

Home Learning Booklet



Knowledge Goals Year 7 Half Term 5

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.

Subjects

Suggested Homework Schedule (1 hour of independent study per night if you have not been set homework by your class teacher). 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:

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	appropriate	
2	amend	
3	assume	
4	commission	
5	discriminate	
6	deduce	
7	emphasis	
8	facilitate	
9	occupy	
10	policy	

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
Regular Polygons	
Examples 	Non-examples 

Definition:	Characteristics:
A cold-blooded, air breathing animal that has scales instead of hair or feathers. There are around 6,000 species	- Dry, scaly skin - Reproduce by laying eggs - Cold blooded & air breathing - Backbone
Reptiles	
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
The multiple created when a positive integer is multiplied by the same positive integer	<ul style="list-style-type: none"> The process of creating a square number is called "squaring" and is shown using an exponent of 2 (c^2)
Square Number	
EXAMPLES	NON-EXAMPLES
$4 (-2^2)$ $9 (-3^2)$ $100 (=10^2)$ $454 (=22^2)$ $1 (-1^2)$ $10\,000 (-100^2)$	$2 (\neq 1^2)$ 10 1000 5 -4 %

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

Knowledge Goals: ART

Year 7 term 3

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 Fabrice 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.

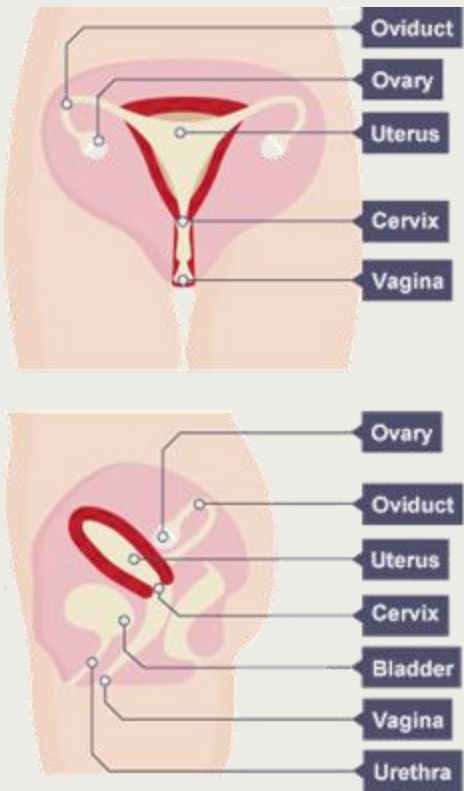
Key words

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	Expressionistic
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	Complementary	Thin
Elongated	Powerful	Broken	Monochrome	Horizontal
Compressed	Dramatic	Fine		Vertical
Large		Bold	Harmonious	Broken
Small		Flat	Natural	Overlapping
2D / 3D		Grid	Saturated	Faint
Blurred			Luminous	
Movement			Opaque	
Perspective			Translucent	
			Transparent	

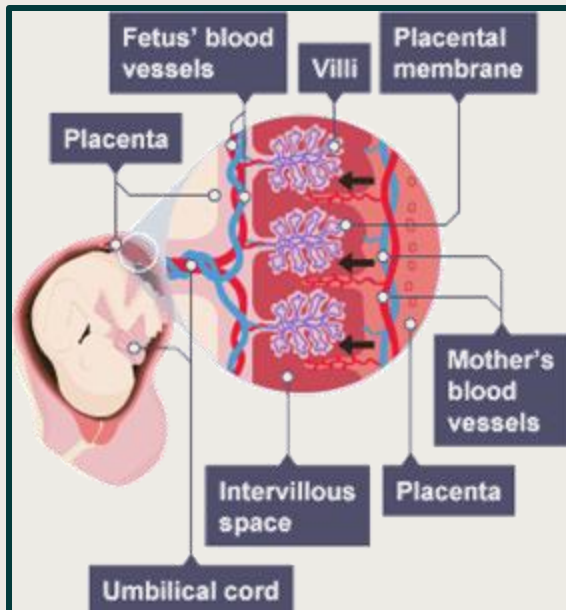
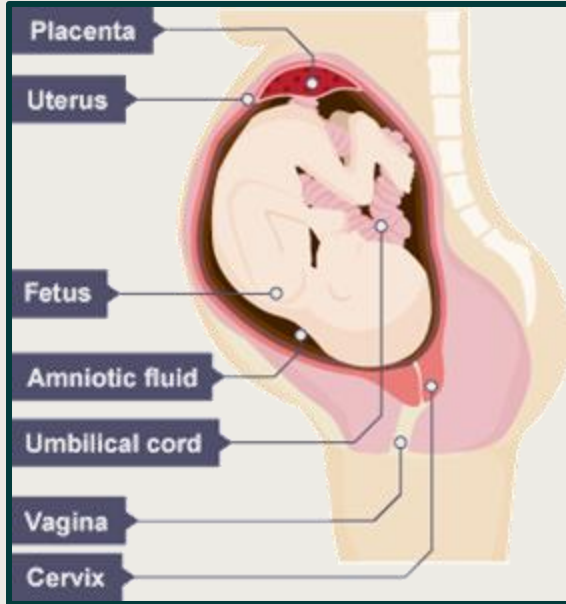
Knowledge Goals: Biology – Human reproduction

Female reproductive system



The female reproductive system has two ovaries. These have two functions:

- They contain undeveloped **eggs**.
- They make female sex **hormones**, which affect the way bodies develop and also regulate the menstrual cycle.



Gestation

The **fetus** relies upon its mother for:

- protection against knock and bumps, and temperature changes;
- **oxygen** – for respiration;
- **nutrients** – food and water;
- removal of **waste** substances.

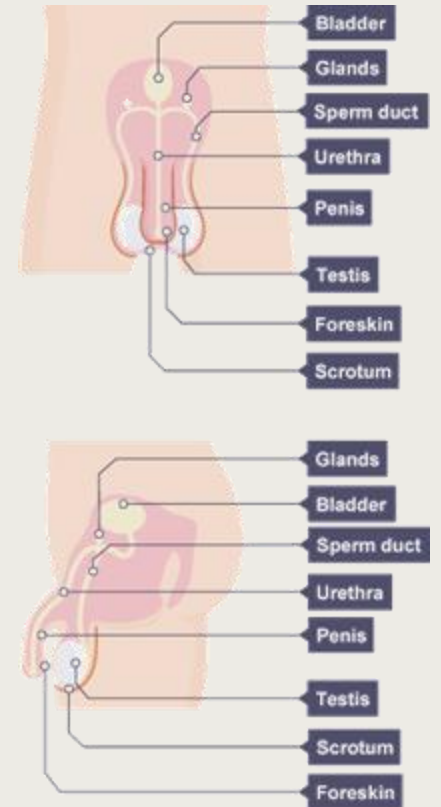
The fetus is protected by the uterus and a liquid called **amniotic fluid**.

The **placenta** is an organ responsible for providing oxygen and nutrients, and removing waste substances.

Other substances can also pass through the placenta, including **drugs** and **alcohol**. Drugs can affect the fetus - slowing the growth of the fetus, reducing the amount of oxygen and causing bleeding - which can be life threatening.

Humans reproduce through sexual reproduction. This produces offspring that are genetically unique because half of their genetic material (DNA) comes from each parent.

Male reproductive system



The function of the male reproductive system is to produce **sperm** cells - male **gametes** - and release them inside a female.

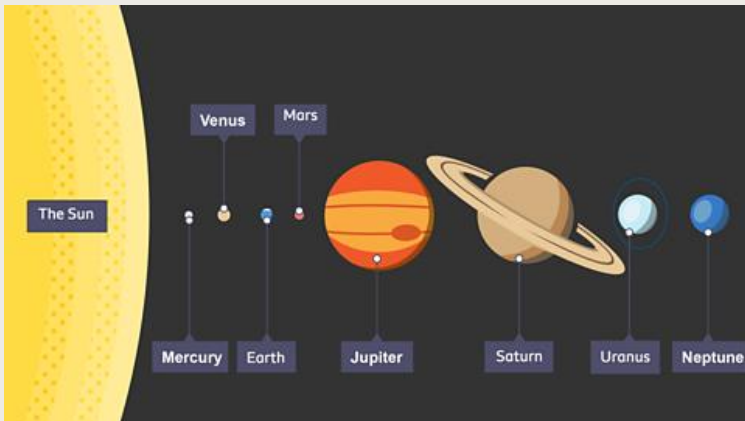
Knowledge Goals: Chemistry

The Sun and Stars

- Our Sun is the star that maintains the conditions that allow life to exist on Earth.
- Inside stars, **nuclear fusion** is the process which releases huge amount of energy that makes stars so hot and shine so brightly.
- Older stars are known as **red giants**. When a star approaches the end of its life, its core can collapse to form a **white dwarf star**. If the star is very massive it can also explode in a supernova to form **neutron star** or **black hole**.

The Solar System

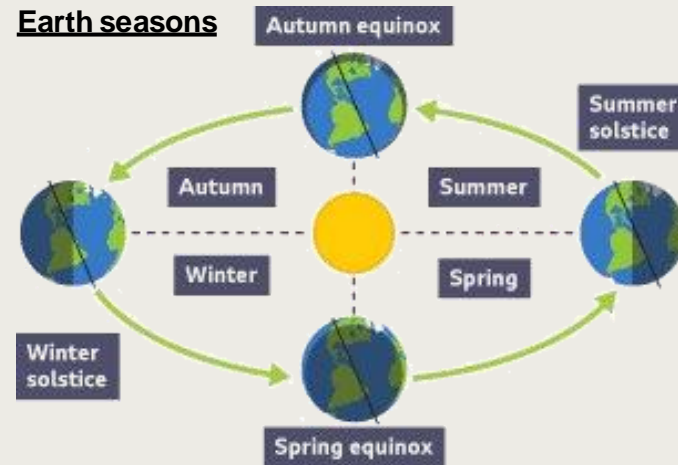
- There are 8 planets in our Solar System (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). Pluto is a dwarf planet.
- The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune).
- There are also asteroids and comets in the Solar System.
- The Solar System is in a galaxy called the Milky Way.



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

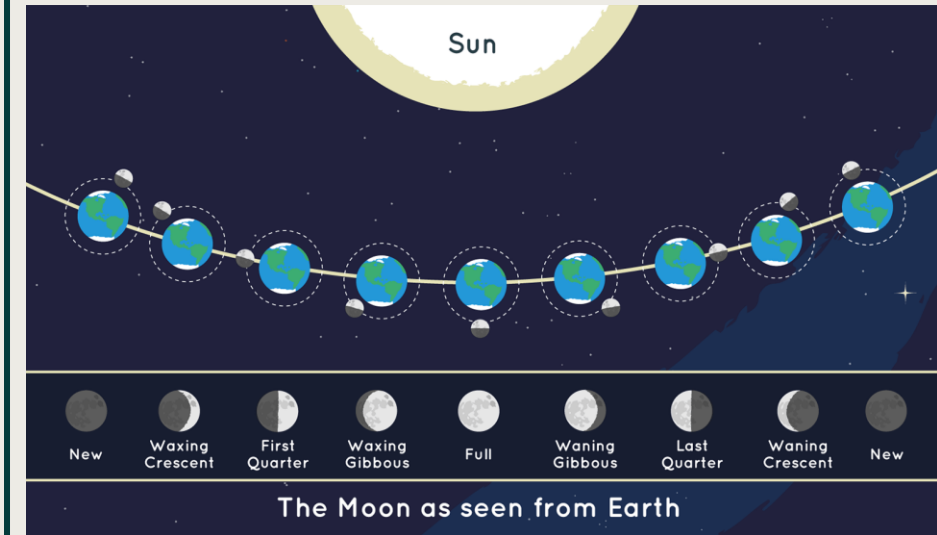


The Moon

- 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.

Moon phases

The Sun always illuminates half of the surface of the moon. How much we are able to see of that illuminated half changes as the Moon travels through its orbit.



Models

Scientists use **models** to explain ideas and to test predictions. A model:

- is a simpler representation of something;
- includes the key features of the thing being represented;
- is used to explain things, solve problems or to make predictions.

Models cannot explain everything and have limitations.

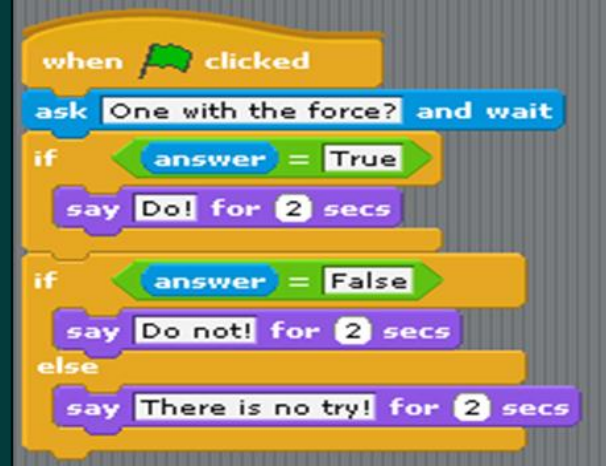
Knowledge Goals: Computer Science



BYOB is a programming language similar to Scratch, in which you can use blocks to create your own programs.

Selection:

Computers can make decisions on which piece of code to run by evaluating a condition. If the condition is true, then they will run the code. If it is false, then they will skip it. This is known as Selection

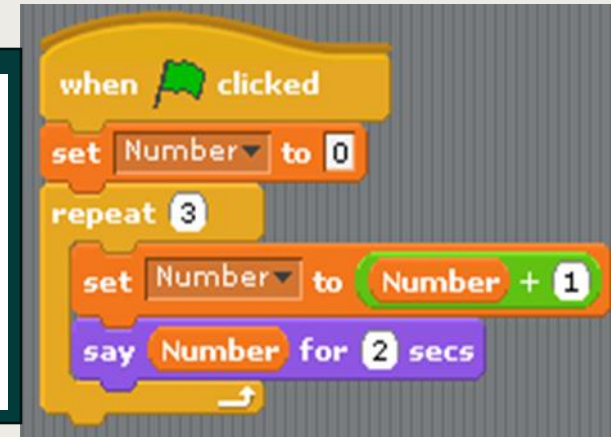


Sequence:

Computers require correct code given in sequence in order to carry out instructions. The code on the left will say "1, 2, 3". If the blocks were out of sequence, then the program would not function correctly and would give a different output.

Iteration:

Computers can repeat blocks of code over and over. This is known as Iteration



Knowledge Goals: Drama

DESIGN

COSTUME: With the characters being stereotypical, costume design in melodrama would usually reinforce these stereotypes. Colour might be used symbolically (red for danger, black for a villain, white for purity etc) and accessories might be added for dramatic effect, e.g. a cloak to swish menacingly.

SET & LIGHTING: The set in a melodrama should create an atmosphere. There may be shadowy corners in which a villain could lurk. You may need several doorways for dramatic entrances/exits and thrilling chase sequences. Levels could also suggest status, such as high platforms for the powerful characters. The lighting could help create shadowy corners, or sudden flashes could add dramatic effect to surprise entrances. Colour could be used symbolically such as red for danger and white for purity.

SOUND & MUSIC: Sound effects could be used in melodrama to add atmosphere – a stormy night, driving rain, howling wind, an advancing steam train. Fast music might increase the tension for a chase sequence; slow, creepy music might add tension to a dangerous situation.

STOCK CHARACTERS

Stock characters are a form of stereotype, which we expect to see in a particular style of drama. Their appearance, behaviour and speech is predictable. In melodrama, we would expect to see, for example, the Maiden, the Hero and the Villain, and we would be able to identify them easily from their actions and appearance. The other stock characters include the sidekick and the aged parent (s).

Key Content/Ideas/concepts

A silent film is a film with no synchronized recorded sound (and in particular, no audible dialogue). Though silent films convey narrative and emotion visually, various plot elements (such as a setting or era) or key lines of dialogue may, when necessary, be conveyed by the use of title cards.



NARRATIVE STRUCTURE

The structure of a play is the 'shape' of the action. Typically in silent movies/ melodrama, the opening scene is expositional. It follows a typical linear narrative structure.

1. Background. 2. Rising action. 3. Climax. 4. Falling action. 5. Resolution.

ASIDE- an aside is when the action freezes and a character speaks directly to the audience. This can also be done with the action continuing although the other characters will be unaware of the aside taking place. This is often a useful way to introduce dramatic irony.

DRAMATIC IRONY: when the audience know something the other characters don't.

INTERTITLES: short lines of dialogue visually presented for the audience to read.

SLAPSTICK COMEDY: A physical kind of comedy based around mild comic violence — smacks in

Melodrama is a style of drama in which is characterised by its sensationalism. The characters are stereotypical and their reactions are exaggerated and highly emotional. The storylines extremely eventful, often with 'life and death' situations, intending to entertain and shock the audience. Good triumphs over evil in melodrama, with the baddies .

Knowledge Goals: Drama

Self-Quiz Questions	Self-Quiz Questions	Challenge Self-Quiz Quizzing
1. What is a silent movie?	1. What is the role of costume in melodramatic style?	1. What does sensationalism mean?
2. Silent movie/ melodramatic characters are referred to as what type of characters?	2. What is slapstick comedy?	2. Recall the narrative structure of a melodrama.
3. How would you describe the performance style?	3. What may be added to costumes for dramatic effect?	3. What is an aside and how does it happen?
4. What theme do many silent movies/ melodramatic plots follow?	4. What is the intention of a melodramatic set?	4. What are the 5 stages of a linear narrative structure?
5. What is the performance intention of the silent movie style?	5. Why might there be several doors in a melodramatic set?	5. Give an example of how you would create a non-linear structure.
6. How does every melodrama end?	6. Why would levels be used?	6. Why would you use a non-linear structure?
7. What is the meaning of stock characters?	7. How might lighting be used?	7. What is dramatic irony?
8. The appearance, behaviour and speech of stock characters is p.....?	8. How is sound used in a silent movie?	8. Why is dramatic irony used in melodramas?
9. Name 3 stock characters.	9. How might sound be used to increase the tension?	9. Why were intertitles used in silent movies?
10. What makes stock characters easily identifiable?	10. List 3 physical performance skills and 3 vocal performance skills.	10. How could intertitles create comedy?


Knowledge Goals: English



Year 7- Knowledge Organiser Non-Fiction Writing



Before you start writing you have to think of TAPS	
T- Text Type	What are you being asked to write?
A- Audience	Who are you writing for?
P- Purpose	What are you trying to achieve
S- Style	Is it formal or informal?

Purpose *It's as easy as PIE*	
P	Persuade 
I	Inform
E	Entertain

Persuasive Techniques		
D	Direct Address	"You need to do something about this!"
A	Alliteration/ Anecdotes	Six Slippery Snakes Slithered Slowly Southwards A story from your life used to illustrate a point
F	Facts	Scotland's national animal is a unicorn
O	Opinions	English is the best subject in school
R	Rhetorical Questions/ Repetition	Are you tired of doing homework? "I have a dream" in MLK Jr's famous speech
E	Emotive Language	"Make your wardrobe sparkle with our desirable new winter collection!"
S	Statistics	About 90% of all people live in the Northern Hemisphere
T	Tricolon (Rule of Three)	You are talking to a man who has laughed in the face of death, sneered at doom, and chuckled at catastrophe.

Connectives and Discourse Markers	
Position	
At the start Firstly Secondly Thirdly	Meanwhile Subsequently Finally In conclusion
Emphasis	
Importantly Significantly In particular	
Addition	
Furthermore Additionally In addition As well as	
Contrast	
Although Whereas Otherwise Alternatively Nevertheless	

Some Non-Fiction Text Type	
Article	<ul style="list-style-type: none"> ● Headline and Strap-line ● Introduction to create interest – (include 5Ws) ● 3-4 middle paragraphs Short but effective conclusion ● Use inverted pyramid structure ● Lively style ● DAFOREST techniques
Letter	<ul style="list-style-type: none"> ● Address and date in the top right of the page ● Address of the person you are writing to on the left. ● Short introductory paragraph ● 3-4 middle paragraphs ● Concluding paragraph summarising ideas.
Speech	<ul style="list-style-type: none"> ● Open with a welcome/greeting ● Outline what the speech will be about: 'I will talk to you about...' ● Make 3-4 key points and expand on them. ● Conclusion to summarise ideas ● End acknowledging the audience ● DAFOREST techniques
Review	<ul style="list-style-type: none"> ● Introduction stating what is being reviewed and give an overview of film/product. ● Middle paragraphs provide positives and negatives. Conclusion to summarise and give a recommendation ● Make your opinion clear ● DAFOREST techniques



Change paragraph when you change:

TIP TOP
Time Person Topic Place

Challenge Questions/Tasks	
Writing task	"Eating junk food is one of the leading causes of unhealthy children. For this reason is should be banned for children under 12." Write a speech for your classmates explaining your view on this statement.
Question	Why are (select 2-3 persuasive devices) effective in non-fiction writing?
Analysis	Select a non-fiction text (or ask your teacher for one). Identify the TAPS and any persuasive devices. Explain how the use of devices combined with the TAPS creates an effective text.

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

Saturated Fat (Bad Fats) Meat, Processed Foods, Lard
Unsaturated Fat (Good Fats) Avocado, Nuts, 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"> • Obesity • Type 2 diabetes • Heart Disease 	<ul style="list-style-type: none"> • Fat soluble vitamin deficiencies



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



Protein

Function:
Growth and Repair
Energy

Sources:

Plant: Nuts, Quorn, Beans, Lentils

Animal: Eggs, Fish, Meat

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

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

Function
• Controls body temperature.
• Gets rid of waste in the body.

Too little
• Dehydration leads to headaches, irritability and loss of concentration.

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 Geography ROCKS!



Click on the link above to find out about the rock cycle.



Click the QR code above to find out more about the 3 different rock types.

THE ROCK CYCLE

www.geolsoc.org/factsheets

The Geological Society
serving science & profession

SEDIMENTARY

Rocks on the Earth's surface are gradually broken down into smaller pieces by water, ice, wind, plants and animals (known as **weathering**). These broken up pieces are called **sediment** and are transported away, or **eroded**, by rivers, glaciers and wind. Sediments often collect at the bottom of lakes and oceans. Over time they are squashed and compacted together to become a **sedimentary rock** such as **sandstone**, **limestone** or **mudstone**.

Sedimentary rocks are laid down in layers. They can contain **fossils** from animals and plants that become trapped in the sediment before it becomes a rock.

Ammonite fossil in a sedimentary rock

Beds of sandstone, mudstone and limestone in the Grand Canyon

Sedimentary rocks are made up of **grains** which can be **rounded** or **angular**. Under the microscope we can sometimes see gaps between the different grains – these gaps are called **pores**.

If the pores connect together, water, air or oil can flow through the rock, and the rock is called **permeable**. If a permeable rock is put in water you will see bubbles coming out as water pushes the air out.

Porous & permeable Non-porous & impermeable

IGNEOUS

When rocks are pushed deep enough down into the Earth, they can melt to form **molten rock**. Below the surface of the Earth, molten rock is called **magma** but when erupted above the ground, usually through **volcanoes**, it is called **lava**.

Igneous rocks form when either magma or lava cools down and turns from liquid to solid. When this happens, igneous rocks form **crystals** and are said to **crystallise**.

Lava cools down very quickly because the surface of the Earth is cold. This means that igneous rocks formed from cooling lava, such as **basalt**, only have time to grow tiny crystals. Often gas bubbles can get trapped in these rocks too. **Obsidian**, or volcanic glass, cools so quickly that you cannot see any crystals at all!

Magma deep within the Earth takes thousands of years to crystallise because it is much hotter below the surface. Crystals have more time to grow, so they grow larger. If you look closely at an igneous rock that has formed deep within the Earth, for example **granite** or **gabbro**, you will be able to see the different coloured mineral crystals.

Fast cooling Small crystals 1cm

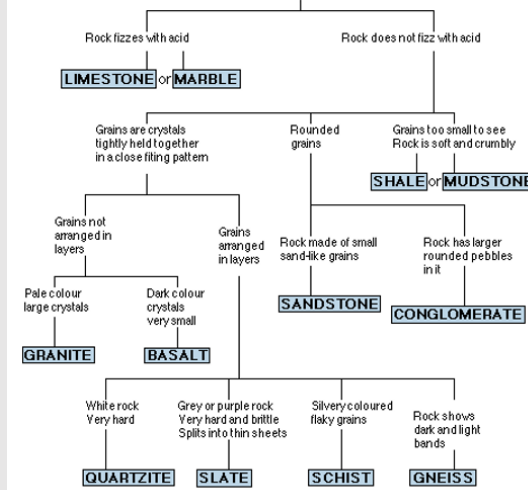
Basalt Lava Obsidian

Slow cooling Large crystals

1cm

Rock & thin section images: © 2013 Imperial College London

Rocks identification key



Click the QR code to find out about upland limestone landscapes.

WHAT ARE ROCKS?

Rocks are made from a mixture of different **minerals**; these are solid **chemical compounds** that occur naturally on Earth. Some rocks are made from **interlocking mineral crystals** that fit tightly together whereas others are made up from broken fragments, or **grains**, of older rocks and minerals which have been **cemented** together.

Weathering of rocks at surface Erosion & transport Deposition of sediment

Crystallisation of magma Uplift Burial & compaction Melting Metamorphism

IGNEOUS ROCK **SEDIMENTARY ROCK** **METAMORPHIC ROCK**

Gabbro - a rock with interlocking crystals

Sandstone - a rock made from fragments of older rocks

Depending on the way a rock has formed it will belong to one of these groups: **igneous**, **sedimentary** or **metamorphic** (find out more on the next page!).

METAMORPHIC

Metamorphic rocks are rocks that have been **changed** over time. When rocks are pushed deep down into the Earth, grains and minerals can become stretched, squashed and slightly melted from the extreme **pressure** and **heat**. This is called **metamorphism** and it causes new metamorphic rocks with different textures and/or minerals to form. Metamorphic rocks are **crystalline** like igneous rocks however the minerals in metamorphic rocks tend to line up to form layers like in this gneiss from NW Scotland.

The metamorphic rock you end up with depends on 1: the **type of rock** you start with, and 2: the **amount of heat and pressure** the rock is put under. Here are a few examples of metamorphism that can occur:

granite → gneiss limestone → marble

mudstone → schist sandstone → quartzite

shale → slate basalt → eclogite

Image © Robert Stalham / CC-BY-SA 2.0 Rock images: © 2013 Imperial College London

- Keys:**
Keys are used to identify living things or objects.
1. A key involves a **series of questions** which all have **two possible answers**.
 2. The two answers **divide** a group into **two parts**.
 3. Further questions continue to **divide the group** up until you are just **left with one**.
- * Is the rocks identification key above a true key? Explain your answer.
* Can you draw a key to separate the three different rock types?

Year 7 Knowledge Goals: History - How significant are the Tudors today?

OVERVIEW

Henry VII founded the Tudor dynasty in 1485 after his victory over Richard III at the Battle of Bosworth Field. He married Elizabeth of York and had four children: Arthur, Henry, Margaret, and Mary. **Henry VIII** became King in 1509 and married six times. He broke away from the Roman Catholic Church and reigned until 1547. His son **Edward VI** ruled until 1553 and was Protestant. He died aged 15 and was succeeded by **Mary I** ('Bloody Mary') who was a devout Catholic and married Philip II of Spain. Mary's death brought **Elizabeth I** to the throne. There were many important achievements during her reign. She established the English Protestant Church, defeated the Spanish Armada and, although she left no heir, brought a 'Golden Age' to England until her death in 1603.



KEY INDIVIDUALS (other than Monarchs – above)

Thomas Wolsey. A Cardinal of the Catholic Church and key advisor of Henry VIII. He was Lord Chancellor from 1515-29 and fell from power when he failed to secure Henry VIII a divorce from his first wife.

Martin Luther. A German monk and a Protestant. He wrote *The Ninety-Five Theses* which attacked the corruption of the Roman Catholic Church.

Thomas More. Key advisor and friend of Henry VIII. He opposed Henry's divorce and the break with Rome and was executed for treason.

Thomas Cromwell. A Protestant and key advisor of Henry VIII in the 1530s. He helped Henry VIII to break from Rome and set up the Church of England as well as dissolving the monasteries.

Thomas Cranmer. The first Protestant Archbishop of Canterbury, appointed in 1533. He officially divorced Henry VIII and Catherine of Aragon but was eventually burnt at the stake on the orders of Mary I.

Latimer & Ridley. Protestant churchmen who were burnt at the stake on the orders of Mary I in 1555. Their story is told in the *Book of Martyrs*.

Mary, Queen of Scots. A Catholic and a cousin of the Tudors. She lived in exile in England after fleeing Scotland and plotted against Elizabeth I. She was eventually executed after the Babington Plot.

Philip II. Husband of Mary I and King of Spain. A Catholic, he launched the Spanish Armada against England in 1588.

William Shakespeare. Leading playwright of Elizabethan times, part of the 'Golden Age'. His plays, such as *Romeo and Juliet* and *Hamlet*, were performed at the Globe Theatre.

Key Dates	Events
21 April 1509	Henry VII died and was succeeded by Henry VIII.
11 June 1509	Henry VIII marries Catherine of Aragon
24 th December 1515	Thomas Wolsey becomes Chancellor
18 th February 1516	Mary I is born
11 th October 1521	Henry is given the title 'Defender of the Faith'
25 th January 1533	Henry marries Anne Boleyn
8 th June 1536	The dissolution of the monasteries
28 th January 1547	Henry VIII died and Edward VI became king of England.
19 th July 1553	Edward VI died and Mary I became Queen of England
17 th November 1558	Mary I died and Elizabeth I became Queen of England.
8 th February 1587	Mary Queen of Scots is executed
24 th March 1603	Elizabeth I died and James I becomes King of England.

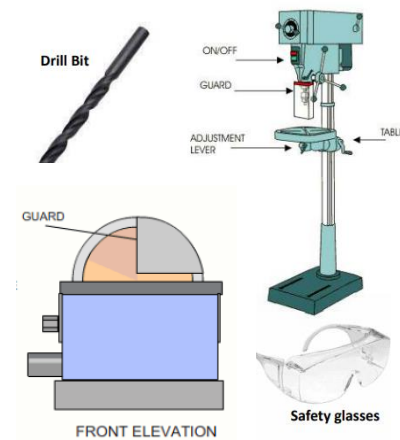
Knowledge Goals: Materials

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

Softwoods	Hardwoods	Manufactured boards															
<p>Coniferous trees - Trees stay evergreen all year round.</p> <ul style="list-style-type: none"> • Coniferous trees will grow at a faster rate. • Tend to have needles rather than leaves <p><i>evergreen all year round</i></p> <p>Examples of softwoods</p> <p>PINE - used in household furniture</p> <p>CEDAR - used for outdoor furniture</p>	<p>Deciduous trees - Trees will lose their leaves in the winter.</p> <ul style="list-style-type: none"> • Hardwood trees tend to be slow growing broad leaved trees. <p>Summer Water</p> <p>Examples of Hardwoods</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>Pianos and furniture</td> </tr> <tr> <td>Teak</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	Pianos and furniture	Teak	Strong, durable, resistant to moisture	Boats	<p>Manufacture - It means the making of goods by manual labour or by machinery.</p> <p>MDF - stands for Medium Density Fibreboard.</p> <ul style="list-style-type: none"> • 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>Plywood</p> <ul style="list-style-type: none"> • 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 strong and strong. It is used for shops, interior doors and lockers of drawers. • Veneers glued at 90 degrees • Very fire and strong • Used in toys and exterior doors <p>Examples of Manufactured Boards</p> <p>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	Pianos and furniture															
Teak	Strong, durable, resistant to moisture	Boats															

CAM: Computer Aided Manufacture

Laser cutter

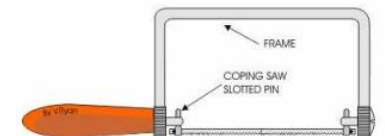
Laser cutting works by directing the output of a high-power laser. The focused laser beam is directed at the material, which then cuts the material leaving an edge with a high-quality surface finish. In school we mainly cut and engrave on Plywood and Acrylic



Saws

Tenon Saw
For straight lines

Coping Saw
For cutting curves



Knowledge Goals: Maths

Unit 8 Ratio		
Topic	Video	Resource
Using ratio notation & write a ratio as simply as possible	Watch This	Ratio Quick online practice Ratio Clues Puzzle
Sharing in a ratio	Watch This Also Watch This	Ratio sharing the total Check your answers
Direct proportion & inverse proportion	Watch This Watch This Indirect	Direct worksheet Check your answers Indirect worksheet Check your answers
Fractions and ratio	Watch This	Worksheet Check your answers Worksheet 2 Check your answers 2 Bitesize Ratio Quiz Ratio Quiz

Sharing a whole into a given ratio R

James and Lucy share £350 in the ratio 3:4.
Work out how much each person earns

Model the Question

James: Lucy
3 : 4

Lucy
£350 ÷ 7 = £50

□ = one part = £50

Find the value of one part
Whole: £350
7 parts to share between (3 James, 4 Lucy)

Put back into the question

James: Lucy
3 : 4

James = 3 x £50 = £150
Lucy = 4 x £50 = £200

£150 : £200

Finding a value given 1:n (or n:1) R

Inside a box are blue and red pens in the ratio 5:1
If there are 10 red pens how many blue pens are there?

Model the Question

Blue : Red
5 : 1

□ = one part = 10 pens

Put back into the question

Blue pens = 5 x 10 = 50 pens
Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

Inverse Proportion

As one variable is multiplied by a scale factor the other is divided by the same scale factor

Examples of inversely proportional relationships

Time taken to fill a pool and the number of taps running

Time taken to paint a room and the number of workers

T is inversely proportional to G. When T=2 then G=20

T	1	2	8
G	40	20	5

$\xrightarrow{\div 2}$ $\xrightarrow{\times 4}$
 $\xrightarrow{\times 2}$ $\xrightarrow{\div 4}$

Direct Proportion

As one variable changes the other changes at the same rate. R

4 cans of pop = £2.40

2 cans of pop = £1.20

12 cans of pop = £7.20

Multipliers: $\times 0.5$, $\times 3$, $\times 3$, $\times 5$

This multiplier is the same in the same way that this would be for ratio

Sometimes this is easiest if you work out how much one unit is worth first
eg 1 can of pop = £0.60

Knowledge Goals: Maths

Unit 9 – Percentages		
Topic	Video	Resource
Fractions to percentages to decimals	Watch This	FDP Mixture Worksheet Check your answers Matching FDP Game Matching Game
Percentages of amounts	Watch This	Percentages of amounts Odd Percent Out
Percentage increase/decrease with & without a calculator	Watch This Watch This Calculator	Worksheet Check your answers Worksheet Check Your Answers
Reverse percentages	Watch This	Reverse Percentage

Find the percentage of an amount (Mental methods)

The whole represents 100%

10% = $\frac{1}{10}$ of the whole

50% = $\frac{5}{10}$ = $\frac{1}{2}$ of the whole

20% = $\frac{2}{10}$ = $\frac{1}{5}$ of the whole 5% = $\frac{1}{20}$ of the whole

Find 65% of 80

Method 1
 $65\% = 10\% \times 6 + 5\%$
 $= (8 \times 6) + 4$
 $= 52$

Method 2
 $65\% = 50\% + 10\% + 5\%$
 $= 40 + 8 + 4$
 $= 52$

For bigger percentages it is sometimes easier to take away from 100%

Find the percentage of an amount (Calculator methods)

Using a multiplier
 Find 65% of 80

Fraction, decimal, percentage conversion
 $65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = 52$

Using the percent button
 Find 65% of 80

Type 65
 Press **SHIFT** **(%)**
 Press **⊗** 80 and then press =

This brings up the **/** button on screen
 You will see 65%

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent 'x' in calculator methods

Percentage change

I bought a phone for £200
A year later sold it for £125

Percentage loss
 $\frac{75}{200} \times 100 = 37.5\%$

I bought a house for £180,000,
later sold it for £216,000

Percentage profit
 $\frac{36000}{180000} \times 100 = 20\%$

Difference in value $\times 100$
Original value

Percentage decrease: Multipliers

100% - 58% = 42%

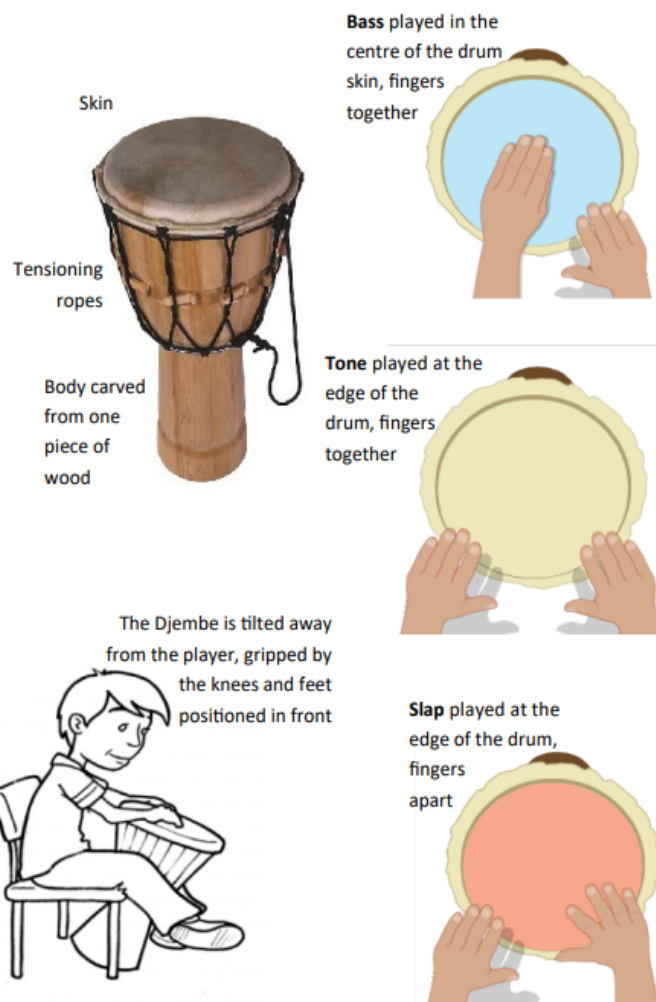
Multiplier Less than 1
 $100 - 0.58 = 0.42$

Percentage increase: Multipliers

100% + 12% = 112%

Multiplier More than 1
 $100 + 0.12 = 1.12$

Knowledge Goals: Music



TERM	DEFINITION
DJEMBE	An hour-glass shaped drum from West Africa.
MASTER DRUMMER	The Master Drummer plays the calls, teaches the rhythms to new players, leads the ensemble and improvises over the music
RHYTHM	A pattern of note durations
OSTINATO	A pattern (rhythmic or melodic) which is repeated over and over, many times
POLYRHYTHM	A musical texture where multiple different rhythms are played at the same time
IMPROVISATION	Where musical ideas are made up on the spot. An improvisation will thus be different every time it happens.
CALL & RESPONSE	Where one person plays (or sings) a call, and the rest of the ensemble answers. The call and response may be the same music, or different (like a question and answer).

Can you find out what the different parts of the drum represent in African Culture?

What is the Djembe made from?

Knowledge Goals – Music

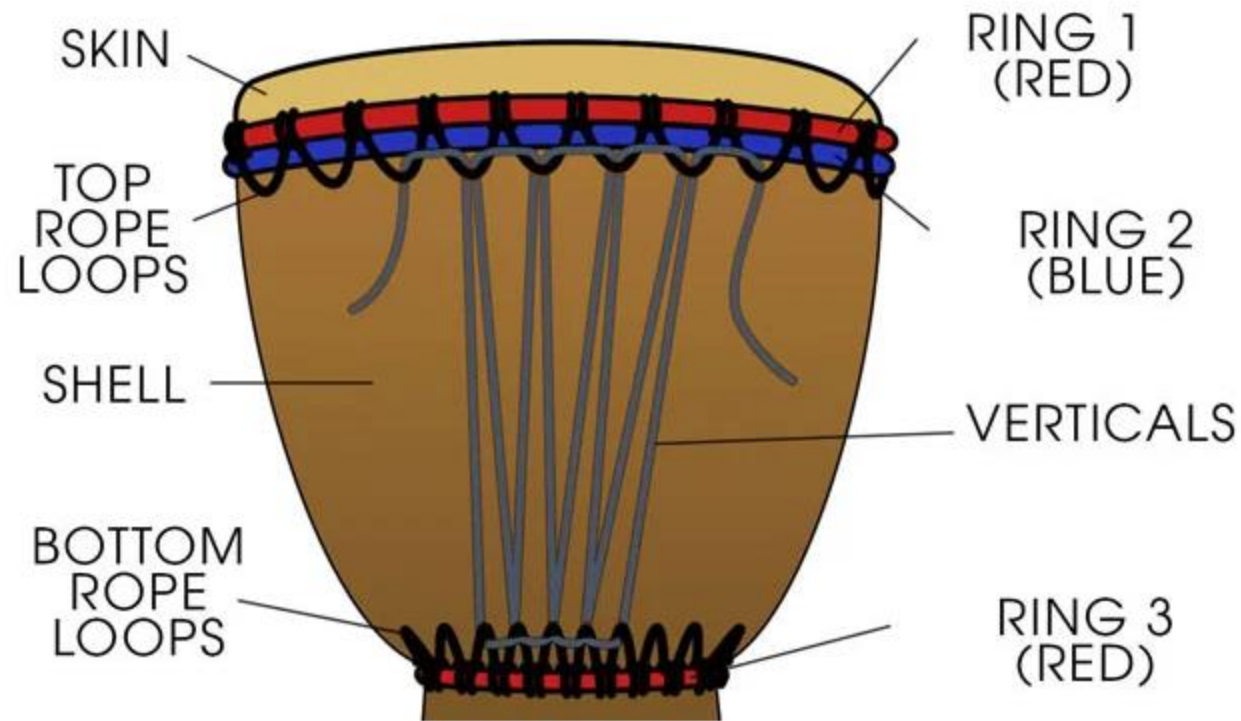
In this unit we focus on the traditional drumming music of West Africa using djembes . A djembe is a rope-tuned skin-covered goblet drum played with bare hands, originally from West Africa.



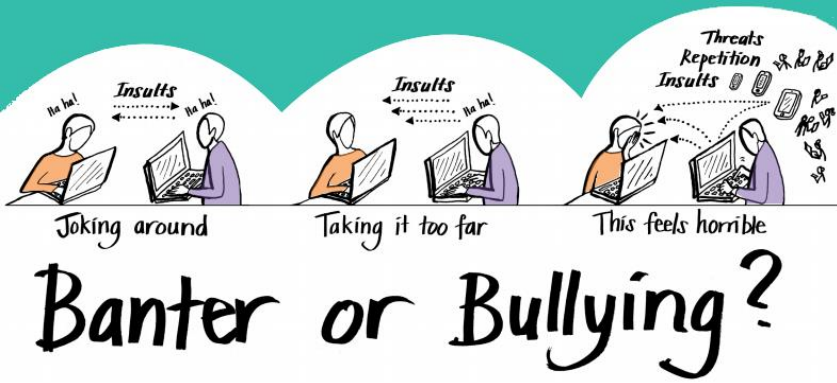
Djembe music was originally used to tell stories and to transmit messages through a rich tapestry of oral tradition passed through generations.

Different djembe tones are produced by using different areas of the skin and a variety of hand positions/techniques.

According to the Bambara people in Mali, the name of the djembe comes from the saying "Anke djé, anke bé" which translates to "everyone gather together in peace" and defines the drum's purpose.



Knowledge goals: PDev



IT'S NOT BANTER IF...

- 1 You would be upset if someone said it to you.
- 2 It's hurtful.
- 3 You're not friends.
- 4 Someone's asked you to stop.
- 5 The target isn't laughing.
- 6 It focuses on someone's insecurities.

#AntiBullyingWeek #UnitedAgainstBullying

Anti-Bullying Alliance UNITED AGAINST BULLYING

MENTAL HEALTH

IS...	ISN'T...
Something we need to look after	Something you can snap out of
Something everyone has	Something you decide to have
Worth making time for	Always something negative
Positive and negative	An interchangeable term
Part of being human	Feeling bad all the time
On a continuum	A sign of weakness
Changeable	All in your mind
Important	Fake news
Complex	Shameful
Real	Fixed

CAMHS

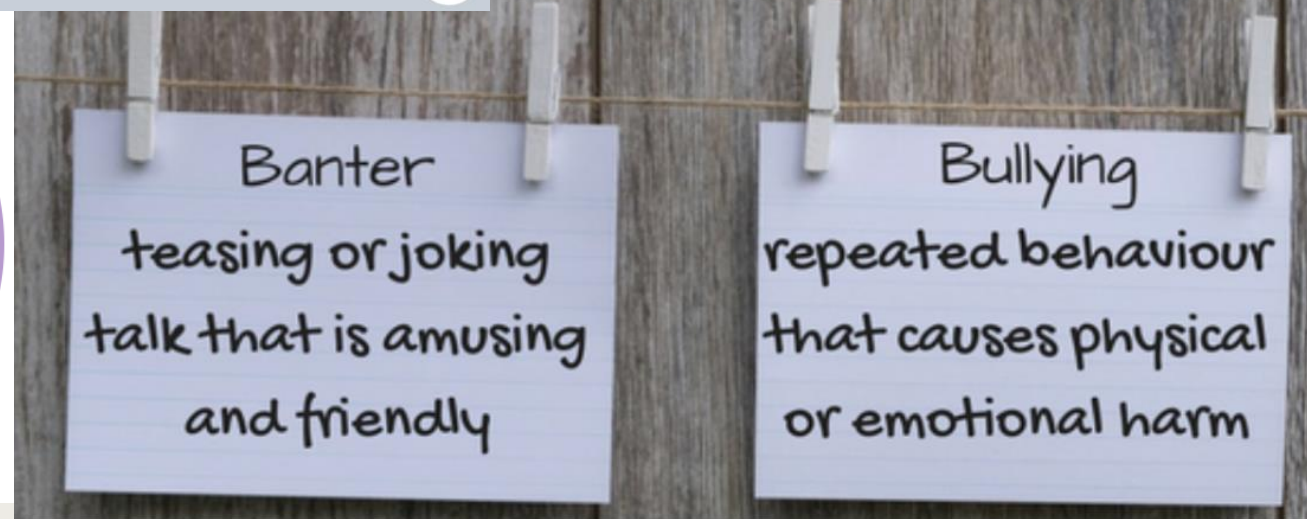
Depression (Red circle): Frustration, Sadness, Worthlessness, Irritability, Loss of interest in normal activities, Thoughts of suicide or death, Tiredness, Disturbance in sleep or appetite.

Anxiety (Blue circle): Trembling, Increased breathing rate, Feeling nervous or powerless, Having a sense of impending danger or panic, High Heart rate, Sweating.

Intersection (Black circle): Restlessness, Excessive worrying, Trouble thinking, concentrating, or making decisions, Unexplained physical complaints, such as headaches or stomach aches, Agitation.

Anxiety.org HEALTHCARE BRANDS

Friendly banter	Ignorant banter	Malicious banter
<ul style="list-style-type: none"> • There's no intention to hurt and everyone knows the limits 	<ul style="list-style-type: none"> • 'crosses the line' with no intent to hurt. Will often say sorry 	<ul style="list-style-type: none"> • Done to humiliate a person - often in public





**English
Schools'
Athletic
Association**

Knowledge Goals: PE

Athletics



Throwing: Shot Putt, Discus, Javelin

- Grip** – I can use a basic grip to hold the Javelin, Discus and Shot Putt
- Stance** – I can adopt a basic stance to throw the Javelin, Discus and Shot Putt
- Movement** – I can use a high to low movement to throw the Javelin, Discus and Shot Putt.
- Delivery & Release** – I can throw the Javelin, Discus and Shot Putt at a 45° angle with some consistency.

Jumping: Long Jump, Triple Jump, High Jump

- Warm Up** – I am able to plan and carry out suitable drills for jumping more independently.
- Run Up** – I am able to increase my run up maintaining control and take off from 1 foot and land on 2
- Take Off** – I am able to take off from one foot using a head up, chest up and drive up technique.
- Flight** – I can use a long and thin shape in the air and begin to lift my arms above my head when in flight.
- Landing** – I can extend my legs out before landing to gain extra distance and land with knees bent.

Sprinting: 100m, 200m, 300m, Hurdles

- Warm Up** – I am able to warm up using suitable drills for sprinting with help from my teacher.
- Start Technique** – I can start a race using a basic 2 point start and I understand the key words the starter would use to start a race.
- Acceleration** – I understand the importance of using my arms to accelerate when starting a race.
- Maintenance & Finish** – I am able to maintain a good technique when sprinting over shorter distances using my arms and leg to drive me forward.



Endurance: 800m, 1500m

- Warm Up** – I can warm up by gradually increasing intensity and more specifically for endurance events.
- Technique** – I am able to demonstrate a more effective running technique with arms and shoulders relaxed and a chest to pocket action.
- Pacing** – I can run a variety of distances and pace myself using previous experience or with the help of a stopwatch.
- Tactics** – I am able to judge the correct pace to run depending on my own ability and increase/slow it down depending on how I feel during the race.

Knowledge Goals: PE

Half Term 5: Tier 3 Vocabulary

#	Key word	Definition
1	Aerobic Exercise	Exercise with Oxygen
2	Anaerobic Exercise	Exercise without Oxygen
3	Fosbury Flop	A jumping technique in High Jump
4	The V grip	A type of grip in Javelin
5	Chin, Knee, Toe	Body position when setting up for throwing events; shot put & discus
6	Split Time	Some runners use splits to see if they're pacing a distance evenly and staying on track to hit a specific goal
7	4-point start	A sprint start position involving both hands and feet
8	Pocket to Socket	A sprint technique involving the arm action

Notes:

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Athletics – skills
& techniques



English Schools
Athletics
Association

Knowledge Goals: Physics – Energy shifts

A model for energy In physics, a model of stores and shifts is used to help understand the concept of energy. The model uses the idea that energy is in a store. The energy may be shifted into another store. When energy is shifted out of a store we can think of the stores being emptied, and filled as energy is shifted into them.

Energy stores

Gravitational potential energy store

A box has more energy in its gravitational potential energy store when it is placed on a higher shelf. The amount of energy in the gravitational potential energy store depends on the height of the object.

Elastic potential energy stores

A stretched or squashed object has more energy in its elastic potential energy store.

Kinetic energy stores

A runner has more energy in their kinetic energy store when they are running faster. The amount of energy in the kinetic energy store depends on the speed of the object.

Thermal energy stores

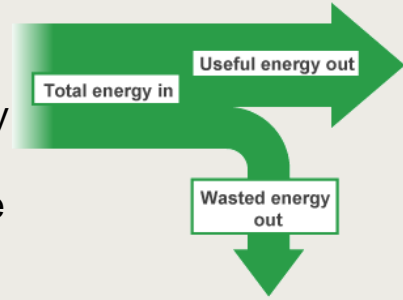
An object has more energy in its thermal energy store when it is hot than when it is cold. The amount of energy in the thermal energy store depends on the temperature of the object.

Chemical energy stores

Batteries, foods, and fuels store energy in their chemical energy stores. Shifts of energy from the chemical energy store occurs due to chemical reactions.

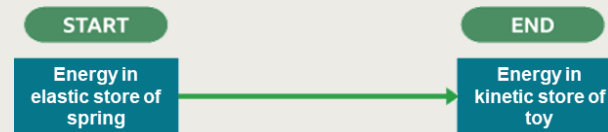


Useful or not? Not all energy is shifted to useful stores. An energy flow diagram can show the proportion of energy shifted usefully compared to the energy that is wasted or **dissipated**. Energy is often dissipated to the thermal energy store of the surroundings.

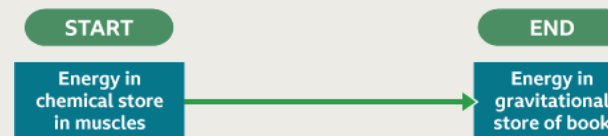


Energy shifts To describe energy shifts, we need to think about the store the energy **starts** in and the store the energy **ends** in.

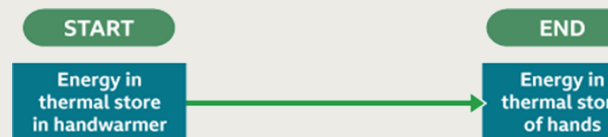
When a clockwork toy unwinds, energy from the elastic potential energy store is shifted into the kinetic energy store of the toy.



When a person lifts a book, energy is shifted from the person's chemical energy store to the book's gravitational potential energy store.



When using a hand warmer, energy moves from the thermal store of the hotter object to the thermal store of a cooler object (your hand).



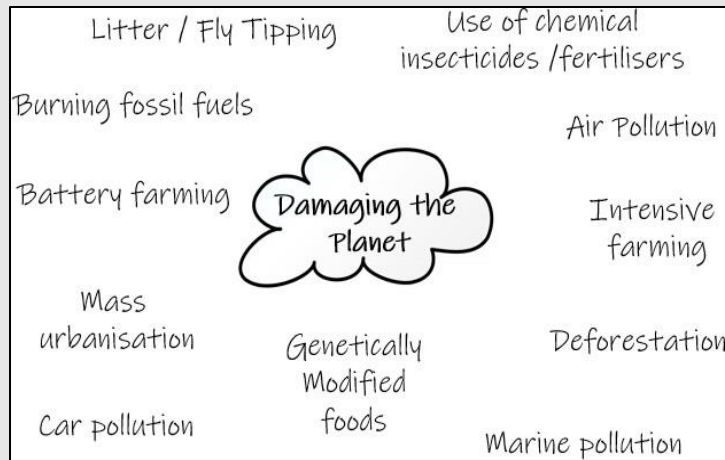


Knowledge Goals: PRE Are we stewards of the earth?



All religions believe that we have a responsibility to care for the world and the environment (including the animals, plants and resources on the Earth). These beliefs are often at the very centre of religious teachings – for example one of the reasons Muslims follow a halal diet is to help to maintain the natural balance or ‘fitrah’ in the world.

However, believing that we should care for the world is not only a religious belief. Many people who do not follow a particular religion – for example Humanists – believe strongly that we should protect the earth and its’ environment.



Beliefs about the Earth

Christianity

God made the Earth and gave Christians the special responsibility as **Stewards** to look after it. They can use the Earth but cannot abuse it. J

Judaism

Jews believe that God created the world and gave human beings a special responsibility within creation to **cultivate** it, **guard** it and use it wisely. This is known as **stewardship**.

Buddhism

Buddhists believe in the **interconnectedness** of all things. Humans depend on nature and nature depends on humans. Harming one part of this whole is the same as harming all of it. Therefore, if people learn to live simply and in **harmony** with the world, the whole of the environment will benefit.

Humanists

Because there is no God or supernatural force, human beings must take sole responsibility for solving the **world's** environmental problems. Only humans are capable of finding the solutions that can lead to a **sustainable** existence.

Sikhism

The Guru Granth Sahib teaches that Sikhs show **respect and responsibility** towards creation and bear in mind the needs of future generations, as well as their own current needs.

Islam

Allah made the Earth and humans have the duty as **Khalifahs** to care for it and maintain **fitrah** (natural balance) in the world.

Hinduism

Everything around us is part of the Earth and nature. We should practice **Ahimsa** – the principle of **non-violence** – with the Earth. Also, all living things in the natural world are sacred because they are part of **God**.



Because of dominion, believers can use what is on the planet – from plants to animals. Dominion does not, however, give humans the right to exploit or abuse these resources.

Knowledge Goals: Spanish

Palabras

<p>Los países ¿Dónde vives? vivir Vivo en ... Vive en ... Vivimos en ... Viven en ...</p> <p>Alemania Escocia España Francia Gales Grecia Inglaterra Irlanda Italia Portugal</p>	<p>Countries <i>Where do you live?</i> to live I live in ... He/She lives in ... We live in ... They live in ...</p> <p>Germany Scotland Spain France Wales Greece England Ireland Italy Portugal</p>
<p>Mi casa ¿Vives en una casa o en un piso? Vivo en una casa. Vivo en un piso.</p> <p>¿Dónde está? Está ... en el campo en la montaña en la costa en una ciudad en un pueblo</p> <p>¿Cómo es tu piso? Es ... antiguo moderno bonito feo nuevo viejo pequeño cómodo grande</p>	<p>My house <i>Do you live in a house or a flat?</i> I live in a house. I live in a flat.</p> <p><i>Where is it?</i> It's ... in the countryside in the mountains on the coast in a city/town in a village</p> <p>What's your flat like? It's ... old(-fashioned) modern pretty ugly new old small comfortable big</p>

<p>¿Cómo es tu casa? Es ... antigua moderna bonita fea nueva vieja pequeña cómoda grande</p> <p>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</p>	<p>What's your house like? It's ... old(-fashioned) modern pretty ugly new old small comfortable big</p> <p>Rooms <i>What is there in your house/flat?</i> <i>What is there downstairs?</i> <i>What is there upstairs?</i> <i>What is there outside?</i> 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</p>
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<p>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.</p> <p>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</p> <p>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.</p>	<p>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.</p> <p>My bedroom <i>In my bedroom there's ...</i> 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</p> <p>Prepositions <i>on</i> <i>to the right of</i> <i>to the left of</i> <i>under</i> <i>in front of</i> <i>beside</i> <i>behind</i> <i>between</i> <i>to the right of the wardrobe</i> <i>beside the bed</i> <i>on the walls</i></p>	<p>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.</p> <p>Palabras muy útiles siempre a veces normalmente somos</p> <p>Very useful words always sometimes normally we are</p> <p>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-</p>
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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

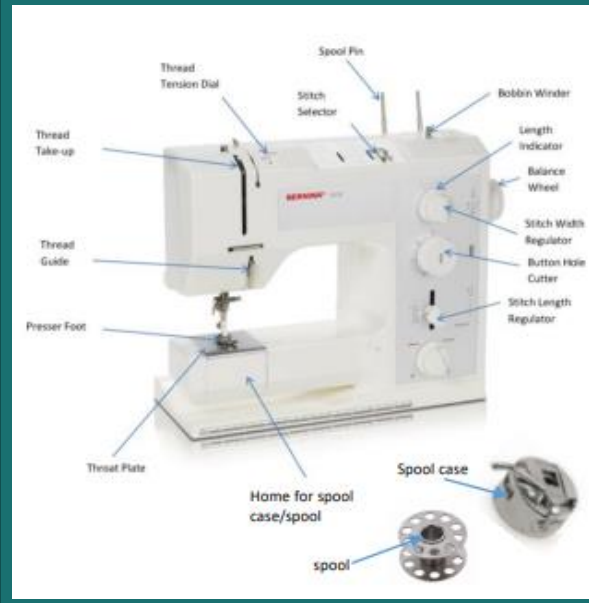
Knowledge Goals: Textiles

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

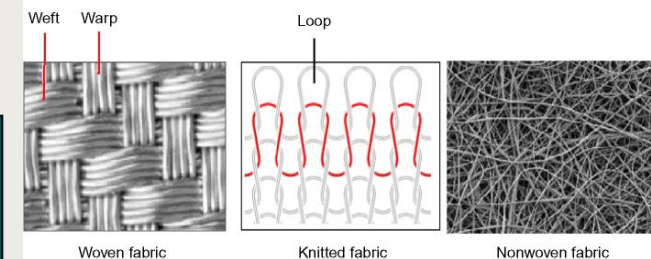
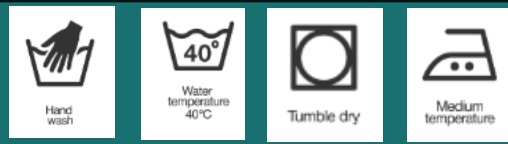
Parts of a Sewing Machine



Smart and modern materials

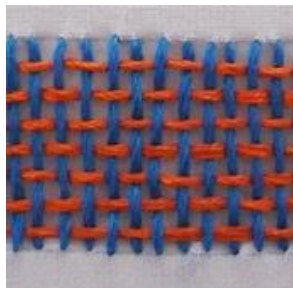
 Biodegradable Ink	 Aroma Pigments	 Sign in Daylight
 Hydrochromic Ink	 Thermochromic pigment	 Sign in Darkness
 Phosphorescent pigment	 Photochromic pigment	 Photochromic pigment

Care Labels Instructions for laundering



Technique

Weaving



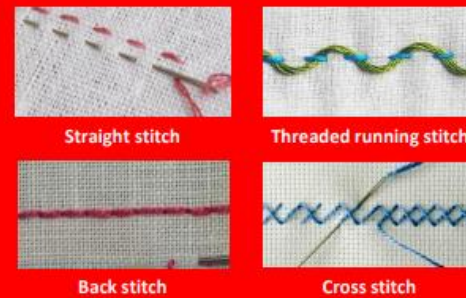
Embroidery



Applique

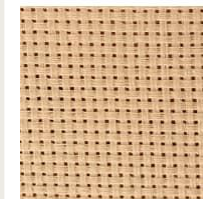


Hand stitches



Textile equipment

Binca



Bodkin



Wool



Thread



Frayer Model Template

Definition	Characteristics
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____
Examples	Non-examples

Frayer Model Template

Definition	Characteristics
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Examples	Non-examples