

ISCA ACADEMY
INSPIRATION FOR LIFE

SUMMER 2020

KNOWLEDGE BOOKLET

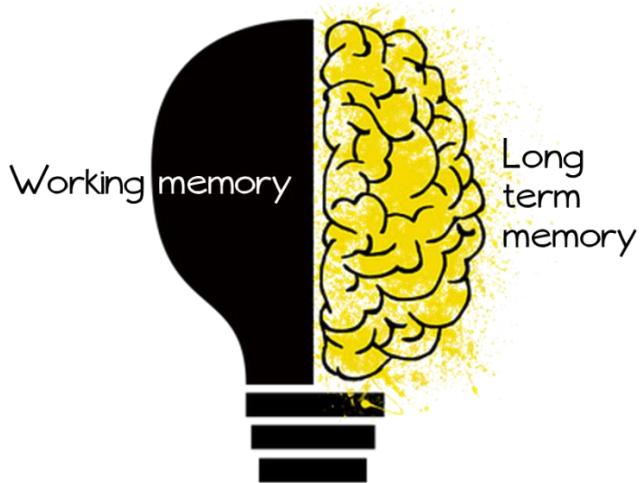
YEAR 7

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WHAT IS A KNOWLEDGE ORGANISER?

Your mind is split into two parts: the working-memory and the long-term memory. Everybody's working-memory is limited, and can very easily become overwhelmed and this is known as overload. Your long-term memory, on the other hand, is effectively a limitless storehouse for information.



You can support your working memory by storing key facts and processes in your long-term memory. These facts and processes can then be retrieved to stop your working memory becoming overloaded:

Let's look at an example, the basic number fact: $7 \times 8 = 56$

If you can instantly recall that $7 \times 8 = 56$, your working memory has more space to think about a more difficult problem, like 37×8 . The answer of 56 comes effortlessly, and you can focus on 30×8 , then add the product to the 56 in your head.

If you do not know that $7 \times 8 = 56$ straight away, you are more likely to become confused and frustrated. Being able to very quickly recall key facts is a way of hacking your working memory, making thinking about difficult stuff much easier.

This booklet contains knowledge organisers for all of your subjects for the summer term. Each knowledge organiser has the key information, which needs to be memorised to top up your long-term memory in order to help you master your subject and be successful in lessons. You will be expected to follow the homework schedule on page 4.

HOW TO USE YOUR KNOWLEDGE ORGANISER

Challenge yourself

Which will you choose?



Look Cover Write Check

Look at your knowledge organiser, **Cover** a section of it, **Write** out the content you have just covered from memory and **Check** you have recalled it correctly



Mindmaps

Place the key word/concept in the middle. Go wild with colourful, flowing shapes that link the key definitions and concepts.



Revision Clock

Draw a clock and add the topic in the middle. Then, break it down into 10 minute sections. Add notes in each segment. Cover the clock and recite all the information out loud.



Mnemonics

Creating mnemonics is a great way for remembering groups or lists of words. For example, to remember the order of planets in the solar system:
My Very Excited Mother Just Served US Nachos



Flash Cards

Write down the word/term on one side and a definition/explanation on the other side. Once you have notes written in your own words and summarised – move onto testing yourself quickly.

EXPECTATIONS OF YOU

1. Check the schedule on the next page to see which knowledge organisers you should use each day for your homework
2. Complete **one full page for each subject** on the schedule in your knowledge book **every day**
3. Use your knowledge organiser after you have finished to **mark and correct** your own work
4. **Sign your self-check sheet at the end of each week** after you have finished your full page each day
5. Get your self-check sheet **signed by your tutor** during your knowledge organiser tutor time session

| | |
|----------|----------|
| T | on Time |
| A | Accurate |
| N | Neat |
| C | Complete |

Homework should be **TANC**. Below is an example of homework that would meet the expected standard. If it does, your tutor will sign your log on the morning you are working in silence on your knowledge organiser.

nitrogen cycle

Diagram illustrating the Nitrogen Cycle:

- Atmosphere: Nitrogen gas in air.
- Fixing by lightning: Nitrogen enters the soil.
- Fixing by bacteria: Soil bacteria fix nitrogen from the air.
- Plants: Nitrogen enters plants through their roots.
- Feeding: Animals eat plants.
- Death and decay: Animals die and decompose.
- Breakdown: Soil bacteria break down dead organisms.
- Return to atmosphere: Nitrogen is released back into the air.

- Core practical belt transect

- Peg out a tape measure
- Place a quadrat at regular intervals
- Count species
- Measure abiotic factor e.g. light intensity.

language paper 1:

12.09.19 English paper 1: history home

Quotations from Macbeth:

- "Fair is foul and foul is fair"
- "Skins hide your hairs; Let not light see my black and deep desires"
- "Unsex me here, take my milk for gall"
- "Look like we are innocent flower, but be the serpent under it"
- "Beware! Duncan in his deathbed dreamt he saw his son's dagger in his hand."

① what ones could you use for the question - how does Macbeth be presented as powerful?

② highlight quotes you would use to answer the question using extract

Starting with this extract, how does Shakespeare present Macbeth as a powerful character? Write about:

- How Shakespeare presents Macbeth as a powerful character in this extract
- How Shakespeare presents Macbeth as a powerful character in the play as a whole

[30 marks] [AO4 4 marks]

Transpiration: the flow of water ^{into} the cells (by osmosis), up through the stem through the xylem vessel and out of the stomata (as water vapour) in the leaves.

Translocation: the glucose that is ^{created} in photosynthesis can be moved ^{around} the plant in the form of sucrose. The phloem vessels in the stem help transport sucrose.

YOUR SCHEDULE

| Week A | |
|-----------|-------------------------------|
| Day | Subject |
| Monday | Maths |
| Tuesday | Science |
| Wednesday | History |
| Thursday | Art/DT/Music/Drama (rotation) |
| Friday | PE |
| Week B | |
| Day | Subject |
| Monday | English |
| Tuesday | MFL |
| Wednesday | Geography |
| Thursday | RE |
| Friday | Computing |

You will need to sign to confirm you have completed the knowledge organiser homework.
Your tutor will check this each week.

| Week commencing | Self Check | Tutor Sign | Week commencing | Self Check | Tutor Sign |
|--------------------|---------------|---------------|--------------------|---------------|---------------|
| 20/4/2020 | | | 1/6/2020 | | |
| 27/4/2020 | | | 8/6/2020 | | |
| 4/5/2020 | | | 15/6/2020 | | |
| 11/5/2020 | | | 22/6/2020 | | |
| 18/5/2020 | | | 29/6/2020 | | |

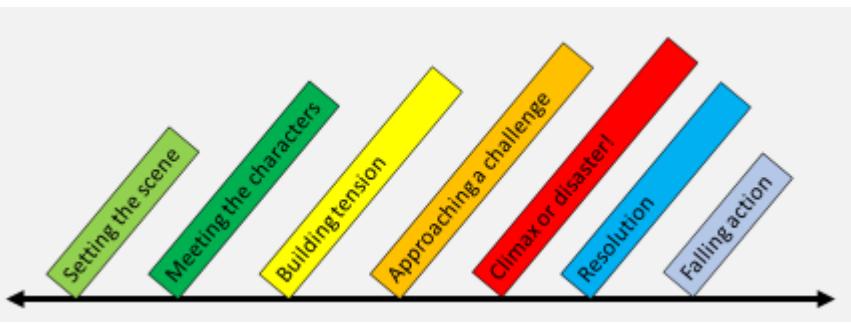
You will notice on each knowledge organiser that there are green and blue edged boxes with text in. Text in a green edged box is key vocabulary you need to learn and writing in a blue edged box are the key concepts/knowledge you will need to learn.

Key Vocabulary will be written in a green edged box like this.

Key concepts/ideas will be written in a blue edged box like this

Language Paper 1: Adventure writing

Conventions of the Adventure Genre:



Section A: The reading questions

Introduce your idea

THEN

Get the marks

The beginning of a text

Initially...
Instantly...
As the text develops
Over the course of the text...
Plausibly...
Perhaps...
Evidently...

What stands out?

Interestingly...
Of importance here is...
This idea is accentuated...
This is further emphasised...
This is reinforced...

What else could it mean?

In addition...
It is worth considering...
At a deeper level...

The ending of the text

Consequently...
Towards the end of the text...
Ultimately...

The Isca Way

Use these words and phrases in whichever order to analyse and respond to the writer's methods: language, structure, character, symbol, theme...

You can use the phrases in whichever order. You do not have to use each one in every paragraph:

- the writer uses/establishes...by...
- this suggests / conveys / depicts / portrays...
- the word / image / phrase “---” has connotations of...
- at a deeper level / this seems to be a metaphor for...
- This becomes a symbol for...
- The writer is ... challenging / delivering a message about / advocating...
- The reader / audience...

The 5 ingredients for amazing writing. Use this as a checklist throughout the writing stages, list them in your plan, tick off each ingredient as you write and check back when you have finished.

ALWAYS PLAN!

1. Use powerful and ambitious vocabulary
2. Use a range of language techniques
3. Use a range of punctuation ; ! ?
4. Vary your sentences: long, short and ly, ing and ed sentence starters
5. Structure: paragraphing, one line paragraphs, cyclical structure, Drop, zoom, flash, end.

Key Vocabulary:

- Explicit
- Implicit
- Ragged
- Livid
- Perished
- Ruthless
- Grasp
- Fierce
- Innumerable
- Apparition
- Ambiguity
- Vengeance

Build description by using the 5 senses:



Show, don't tell: think about how you can use description to hint at something rather than explicitly telling your reader e.g. *Unable to hold her hand steady she tentatively reached out.* – this shows a reader that the character is most likely

You need to use a range of language devices.

Plan where and when you will use them before you start:

Simile – comparison using like or as

Metaphor – comparison saying one thing is another

Personification – giving inanimate objects human qualities

Juxtaposition – two things with contrasting effects placed close to each other

Cyclical – a repeated idea / word (at the beginning and end of a text/excerpt)

Imagery – created a picture in the reader's head

Foreshadowing – a hint or indication of something to come

Focus shift – the focus of the writing changes

Adjectives – describing words

Verbs – action or state

Adverbs – describes how the verb is done

Contextual Timeline

- 1918 - WW1 ended and 1939 WW2 began.
- 1929 – Wall Street Crash
- 1930s – The Great Depression
- 1937 – The novel was published



The Isca Way: use these sentences, in whichever order, as a *guide* to help organise your thinking in the exam:

The writer establishes / uses / creates _____ to ...

This suggests / conveys / portrays...

The word / image / phrase "----" has connotations of...

At a deeper level...

Perhaps... Possibly... Metaphorically...

-----becomes a symbol

for... Symbolically...

Priestley is challenging... Advocating...

...Is trying to change...

The audience thinks... Feels... Is made to understand... Wonders whether... Is left

'Of Mice and Men' – John Steinbeck

Characters:

George Milton – A migrant worker who travels with, and looks after, Lennie. Although he is occasionally short-tempered with Lennie, he is a loyal and caring friend.

Lennie Small – A migrant worker who is a kind and simple character, who possesses incredible physical strength. Lennie's huge size makes him a target for others – in particular Curley. Lennie dreams of tending rabbits on his and George's own farm.

Candy – An old man who has been a migrant worker his whole life. He injured his hand in an accident at the ranch. He is worried that the boss will deem him unfit to work and cast him aside. Candy begins to share the same dream as Lennie and George when the pair explain their plans.

Crooks – He openly admits he is lonely, but this is due to racial discrimination and separation from others. All Crooks wants is to belong.

Curley – The boss's son and is perhaps the main antagonist throughout the novella. He is confrontational and aggressive. Curley tries to compensate for his small stature by picking fights with larger men – such as Lennie.

Curley's wife – She is lives on the farm and often says that she is lonely. Her craving for attention, in the end, becomes her downfall. She openly states that she is disappointed with her life.

Slim – Referred to as the 'prince of the ranch' – is highly respected amongst the workers.

Important Quotations:

"Maybe ever'body in the whole damn world is scared of each other."

"I got you to look after me, and you got me to look after you, and that's why."

"A guy needs somebody—to be near him. A guy goes nuts if he ain't got nobody. Don't make no difference who the guy is, long's he's with you."

"Trouble with mice is you always kill 'em."

"We could live offa the fatta the lan'."

"I can still tend the rabbits, George? I didn't mean no harm, George."

"I ought to of shot that dog myself, George. I shouldn't ought to of let no stranger shoot my dog."

"Well, I never seen one guy take so much trouble for another guy. I just like to know what your interest is."

"Everybody wants a little bit of land, not much. Jus' som'mthin' that was his. Som'mhin' he could live on and there couldn't nobody throw him off of it."

"He ain't no cuckoo," said George. "He's dumb as hell, but he ain't crazy. An' I ain't so bright neither, or I wouldn't be buckin' barley for my fifty and found."

"Maybe you guys better go," he said. "I ain't sure I want you in here no more. A colored man got to have some rights even if he don't like 'em."

The story:

Of Mice and Men tells the story of George and Lennie, two displaced migrant ranch workers, who move from place to place in California, in search of new job opportunities during the Great Depression in the United States.

Themes:

- Dreams
- Loneliness
- Inequality
- Animals and Nature
- Friendship
- Power
- Racism
- Segregation

Literary Techniques:

- Simile
- Metaphor
- Personification
- Symbolism
- Natural Imagery
- Foreshadowing
- Pathetic Fallacy
- Noun
- Adjective
- Verb
- Adverb

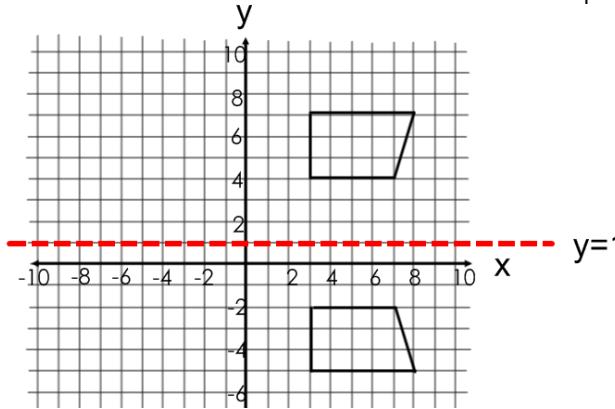
Reflections

Reflect the shape below in the line $y = 1$

Step 1: Draw the line $y = 1$.

y = lines are horizontal, x = lines are vertical. (see below)

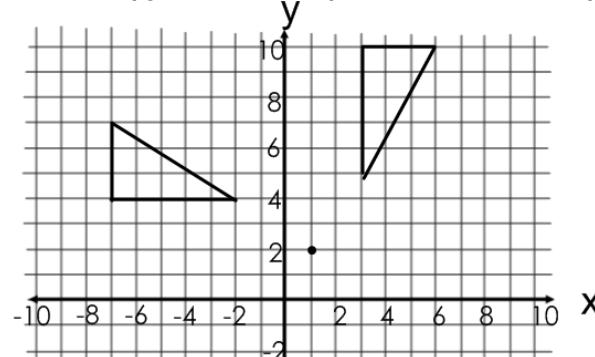
Step 2: All points on the original shape are the same distance from the mirror line as those on the new shape.

**Rotations**

Describe the transformation which maps shape A onto shape B.

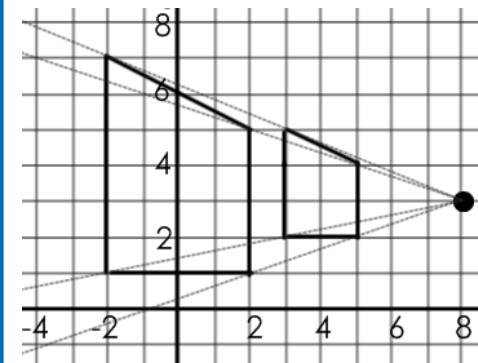
When describing a rotation you must state that it is a **rotation**, give the **angle and direction of rotation** and give the **centre of rotation**. To get the centre keep trying out different positions with tracing paper until it works.

ROTATION, 90° CLOCKWISE, ABOUT THE POINT (1,2)

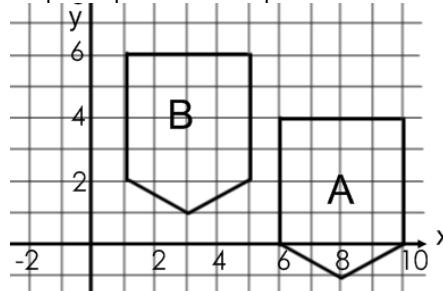
**Enlargement**

Enlarge the shape below by a scale factor of 2 about the point (8, 3)

All lengths on the new shape should be 2 times bigger. All points on the new shape should be 2 x further from the centre. Drawing lines (see below) helps you check you did it correctly.

**Translation**

Describe the transformation that maps shape A onto shape B



You need to state that the shape is a translation and describe how far the shape slides left and right and up and down.

The shape moves 5 units left and 2 units up. We use the vector $(\begin{smallmatrix} -5 \\ 2 \end{smallmatrix})$ to describe this.

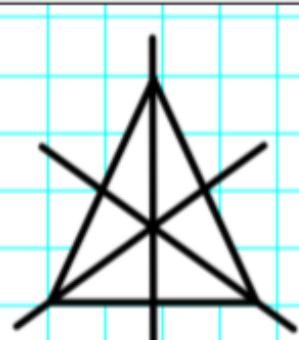
ANSWER:

Translation by the vector $(\begin{smallmatrix} -5 \\ 2 \end{smallmatrix})$

Symmetry**Equilateral triangle**

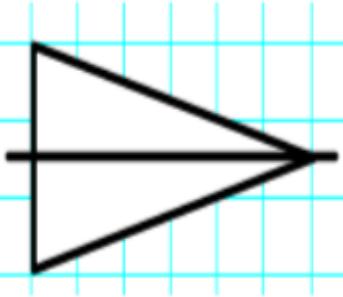
Three lines of reflective symmetry

Rotational symmetry order 3

**Isosceles triangle**

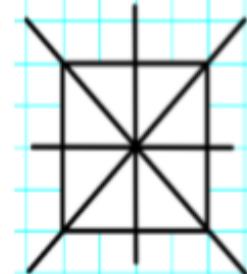
One line of reflective symmetry

Rotational symmetry order 1

**Square**

Four lines of reflective symmetry

Rotational symmetry order 4

**Square**

Two lines of reflective symmetry

Rotational symmetry order 2



| | |
|--------------|--|
| Perimeter | The length around a shape |
| Area | The size within a shape |
| Volume | The amount of size within a 3D shape |
| Surface Area | The total areas of each face of a 3D shape |

Rules for adding and subtracting with negatives

$$4 + -3 = 4 - 3$$

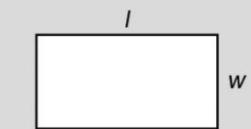
$$4 - +3 = 4 - 3$$

$$4 ++3 = 4 + 3$$

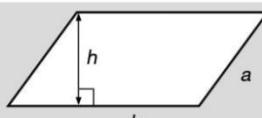
$$4 --3 = 4 + 3$$

Areas

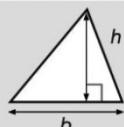
$$\text{Rectangle} = l \times w$$



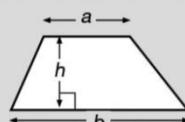
$$\text{Parallelogram} = b \times h$$



$$\text{Triangle} = \frac{1}{2} b \times h$$



$$\text{Trapezium} = \frac{1}{2}(a + b)h$$



Rules for multiplying with negatives

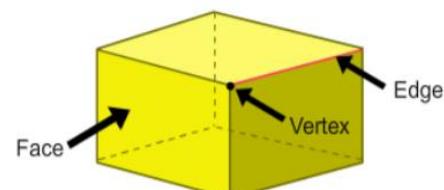
$$+ \times + = +$$

$$- \times - = +$$

$$+ \times - = -$$

$$- \times + = -$$

Faces, edges and vertices



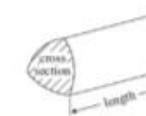
Key Concepts- 3D shapes

| | |
|----------------------------|---|
| Surface Area | This is the area of each face. Imagine working out the area of wrapping paper needed to cover the shape. Label each face Calculate the area of each face Add each area to find the total |
| Units are in cm^2 | |

Volume of a prism

To find the area of a prism find the area of the cross section and multiply by the length.

$$\text{Volume of prism} = \text{area of cross section} \times \text{length}$$



Units are in cm^3

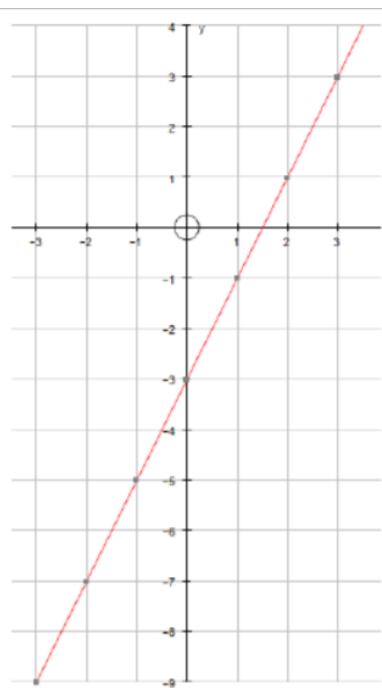
Example:

Plot the graph of $y = 2x - 3$ for $-3 \leq x \leq 3$.

- First draw a table of values and substitute each x -value into the formula to find the corresponding y -value.

| | | | | | | | |
|---|----|----|----|----|----|---|---|
| x | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
| y | -9 | -7 | -5 | -3 | -1 | 1 | 3 |

- Plot each pair of coordinates: $(-3, -9), (-2, -7)$, etc. – and draw a straight line through all of the points that reaches across the coordinate grid.



Year 7 Physics

1. **Acceleration:** a change in velocity.
2. **Dissipate:** spread out.
3. **Efficiency:** The proportion of energy a system transfers usefully.
4. **Elastic potential energy:** energy stored in object when it is squashed or stretched.
5. **Energy:** the ability of a system to do work
6. **Equilibrium:** A situation which is not changing as all things affecting it are balanced.
7. **Fuel:** a substance which contains a store of chemical or nuclear energy that can be easily transferred.
8. **Gravitational potential energy:** energy stored in an object due to its position in a gravitational field. Measured in Joules (J).
9. **Insulation:** method or material used to reduce energy transfer by heating.
10. **Kinetic energy:** energy stored in a moving object. Measured in Joules (J).
11. **Mass:** the amount of material there is in an object, measured in kilograms (kg).
12. **Non-renewable (fuel):** an energy resource which will run out as the supply cannot be replaced.
13. **Renewable (fuel):** An energy resource that will never run out.
14. **Resultant force:** the sum of all forces acting on an object.
15. **Speed:** the distance travelled by an object in a certain time, measured in metres per second (m/s).
16. **Terminal velocity:** the maximum velocity of an object falling through a fluid.
17. **Velocity:** speed in a certain direction
18. **Weight:** the force of gravity acting on an object, measured in Newtons (N).

WEEK ONE

1. **Energy** can be **stored** in different forms: Gravitational potential energy, Kinetic energy, Elastic potential energy, Chemical energy, Nuclear (Atomic) energy, Thermal energy.
2. Energy can be **transferred** between these stores by: Heating (thermal), Light (radian), Sound, Electrical Current.
3. **Conservation of Energy** states that energy cannot be created or destroyed, only transferred between stores.
4. **Useful energy** is energy in the form needed, in the place it is needed.
5. **Wasted energy** is energy in an unwanted form or in an unwanted place.
6. The **efficiency** of a system can be calculated as:

$$\text{Efficiency} = \frac{\text{Useful energy transferred}}{\text{Total energy transferred}}$$

WEEK TWO

1. Useful and wasted energy transfers can be shown using **Sankey Diagrams**



2. Wasted energy often **dissipates** to the surroundings as heat.

Energy transfer by heating:

1. **Solids:** by **Conduction** – vibrations passed between particles transfer energy.
2. **Fluids** (liquids and gases): by **Convection** – Hotter, less dense regions of the fluid rise, carrying the energy.
3. **No material** is needed for energy to be transferred by **Radiation** – energy is transferred as **Infrared**

WEEK FOUR

1. Electricity is generated using **non-renewable** fuels including **fossil fuels** (coal, oil and natural gas) and nuclear fuels (uranium).
2. Burning fossil fuels produces **greenhouse gases** including carbon dioxide that contribute to **climate change**.
3. Nuclear power stations do not produce carbon dioxide, but do produce dangerous **radioactive waste**.
4. Most **renewable resources** do not emit carbon dioxide as no fuel is burned.
5. Renewable resources: Solar; wind, wave, geothermal, tidal, hydroelectric power.
6. Renewable resources can be unreliable and have low power output.
7. Biomass is a **carbon neutral** fuel as the carbon dioxide released is taken in as the plants grow.

WEEK THREE

Insulation core practical

1. Wrap a 250ml beaker in a suitable **insulating material**.
2. Add a **known amount** of boiling water to the beaker and place a lid on your beaker.
3. Record the **initial temperature** of the water and start your timer.
4. After 10 minutes, record the final temperature of the water and calculate the **change in temperature**.
5. Repeat steps 1 - 4 with different **insulating materials**.
6. Compare the changes in temperature – the more effective the insulator, the lower the temperature decrease.

Variables: **Independent:** insulating material, **Dependent:** change in temperature, **Controls:** volume of water, time.

WEEK FIVE

- Gravitational potential energy** can be calculated as:

$$\Delta GPE = m \times g \times \Delta h$$

(j) (kg) (N/kg) (m)

- Kinetic energy** can be calculated as:

$$KE = 0.5 \times m \times v^2$$

(j) (kg) (m/s)

- Scalar quantities** only have a magnitude (size) e.g. mass.
- Vector quantities** have magnitude and direction e.g. velocity.
- Motion of objects can be plotted on **distance/time** (d/t) graphs.
- The gradient shows the speed of the object.
- Speed, v**, can be calculated as:

$$v \text{ (m/s)} = \frac{d \text{ (m)}}{t \text{ (s)}}$$

WEEK EIGHT

- Newton's 2nd Law** states that the acceleration of an object is related to the objects mass and the force applied to it.
- The **Force, F**, needed to **accelerate, a**, a **mass, m**, can be calculated as:

$$F = m \times a$$

(N) (kg) (m/s²)

Acceleration core practical

- Place a trolley of known mass on a ramp
- Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley.
- Accelerate the trolley along the ramp using a pulley and falling weight.
- Using the light gates, record the trolley's initial and final acceleration along the ramp.
- Repeat steps 1-4, adding a known mass to the trolley each time.
- Use your data to describe the relationship between mass and acceleration.

WEEK SIX

- Acceleration** of an object can be plotted on a velocity/time (v/t) graph.
- The gradient shows the acceleration/deceleration of an object.
- The area under the line on a v/t graph is the distance travelled.
- Acceleration, a**, can be calculated as:

$$a \text{ (m/s}^2\text{)} = \frac{v - u \text{ (m/s)}}{t \text{ (s)}}$$

Where v = final velocity and u = initial velocity

- A **force** (measured in **Newtons**) is an interaction that can cause a change in the motion of an object. It can be a push, pull or twist.
- Force is a vector quantity and can be measured using a newton meter.

WEEK SEVEN

- An **elastic object** deforms (changes shape) when a force is applied, but returns to its original shape when the force is removed.
- Hooke's Law** = The force applied to a spring is **proportional** to the extension (how much it stretches) of a spring.
- If enough force is applied to a spring it will reach its **elastic limit** and deform permanently (not spring back).
- Resultant force** can be found by looking at all forces acting on an object.
- Arrows on force diagram show the size and direction of the force.

WEEK TEN

- Newton's 3rd Law** describes how pairs of forces effect objects when they interact.
- The two forces are the same type and will have the same magnitude, but act in opposite directions.
- Action-reaction forces** describe how pairs of forces act on different objects.
- Balanced forces** describe how pairs of forces act on the same object.
- Equilibrium:** When all forces acting on an object are balanced.
- Stopping distance:** the total of thinking distance plus braking distance.
- Reaction time** is affected by alcohol, drugs, tiredness and distractions such as phones.
- Braking distance** is affected by wet/icy weather, the condition of the road and condition of the cars brakes and tyres.
- Thinking distance** is the time it takes for a driver to brake after realising they need to stop.

WEEK NINE

- Newton's 2nd Law:** the acceleration of an object is related to the objects mass and the force applied to it.
- The **Force, F**, needed to **accelerate, a**, a **mass, m**, can be calculated as:

$$F = m \times a$$

(N) (kg) (m/s²)

Acceleration core practical

- Place a trolley of known mass on a ramp
- Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley.
- Accelerate the trolley along the ramp using a pulley and falling weight.
- Using the light gates, record the trolley's initial and final acceleration along the ramp.
- Repeat steps 1-4, adding a known mass to the trolley each time.
- Use your data to describe the relationship between mass and acceleration.

Economic Activity
definition = *a job which earns money*
e.g. professional footballer

Economic Geography

OVERALL STATEMENT

4 different types of industry (Primary, Secondary, Tertiary, Quaternary). Industry *changes* over time, for example as technology advances.

Economic sectors

There are four sectors – primary, secondary, tertiary and quaternary.
Primary sector – extraction of raw materials e.g. farming, mining, fishing and forestry. **Secondary sector** – manufacturing and assembly industries. They take raw materials and manufacture finished products e.g. food processing, car assembly.

Tertiary sector – service industries. This area has the highest growth in HICs e.g. doctors, teachers, lawyers, travel agents, accountants, policemen etc.

Quaternary sector – this is the newest sector which deals with hi-tech industry. They are the research and development industries e.g. computer components, research into GM crops, space research etc.

Changes over time

Employment structures can also change over time within a country.

UK 1700 – most of the people were involved in agriculture (primary sector)

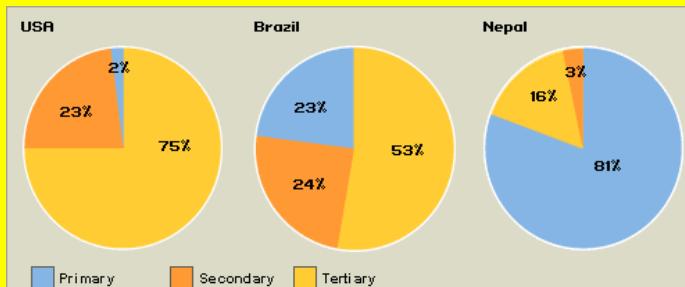
1840 – industrial revolution meant many people moved to the city centres to work in the new manufacturing areas (secondary sector).

1920 – as cities grew the demand for teachers, doctors, nurses, lawyers and other services grew. This brought more people of the rural areas into the cities.

1980s – the growth of the service industries had taken off and more people were being employed in this sector (tertiary sector).

2000 – research and design have started to grow and is becoming an important sector due to the fact that there is a highly educated and skilled workforce in the UK (quaternary sector).

Comparing employment structures Employment structure of a country shows how the labour force is divided between the primary, secondary and tertiary sectors. Therefore, employment structure show a great deal about a country. Lots of jobs in Primary usually means a poorer country with less mechanisation. Lots in Tertiary implies a richer nation with plenty of people who can afford to pay for services.



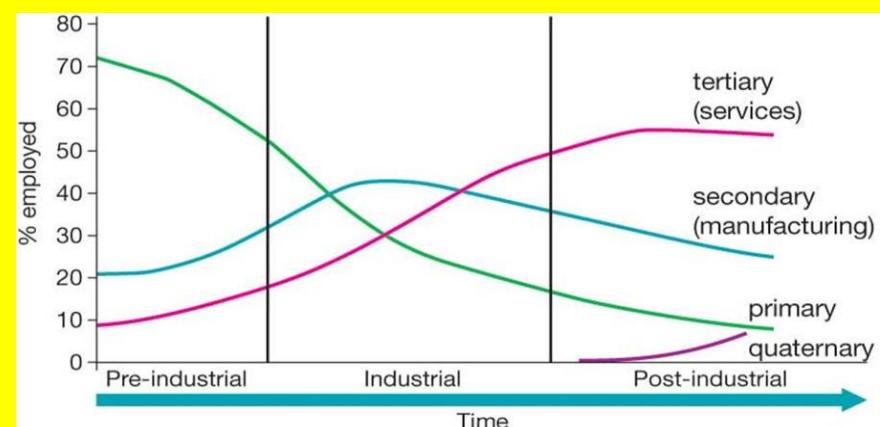
Formal and informal economy

Formal – the sector which includes all jobs with normal hours and regular wages, and are recognized as income sources on which income taxes must be paid e.g. factory worker

Informal - The informal sector, informal economy, or "grey-economy" is the part of an economy that is neither taxed nor monitored by any form of government e.g. casual "cash-in-hand" work.

Changes over time and space

As a country develops the proportion employed in the primary sector decreases and the proportion employed in the secondary and tertiary sectors increases. The Clark-Fisher Model (below) shows how countries move through three phases.



Year 7 Cycle 3 – Mon temps libre

12 NFL

| | French | English | Literal English |
|--------|--|--|--|
| Week 1 | En ce qui concerne les sports, le lundi je joue au basket mais mon frère joue au football | With regards to sports, on Mondays I play basketball but my brother plays football. | In that which concerns the rules, the Monday I play at basketball but my brother plays at football. |
| Week 2 | Tous les jours avant d'aller au collège je fais du vélo, cependant, je ne fais jamais de l'équitation. | Every day before going to school I go cycling however, I never do horse riding. | All the days before of go to the school I do of bike however, I not do never of the horseriding. |
| Week 3 | Le week-end j'aime regarder la télé mais le weekend prochain j'aimerais sortir avec mon copain. | At the weekend I like to watch TV but next weekend I would like to go out with my friend. | The weekend I like to watch the tv but the weekend next I would like to go out with my friend. |
| Week 4 | Quand il fait beau j'adore aller à la plage pour faire de la natation mais s'il pleut je reste à la maison. | When the weather is nice I love to go to the beach to do swimming but if it's raining I stay at home. | When it does nice I love to go to the beach for to do of the swimming but if it rains I rest at the house. |
| Week 5 | Je dirais que faire de la natation est plus passionnant que faire les devoirs. | I would say that doing swimming is more exciting than doing homework. | I would say that to do of the swimming is more passionate than to do the homeworks. |
| Week 6 | Le week-end dernier je suis allé en ville avec ma soeur et j'ai mangé au restaurant qui s'appelle Nando's. | Last weekend I went to town with my sister and I ate in the restaurant which is called Nando's | The weekend last I am went in town with my sister and I have eaten to the restaurant which calls itself Nando's |
| Week 7 | C'était nul parce qu'il faisait mauvais et il y avait de l'orage | It was awful because the weather was bad and there was a storm. | It was rubbish because it did bad and it there had of the storm. |
| Week 8 | La semaine prochaine, s'il fait chaud, je veux aller à la piscine. Ça serait chouette. | Next week, if it is hot, I want to go to the swimming pool. It would be great. | The week next, if it does hot, I want to go at the swimming pool. That would be great. |
| Week 9 | Et toi? Qu'est ce-que tu aimes faire pendant ton temps libre? | And you? What do you like to do in your free time? | And you? What is it that you like to do during your time free? |

| Week 1- Sports | |
|------------------|------------------|
| jouer | to play |
| je joue | I play |
| tu joues | you play |
| il / elle joue | he/she/it plays |
| nous jouons | we play |
| vous jouez | you play |
| ils/elles jouent | they play |
| au basket | basketball |
| au foot | football |
| au tennis | tennis |
| au volley | volleyball |
| aux boules | bowls |
| au babyfoot | table football |
| le week-end | at the weekend |
| le matin | in the morning |
| l'après-midi | in the afternoon |
| le soir | in the evening |
| la nuit | at night |
| le jeudi | on Thursdays |
| dimanche | on Sunday |
| avant de manger | before eating |

| Week 2 - Hobbies | |
|----------------------|-------------------|
| faire | to do / make |
| je fais | I do/make |
| tu fais | you do/make |
| il/elle fait | he/she does/makes |
| nous faisons | we do/make |
| vous faites | you do/make |
| ils/elles font | they do/make |
| de l'athlétisme | athletics |
| du vélo | cycling |
| de l'équitation | horse riding |
| du ski | skiing |
| de la natation | swimming |
| du patinage | skating |
| souvent | often |
| quelquefois | sometimes |
| une fois par semaine | once a week |
| deux fois par mois | twice a month |
| tous les jours | every day |
| jamais | never |

| Week 3- Infinitive structures | |
|-------------------------------|--------------------------|
| j'aime | I like |
| j'adore | I love |
| je préfère | I prefer |
| je n'aime pas | I don't like |
| je déteste | I hate |
| je vais... | I am going |
| nous allons | We are going |
| je veux... | I want |
| j'aimerais | I would like |
| faire du shopping | to go shopping |
| jouer au foot | to play football |
| regarder la télé | to watch TV |
| écouter la musique | to listen to music |
| aller en ville | to go to town |
| sortir avec mon copain | to go out with my friend |
| le week-end prochain | next weekend |
| la semaine prochaine | next week |

| Weeks 4 - Weather | |
|-----------------------|-----------------|
| Quand... | When... |
| Si... | If... |
| il fait beau | It's nice |
| il fait mauvais | It's bad |
| il fait du soleil | It's sunny |
| il fait du brouillard | It's foggy |
| il fait du vent | It's windy |
| il neige | It's snowing |
| il pleut | It's raining |
| c'est nuageux | It's cloudy |
| il fait chaud | It's hot |
| il fait froid | It's cold |
| il y a de l'orage | There's a storm |

| Week 5 - Time + mid cycle assessment | |
|--------------------------------------|---------------|
| À quelle heure...? | At what time? |
| à midi | At midday |
| à minuit | At midnight |
| à une heure | At 1 o'clock |
| à deux heures cinq | At 2.05 |
| à trois heures dix | At 3:10 |
| à quatre heures et quart | At 4:15 |
| à six heures vingt | At 6:20 |
| à sept heures vingt-cinq | At 7.25 |
| à huit heures et demie | At 8:30 |
| à neuf heures moins le quart | At 8:45 |
| à onze heures moins cinq | At 10:55 |

| Weeks 6 & 7 - Last weekend | | | |
|----------------------------|------------------|---------------------------|---------------------|
| le week-end dernier | last weekend | j'ai écouté de la musique | I listened to music |
| il y a 2 jours | 2 days ago | j'ai regardé la télé | I watched TV |
| hier soir | last night | j'ai mangé | I ate |
| hier | yesterday | j'ai joué... | I played... |
| c'était | it was | j'ai fait... | I did... |
| il faisait | it was (weather) | je suis allé(e) en ville | I went to town |
| il y avait | there was | je suis sorti(e) | I went out |

| Week 8- Making plans | | | |
|----------------------|-----------------|----------------|-----------------|
| tu veux...? | do you want...? | je vais | I am going |
| à quelle heure? | at what time? | je ne veux pas | I don't want to |
| quand? | when? | je ne peux pas | I can't |
| lundi | on Monday | ça serait | that would be |
| à huit heures | at 8 o'clock | oui | yes |
| demain | tomorrow | non | no |
| le week-end prochain | next weekend | d'accord | OK |
| la semaine prochaine | next week | bien sûr | of course |

Week 9- Revision week Vlog

Week 10- Assessment week

Week 11-12- Super teaching week. End of year quiz

Christianity

1. Beliefs

The Nature of God

God is...



- Just (Fair)
- Omnipotent (all powerful)
- The Word (Jesus)
- Omnibenevolent (all loving)
- The Trinity (One God- 3 persons: Father, Son and Holy Spirit)

2. Original Sin

Adam and Eve

The Garden of Eden



- Were the first 2 humans
- Were placed in a paradise world
- Were told not to eat from the tree of knowledge
- Disobeyed God
- Committed the original sin
- Infected the world with sin

3. The Incarnation

- God became a human (baby Jesus)
- He was born in a stable in Bethlehem
- Shepherds and wise men visited him
- He was born so that one day he'd take away the sins first caused by Adam and Eve



4. The Life of Jesus

Which of the following do you think was the most important?

Jesus' great TEACHINGS:



- Eg The sermon on the mount
- Eg The Lord's prayer

Jesus' great HEALINGS:



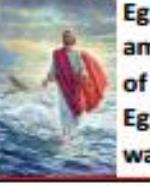
- Eg The blind man
- Eg Bringing Lazarus back to life

Jesus' great STORIES (parables):



- Eg The prodical son
- Eg The goat and the sheep

Jesus' great MIRACLES:



- Eg The amazing catch of fish
- Eg Walking on water

5. The Crucifixion and beyond

Put the following in order:



Jesus rose from death on Easter Sunday

The last supper- night before Jesus died

Jesus was crucified (executed)

Jewish leaders plotted with the Romans to have Jesus killed

After 40 days Jesus went back to heaven (ascension)

One day Jesus will judge the world

Jesus was betrayed by Judas

All celebrated at Easter time.

6. Practices

Private worship includes:

- Bible reading before bed
- Prayers before meals

Public worship includes:

- Singing hymns in church
- Chanting the Lord's prayer together

7. Prayer

INTERCESSION

Asking God to help people

THANKSGIVING

Thanking God for blessings



PUBLIC PRAYER

Christians praying together

PRIVATE PRAYER

Individuals praying

SET PRAYERS

Could include the Lord's prayer that Jesus taught

8. Sacraments- An outward sign of an inner spiritual experience.

Eg Holy Communion- Eating the bread, drinking the wine to remember the broken body and the blood of Jesus (sacrificed on the cross).

Eg Baptism- Infant baptism (christening)/ believers' Baptism (immersed under water).

9. Church activities- Worship services; Bible studies; prayer meetings; Sunday school; youth clubs; Holy communion; baptisms; weddings; funerals; festivals; pilgrimages; charity; missions (converting non-Christians).

10. Key Words- Omnipotent; Omnibenevolent; Trinity; Original Sin; Incarnation; Parables; Ascension; Intercession; Sacraments; Holy Communion; Baptism.

Key Questions...

- a) Describe what God is like.
- b) Why was Jesus born?
- c) What did Jesus do on earth?
- d) What does Easter celebrate?
- e) What are the 5 most important activities of the church?

Judaism- The Jewish Religion

1. History



- o Jews believe in one God who created the world and who you can have a relationship with.
- o Judaism began with Abraham 4,000 years ago in Israel. He made a covenant (agreement) with God that God would keep Jewish people safe if they followed his rules.
- o Moses is another key Jewish leader who was able to set the Hebrew Jews free when they were slaves in Egypt.
- o Moses received the Torah (Jewish laws) from God, the first 5 books of the Jewish Bible, including the 10 Commandments.
- o Other famous Jewish characters from the Bible includes: Isaac; Jacob; Joseph; David; Ruth; Solomon; Samson; Daniel; Isaiah.
- o The Jews were scattered around the world (diaspora), but finally obtained their homeland of Israel in 1945.

2. The first 5 books of the Jewish Bible

1. Genesis
2. Exodus
3. Leviticus
4. Numbers
5. Deuteronomy

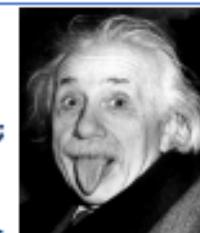
3. The 10 Commandments

(In the book of Exodus)

1. Have no other Gods
2. Don't bow down to idols
3. Don't misuse God's name
4. Keep the sabbath day holy
5. Honour your father and your mother
6. Do not murder
7. Do not cheat on your partner (adultery)
8. Do not steal
9. Do not lie
10. Do not be jealous (covet)

4. Famous Jews

Einstein; Anne Frank; Judith Kerr; Zac Efron; Jonah Hill; Scarlett Johansson; Daniel Radcliffe; Seth Rogen; Pink; Mark Zuckerberg; Bob Dylan.



5. Jewish symbols



The Menorah
The oldest symbol of the Jewish faith, a seven-pronged candle holder. It gave light to the temple in Jerusalem. The middle candle represents the Sabbath day.



The Star
(Or shield) of king David (He who defeated Goliath). Now the national emblem for Israel.

6. Jewish Festivals

Hanukkah- Jewish festival of lights. Links to Jewish victory over persecution (being attacked). Is an eight-day holiday.

Pesach/Passover- Links to the liberation of the Hebrews Jews from Egypt under Moses.

Yom Kippur- Links to asking for forgiveness and God's mercy (atonement).

7. Jewish Calendar

The Jewish calendar starts with the day Adam and Eve were created which is now 5780 years ago.

8. Jewish Life

Orthodox Jews- Very strict

Reform Jews- More modern

MARRIAGE

(Kiddushin)
Married under a huppah (canopy covering).

BAR MITZVA
(boys became adults age 13).

KOSHER FOOD

Conforms to Jewish law including no pork.

SACRED BUILDING

Synagogue with rabbi leaders.

SABBATH (Shabbat)

Day of rest. No work between Friday sunset and Saturday sunset. Special bread (hallah) eaten.

9.



Kippah- Small skull cap. Reminds Jews to keep God's laws.

Tallit- Prayer shawl. The fringes remind Jews of God's many rules.

10. Key Words What do the following mean?

Judaism; covenant; Torah; Menorah; Hanukkah; Pesach; Yom Kippur; Orthodox; Reform; Bar mitzvah; Kosher; Synagogue; Sabbath (shabbat); Kippah; Tallit

Binary, Hexadecimal and Programming

Learners should have studied the following:

Units

- bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte
- how data needs to be converted into a binary format to be processed by a computer.

Numbers

- how to convert positive denary whole numbers (0–255) into 8 bit binary numbers and vice versa
- how to add two 8 bit binary integers and explain overflow errors which may occur
- binary shifts
- how to convert positive denary whole numbers (0–255) into 2 digit hexadecimal numbers and vice versa
- how to convert from binary to hexadecimal equivalents and vice versa
- check digits.

Conversion Tool

Bin- Den: Place binary value into table.

Add denary numbers with a 1 below.

Den-Bin: Create den number using the numbers in the table (can only add them).

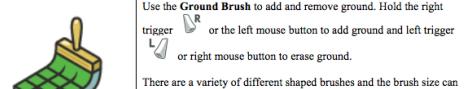
Numbers used = 1, not used = 0

| | | | | | | | |
|-----|----|----|----|---|---|---|---|
| 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |
| | | | | | | | |
| | | | | | | | |

Pick a number between 8 and 255 and convert it into binary

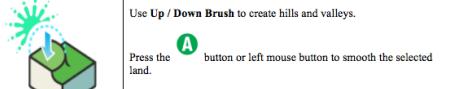
Binary

| | |
|---------|---|
| Binary | Machine code, which counts with 2 values: 0, 1. |
| Denary | Means "decimal", which counts using 10 values, 0-9 |
| Hex | "Hexadecimal", counts using 16 values, 0-9,A-F |
| ASCII | Standard, which assigns 128 characters with a binary code. (1 byte of data). |
| Unicode | Standard which assigns 4 billion characters with a binary code (4 bytes of data). |



Use the **Ground Brush** to add and remove ground. Hold the right trigger or the left mouse button to add ground and left trigger or right mouse button to erase ground.

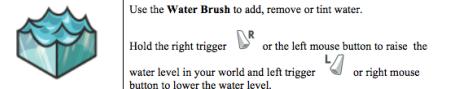
There are a variety of different shaped brushes and the brush size can be changed as to allow the quick addition of a large area of ground but also to make intricate designs when needed. The colour of the terrain can also be selected from a range of choices.



Use **Up / Down Brush** to create hills and valleys.

Press the button or left mouse button to smooth the selected land.

The different shaped and sized brushes can be used to create different effects.



Use the **Water Brush** to add, remove or tint water.

Hold the right trigger or the left mouse button to raise the water level in your world and left trigger or right mouse button to lower the water level.



Use the **Flatten Brush** to create flat areas and ramps.

Hold the right trigger or the left mouse button to level the selected ground and the left trigger or the right mouse button to smooth the selected ground.



Use the **Roughen Brush** to create bumpy areas.

Hold the right trigger or the left mouse button to make the selected ground spiky and the left trigger or the right mouse button to make it hilly.



Use the **Delete Tool** to quickly remove bots and objects from your world.

| | | | | | | | | |
|-------------|------|------|------|------|------|------|------|------|
| Number | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Binary | 0000 | 0001 | 0010 | 0011 | 0100 | 0101 | 0110 | 0111 |
| Hexadecimal | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|-------------|------|------|------|------|------|------|------|------|
| Number | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Binary | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 |
| Hexadecimal | 8 | 9 | A | B | C | D | E | F |

Hexadecimal

Uses 0-9 then A-F so A as shown above is worth 10, b is 11 etc.

Converting Hexadecimal into denary

Take the first digit and times it by 16 then add the units.

Example:

What is A7 in denary: You do (A * 16) which is 10 * 16 = 160 then add the units which is 7. So A7 in denary is 167.

The 12 Bar Blues

The way in which blues Music is structured using the following chord sequences:

Basic 12 bar Blues form

| | | | | | |
|--|----|----|---|---|--|
| | I | I | I | I | |
| | IV | IV | I | I | |
| | V | IV | I | V | |

In our case that is:

The Twelve Bar Blues

| | | | |
|---|---|---|---|
| G | G | G | G |
| C | C | G | G |
| D | C | G | G |

Brass Key Words

Cornet/Trumpet/Trombone/Tuba – Brass instruments.

Diaphragm – the muscle under the ribcage that assists breathing.

Embouchure – the mouth position needed to play the instrument

Valves/Bell/Mouthpiece – parts of the instrument.

A Canon in Music:

Ground bass keeps the whole piece together by repeating underneath a series of melodies that are passed through players.

| Person 1 | Person 2 | Person 3 |
|----------|----------|----------|
| G.B | | |
| G.B | 1 | |
| G.B | 2 | 1 |
| G.B | 3 | 2 |
| G.B | 4 | 3 |

Canon Key Words

Ground Bass – A repeating set of notes that the piece is based upon.

Melody – a tune.

Introduction – the start of a piece of music.

Cello – a large string instrument with a lower sound.

Blues Key Words

Chord – more than one note played at the same time.

Walking bassline – specific to the blues, a bassline that goes up and down.

Improvisation – to make something up on the spot.

Guitar / Ukulele – string instruments.

Year 7 MUSIC

The Musical Elements:

Pitch – How high or low a note is.

Rhythm – The pattern of the notes.

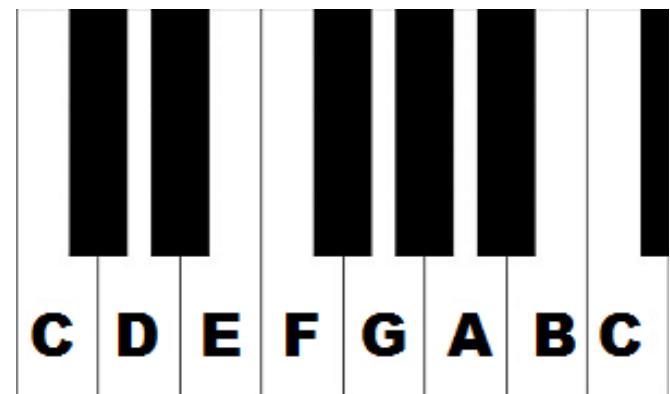
Tempo – How fast or slow music is.

Texture – How many layers the music has (thick or thin?)

Silence – Pauses in music.

Instrumentation / Timbre – What instruments or sounds are used.

Structure – How the music is made up (e.g song structure).



Drama

Mime

Acting without objects whilst pretending they are there.

Accuracy: making sure you put enough detail into your movement to allow your audience to imagine the object

Clarity: Making sure you share your mime with your audience.

Consistency: Making sure your objects say the same size and shape and don't disappear and reappear again.

React: Use your facial expression and body language to show how your character feels about the imaginary objects.

Gestures: Using your body (usually your arms and hands) to help you communicate.

Clowning

Exaggerated movement: developing an over the top walk.

Exaggerated Facial expressions: Make your facial expressions big so your character's emotion is clear but so ridiculous it is funny

Clocking the audience: Whenever your clown character changes emotion look directly at the audience.

Rule of three: Do something, do it again on the third time make something unexpected happens

Build up, Action, Reaction: When you're making a clown routine make sure everything that happens has a 'build up' and a 'reaction' so your audience understands what's happening.

Mirroring:

Copying exactly what your partner does at the same time as them.

Story Telling Theatre

Narrator: Someone who tells the story to the audience.

Character: Someone who is in the story.

Narration: Any lines that are spoken to the audience.

Dialogue: When the characters are speaking to each other.

Freeze Frames: using performers to create a picture for your audiences.

Multi-role: When you play more than one role. Maybe you switch between being a narrator and a character in the story or play multiple character.

Marking the moment: When you use slow motion to show that a certain moment is really important to the story.

Vocal Skills: Pace, Pause, Pitch, Tone, Accent Rhythm and Volume .

Use these skills to engage your audience, build tension and make sure the audience hear your story.

Cooking Skills/key words: Bridge, claw, hygiene, cross contamination, rubbing in, mix, whisk, grate, boil, simmer, grill

Equipment: whisk, cooks knife, paring knife, peeler, mixing spoon, sieve, chopping board, saucepan, frying pan, baking tray

Weighing and Measuring

For good results in most recipes, **accurate** weighing and measuring is essential. When you are baking with flour, sugar and liquids, you must measure accurately or your cooking will be spoiled. If you weigh out too much sugar or too little raising agent, your cakes would not rise or you could spoil the taste and/or texture.

Food can be weighed in **Grams (g)** and there are **1000g** in a **Kilogram (kg)**. Liquid is measured in **Millilitres (ml)** or **litres**.

Understand the 4 C's Concept



C – Good Hygiene practice prevents Cross Contamination



C – Effective Cleaning removes harmful bacteria and stops them spreading



C – Effective Chilling prevents harmful bacteria multiplying

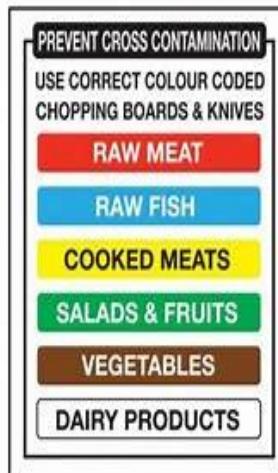


C – Thorough *Cooking* kills bacteria



Cooking and Nutrition

Basic Skills



8 tips for healthy eating

- 1)Base your meals on starchy foods
 - 2)Eat lots of fruit and vegetables
 - 3)Eat more fish
 - 4)Cut down on saturated fat and sugar
 - 5)Eat less salt
 - 6)Get active and be a healthy weight
 - 7)Drink plenty of water
 - 8)Don't skip breakfast

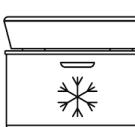
Centre of food cooked
to above 63°C, if
chicken above 75°C



Store perishable food
in the fridge 0-5°C



Freeze food below
18°C



Nutrition key words:

Nutrient- building blocks that make up food and have specific and important roles to play in the body. Some nutrients provide energy while others are essential for growth and maintenance of the body.

| Macro Nutrient large amounts | Role in the body | Food Example |
|--|---|---|
| Carbohydrate | The main source of energy for the body. | Bread, rice, pasta, potatoes |
| Protein | Provides the body with growth and repair. | Meat, poultry, beans, eggs, lentils, tofu, fish |
| Fat | Provides the body with insulation and a small amount protects vital organs. Provides essential fatty acids for the body. | Butter, oil, cheese, cream, nuts, oily fish, crisps |
| Micro nutrients Small amounts | Role in the body | Food example |
| Vitamins and minerals | Help to keep our immune system up and help our bodies to stay healthy. | |
| C | Help with skin healing and healthy skin. Help with the absorption of Iron. | Fresh fruit, broccoli, tomatoes |
| Calcium | Strong teeth and bones. | Dairy foods – milk, butter, cheese, soya, dark green vegetables |

WOOD & MAN MADE TIMBERS

Deciduous
Coniferous
Plywood
Hardwood
Softwood
Manufactured
Recycled
Sustainable
Warp
Gymnosperm
Angiosperm

(Look up the meanings of these words).



Forest Stewardship Council®

For over 25 years the FSC has promoted the responsible management of the world's forests, bringing together experts from the environmental, economic and social spheres.

FSC forest management certification confirms that the forest is being managed in a way that preserves biological diversity and benefits the lives of local people and workers, while ensuring it sustains

SOFTWOOD & HARDWOOD

Softwood refers to timber that has been cut from a coniferous or an evergreen tree (such as pine, cedar or spruce). Softwoods are frequently used as building materials. Coniferous trees can be fast growing.

Hardwood comes from deciduous trees which lose leaves annually and tend to be slower growing, and therefore the timber is usually more dense. (Oak, Ash, Maple & Beech)

Softwood is generally less expensive than Hardwood.

HAND TOOLS - USE

Coping saw – sawing curves
Tenon saw – sawing straight cuts
Files & rasps – smoothing & shaping
Plane – planning & shaping
Tri square – marking and

METHODS OF FIXING WOOD

- Gluing
- Screws
- Nails
- Bolts & nuts

RECYCLING WOOD

Manufactured boards often made from waste wood materials.

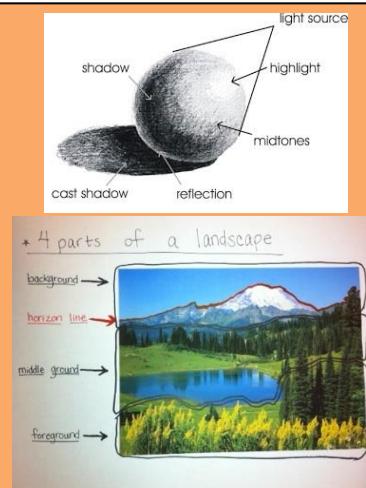
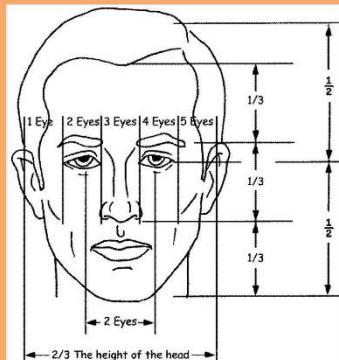
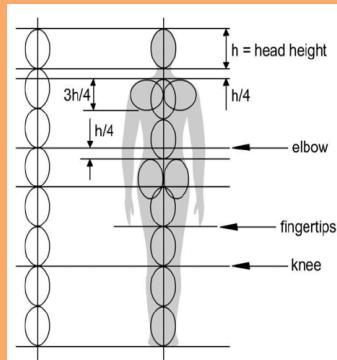
- Saw dust is used to make MDF and hardboard.
 - The saw dust is held together with glue.
 - Boards are inexpensive so are often used as instead of real woods.
- Manufactured boards do however do not look as good as real woods look.
- Manufactured boards are often covered with a thin layer of real wood which is called veneer this improves their appearance.

Wood is a sustainable material, when forests are carefully managed.

MAN-MADE BOARDS

These are commonly used in the construction industry, for interior fittings and furniture. They are more stable than natural woods and are less likely to warp and twist out of shape.

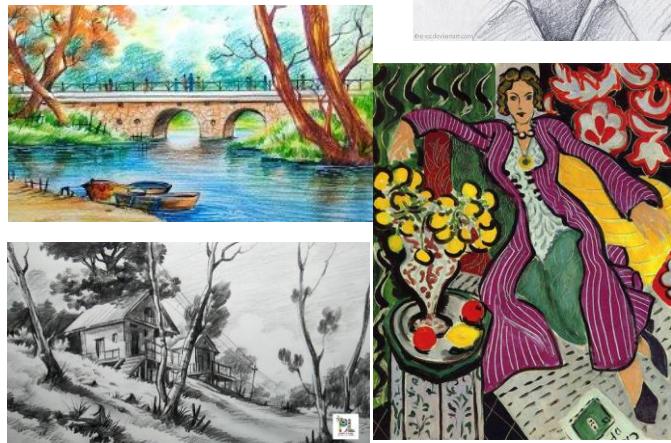
| Manufactured board types | Grain image | Board Uses | Example product |
|---|-------------|--|-----------------|
| MDF - Smooth, even surface. Easily machined and painted or stained. Also available in water and fire resistant forms. A manufactured board. | | Used mainly for furniture and interior paneling due to its easy machining qualities. Often veneered or painted. | |
| Plywood - A very strong board which is constructed of layers of veneer or plies which are glued at 90 degrees to each other. Interior and exterior grades are available. A manufactured board. | | Used for strong structural paneling board used in building construction. Furniture making. Some grades used for boat building and exterior work. | |
| Chipboard - Made from chips of wood glued together. Usually veneered or covered in plastic laminate. A manufactured board. | | Used for kitchen and bedroom furniture usually veneered or covered with a plastic laminate. Shelving and general DIY work. | |
| Blockboard - Similar to plywood but the central layer is made from strips of timber. Good for shelves and worktops. A manufactured board. | | Used where heavier structures are needed. Common for shelving and worktops. | |
| Hardboard - A very cheap particle board which sometimes has a laminated plastic surface. A manufactured board. | | Used for furniture backs, covering curved structures, door panels. | |



Who am I? It's exciting to use art to express who we are. You will be creating a fantastic title page full of drawings. **What images/symbols can you think of and imagine that represent who you are?** Get a piece of paper and start playing!

My world – my environment. Skilfully drawing views, places and environments! You will learn how to do just that during this project. **Choose a view that you find beautiful and have a go at drawing what you see. Enjoy!**

Other people inspired by our world: Geography, History, RE, Engineering, Maths, science,



Year 7 Art and Design.

Me and My World

I see what is in front of me and am aware of how I can draw this to represent me in my world. I understand the artist and how they see the world.

Stretch and Challenge: The more you do something, the better you get at it!

1. Take photos of views, places and environments that you find interesting
Print them out and draw from them.
2. Complete the tasks written in green

Drawing faces! Drawing faces – hard right? You will be amazed at just how good you get at drawing faces during this project. You will learn about the scale, measurement and proportions of the head as well as how to use mark-making and tone to make it look realistic! Wow! **Look in a mirror or take a selfie and have a go at drawing your own self-portrait. Have fun!**

Discovering artists! It is fascinating to see the work of other artists (yes, you too are an artist!) and learn about their inspirations, styles and techniques. You will be inspired by how your own style, skill and ideas transform whilst you explore the artist. **Find an artwork that includes a figure and landscape and research about it and the artist. Then have a go at doing your**

New techniques and processes: Pencil drawing, watercolour painting, mark-making, measuring, comparing, contrasting, looking
Tools: Pencil, brush, eyes, camera, computer,

Key vocabulary

Symbol, image, drawing, identity, introduce. Customise, visual vs written, Visual field, background / Foreground, close by / far away, Landscape, view, space, outdoor, place, point of view, perspective, distance, back, middle, foreground. Horizon, line. Shape. Tone. Texture, detail, Light/Shade. Intensity. Size, Proportion. Division, time, Beauty, Weather, Season, realistic vs imaginative. Context, information, self-portrait, Paris, France, Europe, tax collection, exotic, naive, jungle, scale, proportion, wet-on-wet, wet-on-dry, watercolour, brush, bristles, colour wash, layout, presentation.

Physical Training

| Components of Fitness | Definition |
|--------------------------|---|
| Agility | The ability to move and change direction, at speed, while maintaining control. |
| Balance | The ability of the performer to maintain their centre of mass over their base of support whilst static or dynamic |
| Cardiovascular Endurance | The ability of the heart and lungs to supply oxygen to the working muscles |
| Co-ordination | The ability to use two or more different parts of the body together, smoothly and efficiently. |
| Flexibility | <i>The range of movements possible at a joint</i> |
| Muscular Endurance | <i>The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue</i> |
| Power | <i>The product of strength and speed</i> |
| Reaction time | <i>The time taken to initiate a response to a stimulus</i> |
| Strength | <i>The ability to overcome a resistance</i> |
| Speed | <i>The maximum rate at which an individual is able to perform a movement or cover a distance in a period.</i> |

| Fitness Testing | |
|---|--|
| Reasons for Fitness Testing | Limitations to Fitness Testing |
| <ul style="list-style-type: none"> They identify strengths and/or weaknesses in a performance and the success of a training programme They monitor improvement They show a starting level of fitness They inform training requirements They compare against norms of the group and national averages They motivate and performance sets goals They provide variety to a training programme | <ul style="list-style-type: none"> Tests are often not sport specific or too general They do not replicate movements of an activity They do not replicate competitive conditions required in sports Many do not use direct measuring or are submaximal and therefore inaccurate Some need motivation and therefore they can have questionable <i>reliability</i> Many must be carried out with the correct procedures to increase <i>validity</i> of results |

| Principles of Training | |
|--|-------------------------------------|
| SPORT Principle: | F.I.T.T Principle: |
| S – Specificity: training should be focused specifically towards your chosen sport or activity. | F – Frequency (How often) |
| P – Progressive: progressively increasing the amount of exercise you do over a period of time | I – Intensity (How hard) |
| O – Overload: working the body harder than normal | T – Time (How long) |
| R – Reversibility: process of an athlete's body losing fitness levels | T – Type (What type) |
| T – Tedium: Making sure the training is not boring. | |

| Optimising Training | | | |
|---------------------|--|--|-------------------------------|
| Aerobic Training | Anaerobic Training | Weight Training | |
| | | Muscular Endurance | Strength |
| | $220 - \text{Age} = \text{Max Heart Rate}$ | Below 70% of your one rep-max | Above 70% of your one rep-max |
| | | Low weight x High repetitions | High weight x Low repetitions |
| | | 12-15 repetitions | 4-6 repetitions |
| | $60 - 80\% \text{ of your maximum Heart Rate}$ | $80-90\% \text{ of your maximum Heart Rate}$ | |

| 7 Methods of Training | | |
|--|--|--|
| Continuous Training | Fartlek Training | Interval Training (HIIT) |
| Involves exercising at a steady pace at moderate intensity for a minimum of 30 minutes with no rest. | Varying speed, terrain and work: recovery ratios. | Periods of exercising hard, interspersed with periods of rest or low intensity exercise. |
| Static Stretching | Weight Training | Plyometric Training |
| A way to stretch to increase flexibility, held (isometric) for up to 30 seconds | Choice of weight/exercise depends on fitness aim. E.g. strength/power training or muscular endurance. | use of plyometric exercises, e.g. bounding, depth jumping, to increase power |
| | | |

| Circuit Training |
|--|
| When creating a circuit you should consider the following: Space available, Number of stations, Work: rest ratio and Content/demand of circuit |

We would always encourage you to speak to the people you live with or someone in school if you have a worry or a problem. If you can't, or you want to read more about an issue affecting you or someone you know, here are some useful websites and phone numbers. They offer free, confidential advice and support.



General

Childline—www.childline.org

0800 1111

Offers information and advice, 1-2-1 confidential chat (text, email, phone) and support from message boards on a wide range of issues.

This website is one of the most useful you will find and can direct you to help or information about all the other topics mentioned here, and

Safety, bullying and abuse

Child Exploitation and Online Protection (CEOP) - www.ceop.police.uk

Report inappropriate online contact, any unlawful misuse of social media, or a child protection concern to a trained police officer.

You can also click this button on your platform:



NSPCC—www.nspcc.org.uk 0800 1111

Information and help about on- and offline abuse

National Bullying Helpline—
www.nationalbullyinghelpline.co.uk 0845 22 55 787



Health

School nurse—07520 631722

Text only for confidential advice

National Health Service—www.nhs.uk

Research and useful information on health issues

Walk-In Centre, RD&E Hospital—01392 411611

Non-urgent and sexual health needs

Walk-In Centre, 31 Sidwell Street—01392 276892



Healthy relationships

Thinkuknow—www.thinkuknow.co.uk

Age-related help and advice about on- and offline relationships and consent.



Drugs and alcohol

YSmart—ysmart.org.uk 01271 388162

Information about substance misuse, advice, recovery and treatment

Homeless, skills, advice, getting your voice heard

Young Devon—www.youngdevon.org 01392 331 666



Mental Health and well-being

Samaritans—www.samaritans.org

Call 116 123 for emergency help

Email jo@samaritans.org (response within 24 hours)

Papyrus—papyrus-uk.org 0800 068 41 41

Urgent help for you or someone you know

YoungMinds—youngminds.org.uk

Text YM to 85258 for urgent help

Happy Maps—www.happymaps.co.uk

Advice on everything from sleep problems to anxiety, bullying, self-harm, coping with divorce, autism, ADHD, gender dysphoria and more



LGBT

X-PLORE—www.lgbtqyouthdevon.org.uk

Local support and groups for LGBTQ young people

If someone's life is at risk, you should always dial

999