

Beckfoot School

Knowledgeable And Expert Learners

Year

Half-Term

1

enjoy **learn** **succeed**

Name:.....

Tutor Group:.....

Contents

• Homework Instructions	1
• Independent Learning Instructions	5
• Maths knowledge organisers and independent learning	7
• English knowledge organisers and independent learning	11
• Science knowledge organisers and independent learning	15
• French/German knowledge organisers and independent learning	23
• Geography knowledge organisers and independent learning	29
• History knowledge organisers and independent learning	33
• RE knowledge organisers and independent learning	37
• DT Food knowledge organisers and independent learning	41
• DT Resistant Materials knowledge organisers and independent learning	45
• DT Textiles knowledge organisers and independent learning	49
• Performing Arts knowledge organisers and independent learning	53
• Art knowledge organisers and independent learning	57
• Music knowledge organisers and independent learning	61
• Computing knowledge organisers and independent learning	65
• Read Like a Beekfooter	71
• Reflect Like a Beekfooter	71
• Revise Like a Beekfooter	72
• Oracy – Speak Like a Beekfooter	74
• Communication Pages	76

What should you be working on each week?

Homework:

- Your teacher will set you specific tasks, with a deadline, on Class Charts
- Instructions for your homework, and how to access it, are in this booklet
- You must complete and hand in the work by the deadline

Independent Learning:

- You should spend at least 20 minutes doing independent learning, using 'Quiz It, Link It, Map It, Shrink It' each day
- Your teacher will remind you of the topics and the tasks to do

Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your email address and password into the fields provided.

Access code *

Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

2. Click on the Log in button.



3. Enter your date of birth if prompted and click on the OK button.

Date of birth

Please enter your date of birth below.

Date of Birth

12/06/2009

Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

The **three banners** above the homework status categories count the number of homework tasks that are **due this week**, how many of those tasks you have **completed** and how many tasks you **still need to complete**.

To only see homework tasks that require an **attachment submission**, tick the checkbox labelled **Requires submission**.

☐ 1 task due this week

☐ 0 tasks submitted/completed

☐ 1 task remaining this week

☐ Requires submission?

If you are viewing the **Homework** tab via a **desktop** or **laptop**, expanding a homework status category will display a **table overview** of each homework task for the selected date range.

^ To do 3

Homework ¹	Teacher ¹	Lesson ¹	Issued ¹	Due ¹	Estimated time ¹	Type ¹	Feedback ¹
<input checked="" type="checkbox"/>	Research GDP	Mr A Blackler	8P/5g	Monday 09/11/2020	1 hours	Blended Learning	
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J Kato	8Y/En2	Tuesday 10/11/2020	30 minutes	Homework	
<input checked="" type="checkbox"/>	Create a poster on French food	Mrs A Abell	7YEL/1	Friday 06/11/2020	45 minutes	Homework	Feedback

Homework

If your school has decided to share homework with pupils, you will see the **Homework** tab in your account.

Selecting this tab will display a list of the **homework tasks** which you have been given.

To change the date range for displayed homework tasks, click on the orange **Date** button.

To display tasks in the order they were set, click on the **Issue Date** button

To display tasks in the order they are expected to be handed in, click on the **Due date** button.

To mark a homework task as completed, view the homework task of your choice in more detail and tick the **Completed?** checkbox.

To view a homework task in more detail, click on the **expand** icon in the bottom right hand corner of the homework tile.

A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.



To do

Research GDP

GCSE/AS/Pre - 8P/5g - MR A BLACKLER

Type: Blended Learning

Issue date: Monday 09/11/2020

Due date: Wednesday 11/11/2020

Estimated completion time: 1 hours

Please write a short paragraph on what GDP is and how it is used.

Homework status categories

To-Do: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox.

Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Late: These are homework tasks that have been handed in past the deadline.

Not submitted: These are homework tasks that were not handed in on time.

Submitted: These are homework tasks that have been handed in on time.

To do

Completed

Submitted late

Not submitted

Submitted

Homework Instructions: Maths

MATHS

Maths homework at KS3 is set weekly in the form of a key skills retrieval practice work sheet included in the Maths homework booklet. In addition to this students have access to MyMaths, where you can access revision material for all topics taught in class. Class teachers may choose to set additional homework via MyMaths



HOW TO GUIDE

1. Follow the link: <https://beta.mymaths.co.uk/login>
2. Use the following school login details
Login: beckfoot
Password: r2k10
Here you can access all the revision material for KS3.



3. Use your personal login details given to you by your teacher to access any tasks set for your class.



Homework Instructions: Science

Science Home learning instructions

Please follow the instructions below to access your science home learning.

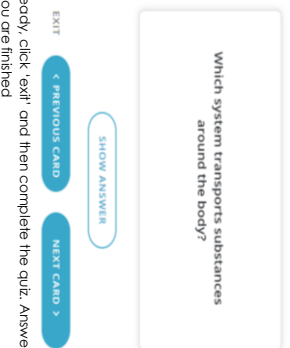


Remember you are expected to complete at least one quiz per week.

1. Log into Microsoft Teams using your school log in
2. Go to assignments and click on the Carousel Learning quiz set by your teacher
3. A window like the one below will pop up (if it doesn't, copy and paste the link into your internet browser)



4. Type your first name and last name as it's written on the register to log into the quiz
5. Click on 'revise' and use 'look, cover, write and check' to go through the flash cards like the one below. Use your knowledge organiser to help you.



6. When you are ready, click 'exit' and then complete the quiz. Answer all questions and click 'submit' when you are finished

Homework Instructions: English

- Every half term, a home learning booklet will be provided for each scheme.

- They will have the instructions for each task in them.

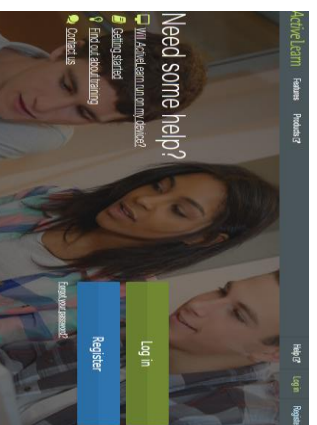
- Please follow them and complete the tasks for the deadline your teacher gives.



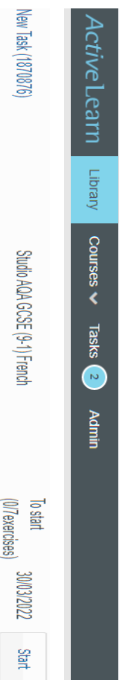
Homework Instructions: MFL

1. Follow the link:

<https://www.pearsonactivelearn.com/app/Home>



2. Login using the username and password your were given in class.
3. Your assignment will be on the login page – click on Tasks. Select the task which has been set and complete before the due date.

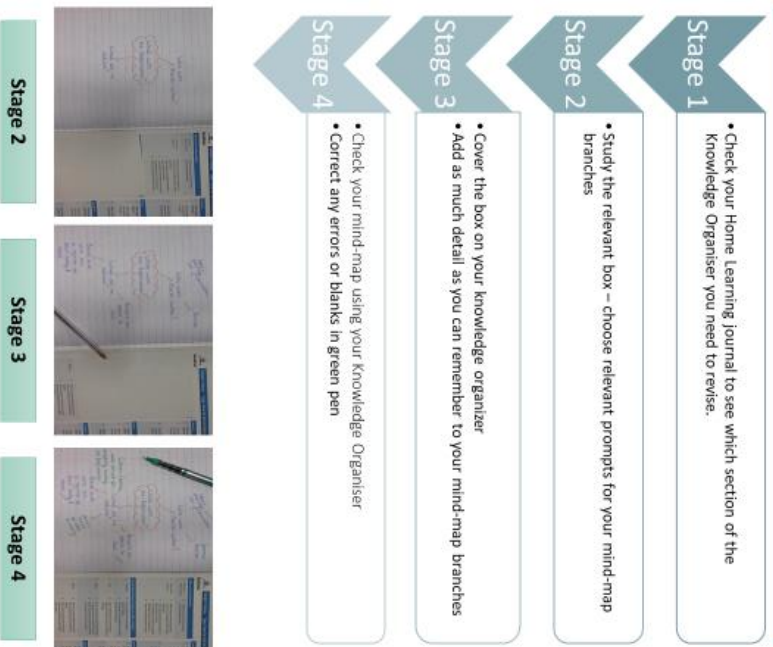


- Homework in Languages is set on Activelearn each week
- You should log in to Activelearn and complete the assignment set for you every week

Homework Instructions: Humanities

Humanities Home Learning H1T2 – Mind-Maps

Each week you will be asked to revise a particular section of your Knowledge Organiser, which can be found in this booklet. See below for the instructions of how to complete this half-term's retrieval focus.



Homework Instructions: Performing Arts

All home learning is set on Class Charts at start of every topic.
The teacher will set a completion date on Class Charts.

REVIEW AND EMBED:

- For each topic, you will be set home learning to revise your knowledge organiser using techniques such as 'quiz it, link it, map it, shrink it'. This will help you to review and embed your understanding of the skills and techniques you will use in your practical work.
- You will also be given a set of questions and answers to revise in preparation for a quiz at the end of each topic.

RESEARCH AND EXPLORE:

- For each topic, you will be set a research task or line learning activity on Class Charts. You will have 2 weeks to complete this.
- This task will help you gather ideas for your practical work and develop your understanding and knowledge of the plays, themes and styles we are exploring in lesson.

READ AND ENJOY:

- For each topic, you will also be set an optional task to read or watch clips from the performances we are exploring in lesson. We will provide links with places you can access books, scripts and video clips on Class Charts.

Homework Instructions: D&T

- ☐ Complete the ELP given to you at the start of the rotation. You are only expected to complete the extended.
- ☐ If the ELP is practical based all resources will be given to you.
- ☐ Under teacher instruction preparation needs to be done for sections of the Knowledge Organiser.



Homework Instructions: Art

- One home learning project will be set every half term on class charts.
- Students will be provided with a list of options to choose from.
- Each task listed will link to topics covered in lessons and will utilise key techniques, this will give students a chance to retrieve core elements and explore more creative outcomes.
- Students will be expected to spend 2-3 hours on the tasks and will be given two weeks to complete, they must seek help during their second lesson prior to the hand in date if needed to allow time to complete.
- Completed work must be photographed and uploaded onto class charts



Homework Instructions: Music

- Every half term you will be set one home learning task, this will be set in class, and also put on class charts.
- The work will normally be set in week two of the half term, and handed in during week four.
- You will have two weeks to complete the work.
- If you need help, you will have a lesson to ask you teacher.
- There will be some extension tasks, these are optional.
- Once complete, you will submit the work on class charts.



Homework Instructions: Computing

Half term two

1. Every fortnight you will be asked to complete a worksheet from your Computing homework booklet. Your teacher will let you know which page to complete.

Here is an example worksheet from the Computing booklet:

Homework 1				Marks:	
1. Define the following terms.				(6 marks)	
Bit	Nibble	Byte	Kilobyte (KB)	Megabyte (MB)	Gigabyte (GB)
			1000 bytes		
2. Work out the binary/decimal conversions for the numbers below. (14 marks)					
Decimal		Binary			
154					
67					
47					
56					
129					
17					
219					
45					
78					
				001111110	
				101011111	

2. Spend at least 20 minutes carrying out independent learning for Computing each week. Your teacher will let you know which topics you should be working on.

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.

STUDENT ZONE
Student login area, enter your learning resources, inventory desktop. Click to view >

1. Select 'Student Zone' on the homepage of our website

Student Zone
Student's Covid test results, Student's Learning Resources, My Learning Resources, My Learning Resources

2. Select 'My Learning Resources'

3. Select your year group

Learning Resources

3. Select the subject you want to work on

3. Select the relevant half term.
All the resources you need will be here

Number – Types of Number

1	Lowest Common Multiple	<p>LCM by Listing out the Multiples Find the LCM of 5 and 6</p> <p>Multiples of 5: 5, 10, 15, 20, 25, <u>30</u>, 35, ...</p> <p>Multiples of 6: 6, 12, 18, 24, <u>30</u>, 36, ...</p> <p>Least Multiple common in both numbers is 30</p>
2	Highest Common Factor	<p>HCF by Listing out the Factors Find the HCF of 24 and 36</p> <p>Factors of 24: 1, 2, 3, 4, 6, 8, <u>12</u>, 24</p> <p>Factors of 36: 1, 2, 3, 4, 6, 9, <u>12</u>, 18, 36</p> <p>Highest common factor is 12</p>

Number – Fractions

1	Equivalent Fractions	$\frac{1}{2}$ is the same as $\frac{4}{8}$
2	Adding Fractions <ul style="list-style-type: none"> The denominator has to be the same. Add the numerator. 	$\frac{1}{2} + \frac{3}{4}$ we can make the bottom 4 $\frac{2}{4} + \frac{3}{4} = \frac{5}{4}$
3	Subtracting Fractions <ul style="list-style-type: none"> The denominator has to be the same. Subtract the numerator. 	$\frac{3}{4} - \frac{1}{3}$ We can make the bottom 12. $\frac{9}{12} - \frac{4}{12} = \frac{5}{12}$
4	Multiplying Fractions <ul style="list-style-type: none"> Multiply both top and bottom 	$\frac{3}{5} \times \frac{2}{3} = \frac{6}{15}$ $\frac{6}{15}$ is the same as $\frac{2}{5}$
5	Dividing Fractions <ul style="list-style-type: none"> KCF Keep – Change – Flip 	$\frac{4}{3} \div \frac{2}{5}$ becomes $\frac{4}{3} \times \frac{5}{2}$ $\frac{4}{3} \times \frac{5}{2} = \frac{20}{6} = \frac{10}{3}$

Number – FDP Equivalence

1	Equivalent fractions, decimals and percentages.	<table border="1"> <thead> <tr> <th>Decimal</th><th>Percentage</th><th>Fraction</th></tr> </thead> <tbody> <tr><td>0.5</td><td>50%</td><td>$\frac{1}{2}$</td></tr> <tr><td>0.25</td><td>25%</td><td>$\frac{1}{4}$</td></tr> <tr><td>0.75</td><td>75%</td><td>$\frac{3}{4}$</td></tr> <tr><td>0.2</td><td>20%</td><td>$\frac{1}{5}$</td></tr> <tr><td>0.1</td><td>10%</td><td>$\frac{1}{10}$</td></tr> <tr><td>0.3</td><td>33.3%</td><td>$\frac{1}{3}$</td></tr> </tbody> </table>	Decimal	Percentage	Fraction	0.5	50%	$\frac{1}{2}$	0.25	25%	$\frac{1}{4}$	0.75	75%	$\frac{3}{4}$	0.2	20%	$\frac{1}{5}$	0.1	10%	$\frac{1}{10}$	0.3	33.3%	$\frac{1}{3}$
Decimal	Percentage	Fraction																					
0.5	50%	$\frac{1}{2}$																					
0.25	25%	$\frac{1}{4}$																					
0.75	75%	$\frac{3}{4}$																					
0.2	20%	$\frac{1}{5}$																					
0.1	10%	$\frac{1}{10}$																					
0.3	33.3%	$\frac{1}{3}$																					
2	Ordering FDP <ul style="list-style-type: none"> Convert them all into the same form and then compare 	<p>50% \downarrow $\frac{6}{10}$ \downarrow 0.45</p> <p>0.5 \downarrow 0.6 \downarrow 0.45</p> <p>0.45 0.5 0.6</p>																					

Algebra - Simplifying and Solving

1	Collecting like terms <ul style="list-style-type: none"> Collect all your different letters together 	$4a + 3b + 2a - 2b$ $4a + 2a = 6a$ $3b - 2b = 1b$ Answer: $6a + 1b$
2	Simplifying expressions	$2a \times 3a = 6a^2$ $4a \div 2a = 2$
3	Substitution <ul style="list-style-type: none"> Replace the letters with the numbers. Multiply them as 2y is actually 2 times y. 	If $x = 2$ and $y = 3$, what is the value of $4x + 2y$? $4 \times 2 = 8$ and $3 \times 2 = 6$ $8 + 6 = 14$ 14

Ratio – Ratio and Proportion

1	Simplifying Ratios <ul style="list-style-type: none"> Divide by the HCF of both numbers 	<p>Simplify the Ratio 6 : 15</p> <p>Divide both our number values by the GCF of 3.</p> <p>$\frac{6}{3} : \frac{15}{3}$</p> <p>The simplified Ratio Answer is 2 : 5 ✓</p>
2	Sharing an amount <ul style="list-style-type: none"> Add Divide And Multiply 	<p>Share £30 in the ratio 3 : 7</p> <ul style="list-style-type: none"> $3 + 7 = 10$ $£30 \div 10 = £3$ $3 \times £3 = £9$ and $7 \times £3 = £21$
3	Simplify unitary ratio. <ul style="list-style-type: none"> Make one side of the ratio 1. 	<p>Put 2 : 4 in the form n : 1</p> <p>$\frac{2}{4} \div 2 = \frac{1}{2}$</p> <p>0.5 : 1</p>

Key Vocabulary

1	Prime Numbers	Numbers that can only divided by themselves and 1.
2	Multiple	Your number multiplied by a whole number.
3	Factor	A number that goes into your number with no remainder.
4	Denominator	Bottom of a fraction
5	Numerator	Top of a fraction
6	Substitute	Swap your letter with a number
7	Share	To divide.

Number – Types of Number

1	Lowest Common Multiple	
2	Highest Common Factor	

Number – Fractions

1	Equivalent Fractions	
2	Adding Fractions <ul style="list-style-type: none"> The denominator has to be the same. Add the numerator. 	
3	Subtracting Fractions <ul style="list-style-type: none"> The denominator has to be the same. Subtract the numerator. 	
4	Multiplying Fractions <ul style="list-style-type: none"> Multiply both top and bottom 	
5	Dividing Fractions <ul style="list-style-type: none"> KCF Keep – Change - Flip 	

Number – FDP Equivalence

1	Equivalent fractions, decimals and percentages.	
2	Ordering FDP <ul style="list-style-type: none"> Convert them all into the same form and then compare 	

Algebra - Simplifying and Solving

1	Collecting like terms <ul style="list-style-type: none"> Collect all your different letters together 	
2	Simplifying expressions	
3	Substitution <ul style="list-style-type: none"> Replace the letters with the numbers. Multiply them as $2y$ is actually 2 times y. 	

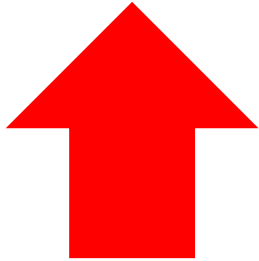
Ratio – Ratio and Proportion

1	Simplifying Ratios <ul style="list-style-type: none"> Divide by the HCF of both numbers 	
2	Sharing an amount <ul style="list-style-type: none"> Add Divide And Multiply 	
3	Simplify unitary ratio. <ul style="list-style-type: none"> Make one side of the ratio 1. 	

Key Vocabulary

1	Prime Numbers	
2	Multiple	
3	Factor	
4	Denominator	
5	Numerator	
6	Substitute	
7	Share	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

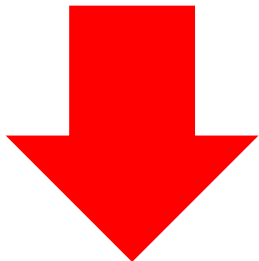
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Stock Characters

1	Protagonist	The main character, e.g. Harry Potter.	6	Comic Relief	A character that lightens the mood in dramatic stories, e.g. Neville Longbottom.
2	Antagonist	The villain in the story, or the thing that is stopping the protagonist achieving their goal, e.g. Voldemort.	7	Father Figure	A wise, mentor character that can be relied on by the protagonist and offers guidance, e.g. Dumbledore.
3	Deuteragonist	The second main character, usually a companion or 'side-kick' to the protagonist, e.g. Ron Weasley.	8	Hag	An evil old woman, often a witch, who typically hates children e.g. Bellatrix Lestrange.
4	Love Interest	The protagonist's object of desire, e.g. Ginny Weasley.	9	Foil	A character that represents the opposite qualities to the protagonist, e.g. Draco Malfoy.
5	Confidante	The protagonist trusts them with their life and their problems, e.g. Hermione Granger.	10	Gentle Giant	A caring character, despite their intimidating appearance, e.g. Hagrid.

Story Conventions

1	Character Goal	What the protagonist needs to accomplish by the end of the story.	6	Inciting Incident	The first moment of conflict that kick-starts the story.
2	Conflict	Anything that stops the protagonist achieving their goal.	7	Reversals	Any new challenge for the protagonist.
3	Setting	Where and when the story happens.	8	Breaking Point	When it seems impossible for the protagonist to achieve their goal.
4	Exposition	Any important 'back-story' that needs to be understood.	9	Climax	The most dramatic part of the story, where the protagonist faces their ultimate challenge.
5	Equilibrium	This is the 'normal' state of affairs for the protagonist, where they are at peace.	10	Resolution	When the protagonist achieves their goal and the equilibrium is restored.

Common Themes

1	Good vs. Evil	5	Power
2	Courage	6	Friendship
3	Redemption	7	Growing Up
4	Love	8	Death

Cultural Function

1	Lessons	Morals, origins/creation and cautionary tales.
2	History	Wisdom, events and culture passed from one generation to the next.
3	Entertainment	Helping us escape our day-to-day lives and feel emotionally moved.
4	Commentary	Critiquing an aspect of society in order to show its flaws.

Key Vocabulary

1	Narrative	The story.
2	Character Arc	How a character develops from the beginning of a story to the end.
3	Theme	One of the 'big ideas' that run throughout the story and what it is <i>really</i> about.
4	Symbolism	Using an object, character, action or setting to represent a theme.
5	Allegory	A story that reflects a wider idea, such as a religion, philosophy or political idea.
6	Myth	A traditional symbolic story that explores ideas about creation and nature. Myths have no known factual basis.
7	Legend	An ancient story that is thought to have some basis in fact but many of the details are now exaggerated.
8	Fables and Parable	A short story with a moral message. Fables include talking animals or objects.
9	Epic Poem	A long narrative poem that describes the adventures of a hero.
10	Bildungsroman Novel	A story that follows a character from birth to adulthood.

Stock Characters

Key Vocabulary

1	Protagonist		6	Comic Relief	
2	Antagonist		7	Father Figure	
3	Deuteragonist		8	Hag	
4	Love Interest		9	Foil	
5	Confidante		10	Gentle Giant	

1	Narrative	
2	Character Arc	
3	Theme	
4	Symbolism	
5	Allegory	
6	Myth	
7	Legend	
8	Fables and Parable	
9	Epic Poem	
10	Bildungsroman Novel	

Story Conventions

1	Character Goal		6	Inciting Incident	
2	Conflict		7	Reversals	
3	Setting		8	Breaking Point	
4	Exposition		9	Climax	
5	Equilibrium		10	Resolution	

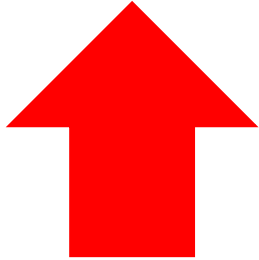
Common Themes

1		5	
2		6	
3		7	
4		8	

Cultural Function

1	Lessons	
2	History	
3	Entertainment	
4	Commentary	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

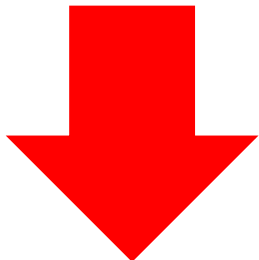
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

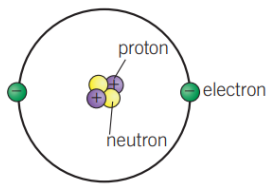
Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

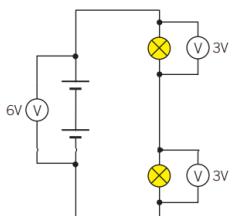
Charge and Static electricity

1	Structure of the atom	
2	Atoms	are normally neutral (no charge) because they have the same number of protons as electrons
3	Static electricity	Caused by the rubbing together of two insulators. Friction causes electrons to transfer from one material to the other. If it gains electrons it becomes negatively charged. If it loses electrons it becomes positively charged
4	Forces	Objects with the same charge will repel . Objects with opposite charges will attract .

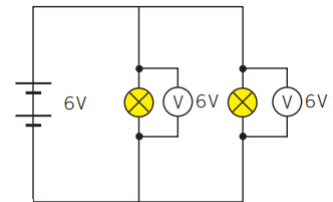
Current, Potential Difference and Resistance

1	Current	The amount of charge flowing per second. Measured with an ammeter (always in series). Units are Amps (A) .
2	Potential difference	The amount of energy given to the charges by the cell or battery. Measured with a voltmeter (in parallel). Units are Volts (V) .
3	Resistance	Measured in Ohms (Ω) . Calculated using: $R = \frac{V}{I}$ Resistance (V) / current (A)

Series Circuits (only one loop)

1	Current	Is the same everywhere in a series circuit
2	Potential difference	Is shared between the components in the circuit.
3	More bulbs = less bright (because there's more resistance)	
4	One bulb breaking = all bulbs go out	


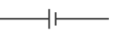
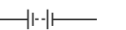


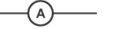
Parallel Circuits (more than one loop)

1	Current	Is shared between the different loops
2	Potential difference	Is the same on each loop
3	More bulbs = no change in brightness	
4	One bulb breaking = only that bulb goes out	

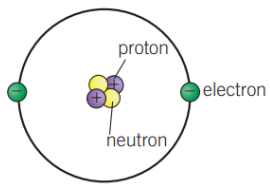
Key Vocabulary

1	Electron	A negatively charged particle that orbits the nucleus. Also carries charge in a circuit
2	Proton	A positively charged particle found in the nucleus
3	Neutron	A neutral particle found in the nucleus
4	Current	The amount of charge flowing per second
5	Potential Difference	The energy supplied to each charge in the circuit
6	Resistance	a property of a component, making it difficult for charge to pass through
7	Series Circuit	A circuit with only one loop
8	Parallel Circuit	A circuit with more than one loop
9	Conductor	A material with low resistance so electricity will flow easily
10	Insulator	A material with high resistance so electricity will not flow easily

Circuit Symbols

1			
	Switch	Cell	Battery
			
	Lamp	Voltmeter	Ammeter

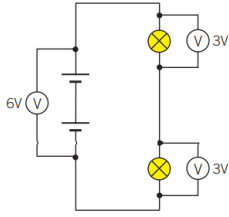
Charge and Static electricity

1		
2	Atoms	
3	Static electricity	
4	Forces	

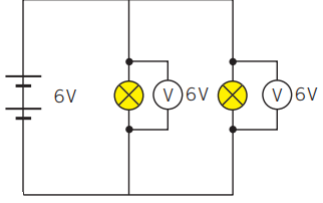
Current, Potential Difference and Resistance

1	Current	
2	Potential difference	
3	Resistance	$\text{resistance } (\Omega) = \frac{\text{potential difference (V)}}{\text{current (A)}}$

Series Circuits ()

1	Current	
2	Potential difference	
3	More bulbs =	
4	One bulb breaking =	

Parallel Circuits ()

1	Current	
2	Potential difference	
3	More bulbs =	
4	One bulb breaking =	

Key Vocabulary

1		A negatively charged particle that orbits the nucleus. Also carries charge in a circuit
2	Proton	
3	Neutron	
4		The amount of charge flowing per second
5		The energy supplied to each charge in the circuit
6	Resistance	
7		A circuit with only one loop
8		A circuit with more than one loop
9	Conductor	
10	Insulator	

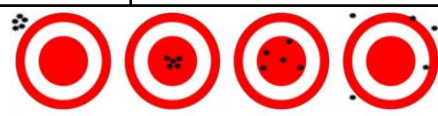
Circuit Symbols

1	
---	--

Knowledge: Graphs		
1	Bar chart	A graph or chart that displays the values of categories, used for Discontinuous data
2	Line graph	A graph that shows the relationship between two continuous variables.
3	Scatter graph	Used for Continuous data, to look for a pattern or link between two sets of data.
4	Pie chart	A chart that shows the proportions or percentages that make up a whole..

Knowledge: Risk Assessment			
1	Hazard	How the equipment could be dangerous	
2	Risk	What the hazard could cause	
3	Control measure	What can be done to reduce the likelihood of the Hazard/Risk	
Equipment	Hazard	Risk	Control Measure
Glass Beaker	Could break	Cuts	Clear up any breakages
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water
1Kg Mass	Heavy	Break toes	Keep in middle of table

Knowledge: Variables		
A factor that can be changed, measured and controlled.		
1	Independent	What you change in an investigation to see how it affects the dependent variable.
2	Dependent	What you measure or observe in an investigation when you change the independent variable.
3	Control	One that remains unchanged or is held constant to stop it affecting the dependent variable.
4	Continuous	Has values that can be any number.
5	Discontinuous	Has values that are words or discrete numbers.

Knowledge: Accuracy & Precision		
1	Accurate	Measurements that are the true value.
2	Precise	This describes a set of repeat measurements that are close together.
 <div> <div>low accuracy high precision</div> <div>high accuracy high precision</div> <div>high accuracy low precision</div> <div>low accuracy low precision</div> </div>		

Key Vocabulary		
1	Categoric	A variable that has values that are words.
2	conclusion	What you write down to say what you have found out during an investigation.
3	correlation	A relationship between variables where one increases or decreases as the other increases.
4	evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
5	hypothesis	An explanation you can test that includes a reason and a 'science idea'.
6	observation enquiry	An experiment to find out about things that change over time.
7	scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.

Knowledge: Mean Average		
Used to find the average of multiple sets of data		
Step 1	Add all the data points up	$8 + 6 + 7 + 5 = 26$
2	Divide by how many data points there are	$26 / 4 = 6.5$

Beckfoot

Subject: Science

Topic: Enquiry Processes

Year Group: 7

enjoy

learn

succeed

Knowledge: Graphs

1	Bar chart	
2	Line graph	
3	Scatter graph	
4	Pie chart	

Knowledge: Variables

1	Independent	
2	Dependent	
3	Control	
4	Continuous	
5	Discontinuous	

Key Vocabulary

1	Categoric	
2	conclusion	
3	correlation	
4	evaluate	
5	hypothesis	
6	observation enquiry	
7	scientific enquiries	

Knowledge: Risk Assessment

1	Hazard	
2	Risk	
3	Control measure	

Equipment	Hazard	Risk	Control Measure
Glass Beaker	Could break	Cuts	Clear up any breakages
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water
1Kg Mass	Heavy	Break toes	Keep in middle of table

Knowledge: Accuracy & Precision

1	Accurate	
2	Precise	

low accuracy
high precision

high accuracy
high precision

high accuracy
low precision

low accuracy
low precision

Knowledge: Mean Average

Step 1		$8 + 6 + 7 + 5 = 26$
2		$26 / 4 = 6.5$

What are forces?

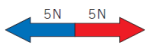
- 1 They can cause things to move, change direction and change shape.
- 2 They are measured in Newtons (N), using a newtonmeter.
- 3 Forces are either contact or non-contact forces.
- 4

Contact	E.g. friction and air resistance.
Non-contact	E.g. gravity and magnetic forces.

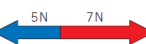
Balanced and unbalanced forces

- 1

Balanced	Forces acting on an object are the same size but in opposite directions. The object is stationary or moving at a constant speed.
----------	--

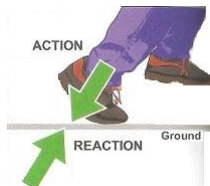

- 2

Unbalanced	When the two forces that are acting in opposite directions on an object are not the same size. The object is accelerating or decelerating.
------------	--


- 3 To determine the resultant force subtract forces if they act in opposite directions. Add them if they act in the same direction.

Interaction pairs

- 1 Forces always act in pairs called interaction pairs.
- 2 The forces in interaction pairs are always the same size as one another and act in opposite directions.
- 3 Example: When you walk you push down on the ground. The ground pushes you back with an equal force in the opposite direction.



Key equations

- 1

Weight (N) = mass (kg) x gravitational field strength (N/kg)	$W = m \times g$
--	------------------
- 2

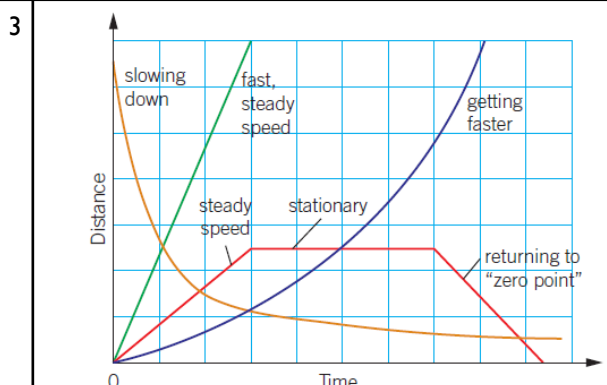
Speed (m/s) = distance (m) ÷ time (s)	$s = d \div t$
---------------------------------------	----------------

Speed

- 1 Speed is measured in meters per second (m/s).
- 2 When using the equation $s = d \div t$ distance should be in meters and time in seconds.
- 3 Relative motion compares how quickly one object is moving compared to another.
- 4 If two objects are moving at the same speed in the same direction they will always be the same distance apart. Their relative speed is zero.

Distance-time graphs

- 1 Time goes on the x-axis and distance on the y-axis.
- 2 Average speed = total distance ÷ total time



Key Vocabulary

- | | | |
|----|-------------------|--|
| 1 | Contact force | A force that acts when two objects are physically touching. |
| 2 | Non-contact force | A force that acts when two objects are not touching. |
| 3 | Newton | The unit used to measure force. |
| 4 | Gravity | A non-contact force that acts between two objects. |
| 5 | Weight | The downward force caused by gravity acting on an object's mass. |
| 6 | Mass | The amount of matter in an object. |
| 7 | Resultant force | The overall force acting on an object. |
| 8 | Equilibrium | When the resultant force on an object is zero. |
| 9 | Speed | A measure of how quickly an object is moving. |
| 10 | Stationary | An object that is not moving. |
| 11 | Accelerate | When an object is getting faster. |
| 12 | Decelerate | When an object is getting slower. |

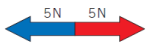
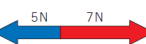
Gravity

- 1 Gravity is a non-contact force that pulls objects together.
- 2 The size of the gravitational attraction between two objects depends on their mass and separation.
- 3 Gravitational field strength varies from planet to planet so your mass is always the same but your weight varies from planet to planet.

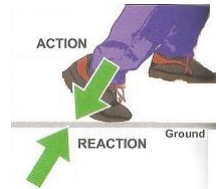
What are forces?

1	
2	
3	
4	Contact
	Non-contact

Balanced and unbalanced forces

1	Balanced	
		
2	Unbalanced	
		
3		

Interaction pairs

1	
2	
3	

Key equations

1	
2	

Speed

1	
2	
3	
4	

Distance-time graphs

1	
2	
3	

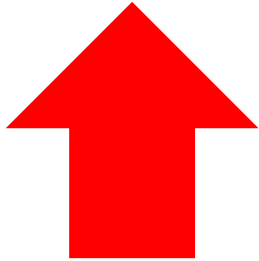
Key Vocabulary

1	Contact force	
2	Non-contact force	
3	Newton	
4	Gravity	
5	Weight	
6	Mass	
7	Resultant force	
8	Equilibrium	
9	Speed	
10	Stationary	
11	Accelerate	
12	Decelerate	

Gravity

1	
2	
3	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

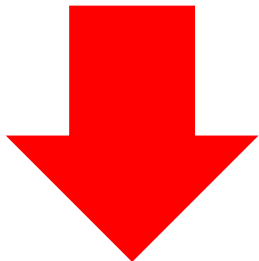
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Greetings

1	Bonjour	Hello
2	Ça va?	How are you?
3	Ça va bien/mal	I'm good/bad
4	Comment t'appelles tu?	What is your name?
5	Je m'appelle	My name is
6	Où habites-tu?	Where do you live?
7	J'habite à	I live in
8	Quel âge as-tu?	How old are you?
9	J'ai...ans	I am...years old
10	Au Revoir	Bye

Numbers

1	Un	1	Cinq	5	Neuf	9
2	Deux	2	Six	6	Dix	10
3	Trois	3	Sept	7	Onze	11
4	Quatre	4	Huit	8	Douze	12

Days

1	lundi	Monday
2	mardi	Tuesday
3	mercredi	Wednesday
4	jeudi	Thursday
5	vendredi	Friday
6	samedi	Saturday
7	dimanche	Sunday

Key verbs

1	J'aime	I like
2	J'adore	I love
3	Je déteste	I hate
4	Je suis	I am
5	J'ai	I have

Months

1	janvier	January
2	février	February
3	mars	March
4	avril	April
5	mai	May
6	Juin	June
7	juillet	July
8	août	August
9	septembre	September
10	octobre	October
11	novembre	November
12	décembre	December

Examples

1	Bonjour je m'appelle Chloe et ça va bien. J'ai onze ans et j'habite à Bingley. Au Revoir.	Hello I'm called Chloe and I am good. I am 11 years old and I live in Bingley. Bye.
2	Aujourd'hui c'est lundi.	Today it's Monday.
3	Mon anniversaire c'est le 31 janvier.	My birthday is the 31 st of January.
4	J'aime le chocolat mais je n'aime pas les légumes.	I like chocolate but I don't like vegetables.
5	J'adore le collège mais je déteste le foot.	I love school but I hate football.
6	Je suis petit et mince. J'ai les yeux bleus et les cheveux noirs.	I am small and thin. I have blue eyes and black hair.

Greetings

1	Bonjour	
2	Ça va?	
3	Ça va bien/mal	
4	Comment t'appelles tu?	
5	Je m'appelle	
6	Où habites-tu?	
7	J'habite à	
8	Quel âge as-tu?	
9	J'ai...ans	
10	Au Revoir	

Numbers

1	Un		Cinq		Neuf	
2	Deux		Six		Dix	
3	Trois		Sept		Onze	
4	Quatre		Huit		Douze	

Days

1	lundi	
2	mardi	
3	mercredi	
4	jeudi	
5	vendredi	
6	samedi	
7	dimanche	

Key verbs

1	J'aime	
2	J'adore	
3	Je déteste	
4	Je suis	
5	J'ai	

Months

1	janvier	
2	février	
3	mars	
4	avril	
5	mai	
6	Juin	
7	juillet	
8	août	
9	septembre	
10	octobre	
11	novembre	
12	décembre	

Examples

1	Bonjour je m'appelle Chloe et ça va bien. J'ai onze ans et j'habite à Bingley. Au Revoir.	
2	Aujourd'hui c'est lundi.	
3	Mon anniversaire c'est le 31 janvier.	
4	J'aime le chocolat mais je n'aime pas les légumes.	
5	J'adore le collège mais je déteste le foot.	
6	Je suis petit et mince. J'ai les yeux bleus et les cheveux noirs.	

Meeting and greeting

1	Wie heisst du?	What is your name?
2	Ich heisse	I am called
3	Hallo	Hello
4	Guten tag	Hello
5	Wie geht's	How are you
6	Auf Wiedersehen	Goodbye

Using verbs – wohnen (to live)

1	ich wohne	I live
2	du wohnst	you live
3	er/sie/es wohnt	he/she/it lives
4	wir wohnen	we live
5	ihr wohnt	you (pl) live
6	Sie wohnen	you (formal) live
7	sie wohnen	they live

Favourite things

1	Mein Lieblingssport	My favourite sport
2	Mein Lieblingsmonat	My favourite month
3	Meine Lieblingsmusik	My favourite music
4	Meine Lieblingssendung	My favourite programme
5	Meine Lieblingsspiel	My favourite game
6	Mein Lieblingsland	My favourite country
7	Mein Lieblingsauto	My favourite car
8	Mein Lieblingstier	My favourite animal

Adjectives

1	faul	lazy
2	freundlich	friendly
3	intelligent	intelligent
4	kreativ	creative
5	launisch	moody
6	laut	loud
7	lustig	funny
8	musikalisch	musical
9	sportlich	sporty
10	gut	good
11	schlecht	bad

Examples

1	Ich heisse Jan und ich wohne in Deutschland.	My name is Jan and I live in Germany.
2	Ich bin elf Jahre alt und ich bin sehr lustig.	I am eleven years old and I am very funny.
3	Ich bin ziemlich musikalisch aber ich bin nicht sportlich.	I am quite musical but I am not sporty.
4	Was ist deine Lieblingsmusik? Meine Lieblingsmusik ist Popmusik.	What is your favourite music? My favourite music is pop music.
5	Ich habe eine Computer und ein Handy.	I have a computer and a mobile phone.
6	Meine Lieblingsfußballmannschaft ist Bayern München.	My favourite football team is Bayern Munich.

Meeting and greeting

1	Wie heisst du?	
2	Ich heisse	
3	Hallo	
4	Guten tag	
5	Wie geht's	
6	Auf Wiedersehen	

Using verbs – wohnen (to live)

1	ich wohne	
2	du wohnst	
3	er/sie/es wohnt	
4	wir wohnen	
5	ihr wohnt	
6	Sie wohnen	
7	sie wohnen	

Favourite things

1	Mein Lieblingssport	
2	Mein Lieblingsmonat	
3	Meine Lieblingsmusik	
4	Meine Lieblingssendung	
5	Meine Lieblingsspiel	
6	Mein Lieblingsland	
7	Mein Lieblingsauto	
8	Mein Lieblingstier	

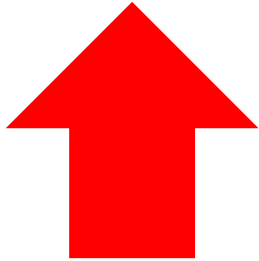
Adjectives

1	faul	
2	freundlich	
3	intelligent	
4	kreativ	
5	launisch	
6	laut	
7	lustig	
8	musikalisch	
9	sportlich	
10	gut	
11	schlecht	

Examples

1	Ich heisse Jan und ich wohne in Deutschland.	
2	Ich bin elf Jahre alt und ich bin sehr lustig.	
3	Ich bin ziemlich musikalisch aber ich bin nicht sportlich.	
4	Was ist deine Lieblingsmusik? Meine Lieblingsmusik ist Popmusik.	
5	Ich habe eine Computer und ein Handy.	
6	Meine Lieblingsfussballmannschaft ist Bayern München.	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

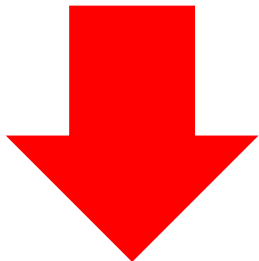
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

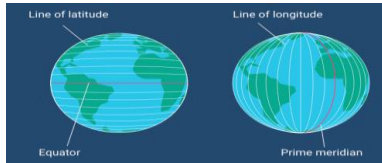
3. Map it

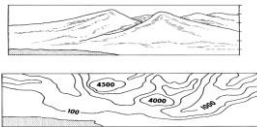
Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

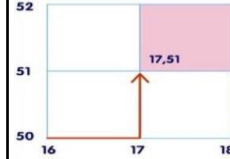
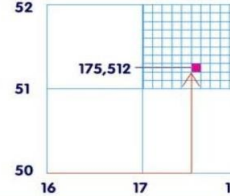
A. Key terms for skills unit	
Key word	Definition
contour lines	When a contour line is drawn on a map it represents a given elevation.
relief	The highest and lowest elevation points in an area.
scale	The ratio of a distance on the map to the corresponding distance on the ground.
symbol	A character, letter, or similar graphic representation used on a map to indicate some object or characteristic
compass	An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.
latitude	Distance of a place north or south of the earth's equator.
longitude	Distance of a place east or west of the earth's meridian


B. Giving directions	
Compass Directions	When giving directions we must use the compass; North, South, East and West.



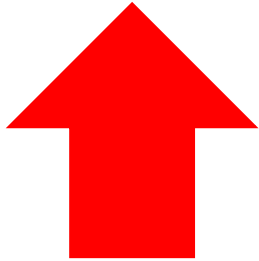
C. Lines of latitude and longitude	
Lines of latitude and longitude	Lines of longitude run from the top of the Earth to the bottom. They are not parallel as lines of latitude are - they meet at a point at the north and south poles and are called meridians. Lines of latitude circle the Earth in an east-west direction. They are parallel.
Lines of latitude and longitude	

E. Contour lines	
Contour lines	Contour lines next to each other will represent different elevations. The closer the contour lines are to each other, the steeper the slope of the land.
	

D. Giving 4 and 6 figure grid references	
Grid reference	All maps contain grid lines which are useful in finding exact places and locations. People use grid lines to find where they want to go for example finding roads, museums and other places of interest. In 4-figure grid references 4 digits are used, however if we want to go into more detail and give the exact location of the church on the terrain, we use the 6-figure grid references
4 figure	 <p>Four-figure grid references Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.</p>
6 figure	 <p>Six-figure grid references In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square - these are called six-figure grid references.</p>

E. Map symbols	
Map symbols	Every map is accompanied by a legend or key. The Key is essential since it contains what each symbol on the map stands for. Such symbols may be drawings, letters, lines, shortened words or coloured areas. Most map symbols are conventional signs as they are understood by everyone around the world; for example a lighthouse and church.
	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

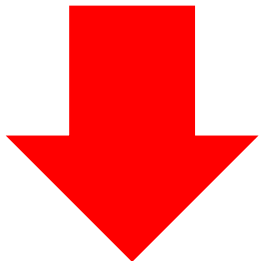
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. How did the Roman Empire fall?		
1	What was the Roman Empire?	1. The Roman Empire was founded by Augustus Caesar Rome in 27 BCE and ended in 476 CE
2	How big was the Empire?	1. At its biggest the Roman Empire stretched from Britain to Egypt
3	How did the Empire fall?	1. Barbarian tribes kept attacking different areas in Europe and it became more difficult to defend against them 2. Rome was suffering from economic problems and the taxes used to try to raise money caused poverty 3. The Roman Empire had expanded too far for the army to be able to defend itself effectively 4. There was lots of unrest and criticism of Roman leaders

2. What was the Roman Empire's legacy in Britain?

1	How did the Roman Empire come to Britain?	1. The Romans invaded Britain in 43 CE and soon conquered most of the British Celtic tribes 2. They stayed for around 400 years
2	What did the Romans leave behind in Britain?	1. Many of our roads are based on old Roman roads 2. Many English words and laws can be traced back to the Romans 3. Many Roman towns are still important today e.g. Chester, Bath, Lincoln, Colchester 4. Romans were the first in Britain to use calendars, coins and bricks 5. They introduced lots of food to the British diet e.g. peas, grapes, carrots 6. The Romans who stayed in Britain were made up of diverse and multi-ethnic people
3	What happened after the Romans left Britain?	1. In 410 CE, the Romans returned to Italy to defend their homeland from invasion 2. The Britons were left to fend for themselves and soon new tribes began to invade from Denmark and northern Germany 3. These tribes were called the Angles, Saxons and Jutes 4. They became known as the Anglo-Saxons

3. Was there a Dark Age after the Romans in Britain?		
1	Why do some historians call the period a 'Dark Age'?	1. Some historians call the time after the Roman Empire fell the 'Dark Ages' 2. This is partly due to the fact that we don't have many written sources from this time 3. This is also because they believe that the fall of the Roman Empire led to a period of cultural and scientific backwardness
2	How could we say that there was a Dark Age?	1. The population of towns and cities went down and it is likely that the living conditions there became worse 2. Grand homes and public buildings were abandoned 3. Schools separate to the church disappeared with the Roman Empire
3	How could we disagree that there was a Dark Age in Britain?	1. The Anglo Saxons were excellent farmers 2. The Anglo Saxons created many towns e.g. any town with the name -ton, -wich, -worth -ham or -hurst 3. The Christian Church developed and became very important and kings and queens created good relationships with the Popes 4. Anglo Saxon poetry was celebrated and collected e.g. Beowulf 5. Alfred the Great, king of Wessex, protected England from Viking invasion. He promoted arts, literature and learning 6. One of the most clear records of history from this time was the Anglo Saxon Chronicle 7. For most normal people who didn't benefit from Roman rule, life didn't change between the Roman Empire and Anglo Saxon rule

4. What happened after the fall of Rome in Europe and the East?

1	What happened in Europe?	1. There was a break down of trade in Europe, with miles of Roman roads falling into ruin 2. Much of Roman architecture was lost as Barbarian tribes would attack and loot settlements 3. The Church became more powerful as people looked to the church for guidance after the law and order of the Romans disappeared
2	What happened in north Africa?	1. When the Roman Empire began to collapse, north Africa didn't experience much disruption at first 2. In 429 AD, the area (apart from Egypt) was invaded by the Vandals who ruled until the 6 th century when the Byzantine Emperor Justinian regained the area
3	How did the Empire continue in the East?	1. In 285 CE, the Roman Empire was divided into two parts, the Eastern Roman Empire and the Western Roman Empire 2. The Eastern Roman Empire became known as the Byzantine Empire. 3. The Byzantine Empire lasted long after the fall of the Western Roman Empire until it was taken over by the Ottoman Empire in the 15 th Century
4	What was the Byzantine Empire like?	1. The Byzantine Empire ruled most of Eastern and Southern Europe up to the 15 th Century 2. Its capital city, Constantinople, was the largest and wealthiest city in Europe during the time 3. The Emperor Justinian reformed many of the old Roman laws, including Emperor granting the rights of women to buy and own land which was a big help to widows after their husbands had died 4. In 1054 CE, the Byzantine Empire split from the Catholic Church and formed the Eastern Orthodox Church. Constantinople became the centre of this church

Key word	Definition
Anglo-Saxon	The collective name for the invading tribes from Denmark and Germany
BCE	Before Common Era. This refers to any years that happen before the year 0. This used to be called BC.
Briton	The name given to the people of Britain at the time of the Roman Empire
CE	Common Era. This refers to any years that happen after the year 0. This used to be called AD
Conquer	To take over an area, country or people by force
Dark Ages	A phrase often used to describe the period directly after the fall of the Roman Empire
Economic	Something relating to money or a country's economy
Empire	A set of different countries or regions ruled by one 'mother country'
Interpretation	A way in which someone has viewed the past.
Pagan	A person holding religious beliefs other than those of the main world religion
Source	A piece of evidence from the time period being studied

1. How did the Roman Empire fall?		
1	What was the Roman Empire?	1.
2	How big was the Empire?	1.
3	How did the Empire fall?	1. 2. 3. 4.

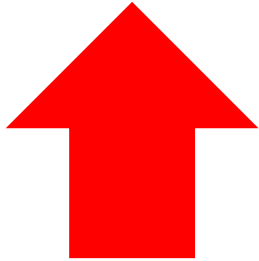
2. What was the Roman Empire's legacy in Britain?		
1	How did the Roman Empire come to Britain?	1. 2.
2	What did the Romans leave behind in Britain?	1. 2. 3. 4. 5. 6.
3	What happened after the Romans left Britain?	1. 2. 3. 4.

3. Was there a Dark Age after the Romans in Britain?		
1	Why do some historians call the period a 'Dark Age'?	1. 2. 3.
2	How could we say that there was a Dark Age?	1. 2. 3.
3	How could we disagree that there was a Dark Age in Britain?	1. 2. 3. 4. 5. 6. 7.

4. What happened after the fall of Rome in Europe and the East?		
1	What happened in Europe?	1. 2. 3.
2	What happened in north Africa?	1. 2.
3	How did the Empire continue in the East?	1. 2. 3.
4	What was the Byzantine Empire like?	1. 2. 3. 4.

Key word	Definition
Anglo-Saxon	
BCE	
Briton	
CE	
Conquer	
Dark Ages	
Economic	
Empire	
Interpretation	
Pagan	
Source	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

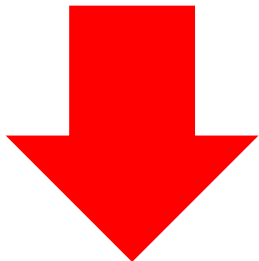
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Knowledge Group 1

1	Who is the Hindu God?	Brahman
2	Where do Hindu's worship?	Mandir
3	How old is Hinduism?	4,000 years old
4	Give one Hindu food law	They are vegetarian

Knowledge Group 2

1	Who started Judaism?	Abraham
2	Name two holy books	Vedas Torah
3	Give one difference between Judaism and Hinduism	Jews believe in one God, whereas Hindus have many forms of God
4	Name one Practice of Judaism	Kosher- food law of not mixing milk and meat. It means you must pray over meat before slaughter,
5	What is the Jewish symbol? Who is it named after?	Star of David. Its named after King David and represents his shield over Judaism.

Knowledge Group 3

1	What is the name for Judaism, Christianity and Islam together?	Abrahamic religions
2	Who is the religious leader in Christianity?	Jesus Christ
3	Who wears vestments in Christianity?	The clergy (priests, vicars, ministers)
4	Name two Abrahamic holy books	Bible, Qur'an, Torah
5	Who founded Islam?	Prophet Muhammad (PBUH)
6	Name two religions who believe in monotheism	Islam, Judaism and Christianity

Knowledge Group 4

1	What the real name of the Buddha?	Siddhartha Gautama
2	Do Buddhists believe in God?	No, they believe in an energy force
3	What do the four noble truths teach?	Teachings that life is full of suffering and you must detach from material possessions and desire to remove suffering
4	What is a Guru?	Teacher in Sikhism
5	What do Sikhs teach about equality	Everyone is equal in the eyes of God and should be treated that way
6	Name 2 of the 5 ks	Kara, Kangha, Kesh, Khalsa, Kirpan

Key Word	Definition
Religion	A system of faith and worship.
World Religion	Religions practiced all over the world. There are 6 main world religions
Belief	The acceptance that something is true
Sacred	Special and connected with God
Practice	The application of an idea
Belonging	Feeling a part of something such as a religious community
Festival	Day or period of celebration with others
Teaching	Ideas and principles taught by a group or authority
God	The greatest being, superior to all other. Supernatural and not human
Worship	Showing dedication or adoration for something
Holy	Something dedicated by or to God. Very special.
Scripture	The writings from Holy books
Denomination	A branch or group within a religion
Symbol	Something that represents or stands for something



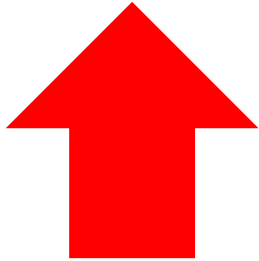
- ☐ The Sacred six are known as the 6 world religions as they are practised all over the world.
- ☐ They have the most amount of followers but there are over 4200 religions registered in the world right now
- ☐ The Six religions have a lot of comparisons, Judaism, Christianity and Islam are known as the Abrahamic religions because of their shared origin. Hinduism, Sikhism and Buddhism are known as the Dharmics because of their shared belief in Dharma

Knowledge Group 1			Knowledge Group 3		Key Word	Definition
1	Who is the Hindu God?		1	What is the name for Judaism, Christianity and Islam together?	Religion	
2	Where do Hindu's worship?		2	Who is the religious leader in Christianity?	World Religion	
3	How old is Hinduism?		3	Who wears vestments in Christianity?	Belief	
4	Give one Hindu food law		4	Name two holy books	Sacred	
Knowledge Group 2			5	Who founded Islam?	Practice	
			6	Name two religions who believe in monotheism	Belonging	
			Knowledge Group 1		Festival	
			1	What the real name of the Buddha?	Teaching	
1	Who started Judaism?		2	Do Buddhists believe in God?	God	
2	Name two holy books		3	What do the four noble truths teach?	Worship	
3	Give one difference between Judaism and Hinduism		4	What is a Guru?	Holy	
4	Name one Practice of Judaism		5	What do Sikhs teach about equality	Scripture	
5	What is the Jewish symbol? Who is it named after?		6	Name the 5 ks	Denomin ation	
					Symbol	



- ☐ The Sacred six are known as the 6 world religions as they are practised all over the world.
- ☐ They have the most amount of followers but there are over 4200 religions registered in the world right now
- ☐ The Six religions have a lot of comparisons, Judaism, Christianity and Islam are known as the Abrahamic religions because of their shared origin. Hinduism, Sikhism and Buddhism and known as the Dharmics because of their shared belief in Dharma

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

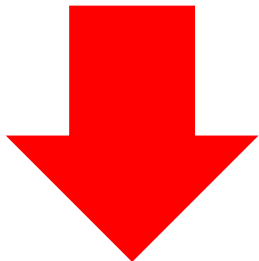
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It











Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.





3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. Equipment

1	Sieve 	We use it to get air into a mixture and get any lumps out of flour.
2	Colander 	Used to drain water out of food e.g pasta, washing vegetables
3	Chopping board 	Used to prepare food on for hygiene and to protect the kitchen surface.
4	Wooden spoon 	Used to stir hot things as it doesn't melt or conduct heat.
5	Peeler 	Takes the skin off food e.g carrots.
6	Cooling rack 	Used to put hot things on to let them cool down faster as the air can get all around.
7	Measuring jug 	Used to measure liquid. Read at eye level for accuracy.
8	Table spoon 	A spoon bigger than a teaspoon and dessert spoon.
9	Cooker 	Consists of three parts (cooker, hob and grill).
10	Saucepan 	Used to heat up things on the hob.

2. Nutrition

1	Importance of breakfast	<ul style="list-style-type: none"> - Breaks the fast - Provides energy for the day - Prevents fatigue and headaches - Prevents bad food choices later
2	Tips to avoid nutrient loss	<ul style="list-style-type: none"> - Chop into large pieces - Prepare just before serving - Do not leave to soak in water
3	Portion size	- One portion of fruit/vegetables is roughly the size of your hand
4	Dangers of sugar 	<ul style="list-style-type: none"> - Can lead to tooth decay from as bacteria feeds off sugar causing cavities - Can lead to obesity as they are empty calories - Can lead to diabetes as it effects insulin levels in the blood
5	Carbohydrates 	Two types (sugar & starchy). Starchy foods release energy slowly so are ideal for breakfast e.g. toast, oats, cereal.
6	Fibre 	Also called NSP helps keep the digestive system moving and prevent constipation. Foods high fibre include; fruit, nuts, seeds, oats, wholemeal
7	Water 	We should drink 2l a day. We lose water through wee and sweat. We get it from food and drink. It prevents dry skin, hair, headaches, dry eyes, stiff joints, digestion. Too little cause dehydration.

3. Processes in the kitchen

1	Washing up	Always wash up in hot soapy water and dry thoroughly before putting away.
2	Kitchen brigade	There are many roles within a kitchen who are in charge of different things but all are important. The head chef is in charge.
3	Coloured chopping boards	Red= raw meat Green= salad & fruit Brown=vegetables Blue= fish Yellow= cooked meat
4	Plating up	Do not over fill the plate and use a variety of colours and textures.











Key Vocabulary





1	Bridge & Claw	Hand positions to ensure you cut food safely.
2	Rubbing in	Using your fingertips to rub fat into flour to make breadcrumbs.
3	Temperature control	Changing the temperature to ensure your food is cooked correctly. High for boiling and low heat for simmering.
4	Hygiene and safety checks	Points in a recipe to follow to ensure you make the produce safely and hygienically
5	Food miles	The distance food travels from where it is grown to our plates. Represents the CO2 emissions produced.

☐ To use equipment correctly and safely

☐ Understand the different nutrients in the eatwell guide

☐ To follow the correct process in the kitchen

1. Equipment		
1	Sieve 	
2	Colander 	
3	Chopping board 	
4	Wooden spoon 	
5	Peeler 	
6	Cooling rack 	
7	Measuring jug 	
8	Table spoon 	
9	Cooker 	
10	Saucepan 	

2. Nutrition		
1	Importance of breakfast	
2	Tips to avoid nutrient loss	
3	Portion size	
4	Dangers of sugar 	
5	Carbohydrates 	
6	Fibre 	
7	Water 	

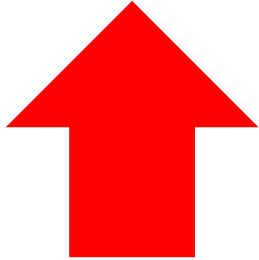
3. Processes in the kitchen		
1	Washing up	
2	Kitchen brigade	
3	Coloured chopping boards	
4	Plating up	
Key Vocabulary		
1	Bridge & Claw	
2	Rubbing in	
3	Temperature control	
4	Hygiene and safety checks	
5	Food miles	

☐ To use equipment correctly and safely

☐ Understand the different nutrients in the eatwell guide

☐ To follow the correct process in the kitchen

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

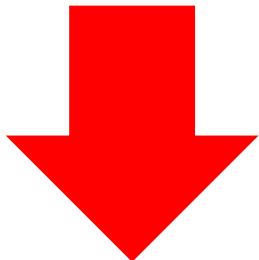
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It








Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. Process; Tools & Equipment

1		Hand held tool used to cut intricate shapes in woodworking
2		Used to cut straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3		A piece of machinery used to cut intricate curves and joints
4		Used to check and mark right angles in constructional work
5		Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.
6		Manufactured from stainless steel and features metric or imperial (or both) scales along its length. One end is usually flat whilst the other end is usually round.
7		A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).

2. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	Pine	Furniture
2	Spruce	Roofing
3	Cedar	Cladding

3. Materials; Hardwoods

Hardwoods are usually have **broad leaves**, come from **deciduous** or broad-leaved trees and take many years to grow to maturity before they can be used (**100 Yrs**)

1	Teak	Exterior furniture
2	Oak	Interior furniture / Beams in old cottages
5	Beech	Kitchen items & musical instruments.

3. Health & Safety


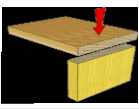


1	PPE	Personal Protective Equipment
2	Safety Goggles	Made from Polycarbonate, designed to protect the eyes from projectiles
3	Ear Defenders	Designed to protect your hearing in loud environments

4. Materials; Manufactured Boards

Manufactured boards are timber sheets which are produced by **gluing wood layers or wood fibres** together. Often made use of **waste wood materials**

1	Medium Density Fibreboard (MDF)	Wood particles are combining with glue, and formed into panels by applying high temperature and pressure.
2	Plywood	Consists of two or more layers of wood glued and pressed together with the direction of the grain alternating.
5	Chipboard	Made from compressed wood chips and glues, often coated or veneered to give desired appearance

2. Wood Joints

1		Consists of a series of alternate notches and square pins of the same width which are subsequently glued.
2		Coming together of two edges or faces which are glued together.
3		Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.
4		A type of joint that is fastened by means of a threaded metal rod and a screwdriver.

☐ Sand down all wood (P80,P120,P240,P320,P400)

☐ Apply **woodstain** as a finish will add **colour** to wood, but still allow the natural appearance of the wood to be seen – You will still see the wood **grain**.



Impact screwdrivers and hand drills are **not** the same. To make a screw joint you will first need a **pilot hole**, then a **countersink**.



1. Process; Tools & Equipment

1	Coping Saw 	
2	Tenon Saw 	
3	Hegner Saw 	
4	Try Square 	
5	File 	
6	Steel Rule 	
7	Bandfacer 	

2. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	Pine	
2	Spruce	
3	Cedar	

3. Materials; Hardwoods

Hardwoods are usually have **broad leaves**, come from **deciduous** or broad-leafed trees and take many years to grow to maturity before they can be used (**100 Yrs**)

1	Teak	
2	Oak	
5	Beech	

3. Health & Safety


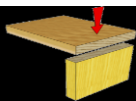


1	PPE	
2	Safety Goggles	
3	Ear Defenders	

4. Materials; Manufactured Boards

Manufactured boards are timber sheets which are produced by **gluing wood layers or wood fibres** together. Often made use of **waste wood materials**

1	Medium Density Fibreboard (MDF)	
2	Plywood	
5	Chipboard	

2. Wood Joints

1	Comb Joint 	
2	Butt Joint 	
3	Dowel Joint 	
4	Screw Joint 	

☐ Sand down all wood (P80,P120,P240,P320,P400)

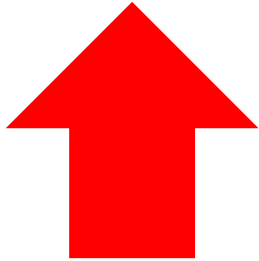
☐ Apply **woodstain** as a finish will add **colour** to wood, but still allow the natural appearance of the wood to be seen – You will still see the wood **grain**.



Impact screwdrivers and hand drills are **not** the same. To make a screw joint you will first need a **pilot hole**, then a **countersink**.



1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

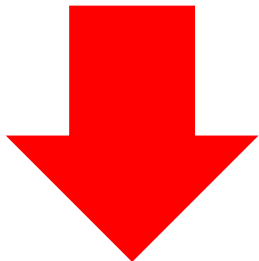
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It



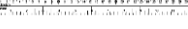





Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.









3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. Tools & equipment

1	Pins 	Used to hold pieces of material together before sewing.
2	Needles 	Used to sew material together by hand. In this project for tacking your material before using the sewing machine.
3	Ruler 	Helps you mark out your fabric in straight lines before cutting.
4	Material Scissors 	Scissors that are designed to cut fabric only. Cutting paper with blunt the blades.
5	Tailors Chalk 	A special chalk that is used to mark out material. The chalk rubs away easily without leaving a mark.
6	Thread 	Thread is used to sew material together. It comes in lots of colours and can be used on the sewing machine or with a needle by hand.
7	Pattern/Template 	A drawn or bought shape that you follow to create a new product.
8	Sewing Machine 	An electronic machine that sews materials together.

2. Sewing Machine Components

1	Bobbin 	The small circular thread holder that goes in the bottom of the sewing machine to stop your stitches coming undone.
2	Bobbin Case 	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.
3	Bobbin Winder 	Located on the top of the sewing machine and used to wind up the bobbin. Will stop the sewing machine sewing.
4	Foot Peddle 	Operates the sewing machine, must be out on the floor.
5	Stitch Selector Buttons 	Changes the style of the stitches.
6	Reverse button 	Puts the sewing machine in reverse. Should be used at the start and the finish of a line of stitching to stop the stitching coming undone.
7	Sewing machine feet (zipper foot) 	A foot that is attached to the sewing machine to sew a zip into fabric.
8	Sewing machine needle plate 	Helps you line up your material correctly and produce a nice even straight stitch.

3. Process; Sewing machine sewing

Step 1	Thread up the sewing machine with the thread you wish to sew with.
Step 2	Bring up the bobbin thread (fishing) Select your stitch.
Step 3	Place your material under the pressor foot and lower your needle into the fabric.
Step 4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.
Step 5	Do three stitches forward and three back to lock your thread (tie a knot) then complete your line of stitching repeating the three stitches forward and three back at the end.

4. Materials; Manufactured Boards

1	Denim	A natural fabric that is made from cotton and in some cases elastane (if it has a stretch) Usually dyed using indigo dye
---	--------------	---

Key Vocabulary

1	Pattern/Template	A drawn or bought shape that you follow to create a new product.
2	Tack stitch	A temporary stitch used to hold fabric in place before you sew on the sewing machine.

☐ Thread up a sewing machine independently.









☐ Know how to use the sewing machine safely.

☐ Be able to bring up the bobbin thread independently.

1. Tools & equipment

1	Pins 	
2	Needles 	
3	Ruler 	
4	Material Scissors 	
5	Tailors Chalk 	
6	Thread 	
7	Pattern/Template 	
8	Sewing Machine 	

2. Sewing Machine Components

1	Bobbin 	
2	Bobbin Case 	
3	Bobbin Winder 	
4	Foot Peddle 	
5	Stitch Selector Buttons 	
6	Reverse button 	
7	Sewing machine feet (zipper foot) 	
8	Sewing machine needle plate 	

3. Process; Sewing machine sewing

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

4. Materials; Manufactured Boards

1	Denim	
---	-------	--

Key Vocabulary

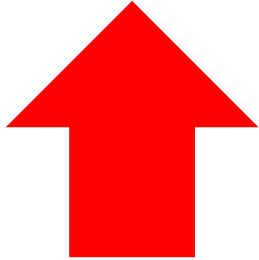
1	Pattern/T emplate	
2	Tack stitch	

☐ Thread up a sewing machine independently.

☐ Know how to use the sewing machine safely.

☐ Be able to bring up the bobbin thread independently.

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

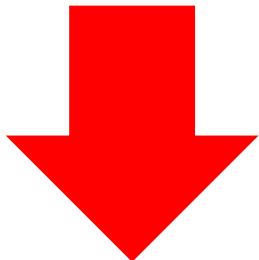
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

KEY CHARACTERS and CHARACTERISTICS

1.	Super Hero	A character who is good and saves the day – Usually using superpowers
2.	Super Villain	A character who is evil and wants to destroy – Usually using superpowers
3.	Superpowers	The ability to perform / do actions that humans cannot do
4.	Alter-ego	A person's second personality.

KEY VOCABULARY FOR SUPERHEROES

1	Entrance / Exit	Coming on to and going off of stage in character
2	Improvise	Make up a piece of Drama WITHOUT a script
3	Slow- Motion	Moving very slowly
4	Character	A person, different to ourselves, created for a piece of Drama
5	Dialogue	The speech and conversation characters have on stage
6	Role on the Wall	A 'role on the wall' diagram is an outline of a person with information written on it - either inside the outline, or round the edge. It represents all of the information your KNOW about a character and also things you PRESUME or imagine about a character.
7	Sequence	A set of movements put together.
8	Energy	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
9	Concentration and Focus	Being organised and sensible in your performance and staying in role at all times. Confidently knowing your lines or movement.
10	Diction and Projection	Diction means pronouncing your speech clearly. Making sure your voice can be heard (this doesn't mean shouting).
11	Tone	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

Contextual links:

Iron Man (2008 film), Spiderman homecoming (2017 film), Wonder Woman (2017 film) The Incredibles (2004 animated film).

PHYSICAL SKILLS TO BECOME A CHARACTER - **GSPEED**

1.	G	GESTURES	Using your hands – e.g Waving to say 'Hello'.
2.	S	STANCE	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together
3.	P	POSTURE BODY LANGUAGE	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
4.	E	EXPRESSION	Also known as 'facial expressions'. Smiling to show happiness, raising one eye brow to show confusion for example.
5.	E	EYE CONTACT	Looking into someone else's eyes. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
6.	D	DYNAMICS AND MOVEMENT	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps.

KEY CHARACTERS and CHARACTERISTICS

1.	Super Hero	
2.	Super Villain	
3.	Superpowers	
4.	Alter-ego	

KEY VOCABULARY FOR SUPERHEROES

1	Entrance / Exit	
2	Improvise	
3	Slow- Motion	
4	Character	
5	Dialogue	
6	Role on the Wall	
7	Sequence	
8	Energy	
9	Concentration and Focus	
10	Diction and Projection	
11	Tone	

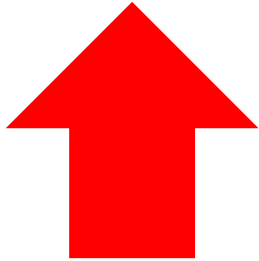
Contextual links:

Iron Man (2008 film), Spiderman homecoming (2017 film), Wonder Woman (2017 film) The Incredibles (2004 animated film).

PHYSICAL SKILLS TO BECOME A CHARACTER - GSPEED

1.	G	<u>G</u> ESTURES	
2.	S	<u>S</u> TANCE	
3.	P	<u>P</u> OSTURE BODY LANGUAGE	
4.	E	<u>E</u> XPRESSION	
5.	E	<u>E</u> YE CONTACT	
6.		<u>D</u> YNAMICS AND MOVEMENT	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

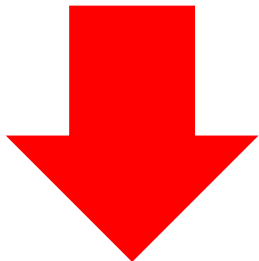
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It





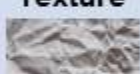

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.




Knowledge Group 1 Elements of Art

1	Tone 	Smooth shading which fades gradually from dark to light.
2	Form 	Curved shading around the outline of an object using tone.
3	Pattern 	A pattern is a design in which lines, shapes, forms or colours are repeated.
4	Line 	Hard and soft lines controlled using pressure.
5	Texture 	How something feels. There are two types of texture: actual texture and visual texture.
6	Space 	The space around and between the subject of an image.

Knowledge Group 3 Colouring

1	Similar colours	Colours that are next to each other on the colour wheel.
2	Complementary colours	Colours that are opposite on the colour wheel.
3	Colour Blending	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
4	Complementary colours	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.







Knowledge Group 2 Colour Theory

1	Primary Colours (Red, Yellow, Blue)	Three pure colours used to create secondary colours when mixed together. 
2	Secondary Colours (orange, purple, green)	Created by mixing two primary colours in three different combinations. 
3	Tertiary Colours Red-Purple, Red-Orange, Blue-Purple, Blue-Green, Yellow-Green, Yellow-Orange	Created by mixing one primary and one secondary colour. 
4	Complementary colours	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.
5	Colour Temperatures	Colours on the colour wheel can be divided into warm & cold colours.

Key Vocabulary

1	Shading	Applied using art mediums to create the illusion of depth in a drawing or painting.
2	Sketch	A faint, rough or unfinished drawing or painting, often made to assist in making a more finished picture.
3	Two dimensional	A flat shape that has two dimensions – length and width.
4	Abstract Shapes	Unusual shapes arranged in a manner that's pleasing to the eye.
5	Geometric Shapes	Shapes made out of points and lines including the triangle, square, and circle.
6	Composition	The placement or arrangement of visual elements.




Knowledge Group 1 Elements of Art

1	Tone 	
2	Form 	
3	Pattern 	
4	Line 	
5	Texture 	
6	Space 	

Knowledge Group 3 Colouring

1	Similar colours	
2	Complementary colours	
3	Colour Blending	
4	Complementary colours	

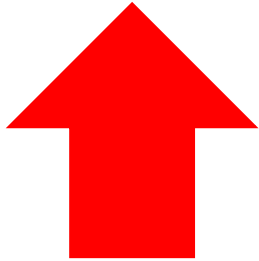
Knowledge Group 2 Colour Theory

1	Primary Colours (Red, Yellow, Blue)	
2	Secondary Colours (orange, purple, green)	
3	Tertiary Colours Red-Purple, Red-Orange Blue-Purple, Blue-Green Yellow-Green Yellow-Orange	
4	Complementary colours	
5	Colour Temperatures	

Key Vocabulary

1	Shading	
2	Sketch	
3	Two dimensional	
4	Abstract Shapes	
5	Geometric Shapes	
6	Composition	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

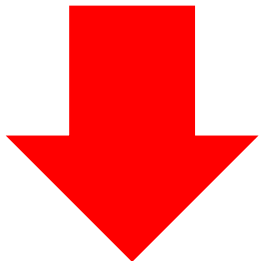
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points







- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it




Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. Rhythm

Writing music down so players can easily read the pitch and duration of the notes they are supposed to play.


1		Crotchet = 1 Beat
2		Quaver = ½ Beat
3		Minim = 2 Beats
4		Semibreve = 4 Beats
5		Rest = Rest for 1 beat (Crotchet rest)
6		Rest = Rest ½ beat (Quaver rest)

2. Staves

1		Stave/ Staff = The Stave is the five lines which the notes are written on. Between these five lines there are four spaces. There are two Staves (known as The Grand Stave) one above the other. They are sometimes also referred to as the Staff , depending on where you are in the world!
4		Treble Clef = A symbol that is placed on every line of music to show the notes which will be sung or played by voices and instruments that can achieve higher notes.
5		Bass Clef = Signifies low to medium pitches being read on the staff.

3. DR SMITH

In music we use DR SMITH to help us remember terms of music.

1	D ynamics	How loud or quiet you play the music.
2	R hythm	Is a pattern on sounds of different lengths and what makes music move and flow.
3	S tructure	Gives shape and balance to music.
4	M elody	The main tune of the piece.
5	I nstrumentation 	A combination of instruments used to perform a piece of music. - Strings (bowed) - Woodwind - Brass - Percussion - Keyboard - Guitar - Voice
6	T exture	Layers of sound in a piece of music.
7	T empo	How fast or slow the music is.
8	T onality	Major or minor scale.
9	H armony	A multiple of pitches being played at the same time.

<https://www.youtube.com/watch?v=bHTstUefUq0>

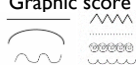
Practise your rhythms with this link.

3. Dynamics

Dynamics can make the listener feel different emotions. In music you would use Italian words to describe the dynamics.







1	<i>pp</i>	Pianissimo = Very soft & very quiet
2	<i>p</i>	Piano = Soft & Quiet
3	<i>mp</i>	Mezzo Piano = Medium soft & quiet
4	<i>mf</i>	Mezzo Forte = Medium loud
5	<i>f</i>	Forte = Loud
6	<i>ff</i>	Fortissimo – Very loud

Key Vocabulary




1	Pulse	the heartbeat of the rhythm/music that you hear.
2	Composition	An original piece or work of music.
3	Unison	Two or more people play or sing the same pitch or in octaves at the same time.
4	Polyrhythm	When two or more rhythms with different pulses are heard together.
5	Graphic score 	Representation of music through the use of visual symbols.
6	Call and Response	The leader sings a line (the call) and is answered by a chorus (the response).
7.	Solo	An individual performance.

1. Rhythm

Writing music down so players can easily read the pitch and duration of the notes they are supposed to play.


1		
2		
3		
4		
5		
6		

2. Staves

1		
4		
5		

3. DR SMITH

In music we use DR SMITH to help us remember terms of music.

1	D ynamics	
2	R hythm	
3	S tructure	
4	M elody	
5	I nstrumentation 	
6	T exture	
7	T empo	
8	T onality	
9	H armony	

<https://www.youtube.com/watch?v=bHTstUefUq0>

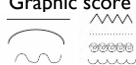
Practise your rhythms with this link.

3. Dynamics

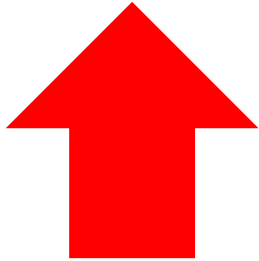
Dynamics can make the listener feel different emotions. In music you would use Italian words to describe the dynamics.

1	pp	
2	p	
3	mp	
4	mf	
5	f	
6	ff	

Key Vocabulary

1	Pulse	
2	Composition	
3	Unison	
4	Polyrhythm	
5	Graphic score 	
6	Call and Response	
7.	Solo	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

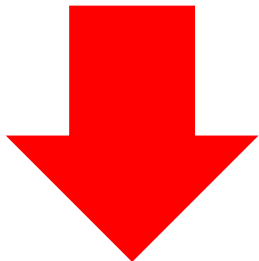
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points


- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Subject: Computing	Topic: Internet Safety	Year Group: 7
--------------------	------------------------	---------------

The Online World		
1	Network	Connecting computers together to communicate and share resources
2	Internet	Inter connected computer networks around the world
3	World wide web	Web pages hyperlinked to each other containing text, images, sound and video
4	Social networking	Software apps to allow groups of people to communicate with each other
How to keep safe on the Internet		
1	Privacy	Only allow friends and family to view your personal data, images and videos
2	Behaviour	Understand what are acceptable and unacceptable behaviours on the internet
3	Cyberbullying	When post text or images intended to hurt, embarrass or harm a person are posted.
4	Stranger	How to identify when a person is not genuine

Digital Footprint		
1	Websites	Your browsing history is saved on your computer, ISP and web servers.
2	Messages	The data in emails, instant messaging and MMS is saved on computers and servers.
3	Online services	Personal data you give to online business, government organisations and charities
4	Socialising	Data you enter on social networking sites is saved on web servers
5	Future viewers	Anyone can follow your digital footprint; employers, schools, universities and government
Reporting abusive behaviour		
1	Social media	They may be able to remove the content and close down the person's account.
2	CEOP Button	Worring online abuse or communication press button
3	CEOP Form	Fill in the form and the police or help will contact you.

Key Vocabulary		
1	Internet safety	How to stay safe on the internet. Follow the internet safety rules.
2	Parents / Guardians	Seek advice and permission for online activities.
3	Personal data	is information that relates to an identifiable individual
4	Social Network	Privacy settings go to account privacy settings to make content visible only to approved followers.
5	Cyber Bullying	When the Internet or other devices are used to post text or images intended to hurt, embarrass or harm a person.
6	Computer safety	Strong password, Firewall, Anti virus software and Physical security
7	Hacking	Slang term used to describe illegal access of computer systems.

Subject: Computing	Topic: Internet Safety	Year Group: 7
--------------------	------------------------	---------------

The Online World			Digital Footprint			Key Vocabulary		
1	Network		1	Websites		1	Internet safety	
2	Internet		2	Messages		2	Parents / Guardians	
3	World wide web		3	Online services		3	Personal data	
4	Social networking		4	Socialising		4	Social Network	
How to keep safe on the Internet			5	Future viewers		5	Cyber Bullying	
1	Privacy		Reporting abusive behaviour			6	Computer safety	
2	Behaviour		1	Social media		7	Hacking	
3	Cyberbullying		2	CEOP Button				
4	Stranger		3	CEOP Form				



Subject: Computing	Topic: Algorithms	Year Group: 7
--------------------	-------------------	---------------

Algorithms basics

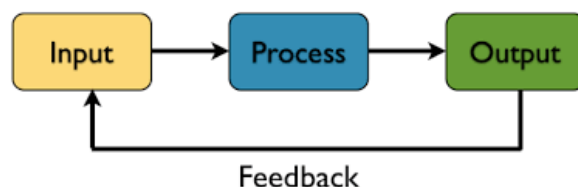
1	Algorithm	is a sequence of steps that can be followed to complete a task
2	Problem solving	Finding a way to fix or resolve a task
3	Variable	A variable is a location in memory that we use to store data
4	Flowchart	a diagrammatic representation of an algorithm

Computational Thinking - 4 Steps

1	Decomposition	means breaking a problem into a number of sub-problems
2	Pattern recognition	involves finding similarities or patterns among small, decomposed problems
3	Abstraction	is the process of removing unnecessary detail from a problem.
4	Algorithmic Thinking	is a logical way of getting from the problem to the solution, following step by step instructions & rules precisely.

Input, process, output model

1	IPO model	is a widely used approach in systems analysis and software engineering
2	Input	to provide or give data to the computer.
3	Process	a series of actions or steps taken in order to achieve a particular end.
4	Output	the information produced by a computer process








Data types and calculation symbols

1	Integer	Used to represent a whole number
2	Real	A number with a fractional part or a decimal
3	String	Used to represent text or collection of characters
4	Calculate	+ Addition * Multiply - Subtraction / Divide

Key Vocabulary

1	Sequence	Step by step instructions in order
2	Selection	A decision is made with a true or false answer
3	Iteration	Repeat steps until a condition is met
4	Comparison	> Greater than < Less than
5	Linear search	a method for finding an element within a list.
6	Bubble sort	a sinking sort, comparing and swapping items in list

Flowchart symbols

1	Start / End	
2	Input / Output	
3	Process / Assign	
4	Decision / If	
5	Direction of data flow	

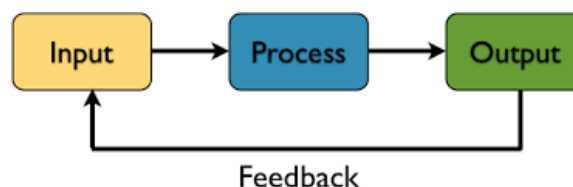
Subject: Computing	Topic: Algorithms	Year Group: 7
--------------------	-------------------	---------------

Algorithms basics		
1	Algorithm	
2	Problem solving	
3	Variable	
4	Flowchart	

Input, process, output model		
1	IPO model	
2	Input	
3	Process	
4	Output	

Key Vocabulary		
1	Sequence	
2	Selection	
3	Iteration	
4	Comparison	
5	Linear search	
6	Bubble sort	

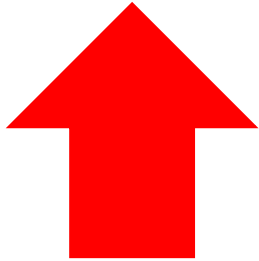
Computational Thinking - 4 Steps		
1	Decomposition	
2	Pattern recognition	
3	Abstraction	
4	Algorithmic Thinking	



Data types and calculation symbols		
1	Integer	
2	Real	
3	String	
4	Calculate	

Flowchart symbols		
1	Start / End	
2	Input / Output	
3	Process / Assign	
4	Decision / If	
5	Direction of data flow	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

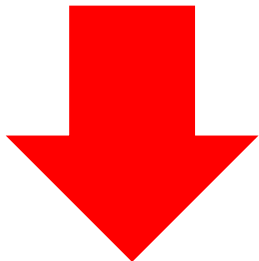
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1. Can you work out the word from its context? What does it seem like it means?
2. Does it look like any other words you know? Could it mean something similar?
3. If you can't figure it out for yourself, look the word up in a dictionary or online



Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?
2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast!
2. Look carefully at punctuation, which is designed to help you take pauses in the right places
3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1. Summarise the text in five words
2. Summarise the text in twenty words
3. Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?
What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?
Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now?
Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?






What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future?
Explain






Revise Like a Beckfooter

Summary: How to flash cards

1  Identify knowledge <p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	2  Colour coding <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	3  Designing <p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	4  Using <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	5  Feedback <p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>
---	---	--	--	--






Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: How to create a mind map

1  Identify knowledge <p>Select a topic you wish to revise. Have your class notes/knowledge organisers ready.</p>	2  Identify sub topics <p>Place the main topic in the centre of your page and identify sub topics that will branch off.</p>	3  Branch off <p>Branch of your sub topics with further detail.</p> <p>Try not to fill the page with too much writing.</p>	4  Use images & colour <p>Use images and colour to help topics stick into your memory.</p>	5  Put it somewhere visible <p>Place completed mind maps in places where you can see them frequently.</p>
--	--	---	---	--






Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Summary: Self Quizzing

1  Identify knowledge <p>Identify knowledge/content you wish to cover.</p>	2  Review and create <p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	3  Cover and answer <p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	4  Self mark & reflect <p>Go back to the content and self mark your answers in green pen.</p>	5  Next time <p>Revisit the areas where there were gaps in knowledge, and include these same questions next time.</p>
--	--	--	---	--

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: Brain dumps

1  Identify knowledge <p>Identify the knowledge/topic area you want to cover.</p>	2  Write it down <p>Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)</p> <p>Give yourself a timed limit (e.g. 10 minutes)</p>	3  Organise information <p>Once complete and you cannot remember any more use different colours to highlight/underline words in groups.</p> <p>This categories/links information.</p>	4  Check understanding <p>Compare your brain dump to your K/O or book and check understanding.</p> <p>Add any key information you have missed (key words) in a different colour.</p>	5  Store and compare <p>Keep your brain dump safe and revisit it.</p> <p>Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.</p>
--	--	--	---	---

Brain dumps are a way of getting information out of your brain.

Revision Timetable **Date** _____

Revision Timetable **Date** _____

[illegible]

Subjects covered this half term

□ □ □ □ □

Confident Communicators Oracy Passport for success Y7

HT Skills and Topics

2 Talking Transition &
3 Introduction into
the strands of
Oracy

- ☐ Listening
- ☐ Reasoning
- ☐ Discussion
- ☐ Speech



This Half Term to be a Confident Communicator in the *Social and Emotional Strand* I need to:

The Social and Emotional Strand: I can

- ☐ Give different reasons during group discussions to support my response
- ☐ Lead a discussion and be an instigator such as asking a peer 'What do you think it?'
- ☐ Show proof of active listening by relaying information my peers have told me

Confident Communicator Challenge:

Instigate a discussion with a new person in your tutor group

Confident Communicators My reflections on this half term:

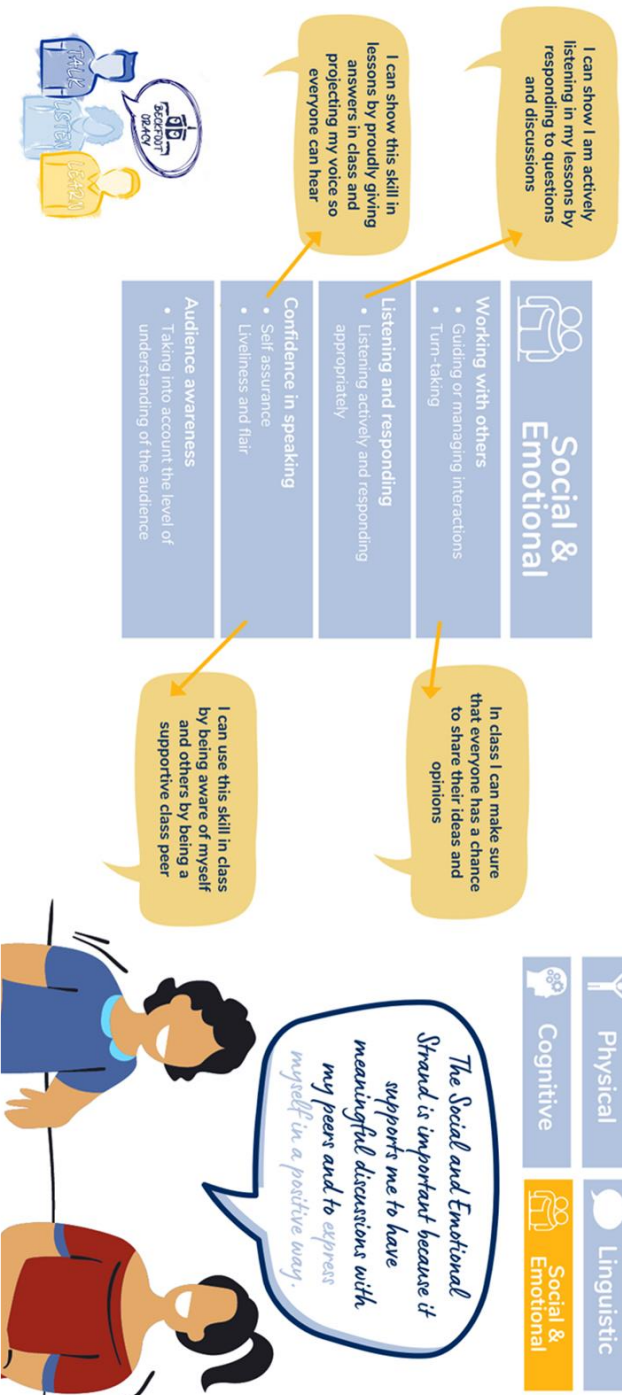
Using the boxes below reflect on the progress you have made.

 <p>This half term I have developed my physical strand by....</p>	 <p>This half term I have developed my linguistic strand by....</p>	 <p>This half term I have developed my cognitive strand by....</p>	 <p>This half term I have developed my social and emotional strand by....</p>
Physical <ul style="list-style-type: none"> Voice <ul style="list-style-type: none"> Pace of speaking Tonal variation Clarity of pronunciation Voice projection Body language <ul style="list-style-type: none"> Gestures & posture Facial expression & eye contact 	Linguistic <ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Appropriate vocabulary choice Language <ul style="list-style-type: none"> Register Grammar Rhetorical techniques <ul style="list-style-type: none"> Rhetorical techniques such as metaphor, humour, irony & mimicry 	Cognitive <ul style="list-style-type: none"> Content <ul style="list-style-type: none"> Choice of content to convey meaning & intention Building on the views of others Structure <ul style="list-style-type: none"> Structure & organisation of talk Clarifying & summarising <ul style="list-style-type: none"> Seeking information & clarification through questions/ing Summarising Self-regulation <ul style="list-style-type: none"> Maintaining focus on task Time management Reasoning <ul style="list-style-type: none"> Giving reasons to support views Critically examining ideas & views expressed 	Social & Emotional <ul style="list-style-type: none"> Working with others <ul style="list-style-type: none"> Guiding or managing interactions Turn-taking Listening & responding <ul style="list-style-type: none"> Listening actively & responding appropriately Confidence in speaking <ul style="list-style-type: none"> Self-assurance Liveliness & flair Audience awareness <ul style="list-style-type: none"> Taking account of level of understanding of the audience

This Half Term I have spoken like a Beckfooter!!!



This Half Terms key fundamental skill to become a **Confident Communicator** is the: *Social & Emotional Strand*



Speak like a Beckfooter

Talk

Show pride by projecting your voice.

Practice: stand at the back of the room and project your voice so everyone can hear you.

Show your team work by turn taking in your class discussions.

Listen

Make eye contact with someone when they are speaking to you. This shows you are listening.

When you are listening to your teacher in class, make sure your hands are empty. That way you can focus on your listening skills.

Learn

Winston Churchill's speech "We shall Fight on the Beaches" has been voted one of the best speeches of all time. Why do you think this is?

Watch one of your teachers in lesson. How do they model the social and emotional strand?



Clear so all can hear
Speak in full sentences
Use correct vocabulary
Ready to build

