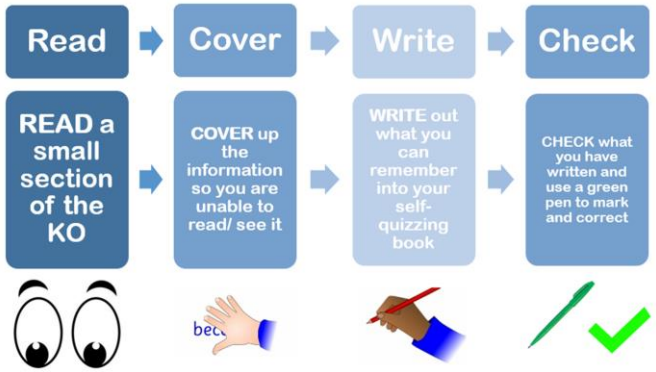
Year 7
Knowledge Organiser: Cycle 3

Name: _____

Tutor group: _____



Article 29:
Education must develop every child's personality, talents and abilities to the full. ***UNCRC***

Your Knowledge Organiser

- Knowledge Organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

- You must have this book for every lesson – it is part of your equipment.

Using Your Knowledge Organiser for Revision

- Students remember 50% more when they test themselves after learning.
- You can use your book to help **memorisation**.
- **Read** a section of your Knowledge Organiser.
- **Cover** it up.
- **Write** out what you've remembered.
- **Check** the Knowledge Organiser to see if you're right.
- **Repeat** this process.
- Do this **every day** to help commit the information to your **long-term memory**.

How to Use the Book for Self-Quizzing

Read	Cover	Write	Check
READ a small section of the KO	COVER up the information so you are unable to read/ see it	WRITE out what you can remember into your self-quizzing book	CHECK what you have written and use a green pen to mark and correct

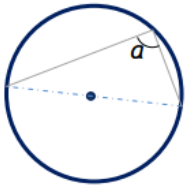
Using Your Knowledge Organiser for Revision

Research shows that students remember 50% more when they test themselves after learning something.

You can use your 100% book to create **flashcards**.

These should be:

- **double-sided**
- **a question on one side, the answer on other**
- **a keyword on one side, a definition or image on the other**
- **used for self-testing.**

Circles	**Circles**
1. What is the size of angle a? 2. State the rule. 	1. What do you know about the angles *x* and *y*? 2. State the rule. 

Q1 What is **emulsion**? Oil, water, droplet, shake, immiscible, bond, mixture.	**Q2** What is **one similarity** between an **alkene** and an **unsaturated** fat?
Q3 What is the name for the **test** for **unsaturated fat** or **alkene**? Describe what you would **see**.	**Q4** Describe two ways that **saturated** fat and **unsaturated fat** (oil) are **different**.
Q5 What is **the advantage** of cooking food in **oil**? **Explain** your answer.	**Q6** **Describe** what an **emulsifier** molecule does.
Q7 Name the **two parts** of an **emulsifier** molecule.	**Q8** What is the difference between a **monounsaturated** fat and **polyunsaturated** fat? **Mono** = one **Poly** = many

Feedback

Your teachers will give you feedback about your learning and progress in many different ways. These will include:

- Verbal feedback about something you are working on in the lesson (practical or written work).
- Verbal feedback through asking questions.
- Guided independent self-assessment.
- Guided peer assessment.
- Instant/quick written comments or identification of SPAG errors on your work as you complete it.
- Written feedback on your work and setting R4 or extension questions for you to complete.
- Knowledge quizzing/short tests that give you a score (i.e. 15/20).
- Longer tests that may also give a score (i.e. in %) as well as feedback about the content you need to re-learn/refresh.

You will be expected to respond to feedback in the following ways:

- ✓ Correcting all SPAG errors and copying out spellings as directed by your teacher.
- ✓ Answering R4 questions and completing extension questions/tasks in green pen.
- ✓ Giving peer feedback when it is expected by the teacher, using the format provided.
- ✓ Setting yourself targets when required, to ensure that you keep developing your knowledge and skills.
- ✓ Focusing on the areas of knowledge that you need to learn and quizzing yourself on these for homework.
- ✓ Showing that you take pride in your work by presenting it neatly.
- ✓ Always asking for help if you don't understand the work or what to do.

The Literacy Mat

Connectives

Adding Ideas
Furthermore, in addition, similarly, also, and, too.

Showing Difference
But, however, on the other hand, although, whereas, alternatively, arguably.

Evaluating
Consequently, surprisingly, significantly, interestingly, unexpectedly.

Listing
Firstly, secondly, last, then, next, finally.

Common Mistakes

Correct Capital Letters
To start EVERY sentence.
For 'I' (as in 'I went').
For ALL names.
Film/book names.
NeVeR To be uSed RanDomLy!

Would HAVE' vs 'Would OF'
NEVER use '**of**' after a modal verb:

'Would have' **NOT '**would of'
'Could have' **NOT '**could of'
'May have' **NOT '**may of'
'Should have' **NOT '**should of'
'Might have' **NOT '**might of'

Great Big Nevers!
Gonna - going to
Ain't - am not
We/they was - we were
Gotta - have got to
Innit - isn't it
Gotten - got
Coz/cause - because

Homophones
To/too - I went to school (towards). I ate too much (more than enough). I am happy too (also).
Their/there/they're - They're (they are) over there (that place) reading their (belonging to them) books.
Your/you're - Your work is great (belonging to you). You're awesome (you are).

Correct Sentences

Simple Sentence - must contain a verb and a subject.

subject — verb
Matt was very cold today.

subject — verb
I always eat breakfast in the morning

Compound Sentence - two **simple sentences** joined by a **connective**.

I tried to speak slowly **but** (connective) **I was far too excited.**

Dan is very organised and (connective) **he always helps others.**

Complex Sentence - contains a **simple sentence** and one or more '**subordinate clauses**' (extra information!).

subordinate clause — comma
When he handed in the homework, the teacher knew he had worked hard on it.

comma — comma
She told a joke, **which was hilarious**, to her friends.
subordinate clause

Proof Reading

Follow this checklist when proof-reading or editing your work, especially assessments!

1. Check your presentation: Underline your date, title and any subtitles. Check that your work is laid out in paragraphs.
2. Skim read: Make sure capital letters and full stops are 100% accurate.
3. Skim read again: Check that your complex sentences have accurate commas.
4. Skim read again: Check the spelling of words you are not sure about (neighbour/dictionary/teacher/literacy mat).
5. Read a final time but carefully: Do **ALL** of your sentences make sense? Is there a better, clearer way of explaining/describing something?

Apostrophe Rules

1. Contractions
The apostrophe is put in the place of missing/omitted letters:
I will becomes I'll / should not becomes shouldn't etc.

2. Possession
If something belongs to someone, we put an apostrophe, then an 'S':
Toby's football / The dog's collar / The door's handle.
But if the name already ends in an 'S', you just put an apostrophe:
Chris' guitar / Jess' book / Mr Jones' classroom.

3. Plural Possession
If something belongs to a group, we just put an apostrophe at the end.
The class' whiteboard / The boys' shoes.

4. It's vs Its
'It's' should ONLY have an apostrophe if it is being shortened from 'it is'.
NEVER for possession: Its legs were long and hairy.

Never use an apostrophe for plurals! Carrot's / Ball's / CD's

The Literacy Mat: Common Spellings

accommodation	daughter	improvise	performance	soldier
actually	decide/decision	industrial	permanent	stomach
alcohol	definite	interesting	persuade/persuasion	straight
although	design	interrupt	physical	strategy
analyse/analysis	development	issue	possession	strength
argument	diamond	jealous	potential	success
assessment	diary	knowledge	preparation	surely
atmosphere	disappear	listening	prioritise	surprise
audible	disappoint	lonely	process	survey
audience	embarrass	lovely	proportion	technique
autumn	energy	marriage	proposition	technology
beautiful	engagement	material	questionnaire	texture
beginning	enquire	meanwhile	queue	tomorrow
believe	environment	miscellaneous	reaction	unfortunately
beneath	evaluation	mischief	receive	Wednesday
buried	evidence	modern	reference	weight
business	explanation	moreover	relief	weird
caught	February	murmur	remember	women
chocolate	fierce	necessary	research	
climb	forty	nervous	resources	
column	fulfil	original	safety	
concentration	furthermore	outrageous	Saturday	
conclusion	guard	parallel	secondary	
conscience	happened	participation	separate	
conscious	health	pattern	sequence	
consequence	height	peaceful	shoulder	
continuous	imaginary	people	sincerely	
creation				

Maths Core Knowledge

hegartymaths

http://hegartymaths.com

Maths Lesson Essentials!

- Have you written and underlined the date and title?
- Have you written the question and shown your working out?
- Have you shown your units?
- Have you brought your calculator?
- Have you marked your answer in green pen?
- Does your answer make sense?

Number and Algebra

Ascending	Solution
Descending	Decimal
Denominator	Percentages
Numerator	Binary
Solve	Integer

Data

Mean
Median
Mode
Range
Scale
Proportion
Discrete data
Continuous data
Frequency
Cumulative frequency
Upper quartile
Lower quartile
Interquartile range
Distribution
Correlation
Scatter graph

Shape

Names 3D

Sphere
Cylinder
Tetrahedron
Prism
Cone
Pyramid

Shape

Names 2D

Quadrilaterals
Parallelogram
Trapezium
Rectangle
Rhombus

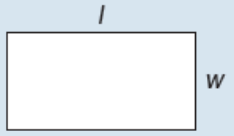
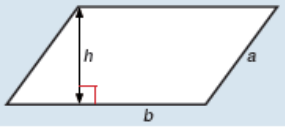
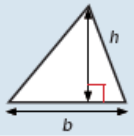
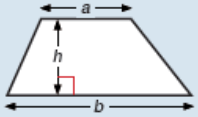
Triangles
Equilateral
Right-angle
Isosceles
Scalene

Keywords

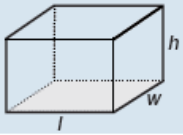
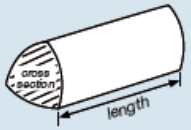
Circle
Polygon
Interior angles
Exterior angles
Acute angle
Right angle
Obtuse angle
Reflex angle
Vertically opposite angles
Corresponding angles
Alternate angles
Co-interior angles
Pythagoras
Trigonometry
Parallel
Perpendicular

Maths Core Knowledge

Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2}(a + b)h$	

Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section × length	
Cylinder = $\pi r^2 h$	

Important Formulae

Compound measures

Speed

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

Pressure

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

Density

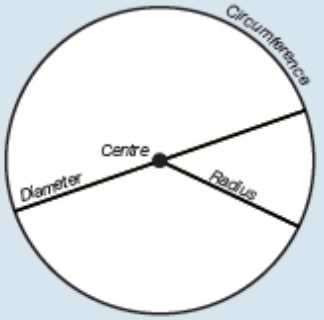
$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

Circles

Circumference = $\pi \times$ diameter, $C = \pi d$

Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$

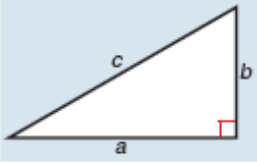
Area of a circle = $\pi \times$ radius squared $A = \pi r^2$



Pythagoras

Pythagoras' Theorem

For a right-angled triangle,
$a^2 + b^2 = c^2$



Trigonometric ratios (*new to F*)

$$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}, \quad \cos x^\circ = \frac{\text{adj}}{\text{hyp}}, \quad \tan x^\circ = \frac{\text{opp}}{\text{adj}}$$

http://hegartymaths.com

hegartymaths

Science Core Knowledge

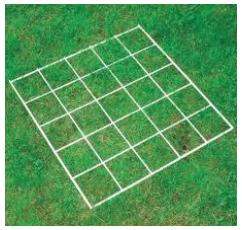
1. How Science Works Keywords

Keyword	Definition
Evidence	A set of data that proves a prediction or hypothesis.
Hazard	Something that could be dangerous.
Risk	Chance of something dangerous happening.
Prediction	Something you think will happen.
Hypothesis	Why you think something will happen.
Variables	Something that changes.
Independent variable	The variable that is changed or controlled in an experiment to test the effects on the dependent variable.
Dependent variable	The variable being tested and measured in an experiment.
Control variable	Something that is constant and unchanged during the experiment.
Repeatability	Closeness of repeats of results to each other.
Reproducibility	Agreement of results from different groups testing the same factor.
Accuracy	Closeness of a measured value to a standard or known value.
Precision	Closeness of two or more measurements to each other.
Reliability	The degree to which the result of a measurement can be depended on to be accurate.

2. Key Equipment

Measuring cylinders – 10 ml cylinders will allow measurement to the nearest 0.1 ml.
100 ml cylinders will allow measurement to the nearest 1 ml.

Thermometers – digital thermometers allow measurement to 1 decimal place, whereas alcohol thermometers only allow measurement to the nearest degree.



Quadrats – are used to do sampling and find the amount of a species in a certain area. Quadrats are placed onto the ground.

Metre ruler – used in multiple investigations in the lab. Allows us to measure to the nearest cm.

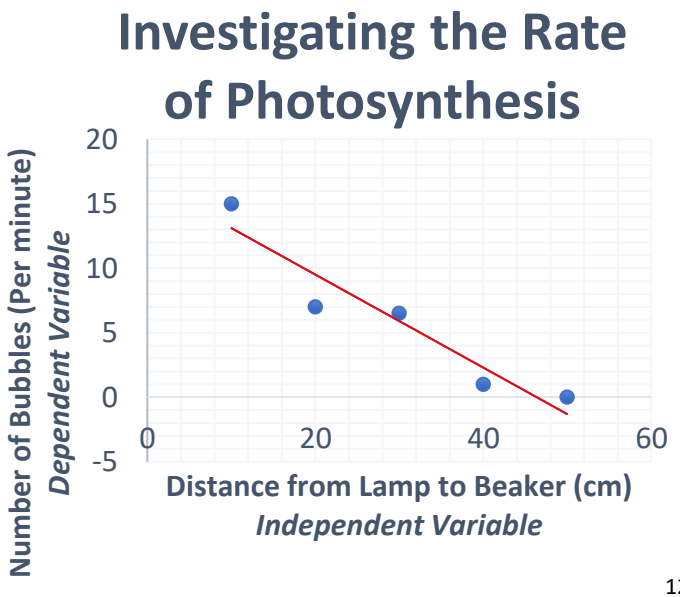
Measuring tape – used in sampling alongside the quadrat. Placed onto the ground to make a transect line to measure against.

Science Core Knowledge

3. Graphing, Analysis and Evaluation Keywords

Keyword	Definition	Example
Hypothesis	An educated guess based on what you already know.	The rate of photosynthesis will increase as the lamp moves closer to the beaker.
Independent Variable	The variable that can be changed by the scientist, it is the cause. Found on the *x*-axis.	Distance from lamp to beaker (cm)
Dependent Variable	The variable that the scientist observes, it is the effect. Found on the *y*-axis.	Number of bubbles (per minute)
Control Variable	The variables that must always be kept the same	Temperature, the size of the pond weed, amount of water
Line of Best Fit	A line that goes roughly through the middle of all the scatter points on a graph.	The red line on the graph above shows the line of best fit for the data plotted
Calculations	Use the correct equation to be used based on the variables of the experiment. Use correct units.	Calculation for mean of number of bubbles per minute: Trial 1 + Trial 2 + Trial 3 ÷ 3 15 + 14 + 15 ÷ 3 = 14.6
Results Analysis	Identify patterns in data. Describe what the table and graph show.	As the lamp is getting closer to the beaker, more bubbles are produced.
Conclusion	Answer your original question. State whether or not the hypothesis was supported.	The results prove that the rate of photosynthesis is effected by the distance of the light source. As the lamp was moved closer to the baker, more bubbles were produced.
Evaluation	Suggest an improvement for the equipment used. Suggest an improvement for the method used.	Use an LED lamp. Measure the volume of oxygen produced.

Distance from lamp to beaker (cm)	Number of bubbles (per minute)			Mean number of bubbles
	Trial 1	Trial 2	Trial 3	
10	15	14	15	14.6
20	7	7	7	7
30	7	7	6	6.7
40	1	2	1	1.3
50	0	0	0	0



Art

Practical Skills Visited

Skills

Colour

The colour wheel – deepening knowledge and ability to confidently mix primaries and secondaries

Drawing

Mark-making
Basic shapes/accuracy of outline shapes
Tone – shading from dark to light and directional shading
Portrait basic – proportions

Painting

Colour mixing, blending, directional brushstrokes.

Printing

Mono – printing

3D

Clay – basic intro – rolling/joining, pinch pot etc.

Photography

Photography for recording ideas – basic editing on phones

Literacy

To be able to explain ideas, and reflect on your own work.
To be able to write about an artwork, describing it in detail using the model 'form, content, process, mood.'

Vocabulary

Colour

Tone – Darks and lights and everything in between

Primary colours – red, yellow and blue: cannot be created by mixing other colours together

Secondary colour – 2 primary colours mixed together in equal amounts – green, purple and orange

Portrait – An artwork focussing on a person's face.

Proportion – The size things are in comparison to each other

Blending – Mixing colours or tones together

Charcoal – Burnt willow sticks used to create very black dramatic lines and shadows

Texture – The way something feels to the touch, or showing this through the way you draw or paint something, e.g. through mark making

Form – The 3D shape of something

Natural forms – Objects that are natural, e.g. leaves, seedpods fir cones shells

Still life – A group of objects arranged together in a particular way

Stretch/Further Reading

Drawing

1. Complete drawings of anything from real life each week, focussing on the actual shape.
2. Complete some 'blind contour' drawings.

https://www.bing.com/videos/search?q=blind+coltour+drawing&&view=detail&mid=645E010C9DA18F675865645E010C9DA18F675865&&FORM=VDRVRV

3. See how many different tones/shaded you can get out of an HB pencil.

4. Find out about traditional African Art:
a. How is Moroccan Art different from the Art of Kenya?
b. How was Picasso influenced by African Art?
5. If possible visit the British Museum in London
https://www.bing.com/videos/search?q=british+museum+african+art&view=detail&mid=2AEAAA6B885C5075FC092AEAAA6B885C5075FC09&FORM=VIRE

Artists

Find out about the following artists:

- **Van Gogh**
- **Matisse**
- **Paul Klee**
- **Picasso**

Computing – Web Design / HTML

Start Tag	End Tag	HTML Example	Resulting Text
		Defines bold text.	Defines **bold** text.
		Defines italicized text.	Defines *italicized* text.
<u>	</u>	Defines <u>underlined</u> text.	Defines underlined text.
_		Defines subscripted text (i.e. O₂)	Defines subscripted text (i.e. O_2)
[	]	Defines superscripted text (i.e. E=mc²)	Defines superscripted text (i.e. $E = mc^2$)
 		Defines a New line	Defines a New line
		Change the font color Note: The # provided is the RGB number for the desired font color.	Change the font color
  	 	Bullet point list - Item1 - Item2 - Item3 Note: The tags indicate a bullet point list, and each list item is identified by the - tags.	Bullet point list: • Item1 • Item2 • Item3

Homework Checklist		
1	More info	Collect pictures and save them in your One Drive
2	Homework – Idea Badges	Junior Web Designer, Making Websites, Graphic Design
3	Keywords from KO	You could also use Quizlet to practice
4	Extension work	https://www.ictlounge.com/html/year_8/webdesign_main.htm

Performance (Drama and Dance)

Drama Techniques

1	**Narration:** This is vocal storytelling to the audience. Sometimes narration is directly addressed to the audience.
2	**Staying in role:** This means keeping/maintaining your character or role and not breaking this by laughing or coming out of character.
3	**Scripted drama:** Drama that has been pre-written and planned in a script and intended to be performed on stage.
4	**Devised drama:** Drama work that is original and has been made up and not come from a script.
5	**Improvised drama:** Drama that is spontaneous and made up on the spot.

Drama Techniques

1	**Staging and blocking:** This is about planning out where people will be or where they will move to.
2	**Facing and spacing:** This is about making sure that the actors face the audience and use the space well.

Dance: Creating and Developing a Motif

1	Using actions, space, dynamics and relationship content.
2	Choreographic devices to manipulate movement such as repetition, unison, canon and contrast.
3	Choreographic process to include research, improvisation, refinement and development.

Dance
Physical and Expressive Skills

1	**Flexibility**: The range of movement in the joints (involving muscles, tendons and ligaments).
2	**Balance**: A steady or held position achieved by an even distribution of weight.
3	**Stamina**: Ability to maintain physical and mental energy over periods of time.
4	**Strength**: Muscular power.
5	**Focus**: Use of the eyes to enhance performance or interpretative qualities.
6	**Projection**: The energy the dancer uses to connect with and draw in the audience.
7	**Musicality**: The ability to make the unique qualities of the accompaniment evident in performance.
8	**Safe Practice**: To include warm up and appropriate clothing.

English

Keywords

Evidence	the use of information to prove a point that you are making
Quotation	a selection of words or phrases taken, word for word, from a text
Fiction	writing that describes imaginary events and people, e.g. *Private Peaceful*
Non-fiction	writing that describes people's opinions or information on facts and reality, e.g. a newspaper
Identify	to pick out a specific piece of information from a text
Inference (noun)	a thought or opinion about a text that is formed by looking at the evidence
Infer (verb)	to have a thought or opinion about a text, formed by looking at the evidence
Explicit	obvious, specific or clear
Implicit	suggested, not openly stated, an educated guess
Analysis (noun)	the close examination of a text
Narrator	the person telling the story
Perspective	the views and opinions of the writer

Language Devices

Simile	Comparing two objects using 'as' or 'like' to create imagery
Metaphor	Comparing one thing to another by saying it is something else
Personification	Giving inanimate objects human properties
Pathetic fallacy	When you give human emotions to nature (specifically the weather) to create atmosphere
Alliteration	Words in a passage / sentence that begin with the same sound.
Onomatopoeia	Words that sound like the sounds they are describing
Semantic field	A group of words that suggest a theme / topic

Structural Devices

Sequence	the order of events in a text (opening, middle, end)
Flashback / flash-forward	an interruption of the story to describe a past or future event
Past and present tense	identifying whether the events are happening now, or if they have already happened
Narrative viewpoint	writing in the first person ('I'), second person ('you'), or third person (he, she, it, names)
Foreshadowing	hints about what might happen later in the speech

Parts of Speech

Noun	People, place things
Adjective	Describes a noun
Adverb	Tells you how, when, where or why something is being done
Verb	Describes an action
Pronoun	Works as a noun and indicates other people in the discussion
Connective	A word used to connect clauses or ideas together
Preposition	Usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence

Rhetorical Devices

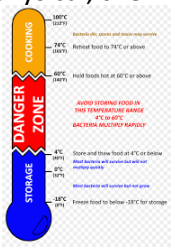
Rhetorical question	Asking a question that gets the reader to consider or do something. Used to emphasise a key point.
Direct address	Directing a statement clearly to the reader / audience using the pronoun 'you'.
Tripartite sequence	When you list three actions or descriptions in a sentence.
Inclusive pronouns	Use of 'us' / 'our' etc. to make the audience feel included and therefore more likely to agree.
Hyperbole	Exaggerated or over the top language.
Facts / statistics	A statement that is known or proven to be true.
Opinions	A view or judgement of something that someone could disagree with.
Repetition	Words or phrases repeated across a text for emphasis.

Food Preparation and Nutrition

Keywords

Bacteria – A single celled organism that can cause food poisoning.

Contamination types – physical, chemical and bacterial.



Cross Contamination – When bacteria travels using equipment or food to a different source.

High risk food – Those most likely to encourage bacterial growth e.g. meat, poultry, fish and dairy.

Danger zone – The temperature range in which bacteria thrives.

Ambient temperature – Normal room temperature.

Processes and Techniques

Bridge Hold

Claw Hold

The Eatwell Guide

Tips for healthy eating:

1. Base your meals on starchy food
2. Eat lots of fruit and vegetables
3. Eat more fish
4. Cut down on saturated fat and sugar
5. Try to eat less salt – not more than 6 g a day
6. Drink plenty of water
7. Don't skip breakfast

Electronic scales using for measuring ingredients e.g. flour, butter, sugar

Measuring jug used to measure liquid ingredients e.g. water, milk, oil

Macronutrients

Macronutrients are needed by the body in large amounts.

Carbohydrates

- Provides the body with energy.
- Most of our energy should come from complex starchy food.
- One third of your diet should come from starchy foods.
- If the diet contains more carbohydrates than the body needs, they will turn into fat and be stored in the body.

Fats

- Animal fats are usually saturated **(solid)** and vegetable fats are usually unsaturated **(liquid).**
- Saturated animal fats have been linked to increased cases of heart disease.
- Fat provides us with energy.
- It keeps the body warm.
- It protects and cushions internal organs by covering them.

Protein

- Essential for growth, repair, maintenance and energy.
- High biological value (HBV) proteins come from animals.
- Low biological value (LBV) proteins come from mainly plant foods.

Food Preparation and Nutrition – Recipes

FRUIT SALAD

1 apple
1 orange
5 grapes
Some berries
1 kiwi
a small carton of fruit juice (orange/apple)
a plastic container, with your name on it, to take your fruit salad home in.

FAIRY CAKES

100 g self raising flour
100 g butter/margarine
100 g caster sugar
2 eggs
12 cake cases

FRUITY BISCUITS

75 g caster sugar
225 g plain flour
150 g butter

ROCKY ROAD

250 g digestive biscuits
150 g milk chocolate
150 g dark chocolate
100 g butter
150 g golden syrup
100 g chopped dried apricots
75 g raisins

PASTA IN TOMATO SAUCE

200 g pasta shapes
2 tbsp oil
1 small onion
1 clove garlic
1 small tin tomatoes
1 tbsp tomato puree
1 tbsp mixed herbs
50 g grated cheese
OPTIONAL INGREDIENTS: 1 red/green pepper, 1 courgette, 6 mushrooms

TOMATO & BASIL TART

1 packet of readymade short curst pastry
2 tomatoes
50 g cheese, e.g. mozzarella, gruyere, cheddar
handful of basil leaves
2 eggs
125 ml semi skimmed milk
black pepper

MUFFINS

240 ml milk
125 ml sunflower or vegetable oil
2 medium sized eggs
250 g plain flour
100 g sugar
2 heaped tsp baking powder
muffin cases

ALWAYS REMEMBER A CONTAINER TO TAKE YOUR FOOD PRODUCTS HOME!!!!

Time Expressions

après le college,	After school
À huit heures et demie,	At 8:30
Le vendredi,	On Fridays
Ce soir	This evening
Pendant la pause,	At break-time

Les matières = School Subjects

J'apprends…	I learn…
Ma matière préférée est…	My favourite subject is…
Je suis fort(e) en…	I am good at…
Je suis faible en…	I'm weak at
Le français	French
Le dessin	Art
La géographie	Geography
La musique	Music
L'espagnol	Spanish
L'allemand	German
L'EPS	P.E.
Les sciences	Science

Opinions

À mon avis,	In my opinion,
franchement	Honestly,
Je me passionne pour…	I'm passionate about…
J'en ai marre de…	I've had enough of…
Parce que / car…	Because…
C'est facile	It's easy
C'est fascinant	It's fascinating
C'est utile	It's useful
C'est incroyable	It's incredible

Verb Phrases (present tense)

Dans notre collège, il y a…	In our school, there is…
Notre collège s'appelle…	Our school is called…
je vais au collège…	I go to school…
Il faut (porter)…	You must (wear)…
Au collège, on peut…	At school you can…
Le soir, on peut…	In the evening you can…
On a	We have…

Verb Phrases (future tense)

Je voudrais…	I would like to…
Je vais…	I'm going to…
Il sera….	It will be…

L'uniforme scolaire

Un pantalon (noir)	(black) trousers
Un pull	a jumper
Un collant	tights
Une jupe	a skirt
Une cravate	a tie
Une chemise	a shirt
Des chaussures (noires)	(white) shoes
C'est chic	It's smart
C'est inconfortable	It's uncomfortable

Le transport

À pied	On foot
À vélo	By bike
En voiture	By car

Core Questions

1) Décris ton collège.	Describe your school.
2) Quelle est ta matière préférée? Pourquoi?	What is your favourite subject? Why?
3) Qu'est-ce qu'on peut faire à ton collège?	What can you do in your school?
4) Qu'est-ce que tu vas faire après l'école aujourd'hui?	What are you going to do after school today?

Activities (present tense)

Je mange à la cantine	I eat in the canteen
Je vais à un club	I go to a club
Je vais à la bibliothèque	I go to the library
Je lis mes textos	I read my texts
J'écris des textos	I write texts
Je fais mes devoirs	I do my homework
Je joue au loup	I play tag

Verb Phrases (Infinitives)

étudier	study
Faire un échange scolaire	do a school exchange…
Faire une excursion	go on a trip
Se détendre	relax
faire les devoirs	do your homework

Mes profs = My Teachers

Je pense que …	I think that…
Je trouve que…	I find that…
Les profs sont…	The teachers are…
Bien organisé(e)s	well organised
sévères	strict
aimables	helpful
Fous / folles	crazy

Mon collège (My School = Appearance)

Le bâtiment est…	The building is…
Tout(e) neuf(ve)	brand new
Vieux / vielle	old
Impressionnant(e)	impressive
Coloré(es)	colourful
Lumineux/ lumineuse	bright

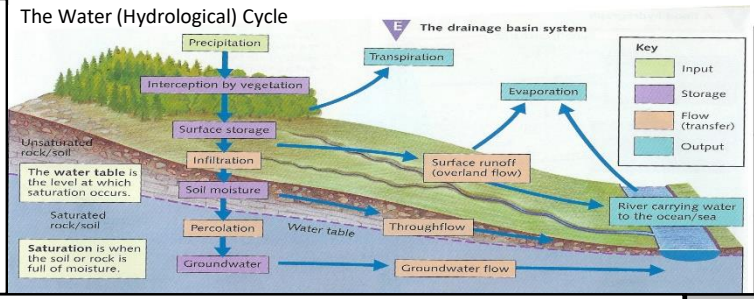
Places in School

Les salles (sont)	The classrooms (are)
Un terrain de foot	a football pitch
Un centre de sport	a sports centre
Les couloirs	the corridors

Geography

1. **Drainage Basin:** An area of land drained by a river and its tributaries.
2. **Watershed:** The dividing line between two drainage basins.
3. **Source:** Where a river begins (high attitude).
4. **Mouth:** Where the river enters the sea.
5. **Tributary:** A river or stream flowing into a larger river or lake.
6. **Meander**: A bend in a river.
7. **Confluence:** Where a smaller river meets another river.

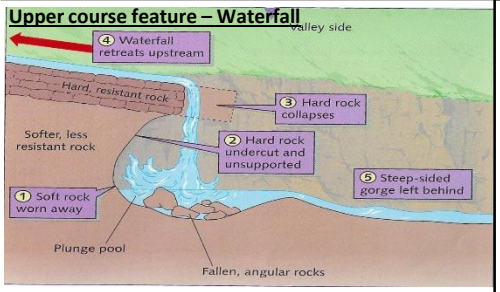
The Water (Hydrological) Cycle



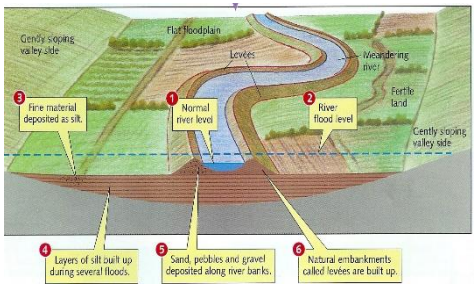
Cross Profile

Course	Channel shape	Valley shape	Cross Profile
Upper	Narrow, shallow	V shaped, steep gradient, narrow valley, river takes up valley floor	
Middle	Wider deeper channel	U shaped, gentle sloping valley sides, valley is wider	
Lower	Very wide and deep channel	Open U shaped, almost flat, river only takes up a small proportion of the channel	

Upper course feature – Waterfall



Lower Course Feature – Levees and Floodplains



The river **floods** and water covers the flood plain. The transported material, **silt, is** deposited. Material transported **as solution and suspension** will travel further out increasing soil **fertility**. Heavier material carried by **traction,** is dropped on the river bank, and form a **Levee**.

Causes of Flooding:

Physical – Steep slopes, impermeable rock, saturated ground, snow melt, heavier than average rainfall, meanders, low lying ground.

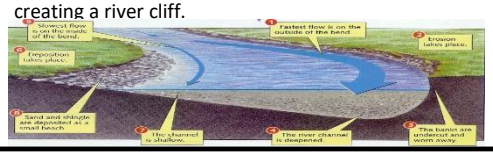
Human – Deforestation, impermeable surfaces, e.g. tarmac / concrete, urbanisation, storm drains, bridges and pinch points, climate change leading to changes in intensity of rainfall and rising sea levels.

Middle Course Feature – Meander

Meanders are constantly changing shape /position eroding in a **lateral** direction.

Deposition happens on the **inside,** slow part of the bend = **slip off slope** (river beach).

Erosion occurs on the outer, faster bend (hydraulic action, abrasion), creating a river cliff.

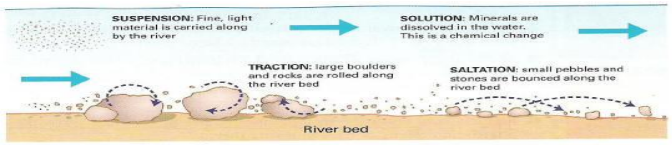


Oxbow lake

Erosion:

1. **Hydraulic Action:** The force of the water.
2. **Solution/Corrosion:** The acids in the water causing erosion.
3. **Abrasion:** Material in the river scrapes along the river bed/banks.
4. **Attrition:** The river load hits into each other breaking into pieces.

Transportation:



Flood defences – Hard engineering methods:

Dams and reservoirs – control the flow of the river.

Widening and deepening the river – so it can hold more water.

Embankments (levees) – raise the height of the river banks so it can hold more water.

Overflow channels – take excess water away from populated areas.

Straightening the channel – to allow the river to move more quickly past certain locations.

Flood defences – Soft engineering methods:

Afforestation – planting trees to increase interception.

Flood zonation – placing certain buildings in particular flood return periods.

Flood warnings – sirens and messages that warn people to evacuate

	Town of Boscastle, Cornwall, south west of the UK, HIC. 16 August 2004	South Asia, Bangladesh, LIC July and August 2007
Causes	Physical factors: A massive downpour of rain (1.4 million litres of rain) in 2 hours. The soil was already saturated (previous rain) which meant increased surface run off. Gradient was steep at Bodmin Moor and it contains impermeable rock. Confluence of the River Jordan and Valency. Human factors: Building on flood plains, Boscastle has some deforestation. Narrow span bridge across causing bottle neck for debris and river flow.	Physical factors: **Heaviest rain** in 50 years – 900 mm in July. This saturated the soils. **Snow melt** from glaciers of the Himalayas**. Low lying country** – 80% lies on floodplains and is 1m below sea level. Human factors: Building on flood plains, deforestation to use wood for fuel and to build houses for the increasing population in areas such as Nepal. This reduced interception and caused more surface runoff.
Effects	Social: Nobody died, 6 injured, 58 properties damaged – stayed in caravans for 6 months during repairs. Economic: 25 businesses flooded costing £25 million. Four bridges destroyed – decline in tourism and negative impacts for business. Environmental: 75 cars washed into the river, causing fuel to leak into both the river and sea, damaging habitats.	Social: 2000 deaths, 25 million homeless. Economic: Many farms flooded, losing jobs and income. 44 schools destroyed, roads destroyed. Environmental: 60% of country was under water – leading to farm land being contaminated with sewage. Secondary Effects: Flood water left mud and raw sewage, as a result 10,000 people caught water borne diseases like cholera. Unemployment, children lost out of schooling. Flooded fields meant a reduced production of rice and so rice prices (rice staple diet) rose considerably.
Responses	Immediate Responses Seven helicopters were scrambled from various counties in the south. Community centre used for evacuation for local people and tourists. Long term responses Rivers were artificially widened and deepened. Rivers were straightened. Car park rebuilt on higher ground. Bridge spans made wider. Culvert built for flood relief.	Immediate No warning system. Many people didn't evacuate areas flooded, as they wanted to stay with their belongings. Destroyed roads slowed down people trying to evacuate. International charities distributed food, water and medical aid. Long term International charities have funded the re-building homes. Some homes and flood shelters rebuilt on stilts. Some embankments built along rivers – didn't really work. Provision of flood shelters for people, crops and animals. Flood warning system through speakers in villages.

Schulfächer = School Subjects

Deutsch	German
Englisch	English
Erdkunde	geography
Geschichte	history
Informatik	ICT
Kunst	art
Mathe	maths
Musik	music
Naturwissenschaften	science
Sport	PE
Technik	technology
Theater	drama

Opinions

Mein Lieblingsfach ist = my favourite subject is
Mein Horrorfach ist.. = my worst subject is…
Ich mag… = I like
Ich liebe… = I love
Ich mag… nicht = I don't like
Ich hasse = I hate
Ich finde es…. = I find it …..
Irre = super
gut = good
oll = great
furchtbar = awful
einfach= easy
schwierig = difficult
Interessant = interesting
langweilig = boring
nützlich = useful
nützlos = useless
faszinierend = fascinating
nervig = irritating
supercool = really cool
stinklangweilig = dead boring

Word Order with weil (Because)

Weil is a preposition which changes the word order. It sends the verb to the end of the sentence.
Always use a comma before ***weil*** to separate the clauses:
Eg: ich mag Deutsch, ***weil*** es toll ist

Putting the Verb Second

The **verb** is usually the second idea in a sentence.
Ich **habe** Deutsch am Mittwoch
Am Mittwoch **habe** ich Deutsch

*****und** (and) **aber** (but) **oder** (or) do not change the word order****

Using the Future Tense

The future tense is made up of 2 parts:
The correct form of **werden** and the **infinitive**.
The infinitive goes at the end of the sentence.

Ich werde Fussball spielen = I will play football
Ich werde ins Kino gehen = I will go to the cinema
Ich werde Musik hören = I will listen to music
Ich werde fernsehen = I will watch TV

Die Zeit = Time

Um…..Uhr = at …. O'clock
Wie viel Uhr ist es? = what time is it?
Es ist ….. = it is
In der ersten Stunde = in the first lesson
In der dritten Stunde = in the third lesson
In der Mittagspause = at lunchtime

Meine Freizeit = My Free Time

Ich spiele gern Fussball	I like playing football
Ich fahre gern rad	I like cycling
Ich gehe gern ins Kino	I like going to the cinema
Ich tanze nicht gern	I don't like dancing
Ich gehe nicht gern einkaufen	I don't like going shopping
Ich höre nicht gern Musik	I don't like listening to music
einmal pro Woche	once a week
jeden Tag	every day
manchmal	sometimes
immer	always
nie	never
am Wochenende	at the weekend
am Abend	in the evening
heute	today
morgen	tomorrow

Describing a Photo

Auf dem Foto gibt es viele Kinder
Sie sind in der Schule
Sie lernen Deutsch
Sie sind glücklich

Mein Haus = My House

Ich wohne in einem Haus in Südengland	I live in a house in south England
Ich wohne in einer Wohnung	I live in a flat
In meinem Haus gibt es.. eine Küche / ein Wohnzimmer / ein Esszimmer / ein Badezimmer / drei Schlafzimmer	In my house there is a kitchen / a lounge/ a dining room / a bathroom / 3 bedrooms
In meinem Zimmer gibt es… ein Bett / einen Schrank / einen Tisch	In my room there is a bed / a cupboard / a table

History – Medieval Society

Keywords	
Demesne	Land kept by a lord, which peasants had to farm.
Duel	A fight, often to the death, between two people that is used to settle an argument.
Ducking stool	A wooden chair attached to a lever used to submerge a criminal under water.
Squire	The personal servant to a knight aged between 14 and 21 years.
Stocks	A punishment for petty criminals, where wooden boards locked a criminal in place.
Strip farming	The division of fields into many narrow strips worked by different peasants.
Superstition	The belief in supernatural powers.
Trebuchet	An advanced form of catapult using a counterweight and sling.
Trial by jury	A trial where 12 people consider the evidence and decide on the verdict.

Useful links:
https://www.johndclare.net/KS3/1-6-2.htm
https://www.bbc.com/bitesize/guides/zm4mn39/revision/3

A Day in the Life of a Medieval Lord	
Dawn	Hear Mass, followed by a breakfast of white bread and wine.
Morning	The lord would speak with his reeve, the general manager for his manor. His lady would perhaps do embroidery. Knights and pages would practise fighting.
10am	Lunch was normally half-a-dozen simple dishes, but if the lord was entertaining guests there would be many more dishes as well as entertainments such as jesters, fools and jugglers.
Afternoon	Hunting or hawking, or chess and backgammon if the weather was bad.
Late afternoon	Prayers, then a meal. If there were guests, this would be magnificent.
After supper	Listen to the news and stories brought by a travelling minstrel, or just sit and talk.
Bedtime	When the lord decided he wished to go to bed, the household would have a light supper, say prayers and go to sleep.

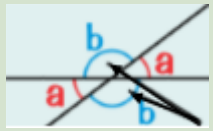
A Day in the Life of a Medieval Town	
4 am	The bell rang to announce the first Mass of the day and the end of the night watchman's duty.
6 am	Shops and market stalls opened.
8 am	Foreign merchants were allowed to start trading.
9 am	Breakfast.
3 pm	Most shops and market stalls closed.
8 pm	Curfew Bell. Town gates closed, houses shut up, the night watch began.

Maths

hegartymaths
http://www.hegartymaths.com

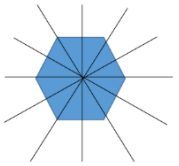
Cycle 3

Angles

Angles on a straight line sum to 180°	a + b + c = 180° 
Angles around a point sum to 360°	a + b + c + d = 360° 
Vertically opposite angles are equal	

Symmetry

Line symmetry:
A shape has line symmetry if a line can be drawn through the shape and the image each side of this line is exactly the same. The line is the line of symmetry.



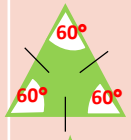
Lines of symmetry = 6

Polygons

Triangle	3 sided polygon	
Quadrilateral	4 sided polygon	
Pentagon	5 sided polygon	
Hexagon	6 sided polygon	
Heptagon	7 sided polygon	
Octagon	8 sided polygon	
Nonagon	9 sided polygon	
Decagon	10 sided polygon	

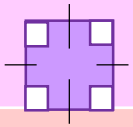
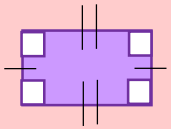
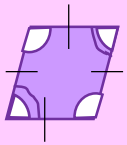
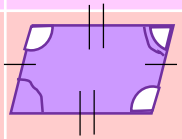
The Triangle Family

Angles in triangles sum to 180°

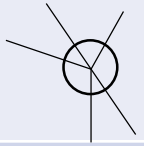
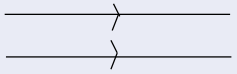
Right-angled Triangle	
Equilateral Triangle *Equal side lengths* *Equal angles (all 60°)*	
Isosceles Triangle *Two side lengths equal* *Base angles equal*	
Scalene Triangle *No equal sides or angles*	

The Quadrilateral Family

Angles in quadrilaterals sum to 360°

Square *Equal side lengths* *Equal angles (all 90°)*	
Rectangle *Opposite equal sides* *Equal angles (all 90°)*	
Rhombus *All sides equal* *Diagonally opposite angles are equal*	
Parallelogram *Opposite sides equal* *Diagonally opposite angles are equal*	

Key Vocabulary

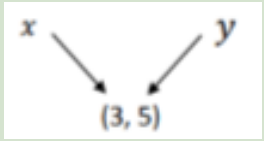
Acute Angle	An angle below 90°
Right Angle	A 90° angle shown with a square 
Obtuse Angle	An angle greater than 90° but smaller than 180°
Straight Line	An 180° angle 
Reflex Angle	An angle greater than 180° but smaller than 360°
Angles around a point	Add up to 360°. 360° are in a circle. As shown: 
Polygon	A 2D shape made from straight lines
Perpendicular	At right angles (90°)
Perpendicular Lines	Lines that meet or intersect at 90°
Parallel Lines	Lines that are **equidistant** – they will never meet. Shown with arrows: 

Hey diddle diddle,
The median's the middle,
You add and divide for the mean.
The mode is the one, that you see the most,
And the range is the difference between. YEAH!

Maths

Coordinates

Each coordinate has an x-value and a y-value. This allows us to plot them on a graph. The x-coordinate is plotted on the horizontal (x) axis and the y-coordinate is plotted on the vertical (y) axis



Remember!
Always plot the x-coordinate first – think along the corridor, up the stairs.

Averages and Range

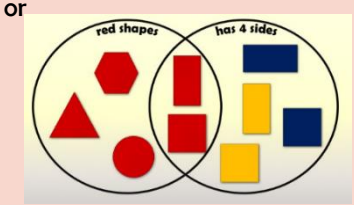
Median	The middle value when the values are in numerical order If there are an even number of pieces of data, then the median will be the **midpoint** of the two middle pieces of data.	1, 2, 2, 3, 3, 3, 5, 7, 9 The median is 3 2, 3, 5, 7, 9,10 Midpoint of 5 and 7 = **6**
Mode	The most frequent piece of unique data. You can have more than one mode.	1, 2, 2, 3, 3, 3, 5, 7, 9 The mode is 3
Mean	Sum of data ÷ total pieces of data	(5 + 3 + 9 + 1 + 3 + 2 + 7 + 2 + 3) ÷ 9 = 3.9 (to 1dp)
Range	(Not actually an average!) The difference between the biggest and smallest piece of data	9 – 1 = 8

Two Way Tables and Venn Diagrams

Two way tables are used to compare two types of information for one population. This two way table shows us what subjects a group of pupils prefer, as well as their gender:

	English	Maths	Sci	Total
Girls	20	13	17	50
Boys	18	15	13	46
Total	38	28	30	96

Venn diagrams are essentially ways of **sorting items into groups based on certain criteria**. Differences remain separate entities whilst shared or commonalities are allocated to the **intersection** (the overlap).



Key Vocabulary

Axis	A reference line drawn on a graph (you can measure from it to find values). You will be working with graphs that have an x-axis and a y-axis.
Coordinates	A point on a graph described by its x coordinate and y coordinate
Qualitative Data	Descriptive information
Quantitative Data	Numerical information (numbers!)
Discrete Data	Can only take certain values
Continuous Data	Can take any value within a certain range
Average	A single number representative of a set of values – often used to refer to the mean.

Stretch and Challenge

Reverse mean problems:
Can you work out the missing values from the data sets given the mean?

1) 4, 5, 9, 2, ?
Mean = 6

2) 21, 18, ?, 30
Mean = 25

3) 2, 7, 5, 11, 8, ?
Mean = 6

Seven numbers have a range of 10, a median of 8, a mode of 5 and a mean of 8.
What could the seven numbers be?

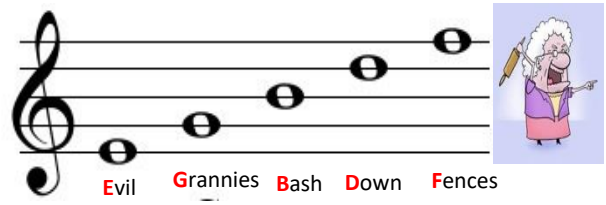
Music

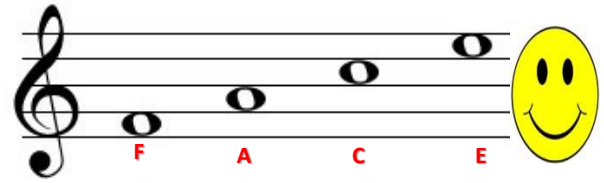
Keywords		
Dynamics	Symbol	Definition
Fortissimo	*ff*	Very Loud
Forte	*f*	Loud
Mezzoforte	*mf*	Moderately Loud
Mezzopiano	*mp*	Moderately Quiet
Piano	*p*	Quiet
Pianissimo	*pp*	Very Quiet
Crescendo		Becoming gradually louder
Decrescendo		Becoming gradually quieter

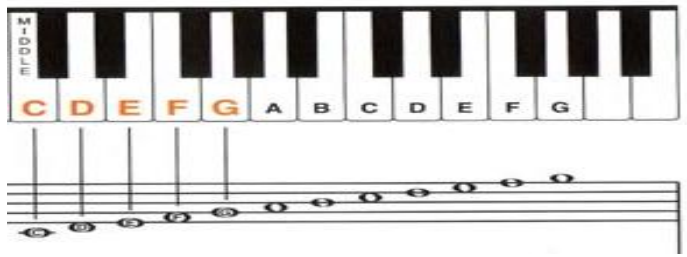
Tempo	Definition
Lento	Slowly
Largo	Slow and stately
Adagio	Leisurely
Andante	At a walking pace
Allegro	Fast
Vivace	Lively
Presto	Very Quickly

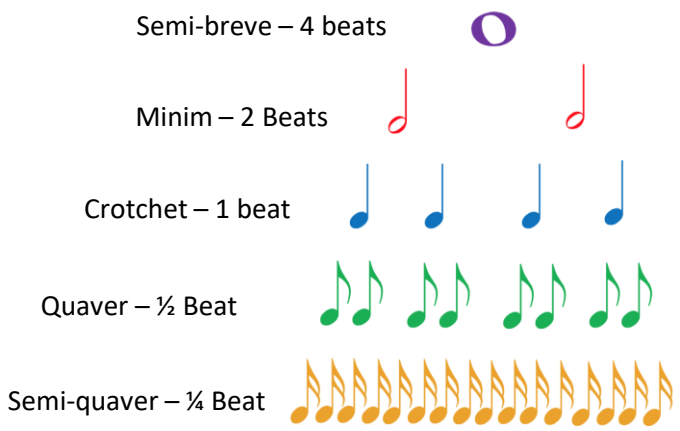
Musical Instrument Families

Woodwind	**Brass**
Flute Clarinet Oboe Saxophone Bassoon	Trumpet French horn Trombone Tuba
Strings	**Percussion**
Violin Viola Cello Double Bass	Timpani Piano Glockenspiel Xylophone







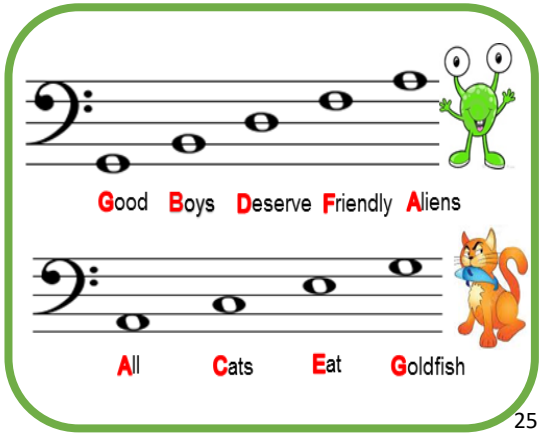


Spellings to Learn in Music

Rhythm
Rehearsal
Guitar

Stretch and Challenge

Listen to the following piece of music. Would you be able to identify each instrument of the orchestra if you heard it again?
Peter and the Wolf by Prokofiev
https://www.youtube.com/watch?v=9ueGfjBKbiE



Physical Education

Sports	Key Skills			
Invasion Netball Handball Basketball Football Rugby Hockey		Passing Shooting Dribbling Tackling Catching Throwing Kicking	
Artistic Gymnastics Trampolining		Balancing Travel Vaulting Landing Rotation	
Striking and Fielding Stoolball Rounders Cricket Softball Tennis		Striking Hitting Catching Throwing Stopping	
Athletics Track events Field events		Sprinting Jumping Throwing Pacing	
Swimming Strokes Life Saving		Body Legs Arms Breathing Timing	

Components of Fitness

Balance – the ability to maintain centre of mass over a base of support. There are two types of balance: static balance and dynamic balance. A gymnast uses static balance when performing a headstand and dynamic balance when performing a cartwheel.

Coordination – the smooth flow of movement needed to perform a motor task efficiently and accurately.

Reaction Time – the time taken for a sports performer to respond to a stimulus and the initiation of their response.

Agility – the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.

Power – the product of strength and speed. Expressed as the work done over a unit of time.

Muscular Endurance – the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.

Muscular Strength – the maximum force (in kg or N) that can be generated by a muscle or muscle group.

Aerobic Endurance – the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.

Flexibility – having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.

Speed – distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed.

STRETCH AND CHALLENGE

Leadership within PE lessons:

- Are you able to identify the correct technique for a particular skill?
- Are you able to demonstrate this to your peers?
- Are you able to identify a WWW and EBI for someone else's performance?
- How can you use your experience in a specific sport to coach someone else safely and correctly?
- Do you know how to communicate effectively with others?
- Can you demonstrate resilience (R6), determination (R5), confidence, teamwork, respect, independence (R8), enthusiasm and creativity (R7)?

Product Design – Materials and Tools

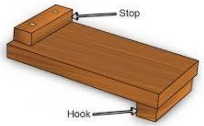
Tools and Equipment
If you are unsure, ask about the use first!

Coping Saw for cutting **curved** lines in **thin** material with a thin blade. The blade can be rotated by undoing the handle first.

Tenon Saw for cutting straight vertical cuts. The depth of the cut is restricted by the brass spine. You must stretch the index finger out when using this saw to steady it and get a more accurate cut. Start cutting on a corner, drawing back several times.

Bevel Edge Chisel for removing wood. Always chisel away from yourself. Use only for cutting wood – they must be razor sharp!

Steel Rule for measuring with accuracy up to 1/2 mm depending on your eyes! It starts at zero on the end, unlike a ruler that has material on the end first. Make sure that you look at the measurements from above to get an accurate reading. You also need a sharp pencil!



Bench Hook and Clamp use the bench hook to help cut wood with accuracy. Top tip – always cut all the way through your work into the bench hook to avoid splintering the back of your work.

Squares: 45 degree and 90 degree Take care of these – your work accuracy depends on them being accurate! You must keep the stock (wooden bit) tight against your work and your pencil must be sharp!

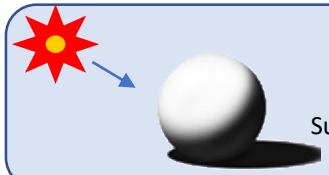
Soldering Iron These are used to join electrical items such as wire, remember to take care because these are very hot, be sensible, use a stand. Apply heat to the whole area to be soldered before putting the solder wire onto the joint.

Machine Tools You must not use these unless you have been shown how to by a teacher and you understand! Always ask if you are unsure.

Fret saw for cutting **curved** lines in **thin** material with a thin blade. Always keep your fingers clear. Make sure the guard is intact. Cut slowly. Use the clamp to stop wood rattling about.

Pillar Drill
We use this for drilling vertical holes in material. Almost always you will clamp your work down first. Wear glasses, use the guard and know how to turn it off in an emergency. Do not use if you are unsure – ask!

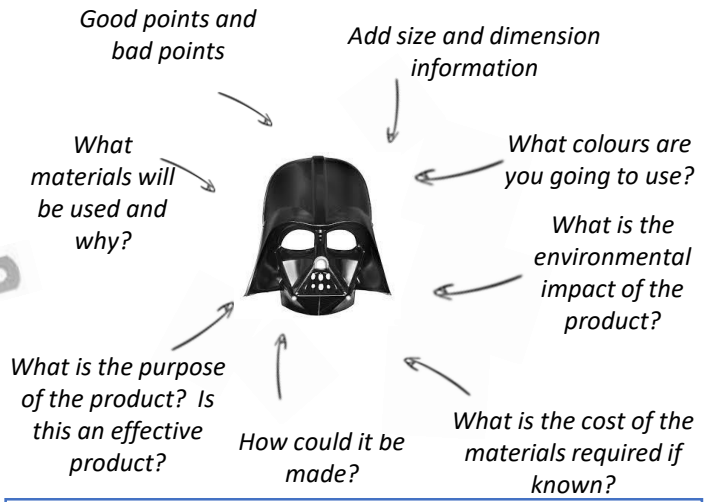
Rendering



Surface facing directly towards light = lightest tone

Surfaces facing directly away from light = darkest tone

Product Analysis



Project Materials

MDF (Medium Density Fibre Board) – a product made of recycled wood dust

Solder – a thin strip of metal used to help stick electronic components together

Switch – a component that allows electricity to go through a circuit

Battery snap – a component that lets you connect a battery to the circuit

Connector block – a component that lets you connect wires together

Wire – red wire is positive, black wire is negative

Product Design – Maths Element

Measuring

Length: measured using a steel rule or ruler. For small measurements we us mm then cm and m for larger ones.

Angles: measured using a protractor and using degrees. A right angle = 90°. There are 360° in a circle

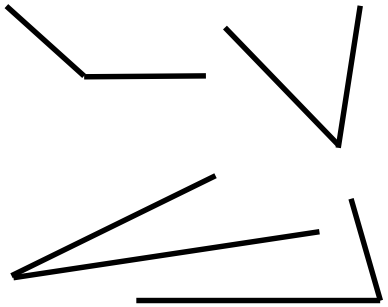
Examples: line measuring below – use a ruler and ask someone to check your answer. Give the answer in mm and cm

1)

2)

3).

Examples: angle measuring – use a protractor to measure these angles and ask someone to check for you.



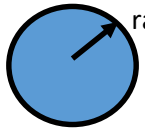
Area – the two-dimensional space taken up by something; for example, the area of a sheet of material like card. Measured in either cm^2 or m^2 for larger problems.

Area of a rectangle = width × length

Area of a circle = πr^2

π = 3.142

The radius is half the diameter



Examples: rectangle area

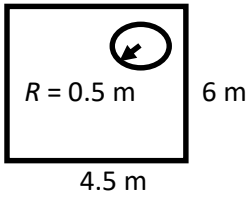
1) If the width of a piece of fabric is 10 cm and its length is 15 cm, what is its area in cm^2?
2) Width = 12 cm, length = 32 cm, what is the area?
3) Width = 3 m, length = 8 m, what is the area in m^2

Answers below.

Examples: circle area

1) If the radius of a piece of metal is 5 cm, what is its area in cm^2?
2) Radius is 3 cm, what is the area?
3) Radius = 9.5 cm, what is the area
4) Diameter = 12 cm, what is the radius?

Answers below.



Harder Example – Combined Area Problem

This is plan for a carpet for a room. The circular part will be removed for a special floor. How much is the actual carpet area now?

Extension question – if the carpet costs £12 per m squared, how much will this cost?

Answers below

The easiest way to remember these is to ask someone to set you more questions!

Answers:

Rectangle area: 1) 150 cm^2. 2) 384 cm^2. 3) 24 m^2

Circle area: 1) 78.57 cm^2. 2) 28.2 cm^2. 3) 283.6 cm^2. 4) 452.4 cm^2

Harder question: rectangular area 27 m^2; circle area 0.78 m^2; total area = 26.21 m^2; carpet cost = £314.55

Religious Education – Holocaust

Keyword	Definition
Anti-Semitic	Prejudiced or hostile towards Jews.
Scapegoat	Someone who is blamed for other people's problems.
Genocide	Mass killing to exterminate a whole race of people.
Ghetto	A place in a city where one group of people are forced to live. Often a slum.
Adolf Hitler	Leader of the Nazi party and Furher of Germany.
Kristallnacht	The 'night of broken glass', when Jewish homes, shops and places of worship were destroyed.
Synagogue	Jewish place of worship.
Final Solution	This was when the Nazis planned to exterminate eleven million Jews and other 'inferior' people.
Nazi	Members of extreme German political party.
Nazis' Laws Against Jews	Laws that was introduced by Nazis to separate and control Jews in Germany.

CHALLENGE

Go to the links below and extend your knowledge on The Holocaust:

https://www.youtube.com/watch?v=Gl35CvS6Ha0,

Problems Related to the Holocaust	Explanation
Nazis' Laws Against Jewish People in Germany (1933–1939)	1938 Jews can no longer own shops. Jewish children have to leave school. 1935 Jews are banned from going to public places such as theatres. Jews lose their rights as citizens. 1939 Jewish doctors are banned and all Jews lose their jobs. 1933 Hitler becomes Chancellor of Germany. A boycott of Jewish shops is Carried out (a boycott is the refusal to buy goods from a person or persons). 1937 Jews have to carry identity cards.
Kristallnacht	*Why did Kristallnacht happen?* Kristallnacht happened after a young Jewish man whose parents had been beaten up by Nazis, shot a high-ranking Nazi. This upset a lot of German people who were already anti-Jewish. In fact, German propaganda minister Joseph Goebbels and other Nazis carefully organised the attacks. *What happened as a result of Kristallnacht?* As a result of Kristallnacht, Jewish people lost more rights, were arrested and sent to 'concentration camps'. Ultimately, Kristallnacht was 'spark that ignited the Holocaust'.
Live in the Ghetto	World War Two started in September 1939 when Hitler's army invaded Poland. By the early 1940s, Hitler had conquered a large part of Europe. Anti-Jewish policies were enforced in those countries the Nazis conquered. Jews were forced to leave their homes and belongings. They were moved to walled-off areas known as 'ghettos', to separate them from the non-Jewish population in towns and cities. Living conditions in the ghettos were terrible. There was little sanitation, fresh water, fuel or food and the overcrowding was unbearable. Thousands died in the ghettos from starvation and disease. Everyone was afraid.
Concentration Camps	In 1942, it was decided to move European Jews into special camps. Those who were fit would be worked to death. Those who were old and unfit, and young children would be sent immediately to huge gas chambers where they would be killed. The Nazis planned to exterminate eleven million Jews, gypsies and other 'inferior' people. This became know as the 'Final Solution'.
Remembering the Holocaust	Approximately six million Jews died during the Holocaust. Of these, 1.5 million were children. A further 5.5 million other people also died. Those who died and those who survived such horror must be remembered by us to pay respect. The Holocaust also has lessons for us today so it will never happen again.

Religious Education – Buddhist Beliefs and Practices

Keyword	Definition
The Four Noble Truths	The Four Noble Truths are moral truths regarding human suffering. 1. Suffering happens all the time because people always want more or something better than what we have. 2. We suffer because we do not have what we want we suffer and feel upset. We desire more. 3. If we accept what we have and stop wanting more we will become happy. This is enlightenment. 4. If we follow the middle way through the eight-fold path, suffering will stop.
The three poisons	Buddhist believe that there are three poisons of mind, greed, ignorance and hatred, which cause suffering in the world.
Prince Siddhartha	The founder of Buddhism who became known as the Buddha.
Buddha	Teacher of Enlightenment, founder of Buddhism. "He who is awake".
Four sights	The sights that Prince Siddhartha saw when he left the palace: a sick man, an old man, a dead man and a holy man.
Middle way	Path to enlightenment between poverty and luxury.
Enlightenment	Uncovering the truth of nirvana and finding the answer to suffering.

THE EIGHTFOLD PATH

Themes	Explanation
The life of Prince Siddhartha	Siddhartha was born 2500 years ago in Nepal. His parents were told before he was born that he would either be a great leader or a great ruler. It would depend on whether he saw suffering or not. To ensure he would become a great ruler Siddhartha's father kept him in the palace. One day, Siddhartha left the palace and went into the city. He saw four sights that changed his life. He saw an old person, an ill person, a holy person and a corpse. He went to live in the forest with five holy men and starved himself in the hope of finding enlightenment. Here, he found enlightenment and became known as the Buddha; the teacher of Enlightenment, founder of Buddhism, as he had awoken.
The eightfold path	The eight-fold path is a way to achieve spiritual enlightenment and cease suffering. The eight-fold path consists of right view, right intention, right speech, right action, right livelihood, right effort, right concentration and right mindfulness.
The middle way	The middle way is living a life that is not extreme. It lies between luxury and self-denial. To avoid extremes: poverty and richness. Buddhists often believe you should follow the middle way in order to avoid the extremes that lead to suffering.
Why might greed be the cause of suffering?	It could be argued that greed is the greatest cause of suffering as the rich often take from the poor. Greed causes people to be selfish and self-centred, leading to a society that does not share and the poor just get poorer.
What might be some other causes of suffering?	It could be argued that there are other multiple causes of suffering; for example, when people are ignorant. Ignorance is the lack of knowledge and understanding that can often lead to discrimination including racism, sexism and Islamophobia. Some might argue that suffering is also caused by loss in life, e.g. loss of a parent or friend. Others might argue that suffering is caused through hatred as this often leads to an unfair and unjust society.

CHALLENGE

Go to the links below and extend your knowledge on Buddhist beliefs and practices.

- http://www.bbc.co.uk/religion/religions/buddhism/
- http://www.bbc.co.uk/schools/religion/buddhism/

There is no new content taught in Cycle 3, so the information needed can be found in your Cycle 1 and 2 Knowledge Organisers.

The best ways to revise using your Knowledge Organisers are:

- Look / cover / write / check on all keywords.
- Cover the labels to a diagram and write out those labels.
- Make flash cards with a question on one side and an answer on the other.
- Make a quiz and swap with your friend.

LEARN VOCAB — Spanish — BUILD SENTENCES

Las asignaturas = School Subjects

el español	Spanish
el inglés	English
la geografía	geography
la historia	history
la informática	ICT
el dibujo	art
las matemáticas	maths
la música	music
las ciencias	science
la educación física	PE
la tecnología	technology
el teatro	drama

las opiniones = Opinions

Mi asignatura favorita es… = my favourite subject is
La asignatura que odio es.. = my worst subject is…
Me gusta + el *or* la / me gustan + las… = I like
Me encanta + el *or* la / me encantan + las … = I love
No me gusta + el *or* la / no me gustan + las… = I don't like
Odio = I hate
Creo que es / son…. = I think it's / they're…..
excellente(s) = great
bueno / buenos / buena / buenas = good
terrible(s) = awful
fácil(es) = easy
difícil(es)= difficult
interesantte(s) = interesting
aburrido / aburridos / aburrida / aburridas = boring
útil(es) = useful
inútil(es) = useless
fascinante(s) = fascinating
molesto / molestos / molesta / molestas = annoying
divertido / divertidos / divertida / divertidas = funny
importante(s) = important

El tiempo = Time

a las … = at …. O'clock
¿Qué hora es? = what time is it?
Son las….. = it is
Durante la primera clase= in the first lesson
Durante la tercera clase = in the third lesson
Durante la hora de comer = at lunchtime
después del colegio = after school

Verb Phrases (present tense)

En mi insti, hay…	In our school, there is…
Voy al insti…	I go to school…
Tenemos que (llevar)…	We have to (wear)…
Soy miembro de…	I'm a member of the…

Verb Phrases (future tense)

Voy a	I'm going…
Me gustaría …	I would like…
Va a ser….	It's going to be…

Le transport

A pie	on foot
En bici	by bike
En coche	by car

Core Questions

1)¿Cómo es tu insti?	Describe your school.
2) ¿Qué asignaturas prefieres? ¿Por qué?	What is your favourite subject? Why?
3) ¿Qué hay en tu colegio?	What is there in your school?
4) ¿Qué vas a hacer hoy después del colegio?	What are you going to do after school today?

Mon temps libre = My Free Time

(Me gusta) jugar al fúbol	(I like) to play football
(Me gusta) el ciclismo	(I like) to go cycling
(Me gusta) ir al cine	(I like) to go to the cinema
(No me gusta) bailar	(I don't like) to dance
(No me gusta) ir de compras	(I don't like) to go shopping
(No me gusta) escuchar música	(I don't like) to listen to music
Club del teatro	drama club
Club de lectores	reading club
una vez por semana	once a week
todos los días	every day
a veces	sometimes
siempre	always
nunca	never
el fin de semana	at the weekend
por la tarde	in the evening
hoy	today
Mañana	tomorrow

Mi Insti = My School

Mi instituto es…	My school is…
mixto	mixed
El edificio es…	The building is…
Nuevo	new
Moderno	modern
Amplio	spacious
El uniforme es…	The uniform is…
Elegante	smart
Incómodo	uncomfortable
Mi profe es…	My teacher is…
Severo / a	strict
Gracioso / a	funny

Conjunctions

pero = but
entonces = so
después = so
también = also
sin embargo = however
Puis = then

Places in School

Un patio = a playground
Una biblioteca = a library
Unas clases = some classrooms
Una piscine = a swimming pool

Textiles

Keywords

Interpret
Inspiration
Applique
Visual
Embroidery
Annotation
Evaluation
Bondaweb
Design

Annotation: Descriptive sentences to explain WHY you have made those design decisions.

Labelling: One or two words that describe facts about your design.


Cotton


Satin


Fleece


Felt

Health and safety rules:

- Long hair must be tied back.
- **NO** food or drink in the workshop.
- **One** person using a machine.


Tie Dye


Batik


Applique


Embroidery

Cotton

Used for making jeans, T-shirts and towels and has the following qualities:

- Cool to wear
- Very absorbent, dries slowly
- Strong
- Soft
- Good drape
- Durable / hard wearing
- Creases easily
- Can be washed and ironed
- Absorbs dye well
- Easy to cut and work with

Fabric shears are used for cutting out fabric. The blades are smooth and very sharp.

A **tape measure** is used to measure fabric and the body accurately.

To hold fabric together before it is stitched you need to use some **pins**.

You need to use a **stitch unpicker** to undo any stitches that are in the wrong place.

Pinking shears have a zig zag edge. They produce a decorative edge to fabrics, which can stop them from fraying

Tailor's chalk is good for marking fabric because it can be easily rubbed off

To join fabric together permanently you need to use a **needle** and thread.

Textiles and Maths

NUMERACY IN DESIGN

JAMBLED&T

'Maths behind the design':

+

=

Alexander McQueen
S/S 10' Dress

Can you combine inspiration found in research to come up with a design for a product? Try the 'Maths behind the design' to demonstrate in a simple way how patterns are combined to form a solution.

NUMERACY IN MANUFACTURE

JAMBLED&T

Measuring:
Tape Measure
1m=100cm=1000mm

Marking Gauge
Scribes a parallel cutting line

Plastic Ruler
10cm=100mm

Steel Rule
1cm=10mm

Make sure that you start at zero.
Measure in mm for better accuracy.
Add suggested sizes to initial designs and actual sizes to developments & final ideas.
Double check all measurements!
Use a sharp pencil.

NUMERACY IN EVALUATION

JAMBLED&T

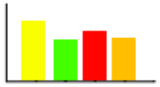
Product questionnaire:
Ease of use?
Appropriate sizes?
Value for money?
Happy with product?
Anthropometrics?
Ergonomics?
Quality of finish?

£

%

cm

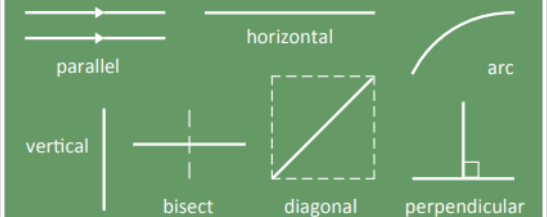
mm



As we manufacture our products, we find that many changes take place. It is important to analyse data gathered from users of the product in order to figure how successful it is and if any further changes are necessary.

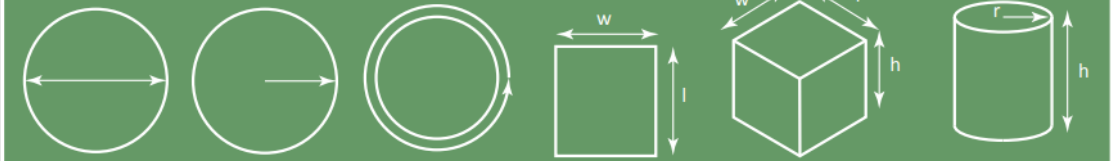
LINES

What do each of following lines mean



SHAPES

How to measure different shapes



Diameter (d)

Radius (r)

Circumference $C = 2\pi r$

Area length x width

Volume length x width x height

Volume $\pi r^2 h$