.....
Estoy	I am (mood)	Soy	I am.....
Hermano/a	Brother/Sister	Mascotas	Pets
My cumpleaños es	My birthday is.....		

**POWERFUL KNOWLEDGE**

**BASIC QUESTIONS AND ANSWERS**

- ¿Cómo te llamas? *What's your name?*
- Me llamo... *My name is...*
- ¿Cómo estás? *How are you?*
- ¿Qué tal? *How are you?*
- Fenomenal *Great*
- Bien *Good*
- Regular *So-so*
- Mal *Bad*
- Fatal *Awful*
- ¿Cuántos años tienes? *How old are you?*
- Tengo 15 años *I am 15 years old*
- ¿Cuándo es tu cumpleaños? *When is your birthday?*
- Mi cumpleaños es el dos de marzo *My birthday is the 2nd of March*
- ¿Dónde vives? *Where do you live?*
- Vivo en Woodbridge *I live in Woodbridge*



**HERMANOS Y HERMANAS  
(Brothers and sisters)**

- ¿Tienes hermanos o hermanas? *Do you have any brothers or sisters?*
- Tengo... *I have*
- Un hermano *A brother*
- Dos hermanos *Two brothers*
- Una hermana *A sister*
- Tres hermanas *Three sisters*
- Un hermanastro *A step brother*
- Dos hermanastros *Two step brothers*
- Una hermanastra *A step sister*
- Dos hermanastras *Two step sisters*
- Soy hijo único (m) *I am an only child (m)*
- Soy hija única (f) *I am an only child (f)*

**¿QUÉ TIPO DE PERSONA ERES?**

- Soy sincero/a *I am sincere*
- Soy tímido/a *I am shy*
- Soy tranquilo/a *I am calm*
- Soy divertido/a *I am funny*
- Soy serio/a *I am serious*
- Soy simpático/a *I am nice, kind*
- Soy tonto/a *I am silly*
- Soy listo/a *I am clever*
- Soy generoso/a *I am generous*
- Soy sincero y tímido *I am sincere and shy (m)*
- Soy lista y seria *I am clever and serious (f)*
- No soy divertido *I am not funny (m)*
- No soy tímida *I am not shy (f)*
- Soy listo pero tonto *I am clever but silly (m)*



**LAS MASCOTAS (Pets)**

- El perro *Dog*
- El gato *Cat*
- El conejo *Rabbit*
- El caballo *Horse*
- El pez *Fish*
- El ratón *Mouse*
- El hamster *Hamster*
- El gecko *Gecko*
- La cobaya *Guinea pig*
- La serpiente *Snake*
- La tortuga *Tortoise*
- La araña *Spider*

**LOS MESES (Months)**

- Enero *January*
- Febrero *February*
- Marzo *March*
- Abril *April*
- Mayo *May*
- Junio *June*
- Julio *July*
- Agosto *August*
- Septiembre *September*
- Octubre *October*
- Noviembre *November*
- Diciembre *December*

**EXPRESIONES ÚTILES (Useful expressions)**

- Pero *But*
- Y *And*
- También *Also*
- Muy *Very*
- Bastante *Quite*
- Tengo *I have*
- Que se llama *Who is called*
- Que se llaman *Who are called*
- Mi pasión es... *My passion is...*
- Mi héroe es... *My hero is...*
- El deporte *Sport*
- El fútbol *Football*
- La música *Music*
- La lectura *Reading*



**Step 1** – Select a subject KO you are going to self quiz on.

**Step 2** – Complete the table below on the key vocabulary you have selected.



**Step 3** – Only go back to the KO if you need support – try to do this from memory

**In your own words write the definition:**

**Use the term correctly in a sentence:**

**Create a question where the keyword is the answer:**

**Key Vocabulary Spotlight**

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**In your own words write the definition:**

**Use the term correctly in a sentence:**

**Create a question where the keyword is the answer:**

**Key Vocabulary Spotlight**

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## AUTUMN TERM 2

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Identity</b>	Exploring and representing what makes a person, group or culture unique. It can include various aspects such as person, cultural or social	<b>Portrait</b>	An artistic representation of a person, typically focusing on the subject's face and expression. Portraits can capture not just the physical features of a person but also their personality, mood and maybe social status
<b>Hand embroidery</b>	The art of decorating fabric or textile materials using needle and thread. This technique involves creating patterns, designs or pictures		

**POWERFUL KNOWLEDGE**

**What is a portrait drawing?**

drawing a portrait refers to the artistic practice of creating an image that represents a person's face, capturing key features like the eyes, nose, mouth, and overall facial expression. Portrait drawing is not only about accuracy but also about expressing personality, emotions, or character through the medium of drawing.

**Hand Embroidery Skills and Techniques**

How to thread a needle and tie a knot to be able to complete samples of-

Straight stitch  
Back stitch



Seed stitch  
Satin stitch



Cross stitch  
Zigzag



French knot  
Chain stitch



Blanket stitch



**What Health and Safety do you need to consider in the Textiles classroom?**

Health and Safety refers to the set of practices and guidelines that ensure students can work safely while using tools, equipment, and materials during textile projects. Since textiles involves the use of sharp tools, machines, and potentially hazardous materials, understanding health and safety is crucial for avoiding accidents and creating a safe working environment.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Drama Techniques</b>	Freeze frame, vocal skills and physical skills	<b>Drama Skills</b>	Volume, projection, pitch, pace, accent, clarity, articulation, body language, gestures, posture, facial expressions

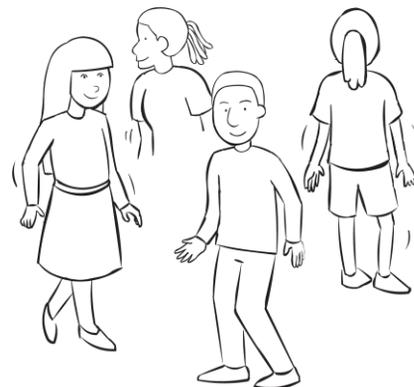
**POWERFUL KNOWLEDGE**

**Drama Techniques**

**Freeze frame** – A still image

**Vocal skills** – How you use your voice in performance.

**Physical skills** – How you use your body, movement, and gestures.



**Drama Skills**

**Projection** – Making your voice strong and clear.

**Pitch** – How high or low your voice sounds.

**Pace** – The speed at which you speak.

**Accent** – Changing your voice to sound like a person from a specific place.



**Clarity** – Speaking clearly

**Articulation** – Pronouncing words properly.

**Body language** – Using your body to show feelings and personality.



**Gestures** – Movements, like hand signals

**Posture** – How you hold your body

**Facial expressions** – Using your face to show emotions.



**Levels** – How high or low you position yourself on stage.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Scale</b>	This is about how big or small something is - either in the artwork itself or in comparison to something else	<b>Perspective</b>	Refers to the technique artists use to create the illusion of depth and space on a flat surface, making objects appear closer or further away
<b>Finer Details</b>	These are the subtle touches that make a piece more refined and help to capture the true essence of the subject		

**POWERFUL KNOWLEDGE**

What is still life?

Still life refers to a type of artwork where the subject is a group of inanimate objects, typically arranged carefully by the artist. These objects can be anything from everyday items like fruit, flowers, books, or vases, to more unusual or personal objects.



Colour theory

What are primary colours?

The three basic colours that cannot be made by mixing other colours together. They are the building blocks for all other colours.

The primary colours are: Red, Blue, Yellow.

What are secondary colours?

Are the colours that are created by mixing two primary colours together.

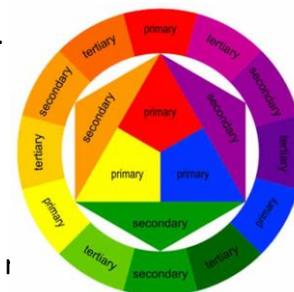
The three secondary colours are: Orange – made by mixing red and yellow.

Green – made by mixing blue and yellow. Purple (or Violet) – made by mixing

What are tertiary colours?

are the result of mixing a primary colour with a secondary colour. These colours are more complex and provide even more variety in an artist's colour palette. There are six main tertiary colours:

- 1.Red-Orange – Mixing red with orange.
- 2.Yellow-Orange – Mixing yellow with orange.
- 3.Yellow-Green – Mixing yellow with green.
- 4.Blue-Green – Mixing blue with green.
- 5.Blue-Purple – Mixing blue with purple.
- 6.Red-Purple – Mixing red with purple.



Cultural research - Loteria

What is cultural research?

It refers to studying and exploring art from different cultures, traditions, and historical periods to inspire and inform your own artwork.

It involves looking at how art is created, valued, and used in various societies around the world.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Tools</b>	Handheld devices used to perform tasks like cutting, shaping or joining	<b>Machines</b>	Powered devices that perform tasks automatically or with minimal effort
<b>Equipment</b>	A collection of tools, machines and safety gear used for a specific task	<b>PPE (personal protective equipment)</b>	Safety gear such as goggles, gloves and aprons worn to protect against hazards

**POWERFUL KNOWLEDGE**

**Tools and Equipment in the workshop:**

**Coping saw** - Ideal for intricate or curved cuts in wood or thin plastic.

**Junior hacksaw** - Used for cutting metal, plastic, or small pieces of wood with a fine blade.

**Tenon saw** - Primarily used for precise woodworking cuts, especially for making joints.

**File** - Smooths or shapes rough edges of materials like metal, wood, or plastic.

**Sandpaper** - Abrasive paper used for smoothing or polishing surfaces of materials.

**Clamp** - Temporarily holds materials together or in position while working on them.

**Vice** - Holds objects securely in place for cutting, shaping, or assembly tasks.

**Machines in the workshop:**

**Pillar drill** - Used for precise drilling of holes in various materials.

**Scroll saw** - Ideal for making intricate and curved cuts in wood or thin materials.

**Bandfacer** - A machine for smoothing, shaping, or finishing surfaces using a rotating sanding belt.

**Laser cutter** - Uses a laser to cut or engrave materials like wood, metal, or acrylic with high precision.

**Wood lathe** - Shapes wood by rotating it against a cutting tool to create round or cylindrical objects.

**Strip heater** - Heats strips of plastic to soften and become malleable (bendable).

Vice



Clamp



Tenon saw



Coping saw



Sandpaper



File



Strip heater



Junior hacksaw



Scroll saw



Bandfacer



Pillar drill



Laser cutter



Wood lathe



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Discussion</b>	Talking about something to reach a decision or exchange ideas	<b>Body Language</b>	Non verbal cues or gestures such as facial expressions or body posture.
<b>Active Listening</b>	Listening to what is being said verbally and non verbally to understand the complete message.	<b>Spontaneous</b>	Without planning or preparation
<b>Questioning</b>	Asking questions to understand new things.	<b>Success Criteria</b>	A list of things to remember / use to help you be successful.
<b>Evidence</b>	Facts or information to support a viewpoint	<b>Evaluation</b>	Looking at your work and deciding how successful you have been.

**POWERFUL KNOWLEDGE**



Discussion is a great way to **share ideas** and form opinions **clearly**.



**Brain thinking**

Sharing ideas and questions that help move discussion forward.



**Ears listening**

Staying on topic and waiting your turn



**Speaking clearly**

Not just being heard. Are you being understood?



**Eyes looking**

Make eye contact – it helps you focus.



People can find discussion scary. Some people **don't know what to say**, some only use **short answers**, some are confident and can **dominate discussion, making it hard for others to share ideas. In these cases we can use ABC to help us**



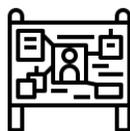
**Agree** with a comment.



**Build** on a comment



**Challenge** a comment



Evidence is what we use to **support** our thinking. It can be **facts, information** or **data**.



**Quotes** from texts – **Textual information**.



Reference a **source** or an **expert**.



Specific **facts** or **statistics** from **reliable** sources



Success criteria can help us to evaluate our participation in discussion.

Use evidence to move the discussion forward	☑
Take turns in speaking	☑
Speak clearly	☑
Use positive body language and eye contact	☒
Respond in a relevant way	☑

To be successful at evaluating.....

You look at **what went well (WWW)** these should be the ones with ticks.

Any that have crosses are what you could do better next time (**even better if EBI**)

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Cooker</b>	Kitchen appliance used for cooking food	<b>Hob</b>	Usually consists of burners or heating appliances
<b>Grill</b>	A device used for cooking food over direct heat	<b>Oven</b>	Used for baking, roasting, heating or cooking food surrounding it with dry heat

**POWERFUL KNOWLEDGE**

Why do we cook food?

- To destroy harmful bacteria
- To improve the colour, flavour, smell and texture of food
- To make the food last longer
- To make the diet more varied

The cooker has three main parts.

- Grill
- Hob
- Oven



Safety rules when using a cooker

- Turn saucepan handles inwards.
- Use oven gloves.
- Turn off after use
- Do not leave oven door open / leave grill unattended
- Do not touch electric rings after use as they take time to cool down
- Make sure gas is lit
- Reposition oven shelves before heating the oven
- use correct size ring for pan size
- Do not clean while still hot
- Use the correct temperature – not too hot.
- Stir liquids with a wooden spoon rather than metal. Wooden spoon handles will not get hot.
- Tie back hair and have no loose clothing which may catch fire



What types of food can be cooked on the hob?

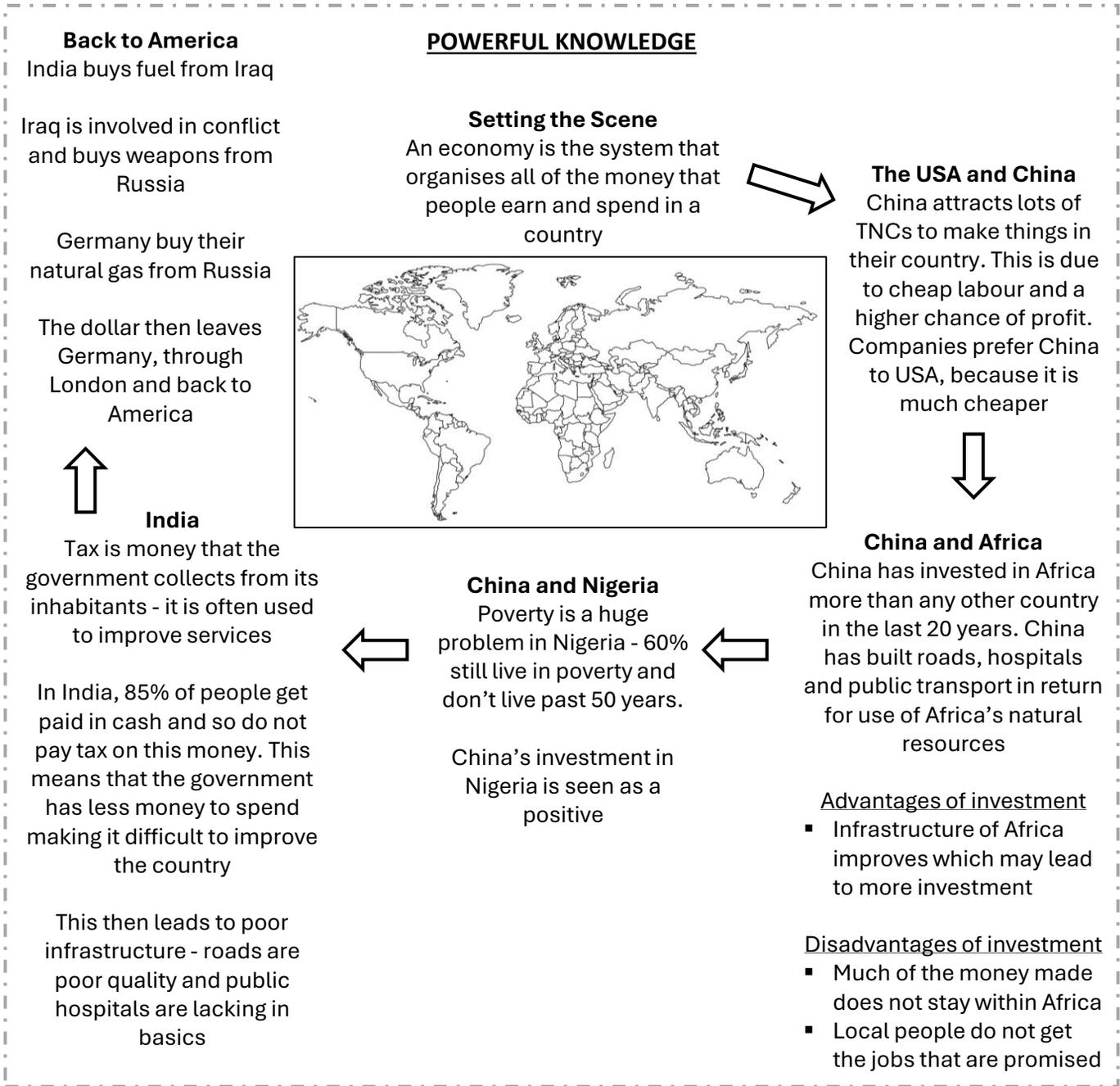
Boiling- most vegetables, pasta, eggs, soup, sauces, stir fry bacon, sausages.

What types of food can be cooked in the oven?

Cakes, baked pasta dishes, roast dinners, pizza, bread

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Trans-national corporation</b>	TNC: a company that has operations in more than one country	<b>Currency</b>	A system of money in general use in a particular country
<b>Natural Resource</b>	A diverse characteristic naturally found	<b>Primary</b>	Involves the extraction of raw materials - farming
<b>Secondary</b>	The manufacturing of goods	<b>Tertiary</b>	Involves producing services for people - retail, healthcare
<b>Quaternary</b>	Knowledge based or high-tech industry	<b>Infrastructure</b>	The basic structures needed for a country to function well



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Contenders</b>	Competitors to become the next monarch	<b>Heir</b>	The next person legally in line to the throne
<b>Anglo-Saxon</b>	Tribes who inhabited England and Wales from the 5 <sup>th</sup> Century	<b>Normans</b>	People who settled in Northern France and invaded England in 1066
<b>Fyrd</b>	Part-time Saxon soldiers who were called upon to fight when needed	<b>Housecarls</b>	Paid, professional soldiers in the Saxon Army
<b>Cavalry</b>	Norman soldiers on horseback	<b>Bayeux Tapestry</b>	Medieval tapestry which depicts the events of 1066

**POWERFUL KNOWLEDGE**

**Contenders to the Throne**

**Edward the Confessor** died in January 1066.

He had **no children** so did not produce and **heir** (next in line to the throne.)

There were 3 **contenders to the throne**: Harold Godwinson (Saxon) , William of Normandy, Harald Hardrada (Viking).



**Battle of Stamford Bridge: Hardrada vs Harold Godwinson**

Godwinson catches Hardrada by surprise without his armour.

One fierce Viking blocks Stamford Bridge.

He is defeated by floating under the bridge and piercing a spear through it.

By midday Harold’s army is winning and Hardrada is killed by an arrow through he throat.

King Harold’s brother, Tostig fighting for Hardrada is soon found cut into pieces.

Godwinson wins. Surviving Vikings run away.

**Battle of Stamford Brdige: Harold Godwinson vs William of Normandy**

Harold is in the north when William arrives

He marches his army 250 miles south, picking up new soldiers from London.

He rushes into battle, standing on Senlac Hill.

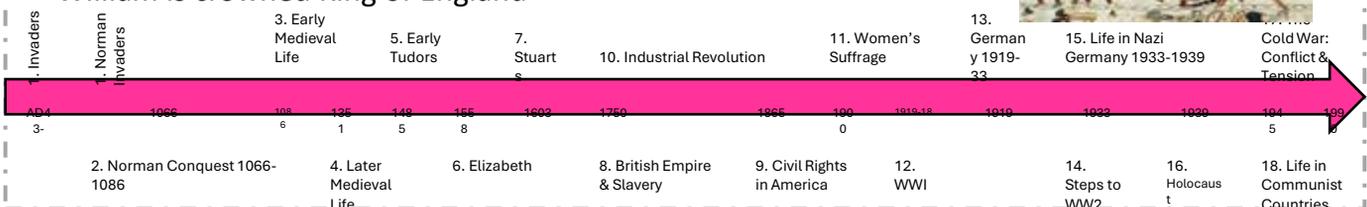
Harold has the advantage; William’s archers can’t reach the English behind the shield wall.

A trick is played to pretend to retreat; Harold’s new soldiers follow him off the hill

William’s men turn on them & they are killed

Harold is killed maybe by an arrow in the eye

William is crowned King of England



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>E-Safety</b>	The practice of protecting yourself and others from online risks and dangers	<b>Chatrooms</b>	A chat room is an online space where multiple people can communicate
<b>Social Media</b>	Allows users to create and share content, such as text posts/photos	<b>Sexting</b>	The act of sending, receiving or forwarding sexually explicit messages
<b>Digital Reputation</b>	Refer to the image or identity someone has online	<b>Grooming</b>	Refers to the process by which an adult builds a relationship with a child to manipulate/exploit
<b>Extremism</b>	Refers to beliefs, views, actions that go against the accepted norms or society	<b>Radicalisation</b>	The process through which an individual adopts extreme political, social or religious beliefs

**POWERFUL KNOWLEDGE****E-Safety - why It matters:**

Anything you post online can remain there indefinitely, even if you delete it.

Think before you post: Is this something you'd be comfortable with others seeing, even years from now? E-Safety ensures you know how to recognize the signs of cyberbullying, how to protect yourself from it, and what to do if you or someone else is being bullied.

**Understanding Chatrooms and Social Media**

**Why It's Important:** Both chatrooms and social media can expose users to privacy risks if personal information is shared inappropriately.

**How to Protect Privacy:**

Never share sensitive information in chatrooms or on social media. Be cautious about chatting with strangers online.

**Sexting**

**Legal Risks:** Sexting involving minors is illegal, even if it's consensual. The distribution of explicit images or messages can lead to legal consequences, including criminal charges, especially if the images are shared without consent.

**Digital Reputation**

**Long-lasting Impact:** Once something is posted online, it can be difficult, if not impossible, to remove completely. What you post today can affect how others view you in the future, including potential employers, universities, or even friends.

**Bystander**

**Collective Responsibility:** By being responsible digital citizens, bystanders can help create safer online spaces and prevent further harm to individuals.

**Understanding Grooming**

**Initial Approach and Trust Building:** The groomer will often start by showing interest and kindness toward the child, offering attention and compliments, and acting as a friend or mentor. This can happen through online chats, social media, games, or even in person

**Extremism and Radicalisation**

**Key Characteristics:** Extreme beliefs often involve intolerance of others' viewpoints.

Extremists may reject the values of democracy, equality, and diversity. They may seek to force their beliefs on others, sometimes using violence or other harmful actions.

Influence

**KEY VOCABULARY & DEFINITIONS**

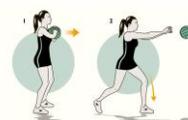
Key Term	Definition	Key Term	Definition
<b>Pass and receiving</b>	To use a range of passes to keep possession of the ball	<b>Contact</b>	You can't touch or push any player during the game as it is a non-contact game - this will result in penalty pass or shot
<b>Obstruction</b>	You must be 1m away from the player with the ball before your arms go up	<b>Replayed/ repossession</b>	If a player drops the ball or bounces the ball and picks it back up again the other team get a free pass
<b>Possession</b>	Maintaining and advancing with the ball without the opponent gaining the ball		

**POWERFUL KNOWLEDGE**

**Footwork:** When you receive the ball from another player you will land with your feet using '1, 2' the first foot is your landing foot the second foot is your pivoting foot.

**Pivoting:** You may move around on a pivot by keeping foot number 1 on the floor, but not lifting it up, your foot number 2 can help you by moving around in a circle.

**Chest pass:** This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.



**Shoulder pass:** This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

**Bounce pass:** This is a pass which is low to the ground, you use the same position as a chest pass but aim in ¾ of the way between you and the person you are bouncing too.



**Marking:** You must be 1m away with your feet from the player, once you have this distance you put both of your arms up over the ball and go onto your tiptoes, when the ball is released, you jump to attempt to intercept.

**Shooting:** You have one hand underneath the ball and the other helping it to balance, you get your aim correct and then bend your knees and release the ball, flicking your wrists



**Dodging:** When you need to get free from your player you push off one foot and then turn your hips to change direction and run the other way.

**Tactics**

**Dodging tactics:** always signal when you want to receive the ball. (Feint Dodge: Drive/Sprint Dodge: Roll Off: Double feint dodge).

**Attacking:** Gain the front position on a defender. Move in front of the defender to gain an advantage. Receive the ball-on-ball side

**Defending-** 3 steps - mark the player, mark the ball and mark the space Limit available options for the ball carrier. Stage 1 defence.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Acid</b>	A corrosive substance that neutralizes alkalis and dissolves some metals (pH1-6)	<b>Alkali</b>	A chemical that combine with acids to form salts and make acids less acidic
<b>Neutral</b>	A substance with a pH of 7	<b>Indicator</b>	A substance that changes colour when it encounters an acid or alkali
<b>pH Scale</b>	A quantitative measure of how acidic or alkaline a substance is pH1-14	<b>Chemical Reaction</b>	When reactant(s) form product(s)
<b>Reversible</b>	Can be restored to the previous state	<b>Oxidation</b>	A chemical reaction that takes place when a substance encounters oxygen

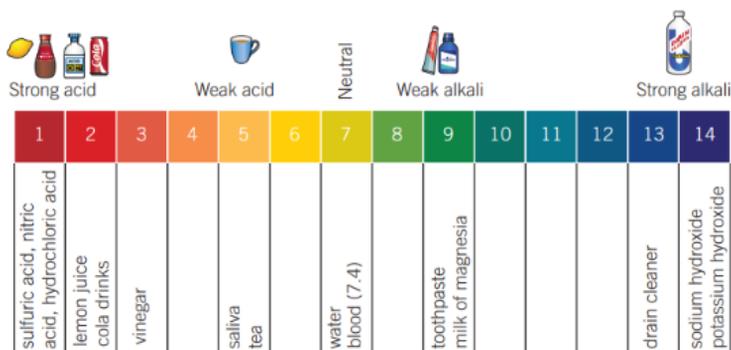
**POWERFUL KNOWLEDGE**

**Chemical reactions**

- A **chemical** reaction is a change in which atoms are rearranged to make new substances
- A **reversible** reaction is one where the products can react to get back the substances which you started with, most chemical reactions are not reversible
- You can look for signs that a chemical reaction has taken place such as flames, smells, heat change, a loud bang or gentle fizz

**Acids and alkalis**

- **Acids** and **alkalis** are the chemical opposites of one another
- Both acids and alkalis can be **corrosive** and **irritants**

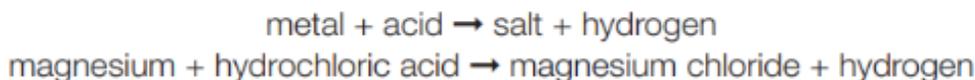


To see whether a substance is an acid or an alkali, we can use an **indicator**. Indicators show how acidic or how alkaline a solution is by showing its position on the **pH scale**, one example of this is **universal indicator**

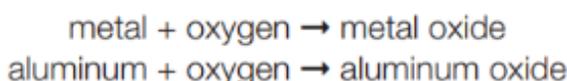
- If the solution has a pH value of 1-6 it is **acidic**
- If the solution has a pH value of 8-14 it is **alkaline**
- If the solution has a pH value of 7 it is known as **neutral**

**Metal reactions**

When a metal reacts with an acid it will produce a salt and hydrogen gas, the fizzing that you see is the hydrogen gas being given off



When a metal reacts with oxygen a metal **oxide** is formed, this process is known as **oxidation**



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
Me gusta/me gustan	I like it	Tiempo libre	Free time
Deportes	Sports	Hacer/Jugar	To do/to play
Juego/Hago	I play/ I do	Cuando	When
Porque es	Because it is	Porque son	Because they are

**POWERFUL KNOWLEDGE**

**¿Qué te gusta hacer? - What do you like to do?**

- **¿Qué te gusta hacer?** *What do you like to do?*
- **Me gusta...** *I like...*
- **Me gusta mucho...** *I really like...*
- **No me gusta...** *I don't like...*
- **No me gusta nada...** *I don't really like...*
- **...navegar por Internet...** *...to surf the net...*
- **...chatear...** *...to chat (online)...*
- **...escuchar música...** *...to listen to music...*
- **...jugar a los videojuegos...** *...to play videogames...*
- **...mandar SMS...** *...to send text messages...*
- **...ver la televisión...** *...to watch TV...*
- **...leer...** *...to read...*
- **...escribir correos...** *...to write emails...*
- **...salir con mis amigos...** *...to go out with my friends...*
- **...porque es...** *...because it is...*
- **...interesante.** *...interesting.*
- **...guay.** *...cool.*
- **...divertido.** *...fun.*
- **...estúpido.** *...stupid.*
- **...aburrido.** *...boring.*

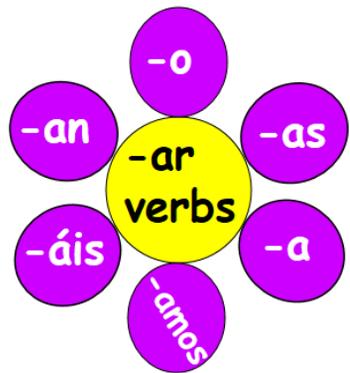
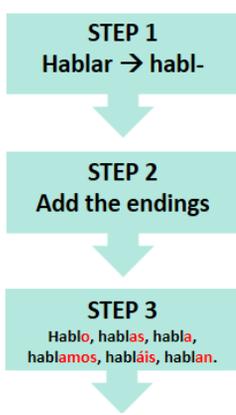
**¿Qué deportes haces? What sports do you do?**

- **¿Qué deportes haces?** *What sports do you do?*
- **Hago artes marciales** *I do martial arts*
- **Hago atletismo** *I do athletics*
- **Hago equitación** *I do/go horse riding*
- **Hago gimnasia** *I do gymnastics*
- **Hago natación** *I do/go swimming*
- **Juego al baloncesto** *I play basketball*
- **Juego al fútbol** *I play football*
- **Juego al tenis** *I play tennis*
- **Juego al voleibol** *I play volleyball*
- **Me encanta** *I love it*
- **Me gusta muchísimo** *I really, really like it.*

**¿Qué haces cuando...? What do you do when...?**

**¿Qué haces cuando...? What do you do when...?**

- **Hace calor** *It's hot*
- **Hace frío** *It's cold*
- **Hace sol** *It's sunny*
- **Hace buen tiempo** *The weather is good*
- **Hace mal tiempo** *The weather is bad*
- **Nieva** *It snows/it's snowing*
- **Llueve** *It rains/it's raining*
- **La primavera** *Spring*
- **El verano** *Summer*
- **El otoño** *Autumn*
- **El invierno** *Winter*



**¿Cantas karaoke?**

**¿Cantas karaoke?** *Do you sing karaoke?*

- **Bailo** *I dance*
- **Toco la guitarra** *I play the guitar*
- **Monto en bici** *I ride a bike*
- **Saco fotos** *I take pictures*
- **Hablo con mis amigos** *I talk to my friends*
- **Canto karaoke** *I sing karaoke*
- **A veces** *Sometimes*
- **De vez en cuando** *From time to time*
- **Nunca** *Never*
- **Todos los días** *Every day*

**Step 1** – Select a subject KO you are going to self quiz on.

**Step 2** – Complete the table below on the key vocabulary you have selected.

**Step 3** – Only go back to the KO if you need support – try to do this from memory



<p><b>In your own words write the definition:</b></p>	<p><b>Use the term correctly in a sentence:</b></p>	<p><b>Create a question where the keyword is the answer:</b></p>
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**Key Vocabulary Spotlight**

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<p><b>In your own words write the definition:</b></p>	<p><b>Use the term correctly in a sentence:</b></p>	<p><b>Create a question where the keyword is the answer:</b></p>
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**Key Vocabulary Spotlight**

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What went well?	Even Better if.....

**SPaG**

**Bronze**  
A number of SPaG errors. Your work is generally coherent but basic in development

**Silver**  
A few SPaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

**Gold**  
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

**Growth Mindset**

**Bronze**  
You have struggled to push yourself to achieve your potential in this assessment

**Silver**  
You have shown your potential in this assessment but need to push a little further to achieve

**Gold**  
You have worked hard to achieve and exceed your targets in this assessment- well done!

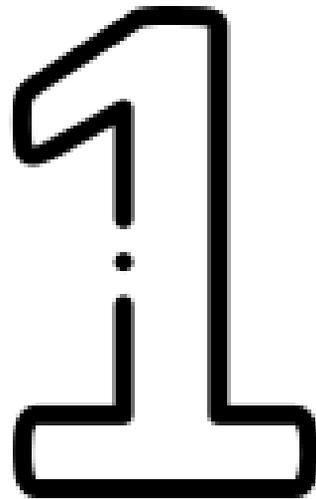
**Spelling Errors**

Rewrite spelling errors below three times.

**Spelling 1**

**Spelling 2**

**What can be improved for next term?**



# SPRING TERM 1

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Choreography</b>	Gesture, turn, jump, travel, work, still	<b>Ways of moving</b>	Space, dynamics, relationships, focus, musicality, projection
<b>Warm up</b>	Raise the pulse, prepare the body, prepare the mind, prevent injury		

**POWERFUL KNOWLEDGE**

Choreography is comprised of 6 key features. These are gestures, turns, Jumps, travelling, floor work and being still

These can be used to create and define movement.

Choreography is not just about the movements we do. It is also the way we do these moves.

There are 6 things we focus on

1. Space: Where we do the movement
2. Dynamics: How we do the movements – fast, slow, hard, soft, smooth, sharp
3. Relationships: How we move in relation to others around us – one after the other is called ‘canon’ facing a partner is called ‘mirror’, doing exactly the same as someone else is called ‘union’
4. Focus: Staying within the performance and not being distracted
5. Musicality: This is how we interpret what music sounds like, when we are dancing
6. Projection: Focusing on performing to an audience and communicating with them through our dancing.

When we dance, we make sure our minds and bodies are ready and safe.

We raise our pulse through cardiovascular movement such as running on the spot

**Warming Up:**

- We prepare the body by stretching and thinking about our alignment
- We prepare the mind by thinking about the tasks to complete and by focusing on our bodies way of moving

All of these things help us to prevent injury – so that we can dance another day!



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Sketch</b>	A quick, rough drawing to show an idea or concept	<b>Perspective</b>	A way of showing 3D objects on a 2D surface, using lines to create depth
<b>Scale</b>	The ratio of the size of a drawing to the actual size of the object	<b>Isometric Drawing</b>	A 3D drawing where all angles are shown at 120 degrees
<b>Typography</b>	The style and arrangement of text in design	<b>Render</b>	To create a detailed, realistic image or visual from a 3D model

**POWERFUL KNOWLEDGE**

**Graphics Techniques:**

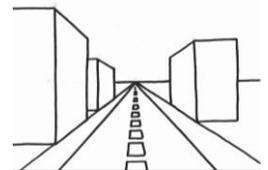
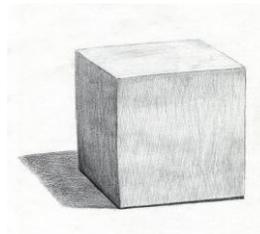
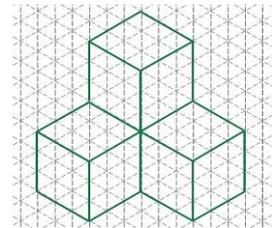
**Crating** – Drawing words within a shape

**One-Point Perspective** – A drawing technique where lines converge at a single point to create depth on a flat surface.

**Isometric Drawing** – A 3D drawing where all angles are shown equally (120 degrees), giving a 3D look. You can use isometric paper to help achieve this.

**Rendering** – Adding color, shading, and texture to a drawing to make it look realistic.

**Scaffiti** – Colouring in individual shapes from a scribble

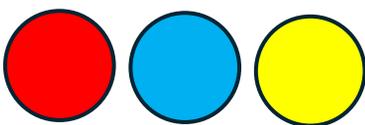
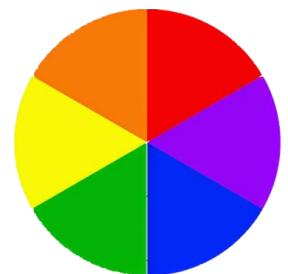


**Colour theory:**

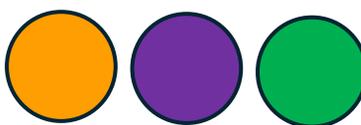
**Primary colours** – The three basic colours that can be mixed to create other colours. **Red, Blue, Yellow.**

**Secondary colours** – Colours created by mixing two primary colours. **Orange, Purple, Green.**

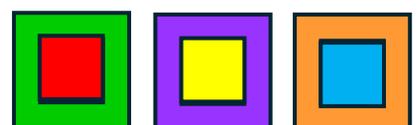
**Complementary colours** – Colours that are opposite each other on the colour wheel. **Red-Green, Blue-Orange, Yellow-Purple.**



Primary Colours



Secondary Colours

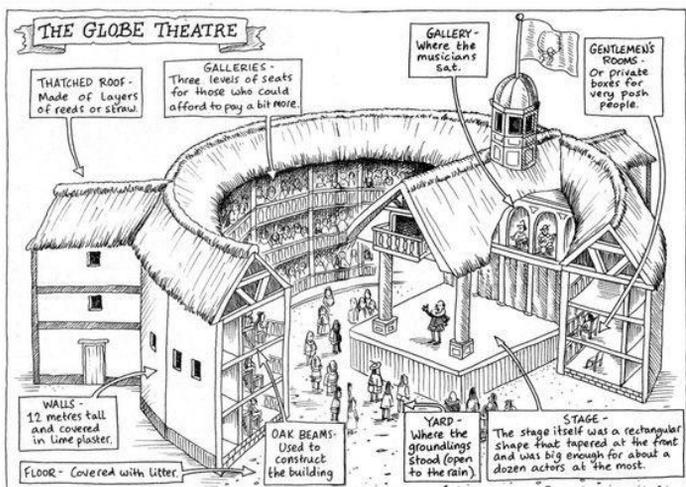


Complementary Colours

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Shakespeare</b>	A famous play writer	<b>Plot</b>	The main events of a play, film or novel
<b>Improper</b>	Unsuitable or socially unacceptable.	<b>Ambition</b>	
<b>Puritan</b>	A strict Protestant – they did not like the Theatre – thought it was sinful		
<b>The Globe</b>	The main Theatre in London		

**POWERFUL KNOWLEDGE**



- The Globe theatre was built across the river Thames, outside of London's walls.
- A cannon was used to signal the start of a play. It was later changed to trumpet
- The flag told you what performance was being shown.
- There was a trap door to make actors disappear.
- Special effects were made in the gallery.
- The Globe burnt down on the 29<sup>th</sup> June 1613



**The Plot**

The plot is what happens over the course of the play – here is what happens in 'The Tempest'

<i>Prospero causes a storm to shipwreck his enemies.</i>	<i>The shipwrecked passengers are scattered across the island.</i>	<i>Antonio and Sebastian plot to kill Alonso.</i>	<i>Prospero forgives his enemies, gives up his magic and frees Ariel.</i>
<i>Prospero tells Miranda that he used to be the Duke of Milan until his brother, Antonio, usurped him.</i>	<i>Ferdinand and Miranda meet and fall in love.</i>	<i>Caliban, Stephano and Trinculo plot to kill Prospero.</i>	

**Main characters**



**Prospero**

- Used to be Duke of Milan
- Enslaves Ariel and Caliban
- Commands Ariel to create a storm to shipwreck his enemies.
- Forgives all that have wronged him by the end of the play



**Ariel**

- Ariel is imprisoned in a tree
- Prospero frees them and they become his servant
- They perform magical acts for Prospero but longs to be free.
- They are denied freedom until the end of the play



**Caliban**

- Caliban was born on the island.
- Caliban shows Prospero how to live on the island.
- Miranda teaches Caliban her language.
- Prospero makes Caliban his slave.



**Miranda**

- Miranda is Prospero's daughter.
- Prospero makes Ariel play music to bring Miranda and Ferdinand together.
- They fall in love and are married at the end of the play.



**Ferdinand**

- Ferdinand is Alonso, the King of Naples.
- He is noble, youthful and idealistic.
- His marriage to Miranda helps to heal old wounds, restoring peace between Naples and Milan.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Loteria</b>	A traditional Mexican game of chance, often referred to as “Mexican Bingo”. It is a popular game played at social gatherings, celebrations or festivals.	<b>Tie dye</b>	A technique used to create vibrant, colourful patterns on fabric, typically using dyes and a method of tying, folding or twisting the fabric before applying the dye.
<b>Appliqué</b>	A technique in Textiles where one piece of fabric is sewn or attached onto a larger piece of fabric to create a design or pattern		

**POWERFUL KNOWLEDGE**

What is the drawing technique- mapping out?

Mapping out is used by artists to plan and structure their drawings before adding fine details, shading or colour. This technique involves sketching the basic shapes, proportions, and layout of the subject matter in a simple, clear way without worrying about intricate details or textures at first. It’s like creating a “map” or blueprint for the artwork.

Hand Embroidery Skills and Techniques

How to thread a needle and tie a knot to be able to complete samples of-

Applique



Reverse applique

Dying and embellishing fabric skills and techniques

Embellishing paper with colour and patterns inspired by Mexican cultures



Embellishing paper beads



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Hardware</b>	Refers to the physical components of a computer that you can see and touch. They allow the computer to function	<b>Software</b>	The programs, applications and operating systems that tell the computer hardware what to do. It is a collection of code written by programmers.
<b>Input devices</b>	Hardware devices used to send data or commands from the user to the computer.	<b>Output devices</b>	Hardware devices that receive data from the computer and present it in a sustainable form that is understandable to the user.
<b>Algorithm</b>	A set of step-by-step instructions or rules designed to perform a specific tasks or solve a problem.		

**POWERFUL KNOWLEDGE**

**Hardware**

**Motherboard:** The main circuit board that connects all components, allowing communication between the CPU, memory, and other devices

**.RAM (Random Access Memory):** Temporary memory that stores data for programs currently in use. The more RAM a computer has, the more tasks it can handle simultaneously.

**Software**

**System Software:** This includes programs that control and manage the hardware and allow other software to run. The operating system (OS) is the most important type of system software. Examples are Windows, macOS, Linux, and Android. The OS manages tasks like memory, processes, and hardware resources.

**Application Software:** These are programs designed for the user to perform specific tasks, such as word processing, browsing the internet, or editing photos. Examples include Microsoft Word, Google Chrome, and Adobe Photoshop.

**The Relationship Between Input and Output Devices:**

- **Input Devices** allow users to **send** data to the computer, while **Output Devices** allow the computer to **send** processed information back to the user.
- For example, when typing on a **keyboard** (input), the data is processed and displayed on the **monitor** (output). Similarly, when speaking into a **microphone** (input), the sound is processed and played through the **speakers** (output).

**Key Reasons Why Algorithms Are Important:**

- **Efficiency:** Good algorithms allow tasks to be completed faster and with fewer resources. This is especially important in processing large amounts of data.
- **Automation:** Algorithms are essential in automating repetitive tasks, making processes quicker and more accurate, and reducing human intervention.
- **Optimization:** By using efficient algorithms, systems can make the best decisions in terms of time, space, and cost.
- **Scalability:** Efficient algorithms ensure that systems can handle an increasing amount of data or users without performance degradation.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Strength</b>	Ability to exert force against resistance.	<b>Endurance</b>	Capacity to sustain physical activity over long periods
<b>Flexibility</b>	Having good flexibility allows your muscles and joints to move through their full range of motion	<b>Balance</b>	Essential for performing various exercises and daily activities. It helps prevent falls.
<b>Coordination</b>	Integrating different body movements to perform exercises effectively	<b>Agility</b>	Changing direction quickly and with control
<b>Speed</b>	How quickly you can move in a given direction		

**POWERFUL KNOWLEDGE**

**Strength**

- Posture:** Keep your back straight and core engaged.
- Controlled Movements:** Avoid momentum; move slowly and steadily.
- Foot Position:** Feet hip-width apart, toes slightly out.
- Breathing:** Exhale when lifting, inhale when lowering.

**Endurance**

- Posture:** Keep an upright posture with a slight forward lean.
- Breathing:** Use rhythmic breathing (e.g., 3-2 pattern for running).
- Cadence/Stride:** Focus on quick, light steps or steady pedal strokes.
- Pacing:** Start slow, then gradually increase intensity

**Flexibility**

- Warm Up:** Do dynamic stretches before, static after exercise.
- Breathing:** Exhale to deepen stretches, avoid forcing it.
- Form:** Focus on posture, not depth, during stretches.
- Consistency:** Stretch regularly to improve flexibility.

**Balance**

- Core Engagement:** Keep your core tight for stability.
- Slow Movement:** Perform movements slowly and focus on a fixed point.
- Foot Position:** Keep feet shoulder-width apart for stability.
- Posture:** Stand tall, avoid slouching.

**Coordination**

- Symmetry:** Make movements balanced and fluid.
- Rhythm:** Practice smooth, rhythmic motions.
- Both Sides:** Train both sides equally.
- Mind-Muscle Connection:** Stay mentally focused on the movements.

**Agility**

- Quick Steps:** Use short, fast steps to change direction.
- Body Control:** Stay low and controlled in every move.
- Focus:** Keep your head up to see where you're going.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Rebellion</b>	The act of resisting authority	<b>Harrying</b>	Persistent attacks on an enemy's territory
<b>Domesday Book</b>	A record of the survey of 1086	<b>Feudal System</b>	Social hierarchy
<b>Peasant</b>	Agricultural labourer at the bottom of the Feudal System	<b>Motte</b>	A mound on which the keep of the castle is built
<b>Bailey</b>	A large yard with storerooms, kitchens, stables and guardrooms	<b>Concentric Castle</b>	A castle with rounded edges

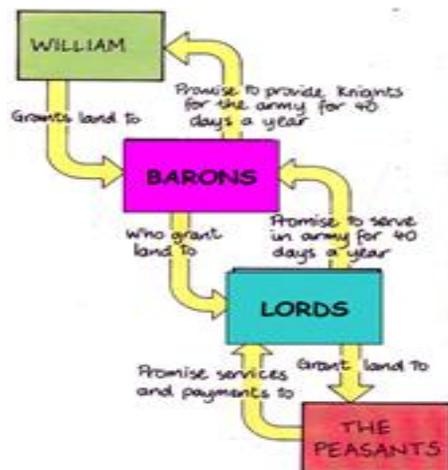
**POWERFUL KNOWLEDGE**

After winning the Battle of Hastings in October 1066, William's job wasn't easy to *take control* and then *stay in power*. He could lose everything; he needed cunning solutions

**HARRYING OF THE NORTH** - The most serious rebellion was in the North, 1068. William's men destroyed villages, killed men, women & children, burned crops & animals. Some claim that 100,000 died; 75% of the population was killed or fled

**THE FEUDAL SYSTEM**

- This was William's way of using his 25,000 Normans to control 2,000,000 English
- Peasants were not free to leave their land; they had no rights & worked their own land and the lords'



**DOMESDAY BOOK**

- Produced in 1086, it was a survey of England to find
- 1. how much each lord & baron should pay in taxes to the king ;
- 2. how many men were available to fight in the king's army

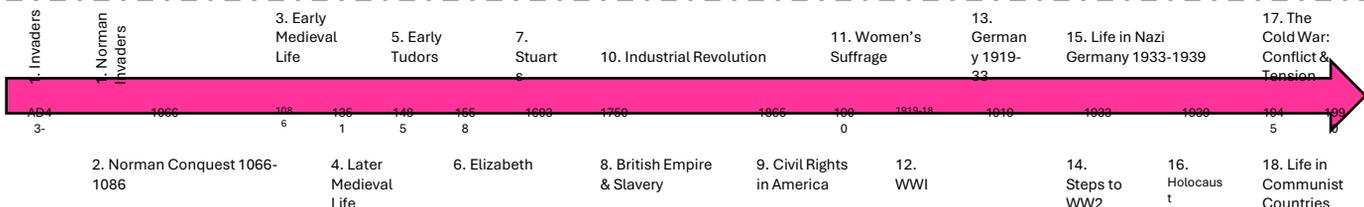
**MOTTE AND BAILEY CASTLES**

- Over 700 castles were built in William's reign (1066-1087)
- They were built as a safe place for the Normans in the Feudal System. They were built from wood and could be built in 7-15 days.



**STONE CASTLES**

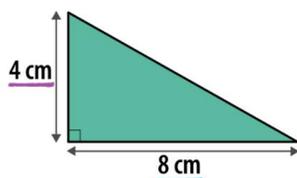
- Replaced wooden castles
- Square stone keep castles slowly changed into 'concentric castles with rounded edges'



Keywords	Definition
Base	The bottom side of a triangle used with the height to calculate its area.
Origin	The point (0,0) on a coordinate grid where the x-axis and y-axis intersect.
Prime Number	A number greater than 1 that has exactly two factors: 1 and itself.
Distributive Law	The rule that allows you to multiply a single term across terms inside a bracket, for example, $a(b+c) = ab + ac$

**POWERFUL KNOWLEDGE**

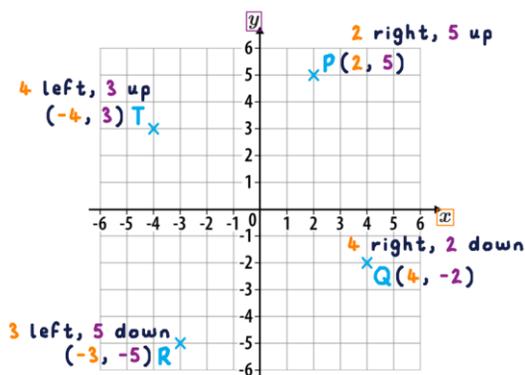
Work out the area of the triangle below.



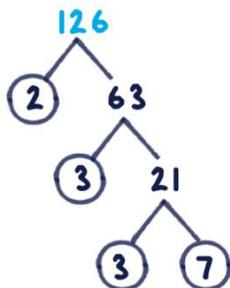
$$\begin{aligned}
 \text{area} &= \frac{1}{2} \times \text{base} \times \text{perpendicular height} \\
 &= \frac{1}{2} \times 8 \times 4 \\
 &= \frac{1}{2} \times 32 \\
 &= 16 \text{ cm}^2
 \end{aligned}$$

Plot the following points on the grid below.

P (2, 5) Q (4, -2) R (-3, -5) T (-4, 3)



Write 126 as the product of its prime factors in index form.



$$\begin{aligned}
 126 &= 2 \times 3 \times 3 \times 7 \\
 &= 2 \times 3^2 \times 7
 \end{aligned}$$

Expand  $12(3w + 4y)$

$$\begin{aligned}
 &12(3w + 4y) \\
 &= 12 \times 3w + 12 \times 4y \\
 &= 36w + 48y
 \end{aligned}$$

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
Asignatura	School subject	Favorito/a	Favourite
Por la mañana	In the morning	Por la tarde	In the afternoon
Recreo	Break/lunchtime	Hay	There is/ there are
Instituto	Secondary School	Estudiar	To study

**POWERFUL KNOWLEDGE**

**Las asignaturas (Subjects)**

El dibujo	Art
El español /la lengua	Spanish
El francés	French
El alemán	German
El teatro	Drama
Los idiomas	Languages
La geografía	Geography
La tecnología	Technology
La música	Music
La religión	RE
La historia	History
La educación física	PE
La informática	ICT
Las matemáticas	Maths
Las ciencias	Science

**¿Qué estudias?**

Estudio el/la/las...	<i>I study...</i>
¿Cuál es tu día favorito?	<i>What's your favourite day?</i>
Mi día favorito es...	<i>My favourite day is...</i>
El lunes, el martes, etc.	<i>Monday, Tuesday, etc.</i>
¿Por qué?	<i>Why?</i>
Porque...	<i>Because...</i>
Por la mañana	<i>In the morning</i>
Por la tarde	<i>In the afternoon</i>
Estudiamos	<i>We study</i>
No estudioS	<i>I don't study</i>
¿Qué haces durante el recreo?	<i>What do you do at break time?</i>
Como... / bebo...Z	<i>I eat... / I drink...</i>
Leo un libro / SMS	<i>I read a book / messages</i>
Escribo SMS	<i>I write SMS</i>
Hago los deberes	<i>I do my homework</i>

**What do you study?**

**Los tenpempiés (Snacks)**

Un bocadillo	<i>A sandwich</i>
Unos caramelos	<i>Some sweets</i>
Un chicle	<i>A chewing gum</i>
Una chocolatina	<i>A chocolate bar</i>
Fruta / una galleta	<i>Fruit / a biscuit</i>
Unas patatas fritas	<i>Some crisps</i>

**Useful words**

Primero  
Luego  
Entonces  
A veces  
Algo  
Dónde  
Hay

También  
Tampoco  
Y  
O  
Pero

**Las opiniones (Opinions)**

Me encanta(n)	<i>I love</i>
Me gusta(n) mucho	<i>I really like</i>
Me gusta(n)	<i>I like</i>
No me gusta(n)	<i>I don't like</i>
No me gusta(n) nada	<i>I don't like at all</i>
Es aburrido/a	<i>It is boring</i>
Es fácil / difícil	<i>It is easy/difficult</i>
Es útil / divertido	<i>It is useful/fun</i>

**Describing your school**

¿Cómo es tu insti?	<i>What's your school like?</i>
Es...	<i>It's...</i>
Antiguo/a	<i>Old</i>
Bonito/a	<i>Beautiful</i>
Feo/a	<i>Ugly</i>
Bueno/a	<i>Good</i>
Moderno/a	<i>Modern</i>
Pequeño/a	<i>Small</i>
Grande	<i>Big</i>
Horrible	<i>Horrible</i>

**Los profesores (teachers)**

El profesor *The*  
La profesora *teacher*



Es...	<i>Is..</i>
Paciente	<i>Patient</i>
Raro/a	<i>Weird</i>
Severo/a	<i>Strict</i>
Estricto/a	<i>Strict</i>
Simpático/a	<i>Nice</i>

**Step 1** – Select a subject KO you are going to self quiz on.

**Step 2** – Complete the table below on the key vocabulary you have selected.



**Step 3** – Only go back to the KO if you need support – try to do this from memory

<p><b>In your own words write the definition:</b></p>	<p><b>Use the term correctly in a sentence:</b></p>	<p><b>Create a question where the keyword is the answer:</b></p>
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**Key Vocabulary Spotlight**

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<p><b>In your own words write the definition:</b></p>	<p><b>Use the term correctly in a sentence:</b></p>	<p><b>Create a question where the keyword is the answer:</b></p>
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**Key Vocabulary Spotlight**

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## **SPRING TERM 2**

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Balanced forces</b>	Forces that are equal in size and opposite in direction, resulting in a net force of zero	<b>Unbalanced forces</b>	Forces that are opposite but not equal, resulting in a net force that is not zero and causing a change in motion
<b>Mass</b>	The amount of matter in an object, often measured in kilograms	<b>Weight</b>	The force exerted by gravity on an object, measured in Newtons

**POWERFUL KNOWLEDGE**

- A force is a push or a pull that can cause an object to move, stop, change direction, speed up, or slow down. Newton (N) is the unit of measurement for force.
- A contact force occurs when two objects are physically touching, such as friction or tension.
- A non-contact force acts at a distance without physical contact, such as gravity or magnetism.
- Balanced forces are equal in size and opposite in direction, resulting in no change in motion.
- Unbalanced forces are not equal, causing a change in the motion of an object.
- Mass is the amount of matter in an object, measured in kilograms (kg).
- Weight is the force of gravity acting on an object's mass, measured in Newtons (N).

**What is a force?**

- A **force** can be a **push** or a **pull**
- A force is measured in **Newton**s (N)
- We measure forces with a **newton meter**
- Forces explain why objects will move, change direction and change speed

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- Forces always act in pairs, we call these **interaction pairs** e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball

**Distance-time graphs**

- **Distance-time graphs** tell the story of a journey, they show how much distance has been covered in a certain period of time

- To find the average speed, the total distance must be divided by the total time

**Speed**

- **Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$


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- **Relative motion** compares how quickly one object is moving compared to another
- If both objects are moving at the same speed, they are not changing position in comparison to one another, meaning that their relative speed is zero

**Balanced and unbalanced forces**

- When forces acting on an object are the same size, but acting in different directions, we say that they are **balanced**
- When forces are balanced, the object is either not moving (stationary) or moving at a constant **speed**

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- When the two forces acting on an object are not the same size, we say that the forces are **unbalanced**
- When forces are **unbalanced**, the object will either be in **acceleration** or **deceleration**
- The **resultant force** is the difference between the two unbalanced forces

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Trinity</b>	The three aspects of God, God the father, God the son, God the holy spirit	<b>Monotheism</b>	The belief in the existence of one God
<b>Denomination</b>	A smaller group within one main group	<b>Miracle</b>	An extraordinary event that cannot be explained by Science or nature
<b>Parable</b>	A short story designed to teach a truth, religious principle or moral lesson	<b>Moral</b>	The lesson about right and wrong learned from a story or event

**POWERFUL KNOWLEDGE**

There are different groups of Christians, but all Christians believe:

- Believe in one God.
- Follow the teachings of Jesus.
- Their holy book is called a Bible.



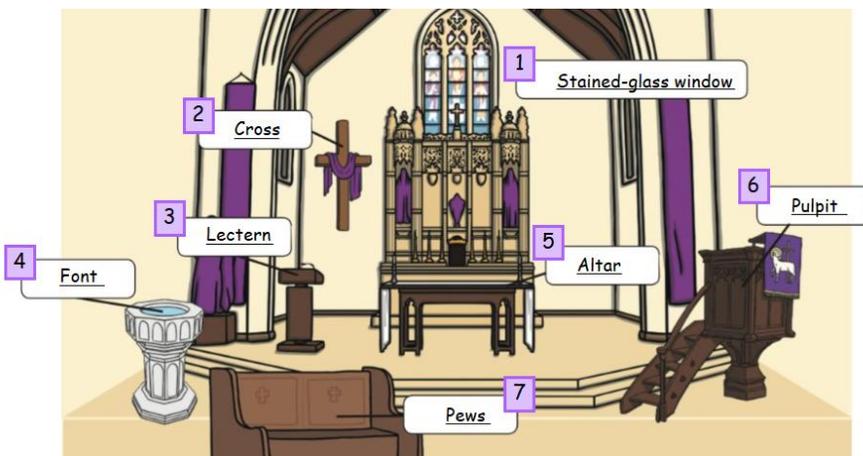
Jesus performed many miracles during his life some were:

- Turned water into wine.
- Fed the 5000 using two fish and five loaves of bread.
- Walked on water.
- Rose Lazarus from the dead.



Jesus had a special birth which is celebrated by Christians every year on Christmas Day. Christians may celebrate Christmas by sharing gifts as Jesus received gifts when he was born, reading the Bible and spending time with family.

**The features of a church**



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Vocal Skills</b>	Volume, projection, pitch, pace, accent, clarity, articulation	<b>Drama Skills</b>	Body language, gestures, posture, facial expressions, freeze frame
<b>Drama Techniques</b>	Narration, direct address, cross-cutting, thought-track, improvisation		

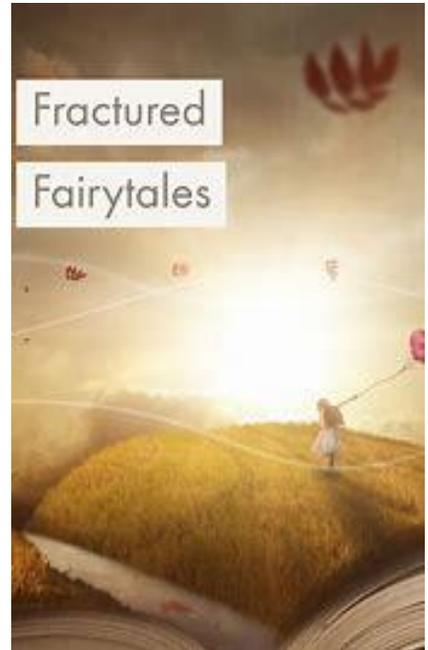
**POWERFUL KNOWLEDGE**

When we are creating a performance, we have to remember to use all of our drama skills. This helps to portray a role effectively.

There 7 key vocal skill – these can be used to create the identity of a character including where they are from, what mood they are in and how they are feeling about other characters or their experiences

There are 6 key dramatic skills – these help bring a character to life and help the audience to understand who they are and what they are experiencing

Drama techniques – these allow the performers to help the audience to understand things about the performance. For instance, they will know what a character is thinking when using direct address or that two scenes are happening at the same time as each other in 'cross cutting'



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Mixed Media</b>	Refers to the use of more than one type of material or medium in a single artwork. It's when an artist combines different materials, techniques or tools to create something unique and expressive	<b>Lettering</b>	Plays an important role in various creative projects from posters to graphic design, also used to enhance visual expression, communicate messages and add creativity to artwork.
<b>Guidelines</b>	Guidelines in lettering helps ensure that your letters are consistent.		

**POWERFUL KNOWLEDGE**

What is the purpose of using mixed media in art?

It is to encourage creativity, experimentation, and innovation. Mixing different materials and techniques allows students to push the boundaries of traditional art, offering new ways to express ideas, emotions, and visual concepts.



Why guidelines are used to draw lettering.

- Ensure Consistency: Guidelines help keep letter size, height, and spacing uniform, making the text neat and balanced.
- Improve Accuracy: They provide structure, ensuring letters are proportionate and aligned.
- Create Legible Text: Clear guidelines help with readability, especially for detailed or decorative fonts.
- Enhance Creativity: With the structure in place, students can focus on style and design while maintaining order in their lettering.
- Build Skills: Using guidelines helps students practice precision, an essential skill for more complex art techniques in the future.



The areas that lettering can be used in Art

Posters and Advertising, Calligraphy, Comic Art, Typography, Personalized Designs, monograms, nameplates, or initials or Mixed Media Projects.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Timber (wood)</b>	Material from trees used in building and making furniture. It is strong, durable and looks natural	<b>Plastic</b>	Material made from chemicals that can be easily shaped when soft. Used to make many everyday items.
<b>Metal</b>	A strong, solid material found in the earth. Often shiny, conductive and used for making tools, structures and products	<b>Properties</b>	Characteristics or features that describe how a material behaves or looks. Examples include hardness, colour and flexibility

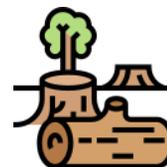
**POWERFUL KNOWLEDGE**

**Categories of Timber:**

**Softwood** – Natural wood that comes from coniferous trees (evergreen) with needles, like pine and fir. Softwoods are often used for building and making furniture. They grow faster than hardwood trees and are usually lighter and easier to work with.

**Hardwood** – Natural wood that comes from deciduous trees (looses leaves in winter) with broad leaves, like oak and maple. Hardwoods are often used for making furniture and flooring. They grow more slowly than softwood trees and are usually denser and more durable.

**Manufactured board** - Boards made by gluing wood layers or particles together. Examples include plywood and MDF (Medium Density Fiberboard). They are often used in furniture and construction because they are strong and stable.



**Trinket Box:**

Our practical project in Year 7 is ‘Trinket Boxes’. We will use a variety of wood for this. The base and lid will be plywood which is an example of manufactured board. The thick centre will be pine which is an example of a softwood.



**Environmental Impact:**

Cutting down trees for wood can destroy forests, harm animals, and reduce oxygen. Transporting and processing wood uses energy and creates pollution. A more sustainable option would be to source wood from responsibly managed forests, where trees are replanted to replace those cut down. Using recycled or reclaimed wood also helps reduce waste and protect the environment.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Predictions</b>	A statement about what you think will happen in the future.	<b>Perpetrator</b>	Person who commits / is guilty of a crime.
<b>Protagonist</b>	The leading character or one of the major characters in a	<b>Ferocious</b>	Violent, fierce and intense.
<b>Meticulous</b>	Showing great attention to detail, careful and precise.	<b>Mystery</b>	Something that is difficult to explain
<b>Deduction</b>	Reaching a conclusion about something	<b>Anotate</b>	Add notes and label

**POWERFUL KNOWLEDGE**



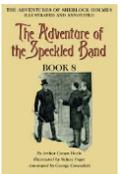
Sherlock Holmes is a **detective**. He **solves crimes**. We can **predict** what type of person he is and how he might work, based off descriptions of him and his job.



Sherlock Holmes was created by Sir Arthur Conan Doyle in the Victorian Era (1837-1901)

The Police Force was a new creation, and people doubted the intentions of the Police.

Sherlock Holmes was very popular with readers for his dedication in solving crimes and bringing his clients justice.



This story is a **'locked room'** mystery. The crime is committed in a locked room, and it makes it **difficult to work out** who the **perpetrator** is.

**Pathetic fallacy** is giving human emotions to objects, nature and animals. It adds to the **atmosphere**.

Example:  
'The wind was **howling** and the rain was **beating** down'



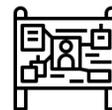
**How to solve a mystery...**



Create a list of suspects (people you think might be involved).



Work out potential motives for each suspect.



Link suspects to evidence



Case solved

**Newspaper layout**

Headline	
Main body of the article	Image
	More article

**Language techniques used in article writing.**

- **puns** e.g. *peace of cake*
- **alliteration** e.g. *saluting our Stars and Stripes*
- **rhyme** e.g. *tissue issue*
- **sensationalist language** e.g. *hell on earth*
- **imperative language** e.g. *act now!*

**How to compare texts...**

When comparing texts it is good to have a table – you can **clearly see** which elements are the **same in both texts** and which ones are **different**.

Detective convention	'The Speckled Band'	'The Boscombe Valley Mystery'
Murder		
Murderer		
Victim		
Detective		
Clues		
Red herrings		

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Bacteria</b>	Single-celled microorganisms that are found in various environments.	<b>Wash</b>	Refers to the act of cleaning something by removing dirt using water and soap
<b>Rinse</b>	The act of quickly washing something., typically with water to remove soap and dirt	<b>Cutlery</b>	Utensils used for eating or serving food, typically made of metal
<b>Scrape</b>	To rub or remove something		

**POWERFUL KNOWLEDGE**

Washing up correctly is very important for food safety. Dishes which are not washed and rinsed properly provide ideal conditions for bacteria to grow, and this could lead to food poisoning.

**Getting ready.**

Scrape food from pans, dishes and cutlery into the bin and take to the sink area.

**Wash**

Run hot water into the washing bowl adding a small amount of washing up liquid. The washing up liquid breaks down the fats and helps to remove dirt.

Wash sharp knives first, dry and store away. Don't let them drop into the washing –up water.

Wash everything else up, the cleanest things first. Use a clean cloth.

**Rinse.**

Rinse as you go with hot water ( or all at once at the end) to remove the bubbles.

Allow to drain, making sure bowls and cups are upside down to allow the water to drain off them.

Empty the washing –up water out and repeat if the water cools down or starts to look dirty. The food particles in dirty water allow bacteria to reproduce. Cool water won't clean properly.

**Dry and put away.**

Dry with a clean tea towel

Put everything away in the correct place. **ONCE IT HAS BEEN CHECKED BY YOUR TEACHER.**

**Final clear up**

Pick out any bits of food from the plug hole and put in the food waste bin.

Wipe the sink and work surfaces with a hot soapy cloth



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
Dance Skills	Isolations, leaps, kicks, contraction, floor work, energy, formations, musicality, facial expressions, genre, stylistic features	Dance Genre	Jazz, street, contemporary

**POWERFUL KNOWLEDGE**

Isolations – Moving one body part while keeping the rest still.

Leaps – Jumping into the air with one leg leading and landing on the other.

Kicks – Lifting one leg into the air with control and power.

Floor work – Movements performed on the floor

Energy – The way a dancer moves

Formations – The shapes and patterns dancers make in a group.

Musicality – Dancing in time with the music

Facial expressions – Using the face to show emotions while dancing.

Genre – A style or type of dance

Stylistic features – Movements that make a dance style recognisable.

Jazz – A lively dance style with sharp and energetic movements which began in the 20<sup>th</sup> Century in New Orleans.

Street – A cool, freestyle dance style influenced by hip-hop and urban culture. It began in the 1970s originating from New York

Contemporary – A fluid and expressive dance style that blends ballet and modern dance. Began in the 20<sup>th</sup> Century



*Bachata*



*Hip-Hop*



*Salsa*



*Indian dances*



*Ballet*



*Strip dance*



*Rock n roll*



*Break dance*

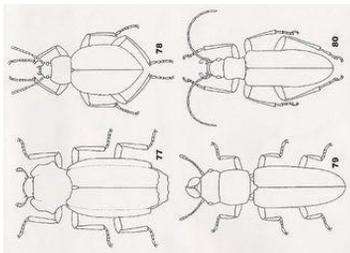
**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>3D</b>	Refers to art that has depth, width and height giving it more a lifelike quality compared to 2D art	<b>Sculpture</b>	The branch of the visual arts that operates in three dimensions. 3D artwork can be made from a variety of materials
<b>Mixed Media</b>	The use of more than one type of material in a single artwork. It involves combining different art materials, such as paint, fabric, paper, charcoal and pencils		

**POWERFUL KNOWLEDGE**

Mister Finch inspired 3D Sculpture insect

Using your artist research information to inspire your initial design ideas for your final outcome 3D insect sculpture.



What is paper mâché?

is an art technique that involves creating sculptures or objects by layering strips of paper and bonding them together with a wet paste, usually made from flour, water, and sometimes glue. Once the layers dry, the paper becomes hard and strong, allowing the artist to create 3 dimensional shapes.



What went well?	Even Better if.....

**SPaG**

**Bronze**  
A number of SPaG errors. Your work is generally coherent but basic in development

**Silver**  
A few SPaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

**Gold**  
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

**Growth Mindset**

**Bronze**  
You have struggled to push yourself to achieve your potential in this assessment

**Silver**  
You have shown your potential in this assessment but need to push a little further to achieve

**Gold**  
You have worked hard to achieve and exceed your targets in this assessment- well done!

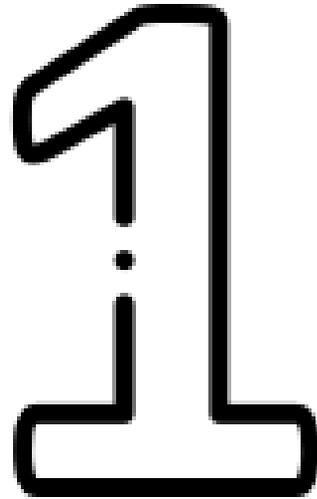
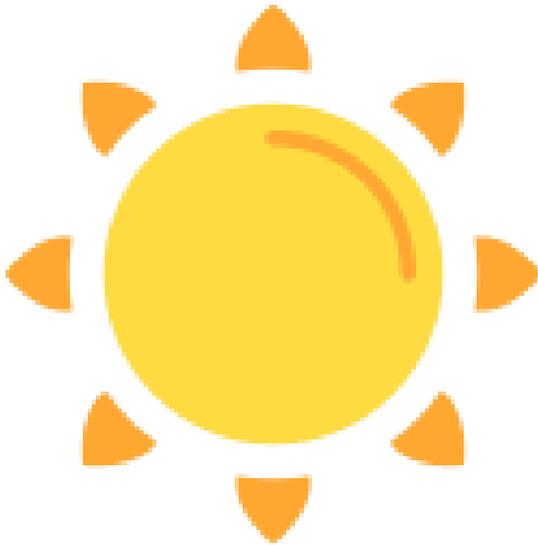
**Spelling Errors**

Rewrite spelling errors below three times.

**Spelling 1**

**Spelling 2**

**What can be improved for next term?**



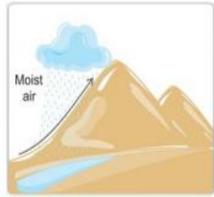
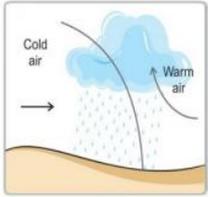
# SUMMER TERM 1

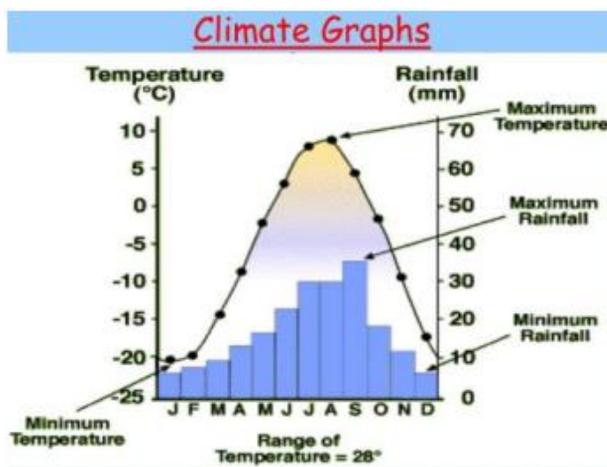
**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Weather</b>	Dat-to-day changes in the atmosphere	<b>Climate</b>	Long-term patterns of temperature, wind and precipitation
<b>Precipitation</b>	Moisture falling from the atmosphere	<b>Temperature</b>	How warm or cool something is
<b>Air Pressure</b>	Total weight of the air in the atmosphere pushing down	<b>Cloud</b>	Clouds form through condensation and are water droplets
<b>Extreme Weather</b>	A weather event different from the average or usual weather pattern		

**POWERFUL KNOWLEDGE**

**The three types of rainfall**

		
<b>Convectional rainfall</b>	<b>Relief rainfall</b>	<b>Frontal rainfall</b>
Heat from the sun causes air to rise. As it gets higher water vapour in the air cools, condenses, forms clouds and rains.	Air is forced to rise over high land it cools, condenses, forms clouds, and rains.	Where warm and cold air meet the warm air rises above the cold as it is LIGHTER. It cools, condenses, forms clouds and rains.



**Beast from the East**

- Prolonged cold snap - heavy snow (February 2018)
- Lasted 10 days: temperatures dropped to -10 with a wind chill of -22

**Social Impacts**

- 10 people died
- 1000's of homes left without power and schools were closed

**Economic Impacts**

- Cost the UK £1 billion per day
- £10 million of insurance claims from car accidents

**Environmental Impacts**

- Crop yields and growing seasons were reduced

**Management**

- Red weather warning issued by the Met Office
- 4000 snow ploughs and gritters cleared roads

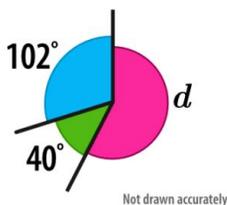
**Climate graphs**

<b>Maximum</b>	Highest amount (either precipitation or temperature)
<b>Minimum</b>	Lowest amount (either precipitation or rainfall)
<b>Range</b>	The highest minus the lowest (either precipitation or rainfall). It tells us how much temperature or precipitation <b>changes throughout the year</b> . A small temperature range for example, tells us the temperature changes very little throughout the year

Keywords	Definition
Full Turn	A complete rotation around a point measuring <b>360 degrees</b> .
The Mean	The <b>average</b> of a set of numbers, calculated by adding all values and dividing by the number of values.
Reciprocal	The number you multiply by a given fraction to get 1; found by <b>swapping the numerator and denominator</b> .
Probability	A measure of how likely an event is to happen, written as a <b>fraction, decimal, or percentage between 0 and 1 (or 0% to 100%)</b> .

**POWERFUL KNOWLEDGE**

What is the size of angle  $d$ ?



angles around a point sum to  $360^\circ$

$$d + 40 + 102 = 360$$

$$- 142 \quad | \quad d + 142 = 360 \quad | \quad - 142 \quad \begin{array}{r} 360 \\ - 142 \\ \hline 218 \end{array}$$

$$d = 218$$

Calculate the mean of the numbers below.

14, 0, 7, 10, 9

$$\text{mean} = \frac{\text{sum of values}}{\text{number of values}}$$

$$= \frac{14 + 0 + 7 + 10 + 9}{5}$$

$$= \frac{40}{5}$$

$$= 8$$

$$\begin{array}{r} 14 \\ 0 \\ 7 \\ 10 \\ 9 \\ \hline 40 \\ 2 \end{array}$$

Work out the following, giving your answers as integers or fractions in their simplest forms:

a)  $\frac{4}{13} \div \frac{1}{5}$

$$\frac{4}{13} \div \frac{1}{5} = \frac{4}{13} \times \frac{5}{1}$$

$$= \frac{4 \times 5}{13 \times 1}$$

$$= \frac{20}{13}$$

b)  $\frac{6}{5} \div \frac{11}{12}$

$$\frac{6}{5} \div \frac{11}{12} = \frac{6}{5} \times \frac{12}{11}$$

$$= \frac{6 \times 12}{5 \times 11}$$

$$= \frac{72}{55}$$

Kayla has 11 pieces of fruit. 2 of them are apples, 3 are bananas and 6 are oranges. She chooses one at random.

a) What is the probability that she chooses an orange?

$$P(\text{orange}) = \frac{\text{number of oranges}}{\text{total number of fruit}}$$

$$= \frac{6}{11}$$

b) Which fruit has a  $\frac{3}{11}$  probability of being chosen?

$$P(\text{banana}) = \frac{3}{11}$$

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Creation</b>	The action or process of bringing something into existence	<b>Literalist Christian</b>	Christians that believe the Bible contains the actual word of God
<b>Non-literal Christians</b>	Christians who believe that the Bible contains human interpretations	<b>Trimurti</b>	Three forms of God in Hinduism: Vishnu, Brahma, Shiva
<b>Brahman</b>	Supreme existence or absolute reality in Hinduism	<b>Ten Plagues</b>	The 10 disasters sent upon Egypt by God
<b>Ten Commandments</b>	Ten laws given by God to Moses that influence the morals of many	<b>Sacrifice</b>	The act of killing an animal or person and offering them to God

**POWERFUL KNOWLEDGE**

**Christian Creation**

Literalist Christians believe that the Bible is exact and is the true word of God. They will believe that the story of creation in Genesis is exactly true and is how the world was created. Genesis says that God made the world in 6 days and rested on the 7th day. God created Adam and Eve last and made them in his likeness.

Non-literalist Christians believe that the stories in the Bible are metaphors and are more mythical than factual. They may believe that Genesis explains how God created the world but should not be interpreted literally.



**Hindu Creation**

One interpretation of the Hindu creation story is that the Trimurti were responsible for creation. The Trimurti is three aspects of the ultimate reality in Hinduism also known as Brahman and consists of Brahma, Vishnu, Shiva. Some Hindu's believe that the Trimurti were responsible for the creation of the Earth. Brahma is known as the creator, Vishnu the preserver and Shiva the destroyer.



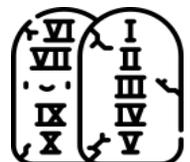
**Story of Moses**

Moses was a Hebrew baby saved from Pharaoh's order to kill Hebrew boys by being placed in a basket on the Nile River. He was raised by Pharaoh's daughter. God spoke to him through a burning bush, telling him to free the Israelites from slavery. Moses asked Pharaoh to let them go, leading to ten plagues. He led the Israelites through the Red Sea to safety. At Mount Sinai, he received the Ten Commandments. Moses guided his people in the desert for 40 years but died before reaching the Promised Land



**Ten Commandments**

The Ten Commandments were revealed to Moses by God on Mount Sinai. They are religious laws that should be followed to avoid sin. An example of one of the Ten Commandments is 'You should not steal'.



**Abraham and Isaac**

God tested Abraham by asking him to sacrifice his beloved son, Isaac. Obediently, Abraham took Isaac to a mountain, built an altar, and prepared to sacrifice him. At the last moment, an angel stopped him, and God provided a ram to sacrifice instead. Abraham's faith was rewarded with God's blessings

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Passing</b>	The act of sending the ball using your hands, it must be sideways or back	<b>Ruck</b>	One player from each team has made contact while on their feet. The ball is on the ground, two players over it
<b>Maul</b>	Ball carrier is tackled but is not brought to the ground	<b>Handling</b>	How a player holds, catches and runs with the ball
<b>Tackling</b>	A tackle occurs when the ball carrier is held by one and brought to ground	<b>Evasion</b>	Maintaining and advancing with the ball without the opponent gaining ball

**POWERFUL KNOWLEDGE****Tackling**

To make an effective tackle, your body needs to be in a low, balanced stance. Bend your knees, keep your back straight, and stay low to the ground. This allows you to drive into the tackle with power and stability.

**Passing**

To pass, step forward with your non-passing foot and rotate your shoulders. The pass should be made with a flick of the wrists and arms. The follow-through should direct the ball toward the target, with your hands finishing out in front.

**Kicking**

The approach to the ball is crucial for a clean strike. Stand a few paces behind the ball at an angle, with your non-kicking foot slightly to the side. This allows your kicking foot to follow through smoothly. The approach should be balanced and consistent to ensure accurate kicks.

**Ruck**

To enter a ruck correctly, players need to be in a strong, stable body position. Keep your body low, with your hips and legs bent. Approach the ruck from the correct angle (directly behind the ball) to ensure that you can drive forward effectively.

**Ball carrying** – Hold the ball securely in both hands, with your fingers spread wide for control. Keep the ball close to your body, either in front of your chest or tucked under one arm. This helps maintain possession while enabling you to react quickly if needed. Keep the ball in your stronger hand, if possible, but always be prepared to use both hands to offload.

**Tactics**

Teams aim to move the ball through multiple phases (passes, rucks, and mauls) to break down the opposition's defense. The focus is on quick ball recycling and creating space. The attacking team will move the ball from one side of the field to the other, looking for gaps or mismatches in the defensive line.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Coat of Arms</b>	Unique heraldic design to represent a family, individual or nation. It typically consists of several key elements	<b>Mind Map</b>	Visual tool used to organise and represent ideas, thoughts and concepts.
<b>Slip and Score</b>	Technique used in clay work to join two pieces of clay securely together.		

**POWERFUL KNOWLEDGE**

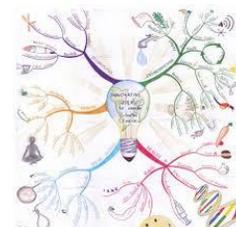
**Coat of arms information**

A **coat of arms** is a heraldic visual design on an escutcheon. A coat of arms is traditionally special to the armiger (e.g. an individual person, family, state, organization, school or corporation). The term itself of 'coat of arms' used to mean the surcoat from chainmail combat armour.



**Mind Map**

A **mind map** is a visual tool used to organize information, ideas, or concepts in a structured way. It begins with a central idea or topic at the centre, then branches out into related subtopics, details, or ideas. Each branch can further divide into smaller points, creating a network of connected information.



Mind maps are helpful for:

- Brainstorming:** Organizing ideas in a creative, non-linear way.
- Studying:** Breaking down complex topics into manageable parts.
- Planning:** Visualizing tasks, projects, or processes.
- Problem-solving:** Mapping out various solutions or options.

They use keywords, images, and lines to show connections between ideas, making it easier to understand and remember the information.

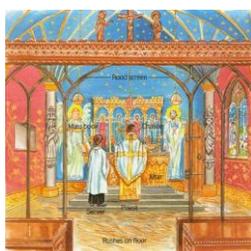
**Slip and score** is a technique used in clay work to attach two pieces of clay together. Here's how it works:

- 1.Score:** Using a tool (like a fork, needle tool, or a sharp object), you create rough, crosshatch marks on the surface of the clay where you want to join the pieces. This roughens the surface to help the clay bond better.
- 2.Slip:** Slip is a mixture of clay and water, often referred to as "clay glue." After scoring, you apply the slip to the scored area with a brush or your fingers.
- 3.Join:** After applying the slip, press the two pieces of clay together firmly. The slip acts as a bonding agent, helping the pieces stay together as they dry and during the firing process. This method ensures a stronger bond between the clay pieces, preventing them from coming apart during firing

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Magan Carta</b>	The "Great Charter" signed by King John in 1215 to limit his power	<b>Black Death</b>	A bubonic plague pandemic that occurred in Europe from 1346 to 1353
<b>Excommunicated</b>	To officially exclude someone from participation of the Christian Church	<b>Archbishop</b>	A bishop of the highest rank, who is in charge of all bishops in a particular region.

**POWERFUL KNOWLEDGE**



- The Church was more powerful than kings; it owned 1/4 of all England's land; Archbishops gave advice to kings.
- Everyone went to church, it was the centre of village life
- The Bible and services were in Latin
- Everyone listened to the church: they wanted to go to heaven.
- The church had paintings on the walls (Doom Paintings) to educate



- There were 825 monasteries and nunneries in England,
- They were libraries, copied books, hotels for travellers, schools for boys, gave handouts for the poor and treated the sick and old in their hospitals
- Thomas Becket was made the **Archbishop of Canterbury** by his friend, **King Henry II**.
- The two fell out when Becket would not support the king's decisions.
- In 1170, Henry said the famous words '**Will no one rid me of this turbulent Priest**' and 4 of his knights heard him.
- They went to Canterbury Cathedral and cut off the top of Becket's crown, spilling his brains out on the floor (churches were meant to be '**safe places**')
- Henry claimed he didn't want Becket dead.

**KS3 HISTORY CHAPTER TIMELINE**

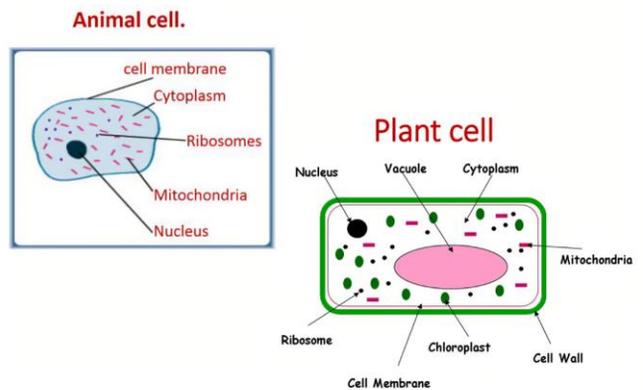
1. Invaders	1. Norman Invaders	3. Early Medieval Life	5. Early Tudors	7. Stuarts	10. Industrial Revolution	11. Women's Suffrage	13. Germany 1919-33	15. Life in Nazi Germany 1933-1939	17. The Cold War: Conflict & Tension						
AD 43-	1066	1086	1351	1485	1558	1603	1750	1865-	1900	1914-18	1919	1933	1939	1945	1990
	2. Norman Conquest	4. Later Medieval Life	6. Elizabeth	8. British Empire & Slavery	9. Civil Rights in America	12. WWI	14. Steps to WW2	16. Holocaust	18. Life in Communist Countries						

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Cell</b>	Unit of living organisms	<b>Microscope</b>	Change in direction of a wave when it bounces off something
<b>Tissue</b>	Group of cells that do a similar job	<b>Organ</b>	A group of tissues working together
<b>Organ System</b>	A group of organs working together for a specific function	<b>Ligament</b>	A non-stretchy tissue connecting the bone to another bone
<b>Tendon</b>	A non-stretchy tissue connecting the muscle to the bone	<b>Specialised</b>	A cell with a specific function

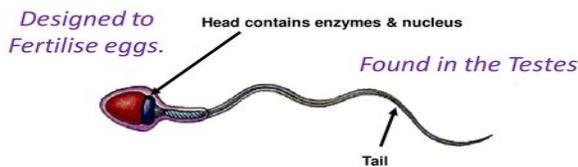
**POWERFUL KNOWLEDGE**

- Cells as the fundamental unit of living organisms and are made of organelles. These include 5 organelles for both animal and plant cells which are cell membrane, cytoplasm, nucleus, mitochondria and ribosomes. The plant cells have an extra 3 organelles that the animal cells do not have that are chloroplast, cell wall and vacuole



- We observe cell structures using a light microscope.
- Mitochondria are the site of respiration that release energy to grow

**SPERM CELL**

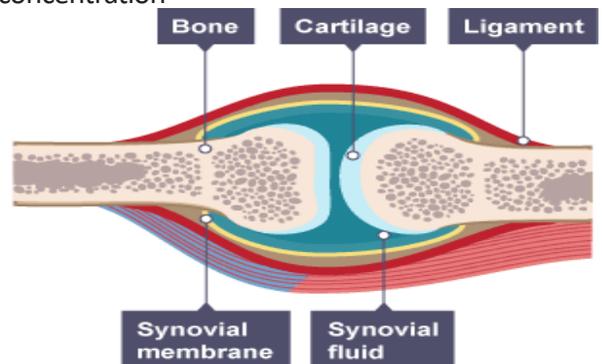


*A sperm is small and has a long tail that provides movement so it can swim and find an egg cell.*

*The head contains enzymes which allow it to digest into an egg cell and join with it.*

- Chloroplasts are only in plant cells and is where photosynthesis where light is absorbed and glucose is made from carbon dioxide and water
- A specialised cells is how a cell is specialised for their function: e.g. Red blood cells do not have a nucleus to increase the volume to carry oxygen. Other specialised cells include nerve cell, sperm cell. Plant cells: Root hair cell, leaf (Palisade cell).
- Diffusion allows substances to move into and out of cells from a higher concentration to a lower concentration

- The skeletal system does 4 things for the body – 1. supports the upright position of the body 2. makes red blood cells 3. protects vital organs such as lungs, heart and brain 4. Allows movement
- Muscles work together in antagonistic pairs, one muscle relaxes while the other contracts and pulls the bone.
- Most joints bend to allow movement however some are fixed



**Step 1** - Select a KO you are going to self quiz on.

.....  
**Step 2** - In the first box write as much as you can remember above that subject

.....  
**Step 3** - Go back to the KO and see how much you remembered.

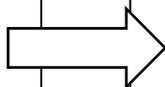
.....  
**Step 4** - Repeat the process for box 2, 3 and 4. See how much you can remember. Don't forget to go back and check.

.....  
**Step 5** - Add in purple pen what you didn't write down in the end.



**Box 1**

**Box 2**



*Add in purple pen what you didn't write down at the end...*

**Box 4**

**Box 3**



**Step 1** – Select a subject KO you are going to self quiz on.

**Step 2** – Complete the table below on the key vocabulary you have selected.



**Step 3** – Only go back to the KO if you need support – try to do this from memory

<b>In your own words write the definition:</b>	<b>Use the term correctly in a sentence:</b>	<b>Create a question where the keyword is the answer:</b>
<b>Key Vocabulary Spotlight</b> <hr/>		

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<b>Key Vocabulary Spotlight</b> <hr/>		

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Contrast</b>	Obvious differences between two or more things.	<b>Stanza</b>	The name for a verse in poetry
<b>Adjective</b>	Words that <b>describe</b> a noun.	<b>Figurative Language</b>	Use words beyond their literal meaning.
<b>Nostalgia</b>	Longing for a time in the past.	<b>Caesura</b>	A pause in the middle of a line of poetry.
<b>Preposition</b>	A word that signifies time, direction or place of something else.	<b>Enjambment</b>	Lines of poetry that flow onto each other

**POWERFUL KNOWLEDGE**



We can add to poetry by using our senses to describe things.

Fifty Prepositions				
about	behind	during	off	to
above	below	except	on	toward
across	beneath	for	onto	under
after	beside	from	opposite	underneath
against	besides	in	out	until
along	between	inside	outside	up
among	beyond	into	over	upon
around	but	like	past	with
at	by	near	since	within
before	down	of	through	without

Prepositions add more detail to memories

**More flavour.**

Eating strawberries **with** sugar **in** the summer garden.

**Adds a location.**



**Imagery**

This is how words make you picture things in your mind.

**Figurative Language**

‘And our children grown wings  
And soar across the earth.’

**Planning how to write a poem**

What my poem will be about	Stylistic features	Imagery ideas	Figurative language ideas



Planning makes your writing more structured – you include more when you plan.



Punctuation is important in poetry. It lets the reader know when to pause for meaning, emphasis and dramatic effect

It also makes ideas and content clear to the reader.

**Caesura** Is punctuation in the middle of a line of poetry

**Enjambment** Is where lines of poetry run into each other

Home is where I go after a long day  
I place my bag down  
And my worries  
**Home: my refuge.**

This is the backbone of Britain  
And they say it is cold  
But there is nothing warmer  
Than a Northern Soul



## **SUMMER TERM 2**

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Weigh</b>	Determining the weight or mass of something, typically by using a scale	<b>Ingredients</b>	The individual components that are combined to create a dish, product or mixture
<b>Measure</b>	A standard unit or quantity used to express the size, amount or degree of something	<b>Accurately</b>	How close a measurement is true or accepted
<b>Solids</b>	Ingredients that do not flow or have a fluid consistency at room temperature	<b>Liquids</b>	Substances that are in a fluid state at room temperature

**POWERFUL KNOWLEDGE**

Weighing and measuring

Most recipes need you to be able to weigh and measure correctly. For example, when making bread, the results are likely to be poor if you add too much yeast or too much flour

EQUIPMENT	USES	PICTURE
Kitchen scales	Weighing ingredients	
Measuring jug	Measuring liquids. The side of the jug is usually marked with millimetre's (ml)	
Measuring cups	Some American recipes use cups for dried ingredients such as flour and sugar	
Measuring spoons	Measure an accurate teaspoon or tablespoon.  One teaspoon is 5ml; one tablespoon is 15ml	

**Step 1** – Select a subject KO you are going to self quiz on.

**Step 2** – Complete the table below on the key vocabulary you have selected.



**Step 3** – Only go back to the KO if you need support – try to do this from memory

<p><b>In your own words write the definition:</b></p>	<p><b>Use the term correctly in a sentence:</b></p>	<p><b>Create a question where the keyword is the answer:</b></p>
<p style="text-align: center;"><b>Key Vocabulary Spotlight</b></p> <hr style="width: 50%; margin: auto;"/>		

<p><b>In your own words write the definition:</b></p>	<p><b>Use the term correctly in a sentence:</b></p>	<p><b>Create a question where the keyword is the answer:</b></p>
<p style="text-align: center;"><b>Key Vocabulary Spotlight</b></p> <hr style="width: 50%; margin: auto;"/>		

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Batting</b>	Hitting the ball and running around stumps to score a rounder	<b>Bowling</b>	Fielder delivering an under-arm throw to the batter in the box
<b>Fielding</b>	Team who are defending the field, placed on stumps	<b>Throwing and Catching</b>	Sending and receiving the ball using both under and overarm throws
<b>No Ball</b>	An unsuccessful bowl to the batter (too high, too low, body ball or wide)		

**POWERFUL KNOWLEDGE**

**Hitting:** Needs power and speed. This is a very important skill to possess during rounders, as it's the easiest way to score – if you hit the ball effectively and a far distance this is where most of the rounders are scored. To hit the ball you must stand sideward on to the bowler with your arm back and in an upward position. You must swing through with your hip when you move the arm to strike the ball in order to follow through with your swing.

**Fielding:** Needs good catching, throwing, quick reactions and awareness. You need to be effective in getting the ball back to the bowler or to a player who is on the post. You must be effective in your knowledge and understand the game to field well. For example you must know where to throw the ball to get a player out, or stop them from scoring. This links in well with accurate throwing and catching. The long barrier is a fielding technique for stopping a rolled ball – this acts as a barrier with your legs so the ball doesn't go past you.

**Throwing:** An effective throw is achieved by a side on position, high elbow and the correct grip of the ball. This allows you to get power through your arm. Ensure you follow through and don't allow your arm to stop mid-flow or else the ball will not be powerful and will be directed to the ground.

**Catching:** Effectively catching the ball in rounders can help stump someone out or even 'catch' them out after a hit. You must arrange yourself in a suitable position under the ball with your hands in a cup shape. Once you have the ball in your control, bring the ball close to your body to ensure you don't drop it, so that you can make a quick decision on where the ball has to go next.

**Bowling:** You must bowl underarm. Start with your arm back. As you bring your arm forward step into the bowl using the opposite foot to your bowling hand. The ball must be bowled below the head and above the knee. The ball must not aim towards the body or be too wide so that the batter has to move to hit the ball. If the above happens then it is classed as a no ball and the batter does not have to run.

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Formula</b>	An expression in excel that performs calculations on data in cells	<b>Function</b>	Predefined formula in Excel that simplifies common calculations
<b>VLOOKUP</b>	Function used to search for a value in the first column of a table and return a value from a specified column in the same row	<b>Filter</b>	Allows you to display only the rows that meet specific criteria. It helps manage large sets of data by narrowing down the visible information
<b>Spreadsheet</b>	Digital grid made up of rows and columns where data is entered		

**POWERFUL KNOWLEDGE****Data Entry**

**Entering Data:** Data can be entered into cells in various formats, including numbers, text, dates, and formulas. Students should practice entering data into cells and understand the difference between text and numerical values.

**Editing Data:** You can edit cell contents by clicking the cell and typing the new data. You can also use the formula bar to edit or modify existing data.

**Simple Formulas Basic Formulas:** In Excel, you can perform simple arithmetic calculations, such as addition, subtraction, multiplication, and division

**Functions**

**AVERAGE:** The AVERAGE function calculates the mean (average) of a range of numbers. Example: =AVERAGE(A1:A5).

**MIN/MAX:** MIN and MAX return the smallest and largest values in a range, respectively. Example: =MIN(A1:A5) or =MAX(A1:A5).

**IF Function:** The IF function performs a conditional check. For example, =IF(A1>10, "Pass", "Fail") will return "Pass" if A1 is greater than 10, and "Fail" otherwise.

**Cell References**

**Relative Cell References:** A relative reference (e.g., A1) automatically adjusts when the formula is copied or dragged to another cell. This is useful for calculations where the data changes as you move across rows or columns.

**Absolute Cell References:** An absolute reference (e.g., \$A\$1) stays the same, even when you copy the formula to other cells. This is useful when you want to lock a reference to a specific cell, like when multiplying by a fixed value.

**Formatting Cells**

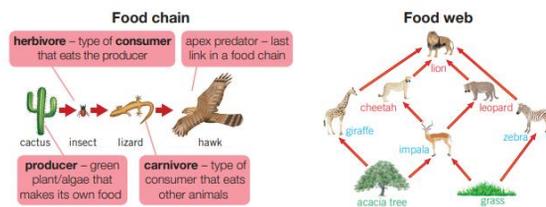
**Number Formatting:** Excel allows you to format cells to display data in various ways, such as currency, percentages, dates, or custom formats.

**KEY VOCABULARY & DEFINITIONS**

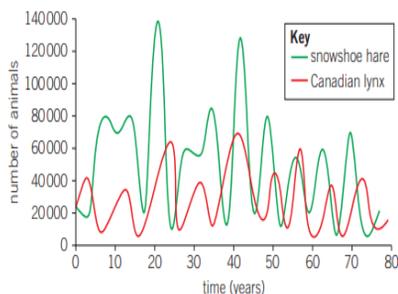
Key Term	Definition	Key Term	Definition
<b>Bioaccumulation</b>	Gradual build up of toxic substances in an organism	<b>Competition</b>	Between organisms that compete for resources
<b>Prey</b>	Being consumed/hunted by another organism	<b>Predator</b>	Hunts/consumes another organism
<b>Food Chain</b>	Shows how plants and animals get their energy	<b>Food Web</b>	Shows how all the food chain are linked
<b>Producer</b>	Makes its own food using the energy from the sun	<b>Population</b>	The number of individuals of a species or number living in an area

**POWERFUL KNOWLEDGE**

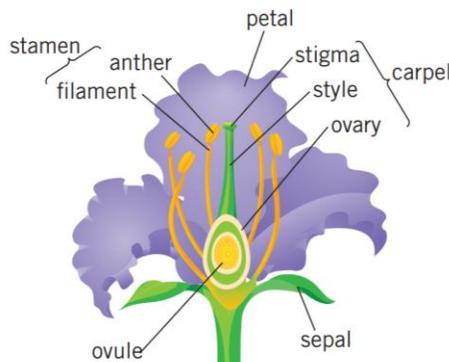
- Food chains show the direction in which energy flows when one organism eats another.
- The direction of the arrows represent the direction in which the energy flows.
- Food webs show how the number of different food chains are linked.



- An ecosystem is all the organisms found in a particular area.
- A habitat is the area in which organisms live.
- A niche is the specific role an organism has within an ecosystem.
- Competition is the process in which organisms compete with one another for resources.
- Animals compete for food, space, water and mates.
- Plants compete for light, water, space and minerals.
- As the number of predators increase the number of prey will decrease and vice versa.



- Male parts of the flower are the anther and filament.
- Female parts of the flower are the stigma, style, ovary and ovules.
- Pollination is the fertilization of the ovule.
- Cross pollination is between two different types of plant.
- Self pollination happens within the same plant.



**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
(no) hay	There is/(isn't), there are (aren't)	Unos/unas	Some
Muchos/muchas	Lots of	Es la una	It is one (o'clock)

**POWERFUL KNOWLEDGE**

**¿Qué hay en tu ciudad? - What's in your city?**

Hay...	There is...
Un castillo	A castle
Un centro comercial	A shopping centre
Un estadio	A stadium
Un mercado	A market
Un museo	A museum
Un parque	A park
Una piscina	A swimming pool
Una plaza	A square
Una playa	A beach
Un polideportivo	A sports centre
Un restaurante	A restaurant
Una tienda	A shop
Una universidad	A university
En...	In...
Mi barrio	My neighbourhood
Mi ciudad	My city
Mi pueblo	My town
No hay museo	There isn't a museum
No hay nada	There is nothing
Un/una	A/an
Unos/unas	Some
Muchos/muchas	Lots of
Unos museos	Some museums
Unas tiendas	Some shops
Muchos museos	Lots of museums
Muchas tiendas	Lots of shops
Muchos monumentos	Lots of monuments
¿Te gusta vivir en...?	Do you like to live in...?
Me gusta mucho vivir en...	I like living in... a lot
No me gusta nada vivir en...	I don't like living in... at all
Porque hay/es...	Because there is / it is...
Aburrido / interesante	Boring / interesting
Bonito / antiguo	Pretty / old
Grande	Big
Pequeño	Small
Está lejos	It is far away
Está cerca	It is near

**¿Qué vas a hacer? - What are you going to do?**

Voy a salir con mis amigos	I'm going to go out with my friends
Vas a ver la televisión	You are going to watch TV
Va a ir de paseo	He/she is going to go for a walk
Van a hacer los deberes	They are going to do their homework
¿Cuándo?	When?
Este fin de semana	This weekend
El sábado por la mañana	On Saturday morning
El domingo por la tarde	On Sunday afternoon
Primero	First
Luego	Then, after
Después	After, then
Finalmente	Finally
Un poco más tarde	A little bit later

**¿Qué haces en la ciudad? - What are you doing in the city?**



¿Qué hora es?	What time is it?
Es la una (en punto)	It is one (o'clock)
Son las tres y cuarto	It's quarter past three
Son las cuatro y media	It's half past four
Son las seis menos cuarto	It's quarter to six
¿A qué hora...?	At what time...?
A la una	At one o'clock
A las dos	At two o'clock
Es medianoche	It is midnight
Es mediodía	It is midday
Por la mañana	In the morning
Por la tarde	In the afternoon
¿Qué haces en la ciudad?	What do you do in town?
Salgo con mis amigos	I go out with my friends
Voy...	I go...
Al cine	To the cinema
Al parque	To the park
Al polideportivo	To the sports centre
A la bolera	To the bowling alley
A la cafetería	To the cafeteria
A la playa	To the beach
De compras	Shopping
No hago nada	I do nothing

IR (to go)	
Yo voy	I go / am going
Tú vas	You go / are going
Él/ella va	He/she goes / is going
Nosotros vamos	We go / are going
Vosotros vais	You all go / are going
Ellos van	They go / are going

**+ a +**

Infinitive:	
Comer	To eat
Hablar	To talk
Salir	To go out
Jugar	To play
Ver	To see
Hacer	To do/make

**KEY VOCABULARY & DEFINITIONS**

Key Term	Definition	Key Term	Definition
<b>Textile Artist</b>	An artist specialising in creating artwork using textiles, which are materials like fabric, thread, yarn and other fibres	<b>Paper weaving</b>	Creative art technique where strips of paper are woven together to form a pattern, texture or design.
<b>Wax Trapping</b>	Technique used in art and textiles where wax is used to create textures, layers or to trap other materials in a design		

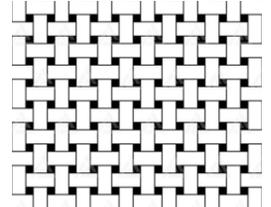
**POWERFUL KNOWLEDGE**

Artists Profiles

Researching an artist, working in the style of that artist and then being inspired by that artist to create a final outcome.

Victoria Villasana

Satin stitch  
Basket weave



Jennifer Collier

Paper weaving  
Wax trapping



Gretchen Harwood

Multimedia embroidery  
Painting of fabric



**Step 1** - Select a KO you are going to self quiz on.

.....  
**Step 2** - In the first box write as much as you can remember above that subject

.....  
**Step 3** - Go back to the KO and see how much you remembered.

.....  
**Step 4** - Repeat the process for box 2, 3 and 4. See how much you can remember. Don't forget to go back and check.

.....  
**Step 5** - Add in purple pen what you didn't write down in the end.



**Box 1**

**Box 2**



*Add in purple pen what you didn't write down at the end...*

**Box 4**

**Box 3**



What went well?	Even Better if.....

**SPaG**

**Bronze**  
A number of SPaG errors. Your work is generally coherent but basic in development

**Silver**  
A few SPaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

**Gold**  
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

**Growth Mindset**

**Bronze**  
You have struggled to push yourself to achieve your potential in this assessment

**Silver**  
You have shown your potential in this assessment but need to push a little further to achieve

**Gold**  
You have worked hard to achieve and exceed your targets in this assessment- well done!

**Spelling Errors**

Rewrite spelling errors below three times.

**Spelling 1**

**Spelling 2**

**What can be improved for next term?**