‘Success is the sum of small efforts repeated day in and out.’

STOKE DAMEREL

Aspire Achieve Thrive

Name:

Tutor:

Half Term 6 2022-2023

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

7

Hegarty Maths

Modern Britain

QUESTIONS STEMS

Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

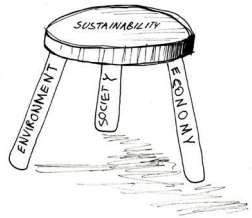
Contents Page

Book Pride

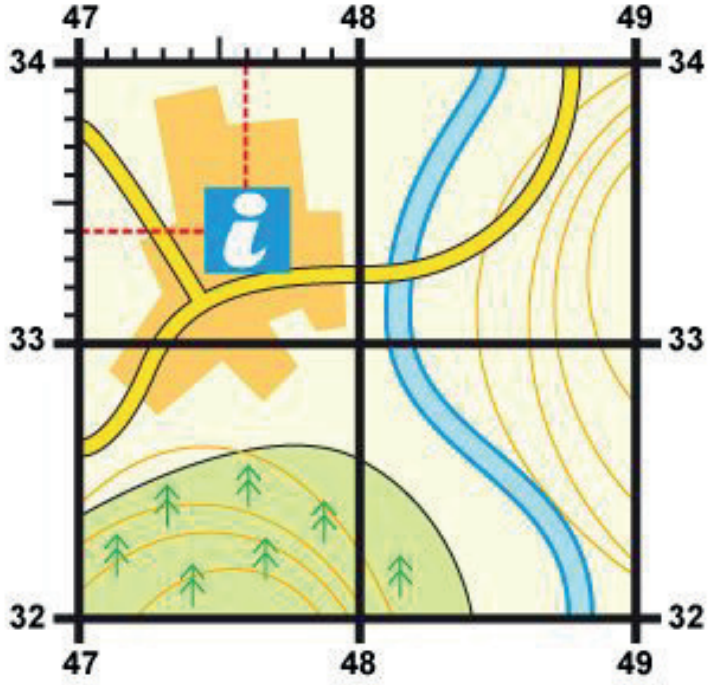
1	2
• **No** dates and titles are underlined • Work is **very untidy** • Extended writing tasks are **incomplete** • **SPaG** errors being repeated Show more **PRIDE** in your learning. Be proud to learn and be proud of your work.	• **Some** dates and titles are underlined • Work is **untidy** • Extended writing tasks are **short** • **SPaG** errors being repeated
3	**4**
• **Most** dates and titles are underlined • Work is **usually** neat and well presented • Extended writing tasks are **good** • **SPaG** is usually correct	• **All** dates and titles are underlined • Work is **exceptionally** neat and well presented • Extended writing tasks are **outstanding** • **SPaG** is consistently correct You are **RESILIENT**. You always show **PRIDE** in your work.

Year 7 - Half term 6 (05/6/2023 → 21/7/2023) - Written Homework Plan

	Monday		Tuesday		Wednesday		Thursday	Friday
	Geography	**Computing**	**French**	**Art**	**Science**	**Modern Britain**	**History**	**Health**
Week 1	Revise fantastic places	Sequence and Variables	**School** Keywords and Definitions	Reflective Recording Keywords and Definitions	**Biology / Chemistry/ Revision** Keywords and Definitions	How tolerant is the UK?	Why did Britian join the slave trade?	Cricket
Week 2	Revise sustainability	Selection	**School** Keywords and Definitions	Contextual Understanding J Vincent Scarpace	**Biology / Chemistry/ Revision** Keywords and Definitions	Faiths in the UK	The Middle Passage	Rounders
Week 3	Why did the Aral Sea dry up?	Count controlled Iteration and operators	**School** Keywords and Definitions	Contextual Understanding Keywords and Definitions	**Biology / Chemistry/ Revision** Keywords and Definitions	Revision Peace and conflict	British Plantations	Athletics
Week 4	Grid references	Spreadsheets and Formulas	**School** Keywords and Definitions	Creative making Keywords and Definitions	**Biology / Chemistry/ Revision** Keywords and Definitions	Sikhism	Underground Railroad	Thinking ME: Cardiovascular System
Week 5	Microclimates	Data and Information	**School** Keywords and Definitions	Reflective Recording Keywords and Definitions	**Biology / Chemistry/ Revision** Keywords and Definitions	Buddhism	Plymouth and the slave trade & Abolition	Thinking ME: Cardiovascular System
Week 6	How do we measure weather and climate?	Functions	**School** Keywords and Definitions	Contextual Understanding J Vincent Scarpace	**Biology / Chemistry/ Revision** Keywords and Definitions	Holy Books	American Civil War and Abolition of Slavery	Healthy Me: Healthy Eating Nutrients

Term 6 Geography Year 7 Knowledge Organiser: Revision and microclimates			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 1 Revise fantastic places		**The location of Svalbard** Svalbard is a group of islands (archipelago) located in the continent of Europe. The islands are found north of the Arctic Circle and belong to Norway. The largest island is called Spitsbergen and the capital city is Longyearbyen. **Interesting facts about Svalbard** ➔ The average summer temperature is 5 degrees C, the average winter temperature is -15 degrees C. ➔ There is good access to Wifi ➔ 3000 polar bears live on Svalbard ➔ You are not allowed pets except working dogs ➔ The population of Svalbard is 2400 ➔ You are not allowed to leave the town without a guide or a gun.	**The location of Tuvalu** Tuvalu is located in the continent of Oceania just south of the Equator. It is east of Australia, north of Fiji in the Pacific Ocean. The capital of Tuvalu is Funafuti. The population of Tuvalu is 11,500 (it is the 4th smallest country in the world). **Tuvalu is an Atoll** An atoll surrounds a body of water called a lagoon. Channels connect the lagoon to the open ocean or sea,
Week 2 Revise sustainability	**Sustainability** Meeting the needs of the present without compromising the needs of future generations to meet their own needs.	In Sustainability there are three different areas that need to be considered; • **People (social)**: Improve quality of life, provide a safe and healthy environment • **Planet (environmental)**: Reduce waste and recycle when possible, making such that the impact on plants and animals is low. • **Profit (economic)**: Money must be made or available for something to be sustainable	
Week 3 Revision Why did the Aral Sea dry up?		**Why has the Aral sea dried up?** • In the 1960s the Soviet government decided to divert the rivers that feed the rivers so that they could irrigate the desert region in order to grow cotton. • Evaporation causes the water level to decrease by the same amount that flows into the Sea, making it sustainable as long as water flowing into the river is equal to evaporation on average. • The diversion of rivers caused the sea to slowly desiccate over the last 4 decades. • As the sea level decreased the level of salt rose from approximately 10g/l to often more than 100g/l. • The fish died leaving unemployment and the abandoned fishing boats which are now rusting on the dry sea bed. • The cotton industry also suffered as the water from the rivers ran dry. Cotton is a crop that requires an especially large amount of water to survive. • Eventually those that could, left Kazakhstan for jobs in overseas.	**The Kokoral Dam** In 2005, the World Bank invested £66million into creating a 7.5mile dyke (dam) across the narrow channel. This led to an increase in water levels by 3.3 metres in 7 months!

Term 6 Geography Year 7 Knowledge Organiser: Revision and microclimates			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 4 Revision Grid references	**4 figure grid references:** 4 numbers (like co-ordinates) used to locate places on a map. **6 figure grid references:** 4 numbers (like co-ordinates) used to locate places on a map.	**4 figure grid reference** A grid of squares helps the map-reader to locate a place. The vertical lines are called **eastings**. They are numbered - the numbers increase to the east. The horizontal lines are called **northings** as the numbers increase in an northerly direction. • **Golden rule:** 'Along the corridor and up the stairs!'	**6 figure grid references** Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths. Example question: Give the 4 figure grid reference for the information.



Term 6 Geography Year 7 Knowledge Organiser: Revision and microclimates			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 5 Microclimates	Microclimates occur when the climate in a small area is different to the general surroundings.	- **Physical features** such as water areas can have a cooling effect on the land. Trees can shade the land, also making it cooler.	- **Human features** such as walls and buildings will shelter against the wind, making it warmer. Buildings which are heated may also give out heat (radiate), which again makes it warmer than the surrounding landscape. Due to human activity, the temperature in an urban microclimate is higher than that of the surrounding areas. Urban areas are said to be urban heat islands as under calm conditions, temperatures are highest in the built-up city centre and decrease towards the suburbs and countryside.
Week 6 and 7 How do we measure weather and climate?	**Instrument**	**What it measures**	**Unit of measurement**
	thermometer	A thermometer measures the temperature, how hot or cold a location is.	degrees Celsius (°C)
	Rain Gauge	A rain gauge measures the amount of rainfall in **mm**, by catching rain in a measuring cylinder. It also measures all other forms of **precipitation (snow, rain, hail).**	Millimeters (mm)
	Wind vane or wind sock	A wind vane or wind sock measures wind direction by pointing towards North, East, South or West.	Knots / Kilometers per hour (Km/h) / Miles per hour (mph) /Meters per second (m/s)
	Anemometer	An anemometer measures wind speed in **mph**. The most common type looks like a toy windmill. The stronger the wind blows the faster the cups spin around. The wind speed is shown on a dial, just like a car's speedometer	Miles per hour (mph)
	Sunshine recorder – sunshine hours	A glass ball that directs sunlight onto a card that is treated with a special chemical. The sunlight burns or chars a mark onto the card.	Hours

Year 7 Computing: Assessment Point 2

Week 1: Sequences and Variables	
Keywords	**Knowledge**
Programming - Creating an instruction for a computer to follow. **Sequencing** - The order in which instructions are run. **Variables** - A variable is a name that refers to data being stored by the compute	Computers will follow a series of instructions. Everytime a program is loaded, instructions are passed to the CPU in order to be carried out. When you create a program for a computer, you give it a set of commands to execute. It will execute these commands precisely. Sequencing is the process of making sure that all instructions are written and executed in the correct order. If instructions are in the wrong order, this will cause the program to not work, crash or perform an incorrect action. Variables are values that are stored in memory and can be changed. Variables are used to store values that are going to be used somewhere within a sequence.

Week 2: Selection	
Keywords	**Knowledge**
Boolean - Values that can be TRUE or FALSE. **Expression** - Program that is written. **IF statement** - Used to run a code black based on a condition. **Else** - The alternative condition to an IF condition.	A selection statement in programming allows a computer to evaluate an expression to 'true' or 'false' and then perform an action depending on the outcome. These can be identified by an IF-ELSE statement. IF statements can be written out like: If age > 11 then — **The condition that need to be checked.** Display "You can go to secondary school". — **The output is based on the condition.** else — **Alternative condition if the first isn't met.** Display "You cannot go to secondary school". — **The output is based on the condition.**

Week 3: Count Controlled Iteration and Operators	
Keywords	**Knowledge**
Iteration - Repeating a process. **Count-Controlled** - Repeating a process for a limited time. **Comparison Operators -** This will compare values in an IF statement (<, >). **Arithmetic Operators** - These are used to work out mathematic calculations (+, -, *, /). **AND** - Both conditions need to be TRUE. **OR** - Only one condition needs to be TRUE. **NOT** - This will not include the value following it..	Being able to repeatedly execute instructions is commonly referred to in computing as iteration. ● Count-controlled iteration will execute the commands a set number of times. ○ **Example**: "Write out lines 100 times" ● Condition-controlled will execute the commands until the condition you set is no longer being met. ○ **Example**: "Write out lines until 4pm" Computer programs can also create Computer bugs. A bug in a computer system is code that causes your program to behave unexpectedly. Debugging is the process of finding an error in your code and taking steps to fix the problem. Operators are used within a program to get a value returned. They are used to compare values in variables to other values in a condition. **For example:** ● Score > 6 will check to see if the value stored in score will be greater than 6.

Year 7 Computing: Assessment Point 2

Week 4: Spreadsheets and Formulas

Keywords	Knowledge
Spreadsheet- a piece of software with cells arranged in columns and rows which is used for working with data. **Cell**- spaces that hold data **Formula** - a calculation performed in a spreadsheet **Autofill** - A method of automatically copying the contents of a cell into other cells.	**Cell Reference:** The location of a cell based on its column number and its row letter **Cell borders:** A method of adding outlines to cells to make them stand out from the other cells. **Columns:** A collection of cells arranged vertically in a single line. **Rows:** A collection of cells arranged horizontally in a single line **Formulas** Symbol / Function = To start a formula + Adding - Subtracting * Multiplying / Dividing **Autofill:** Use the autofill tool to automatically copy the contents of cells into adjoining cells without needing to manually repeat data

Week 5: Data and Information

Data - a collection of numbers and letters without meaning **Information** - Data which is organised and has a meaning. **Source** - where data has come from or how it has been collected	**Data:** a collection of numbers and letters without meaning such as 01752556065 or 151105 or PL34BD or 175.5 This becomes **information** when meaning is assigned to it e.g. Phone Number: 01752 556065 Date of birth: 15/11/05 Postcode: PL3 4BD Height: 175.5cm **Primary Data**: Data that you have collected yourself for your own purposes **Secondary Data:** Data that someone else has collected, most likely for a different purpose

Week 6: Functions

Keywords	Knowledge
Function - A pre-defined formula in a spreadsheet which is created using a keyword **SUM** - A function which adds together the values in the cells selected **Sorting** - Re-organising data into a specified order **Filtering -** Temporarily removing data so that you only see data that matches the specified criteria	**Functions** used key words to tell the spreadsheet what task they want to perform

Name	How its used	Function
SUM	=SUM(A1:A25)	A function which adds together the values in the cells selected
MAX	=MAX(A1:A25)	A function which finds and returns the largest value in the cells selected
MIN	=MIN(A1:A25)	A function which finds and returns the smallest value in the cells selected
COUNTA	=COUNTA(A1:A25)	A function which finds the counts the number cells selected which contain text or numbers
AVERAGE	=AVERAGE(A1:A25)	A function which finds the mean average of the values in the cells selected
COUNTIF	=COUNTIF(A1:A25, “>0”)	A function which finds how many cells you have selected which meet your criteria
IF	=IF(A1>10, High, Low,)	A function which show different things depending on a criteria

You can use **sorting** and **filtering** tools to manipulate the data in a spreadsheet so that it is easier to work with.

Y7 FRENCH K.O - HALF TERM 6
SCHOOL

2. Qu'est-ce que tu étudies ? *What do you study?*
Quelle est ta matière préférée ? *What is your favourite subject?*

Le lundi
On Mondays
Le mardi
On Tuesdays
Le mercredi
On Wednesdays
Le jeudi
On Thursdays
Le vendredi
On Fridays

Tous les jours
Every day
Chaque jour
Every day

À neuf heures
At nine o'clock

À neuf heures et quart
At a quarter past nine

À neuf heures et demie
At half past nine

À dix heures moins le quart
At a quarter to ten

j'étudie
I study

nous étudions
we study

Negative

je n'étudie pas
I don't study

je n'étudie jamais
I never study

Opinion Verb

Ma matière préférée est
My favourite subject is

Ça m'intéresse
I'm interested in

J'aime

J'adore

Je n'aime pas

Je déteste

le dessin ***art***
le français ***French***
le théâtre ***drama***

l'espagnol ***Spanish***
l'allemand ***German***
l'anglais ***English***
l'informatique ***IT***
l'histoire ***history***

la technologie ***DT***
la géographie ***geography***
la musique ***music***
la religion ***RE***

l'EPS ***PE***

les maths ***maths***
les sciences ***science***

parce que

car

puisque

Verb

je suis
I am

je ne suis pas
I am not

je trouve ça
I find it

je pense que c'est
I think that it's

à mon avis c'est
in my opinion it's

selon moi c'est
according to me it's

génial ***great***
intéressant ***interesting***
passionnant ***exciting***
fantastique ***fantastic***
chouette ***great***
drôle ***funny***
utile ***useful***
pratique ***practical***
facile ***easy***
créatif ***creative***
éducatif ***educational***
sensass ***awesome***

barbant ***boring***
ridicule ***ridiculous***
difficile ***difficult***
nul ***rubbish***
affreux ***awful***
ennuyeux ***boring***

fort(e) en ça ***good at it***
faible en ça ***weak at it***
doué(e) en ça ***talented at it***

*If you do not have any subjects that you study every day, you could use '**sauf**' meaning 'except'.*

*E.g. J'étudie l'anglais tous les jours **sauf** le jeudi.*
I study English every day except Thursdays.

Y7 FRENCH K.O - HALF TERM 6
SCHOOL

3. Est-ce que tu portes l'uniforme scolaire ? *Do you wear school uniform?*
Comment est le règlement dans ton collège ? *What are the rules like at your school?*

Dans mon collège
In my school

Dans mon lycée
In my sixth form college

Dans mon école primaire
In my primary school

Chez nous
At our school

je porte
I wear

nous portons
we wear

il faut porter
we have to wear

on doit porter
we must wear

je voudrais porter
I would like to wear

je préférerais porter
I would prefer to wear

l'uniforme scolaire
school uniform

un costume *a suit*
un jean *jeans*
un pantalon *trousers*
un polo *a polo shirt*
un pull *a jumper*
un tee-shirt *a t-shirt*

une chemise *a shirt*
une cravate *a tie*
une jupe *a skirt*
une veste *a jacket/blazer*
une robe *a dress*
une casquette *a cap*

des chaussettes *socks*
des chaussures *shoes*
des baskets *trainers*
des bottes *boots*
des lunettes de soleil *sunglasses*
des gants *gloves*

marron *brown*
orange *orange*

rouge(s) *red*
rose(s) *pink*
jaune(s) *yellow*

bleu(e)(s) *blue*
gris(e)(s) *grey*
noir(e)(s) *black*
vert(e)(s) *green*

blanc(he)(s) *white*
violet(te)(s) *purple*

il faut
it is necessary to (we have to)

on doit
we must

il est interdit de/d'
It is forbidden to

être à l'heure
be on time
faire ses devoirs
do your homework
mâcher du chewing-gum
chew gum
utiliser son portable en classe
use your phone in class
porter des bijoux
wear jewellery
porter des piercings
wear piercings
porter du maquillage
wear make-up
sortir de l'école
leave school
manquer les cours
miss/skip lessons
tricher *cheat*
harceler d'autres élèves
bully other students

ce que je trouve…
which I find…

juste
fair

injuste
unfair

important
important

stupide
stupid

ridicule
ridiculous

trop sévère
too strict

Y7 FRENCH K.O - HALF TERM 6
SCHOOL

4.Qu'est-ce que tu as fait au collège hier ? *What did you do at school yesterday?*
Qu'est-ce que tu as fait après le collège hier ? *What did you do after school yesterday?*

Hier *Yesterday* **La semaine dernière** *Last week* **Le mois dernier** *Last month* **Récemment** *Recently*	**j'ai étudié** *I studied* **on a étudié** *we studied* **nous avons étudié** *we studied* **j'ai appris** *I learnt* **on a appris** *we learnt* **nous avons appris** *we learnt*	**le dessin** *art* **le français** *French* **le théâtre** *drama* **l'espagnol** *Spanish* **l'allemand** *German* **l'anglais** *English* **l'informatique** *IT* **l'histoire** *history* **la technologie** *DT* **la géographie** *geography* **la musique** *music* **la religion** *RE* **l'EPS** *PE* **les maths** *maths* **les sciences** *science*	**c'était …** *it was …* **amusant** *fun* **génial** *great* **passionnant** *exciting* **intéressant** *interesting* **ludique** *fun* **incroyable** *incredible* **tranquille** *peaceful* **délicieux** *delicious* **fatigant** *tiring* **agaçant** *annoying* **difficile** *difficult* **ennuyeux** *boring* **affreux** *awful* **nul** *rubbish* **dégoûtant** *disgusting*
Pendant la récré *During breaktime* **Pendant la pause de déjeuner** *During lunchtime* **Pendant la journée** *During the day* **Après le collège** *After school*	**j'ai joué** *I played* **on a joué** *we played* **nous avons joué** *we played*	**au foot** *football* **au basket** *basketball* **au tennis** *tennis* **au volley** *volleyball* **au billard** *pool* **au ping-pong** *table tennis* **au hockey sur glace** *ice hockey* **aux échecs** *chess* **aux cartes** *cards*	
	j'ai mangé *I ate* **j'ai bu** *I drank* **j'ai pris** *I took (I had)*	**un sandwich** *a sandwich* **une pomme** *an apple* **des frites** *chips* **des chips** *crisps* **un croissant** **un pain au chocolat** **du poulet** *chicken* **de la glace** *ice cream* **des œufs** *eggs* **du jus d'orange** *orange juice* **du coca** *coke* **de la limonade** *lemonade* **de l'eau** *water*	

Y7 FRENCH K.O - HALF TERM 6
SCHOOL

5. Qu'est-ce que tu vas étudier ? *What are you going to study?*

L'année prochaine *Next year* Après mes examens *After my exams* Si je vais à l'université *If I go to university* Si je vais à la fac *If I go to university* Si je vais au lycée *If I go to sixth-form* Je crois que *I believe that* Je pense que *I think that*	je vais choisir *I am going to choose* je vais étudier *I am going to study* j'aimerais étudier *I would like to study* je voudrais étudier *I would like to study* j'espère étudier *I hope to study* je veux étudier *I want to study*	le dessin *art* le français *French* le théâtre *drama* le sport *sport* le commerce *business studies* l'espagnol *Spanish* l'allemand *German* l'anglais *English* l'informatique *IT* l'histoire *history* la technologie *DT* la géographie *geography* la musique *music* la religion *RE* la biologie *biology* la physique *physics* la chimie *chemistry* l'EPS *PE* les maths *maths* les sciences *science* les sciences médico-sociales *health and social care*	ce qui sera *which will be* ce sera *it will be* ce serait *it would be*	fantastique *fantastic* chouette *great* drôle *funny* utile *useful* pratique *practical* facile *easy* sensass *awesome* génial *brilliant* intéressant passionnant *exciting* créatif *creative* éducatif *educational* ridicule *ridiculous* difficile *difficult* barbant *boring* nul *rubbish* affreux *awful* ennuyeux *boring*

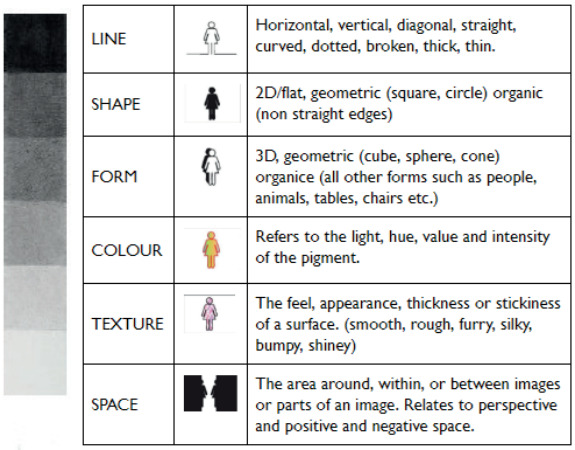
Art, Craft and Design

WEEK 1:
Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

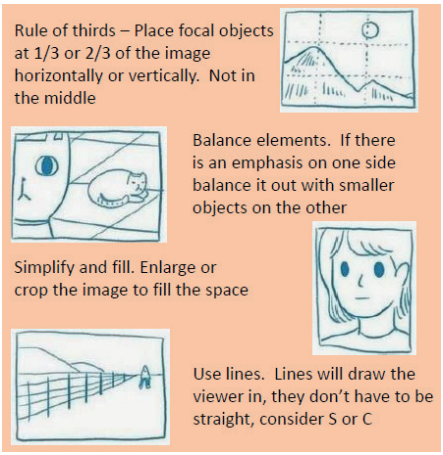
Methods of Recording		**Colour Theory**
Observational drawing	Drawing from looking at images or objects.	**Primary**: Red, Yellow, Blue **Secondary**: Primary + Primary **Tertiary**: Primary + Secondary **Shades**: Add black **Tints**: Add white
First hand observation	Drawing directly from looking at objects in front of you.	
Second hand observation	Drawing from looking at images of objects.	
Photographs	Using a camera or smartphone to record images will class as first hand observation.	**Complimentary**: Colours opposite on the colour wheel **Harmonious**: Colours next to each other on the wheel **Monochromatic**: Shades, tones and tints of one colour **Hue**: The pigment **Warm**: Red, Orange, Yellow **Cold**: Blue, Green, Purple
Sketches	Basic sketches and doodles can act as a starting point for development.	
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

Developing your idea as a final piece.

Rough - A basic sketch of a final idea
A Visual/Maquette - A small image or model created in the selected materials
Final Piece - An image or sculpture pulling all preparatory work together



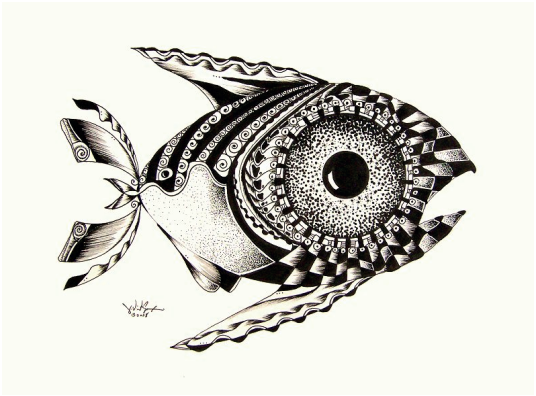
LINE	Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
SHAPE	2D/flat, geometric (square, circle) organic (non straight edges)
FORM	3D, geometric (cube, sphere, cone) organice (all other forms such as people, animals, tables, chairs etc.)
COLOUR	Refers to the light, hue, value and intensity of the pigment.
TEXTURE	The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)
SPACE	The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.



WEEK 2:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

J Vincent Scarpace

Born 1971 in Buffalo, New York, USA. Both parents were artists and his mother taught him how to draw and paint by the age of 2. Worked as a teacher as well as a production and studio artist. He is best known for his abstract pictures of fish that explore the formal elements of line, colour, pattern and shape. His work is also influenced by pointillism. He also uses his fingers to paint the dots in his work.



J Vincent Scarpace is inspired by sea creatures. His work is created using vibrant coloured acrylic paints. Scarpace's work focuses on circular, organic shapes to create a sense of flow to his work.

WEEK 3 & 4: **Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.	
TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Achieved - successfully doing something **Pursue** - to go after something **Specialise** - to concentrate on something **Inspiration** - to get ideas from **Soaking** - apply lots of water **Composed** - made up of **Scratchy** - a way of producing lines **Unique** - not ordinary **Mysterious** - difficult to make out/understand	**Painting** - using paint to create a picture **Abstract** - an image that makes you think about what it is. It isn't clear from first observation **Tone** - shading **Line** - how an image is made up **Shape** - how a 2D image is made up **Form** - how a 3D image is made up **Acrylic** - a type of paint **Blending** - mixing colours **Organic** - natural **Monochrome** - all the shades of one colour **Pointillism** - a technique that uses dots to create a tonal image **Illustrator** - a professional drawer **Illustrations** - produced by an illustrator **Draws** - lines and shapes that make up the artwork **Sketches** - to plan a drawing, to draw lightly **Watercolour** - a type of paint **Ink** - liquid to draw or write with **Technique** - the method used when using materials **Printmaking** - a technique of producing artwork using ink and a print base

WEEK 5 & 6: **Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.	
Media	The substance that an artist uses to make art.
Materials	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
Techniques	The method used to complete the art work, can be generic such as painting or more focused such as blending.
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill.
Pencil	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
Pen/Biro	Drawings can be completed in pen and shaded using hatching or cross hatching.
Pastel/Chalk	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
Acrylic paint	A thick heavy paint that can be used smoothly or to create texture.
Watercolour	A solid or liquid paint that is to be used watered down and layered.
Pressprint	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
Monoprint	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
Collograph	A printing plate constructed of collaged materials, producing prints that are based on textures.
Card construction	Sculptures created by building up layers of card or fitting together.
Wire	Thick or thin wire manipulated to create 2D or 3D forms.
Clay	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Combined Science Knowledge Organiser Year 7 Half Term 6

Physics		Chemistry		Revision	
Keyword	**Definition**	**Keyword**	**Definition**	**Keyword**	**Definition**
Big Bang	The most supported theory for the origin of the Universe.	Acid	A substance with a pH value below 7.	Organ	Structure made up of a group of tissues, working together to perform specific functions.
Orbit	Path taken by one body in space to make one full loop around another.	Alkali	A substance with a pH value above 7.	Antagonistic	In an antagonistic muscle pair as one muscle contracts the other muscle relaxes or lengthens.
Star	A ball of brightly glowing matter, called plasma.	Neutral	A substance with a pH of 7.	Tissue	Group of cells with similar structures, working together to perform a shared function.
Gravity	An attractive force resulting from the mass of an object.	Base	A substance which dissolves to form an alkaline solution.	Multicellular	An organism made up of more than one cell.
Seasons	The four divisions of the year (spring, summer, autumn, and winter)	Indicator	A chemical which can be used to show how acid or alkaline a substance is.	Cell	The building block that all living things are made from.
Galaxy	System of millions of stars, gas and dust, held together by gravitational attraction.	Neutralisation	Reaction in which an acid and an alkali are balanced to form a solution with pH 7.	Charge	Charge is the number of electrons flowing in a circuit in a given time period.
Moon	A natural satellite which orbits a planet. The Earth has one Moon.	Salt	A chemical formed when an acid neutralises a base.	Current	Current is the flow of charged particles (electrons) through a circuit.
Weight	The force resulting from the mass of an object acted on by a gravitational field.	pH	Number used to describe the strength of an acid or alkali.	Potential difference	The difference in energy between two points in a circuit.
Mass	The quantity of matter which makes up an object.	Concentrated	A solution with a high amount of solute per unit volume.	Variation	The differences between individuals of the same species, caused by genetic and environmental factors.
Hemisphere	Half of a sphere; the Earth has a southern and a northern hemisphere.	Dilute	A solution with a low amount of solute per volume.	Fertilisation	The joining of a male and female gamete.
Most Important Fact					
The Universe is continually expanding and our planet is not the central point.		pH is a measure of the concentration of acids and alkalis.		Variation can arise from genetic and environmental sources, and often from a combination of the two.	

Year 7 Modern Britain Half Term 6 Knowledge Organiser Tolerance & Mutual Respect

<table>
<tr><th>Lesson 1</th><th colspan="2">Key themes</th><th>Key Terms</th><th>Additional information</th></tr>
<tr><td rowspan="3">Tolerance
How tolerant is the UK?</td><td colspan="2">Mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith. We live in a multicultural society in today's modern Britain. We tolerate all different diversities within the UK; these can be seen through, culture, food, faiths, gender and disability.</td><td>Tolerance is the ability or willingness to co-exist or live with opinions or behaviours that you dislike or disagree with.</td><td rowspan="3">How tolerant is our Police Force? We know that differences occur in all walks of life but how do the police treat people with differences? Is the law fair and just? We can only deal with differences when the law is there to support those who need it. HOW tolerant is the government with people who leave their birth place and come to the UK to work and live? We try and support all different kinds of people who want to live in the UK. There are some groups of people who find there is no tolerance or mutual respect for any differences in our society.</td></tr>
<tr><td colspan="2">How can we tolerate a more inclusive society? We live with different nationalities all over the UK. Our neighbours are all different nationalities and we do not tolerate racists comments on those who are different.</td><td>Mutual Respect - treating other people with dignity and respect often sharing the same interests.</td></tr>
<tr><td colspan="2">WE can do lots to support the tolerance and mutual respect in our community; youth centres, cultural events, mixed schools, more support for LGBTQ+ in our laws of the land.</td><td>Racism - prejudice against a person or community due to race and ethnicity.</td></tr>
<tr><th>Lesson 2</th><th colspan="3">Key themes -</th><th>Additional information</th></tr>
<tr><td rowspan="2">Tolerance
Faiths in the UK</td><td colspan="3">The 'No religion and Religion not stated' category is the same in both census reports (33%). Christianity is declining but there is a rise in non-religious and other religious groups. Being tolerant of people's faith is a so important in today's society because we live in a multicultural society. Everyone is different and you can choose to believe in what you want to. We live in a democracy and freedom of speech and beliefs.</td><td rowspan="2">From our Current Census of 2021 it showed that for the the first time since 1911 Census people in the UK who call themselves Christians is now below 50%. The increase has come from Muslim faith and following Islam as a religion has increased in the UK.</td></tr>
<tr><td colspan="3">Other faiths in the UK are: Sikhism, Buddhism, Judaism, Islam and HInduism.</td></tr>
<tr><th>Lesson 3</th><th colspan="3">Key Themes</th><th>Additional information</th></tr>
<tr><td>Revision
Theme D
Peace & Conflict</td><td colspan="3">Peace - may be hard to achieve through war because its aftermath is often instability and resentment. Christians and Muslims seek inner peace and tranquility through prayer and meditation. Justice - Is linked to equality of opportunity. More privileged parts of the world are seen to be the cause of injustice, conflict may result. In Islam 'the Just' is one of the 99 names of God who gives humans laws to follow. Reconciliation - means a conscious effort to rebuild a relationship which has been damaged by conflict. The main message of Islam is peace (salam means' peace' or 'safety')</td><td>Many years are fought to achieve Justice - what is right and fair according to the law or making up for a role that has been committed. Christians and Muslims believe that forgiveness (pardoning someone for what they have done wrong) and reconciliation (restoring friend relationships after conflict) should follow after War.</td></tr>
</table>

Year 7 Modern Britain Half Term 6 Knowledge Organiser Tolerance & Mutual Respect

Lesson 4	Key themes	Key Terms	Additional information
Sikhism	**Sikhs** believe that there is only on God, God is without form or gender. Everyone has direct access to God and everyone is equal before God.	**Guru Nanak** - a sikh who founded the religion called Sikhism.	**A 'Guru'** A Guru is regarded as having great knowledge, wisdom, and authority in a certain area, and who uses it to guide others (teacher). In Sikhism, a Guru means religious teacher. There have been 10 Sikh Gurus from 1469 - 1708. Guru Nanak built a town called Kartarpur where followers from all over the world would go and pray and sing.
	Sikhs believe that a good life is lived as part of a community by living honestly and caring for others.	**Sikh** - a person who follows Sikhism.	
	Sikhs believe that empty religious rituals and superstitions have no value in Sikhism. Guru Nanak never asked for followers but asked people to be true to themselves.	**Sikhism** - one of the world's main religions.	
Lesson 5	**Key themes -**		**Additional information**
Buddhism	**Siddhartha Gautama (Buddha)** - born in the 6th century BC. he was born into a wealthy family as a prince in present day Nepal. Gautama was removed from all suffering in the world.		**Gautama d**ecided to give up living at the palace and ventured outside the palace walls. This is when he came across suffering of all different kinds. There are around 248,000 Buddhists in Britain today. There is a Buddhist centre in Mutley in Plymouth where people learn Buddhist teachings.
	Path of Enlightenment - Buddhism is one of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that the human life is one of suffering and that meditation, spiritual and physical labour, plus good behaviour are the ways to achieve enlightenment or nirvana.		
Lesson 6	**Key Themes**		**Additional information**
Holy Books	Holy books from different faiths that you will find in modern Britain today. Each one of the holy books has a real significance for each follower of the faiths. These are Christians, Muslims, Jews and they have a responsibility to ensure that each holy book is read. **The Torah (Tawrat)** - Muslims believe the Torah was given to Moses (Musa). It is mentioned 18 times in the Qur'an.**The Psalms (Zabur)** - The Psalms were revealed to David, and are mentioned 3 times in the Qur'an. Many Muslims believe that they are similar to the Psalms in the Bible. **The scrolls of Abraham** - They are referred to in the Qur'an but have been lost and no longer exist. They are thought they have been the earliest scriptures in Islam, which were revealed to Ibrahim. **The Gospel (Injil)** - The Gospel is mentioned in the Qur'an and it is believed that this refers to a book divinely revealed to Jesus (Isa). It is thought that this Gospel has been lost but that some of its message is still found in the Bible.		• **The OLD TESTAMENT** which contains stories, laws, songs, prophecies and history. This part contains 39 books and it prepares the world for Jesus. • The second part of the Bible is called the NEW TESTAMENT and this contains the stories about the life of Jesus and all teachings and letters from after Jesus was alive. • The first four books of the New Testament are called the **GOSPELS** which means good news and these are about the life of Jesus.

Year 7 History - Term 6 Slavery

Week One- Why did Britain join the Slave Trade?

Key Words

Slavery – When a person is treated like property and forced to work for another.

Trade – The action of buying and selling items and services.

Raw Materials – Materials in their natural state. (E.g. cotton, sugar cane).

Manufactured Goods – Items that are made from raw materials, usually using machinery in factories.

Key Dates

1526 – The beginning of the Slave Trade.

1562 – Britain became involved in the Slave Trade.

Key Facts

1. 10,000 British ships were involved in the Slave Trade.
2. The Slave Trade made Britain very wealthy. Cities, such as Bristol and Liverpool, grew in size due to the money.
3. The main three continents involved in the Slave Trade were Europe, Africa and North America.
4. Britain traded goods such as pots, pans and guns to Africa.
5. European ships and sailors kidnapped African people and took them to America where they were sold as slaves.
6. America grew sugar, tobacco and cotton which was then sold Britain

Week Two- The Middle Passage

Middle Passage

Key Words

Voyage – A long journey involving travel by sea.

Scurvy – A disease caused by a lack of vitamin C.

Dysentery – A disease caused by bacteria and can lead to death through dehydration.

Key Facts

1. The Middle Passage is the journey from Africa to America.
2. During the journey slaves were kept underneath the boat and chained together lying down.
3. The Journey took 6-11 weeks and during this time many slaves died of diseases caused by poor food, lack of sunlight- due to the cramped conditions these diseases spread quickly.
4. Slaves were allowed on the upper deck for exercise and were whipped if they did not dance
5. Once slaves arrived In America they were cleaned up and sold at slave auctions to the highest bidder.

Zong Massacre

Key Words

Zong - British Slave Ship

Key Dates

29 November 1781 - Zong Massacre

Key Facts

1. The Zong was a British Slave Ship which journeyed to West Africa to capture slaves
2. The ship was overfilled with slaves by the Captain Luke Collingwood
3. The Captain's main concern was that the more slaves that died the less profit he would make - If slaves died, he could not claim insurance for them
4. 142 slaves were thrown overboard
5. Back in Britain there was no public outrage to the massacre
6. The only controversy surrounding the slave traders was whether they could claim insurance over loss of 'cargo'

Week Three - British Plantations

Key Words

Plantation- a large farm **Field slave** - a slave that worked in the plantation **House slave**- a slave that worked in the house **Overseer**- employed by the slave owner to watch the slave

Key Facts

1. Slaves were forced to work on plantations and divided into field and house slaves.

2. Field slaves woke at around 4am and worked long hours in the field picking cotton. If they stopped they were whipped by the overseer.
3. After picking the crops field slaves would collect water and in the evening spend times with their friends and family
4. House slaves were on call all night and worked all day cleaning the house and preparing the table for meals for the family
5. House slaves worked late fixing clothes and caring for the children.

Week Four - Underground Railroad	
Key Words **Codename** – A word used for secrecy. **Underground Railroad** – Was the codename used to describe the route and people that helped slaves escape. **Passengers** – The codename used for the escaping slaves. **Conductors** – The codename used for the people that helped the slaves. **Stations** – The codename used for the safe houses and hiding places of the slaves.	**Key Dates** **1849** – Harriet Tubman used the Underground Railroad to escape slavery herself. **1850** – Harriet Tubman became a conductor on the Railroad.
Key Facts 1. The Underground Railroad was a network that slaves followed to escape slavery slaves were taught a song by 'peg-leg Joe' called follow the drinking gourd which showed slaves a route to the north. 2. Conductors and escapees used the North Star to guide themselves at night, their aim was to reach Canada to find safety 3. Harriet Tubman was an ex-slave that became a conductor on the Underground Railroad afterwards. 4. Harriet Tubman made 19 journeys and helped 300 slaves escape over a ten year period. 5. If slaves were caught in the north they would be arrested and returned to the south	

Week Five		
Plymouth and the Slave Trade		**Abolition of Slavery in Britain**
Key Words **Sir John Hakwins**- The first slave trader to make a big profit, promoting the use of the Slave Trade Triangle by many others.	**Key Dates** **1562-** Hawkins set out for the Guinea coast to capture West Africans as slaves. **1578**- Hawkins was appointed the navy's treasurer.	**Key Words** **Abolition** – to get rid of. **Campaigner** - someone who fights for a cause **MP** - Member of Parliament. **Key Dates** **1791** – Slaves rebelled in Haiti and began the abolition of slavery. **1807** – Britain's involvement in the Slave Trade ended. People could still own slaves **1808** – The USA abolished the Slave Trade. **1833** – Slavery was abolished in Britain. No longer allowed to own slaves **1851** – Brazil was the last country to end the Slave Trade.
Key Facts 1. During his slave Trade voyages, Hawkins traded slaves in the West Indies for hides, ginger, pearls, sugar, gold and silver. He made 60% profit for his investors. 2. It was Hawkins men who first discovered potatoes and tobacco on their journeys.		**Key Facts** Slavery in Britain stopped for 3 main reasons; 1. MONEY - other countries like Brazil started to make sugar at low prices which meant plantations in America were not making as much money and closed down. 2. SLAVES - In a French colony of the Caribbean in 1791 the slaves fought back, killed the

3. To get revenge on the Spanish after a brutal attack on his men, John Hawkins became an English spy. He managed to prevent the Spanish plans to invade England at that time. 4. Hawkins improved the organisation and command structures of the Navy, as well as modernising its fighting tactics. 5. Hawkins was knighted by Queen Elizabeth I as his change to the navy helped the English win against the Spanish Armada in 1588. 6. Francis Drake was the cousin of John Hawkins and learnt seamanship on Hawkins' slave ships	plantation owner and set fire to the sugar plantation. Olaudah Equiano who was once a slave fought tirelessly against slavery. He wrote a book against slavery and it changed many people's opinion on slavery. 3. RELIGIOUS CAMPAIGNERS - Granville Sharp who helped many slaves in court against their old master. William Wilberforce led a group of 12 Christians in a fight to abolish slavery. Wilberforce was an MP and made many speeches against slavery.

Week Six - American Civil War and Abolition of Slavery	
Key Words **Confederacy**- A group of southern states that broke away from the USA	**Key Dates** **1804** - Northern states of America abolish slavery. **12th April 1861** – The American Civil War broke out. **1st January 1863** – President Lincoln freed the slaves in America. **9th April 1865** – The South of the USA surrendered and the North of the USA won. **December 1865** – The 13th Amendment - slavery was abolished
Key Facts 1. The USA became divided with the North becoming very industrial and making its money through factories and importing goods however the south stayed with farming. 2. In 1860 Abraham Lincoln became president and the southern states broke away to form the confederacy out of fear that Lincoln would abolish slavery- in response Lincoln declared war on the south and the American Civil War began 3. In 1863 Lincoln took a vital step in the south winning and announced the abolition of slavery in the USA to stop the south using slave labour in the war. 4. The main consequence of the Civil War was the abolition of slavery under the 13th amendment.	

Week Seven - Life After Slavery	
Key Words **Sharecropping** - this was when the landowner provided the land, housing, tools and seed and a local merchant provided food and supplies on CREDIT	**Key Dates** **1838** - Apprentice Scheme ends in Britain
Key Facts America 1. A white racist group sprung up in South of America called the Ku Klux Klan (KKK) These were southern white people who hid their faces and carried out crimes against African-Americans. 2. Some ex-slaves spent years finding their family that had been separated and some moved west across the desert to restart their lives. 3. Many ex slaves turned to share cropping as they could not afford homes - they would work for a who provided the land, housing, tools and seed and a local merchant provided food and supplies on CREDIT 4. At harvest time the sharecropper received a share of the crop for their labour with the landowner taking the rest. The sharecropper then used their share to pay off their debt to the merchant - This led to continuous debt for sharecroppers Britain	

1. Following campaigning and work by men such as Granville Sharp, Olaudah Equiano and William Wilbderforce slavery was abolished on the 1st August 1834.
2. Ex Slaves were not immediately freed and were forced to work as ‘apprentices’ for their masters for terrible wages , some said “life was worse under the apprentice system than being a slave”
3. James Williams wrote a report of his life under the apprentice system while he had never been flogged under slavery he had been flogged seven times under the apprenticeship scheme.
4. Houses of correction were also set up for those who refused in which people were flogged and forced onto ‘treadmills’
5. In total the British government paid £20 million in compensation to slave owners

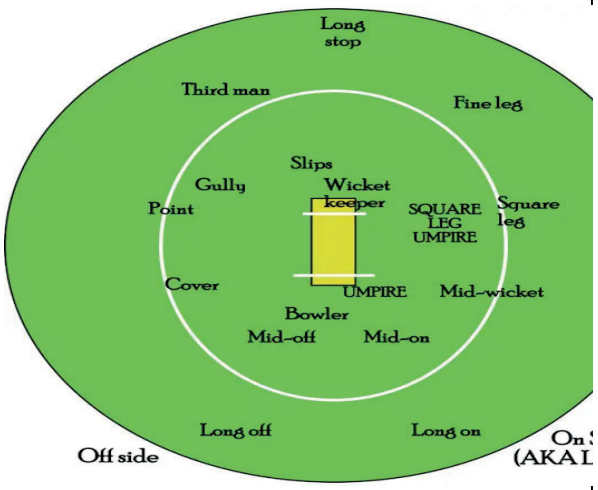
Physical and Health Education

Cricket

Week 1

Fielding positions:

These are the main positions on a cricket field. There is always a bowler and a wicket keeper as well as two batters and umpires.



Shot selection:

When batting it is important that the batter plays the right shot for the ball that is bowled at them. If the ball is 'full' they need to play a front foot shot and if the ball bowled is short (going to bounce above the batters waist) they need to play a back foot shot.

If the batter hits the ball in the air they have the best chance of hitting a six but also run the risk of getting caught out. Hitting the ball along the floor reduces the chance of getting out but may mean that it is easy for fielders to stop the ball. The batter needs to assess where the fielders are placed and hit the ball into the gaps.

Rules:

- Each team is made up of 11 players. Not everyone has to bowl but everyone can be required to bat.
- The length of a game can differ between 20 overs, 50 overs and a test match which can last 5 days.
- One team bats and scores runs until they have lost 10 wickets and then the other team begins batting trying to get to that score.

Rounders

Week 2

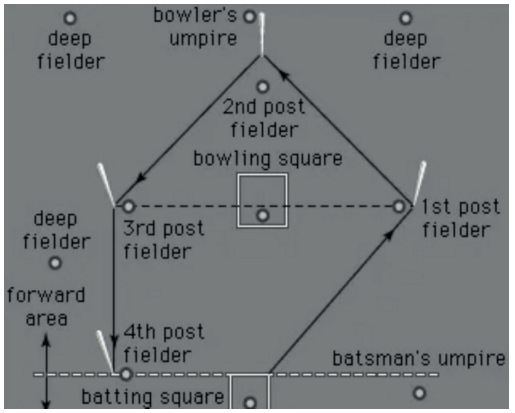
Positions - on a fielding team:

Bowler - Role is to bowl the ball from bowlers square to the batter, making not to bowl a 'No Ball'.

Backstop - To stop the ball from going when the batter does not hit it or if it is a backward hit and to work with the bowler 2nd base.

Post fielders - To use their coordination accurate throwing and catching to stump batters out.

Deep fielders - To catch high balls, rolling balls and throw the ball into other fielders.



Batting technique:

1. Have a firm grip of the bat in your dominant hand.
2. Stand side on in the batting square.
3. Keep your legs shoulder width apart.
4. Lift the bat up so that it is inline with your chest.
5. Keep your eye on the ball.
6. As you swing for the ball make sure you follow through in order to generate the most power.

Rules:

- Two teams of 9 will play against one another however you can play with a minimum of 6 players per team.
- A rounders game will last for two complete innings, and the winning team will be the one who achieved the most rounders at the end of the game.
- When playing, batters must run around the outside of the posts and bases once the ball is bowled and they have either hit the ball or have been unsuccessful. The only time they should not run is if the umpires call 'No Ball'.
- Batters must not drop the bat, they must carry it whilst running and can use it to stump posts and bases in order to stay in.
- Batters must stand in the batting square when batting.
- Bowlers must stand in the bowlers square when bowling.
- Bowlers must bowl the ball using an underarm throw.
- When the bowlers have the ball in their square, the fielders if between bases must wait at the next base.
- Batters can only score when it is their turn to bat, even if they remain on a post and base when it is the next person's turn.

Athletics - Week 3

Jumping - High Jump

This event requires the jumper's back to pass over the bar. Dick Fosbury, who went on to win an Olympic gold medal in 1968, invented this technique, commonly known as the Fosbury Flop.

Rules:

- In a competition, a high jump event starts with a chief judge setting a particular height to place the crossbar. The height generally increases gradually to make it tougher for athletes.
- The competing athletes have three attempts each to clear a particular height in order to advance to the next (higher) mark. Competitors, however, do have the option to pass any one height and try for the next mark.
- A competitor is eliminated after three successive failed attempts to clear one or a combination of heights. So, as the height increases, the field of a high jump event gradually starts decreasing.

Running - 100 Metre Sprint

Rules:

- Every 100-metre sprinter must begin the race with his feet in the starting blocks.
- The official race starter will call the sprinters to their blocks and on command the runners will adopt a set position.
- The set position requires the runners to have both feet in the blocks and adopt a position with the body weight on their hands. On the starter's gun all runners begin the race.

Throwing - Javelin

Javelin throw was part of the pentathlon at the Ancient Olympics and has been a standalone event in the modern Summer Games since 1908.

Rules:

- The objective of javelin throw is to hurl a narrow cylindrical hollow spear the furthest distance possible. Throwers must abide by a set of rules for their throws to count as valid.
- For the throw to be counted, the javelin must land tip first inside the bounds of the landing sector. The javelin, however, needs to only make a mark on the ground and doesn't necessarily need to stick in the ground or 'break turf'.
- While releasing the javelin and before it lands, athletes must stay behind the throwing arc or foul line.

-Use BBC Bitesize for more information - https://www.bbc.co.uk/bitesize.

Thinking ME: Cardiovascular System - Week 4&5

Atrium	Located at the top of the heart, collect blood from the body and moves blood into the ventricles
Ventricle	Collect blood from the atriums ready to send out to the body and lungs.
Areties	The blood vessel that transports blood from the heart around the body at high pressure.
Veins	The blood vessel that transports blood to the heart around the body at high pressure.
Capillaries	The smallest blood vessel in the body

Structure of the heart - imagine the heart as a box with 4 quarters, each ¼ has a different name and job.	
Right Atrium - The chamber at the top of the heart collecting blood from the body	Left Atrium - The chamber at the top of the heart collecting blood from the lungs
Right Ventricle - The chamber at the bottom of the heart, sends blood to the lungs	Left Ventricle - The chamber at the bottom of the heart, sends blood to the body.

Healthy ME: Week 6 - Healthy Eating

Nutrients

There are 6 main nutrients that are essential in a balanced diet; carbohydrates, protein, fats, fibre, vitamins and minerals.

Carbohydrates: The main source of energy. Examples include potatoes, rice, pasta, bread.
Protein: Protein is required for growth and repair within the body. Examples include meats, fish, eggs, beans, pulses.
Fats: Provides energy, protects vital organs and helps to absorb vitamins.
Fibre: Aids digestion. Examples include cereal, whole grain bread, oats, vegetables.
Vitamins & Minerals: Important for many daily bodily functions such as supporting the immune system, helping blood to clot and strengthening bones. Food examples include fruit and vegetables (e.g oranges - Vitamin C) and meats and beans (e.g. red meat - Iron).

Notes

Notes

Notes

Aspire Achieve Thrive

Develop your character

STOKE DAMEREL

Aspire | Achieve | Thrive