

# Home Learning Booklet



## Knowledge Goals Year 7 Half Term 4

# How to self-test

## Mind mapping

- Mind mapping is simply a diagram to visually represent or outline information.
- Use information gathered from your knowledge goals booklet to create mind maps, make sure to use colour and images, keep writing to the bare minimum.

How to mind map:



## Information for parents on knowledge retrieval



## Flash cards

Use your knowledge goals booklet to make flash cards. Write the questions on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic.

How to mind map:



## How should students use the Knowledge Goals booklets?

Your Knowledge Goals booklet provide the essential knowledge that you need to learn in each subject this half term. You are **expected to spend 30 minutes per subject per week 'learning' the content**. You will be assessed during lessons using 'low stake' quizzing. **Your teacher may choose to set you additional homework.**

## How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

# Subject Index

Suggested Homework Schedule (1 hour of independent study per night).

To help you get organized, we have planned out your weekly home learning to cover all subjects. You may choose to create your own version:

Subject	Page No
Teir 2 Vocabulary	4
Art	6
Biology	8
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English Language	16
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## Week A

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Art	English Language	Physics
Tuesday	Biology	Technology	Maths
Wednesday	Chemistry	Spanish	Music
Thursday	Computer Science	Geography	RS
Friday	Design Technology	History	PE

## Week B

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Drama	Personal Development	Teir 2 Vocab
Tuesday	Maths	English	Physics
Wednesday	Chemistry	English	Music
Thursday	Teir 2 Vocab	Maths	Biology
Friday			

# Literacy Tier 2 Vocabulary



These words are all 'tier 2' words; in other words, they are seen as 'academic vocabulary' and if you know them, can understand them and use them, you will do better in your exams and be able to communicate more precisely and effectively in life.

#	Key word	Definition
1	Advocate	
2	Benefit	
3	Clarity	
4	Define	
5	Hierarchy	
6	Liberate	
7	Modify	
8	Notation	
9	Objective	
10	Qualify	

# Literacy Tier 2 Frayer Model

examples

Definition	Characteristics
Examples	Non-examples

Definition	Characteristics
A shape with equal length sides and equal angles between each side. They differ from irregular polygons in that they not only cannot have unequal length sides or angles, but they can also not have curved lines.	Enclosed shape of straight sides Sides are equal length Angles are equal between the sides No curved lines Can be drawn on flat surface
<b>Regular Polygons</b>	
Examples 	Non-examples 

DEFINITION	CHARACTERISTICS
The multiple created when a positive integer is multiplied by the same positive integer	<ul style="list-style-type: none"> <li>The process of creating a square number is called "squaring" and is shown using an exponent of 2 (<math>n^2</math>)</li> </ul>
EXAMPLES	NON-EXAMPLES
$4 (-2^2)$ $9 (-3^2)$ $100 (=10^2)$ $484 (-22^2)$ $1 (-1^2)$ $10\,000 (-100^2)$	$2 (\neq 1^2)$ 10            1000 5 -4 $\frac{1}{4}$

Square Number

Definition:	Characteristics:
A cold-blooded, air breathing animal that has scales instead of hair or feathers. There are around 6,000 species	<ul style="list-style-type: none"> <li>- Dry, scaly skin</li> <li>- Reproduce by laying eggs</li> <li>- Cold blooded &amp; air breathing</li> <li>- Backbone</li> </ul>
<b>Reptiles</b>	
Examples: Four existing orders of reptiles: Turtles, crocodiles & alligators, lizards & snakes, and tuataras.	Non-examples: - Amphibians e.g. frogs - Mammals e.g. elephants - Fish e.g. sharks

Definition	Characteristics/Features
A change beginning around 1750 where a greater number of goods were produced in large factories rather than in homes or small family businesses.	<ul style="list-style-type: none"> <li>improved agricultural production</li> <li>increase in population and number of cities</li> <li>steam-driven machinery used for transport and goods production</li> <li>use of coal as an energy source</li> <li>greater availability of iron</li> </ul>
<b>Industrial Revolution</b>	
<ul style="list-style-type: none"> <li>First mechanical reaper in 1834.</li> <li>Increase city size and density: London increased from 5 million in 1700 to nearly 9 million by 1800.</li> <li>Mass production of goods occurs:               <ul style="list-style-type: none"> <li>Britain: textile manufacture centralised to mills by 1780s</li> <li>USA: by 1914, the USA was producing more steel than Britain, Germany, France and Austria-Hungary combined.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>isolated communities with a hunter-gatherer economy</li> <li>people living as subsistence farmers on small plots</li> <li>people working fields by hand</li> <li>transport predominately by horse and cart</li> </ul>
Examples	Non-Examples

Have a go at creating a Frayer Model for each of the 6 tier 2 words from this term (blank templates are at the back of the booklet for you to complete this activity).

Using imagination as your stimulus, you will develop a letter design using pen. You will develop skills of layout and spatial awareness. Working only in black pen to develop the understanding of the importance of the quality of line and of pattern. You will research modern graffiti artist AJ Purdy to inform your work.



**Success Criteria**—what will my work be marked on?

- ⇒ Layout and scale of your letter
- ⇒ Clear and identifiable drawings
- ⇒ Smooth pen work including outlines and shading
- ⇒ Creatively linking drawings together
- ⇒ Variety of line thicknesses
- ⇒ Visually links to AJ Purdy’s art work
- ⇒ Use of pattern to fill spaces
- ⇒ 3D appearance of drawings

**Information on Purdy**

A J Purdy is a visual **communicator/ illustrator**, type enthusiast and exhibiting artist. Currently he lives in the USA. In march 2006 he was awarded a year scholarship to the Fabrica Research Center in visual communication in Italy. He **graduated from the university of the arts in Philadelphia**, earning his BFA graphic design in 2003. Continual collaboration with artists and designers on various uselessly fun, and unpretentious projects is a great joy for him.

Purdy uses varied thicknesses of line to create focal points. His backgrounds are often plain to draw attention to the fine detail in his drawings.

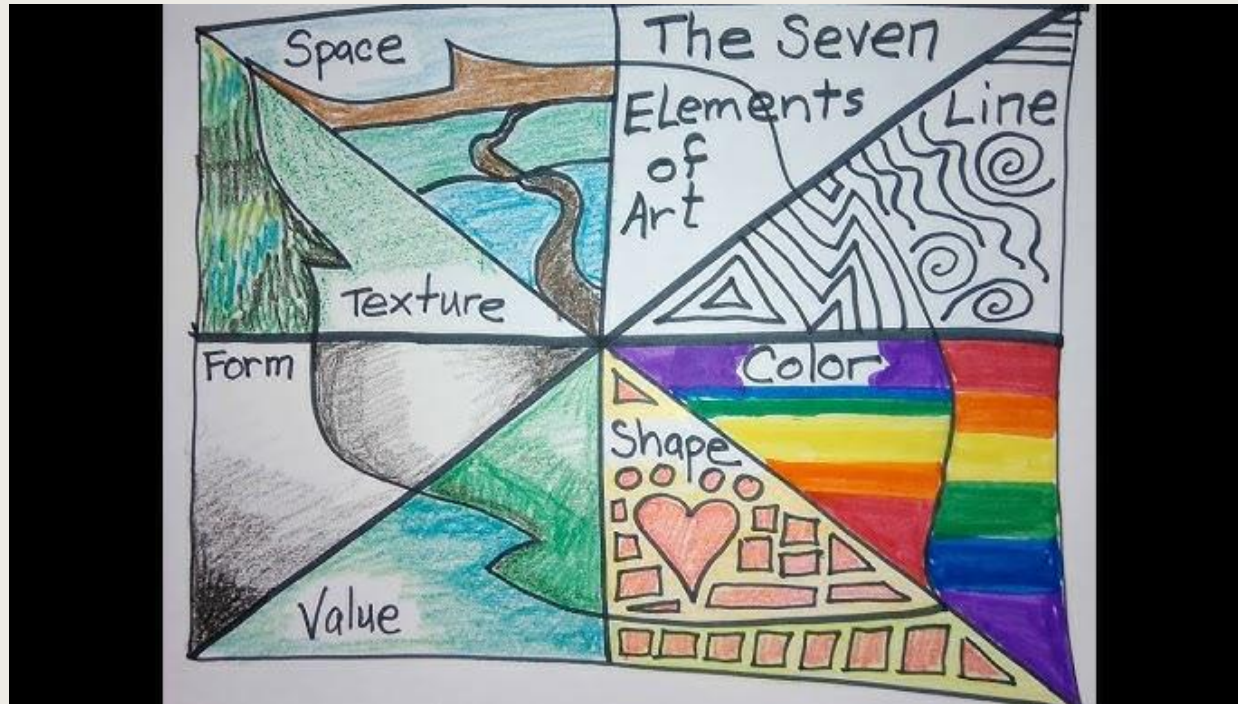
Purdy uses pattern to create detail and texture within his letters.

**Key words**

Tone, value, contrast, monochromatic, guidelines, shade, solid, mark making, pattern, illustrative, imaginative

Shape / Form	Tone	Pattern / Texture	Colour	Line
Closed	Bright	Repeated	Bright	Fluent
Open	Dull	Uniform	Bold	Free
Distorted	Light	Geometric	Primary	Controlled
Flat	Dark	Organic	Secondary	Expressionis tic
Organic	Faded	Random	Cold	Strong
Deep	Smooth	Symmetrical	Warm	Angular
Positive	Harsh	Irregular	Radiant	Delicate
Negative	Contrasting	Bold	Dull	Flowing
Foreground	Intense	Bumpy	Vivid	Simple
Background	Sombre	Rough	Contrasting	Thick
Composition	Strong	Smooth	Complement ary	Thin
Elongated	Powerful	Broken	Monochrom e	Horizontal Vertical
Compressed	Dramatic	Fine	Harmonious	Broken
Large		Bold	Natural	Overlapping
Small		Flat	Saturated	Faint
2D / 3D		Grid	Luminous	
Blurred			Opaque	
Movement			Translucent	
Perspective			Transparent	

# Art Key Terms



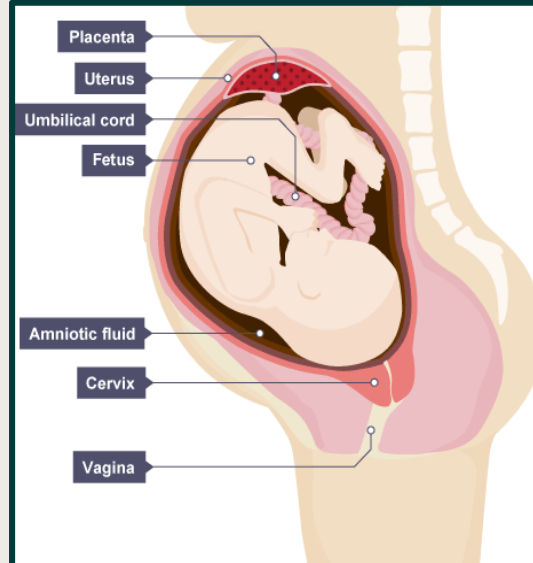
## ELEMENTS OF ART

<b>LINE</b>	A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length.	
<b>SHAPE</b>	Shape and form define objects in space. Shapes have two dimensions, height and width, and are usually defined by lines.	
<b>VALUE</b>	Value describes the brightness or darkness of color. a gradient is a series of values from darkest to lightest.	
<b>FORM</b>	Shape and form define objects in space. Forms exist in three dimensions, with height, width, and depth.	
<b>SPACE</b>	Space in a work of art refers to a feeling of depth or three dimensions. It can also refer to the artist's use of the area within the picture.	
<b>TEXTURE</b>	The surface quality of an object that we sense through touch: hard, soft, rough, smooth, hairy, leathery, sharp, etc.	
<b>COLOR</b>	Reflected light, Organized on a color wheel with 3 primary colors, 3 secondary colors and 6 intermediate colors.	

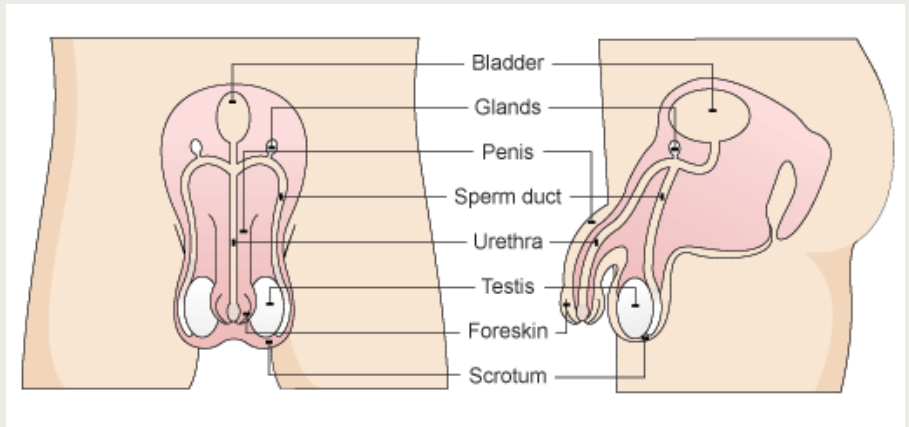
# Knowledge Goals: Biology – Variation

## During a pregnancy

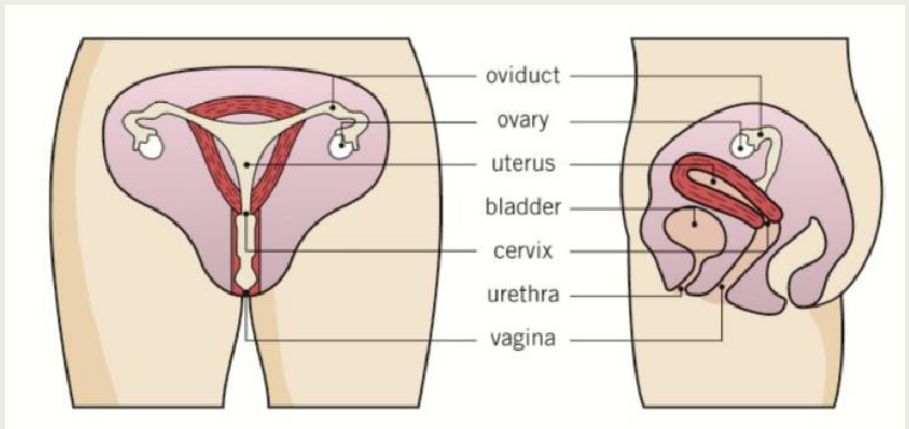
- The **umbilical cord** joins the foetus to the placenta.
- The **placenta** is an organ which supplies food and oxygen from the mother via diffusion. Waste substances such as carbon dioxide and urea move from the foetus to the mother.
- **Blood** from mother and baby blood does not mix.
- **Amniotic fluid** surrounds the foetus for protection.



## Parts of the male reproductive system



## Parts of the female reproductive system



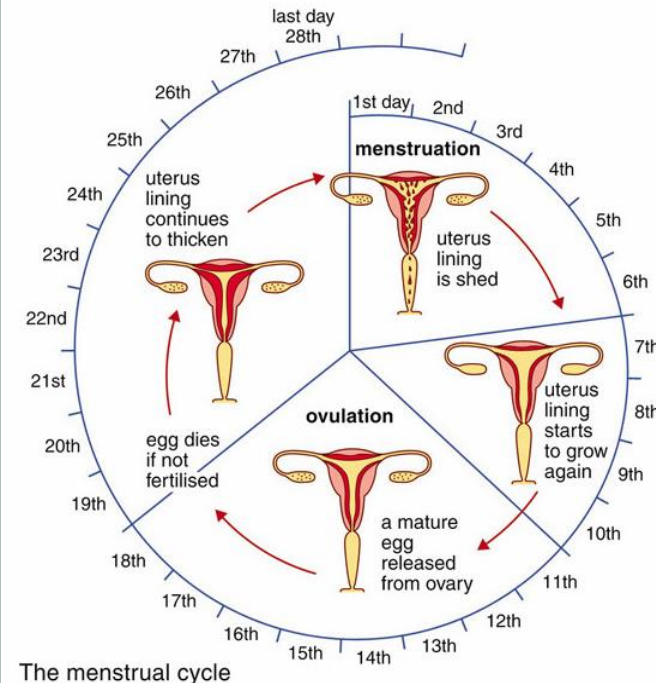
## The menstrual cycle

**Day 1:** Bleeding from the vagina begins. This is caused by the loss of the lining of the uterus. This is called menstruation or having a period.

**Day 5:** Blood loss stops. The lining of the uterus begins to re-grow and an egg cell starts to mature in one of the ovaries.

**Day 14:** Ovulation occurs. The egg travels through the oviduct towards the uterus.

**Day 28:** If the egg does not join with a sperm cell in the oviduct, the lining of the uterus begins to break down again and the cycle repeats.



**Variation** Characteristics like eye colour and genetic diseases are inherited from our parents.

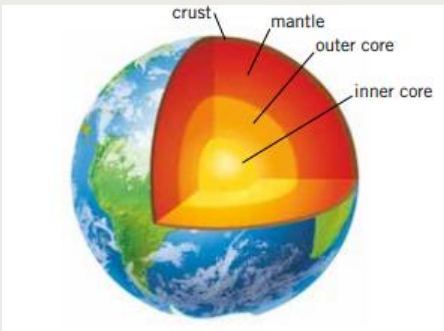
**Fertilisation** Fertility is controlled by hormones. During sexual intercourse millions of sperm are ejaculated into the vagina. If the sperm meets the egg, fertilisation can occur.





# Knowledge Goals: Chemistry – Earth structure

## The Earth



**Crust** – The outermost layer, it is thin and made from sections called tectonic plates.

**Mantle** – A semi liquid, that causes the plates above to move due to convection currents.

**Outer core** – A liquid layer made from molten iron and other elements.

**Inner core** – The inner most section, it is solid. It is mainly made from iron and nickel.

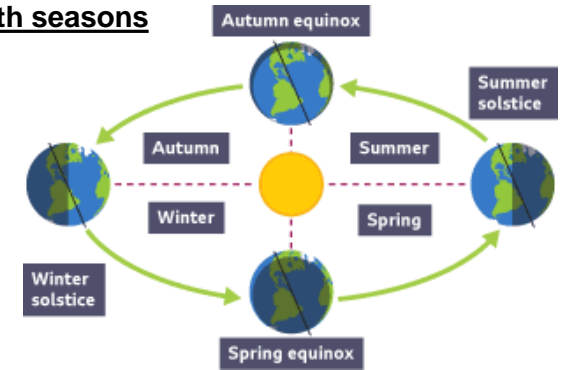
## Space

- A **galaxy** is a collection of billions of stars. The Earth is in the Milky Way galaxy.
- **Planets** are large objects that **orbit** stars, and do not produce light.
- **Asteroids** are rocky objects smaller than planets, that also orbit stars.
- **Satellites** are objects that orbit planets. This includes **natural satellites** (moons) and **artificial satellites** (e.g., the International Space Station).

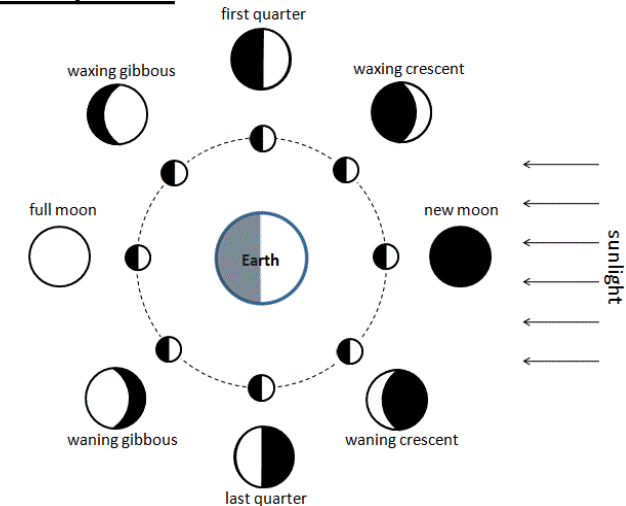
## The seasons

- **The Earth** is the only place we have found life in the Universe.
- It takes a **year** for the Earth to orbit the Sun - **365.2442 days**.
- We add **one day every fourth year** (a leap year) because of the extra 0.2442 days.
- The Earth's axis is **tilted 23.4 degrees**, which causes **seasons** (which have different day lengths and temperatures).
- The Earth spins on its axis every **24 hours**, giving us day and night.

## Earth seasons



## Moon phases



## Types of rocks

**Sedimentary** sediment piles up in one place and over many years stick together by compaction or cementation

**Igneous** - when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together. Slow cooling produces large crystals within the rock, slow cooling produces small crystals.

**Metamorphic** - rocks that have changed due to changes in heat and pressure

## Sedimentary Rocks

Limestone, chalk, sandstone

## Igneous Rocks

Granite, basalt and obsidian.

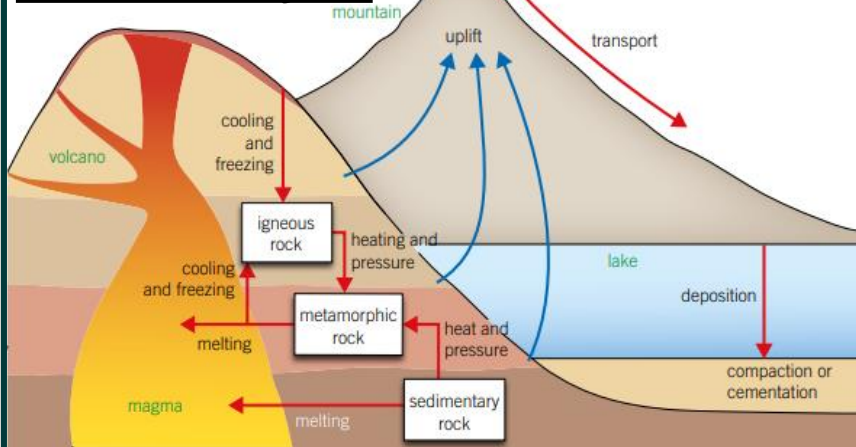
## Metamorphic Rocks

Marble, slate and schist.

## The Moon

- The Moon orbits the Earth every **27 days and 7 hours**.
- It takes the same amount of time to spin on its axis, so we always see the same side.

## The Rock Cycle





# Knowledge Goals: Computer Science – Spreadsheet Modelling



The formula bar allows for complicated mathematical formula to be added to cells. This lets you perform lots of complicated maths automatically, and not have to do all of the thinking yourself. It even lets you reference data held in other worksheets, so you can keep data separate.

**Formula Rules:**

- All formula must start with =
- To add something, use +
- To subtract something, use -
- To multiply something, use \*
- To divide something, use /

Formatting tools inside excel, such as the **border** tool and **shape fill** allow us to create interesting and easy to read tables of data.

Grow Hairy Wart Cream					
Ingredient	Cost Each	Number	Total Cost		
Bat Ear	£ 1.99	1	£	1.99	
Frog Leg	£ 1.00	1	£	1.00	
Rat Tail	£ 0.35	1	£	0.35	
Owl Toe	£ 0.40	1	£	0.40	
Hairy Spider	£ 0.90	2	£	1.80	
Beard Hair	£ 0.05	3	£	0.15	
			<b>Total Cost</b>	£	5.69

**Useful Functions:**

- =SUM
- =AVERAGE
- =MIN
- =MAX
- =COUNT



# Knowledge Goals, Drama

<https://www.youtube.com/watch?v=604o4vuEDoY>

<https://www.youtube.com/watch?v=GljMl6m1K3g>

<https://www.youtube.com/watch?v=sgq71T80vk0>

## Jabberwocky

BY [LEWIS CARROLL](#)

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

"Beware the Jabberwock, my son!  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!"

He took his vorpal sword in hand;  
Long time the manxome foe he sought—  
So rested he by the Tumtum tree  
And stood awhile in thought.

And, as in uffish thought he stood,  
The Jabberwock, with eyes of flame,  
Came whiffling through the tulgey wood,  
And burbled as it came!

One, two! One, two! And through and  
through  
The vorpal blade went snicker-snack!  
He left it dead, and with its head  
He went galumphing back.

"And hast thou slain the Jabberwock?  
Come to my arms, my beamish boy!  
O frabjous day! Callooh! Callay!"  
He chortled in his joy.

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

# Drama Key Terms

<b>Stylised movement</b>	Movement which tells a section of the story and is more abstract.
<b>The Jabberwocky</b>	A nonsense poem by Lewis Carroll
<b>Fast motion</b>	action that appears to have occurred at a faster speed than it would do in real life
<b>Slow motion</b>	reduce the speed at which a drama is enacted, to highlight a scene or bring a big moment into focus
<b>levels</b>	. They show action in a different place/time and can reflect relationships. refer to the use of different heights, eg through standing or sitting, to convey meaning on stage.
<b>physical theatre</b>	a type of performance where physical movement is the primary method of storytelling;
<b>teamwork</b>	Working together to achieve a common goal
<b>unison</b>	Performers using the same action, movement or gesture at the same time.
<b>canon</b>	Canon Performers completing the same action, movement or gesture one after another.



# Knowledge Goals: English

## Year 7 Knowledge Organiser Introduction to Shakespeare

### Form (Play)- Key Terminology 1

**Scene-** a brief moment in a play consisting of dialogue and action.

**Act-** several scenes following on from each other. Each act forms the different parts of the plot.

**Stage Direction-** an instruction in the script of a play, directing the movements of the actors, the arrangement of scenery, etc.

**Audience-** the people watching the play.

**Playwright-** the writer of the play

**Soliloquy/monologue-** an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

### Structure- Key Terminology 2

**5 Act play-** a drama is often divided into five parts, or acts, which some refer to as a dramatic arc

**Exposition-** the opening section where the setting is fixed in a particular place and time, the mood is set, and characters are introduced.

**Rising Action-** an exciting force or inciting event

**Climax-** the climax is the turning point, which changes the protagonist's fate.

**Falling Action-** the tension decreases and it wraps up the narrative, resolves its loose ends, and leads toward the closure.

**Denouement-** the ending with some sort of resolution and the tying up of loose ends.

**Catastrophe-** the final action that completes the unravelling of the plot in a play, especially in a tragedy. The hero meets his end.

### Language- Key Terminology 3

#### Literary Devices:

**Repetition-** Repeated words or ideas

**Imagery-** Creating a mental picture for the reader through appealing to the senses (smell, touch, taste, see, hear).

**Simile-** Comparing one thing to another using like or as

**Metaphor-** Describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison

**Connotation-** What a word makes the reader feel, think or imagine.

**Symbolism-** the way an object is given greater meaning within the novel so it has added importance.

**Motif-** a recurring symbol within the novel

**Personification-** giving human characteristics to an inanimate object



### Context

**William Shakespeare** (bapt. 26 April 1564 – 23 April 1616)<sup>[R]</sup> was an English playwright, poet, and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist.

He is often called England's national poet and the "Bard of Avon" (or simply "the Bard").

His works consist of some 39 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship.

His plays have been translated into every major living language and are performed more often than those of any other playwright.

Shakespeare was born and raised in Stratford-upon-Avon, Warwickshire. Shakespeare produced most of his known works between 1589 and 1613.

His early plays were primarily comedies and histories and are regarded as some of the best work produced in these genres.

He then wrote mainly tragedies until 1608, among them *Hamlet*, *Romeo and Juliet*, *Othello*, *King Lear*, and *Macbeth*, all considered to be among the finest works in the English language.<sup>[R]</sup>

In the last phase of his life, he wrote tragicomedies (also known as romances).

### DRAMATIC DEVICES

***Foreshadowing:*** a device in which the writer gives a warning or indication of the future

***Dramatic Tension:*** a sense of excitement or anticipation that the audience feels

***Dramatic Irony:*** occurs when the audience are aware of a detail that characters on stage are not aware of.

***Dramatic Tension:*** a sense of excitement or anticipation that the audience feels.

**Pauses and cliffhangers:** these techniques are used to give suspense to the play

### Shakespeare's Style

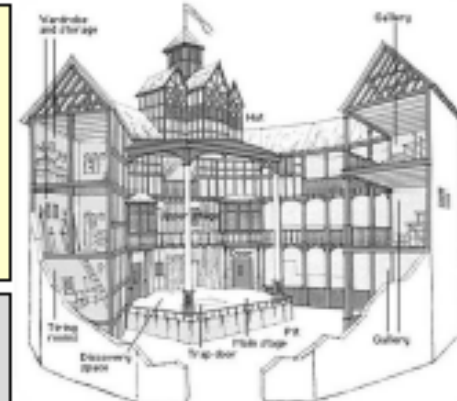
**Verse:** Speech written in poetic form

**Blank Verse:** a formal poetic form where each foot of a line is stressed on the second syllable (de-DUM) and each has five feet creating IAMBIC PENTAMETER.

**Prose:** A form of written speech that reflects the style of ordinary speech without a rhythmic structure.

The Globe Theatre was a theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men, and was destroyed by fire on 29 June 1613. A second Globe Theatre was built on the same site by June 1614 and closed down in 1642.

A modern reconstruction of the Globe, named "Shakespeare's Globe", opened in 1997 approximately 750 feet (230 m) from the site of the original theatre.







# Knowledge Goals: Food Technology

## Personal Hygiene

Good personal hygiene is vital when cooking to avoid the risk of food poisoning.

- Short Fingernails
- Hair Tied back
- Cuts covered with a BLUE plaster
- Wear clean apron
- Jewellery removed
- Wash hands before cooking, after blowing nose, visiting toilet or touching face or hair

## Health and Safety

These are essential for everyone's safety

- Wash in hot soapy water
- Don't put hot food in fridge
- Turn saucepan handles when using
- Don't touch electrical appliances with wet hands
- Store high risk food in fridges
- Use oven gloves

## Food Senses

taste, smell, touch, sight, hear

## Macronutrients

Needed in large amounts to help the body to function properly

**Fat**



**Function:**  
Energy  
Warmth  
Protection of organs


**Sources**

<b>Saturated Fat</b> (Bad Fats)	<b>Unsaturated Fat</b> (Good Fats)
Meat	Avocado
Processed Foods	Nuts
Lard	Olive oil

Saturated Fats - solid at room temperature and are from animal sources. Unsaturated fats are liquid at room temperature and are vegetable sources.

Too much	Too little
<ul style="list-style-type: none"> <li>• Obesity</li> <li>• Type 2 diabetes</li> <li>• Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Fat soluble vitamin deficiencies</li> </ul>

**Carbohydrates**



**Function:**  
Energy

**Sources:**  
Bread  
Pasta  
Rice  
Wheat  
Potatoes  
Cereals

**Sugars:**  
Cakes  
Sweets  
Fizzy drinks

We should consume no more than 30g of sugar per day

Too much	Too Much
<ul style="list-style-type: none"> <li>• Obesity</li> <li>• Type 2 diabetes</li> <li>• Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Tooth decay</li> <li>• Type two diabetes</li> <li>• Obesity</li> </ul>

**Protein**



**Function:**  
Growth and Repair  
Energy

**Sources:**

<b>Plant</b>	<b>Animal</b>
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much	Too little
<ul style="list-style-type: none"> <li>• Turns to fat if not turned into energy</li> </ul>	<ul style="list-style-type: none"> <li>• Anaemia</li> <li>• Slow growth in children</li> </ul>

**Water**  
Keeps us hydrated.

**Source**  
Drinks, fruit and vegetables, soup.

<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Controls body temperature.</li> <li>• Gets rid of waste in the body.</li> </ul>	<p><b>Too little</b></p> <ul style="list-style-type: none"> <li>• Dehydration leads to headaches, irritability and loss of concentration.</li> </ul>
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**Fibre**

**Function:**  
It helps with digestion  
It helps to get rid of waste

**Source:**  
Wholegrain,  
Whole wheat,  
Wholemeal cereals,  
Peas and beans

**Too Little**

- Constipation
- Bowel Cancer

## Colour Coded Chopping Boards

- Blue – fish
- White – bread and dairy
- Brown – root vegetables
- Red – raw meat
- Yellow – cooked meat
- Green – vegetables and salad



## Knife Skills

Bridge Hold



Claw Hold



Knife pointing down





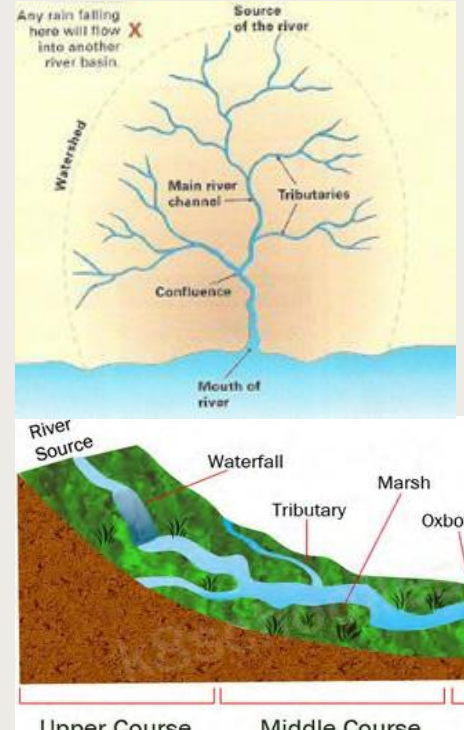


# Knowledge Goals: Geography From Bela to Bay

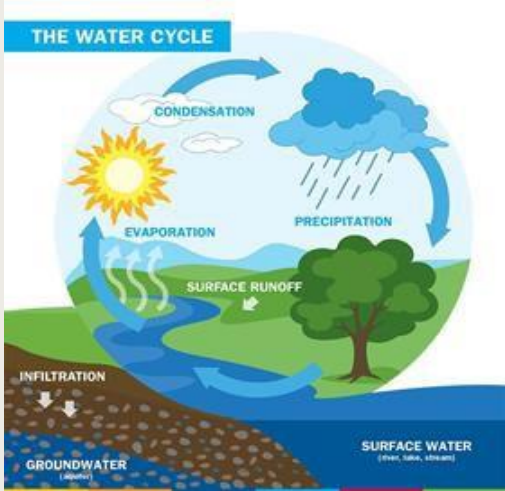
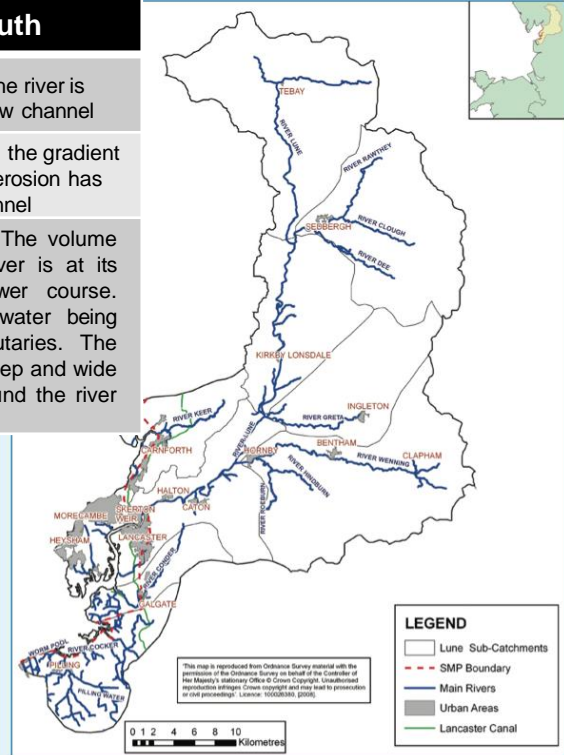


The Water Cycle	
<b>Precipitation</b>	Any moisture/water falling from the sky
<b>Condensation</b>	Water vapour (gas) cooling down and turning into a liquid.
<b>Evaporation</b>	Water (liquid) warming up and turning into water vapour (gas).
<b>Infiltration</b>	Water Soaking into the ground.
<b>Surface runoff</b>	Water running over the surface of the land. It happens when the ground is too wet and no more water can soak in.
<b>Throughflow</b>	Water soaks into the soil and flows downhill through the soil
<b>Groundwater flow</b>	Water that has infiltrated deep underground slowly flows back to the sea or river through the rocks

Drainage Basin	
<b>Source</b>	Where the river begins.
<b>Mouth</b>	Where the river meets the sea.
<b>Tributary</b>	A small river that joins a larger river.
<b>Confluence</b>	The point 2 rivers join.
<b>Drainage basin</b>	An area of land drained by a river and its tributaries .
<b>Watershed</b>	An imaginary line that marks the edge of a drainage basin.
<b>Catchment area</b>	the area of land, including the hills and mountains, woodlands, and buildings which water drains from, before flowing into the streams, rivers, lakes and tarns



From source to mouth	
<b>Upper course</b>	Near the source the river is steep with a narrow channel
<b>Middle Course</b>	Middle of the river the gradient is less steep and erosion has widened the channel
<b>Lower Course</b>	Near the mouth. The volume of water in a river is at its greatest in the lower course. This is due to water being added from tributaries. The river channel is deep and wide and the land around the river is flat



River Processes: Erosion	
<b>Hydraulic Action</b>	Water is forced into cracks in the rock. This forces the air out quickly and breaks down the bank.
<b>Attrition</b>	The rocks being carried by the water knock into each other and break. This will make them smaller and rounder.
<b>Abrasion</b>	Rocks carried by the water rub against the river bed and bank, wearing it away like sandpaper.
<b>Corrosion</b>	Acids in the water dissolve some of the rock.

River Processes: Transportation	
<b>Traction</b>	Large stones are rolled along the riverbed
<b>Saltation</b>	Smaller stones bounce along the river bed over on another
<b>Suspension</b>	Small particles of rock, dirt and plants float in the water of a river, making it look cloudy
<b>Solution</b>	Particles of rock and chemical are dissolved and carried along in the water unseen

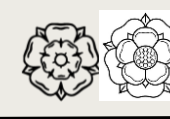
River Processes: Deposition	
	Rivers <b>deposit</b> (drop) eroded material as they lose speed when:
	- the river becomes shallower
	- the amount of water is reduced
	- the amount of material being carried increases
	- the river reaches its mouth

BBC Bitesize

SCAN ME



# Year 7 Knowledge Goals – Medieval and Early Modern England



1135  
The Anarchy

1170  
Murder of Thomas

15<sup>th</sup> June 1215  
Magna Carta

December 1282  
Llywellyn the Great killed

1296  
Edward I takes control of

1348  
Black Death reaches England

1381  
Peasants Revolt

1455  
Wars of the Roses begin

## Changes to the monarchy

## Changes to the Church

### The Anarchy, 1135-1153

- Began after son of King Henry died racing a boat drunk in 1120.
- Lords promised Henry his daughter, Matilda, would become Queen. But when she died, they chose his nephew Stephen.
- Civil War began in England until 1153. It was agreed Stephen would remain King of England. In return, Matilda's son would be the next King.



### Magna Carta, 1215



The Barons of England became angry with King John because of the failures of his wars in France and him raising taxes without asking him.

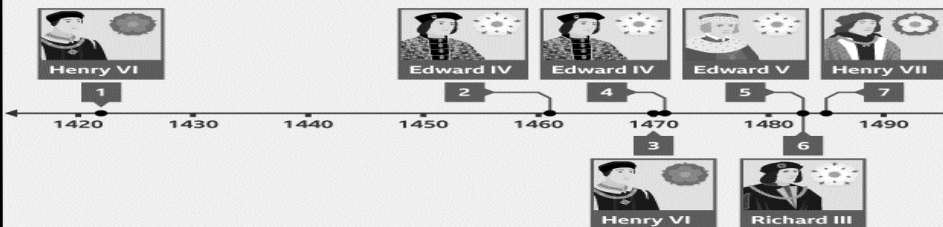
- They met the King and gave him list of rules that to agree to.
- This included no man being arrested unless he has broken the law, the King had to ask permission to raise taxes and for trials

### Scotland and Wales, 1200-1300

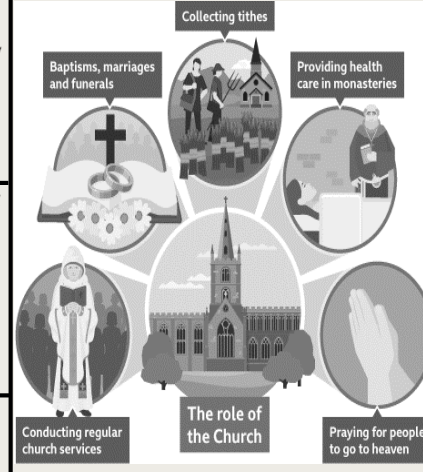
- English monarchs began taking more power from Scotland and Wales.
- The Prince of Wales Llywelyn the Great was killed in 1282, with the title passing to the son of King Henry III
- In 1292 after Edward I was able to choose John Baliol as the next King of Scotland, Edward was able to get more involved in Scotland. By 1296, he became the overlord of the Scottish nobles



### Wars of the Roses, 1455-1485



- Henry VI (1422-1461). Briefly replaced by Richard, Duke of York during periods of poor mental health.
- Edward IV (1461-1470). Son of Richard, Duke of York. Defeated Henry VI at Towton to become king.
- Henry VI (1470-1471). Received support from the Earl of Warwick to reclaim the throne.
- Edward IV (1471-1483). Reclaimed the throne after defeating Henry VI at Tewkesbury.
- Edward V (1483-1483). One of the princes in the tower and the son of Edward IV.
- Richard III (1483-1485). Uncle of Edward V, became king after Edward V disappeared.
- Henry VII (1485-1509). Defeated Richard III at the Battle of Bosworth. Henry married Elizabeth of York, uniting the rival families.

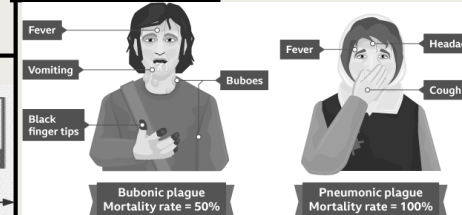


### What caused conflict between the Church and state under Henry II?

- Henry II appointed Thomas Becket as Archbishop of Canterbury in 1162.
- Becket tried to increase the power of the Church. In 1164 Henry tried to limit the power of the Church by passing laws called the Constitutions of Clarendon.
- After Becket got rid of bishops who had been helping Henry, Henry went into a rant which was heard by some knights.
- The knights went to Canterbury cathedral and murdered Becket.
- Henry II failed to reduce the power of the Church, no monarch challenged the Church again until Henry VIII in the

## Changes to society

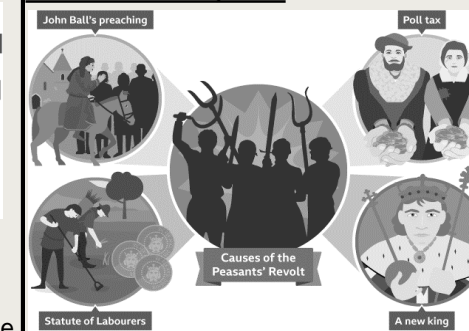
### Black Death, 1348



### Impact of the Black Death:

- Killed between third and half of population.
- Upper class donated more money to the Church as they feared it was a punishment from God.
- Peasants asked for more wages, but the 1351 Statute of Labourers made banned this.
- 3000 villages wiped out.

### Peasants Revolt, 1381



### Impact of the Peasants Revolt:

- Rules forcing peasants to stay on the land they worked on were relaxed.
- Warning to the monarchy that they had to listen to the people of



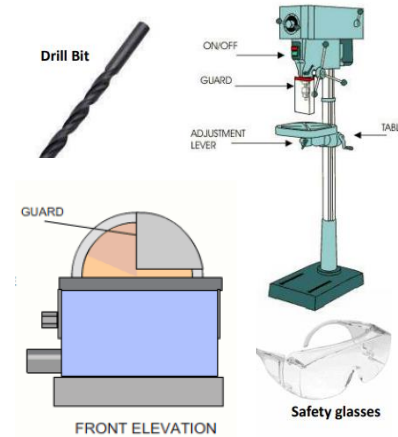
# Knowledge Goals: Materials

## Health and Safety

It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

## Pillar drill and disc sander



## 2D DESIGN

CAD: Computer Aided Design

Icon	Meaning
	Used to draw straight lines
	Used to draw freeform curves
	Used to draw circles
	Used to add text
	Click and hold for Shapes tools

## CAM: Computer Aided Manufacture

### Laser cutter

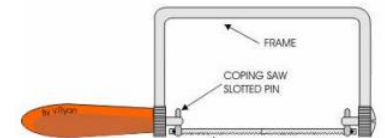
Laser cutting works by directing the output of a high-power laser. The focused laser beam is directed at the material, which then cuts the material leaving an edge with a high-quality surface finish. In school we mainly cut and engrave on Plywood and Acrylic



## Saws

**Tenon Saw**  
For straight lines

**Coping Saw**  
For cutting curves



Softwoods	Hardwoods	Manufactured boards															
<p><b>Coniferous trees</b> - Trees stay evergreen all year round. - Coniferous trees will grow at a faster rate. - Tend to have needles rather than leaves</p> <p><i>evergreen all year round</i></p> <p><b>Examples of softwoods</b></p> <p><b>PINE</b> - used in household furniture</p> <p><b>CEDAR</b> - used for outdoor furniture</p>	<p><b>Deciduous trees</b> - Trees will lose their leaves in the winter. - Hardwood trees tend to be slow growing broad leaved trees.</p> <p>Summer Winter</p> <p><b>Examples of Hardwoods</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Properties</th> <th>Uses</th> </tr> </thead> <tbody> <tr> <td>Beech</td> <td>Hard wearing and strong</td> <td>Fruit Bowl</td> </tr> <tr> <td>Oak</td> <td>Tough and durable</td> <td>Garden furniture</td> </tr> <tr> <td>Mahogany</td> <td>Durable and easy to work with</td> <td>Tables and furniture</td> </tr> <tr> <td>Tek</td> <td>Strong, durable, resistant to moisture</td> <td>Boats</td> </tr> </tbody> </table>	Name	Properties	Uses	Beech	Hard wearing and strong	Fruit Bowl	Oak	Tough and durable	Garden furniture	Mahogany	Durable and easy to work with	Tables and furniture	Tek	Strong, durable, resistant to moisture	Boats	<p><b>Manufacture</b> - It means the making of goods by manual labour or by machinery.</p> <p><b>MDF</b> - stands for Medium Density Fibreboard. - a high quality board made by pulping wood fibres and then compressing them greatly. It is very smooth and stable, it cuts well and is used in high quality furniture. - Easy to work with - Stable and uniform strength</p> <p><b>Plywood</b> - Plywood is made by gluing together thin layers of wood called veneers. Each layer has the grain going across the one below. This makes it very flat and strong. It is used for sops, interior doors and bottoms of drawers. - Veneers glued at 90 degrees - Very flat and strong - Used in toys and interior doors</p> <p><b>Examples of Manufactured Boards</b> - Normally household items</p>
Name	Properties	Uses															
Beech	Hard wearing and strong	Fruit Bowl															
Oak	Tough and durable	Garden furniture															
Mahogany	Durable and easy to work with	Tables and furniture															
Tek	Strong, durable, resistant to moisture	Boats															





# Knowledge Goals: Maths

## Unit 8 – Coordinates and graphs

Topic	Video	Resource
Solving simple problems on a coordinate grid	<a href="#">Watch this</a>	<a href="#">Complete Q1 and 2</a> <a href="#">Check your work</a>
Calculating midpoints and end points from a diagram/two coordinate points	<a href="#">Watch this</a>	<a href="#">Complete Q1 and 2</a> <a href="#">Check your work</a>
Identifying the equations of horizontal and vertical lines	<a href="#">Watch this</a>	<a href="#">Complete Q1 and 2</a> <a href="#">Check your work</a>
Using a table of values to plot graphs of simple linear functions	<a href="#">Watch this</a>	<a href="#">Complete Q1 &amp; 2</a> <a href="#">Check</a>
Identifying the y intercept of a linear graph from the equation/graph	<a href="#">Watch this</a>	<a href="#">Complete Q2</a> <a href="#">Check</a>
Interpreting the gradient of a linear graph and identify it from the equation	<a href="#">Watch this</a>	<a href="#">Complete Q1&amp;2</a> <a href="#">Check</a>
Using the form $y = mx + c$ to identify parallel lines	<a href="#">Watch this</a>	<a href="#">Complete Q1&amp;2</a> <a href="#">Check</a>
Reading and interpreting real life linear graphs	<a href="#">Watch this</a>	<a href="#">Complete Qus1&amp;2</a> <a href="#">Check</a>

### Coordinates in four quadrants

Coordinate  $(x, y)$  **(6, 4)**

From the origin this coordinate is 6 places along the positive x axis and 4 places up the positive y axis.

Always the position on the x axis first

Always the position on the y axis second

$(0, a)$  Will be always be a point on the y axis (a can be any number)

$(a, 0)$  Will be always be a point on the x axis (a can be any number)

### Recognise and use the line $y=x$

This means the x and the y coordinate have the same value.

Examples of coordinates on this line:  $(0, 0)$   $(-3, -3)$   $(8, 8)$

The axes **scale is important** – if the scale is the same  $y = x$  will be a straight line at  $45^\circ$

### Lines parallel to the axes

All the points on this line have a x coordinate of 10

Lines parallel to the **y axis** take the form  $x = a$  and are **vertical**

Lines parallel to the **x axis** take the form  $y = a$  and are **horizontal**

All the points on this line have a y coordinate of -2

e.g.  $(3, -2)$   $(7, -2)$   $(-2, -2)$  all lay on this line because the y coordinate is -2

'a' can be ANY positive or negative value including 0

### Plotting $y = mx + c$ graphs

$y = 3x - 1$  → 3 x the x coordinate then - 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair  $(-3, -10)$

You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)


Remember to join the points to make a line

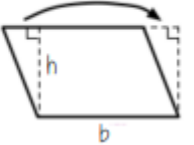
# Knowledge Goals: Maths

## Unit 9 – Perimeter and Area

Topic	Video	Resource
Converting between metric measures	<a href="#">Watch this</a>	<a href="#">Complete Q1,2&amp;3</a> <a href="#">Check here</a>
Compare/order measures of length including when the units are different	<a href="#">Watch this</a>	<a href="#">Complete Q8&amp;9</a>
Find the missing length of a shape when given the perimeter	<a href="#">Watch this</a>	<a href="#">Complete Qs1,2</a> <a href="#">Check here</a>
Find the area of rectangles	<a href="#">Watch this</a>	<a href="#">Complete Q1&amp;2</a> <a href="#">Check here</a>
Find the area of compound shapes made from rectangles	<a href="#">Watch this</a>	<a href="#">Complete Q1&amp;2</a> <a href="#">Check here</a>
Calculate the area of parallelograms and triangles.	<a href="#">Watch this</a>	<a href="#">Complete Q1&amp;2</a>
Calculate the area of a trapezium.	<a href="#">Watch this</a>	<a href="#">Complete Q1&amp;2</a>
find the missing length of a shape when given the area.	<a href="#">Watch this</a>	<a href="#">Complete Q5</a>
Calculate the area of more complex compound shapes.	<a href="#">Watch this</a>	<a href="#">Complete Q3&amp;4</a>

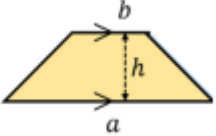
**Area – rectangles, triangles, parallelograms** R

Rectangle  
Base x Height 

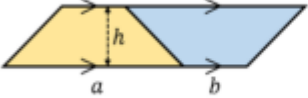
Parallelogram/ Rhombus  
Base x Perpendicular height 

**Area of a trapezium**

Area of a trapezium  
 $\frac{(a+b) \times h}{2}$



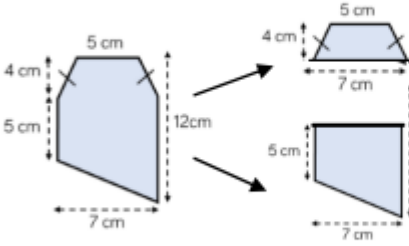
**Why?**



- Two congruent trapeziums make a parallelogram
- New length (a + b) x height
- Divide by 2 to find area of one

**Compound shapes**

To find the area compound shapes often need splitting into more manageable shapes first. Identify the shapes and missing sides etc. first.



Shape A - Isosceles trapezium

Shape B - non-standard trapezium

Shape A + Shape B = total area

$$\frac{(5+7) \times 4}{2} + \frac{(5+7) \times 8}{2} = 24 + 45.5 = 69.5 \text{ cm}^2$$

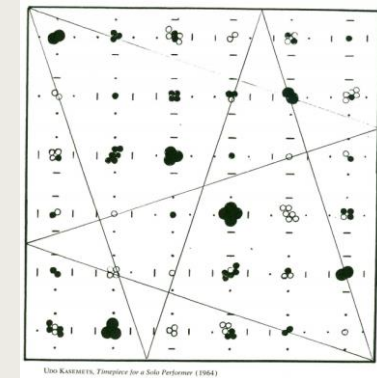
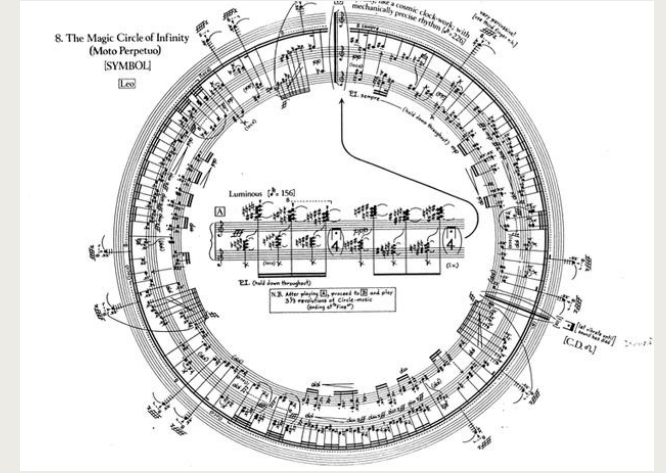
Units



# Knowledge Goals: Music – Graphic Scores

## Half Term 4: Tier 3 Vocabulary

#	Key word	Definition
1	Graphic Score	A score which uses images, symbols and shapes, not traditional notation.
2	John Cage	An important minimalist composer who used alternative notation.
3	Prepared Piano	A piano which has been adapted to change its sound.
4	Rhythm	Different note and rest lengths organised to make interesting patterns.
5	Avant Garde	New and experimental ideas and methods in art, music, or literature.
6	Abstract	Music that is not explicitly "about" anything



Why did Cage use graphic scores?

["Thunderstorm" a graphic notation composition by Alex Chorley, age 12 - YouTube](#)

How has this student used graphic scores?

# Knowledge Goals: Music – Graphic Score

## Kandinsky

Wassily **Kandinsky** was a Russian artist born in 1866. He was unique because he saw colours when he heard music, and heard music when he painted. How cool is that? What could he hear when he painted his **Concentric Circles**?



He used colour, lines, shapes and texture to create a visual experience that represented rhythm, melody and emotion

He believed that yellow sounded like a trumpet and a triangle was aggressive!

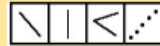


What does this sound like?



This painting is called **Composition VI**

A graphic score is a different way of writing a piece of music. Instead of the standard lines and spaces on the staff to indicate pitch (see Playing and Reading 2), symbols, colour and pictures might also indicate the volume, the instrument, the style, the texture, the timbre—it's up to you



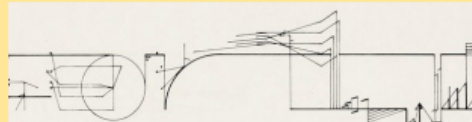
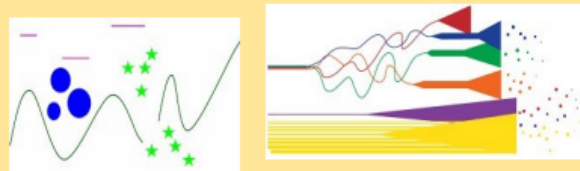
The direction of the lines above might indicate a tune that starts high and gets lower, it might be interpreted as a bang, a crescendo, a staccato tune that rises...

Graphic scores might be described as a guide to the music or a music map. They can be played by anyone of any standard on any instrument

Graphic scores do not follow rules. They are all completely different. Every composer and performer makes up their own rules!

If two children read and interpreted the same graphic score, the two performances would probably sound completely different but the two children will be following the same instructions

How might you interpret these scores?



**Crescendo**

Music gradually becoming louder.

**Staccato**

Sounds are jumpy and very short

**Volume**

This refers to the dynamics—how loud or soft the music is

**Texture**

How many sounds can be heard playing at any one time.  
The texture might be thick or thin

Iannis Xenakis – "Pithoprakta"

<https://www.youtube.com/watch?v=nvH2KYYJg-o>

## Dopamine

The rewarding chemical

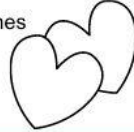
- Completing a task
- Doing self-care activities
- Eating food
- Celebrating little wins



## Oxytocin

The love hormone

- Hugging your loved ones
- Playing with a dog
- Playing with a baby
- Holding hands



## Serotonin

The mood stabilizer

- Sun exposure (be sun safe)
- Meditating
- Running
- Being in nature



## Endorphin

The pain killer

- Laughing
- Exercising
- Dark chocolate
- Essential oils



# Knowledge Goals: PDev

## Why is genuine friendship important?

- Genuine friends are useful for dividing sorrows, thereby lessening the pain.
- They are also useful for multiplying joys, thereby increasing the pleasure for all involved.
- Genuine friends are useful for helping you get things done, by making the load lighter.
- They are there when you need them, and leave you alone when you need solitude.
- Genuine friendship is the foundation for all personal relationships, including marriage and the relationship with God.

**VOCAB**

# frenemy

a person who seems to be a close friend but is a rival

Everyone has **frenemies**. It's what makes the world go round. They seem like the best of friends but actually they're **frenemies**. We're **frenemies**. She'd stab me in the back given the chance. He's not my friend. Far from it! In actual fact, he's a **frenemy**.

**CET**  
CORK ENGLISH TEACHER

## FRIENDSHIPS REAL VS. TOXIC

✓ THEY CALL YOU JUST BECAUSE THEY MISS YOU	✗ THEY CALL YOU WHEN THEY WANT SOMETHING
✓ IT'S OKAY TO BOTH HAVE OTHER FRIENDS	✗ THEY DON'T LIKE YOUR OTHER FRIENDS
✓ THEY ARE ALWAYS THERE TO SUPPORT YOU	✗ THEY DON'T CARE IF YOU SUCCEED OR NOT
✓ A SECRET IS SAFE WITH THEM	✗ THEY MIGHT TALK ABOUT YOUR SECRETS TO OTHERS
✓ THEY SHOW YOU KINDNESS AND EMPATHY	✗ SOME THINGS THEY SAY ARE HURTFUL
✓ YOU FEEL ACCEPTED JUST THE WAY YOU ARE	✗ THEY TRY TO CONTROL OR WANT TO CHANGE YOU
✓ YOU CAN VENT TO THEM AND THEY LISTEN	✗ THE CONVERSATION IS ALWAYS ABOUT THEM

@selfcarevisuals x @justgirlproject

## Many Kinds of Family

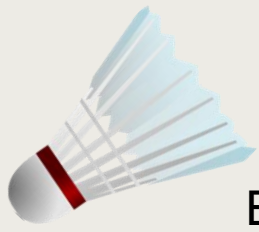
blended family, foster family, extended family, single parent family, same-sex parent family, queer family, stepfamily, mixed heritage family, grandparent family, adoptive family, nuclear family, childless family

# Knowledge Goals: PDev

## Half Term 4: Tier 3 Vocabulary

#	Key word	Example
1	Frenemy	Someone who pretends to be your friend, but who doesn't act in the way genuine friends do.
2	Toxic friendship groups	A group of friends you may not like, or want to be with, but you are scared of what might happen if you try to leave the group.
3	Genuine friendships	These last for years and are based on mutual respect and are people who make each other feel good about themselves.
4	Family	A group of close people, usually related, who choose to live together as a unit. There are many different types of family.
5	Dopamine	a very powerful chemical released when you are 'in love' that makes you happy and excited to be around the person you fancy.
6	Infatuation	being so in love with someone that they are all you can think about and talk about. This stage doesn't last more than a few weeks usually.





## Badminton

- ❑ **Serving** – I am able to hold the racket using the correct grip for a forehand + backhand serve
- ❑ **The Clears** – To be able to shadow the correct movement and hit the shuttle using an overhead shot, with a forehand grip
- ❑ **The Drop Shot** – I can perform a mid court rally with a partner, using overhead shots
- ❑ **The Smash** – I can hit the shuttle with power in a downward direction using no net
- ❑ **Net Play**– I can hit the shuttle softly over the net
- ❑ **Game Play** – I understand which court lines are used for singles and doubles.

# Knowledge Goals: PE

## Football



- ❑ **Ball Control** – I can control the ball when it comes to me using my feet while not under *pressure*.
- ❑ **Passing** – I can pass the ball with some accuracy using my inside foot while not under pressure over a short distance.
- ❑ **Dribbling** – I can dribble with the ball with some control over a short distance.
- ❑ **Defending** – I can successfully tackle an opponent in a 1v1 situation.
- ❑ **Shooting** – I can shoot from close range with some accuracy using the inside of my foot.
- ❑ **Game Situations** – I understand the importance of getting into space to make myself available for a teammate.

## Gymnastics



- ❑ **Floor** – I can perform simple movements and balances, rolls and jump movements and include these in a sequence, holding them for 5 seconds with tension.
- ❑ **Jumps** – I can recognise the correct take off technique. Perform flight movements (tuck) from the bench and springboard.
- ❑ **Apparatus** – I can take off a springboard or trampette with two feet and squat onto a box.
- ❑ **Performance** – I can perform a 6 balance routine showing tension and extension.



## Hockey

- ❑ **Ball Control** – I can identify the different parts of the stick and how to hold the stick correctly.
- ❑ **Passing** – I can execute the sweep pass introducing power and speed but often make mistakes in the accuracy of the pass.
- ❑ **Dribbling** – I can dribble the ball on my forehand side quickly. I can also dribble the ball in a zig zag pattern on the forehand side but sometimes lose control of the ball.
- ❑ **Tackling** – I understand the rules associated with tackling.
- ❑ **Game Situations** – At restarts, I can pass the ball to my own players or when receiving attempt to move to get free from defenders.



## Netball

- ❑ **Passing** – I am able to chest pass the ball to a partner using the correct technique. I am also able to shoulder pass to a partner with less accuracy.
- ❑ **Footwork** – I can recognise which foot I am allowed to move when I have caught the ball and which one I need to keep still.
- ❑ **Attacking skills** – I am able to move in to a space and catch a ball in a closed skill situation.
- ❑ **Defending skills** – I am able to shadow a player in a closed skill situation.
- ❑ **Games Situations** – I can identify all 7 positions on the court.



## Rugby

- ❑ **Evasion/Support Play** – I can run with the ball and step out of the way of a defender using a lot of space as part of a conditioned drill, working out methods to get past the defence. Demonstrating the 1<sup>st</sup> 'principle of play' – go forward.
- ❑ **Passing & Catching** – I can pass the ball to a teammate whilst moving slowly forward. I can perform the pop pass whilst moving.
- ❑ **Tackling/Defensive Strategies** – I can perform a side tackle from my knees or front tackle from crouching.
- ❑ **Rucks & Mauls** – I can present the ball safely and correctly during contact.
- ❑ **Game Play** – I can perform basic skills in a mini rugby game of 'tag' or 'touch' against players of similar standard.



# Knowledge Goals: PE

## Half Term 1: Tier 3 Vocabulary

#	Key word	Definition
1	Receiving	Getting the ball quickly into a position to execute the next skill. With good receiving players are able to set-up the next play efficiently and easily.
2	Sweep Pass	The stick comes parallel to the ground, only to swing and hit the ball with an arc-like motion.
3	Ready Positions	Players can react more quickly and with more power to their opponent's hits. To perform a proper badminton stance, the body should be turned to face the opponent's side of the court with the non-racket leg forward and legs at a shoulder width apart
4	Pressure/Pressing	Pressing is when pressure is applied on the player or the team that's in possession. It's a skill used in all areas of the pitch – to win the ball back, dictate play, or delay the opposition.
5	Possession	Control of the ball or other implement of play by one team, which typically gives that team the opportunity to score
6	Tension	Gymnasts can control the action of their body more easily when their body is held tight than when it is a loose collection of individual parts
7	Extension	pointing toes and fingers, keeping the head up and making the limbs long.
8	Kick offs/Restarts	Kick-offs are used to start each half of the match or period of extra-time. Restart kicks are used to resume play. 22-drop out
9	Off-loading	An off load is when a tackled player passes the ball to a teammate before the tackle is completed.
10	Scrum	The scrum is a means of restarting play after a stoppage which has been caused by a minor infringement of the Laws (for example, a forward pass or knock-on)

Notes:

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Badminton



Football



Hockey



Netball



Rugby Union

# Knowledge Goals: Physics – Energy costs

**Power** is the **rate** of energy transfer.

Power is measured in units of watts (W).

1 watt is 1 joule used each second.

**energy shifted = power × time**

Energy is in joules (J)  
Power is in watts (W)  
Time is in seconds (s)

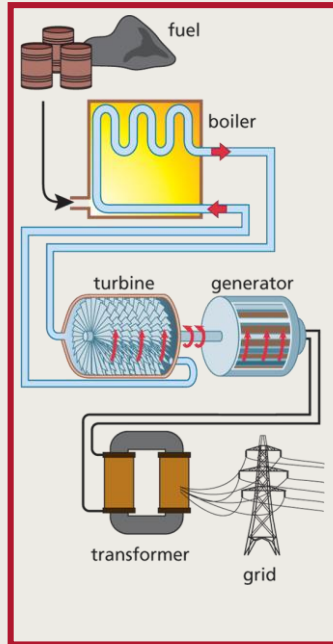
## Energy stores

elastic  
chemical  
kinetic  
gravitational  
thermal  
electrostatic  
magnetic  
nuclear

- There are not different types of energy.
- Energy can be stored and shifted from one store to another.
- Energy can be dissipated (shifted into the thermal store as non-useful energy).

Energy is shifted between stores in one of 4 ways:

- mechanical work – an object moving due to a force acting on it
- electrical work – charges moving due to a potential difference
- heating by particles – energy shifted from a hotter object to a colder object
- radiation - energy transferred as light.



**Power stations** in the UK burn coal, natural gas, and biomass.

- Fuel is burnt in a furnace to **heat** water in the boiler.
  - The water turns to **steam**; this turns a turbine.
  - The **turbine** turns a **generator** which generates electricity.
- ☺ Fossil fuels are reliable and produce lots of electricity.  
☹ Fossil fuels are non-renewable.  
☹ Fossil fuels release carbon dioxide and contribute to climate change.  
☹ Fossil fuels produce pollutants; sulfur dioxide, nitrogen oxides, and particulates.

## Fossil fuels

- Fossil fuels include **coal**, crude **oil** and natural **gas**.
- Formed from dead **animal and plant material** over millions of years.
- Contain a lot of energy (high energy density), which is released when they are burnt.



## Renewable resources

- ☺ No carbon dioxide released.
- ☺ May be free to use (wind and Sun).
- ☹ Equipment may be expensive (e.g. building wind turbines at sea).
- ☹ Can be unreliable (e.g. wind depends on the weather / solar depends on time of day and the season).



## Understanding electricity bills

- The amount of electricity used in a home is measured in a unit called **kilowatt-hours (kWh)** by an electricity meter.
- The **standing charge** is a fixed daily charge for having a connection and does not depend on the amount of energy used.

**units = power in kilowatts × time in hours**

Energy is in kilowatt-hours (kWh)  
Power is in kilowatts (W)  
Time is in hours (h)



## Energy and power

- The power rating of an appliance tells you how much energy is transferred per second – **the rate** of energy transfer.
- Devices such as kettles and ovens have a high-power rating which means they cost more to run.
- You can calculate the cost of using an appliance at home using the equation
- **cost = units used × price per kWh**





# Knowledge Goals: Year 7 Buddhism



Buddhism is one of the world's major religions. It is the world's 4th largest religion, with about 520 million followers.

Buddhists are the people who follow Buddhism. They follow the teachings of a man named Siddhartha Gautama, who became known as the Buddha.

The religion began when Gautama, a prince who had lived a life of luxury, realised that there was suffering in the world, and committed himself to understanding why.

This happened in India around 2,500 years ago.

The holy book in Buddhism is called Tipitaka. Buddhist Temples are buildings designed for Buddhist worship.



## Buddhist Beliefs

### Siddhartha Gautama's Story



-Siddhartha was a rich prince of an area north of India. His mother and father treated him well, and protected him from the suffering in the world.

-As a young man, Siddhartha left the palace for the first time, and was upset by the things that he saw: old age, sickness and death. He decided to leave his comfortable life to see if he could find an answer to the suffering.

-After many years of trying, he sat under a tree (the Bodhi tree) by a full moon and started meditating. In doing this he became Enlightened – he saw the meaning in all things. He was then known as the Buddha.

### The Four Noble Truths

-The Buddhist teachings are known as Dharma. They include the Four Noble Truths and the Eightfold-Path.

Buddhism's Noble Truths are:

1. Life always involves suffering (dukkha).
2. Suffering happens because people are greedy and never satisfied with what they have.
3. Greed and selfishness can be overcome.
4. The way to overcome them is to follow the Eightfold Path.



### The Eightfold Path

Siddhartha created a way of life which ensured that his basic needs were covered, but didn't require any extra comforts. Buddhists try to live following the Eightfold Path:

- |                        |                          |
|------------------------|--------------------------|
| 1. Right viewpoint     | 2. Right values/ thought |
| 3. Right speech        | 4. Right actions         |
| 5. Right livelihood    | 6. Right effort          |
| 7. Right concentration | 8. Right mindfulness     |



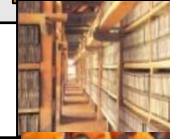
## Answers to Important Questions and Key Vocabulary

**Where and how do Buddhists worship? Why?**



- Buddhists worship either in temples or at home, often sitting or kneeling facing a shrine of Buddha.
- They may listen to monks reciting religious texts, take part in chanting, or meditate.
- Buddhists hope to achieve Enlightenment. They believe that there is a cycle of birth, life, death and rebirth. If a person gains Enlightenment (like the Buddha) they can break out of this cycle, to a place of eternal peace that is known as 'Nirvana.'

**What is the Tipitaka?**



-The Tipitaka is believed to be Buddha's teachings. It is written in an ancient Indian language known as Pali. It is a very large book, that takes up about forty volumes when translated into English! The Tipitaka is made up of three sections of wisdom.

**Where do most Buddhists live in the world?**



- About 7% of the world's population are Buddhists.
- China has the most Buddhists – about 250 million Buddhists live there.
- However, Cambodia has the highest proportion of Buddhists – about 97% of its population are Buddhists. There are also lots of Buddhists in Thailand, Sri Lanka, and Japan.
- Many Buddhists in the far east devote their lives to Buddhism, living in isolation in temples.

**How many different types of Buddhists are there?**



- Buddha's teachings spread far across the Asian continent. As it spread, different peoples formed their own approaches of Buddhism.
- The three main types are called Theravada, Mahayana and Tibetan Buddhists.
- Although they differ slightly, they all still keep the basic features of Buddhism.

## Top 10 Facts!

1. Buddhists don't believe in a God who made the world and everything in it.
2. Siddhartha's family were Hindu.
3. The lotus flower is an important symbol in Buddhism. It is a symbol of enlightenment.
4. The name 'Buddha' means 'the enlightened one' or 'the one who knows.'
5. Some Buddhists have shrines at home where they are able to worship.
6. The teachings of Siddhartha Gautama were not written down until about 400 years after his death.
7. Siddhartha Gautama died around age 80.
8. 'Puja' is the name for worship in Buddhism. People often light candles as they worship.
9. In images of Buddha, faces are always made to look calm and serene, to show that he has a peaceful mind.
10. Wesak is an important festival in Buddhism.



# Knowledge Goals: Spanish

**Palabras**

**Los países**  
¿Dónde vives?  
vivir  
Vivo en ...  
Vive en ...  
Vivimos en ...  
Viven en ...

**Countries**  
*Where do you live?  
to live  
I live in ...  
He/She lives in ...  
We live in ...  
They live in ...*

Alemania  
Escocia  
España  
Francia  
Gales  
Grecia  
Inglaterra  
Irlanda  
Italia  
Portugal

**Germany**  
**Scotland**  
**Spain**  
**France**  
**Wales**  
**Greece**  
**England**  
**Ireland**  
**Italy**  
**Portugal**

**Mi casa**  
¿Vives en una casa o en un piso?  
Vivo en una casa.  
Vivo en un piso.

**My house**  
*Do you live in a house or a flat?  
I live in a house.  
I live in a flat.*

¿Dónde está?  
Está ...  
en el campo  
en la montaña  
en la costa  
en una ciudad  
en un pueblo

**Where is it?**  
*It's ...  
in the countryside  
in the mountains  
on the coast  
in a city/town  
in a village*

¿Cómo es tu piso?  
Es ...  
antiguo  
moderno  
bonito  
feo  
nuevo  
viejo  
pequeño  
cómodo  
grande

**What's your flat like?**  
*It's ...  
old(-fashioned)  
modern  
pretty  
ugly  
new  
old  
small  
comfortable  
big*

¿Cómo es tu casa?  
Es ...  
antigua  
moderna  
bonita  
fea  
nueva  
vieja  
pequeña  
cómoda  
grande

**What's your house like?**  
*It's ...  
old(-fashioned)  
modern  
pretty  
ugly  
new  
old  
small  
comfortable  
big*

**Las habitaciones**  
¿Qué hay en tu casa/piso?  
¿Qué hay abajo?  
¿Qué hay arriba?  
¿Qué hay fuera?  
Hay ...  
un comedor  
un cuarto de baño  
un aseo  
un pasillo  
un salón  
una cocina  
un dormitorio  
un garaje  
un jardín  
una terraza  
el dormitorio de mis padres  
el dormitorio de mi hermano

**Rooms**  
*What is there in your house/flat?  
What is there downstairs?  
What is there upstairs?  
What is there outside?  
There's ...  
a dining room  
a bathroom  
a toilet  
a corridor  
a living room  
a kitchen  
a bedroom  
a garage  
a garden  
a terrace  
my parents' bedroom  
my brother's bedroom*

**En mi casa**  
Comemos en el comedor.  
Escuchamos música en el dormitorio.  
Estudiamos.  
Hablamos con mamá en la cocina.  
Leemos libros en el jardín.  
Vemos la televisión en el salón.

**In my house**  
*We eat in the dining room.  
We listen to music in the bedroom.  
We study.  
We talk to mum in the kitchen.  
We read books in the garden.  
We watch television in the living room.*

**Mi dormitorio**  
En mi dormitorio hay ...  
un armario  
un equipo de música  
un ordenador  
una alfombra  
una cama  
una estantería  
una lámpara  
una mesa  
una puerta  
una silla  
una televisión  
una ventana  
pósters

**My bedroom**  
*In my bedroom there's ...  
a wardrobe  
a hi-fi  
  
a computer  
a rug  
a bed  
a shelf/shelves  
a lamp  
a table  
a door  
a chair  
a television  
a window  
posters*

**Las preposiciones**  
encima de  
a la derecha de  
a la izquierda de  
debajo de  
delante de  
al lado de  
detrás de  
entre  
a la derecha del armario  
al lado de la cama  
en las paredes.

**Prepositions**  
*on  
to the right of  
to the left of  
under  
in front of  
beside  
behind  
between  
to the right of the wardrobe  
beside the bed  
on the walls*

**En mi dormitorio**  
¿Qué haces en tu dormitorio?  
Mando mensajes.  
Escucho música.  
Bebo Coca-Cola.  
Duermo mucho.  
Vejo la televisión.  
Juego con el ordenador.  
Estudio a veces.  
Hablo por teléfono.  
Leo libros.  
Como bocadillos.  
Navego por internet.

**In my bedroom**  
*What do you do in your bedroom?  
I send text messages.  
I listen to music.  
I drink Coca-Cola.  
I sleep a lot.  
I watch television.  
I play on the computer.  
I study sometimes.  
I talk on the phone.  
I read books.  
I eat sandwiches.  
I surf the net.*

**Palabras muy útiles**  
siempre  
a veces  
normalmente  
somos

**Very useful words**  
*always  
sometimes  
normally  
we are*

**Estrategia**

**Spot the stems!**  
Spanish verbs can seem very complicated, because they have a lot of different endings. You'll find them easier to learn if you can recognise the first part of the verb, which usually stays the same. For example, **vivo**, **vives**, **vive**, **vivimos** all start with **viv-**. This is called the **stem** of the verb.

Here are some other stems from Chapter 4. Which verbs do they belong to?

est-                  habl-                  com-

# Knowledge Goals: Spanish

## Half Term 4: Tier 3 Vocabulary

#	Key word	Example
1	Connective	y, pero, también, porque, sin embargo, además
2	Opinion Verb	Me gusta, no me gusta, me encanta, odio, me gusta mucho, no me gusta nada
3	Justification	porque es.... / yaque es... / dado que es...
4	Qualifier	poco, un poco, bastante, muy, realmente, extramadamente
5	Adjective	divertido/a, aburrido/a, grande, pequeño/a
6	Time Phrase	normalmente, a veces, siempre, mañana



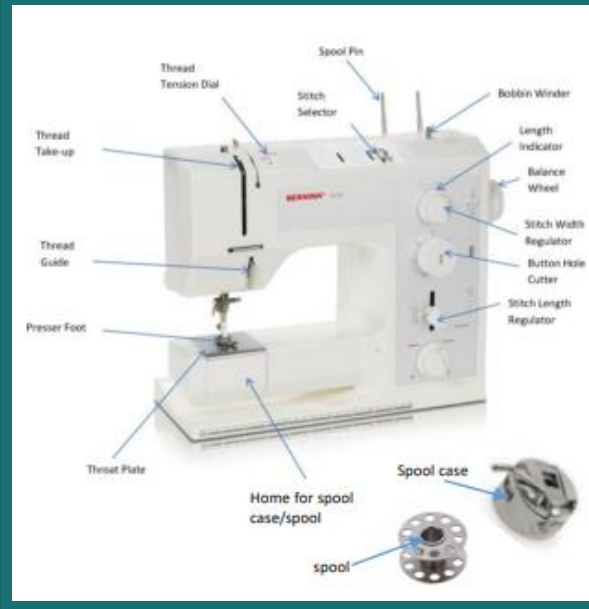
# Knowledge Goals: Textiles

## Health and Safety

It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

- You must walk with scissors facing downwards next to your side
- Watch where you are sewing on the machine
- Do not press the foot pedal to the floor when using the sewing machine
- Make sure you had in Bodkin needles at the end of the lessons
- If the sewing machine makes an unusual noise, please stop using it and inform teacher

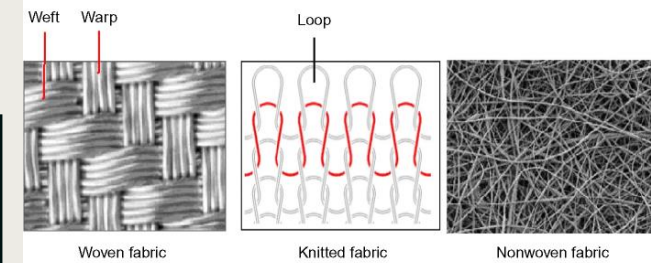
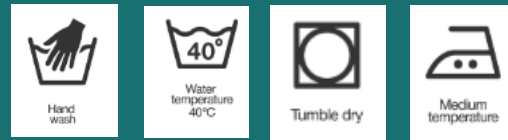
## Parts of a Sewing Machine



## Smart and modern materials

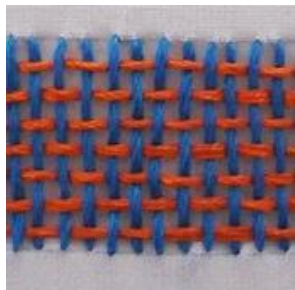
 Biodegradable Ink	 Aroma Pigments	 Sign in Daylight
 Hydrochromic Ink	 Thermochromic pigment	 Sign in Darkness
 dry	 wet	 Photochromic pigment

## Care Labels Instructions for laundering



## Technique

### Weaving



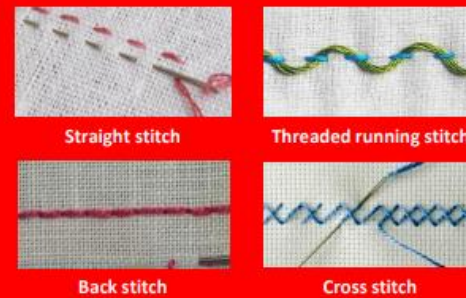
### Embroidery



### Applique

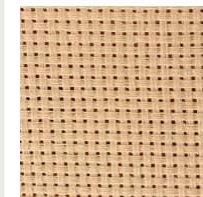


## Hand stitches



## Textile equipment

### Binca



### Bodkin



### Wool



### Thread









# Frayer Model Template

Definition	Characteristics
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Examples	Non-examples