

Beckfoot School

**Knowledgeable
And Expert Learners**

Year

Half-Term

2

enjoy learn **succeed**

Name:.....

Tutor Group:.....

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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.

LOG IN

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

OK

CANCEL

Homework

If your school has decided to share homework with pupils, you will see the [Homework](#) tab in your account.

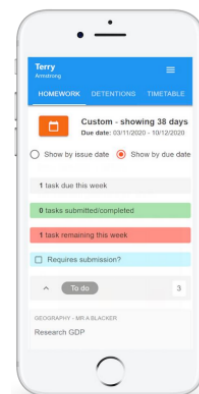
Selecting this tab will display a list of the [homework tasks](#) which you have been given.

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.

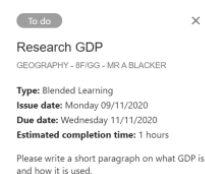
To mark a homework task as completed, view the homework task of your choice in more detail and tick the [Completed?](#) checkbox.



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 [description](#) of the homework task, the [estimated completion time](#) and any [links](#) or [attachments](#) that may have been included.



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
☒ Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
☒ Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
☒ Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

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

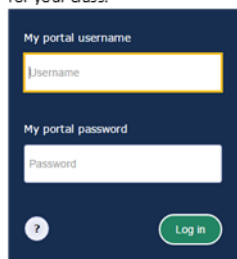
Maths homework at KS3 is set weekly in the form of a key skills retrieval practice work sheet included in the Maths homework booklet. In addition to this students have access to MyMaths, where you can access revision material for all topics taught in class. Class teachers may choose to set additional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

HOW TO GUIDE

1. Follow the link: <https://log.in.mymaths.co.uk/login>
2. Use the following school login details
Login: beckfoot
Password: ratio
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)

Organisation so far....

QUIZ BY MR LEIGH

First Name

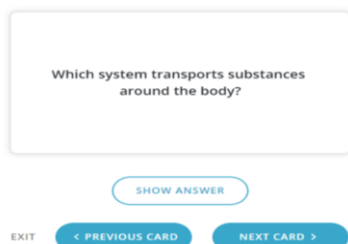
Enter your First Name

Last Name

Enter your Last Name

LOGIN

4. Type your first name and last name as it is 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.

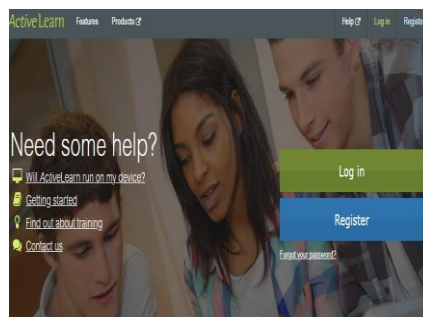
- They will have the instructions for each task in them.

- 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 HT1 - Flashcards

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.

Stage 1

- Check your Home Learning journal to see which section of the Knowledge Organiser you need to revise.

Stage 2

- Study the relevant box – choose three questions/prompts for your flashcards.

Stage 3

- Create 3 flashcards using the wording of the Knowledge Organiser – write the question on one side and the answer on the other.

Stage 4

- Cover up your Knowledge Organiser
- Quiz yourself with your flashcards
- Write the answers down in your Home Learning journal

Stage 5

- Check your answers using the Knowledge Organiser or your flashcards.
- Correct any blanks or incorrect answers in green pen.



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)	Terabyte (TB)
			1000 Bytes			

2. Work out the denary/binary conversions for the numbers below: (14 marks)

Denary	Binary
154	
67	
	00110100
47	
	1101010
56	
129	
17	
	10101110
219	
45	
78	
	00111110
	10101111

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

Record a Covid test result - Backlink school site > Record a Covid test result - Gov.uk/NHS site >

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

2. Select 'My Learning Resources'

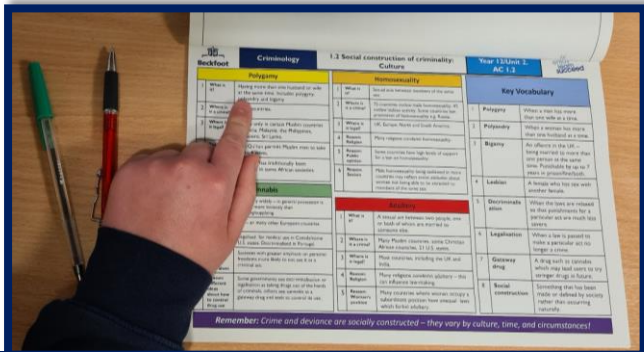
3. Select your year group

3. Select the subject you want to work on

3. Select the relevant half term.

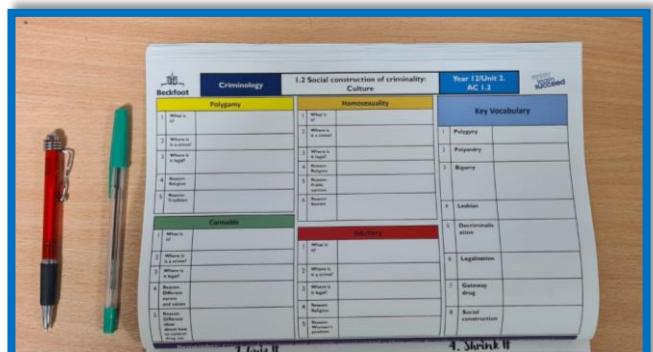
All the resources you need will be here

Independent Learning: How to 1 – Quiz It



LOOK:

- Read through 3-5 items from your Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



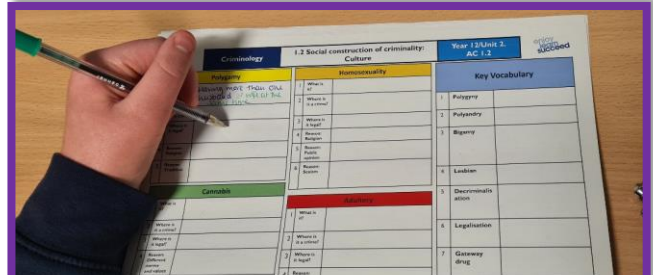
COVER:

- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)



WRITE:

- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



CHECK:

- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

Independent Learning: How to 2 – Link It

- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

Compare and contrast:

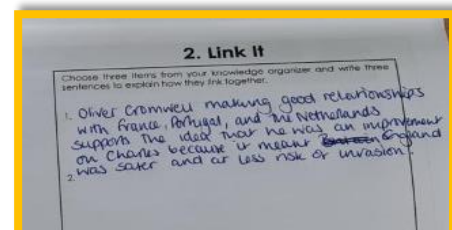
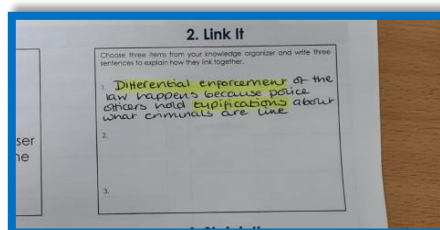
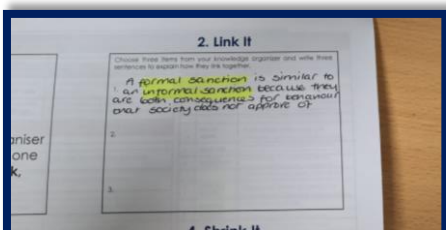
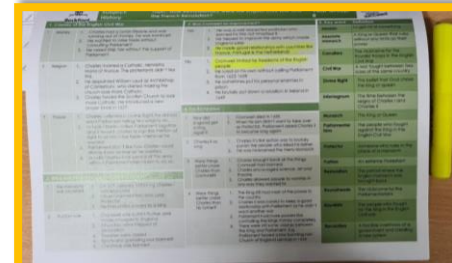
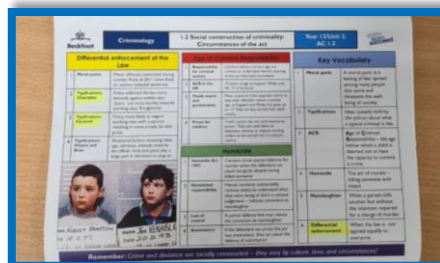
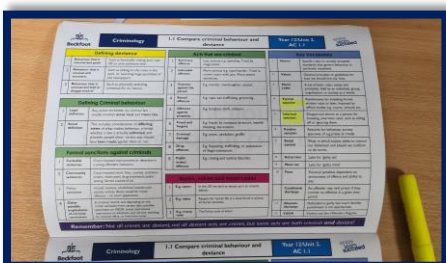
- x is similar to/different from y because...
- x is more/less ... than y because...

Cause and effect:

- x happens because of y...
- x and y work together to produce z...

Support/refute:

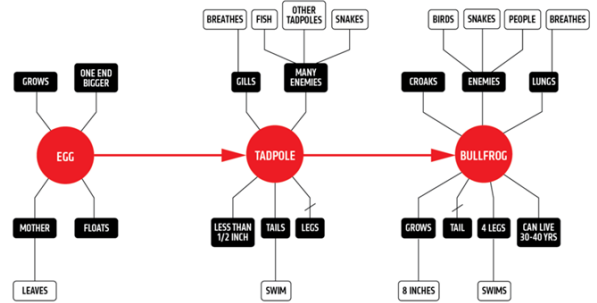
- x supports the ideas of y because...
- x refutes the ideas of y because...



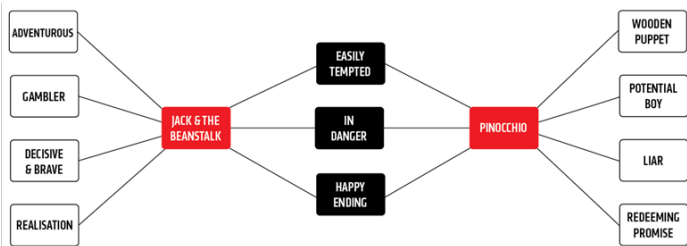
Independent Learning: How to – 3 Map It



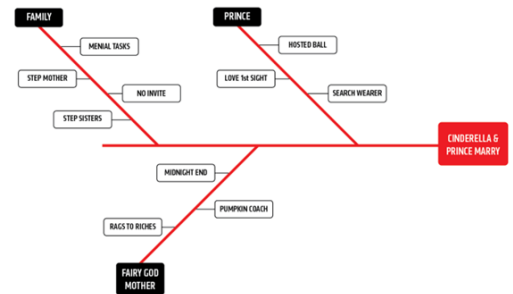
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

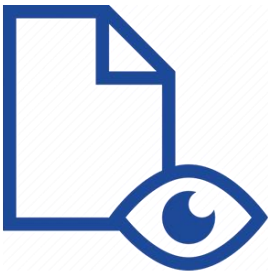


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.



Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

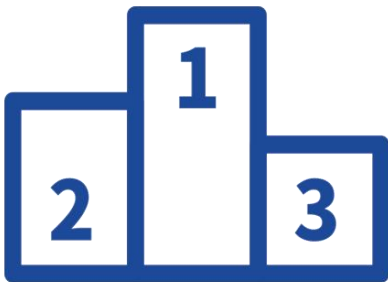
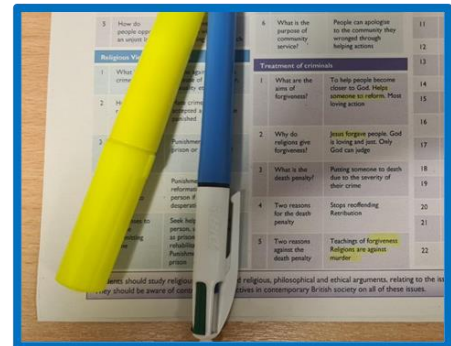
Independent Learning: How to – 4 – Shrink It



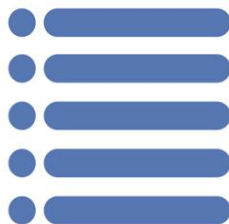
1. Skim over the Knowledge Organiser and look for the key information



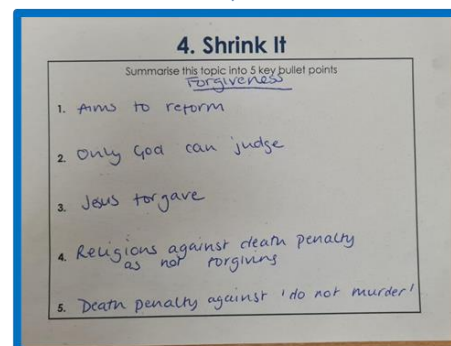
2. Highlight (or underline) the things you think are most important



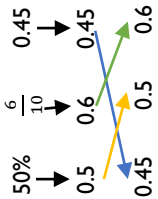
3. Rank your chosen points in order of importance



4. Bullet Point your 5 most important points using as few words as possible



Number – Types of Number	
1	Lowest Common Multiple LCM by Listing out the Multiples Find the LCM of 5 and 6 Multiples of 5: 5, 10, 15, 20, 25, <u>30</u>, 35, ... Multiples of 6: 6, 12, 18, 24, <u>30</u>, 36, ... Least Multiple common in both numbers is 30
2	Highest Common Factor HCF by Listing out the Factors Find the HCF of 24 and 36 Factors of 24: 1, 2, 3, 4, 6, 8, <u>12</u>, 24 Factors of 36: 1, 2, 3, 4, 6, 9, <u>12</u>, 18, 36 Highest common factor is 12
Number – Fractions	
1	Equivalent Fractions $\frac{1}{2}$ is the same as $\frac{4}{8}$
2	Adding Fractions - The denominator has to be the same. - Add the numerator. $\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4}$
3	Subtracting Fractions - The denominator has to be the same. - Subtract the numerator. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$ We can make the bottom 12. $\frac{9}{12} - \frac{4}{12} = \frac{5}{12}$
4	Multiplying Fractions 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 - KCF - Keep – Change – Flip $\frac{4}{3} \div \frac{2}{5} = \frac{4}{3} \times \frac{5}{2} = \frac{20}{6} = \frac{10}{3}$

Number – FDP Equivalence																								
1	Equivalent fractions, decimals and percentages.	<table><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 Convert them all into the same form and then compare	50% ↓ 0.5 $\frac{6}{10}$ ↓ 0.6 0.45 ↓ 0.45 0.45 0.5 0.6 																						
Algebra - Simplifying and Solving																								
1	Collecting like terms Collect all your different letters together	$4a + 3b + 2a - 2b$ $4a + 2a = 6a$ $3b - 2b = 1b$ Answer: $6a + 1b$																						
2	Simplifying expressions	$2a \times 3a = 6a^2$ $4a + 2a = 2$																						
3	Substitution - 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 $3 \times 2 = 6$ $8 + 6 = 14$																						

Ratio – Ratio and Proportion	
1	Simplifying Ratios Divide by the HCF of both numbers Simplify the Ratio 6 : 15 Divide both our number values by the GCF of 3. $\frac{6}{3} : \frac{15}{3} = 2 : 5$ The simplified Ratio Answer is 2 : 5 ✓
2	Sharing an amount - Add - Divide - And Multiply Share £30 in the ratio 3 : 7 $3 + 7 = 10$ $£30 \div 10 = £3$ $3 \times £3 = £9$ and $7 \times £3 = £21$
3	Simplify unitary ratio. Make one side of the ratio 1. Put 2 : 4 in the form $n : 1$ $\frac{2}{2} : \frac{4}{2} = 1 : 2$ $\frac{0.5}{0.5} : \frac{1}{0.5} = 0.5 : 1$
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.

Subject: Maths	Term: November	Year Group: 7
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Number – Types of Number	
1	Lowest Common Multiple
2	Highest Common Factor
Number – Fractions	
1	Equivalent Fractions
2	Adding Fractions - The denominator has to be the same. - Add the numerator.
3	Subtracting Fractions - The denominator has to be the same. - Subtract the numerator.
4	Multiplying Fractions Multiply both top and bottom
5	Dividing Fractions - KCF - Keep – Change – Flip

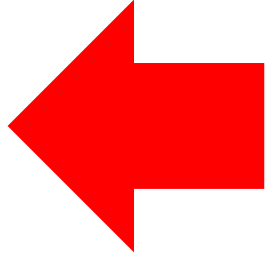
Number – FDP Equivalence	
1	Equivalent fractions, decimals and percentages.
2	Ordering FDP Convert them all into the same form and then compare

Ratio – Ratio and Proportion	
1	Simplifying Ratios Divide by the HCF of both numbers
2	Sharing an amount - Add - Divide - And Multiply
3	Simplify unitary ratio. Make one side of the ratio 1.

Algebra - Simplifying and Solving	
1	Collecting like terms Collect all your different letters together
2	Simplifying expressions
3	Substitution - Replace the letters with the numbers. - Multiply them as $2y$ is actually 2 times y.

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-quizz. 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.

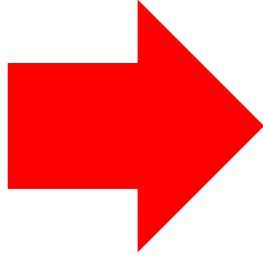
1.

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.

Chapter Summaries	
1	Chapter 1 Coraline explores her new home and finds a mysterious door that leads nowhere.
2	Chapter 2 Coraline visits Miss Spink and Miss Forcible, who read her future and see she is in danger.
3	Chapter 3 Coraline meets the Other Mother and Father and the Other Mr Bobo.
4	Chapter 4 Coraline meets the cat and visits the Other Miss Spink & Forcible, then heads back to the real world.
5	Chapter 5 Coraline thinks the Other Mother has kidnapped her parents; the cat advises her how to save them.
6	Chapter 6 Coraline continues to search for her parents. The Other Mother traps Coraline behind a mirror.
7	Chapter 7 Coraline meets the three ghost children behind the mirror and promises to help them too.
8	Chapter 8 Coraline continues her search in the Other Miss Spink & Miss Forcible's house.
9	Chapter 9 The Other Mother tries to trick Coraline and trap her in a basement with the Other Father.
10	Chapter 10 Coraline continues her search in the Other Mr Bobo's apartment.
11	Chapter 11 Coraline escapes the Other Mother's world with her parents.
12	Chapter 12 Coraline and her real parents spend time together and Coraline dreams of the children she saved.
13	Chapter 13 The Other Mother invades the real world and Coraline must defeat her once and for all.

Characters	
1	Coraline Jones The protagonist . Coraline is a curious, brave and intelligent young girl.
2	The Other Mother The antagonist . She impersonates Coraline's mother in order to trap her.
3	The Cat A father figure of sorts and Coraline's ally in the Other world.
4	The Other Father A copy of Coraline's father, created by the Other Mother.
5	Spink & Forcible Two of Coraline's neighbours, also copied by the Other Mother.
6	Coraline's Parents Coraline's real parents, often too busy to spend time with her.
7	Mr Bobo One of Coraline's neighbours, who lives above. Copied by the Other Mother.
8	Ghost Children Three other victims of the Other Mother, trapped in the Other world.
Punctuation & Grammar	
1	Full stop . Marks the end of a sentence. Always followed by a capital letter.
2	Exclamation Mark ! Indicates a strong emotion. Always followed by a capital letter.
3	Question Mark ? Indicates a question. Always followed by a capital letter.
4	Semi-colon ; Joins two related sentences together. Replaces a coordinating conjunction. No capital letter needed afterwards.
5	Colon : Introduces an idea. No capital letter needed afterwards. Replaces 'which is' or 'such as'. Can be replaced with a full stop.
6	Direct Speech “ ” Indicates a character is speaking. Capital letter always needed; always includes some punctuation inside the closing speech mark; start a new line for a new speaker.
7	Brackets () Adds additional detail or comment. Can be removed without affecting the sentence.
8	Dash – Used before an additional comment. No capital letter needed afterwards.
9	Apostrophe ‘ ’ Indicates letters have been omitted (don't, I'm, etc.) or to show possession (Liam's pen).
10	Sentence Fragment A short, incomplete sentence used for emphasis or dramatic effect. Like this.

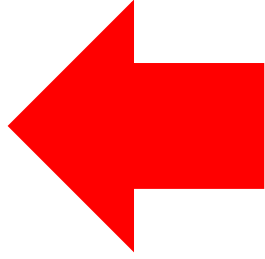
Key Vocabulary		
1	Characterisation	Actions, descriptions and dialogue used to create a character's personality.
2	Imagery	Vivid descriptive images for the reader, often using similes and metaphors.
3	Show Don't Tell	Where actions and speech are used to reveal ideas, rather than simply stating them.
4	Pathetic fallacy	When the environment mirrors the character's mood.
5	Narrative Drive	The feeling that the story is pushing forwards and towards a goal.
6	Pace	How quickly the plot is moving forward.
7	Set-up/Pay-off	Something mentioned earlier that is connected to important later events.
8	Foreshadowing	Where future events are hinted at through similar moments earlier.
9	Genre	The category of writing, e.g. horror, action, fairy-tale, etc.
10	Genre Convention	A detail that is typical of a genre. Also called a trope.

Chapter Summaries	
1	Chapter 1
2	Chapter 2
3	Chapter 3
4	Chapter 4
5	Chapter 5
6	Chapter 6
7	Chapter 7
8	Chapter 8
9	Chapter 9
10	Chapter 10
11	Chapter 11
12	Chapter 12
13	Chapter 13

Characters	
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3	The Cat
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Key Vocabulary	
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4	Pathetic fallacy
5	Narrative Drive
6	Pace
7	Set-up/Pay-off
8	Foreshadowing
9	Genre
10	Genre Convention

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

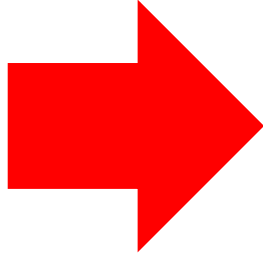
1.

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.

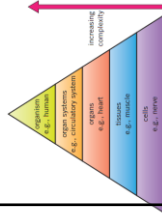
5.

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

Levels of organisation

1 All organisms have a level of organisation, starting at the smallest moving to the largest. As the level increases, so does the complexity.



Movement (Muscles)

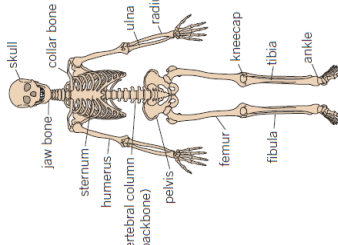
1 Muscle
s
A type of tissue which allows movement. They transfer force to bones by pulling on tendons.

2 Antagonistic muscles
Muscles that work together to perform a function eg: movement however work in opposite directions (as one contracts, the other relaxes) Eg: Biceps and triceps

Skeleton

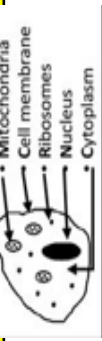
1	Bones	Made up of 206 bones. They have a blood supply and are a living tissue.
2	Organ system	It is part of the muscular-skeletal system and has 4 main functions (see below)
3	Support	Keeps you upright and hold organs in place
4	Protect	Eg: skull protects the brain
5	Movement	Works with muscles and tendons to allow movement

6 Making blood cells

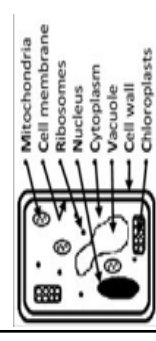


Cells

1 Typical animal cell

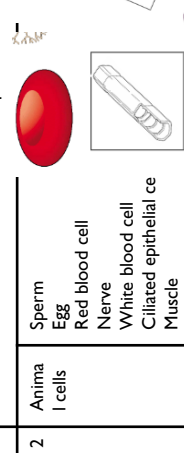


2 Typical plant cell



Specialised cells

1 Differentiation- When a cell becomes a specialised



3 Plant cells



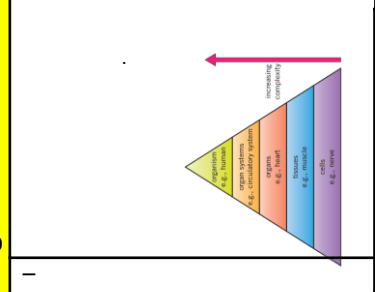
Key Vocabulary

1	Nucleus	Controls cell activities, contains DNA
2	Cytoplasm	Where chemical reactions take place
3	Cell membrane	Controls what enters and leaves the cell
4	Cell wall	Made from cellulose fibres. Strengthens the cell and supports the plant.
5	Mitochondria	Where aerobic respiration takes place
6	Ribosomes	Make proteins by protein synthesis
7	Chloroplasts	Where photosynthesis occurs. Contains chlorophyll to absorb light
8	Chlorophyll	Green pigment used for photosynthesis found in chloroplasts
9	Vacuole	Contains cell sap
10	Magnification	How much bigger an image appears than the real object
11	Resolution	Ability to distinguish between two very small and closely spaced objects
12	Organelle	Small structures inside animal and plant cells eg: nucleus
13	Microscope	A piece of equipment that magnifies (enlarges) specimens eg: animal cells so they can be observed
14	Cell	The smallest structural and functional unit of an organism.
15	Tissue	Made from a group of cells with a similar structure and function, which all work together to do a particular job.
16	Organ	Made from a group of different tissues, which all work together to do a particular job.
17	Organ system	Made from a group of different organs, which all work together to do a particular job.
18	Organism	Any living thing that has an organized structure, can react to stimuli, reproduce, grow and adapt

Subject: Science Topic: AQA Organisms: movement & cells (1) Year Group: 7

Key Vocabulary

Levels of organisation

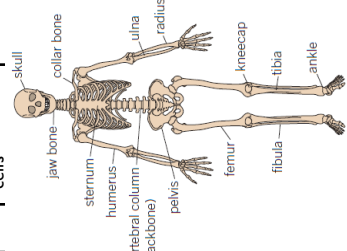


Movement (Muscles)

1	Muscles	
2	Antagonistic muscles	

Skeleton

1	Bones	
2	Organ system	
3	Support	
4	Protect	
5	Movement	
6	Making blood cells	



Organ Systems

1	Digestive	
2	Circulatory	
3	Respiratory	
4	Reproductive	

Cells

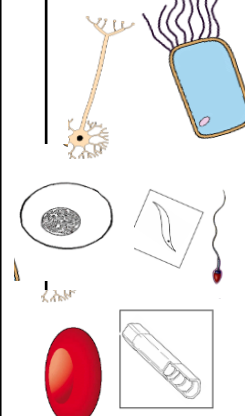
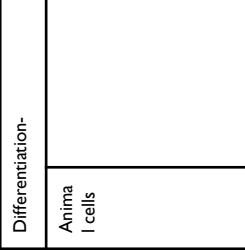
1	Typical animal cell	
2	Typical plant cell	

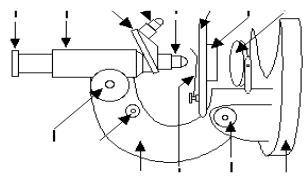
Diffusion and adaptations

1		
2	In animals	
3	In plants	



Specialised cells

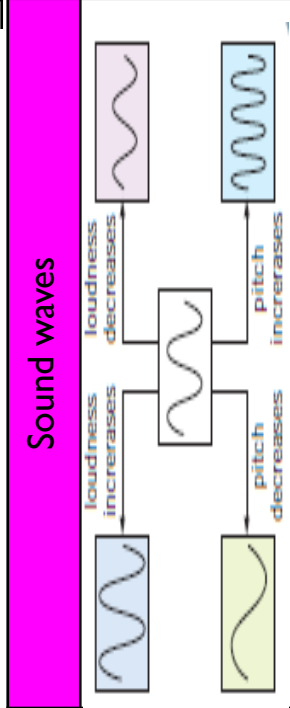
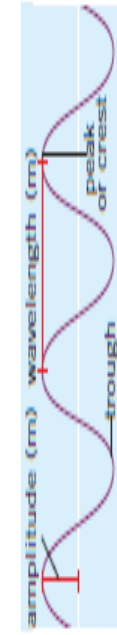
Differentiation-	
Animal cells	
Plant cells	



Key Vocabulary

1	Nucleus	
2	Cytoplasm	
3	Cell membrane	
4	Cell wall	
5	Mitochondria	
6	Ribosomes	
7	Chloroplasts	
8	Chlorophyll	
9	Vacuole	
10	Magnification	
11	Resolution	
12	Organelle	
13	Microscope	
14	Cell	
15	Tissue	
16	Organ	
17	Organ system	
18	Organism	

Properties of Waves	
1	Transverse eg light Travel at 90 degree direction of energy transfer Do not need a medium to travel through
2	Longitudinal eg sound Travel in the direction of energy transfer • • Need a medium to travel through



1	Loudness	Amplitude of wave changes
2	Pitch	Wave length changes

Colour

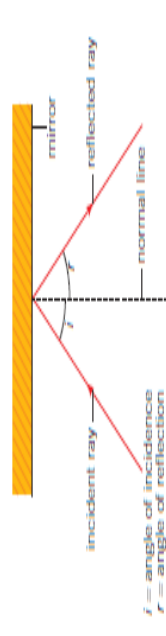


Light can be split using a prism and is made up of different colours of light. Primary colours can be mixed to form secondary colours. If a shirt reflects green light it must be green. If a material reflects no light it looks black.

1	Light can be split using a prism and is made up of different colours of light. Primary colours can be mixed to form secondary colours. If a shirt reflects green light it must be green. If a material reflects no light it looks black.	
2	Primary	Red, Blue, Green
3	Secondary	Cyan, Magenta, Yellow

Law of Reflection

1	Law of Reflection	States that the angle of incidence will be equal to the angle of reflection
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i = angle of incidence
 r = angle of reflection

Lenses

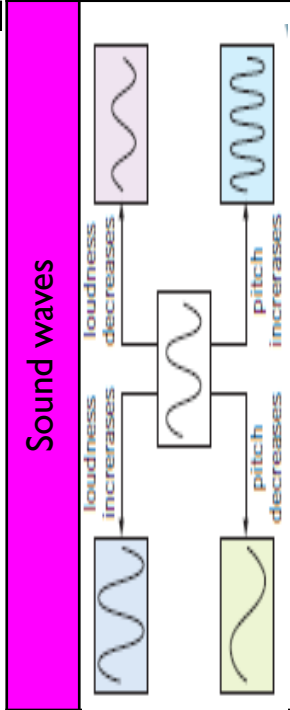
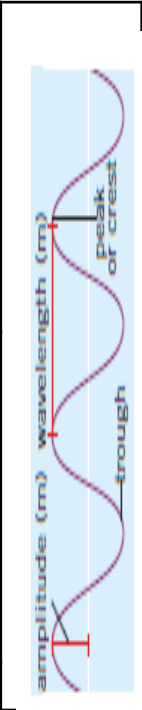
1	Convex	
2	Concave	

Hearing	
1	The pinna directs sound along an auditory canal into the eardrum
2	The vibration from the eardrum moves onto the ossicles which amplify the sound
3	This passes the sound to the cochlea where tiny hairs detect the vibrations and pass this along to the auditory nerve as electrical signals to the brain.

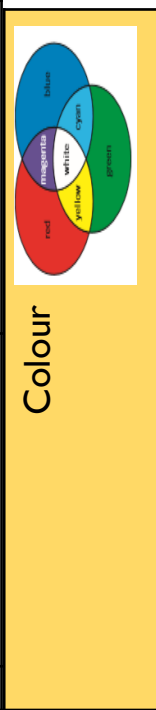
Key Vocabulary		
1	Amplitude	The distance from the middle to the top of the wave
2	Wavelength	The distance between a point on a wave to the same point on the next wave
3	Trough	The bottom of the wave
4	Peak	The top of the wave
5	Frequency	How many waves pass a fixed point in a second
6	Hertz	Frequency is measured in Hertz
7	Ultrasound	Soundwaves above 20,000 (Hz) too high for humans to hear
8	Transparent	A material that allows all light to pass through
9	Translucent	A material that only allows some light to pass through
10	Opaque	A material that lets no light pass through
11	Frequency Equation	$f = 1 / \text{time period}$

Light and the eye	
1	Light entering the eye is refracted by the lens focusing it on the retina as an inverted image
2	Photoreceptors detect the light hitting your retina and send an electrical impulse to the brain
3	If the light is not focuses properly on the retina or the eye you cannot see
4	Long sighted people have the light focus behind the retina
5	Short sighted people have the light focus in front of the retina

Properties of Waves	
1	Transverse eg light
2	Longitudinal eg sound

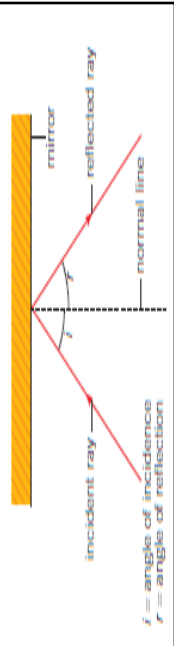


1	Loudness
2	Pitch



1	
2	Primary
3	Secondary

Law of Reflection	
1	Law of Reflection



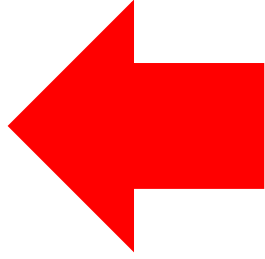
Lenses	
1	
2	

Hearing	
1	
2	
3	

Key Vocabulary	
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2	Wavelength
3	Trough
4	Peak
5	Frequency
6	Hertz
7	Ultrasound
8	Transparent
9	Translucent
10	Opaque
11	Frequency Equation

Light and the eye	
1	
2	
3	
4	
5	

1. Quiz It



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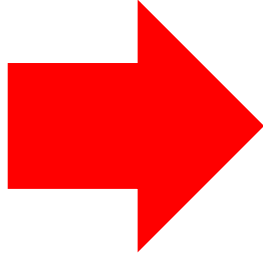
1.

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.

Giving and explaining opinions		
1	Je déteste	I hate
2	J'aime assez	I quite like
3	J'aime beaucoup	I really like
4	C'est ma matière préférée	It's my favourite lesson
5	Parce que /car	Because
6	On a beaucoup de devoirs	We have lots of homework
7	C'est nul	It's rubbish
8	C'est intéressant	It's interesting
9	C'est génial	It's great
10	C'est ennuyeux	It's boring
11	C'est marrant	It's funny
12	C'est facile	It's easy
13	C'est difficile	It's difficult
14	Le prof est sympa	The teacher is nice
15	Le prof est sévère	The teacher is strict

Time phrases	
1	Il est...heures It is...o'clock
2	À...heures At...o'clock
3	Et quart Quarter past
4	Et demie Half past
5	Moins le quart Quarter to

Key verbs		
1	J'ai	I have
2	On a	We have
3	On n'a pas	We don't have
4	On commence	We start
5	On étudie	We study
6	On bavarde	We chat
7	On rigole	We have a laugh
8	On mange	We eat
9	On finit	We finish
10	On est	We are

Key vocabulary		
1	Je mange	I eat
2	du poulet	Chicken
3	du fromage	Cheese
4	du poisson	Fish
5	de la glace	Ice cream
6	des frites	Chips
7	des crudités	Raw vegetable
8	des haricots verts	Green beans

Examples

1	J'aime beaucoup le français car c'est marrant et le prof est sympa.	I really like French because it's funny and the teacher is nice.
2	L'anglais c'est ma matière préférée parce que c'est facile.	English is my favourite lesson because it's easy.
3	Je déteste le dessin car c'est difficile et on a beaucoup de devoirs.	I hate art because it's difficult and we have lots of homework.
4	Au collège j'ai cinq cours par jour, on commence à huit heures et demie et on finit à trois heures moins le quart.	At school I have 5 lessons per day, we start at 8:30 and we finish at 2:45.
5	Pendant la récréation on mange, on rigole et on bavarde.	During break we eat, we have a laugh and we chat.
6	A la cantine je mange du poisson et des frites. C'est miam miam.	In the canteen I eat fish and chips. It's yummy.

Giving and explaining opinions	
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2	J'aime assez
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4	C'est ma matière préférée
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6	A la cantine je mange du poisson et des frites. C'est miam miam.	

Using verbs – haben (to have)		
1	Ich habe	I have
2	du hast	you have
3	er/sie/es hat	he/she/it has
4	wir haben	we have
5	ihr habt	you (pl) have
6	Sie haben	you (formal) have
7	sie haben	they have

Using verbs – sein (to be)		
1	ich bin	I am
2	du bist	you are
3	er/sie/es ist	he/she/it is
4	wir sind	we are
5	ihr seid	you (pl) are
6	Sie sind	you (formal) are
7	sie sind	they are

My family		
1	meine Mutter	my mother
2	mein Vater	my father
3	mein Bruder	my brother
4	meine Schwester	my sister
5	mein Stiefbruder meine Stiefschwester	my stepbrother my stepsister
6	mein Halbbruder meine Halbschwester	my half brother my half sister
7	meine Eltern	my parents

Adjectives		
1	dick	fat
2	schlank	thin
3	gemein	mean
4	süß	sweet
5	groß	big
6	klein	small
7	kräftig	strong
8	musikalisch	musical
9	sportlich	sporty
10	schlau	cunning

Examples		
1	Ich habe einen braunen Hund. Er heisst Frank.	I have a brown dog. He is called Frank.
2	Meine Mutter hat schwarze Haare und blaue Augen.	My mum has black hair and blue eyes.
3	Mein Stiefbruder ist sehr frech.	My stepbrother is very cheeky.
4	Ich habe keine Geschwister aber ich habe zwei Katzen.	I have no siblings but I have two cats.
5	Ich habe ein kleines Meerschweinchen. Sie ist sehr niedlich und ziemlich faul.	I have a small guinea pig. She is very cute and quite lazy.
6	Meine grüne Schlange kann Italienisch sprechen!	My green snake can speak Italian!

Using verbs – haben (to have)	
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4	wir haben
5	ihr habt
6	Sie haben
7	sie haben

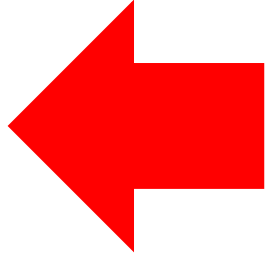
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5	ihr seid
6	Sie sind
7	sie sind

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2	mein Vater
3	mein Bruder
4	meine Schwester
5	mein Stiefbruder meine Stiefschwester
6	mein Halbbruder meine Halbschwester
7	meine Eltern

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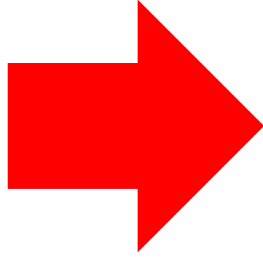
1.

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.

Subject: Geography	Topic: Walls	Year Group: 7
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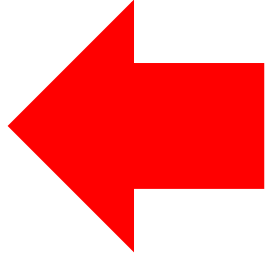
What are the motives for movement from Mexico to the United States of America?			Why might North and South Korea be so different?		
1.	Border	A border is a real or artificial line that separates geographic areas.	1.	Dictatorship	A country where total authority and control is given to one leader. There are no elections
2.	Location of Mexico		2.	Democracy	A system or Government where every eligible member of the population can vote and elect a leader.
3.	Push factor	Something that makes people want to leave a place. For people in Mexico they want to leave due to lack of jobs, poverty and fear of criminal gangs.	3.	Life in South Korea	As a democracy South Koreans enjoy greater freedoms, better health, better quality of life and environmental quality.
4.	Pull factor	Something that attracts people to go and live in a place. For Mexican people they want to move to the USA for a better quality of life and access to jobs.	4.	Life in North Korea	As a dictatorship people in North Korea are subject to extreme laws and a lack of freedom.
5.	Migrant	A person who moves from one place to another, especially in order to find work or better living conditions.			

What are the motives for movement from Mexico to the United States of America?	
1.	Border
2.	Location of Mexico
3.	Push factor
4.	Pull factor
5.	Migrant



Why might North and South Korea be so different?	
1.	Dictatorship
2.	Democracy
3.	Life in South Korea
4.	Life in North Korea

1. Quiz It



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

2. Link It

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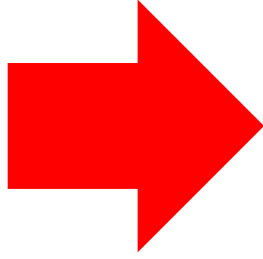
1.

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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. Who were the Vikings?	
1	Where were the Vikings from?
2	Why did they come to England?
3	How did Vikings come to Britain?
4	What was Viking culture like?

1.

Norway, Sweden, Denmark and (after 890) Iceland.
1.

Some came due to a lack of opportunities to make money or farm land at home.
2.

Others came for adventure or to make their living as raiders or warriors.
1.

As Viking society became bigger, Vikings began sailing to find new land to settle in
2.

Invaders often attacked monasteries or villages to plunder them.
1.

They had pagan gods but some later became Christian.
2.

They travelled all over the world.
3.

They did not write but used runes, and produced beautiful art objects.
4.

Ships were important and were well designed.

2. How did the Vikings change Britain?	
1	What did the Vikings do in England?

1.

Many came to set up farms and raise families
2.

Many married local women and had children with Viking ancestry.
3.

Viking settlements can easily be identified today as places ending in -by or -thorpe
4.

The area that the Vikings ruled became known as Danelaw
5.

In the 9th century the Vikings were defeated by Alfred and stayed in the north of England.

2	What was important about Jorvik?
3	What kinds of people lived in Jorvik?
4	What was important about the diversity of Jorvik?

1.

It was the main settlement in the Danelaw and was the capital of Viking England.
2.

It was an important place of trade and exchange and people came there from all over the world.
1.

Craftspeople and traders such as blacksmiths, fishermen, leatherworkers.
2.

Both English people and Viking people lived in Jorvik and many people moved there.
1.

Jorvik had a mix of cultures which exposed people to new experiences.
2.

It was possible to get all kinds of goods in Jorvik and to make money there.
3.

It showed that Jorvik was an important place and helped it to grow further.

5	What was the relationship between the English and the Vikings?
---	--

1.

There were still some problems and a massacre of the ‘Danes’ was ordered in 1002.
2.

Some people in the North supported Harald Hardrada when he invaded in 1066 and attempted to become King.

3. What happened in 1066?	
1	Why was there competition for the English throne?
2	Who wanted to be king?
3	How did Harold lose the throne?
4	Why did William win the Battle of Hastings?

1.

Edward the Confessor died without an heir and having promised more than one person the throne.
1.

Harold Godwinson became king.
2.

Other contenders also tried to claim the throne: William (Duke of Normandy) Harald Hardrada (King of Norway) and Edgar Aetheling.
1.

Harold, William and Hardrada all got ready to fight for the crown.
2.

Bad weather stopped William invading so he spent the time preparing instead.
3.

Hardrada invaded Yorkshire, won the battle of Fulford Gate but both he and Tostig were killed at Stamford Bridge.
4.

Harold rushed south but was then defeated and killed at Hastings.
1.

Luck: William would have fought a much bigger army if the wind hadn’t delayed their invasion
2.

Preparations: While Harold was marching his soldiers up north and then straight back south again, William was building castles and gathering supplies
3.

Tactics: William pretended to retreat which allowed him to break the shield wall

4. How did Norman invasion change Britain?	
1	Land Ownership
2	Control
3	Noble women
4	The Church

1.

William I took land away from those who had fought against him at the Battle of Hastings
2.

He gave this land to his supporters. They then swore loyalty to William
3.

By 1087 almost all the land in England was owned and run by Norman nobles
1.

William developed the feudal system to help control the country.
2.

This wasn’t too different to the Anglo-Saxon system from before because the king was at the top and the peasants were at the bottom
3.

The bit that was new was the nobles and knights in the middle
1.

Although it is hard to find written evidence of women’s stories, there is some evidence that Anglo-Saxon noble women were more equal before the Norman invasion.
2.

They were expected to marry, but there is evidence that they would have more say in this marriage.
3.

After the Norman invasion, William ordered widowed Saxon noblewomen to marry his Norman lords, which meant they lost control of their land.
4.

Noble women rebelled by keeping their language; they were part of the reason the English language survived
1.

In Anglo-Saxon England, the church was wealthy and owned more land in England than anyone else
2.

The priests could have other jobs and marry and have children, even though this was against the Church’s teachings
3.

William brought a religious friend called Lanfranc with him. He was made Archbishop of Canterbury.
4.

Lanfranc created a new church hierarchy so it was clear who everyone needed to obey.
5.

They fired priests that they couldn’t trust and created new churches and rules for new priests and monks to follow
6.

William also pulled down Anglo-Saxon churches and replaced them with grand stone buildings to demonstrate their own power and the power of God

Key word	Definition
Viking	A pirate or settler who came from Scandinavia.
Longship	A Viking ship that could sail on seas or rivers.
Monastery	A place where monks lived, worked and worshipped.
Lindisfarne	The site of the first Viking attack in 793.
Runes	A Viking style of writing.
Plunder	Theft and violence.
Raid	A Viking attack.
Pagan	A person holding religious beliefs other than those of the main world religion
Danelaw	The part of England under Viking law.
Jorvik	Viking York.
Anglo-Saxon	Another term for an English person before 1066.
Norman	A person from Normandy.
Succession	The decision over who gets to be the next king.
Heir	The person next in line to the throne.
Feigned retreat	The Norman tactic of pretending to run away.
Nobles	Powerful and wealthy people.

1. Who were the Vikings?	
1	Where were the Vikings from? 1.
2	Why did they come to England? 1. 2.
3	How did Vikings come to Britain? 1. 2.
4	What was Viking culture like? 1. 2. 3. 4.

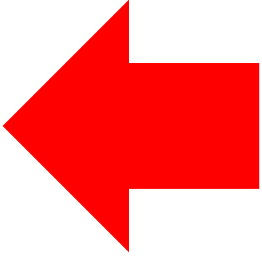
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2	What was important about Jorvik? 1. 2.
3	What kinds of people lived in Jorvik? 1. 2.
4	What was important about the diversity of Jorvik? 1. 2. 3.
5	What was the relationship between the English and the Vikings? 1. 2.

3. What happened in 1066?	
1	Why was there competition for the English throne? 1.
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4. How did Norman invasion change Britain?	
1	Land Ownership 1. 2. 3.
2	Control 1. 2. 3.
3	Noble women 1. 2. 3. 4.
4	The Church 1. 2. 3. 4. 5. 6.

Key word	Definition
Viking	
Longship	
Monastery	
Lindisfarne	
Runes	
Plunder	
Raid	
Pagan	
Danelaw	
Jorvik	
Anglo-Saxon	
Norman	
Succession	
Heir	
Feigned retreat	
Nobles	

1. Quiz It



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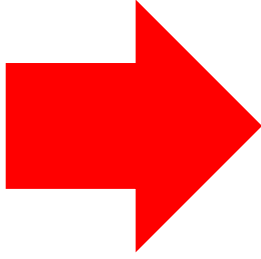
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3. Map It

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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	How old is Judaism?	3,000 years old
2	What are the followers of Judaism called?	Jews
3	Who was Abraham?	The original father of the religion and its founder
4	Who was Moses?	A prophet who saved the Jews from slavery in Egypt.
5	Who was Isaac?	Prophet and promised son to Abraham
6	Who was Jacob?	Prophet who saved the pharaoh from Gods punishment.

Knowledge Group 2		
1	What does covenant mean?	Promise with God
2	Who made the first covenant with God?	Abraham with God
3	What is the Shema?	Jewish prayer
4	What is a mezuzah?	Decorative case containing the Torah placed on a door
5	Give two reasons why the covenant is important	Brings humanity and God together It formed Judaism

Knowledge Group 3		
1	What is the Jewish Holy book?	The Torah
2	What is a Yad?	Jewish ritual pointer
3	What is a Wimpel?	Long sash used a binding of the Torah
4	What is a Genizah?	Storage area in the synagogue for worn out books
5	What is a Sofer?	Jewish scribe who transcribes the Torah
6	Give two reasons its important to respect the Torah	It is the word of God It teaches Jews how to lead a good life

Knowledge Group 4		
1	Name two types of Jewish Clothing	Teffilin, Kippah
2	What is the Passover?	Celebration of Moses saving the Jews from slavery
3	Why is Passover important?	It reminds them of becoming free and allows thanksgiving
4	What is the Seder plate?	Special plate containing symbolic food
5	What is a Bar Mitzvah and Bar Mitzvat?	Coming of age ritual for Jewish children
6	What is the Tallit?	Jewish prayer shawl

Key Word	Definition
Covenant	The special and sacred promise made between God and Jews.
Bar Mitzvah	A coming of age ritual for Jewish boys.
Bat Mitzvah	A coming of age ritual for Jewish girls.
Kippah	Jewish prayer hat
mitzvah	Translates as commandments. These are the 613 rules Jews must follow.
Orthodox Jew	A type of Jew who strictly follows the commandments
Passover	Jews celebrate Passover to remember the biblical story of Moses helping to free the Jews from slavery.
Patriarch	An important man is Jewish history. Abraham, Isaac and Moses are all Jewish patriarchs.
Plague	A punishment sent by God to the Egyptians who kept the Jews as their slaves.
Shema	The most important prayer in Judaism.
Tallit	Jewish prayer shawl. It is usually a blue and white scarf.
Tefillin	Little leather boxes and straps. These are worn by Jews when they pray.
Torah	Jewish holy book.
Tzitzit	Fringes to remind Jews of the 613 commandments
Yad	A gold pointer used to follow the text in the Torah without touching it.



Judaism is one of the oldest monotheistic religions and was founded over 3500 years ago in the Middle East.
 Jews believe that God chose the Jews to be his chosen people in order to set an example of holiness and good behaviour to the world. This is known as the Jewish covenant. Jews believe that God will look after them, and they should follow God's rules in return.

Knowledge Group 1	
1	How old is Judaism?
2	What are the followers of Judaism called?
3	Who was Abraham?
4	Who was Moses?
5	Who was Isaac?
6	Who was Joseph?

Knowledge Group 3	
1	What is the Jewish Holy book?
2	What is a Yad?
3	What is a Wimpel?
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5	What is a Sofer?
6	Give two reasons its important to respect the Torah

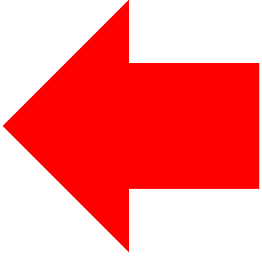
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3	Why is it important?
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5	What is a Bar Mitzvah and Bar Mitzvat?
6	What is the Tallit?



Key Word	
Covenant	
Bar Mitzvah	
Bat Mitzvah	
Kippah	
mitzvah	
Orthodox Jew	
Passover	
Patriarch	
Plague	
Shema	
Tallit	
Tefillin	
Torah	
Tzitzit	
Yad	

1. Quiz It



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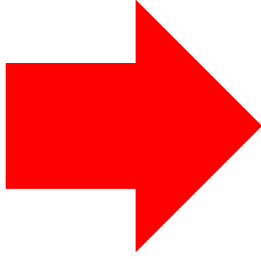
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3. Map It

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4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

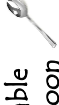
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5.

3. Map it

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

1. Equipment

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

☐ To use equipment correctly and safely

☐ Understand the different nutrients in the eatwell guide

☐ To follow the correct process in the kitchen

2. Nutrition

1	Importance of breakfast	- Breaks the fast - Provides energy for the day - Prevents fatigue and headaches - Prevents bad food choices later
2	Tips to avoid nutrient loss	- 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 	- 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	The 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 f 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 to 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.

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

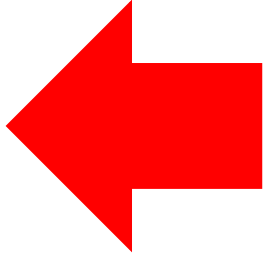
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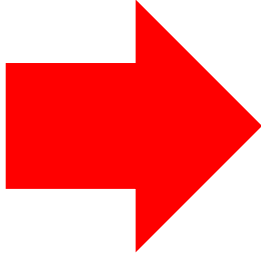
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- 1.
- 2.
- 3.

3. Map It

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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 & finishing tasks. (making surfaces flat).

☐ 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**.



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

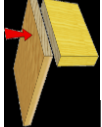
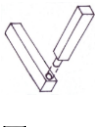
1	PPE	Personal Protective Equipment
2	Safety Goggles	Made from Polycarbonate, designed to protect the eyes from projectiles
3	Ear Defenders	Designed to protect your hearing in loud environments

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

1. Process; Tools & Equipment

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

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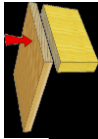
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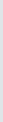
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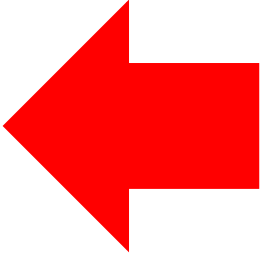
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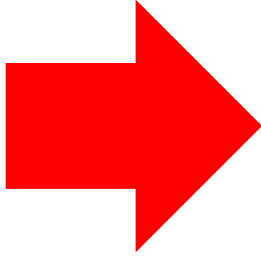
1.

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3. Map It

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4. Shrink It

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1.

2.

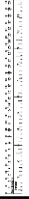
3.

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/Temp late A drawn or bought shape that you follow to create a new product.
8	 Sewing Machine An electronic machine that sews materials together.

3. Process; Sewing machine sewing	
Step 1	Cut out the pattern and pin to the sock.
Step 2	Cut round the pattern using fabric scissors.
Step 3	Pin the sections of the sock monkey together.
Step 4	Use your chosen stitch to sew the sides of your sock monkey together.
Step 5	Trim loose threads.
Step 6	Stuff the sock monkey with wadding.
Step 7	Sew up the final hole.
Step 8	Add decoration.

4. Materials; Manufactured Boards	
1	Polyester A manmade fabric that is made from oil and in some cases elastane (if it has a stretch)

Key Vocabulary	
1	Pattern/T emplate A drawn or bought shape that you follow to create a new product.
2	Stitch Used to permanently hold fabric in place.
3	Tack Stich A temporary stitch that holds fabric in place before a permanent stitch is used.
4	Blanket Stitch A fancy stitch that looks like the stitches are joined through a center loop.
5	Ladder Stitch A hidden stitch that pulls the fabric tightly together.
6	Fly Stich A stitch that loops over the edge of the two pieces of fabric.



☐ Use a pattern/template independently.

☐ Know how to thread a hand needle correctly.

☐ Understand where manmade fibres come from

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

3. Process; Sewing machine sewing	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	
Step 7	
Step 8	

4. Materials; Manufactured Boards	
1	Polyester

Key Vocabulary	
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2	Stitch
3	Tack Stich
4	Blanket Stitch
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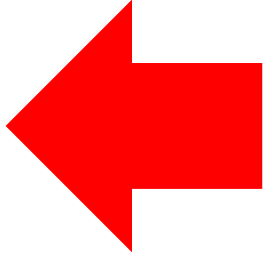


☐ Use a pattern/template independently.

☐ Know how to thread a hand needle correctly.

☐ Understand where manmade fibres come from

1. Quiz It



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

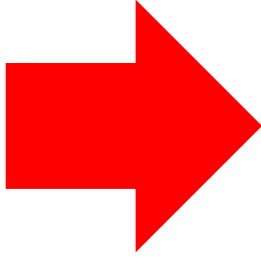
2. Link It

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.

What is Physical Theatre?	
A form of theatre which mainly uses physical movement as in dance and mime for expression. Where possible, shapes and objects as well as mood and atmosphere are created using the body as the main tool	
Physical Theatre Key Vocabulary	
1 Balance	Even distribution of weight enabling someone of something to remain steady
2 Counter Balance	Equal distribution of weight between TWO or more people / objects
3 Body as Prop	Using your body to create and 'become' an object such as a table
4 Round By Through	Technique used by Frantic Assembly to create "building blocks of movement". The three movements are used repetitively
5 Transition	The linking of two sections together smoothly.
6 Mime	Performing an action or gesture to suggest an object or character is there.
7 Narration	Telling the story out loud to the audience

GREEK THEATRE- 600BC	
1 Dionysus	The Greek God of wine, festivals and theatre.
2 Amphitheatre	An outdoor theatre in a semi-circle shape.
3 Masks	Face coverings with different emotional expressions.
4 Chorus	A group of people who act as one within a performance.
5 Choral movement	Movement that is performed in unison (at the same time).
6 Choral Speech	Speech that is performed in unison (at the same time).
7 Trojan	People from the city of Troy (in Turkey).
8 Spartans	People from the city of Sparta (in Greece).
9 Trojan Horse	A giant wood horse built by the Spartans. It was a pretend gift for the Trojans. The Spartans hid inside and then attacked the Trojans.

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES	
B	BLOCKING Working out the movement and positioning of all the actors on stage. WHERE you will STAND and WHEN you will move
E	EXTRANCES AND EXITS Where and when you come on and off stage.
P	PROXEMICS AND USE OF SPACE Proxemics is how close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away. Use of space is where you position yourself on the stage so the audience can see you and others clearly.
L	LEVELS How high or low you are positioned on the stage. This could be to communicate how important you are or to show you are in a different place to other characters.
A	AUDIENCE AWARENESS Being mindful of what the audience will be able to see and hear and adapting your positions and voice to make sure they can understand everything clearly.
C	CONCENTRATION AND FOCUS Being organised and sensible in your performance and staying in role at all times.
E	ENERGY Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
S	SET AND PROPS INTERACTION Using the objects on stage confidently to show something about your character or the situation. E.g. snatching a bag of sweets to show your character is greedy.

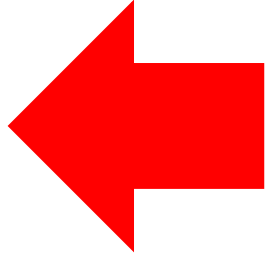
Contextual links: Dv6, Pusi Theatre, Frantic Assembly. Theatre : The Curious Incident of the Dog in the Nighttime / Lovesong (Frantic Assembly)	
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What is Physical Theatre?	
Physical Theatre Key Vocabulary	
1	Balance
2	Counter Balance
3	Body as Prop
4	Round By Through
5	Transition
6	Mime
7	Narration

GREEK THEATRE- 600BC	
1	Dionysus
2	Amphitheatre
3	Masks
4	Chorus
5	Choral movement
6	Choral Speech
7	Trojan
8	Spartans
9	Trojan Horse

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES	
B	BLOCKING
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E	ENERGY
S	SET AND PROPS INTERACTION
NS	Green
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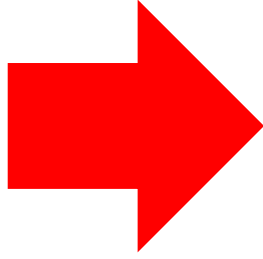
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3.

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 Base Construction	
1	Sculpture An artistic form in which materials are worked into three-dimensional art objects.
2	Sculpt Create or represent (something) by carving, casting, or other shaping techniques
3	Wire Metal drawn out into the form of a thin flexible thread or rod.
4	Form (shape) The visible shape or configuration of something.
5	Nylon Silk-like thermoplastic, generally made from petroleum, that can be melt-processed into fibers, films, or shapes
6	Taut Stretched or pulled tight; not slack.
7	Seam A line where two pieces of fabric are sewn together in a garment or other article

Key Vocabulary	
1	Paul Slater (Fabric Lenny) An artist and image-maker based in the North of England creating a range of distinctive work with drawing at its heart.
2	Colour Forms "straws upon the water" An exhibition inspired by viruses and vaccines which consists of a series of hand painted spheres, structures and benches accompanied by an atmospheric soundscape.
3	Lady Mary Wortley Montagu English writer who introduced the smallpox vaccine into England.

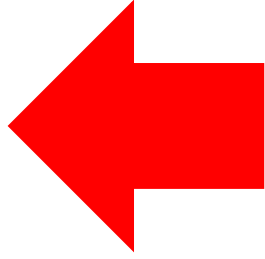
Knowledge Group 2 Priming	
1	Prime To prepare a surface for painting by covering it with primer.
2	Acrylic paint Water-based paint composed of pigment particles dispersed in an acrylic polymer emulsion.
3	Flat colour Process of applying a coloured medium onto a surface to record a solid and uniform finish.
4	Layering Letting one application of paint dry before adding another.

Knowledge Group 1 Base Construction	
1	Sculpture
2	Sculpt
3	Wire
4	Form (shape)
5	Nylon
6	Taut
7	Seam

Key Vocabulary	
1	Paul Slater (Fabric Lenny)
2	Colour Forms "straws upon the water"
3	Lady Mary Wortley Montagu

Knowledge Group 2 Priming	
1	Prime
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1. Quiz It



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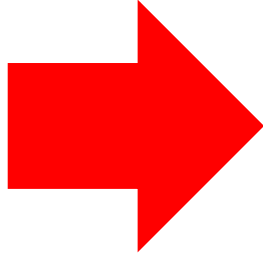
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3. Map it

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

1. Gamelan – Music of Indonesia

1.	What is Gamelan?	Gamelan is the most popular traditional music in Indonesia, particularly the islands of Java and Bali.
2.	Why is Gamelan called 'Gamelan'?	“ Gamelan gets its name from the Javanese word 'gamel', which means a type of hammer. The name ' gamelan ' refers to playing the instruments by striking them with mallet.

2. Gamelan Instruments – These instruments are percussion and are the main instruments played in an orchestra for Gamelan music.

1.	Metallophone 	Consists of tuned metal bars across the instrument's body, struck with a mallet.
2.	Gongs 	The gongs are the larger instruments creating longer sounds.
3.	Gong Chimes 	The horizontal gongs are played either in racks or in the lap, creating short and higher pitched sounds.
4.	Drums 	The hand played drums register the beat of Gamelan music.

3. Gamelan Structure	
1.	Kethuk This is the time keepers part.
2.	Saron This is the tune in Gamelan music. A small metallophone with 7 metal bars.
3.	Kenong Music parts that decorate the tune.
4.	Peking Plays along side the Saron's part. Plays high notes, an octave higher than the Saron.

4. Gamelan Scales	
1.	Slendro A slendro scale uses 5 different pitches. - C - D - F - G - Bb

5. Wayang Theatre	
1.	Wayang An Indonesian, dramatic representation of mythological events in a puppet shadow play. The puppets perform their plays and are projected by light onto a white sheet. Gamelan music assists the plays.

Key Words	
1.	Pitch How high or low a note/piece of music is played.
2.	Ensemble A group of people who perform instrumental or vocal music.
3.	Notation Notation is writing music down so players can easily read the pitch and duration of the notes they are supposed to play.

DON'T FORGET TO DR SMITH

Dynamics - How loud or quiet you play the music.

Rhythm - Is a pattern on sounds of different lengths and what makes music move and flow.

Structure - Gives shape and balance to music.

Melody - The main tune of the piece.

Instruments - A combination of instruments used to perform a piece of music.

Texture - A combination of instruments used to perform a piece of music.

Tempo - How fast or slow the music is.

Tonality - Major or minor scale.

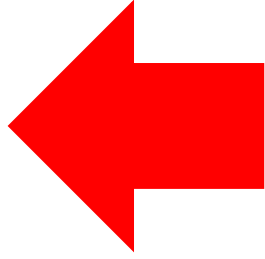
Harmony - A multiple of pitches being played at the same time.

Listen to Gamelan music:

<https://www.youtube.com/watch?v=cIAiCTJ9t8g>

1. Gamelan – Music of Indonesia		3. Gamelan Structure		Key Words	
1.	What is Gamelan?	1.	Kethuk	1.	Pitch
2.	Why is Gamelan called Gamelan?	2.	Saron	2.	Ensemble
		3.	Kenong	3.	Notation
		4.	Peking		
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1.	Metallophone 	1.	Slendro		
2.	Gongs 				
3.	Gong Chimes 				
4.	Drums 	1.	Wayang		
		5. Wayang Theatre			

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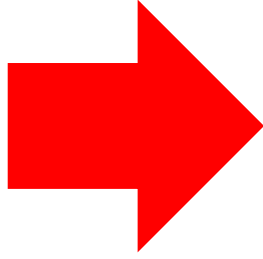
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3. Map it

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

The Online World	
1	Network Connecting computers together to communicate and share resources
2	Internet Interconnected 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 Worrying 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.

The Online World	
1	Network
2	Internet
3	World wide web
4	Social networking

How to keep safe on the Internet	
1	Privacy
2	Behaviour
3	Cyberbullying
4	Stranger

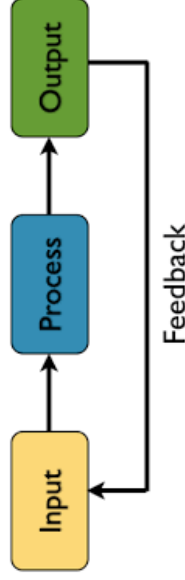
Digital Footprint	
1	Websites
2	Messages
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5	Future viewers
Reporting abusive behaviour	
1	Social media
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3	CEOP Form



Key Vocabulary	
1	Internet safety
2	Parents / Guardians
3	Personal data
4	Social Network
5	Cyber Bullying
6	Computer safety
7	Hacking

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 

Algorithms basics

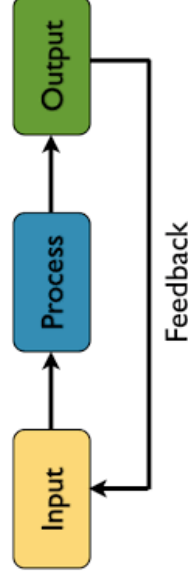
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2	Problem solving	
3	Variable	
4	Flowchart	

Input, process, output model

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2	Input	
3	Process	
4	Output	

Computational Thinking - 4 Steps

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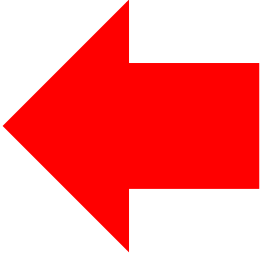
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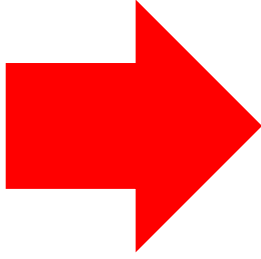
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4. Shrink It

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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

What are you creating flash cards on?

Do you have your organizer?

Use your book to look at previous misconceptions from whole class feedback.



3

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

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: Self Quizzing



1

Identify knowledge

Identify knowledge/content you wish to cover.



3

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.



1

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

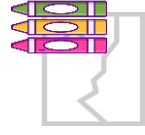


3

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



4

Use images & colour

Use images and colour to help topics stick into your memory.

Place completed mind maps in places where you can see them frequently.



5

Put it somewhere visible

Summary: How to create a mind map

Summary: Brain dumps



1

Identify knowledge

Identify the knowledge/topic area you want to cover.

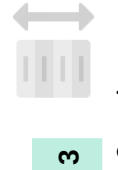


2

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic, (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

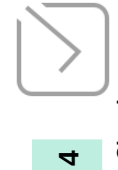


3

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

Keep your brain dump safe and revisit it.

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.



5

Store and compare

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

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

Revision Timetable

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

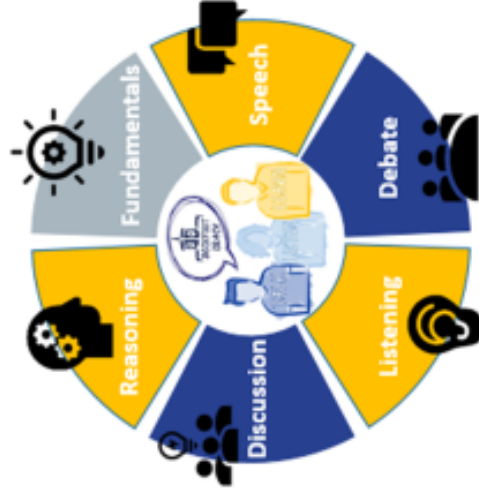
To do

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Subjects covered this half term

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HT	Skills and Topics
2	Talking Transition & Introduction into the strands of Oracy
3	☐ 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 future goals are:

Think back to when you first completed this last half term. Now set yourself 4 Oracy goals that you are going to achieve in the new year.

Physical	Linguistic	Cognitive	Social & Emotional
Voice Pitch of speaking Tone of voice Clarity of pronunciation Volume of speaking	Vocabulary Appropriate vocabulary choice Language Register Grammar Rhetorical techniques Persuasive techniques such as metaphor, simile, irony & onomatopoeia	Content Clarity of content Relevance of content Structure Coherence & logical flow Clarity & understanding Clarity of explanation Depth of understanding Summary skills Self-regulation Identifying & using your own strengths & weaknesses Resilience	Working with others Clarity in managing interactions Team working Listening & responding Active listening Empathy Confidence in speaking Self-confidence Confidence & voice Audience awareness 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

Communication Page

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