NOTTINGHAM
FREE SCHOOL

YEAR 7
HOMEWORK
KNOWLEDGE ORGANISER

Summer Term 1

Name: _____ Tutor Set: _____

"Promise you'll always remember; you are braver than you believe, stronger than you seem and smarter than you think."

A. A. Milne

British Author – Writer of Winnie the Pooh

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Timetable

The timetable below shows you which subjects you will be studying each day, for 30 minutes each, it does not show you which section of the subject KO to learn. This information will be given to you by your subject teacher and you should write this into your **planner.** The planner is also where you will have your KO work signed off each week and where you can find ideas of how to learn the knowledge.

Week 1: 20th April

	Subject 1	Subject 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 2: 27th April

	Subject 1	Subject 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 3: 4th May

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

Week 4: 11th May

	Subject 1	Subject 2
Monday	English	Drama
Tuesday	Science	Geography
Wednesday	Maths	Music
Thursday	Head of School	History
Friday	Spanish	PE

Week 5: 18th May

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

ART PROJECT RECORD

	Tasks Completed	Parent Signature
Wk Beg 23rd April		
Wk Beg 29th April		
Wk Beg 6th May		
Wk Beg 13th May		
Wk Beg 20th May		

Weeks 1 and 2.

Subject Revision Information for Assessments

- Your assessments are taking place predominantly in the week of Monday 27th April to Friday 2nd May.

- You should complete the revision timetables on the previous page to plan out your time in the week leading up to, and the week of, the assessments.
- Use the information provided by subjects on the next pages to ensure you revise everything you need to know. Remember your art and drama assessments are practical therefore there is no information provided by these subjects.

- The minimum expectation is that you spend time revising two different subjects each day for 20-30 minutes each.
- You may wish to do more subjects then this, especially as the assessments approach, however, remember little and often is the best form of revision.

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MATHS

Revision for Assessment

Your assessment will be on:

- Non-calculator work

All students will sit the main paper. Depending on performance in this paper you may sit the extension paper.

What do I need to revise?	Tested on Main Paper	Tested on Extension Paper	Hegarty Maths Clip	I have made flash cards of facts I need to learn	I know all the facts needed	I have practiced exam style questions	☺ 😐 ☹
Written calculations – including with whole numbers, decimals and fractions	✓	✓	18-20, 47				
Working with time	✓	✓	709,710				
Multiples, factors and primes	✓		28,99, 100				
Ordering fractions, decimals and percentages	✓		46, 60				
Equivalent fractions	✓		59,61				
Fractions of amounts	✓	✓	77				
Different types of triangles	✓		823				
Naming angles	✓		455				
Measuring and drawing angles	✓		458-460				
Angles in a triangle, round a point, on a line or in a quadrilateral (extension could include algebra)	✓	✓	812, 813, 477, 480 485, 486, 560				
Symmetry	✓		827				
Plans and elevations	✓						
Pictograms	✓		426				
Tally Charts	✓		401				
Finding the mean, mode or median	✓		405				
Volume of cuboids		✓	568				
Properties of quadrilaterals		✓	824,825				
Constructing triangles		✓					

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ENGLISH

Revision for Assessment

Your assessment will be on:

- Paper 2 Language (non fiction)

Revision content	Check of each time you revise each area and remember everything you need to know		
	1	2	3
I can respond to an unseen non-fiction extract			
I can select and retrieve information			
I can infer and deduce meanings			
I can recognise effect of structure and layout on meaning			
I can work out and explore a writer's intention			
I can recognise effects on the reader			
I can write using the P.E.E. structure			
I can explain in detail			
I can write for a purpose			
I can use vocabulary for effect			
I can use a range of punctuation accurately			
I can use connectives to organise ideas			
I can structure a text by using a variety of sentence types and paragraphs			

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SCIENCE

Revision for Assessment

Your assessment will be on:

- Cells
- Particles
- Atoms, elements, compounds and mixtures
- Plants and photosynthesis
- Reactions
- Electricity

For each topic your revision should be done in two parts:

- Take the time to look back through the knowledge organisers and use the memorisation techniques to learn the content
- Complete the core questions provided by your teacher

Electricity

Question	Knowledge organiser	Core questions
What is electrical current?		
What is the unit and unit symbol of current?		
What piece of equipment is used to measure current?		
How are ammeter arrange in a circuit?		
What is the direction of conventional current?		
What is another name for potential difference?		
What is the unit and unit symbol of potential difference?		
What piece of equipment is used to measure potential difference?		
How are voltmeters arranged in a circuit to measure the potential difference?		
What is resistance?		
What is the unit and unit symbol of resistance?		
What equation links current, potential difference and resistance?		
What do we call materials with a low resistance?		
What do we call materials with a high resistance?		
What happens if you add more batteries to a circuit?		
What is the symbol for a cell, battery bulb, ammeter, voltmeter, open switch, closed switch?		
What can you say about the current anywhere in a series circuit?		
What happens to the current in a parallel circuit?		
What happens to the potential difference in series circuit?		
What should all of the potential differences add up to in a series circuit?		
What happens to the resistance if you add more bulbs in series		

Cells

Question	Knowledge organiser	Core questions
What are the seven life processes?		
What subcellular structures do animals cells have?		
What additional subcellular structures do plants cells have that animal cells don't?		
What is the function of each of the subcellular structures?		
How is a sperm cell specialised?		
How is a red blood cell specialised?		
How is a root hair cell specialised?		
How is a palisade cell specialised?		
What is diffusion?		
What factors affect the speed of diffusion?		
How are new cells made?		
Why is cell division important for living organisms?		
What is a tumour?		
What are the features of a benign tumour?		
What are the features of a malignant tumour?		
How do tumours travel?		

Continued on next page ...

Particles

Question	Knowledge organiser	Core questions
What are the 3 states of matter		
How are the particles in a solid, liquid and gas arranged?		
How do particles move in a solid, liquid and gas?		
What are the forces of attraction like between the particles in a solid, liquid and gas?		
What is the volume property for a solid, liquid and gas?		
What is the shape property for a solid, liquid and gas?		
Why can gas be compressed, but solids and liquids can't?		
What do particles do when a substance is heated?		
What do particles do when a substance is cooled?		
What is melting, evaporating, condensing, freezing and sublimation?		
How does temperature affect gas pressure?		
What is the formula to calculate density?		

Plants and photosynthesis

Question	Knowledge organiser	Core questions
What are the main organs of a plant?		
What are the names and functions of the different tissues in the leaf?		
What is the role of the stomata?		
What are the adaptations of the leaf to maximise photosynthesis?		
What is the male and female sex organ in plants called?		
How are flowers adapted for pollination?		
What is wind and insect pollination?		
Where does fertilisation in a plant happen?		
How can plants disperse their seeds?		
What is chlorophyll?		
What is the word equation for photosynthesis?		
What is starch?		
How do you test a leaf for starch?		
What affect will darkness have on starch levels?		

Atoms, elements, compounds and mixtures

Question	Knowledge organiser	Core questions
What is a particle?		
What is an atom?		
What are the three sub-atomic particles?		
What is the relative charge of a proton?		
What is the relative charge of a neutron?		
What is the relative charge of an electron?		
Why is the overall charge of an atom zero?		
How are the subatomic particles arranged in an atom?		
What is an element?		
What is a compound?		
What is a mixture?		
What is a molecule?		
Name five molecular substances		
Name 3 giant substances		

Reactions

Question	Knowledge organiser	Core questions
What 3 observations are proof of a chemical change?		
What is the difference between a chemical and physical change?		
What are the four state symbols and what they stand for in chemical equations?		
What is an exothermic reaction		
Give 3 examples of exothermic reactions		
What is an endothermic reaction?		
Give an example of an endothermic reaction		
What is the law of conservation of mass?		
Why can it appear that mass is not conserved?		
In the reaction carbon + oxygen → carbon dioxide, why does the mass decrease?		
In the reaction magnesium + oxygen → magnesium oxide, why does the mass increase?		
What is combustion?		
What three things do you need for a combustion reaction?		
What are the products of complete combustion?		
How do we test for carbon dioxide?		
What happens to limewater in the presence of carbon dioxide?		
What are the products of incomplete combustion?		
What is a thermal decomposition reaction?		
What are the products of the thermal decomposition reaction of a metal carbonate?		

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SPANISH

Revision for Assessment

Reading assessment will be based on the topics:

- 3a vocab & knowledge organiser (I like to eat)
- 3b vocab & knowledge organiser (holidays)
- 4a vocab & knowledge organiser (talking about the past)

Speaking assessment will be based on the topics:

- 2b – where you live & what there is in your area

In Spanish…

I can read & understand about healthy food, drinks & meal times __ __ __
I can read & understand about transport & accommodation __ __ __
I can read & understand about facilities, reservations & holiday activities __ __ __
I can read & understand about what you can do in a region __ __ __
I can read & understand about past holidays, weather & activities __ __ __

I have memorised my prepared speaking questions & answers, including:

I can describe a photo of a Spanish beach out loud in Spanish __ __ __
I can speak about my house __ __ __
I can say what my ideal house __ __ __
I can talk about my room __ __ __
I can describe where I live & what there is in my area __ __ __

Vocab book: Donde vivo yo, Me gusta comer, Las vacaciones, Lo pasaste bien
Quizlets: You can use the code or go to: **PBNFS – Folders - Year 7 or Year 7 KOs**

Ensure you practise the vocabulary and knowledge organiser Quizlets:

KO 1 Quizlet My world:
https://quizlet.com/_5hw1zi
KO 2 Quizlet El insti:
https://quizlet.com/_5kno4e
KO 3 Quizlet Stem-changing verbs:
https://quizlet.com/_5lisvs

KO KO 4 :Quizlet Near Future
https://quizlet.com/_5xv2vj

KO5: Quizlet Past Tense
https://quizlet.com/_68efoo?x=1jqt

Donde yo vivo vocab Quizlet:
https://quizlet.com/_4d7s9w

Me gusta comer vocab Quizlet:
https://quizlet.com/_4ebll1

Las vacaciones vocab Quizlet:
https://quizlet.com/_4r4vdw

Lo pasaste bien vocab Quizlet:
https://quizlet.com/_4wgtag

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GEOGRAPHY

Revision for Assessment

Your assessment will be based on the topics:

- Nottingham's Physical Geography
- Nottingham's Human Geography
- South America's development
- Adaptations of plants and animals in the rainforest

Revision tasks linked to the assessment:

- Learn KO information

Revision content	Revised
I can explain the history of Nottingham	
I can describe the culture that Nottingham has	
I can evaluate Nottingham's different transport types	
I can explain how Nottingham is sustainable	
I know the differences between the Meadows and West Bridgford	
I can identify how developed a country is	
I can explain how plants and animals are adapted to the rainforest	

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HISTORY

Revision for Assessment

Your assessment will be based on the topics:

- 1066 and Claimants
- Battle of Hastings
- The Medieval Church
- Medieval Life
- Black Death

Please use your KOs and revision booklet

Do not revise pirates!

What do I need to revise?	Revised once	Revised Twice
1066: Claimants and Stamford Bridge		
The Battle of Hastings: why did William win?		
Medieval Castles: motte and bailey and stone		
The importance of religion during the Middle Ages		
Peasant life		
The Black Death: believed causes and cures		

Question types

Describe question: 1 PEE paragraph
(4 marks)

Source comparison question: Quote, explain and *infer*
(4 marks)

Source question: what can you learn from the source?
(4 marks)

A statement, followed by 2 bullet points to discuss.
[12 marks + 4 Spelling and punctuation]
This is a BALANCE question you look at both sides and write a conclusion.

BBC Teach Channel on Youtube

1066 and the Battle of Hastings: (Six 'mini clips')
Life After the Norman Conquest
Medieval Medicine – covers causes and cures for the Black Death
Medieval Daily Life and Medieval Warfare – secrets of the castle

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PHILOSOPHY AND ETHICS

Revision for Assessment

Your assessment will be based on:
The story of Abraham and Isaac.
Arguments for and against Abraham's moral dilemma.
Reflecting on issues such as sacrifice, loyalty and obedience.

Revision tasks linked to the Assessment:
Up till the assessment please use the knowledge organiser on Inspirational figures and ensure you know the following:

- Key terms
- An explanation of the story of Abraham and Isaac
- At least 2 arguments on each side of the decision table
- A time in your life when you had to make a sacrifice or had to show loyalty and obedience.

Topic	Content that you should revise	Revised
I can explain the story of Abraham and Isaac	What happens	
	Key facts e.g. names and places	
	What is a covenant? Why is it important?	
I can identify arguments for and against Abraham's difficult decision	Arguments in support of obeying God	
	Arguments in support of disobeying God	
I can evaluate this difficult decision	Weigh up arguments for and against and reach a conclusion	
	Your own opinion about the sacrifice	
	A time in your life when you had to make a sacrifice	

You should use all previous KOs for the content you should know. If you need a further copy of these then visit the school website for electronic copies. https://www.nottinghamfreeschool.co.uk/page.php?d=homework&p=year7and8

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COMPUTER SCIENCE

Revision for Assessment

Your assessment will be on:

- E-Safety
- Presenting information
- How a computer works and the hardware

What do I need to revise?	Revised once	Revised Twice
E – Safety		
I **know** which information should not be given out on these sites		
I know a range of difficult situations that you could get into when using social networking sites		
I **know** the different crimes that are associated with social networking		
I **know** other methods of communication that could cause danger		
Presenting Information		
I **understand** the different ways that information can be presented		
I **understand** the needs of different audiences		
How a computer works and the hardware		
I **know** the different types of computers that are used in everyday life		
I **know** the Hardware that makes up a Stand Alone PC		
I **know** a range of software that is used for different purposes		
I **know** what Input and Output means and the different input, output and storage devices		

Key Terms to learn– can you define them?
Hardware
Software
Trolling on the Internet
Posting on the internet
Phishing on the internet
CPU
HARD DRIVE
RAM
HEAT SINK
MOTHERBOARD

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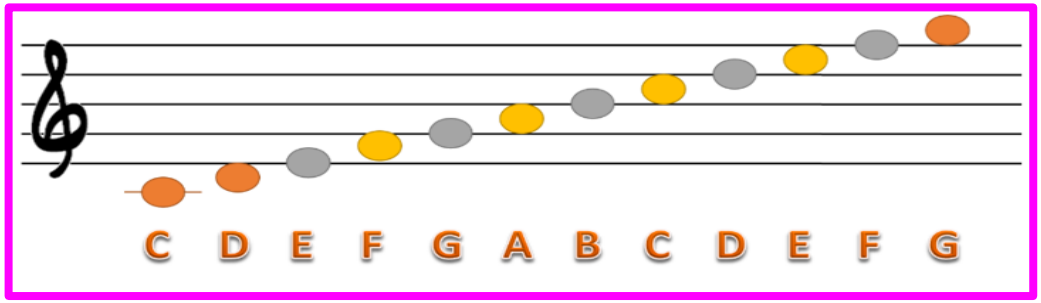
MUSIC

Revision for Assessment

Your assessment will be based on the topics:

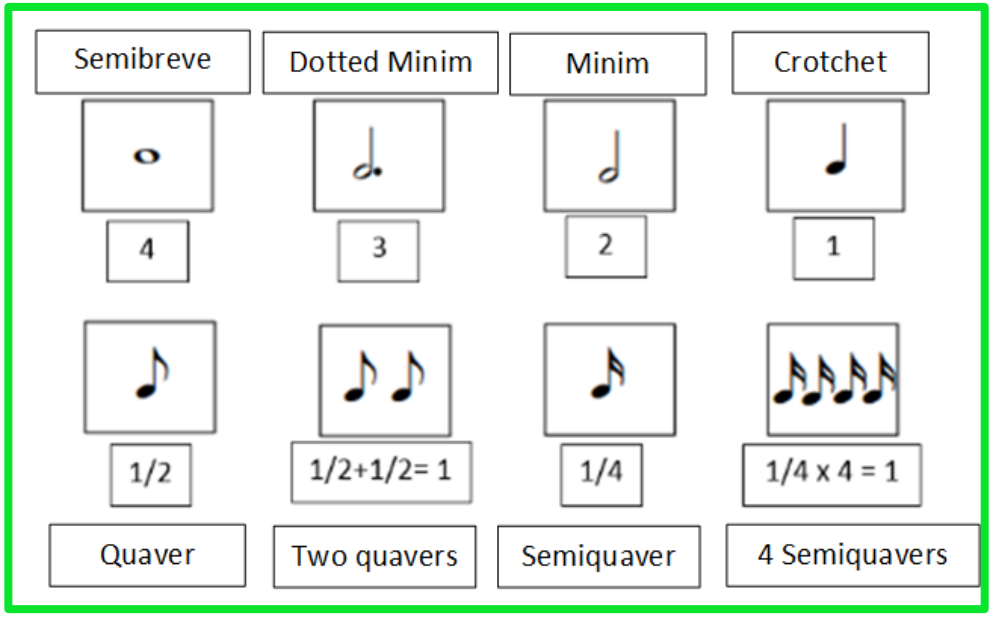
- Elements of music
- Instruments of the orchestra
- African drumming
- Salsa
- Film music

Revision content	1	2	3
I can understand the elements of music.			
I can identify dynamics within different pieces of music.			
I can identify rhythm within different pieces of music.			
I can identify structure within different pieces of music.			
I can identify melody within different pieces of music.			
I can identify instruments within different pieces of music.			
I can identify tempo within different pieces of music.			
I can understand how box notation and graphic notation works.			
I can remember the history of African music.			
I can remember the instruments used in African music.			
I can read notes from the treble clef (see memorisation).			
I can remember different note values.			
I can remember the families of the orchestra.			
I can remember the history of Salsa.			
I can remember the importance of music in film.			
I can remember how to describe film music.			



Elements of Music

Dynamics – The volume of the music
Rhythm – The beat of the music
Structure – The order of the music
Melody – The tune of the music
Instrumentation – The types of instruments used
Tempo – The speed of the music
Tonality – How the music sounds
Texture – How many instruments are playing at the same time
Harmony – The accompaniment



Ensure you know all facts given in your previous knowledge organisers, these can also be found on the school website.

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DT

Revision for Assessment

Your assessment will be on:

- Healthy eating
- The Eatwell guide
- Equipment in textiles
- The sewing machine
- Printing techniques

Ensure you know all facts given on your food and textiles knowledge organisers.

Useful Food and Nutrition videos can be found in the following location:
YouTube- BBC Teach- Food Preparation and Nutrition.

Ensure you revise each area a minimum of 3 times

	Revision Content	1	2	3
Food (Miss Radford's class)	I can identify different food groups e.g. protein			
	I can label each food group on The Eatwell guide.			
	I can state the 8 healthy eating guidelines and suggest ways that these can be achieved.			
	I can identify the correct tools and equipment needed during practical lessons.			
	I can suggest ways that recipes can be adapted to make them healthier.			

	Revision Content	1	2	3
Textiles (Miss Cockayne's class)	I can identify the correct tools and equipment needed during practical lessons.			
	I can name parts of the sewing machine and describe how to safely use the machine.			
	I can explain the process of block printing.			

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Weeks 3, 4 and 5.

Summer Term 1 Knowledge Organisers

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HEAD OF SCHOOL'S PAGE

General Knowledge

A: The UK – Patron Saints' Days

Saint	Country	Date	Floral Emblem	
St. David	Wales	1 March	Daffodil	
St. Patrick	Northern Ireland	17 March	Clover leaf	
St. George	England	23 April	Red rose	
St. Andrew	Scotland	30 November	Thistle	

B: UK Facts – Rainfall facts

Average annual rainfall	1154 mm
Wettest month is October	127.1 mm
Driest month is May	70 mm
Wettest city is Cardiff (in Wales)	1152 mm
Driest place is St Osyth (village in Essex)	513 mm
Average number of rainy days	106.5 days
Wettest area is the Western Highlands in Scotland	4577 mm
Wettest day in UK was in Cumbria on 5th December 2015	341.4 mm
Compare to the wettest place in the world – average annual rainfall	
Mawsynram in the Maghalaya State of India	11 971 mm

C: Academic Vocabulary: command words to help you learn

Word	Definition
adequate	Satisfactory or acceptable
compose	Write or create
continuous	Without interruption
exaggerate	Represent something as being larger, better, or worse than it really is
narrate	Give a spoken or written account of
priority	A thing that is regarded as more important than others
retrieve	Get or bring something back from somewhere; find information
tentative	Not certain or fixed; done without confidence
unanimous	Two or more people fully in agreement
unique	Being the only one of its kind; unlike anything else

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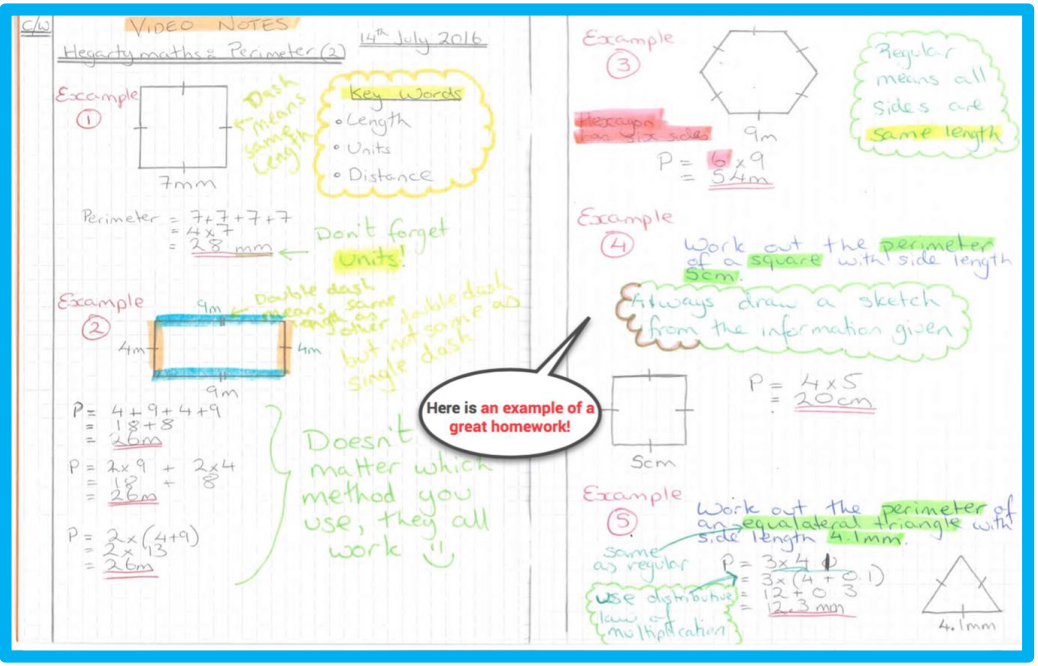
MATHS
Hegarty Maths

hegartymaths

Our weekly homework routines...

1	You will always be set at least one homework a week by your teacher.
2	Your teacher will choose the lesson they want you to learn and will pick it so that you are revising an important maths topic for revision. As such, you have already probably covered it in class but might have forgotten so your homework is to revise as, to be a great learner, you need to revise all the time (not just before tests!).
3	You need to spend **between 30 minutes and 1 hour** on your homework as this shows effort and commitment and will ensure that you do quality homework.
4	You will always be expected to i) watch the video + take notes; ii) write down your quiz workings neatly; iii) mark your own work, make corrections and write down your score at the end.
5	Homework will be checked by your teacher in class once a week during your starter. You will be expected to bring your homework book to class and leave it open on the desk for your teacher to inspect.



10 things a student should do when completing HegartyMaths homework

	Student checklist for good HegartyMaths homework	✓ or ✗
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz .	

5 things you should do when you want to do extra work

	Action	✓ or ✗
1	I go back to my donut and pick lessons that are **red** (<70%) to redo them to make them **amber** (>70%) or **green** (100%).	
2	I go back to my donut and pick lessons that are **amber** (>70%) to redo them to make them **green** (100%).	
3	When working on lessons that are **red** or **amber** and I cannot make them **100%,** I rewatch the video and look at the building blocks which may help me.	
4	I complete a **Fix-Up-5** where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5	If my teacher has given me a revision list of clips on HegartyMaths, then I pick a topic on that list and complete a homework the normal way by myself.	

You will **always** produce a set of well-written notes of all the modelled examples in the video as we want you to be an expert note-taker and to revise before you try the quiz. **If you know the material, you still have to take the notes as sometimes you have to revise topics you already know and it's good for your long-term maths memory.**

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ENGLISH

Crime Fiction

A: Context

- Crime Fiction came to be recognised as a distinct literary genre, with specialist writers and a devoted readership, in the 19th century.
- Edgar Allan Poe created the first fictional detective as the centre of some of his short stories, for example: `The Murders in the Rue Morgue`.
- The introduction of the mass-produced paperback book in the late 1930s made detective- story writers wealthy

B: Themes

- Mystery
- Suspense
- Clues
- Intrigue
- Murder
- Duality
- Crime
- Underworld

C: Conventions of the genre

- To examine the role of narrative structure in engaging the reader e.g. red herrings and twists.
- To examine the role of narrative style – impersonal and detached.
- To explore and analyse devices used to intrigue and engage the reader.
- To explore and analyse devices used to create mystery and suspense.
- To explore and analyse the role of the villain and detective.
- To explore how the use of foreshadowing can be effective in this genre.

D: Terminology

Terminology	Definition	Example
Semantic field	A lexical set of semantically related items	Crime = murder, clues, detective.
Personification	The attribution of a personal nature or human characteristics to something non-human.	The room felt as if it was closing in on me, getting closer and closer by the minute.
Onomatopoeia	The formation of a word from a sound associated with what is named	Cuckoo, Bang, Pop, Sizzle
Plot twist	An unexpected event such as the death of a suspect that sends the plot in a new direction	The novel takes an unexpected turn and leads to the culprit being someone entirely different.
Third-person narrative	When the narrator is not a character in the story and relates the action using third-person pronouns, such as 'he' and 'she'	Without using "I" or "we": "he did that, they did something else."

E: Spellings and Definitions

Word	Definition	Example
Jeopardy	Hazard or risk of or exposure to loss, harm, death, or injury	For a moment, his life was in jeopardy.
Sleuths	A detective.	Fictional sleuth Sherlock Holmes is one of the leading detectives.
Amateurs	People who do something as a hobby, rather than as a paid job.	I am an amateur when it comes to sport.
Alluded	Suggest or call attention to indirectly – to hint at.	She alluded to the idea that the suspect could be Mr Jones.
Haggard	Looking exhausted and unwell, especially from fatigue, worry, or suffering.	She was pale and haggard looking.
All-comprehensive	Including or dealing with all or nearly all elements or aspects of something.	A comprehensive list of sources.
Torpor	A state of physical or mental inactivity; lethargy.	They veered between apathetic torpor and hysterical laughter.
Impending	Be about to happen – imminent.	My impending departure.
Blanched	Make white or pale by extracting colour.	The cold light blanched her face.
Red herrings	A clue or piece of information, which is intended to be misleading or distracting.	The book is fast-paced, exciting, and full of red herrings.

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ENGLISH

Shakespeare

A. Key terms for writing about Shakespeare

Tragedy - a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

Protagonist - the leading character or one of the major characters in the play.

Antagonist - a person who actively opposes or is hostile to someone or something.

Prologue - a separate introductory section of a play.

Monologue - long speech by one actor in a play or film.

Soliloquy - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

Dramatic irony - a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.

Foreshadowing - a warning or indication of (a future event).

Juxtaposition - two things being seen or placed Close together with contrasting effect.

Oxymoron - a figure of speech in which apparently contradictory terms appear in conjunction (e.g. *faith unfaithful kept him falsely true*).

Iambic pentameter- a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, for example *Two households, both alike in dignity*.

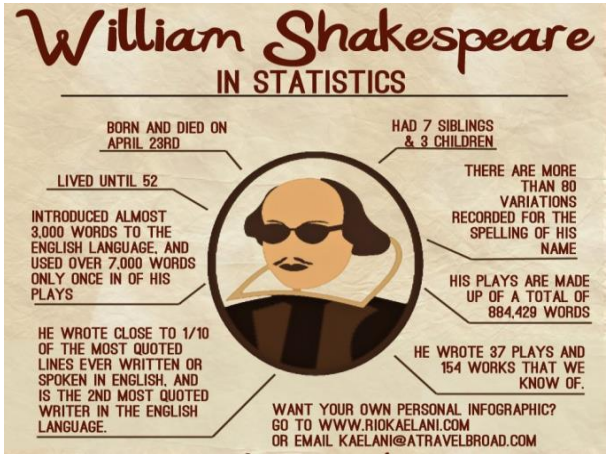
Prose - written or spoken language in its ordinary form, without metrical structure.

Metaphor - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Simile - a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*).

B. Key Knowledge - Where were Shakespeare's plays performed?

- The Globe Theatre was where many of Shakespeare's plays were performed.
- It was constructed in 1599, by the Burbage brothers.
- It was octagon shaped, roofless, with a stage and three galleries surrounding it. It was 80x80 ft. and held about 3,000 people.
- We do not know what the original Globe Theatre looked like.
- Shakespeare's Globe had to have special permission to have a thatched roof- there has been a law against thatched buildings in London since the Great Fire in 1666.



C. Key knowledge – key facts about the life and times of Shakespeare.

1.There is documentary proof that Shakespeare was baptised on 26th April 1564, and writers believe that, in keeping with the traditions of the time, he would have been baptised when he was three days old, meaning Shakespeare was probably born on April 23rd.

2.Shakespeare's parents were John and Mary Shakespeare (nee Arden). John came to Stratford from Snitterfield before 1532 as an apprentice glover and tanner of leathers.

3.Shakespeare had seven siblings: Joan (b 1558, only lived 2 months); Margaret (b 1562); Gilbert (b 1566); another Joan (b 1569); Anne (b 1571); Richard (b 1574) and Edmund (b 1580).

4.Shakespeare married his wife Anne Hathaway when he was 18. She was 26 and three months pregnant with Shakespeare's child when they married. Their first child Susanna was born six months after the wedding.

6. Shakespeare and Anne Hathaway had three children together – a son, Hamnet, who died in 1596, and two daughters, Susanna and Judith. His only granddaughter Elizabeth – daughter of Susanna – died childless in 1670.

D. Expert modelling – writing about Shakespeare.

Shakespeare was born on April 23rd in Stratford-upon-Avon, England. He is the world's most famous playwrights and has written over 30 plays and a variety of sonnets (love poems). The famous bard wrote in three genres: tragedies, comedies and history plays that entertained and educated the crowds at The Globe Theatre, London. Here, crowds were amazed by Shakespeare's command of the English language and his ability to write about a variety of human emotions, often which the audience would be able to relate to. Many of Shakespeare's plays also dealt with the theme of love and how love is never a smooth path. Some of his most famous writing are his soliloquies that deal with unrequited love and how love can tear families apart.

YEAR 7
HOMEWORK
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Summer Term 1

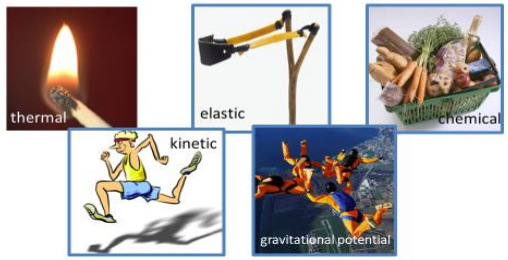
SCIENCE - PHYSICS

Energy Transfers

A: Conservation of Energy:

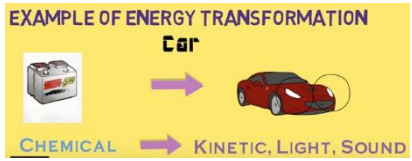
Energy cannot be created or destroyed, it can only be transferred.

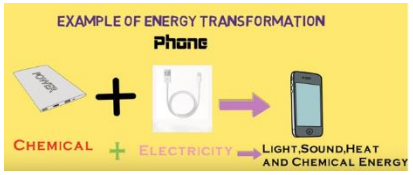
Types of energy stores



Energy Store	Example
Elastic potential	Stretched spring
Chemical Energy	Food, fuels and batteries
Thermal Energy	Everything
Kinetic Energy	A moving object
Gravitational Potential Energy	Anything raised above the ground

B: ENERGY TRANSFERS





Energy is transferred through:

- Heating
- Wave – eg, light, microwaves and radio waves
- Electric Current – eg, a complete circuit allowing a current to flow
- Mechanically – eg, sound

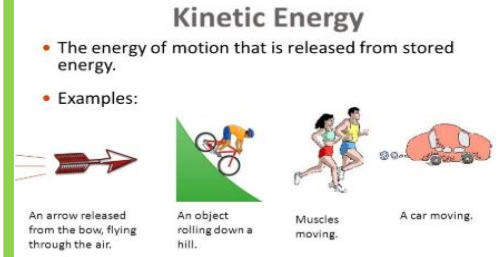
C: KINETIC ENERGY

Kinetic Energy

Kinetic energy is the energy that objects possess due to their motion.

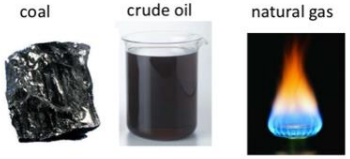
$$KE = \frac{1}{2}mv^2$$

m = mass (kg)
v = velocity (m/s)
KE = Kinetic energy (J)



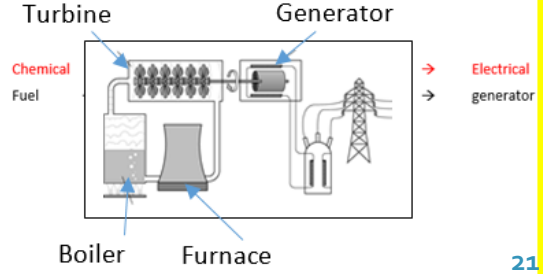
D: NATURAL ENERGY RESOURCES

Fossil fuels are used for generating electricity, heating and transport. They are non-renewable which means they will eventually run out.



Renewable resources include:
solar
wind
wave
biofuels.

The Sun is the source of most of our naturally occurring energy resources



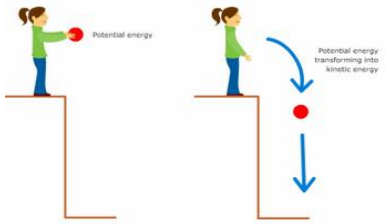
E: GRAVITATIONAL POTENTIAL ENERGY (GPE)

The gravitational potential energy (GPE) of an object on Earth depends on its **mass** and its **height** above the Earth's surface.

- When a bungee jumper starts to fall he starts to **lose** GPE.
- As the elastic cord pulls the bungee jumper back up, he **gains** GPE.

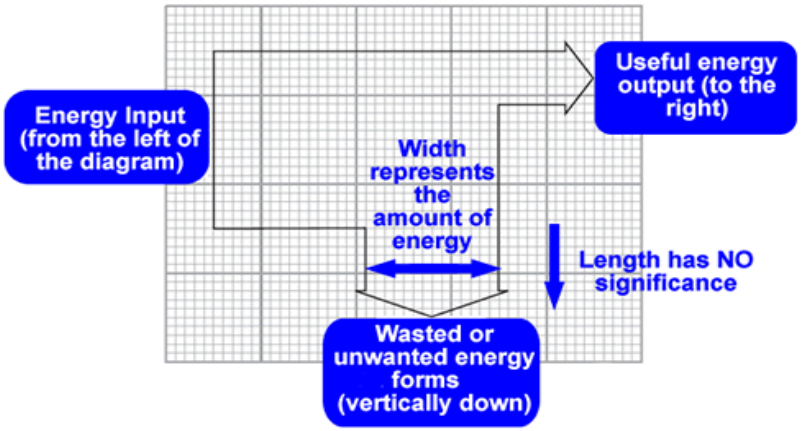
Gravitational Potential Energy (Joules) = mass (kg) X acceleration of free fall (m/s²) X change in height (m)

PE = m x g x h



F: ENERGY EFFICIENCY

A Sankey Diagram - a 'to scale' diagram representing energy transfers



The energy efficiency of a device can be calculated using this formula:

$$\text{energy efficiency} = \frac{\text{useful output energy}}{\text{total input energy}}$$

- Useful energy is measured in **joules** (J).
- Total energy is measured in **joules** (J).
- Energy efficiency does not have any units.
  It is a number **between 0 and 1** which can be converted into a percentage by multiplying by 100.

G: THERMAL ENERGY

Why does heat transfer happen?

Heat is a type of energy called thermal energy.

Heat can be transferred (moved) by three main processes:

1. **conduction**
2. **convection**
3. **radiation**

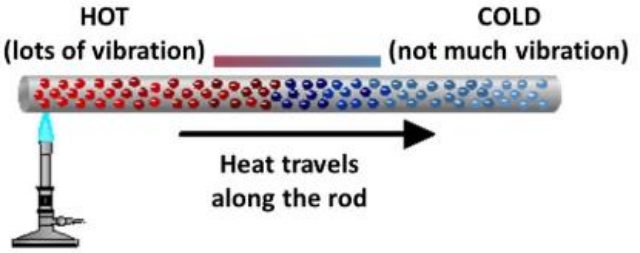
During heat transfer, thermal energy **always** moves in the same direction:

HOT → **COLD**

Heat energy only flows when there is a temperature difference from a warmer area to a cooler area.

Conduction is the transfer of heat through a solid or from one solid to another.

When you heat a metal strip at one end, the heat travels to the other end.



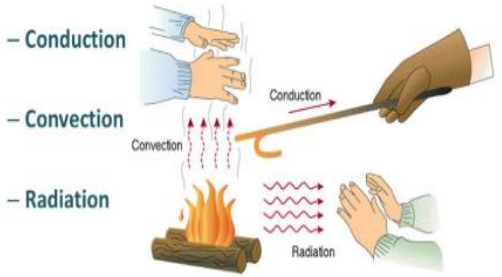
As you heat the metal, the particles vibrate, these vibrations make the adjacent particles vibrate, and so on and so on, the vibrations are passed along the metal and so is the heat. We call this?

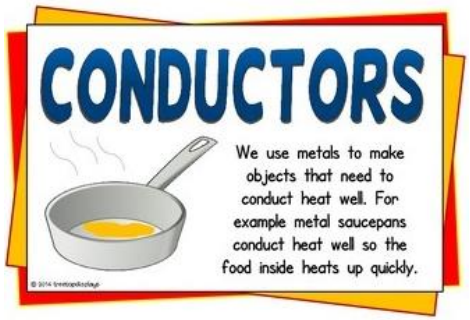
Methods of Heat Energy Transfer

Conduction is the transfer of heat energy by
- Between particles of objects in direct contact

Convection is the transfer of heat energy by
- the movement of fluids(gas or liquid)
- convection currents due to hot fluid rising and cold fluid sinking

Radiation is the transfer of heat energy by
- electromagnetic waves
- does not involve the movement of matter





YEAR 7
HOMEWORK
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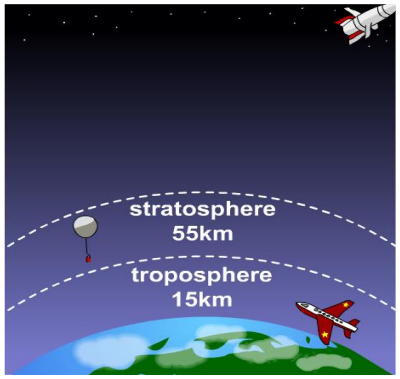
SCIENCE - BIOLOGY

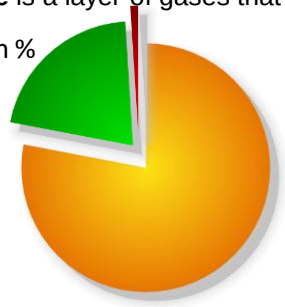
The Atmosphere

A: WHAT IS AN ATMOSPHERE?

The **atmosphere** is a layer of gases that surround the planet.

The composition of today's atmosphere:





~20% oxygen %
nitrogen

~80% nitrogen

Trace amounts of water vapour and carbon dioxide % nitrogen

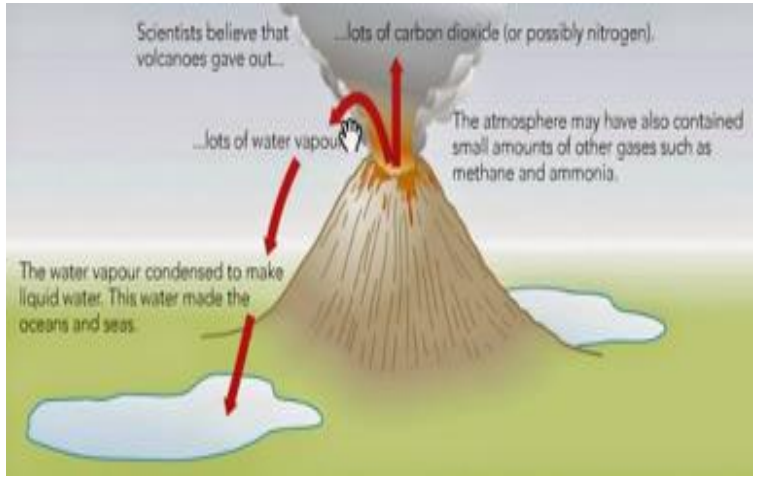
Carbon dioxide levels are rising because:

Burning fossil fuels and deforestation

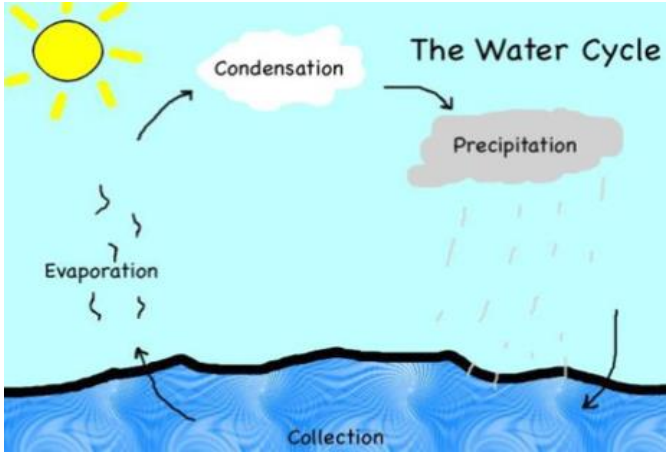
B: WHAT CREATED THE EARLY ATMOSPHERE?

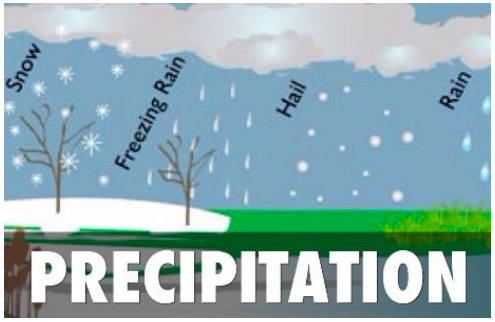
The early atmosphere	
Gas	% in atmosphere
Carbon dioxide	92
Nitrogen	4
Methane	2
Ammonia	2

The gases in Earth's early atmosphere came from volcanoes.



C: THE WATER CYCLE





D: WHAT ARE FOSSIL FUELS?

A combustible substance made from dead organisms that take millions of years to form

Remember the three fossil fuels are:

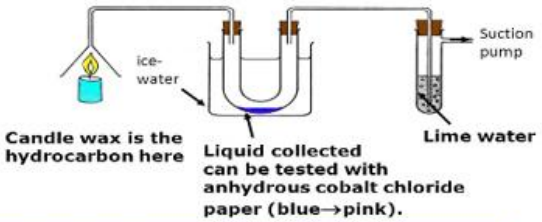
coal

crude oil

natural gas

What happens when fossil fuels burn?

The apparatus below is used to test what is made when the hydrocarbon wax burns...



any hydrocarbon + oxygen → water + carbon dioxide

E: WHAT IS AN ATMOSPHERIC POLLUTANT?

Pollutants are harmful substances in the environment

TYPES OF POLLUTION

Acid rain forms when sulfur and nitrogen dissolve in water.

Acid rain causes:

Death of aqueous life forms, death of plant life and damage to buildings

Oxides of sulfur and nitrogen can cause respiratory (breathing) problems

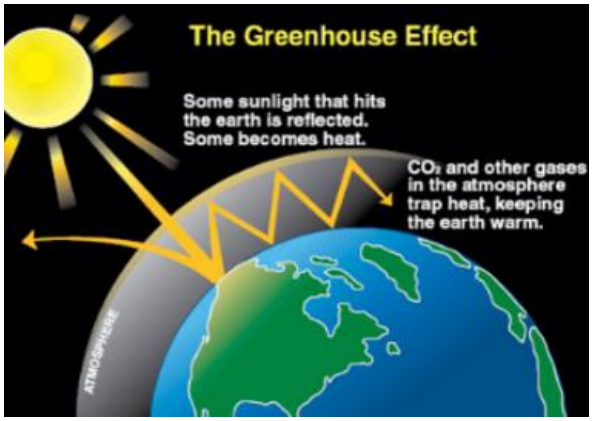
Carbon monoxide, a toxic COLOURLESS, ODOURLESS gas, is formed in incomplete combustion.

F: WHAT IS THE GREENHOUSE EFFECT?

The main greenhouse gases are:
Carbon dioxide (From burning fossil fuels and deforestation)
Methane (from livestock and growing rice)
Water vapour

The greenhouse effect: when greenhouse gases trap heat from the Sun. It is important as it maintains high enough temperature to support life on Earth.

The additional greenhouse effect: additional heat trapped through the increased amount of greenhouse gases.



The term '**climate change**' is used to refer to current changes in the climate. This is because recent scientific records show that the global climate is warming up more rapidly than usual.

The main effects of global climate change include:

- extreme weather (Flooding or drought)
- disrupted agriculture
- decreasing ice cover
- changing sea level

YEAR 7
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SPANISH

Past Tense

Another way to compare things is to use 'as ... as': *tan ... como.*
Una pensión es tan cómoda como un hotel.

Mejor que means 'better than': *El tren es mejor que el autobús.*
Peor que means 'worse than': *El autobús es peor que el coche.*

Good, better, best is *bueno, mejor, el / la / lo mejor*
Bad, worse, worst is *malo, peor, el / la / lo peor*

To say something is 'the best' or 'the worst':
Es una buena idea – en efecto es la mejor idea de todas.
No, no es una buena idea; es la peor idea de todas.
Es el mejor hotel del mundo.

1

Adverbs
To form adverbs in Spanish, simply add the ending *-mente* onto the end of the adjective:
normal + mente = normalmente = normally
fácil + mente = fácilmente = easily
semanal + mente = semanalmente = weekly

KO Quizlet link
https://quizlet.com/_68efoo

2

Remind yourself about **reflexive** verbs (see pages 60 and 66). When you use a reflexive verb like *levantarse* (to get up) remember to keep the reflexive pronoun attached to the end of the infinitive. You also have to remember to change the reflexive pronoun so it agrees with the person doing the verb.

Voy a levantar**me**	= yo	I am going to get up
Vas a levantar**te**	= tú	You are going to get up
Va a levantar**se**	= él / ella / usted	He/she is going to get up
Vamos a levantar**nos**	= nosotros	We are going to get up
Vais a levantar**os**	= vosotros	You(pl)are going to get up
Van a levantar**se**	= ellos / ellas / ustedes	They are going to get up

Se puede
Se puede is an impersonal expression that means 'one can'/'one is allowed'. However, we often translate it as 'you can'/'you are allowed'.

It **must** be followed by an infinitive:

Se puede + *jugar / comer / beber*

3

Present:
voy *(I go)*
vas *(you go)*
va *(he/she/it goes)*
vamos *(we go)*
vais *(you pl. go)*
van *(they go)*

A Regular verbs

To form the preterite of regular verbs follow the same rules as for the present tense, making sure you are looking at a preterite table.

If a verb is reflexive, e.g. *alojar**se***, keep the *me, te, se, nos, os* or *se* pronoun and work out the rest as if it were a normal regular verb:

alojarse to stay *me alojo* I stay *me alojé* I stayed

4

Pronombres personales (Who?)		Regular –AR Ejemplo: **hablar** *(to speak)*		Regular –ER Ejemplo: **aprender** *(to learn)*		Regular –IR Ejemplo: **vivir** *(to live)*	
Singular	yo	hablé	I spoke	aprendí	I learned	vivo	I live
	tú	hablaste	You spoke	aprendiste	You learned	viviste	You lived
	él/ella	habló	He/she spoke	aprendió	He/she learned	vivió	He/she lived
Plural	nosotros/as	hablamos	We spoke	aprendimos	We learned	vivimos	We lived
	vosotros/as	hablasteis	You(pl) spoke	aprendisteis	You(pl) learned	vivisteis	You(pl) lived
	ellos/as	hablaron	They spoke	aprendieron	They learned	vivieron	They lived

B Irregular verbs

5

Remember: irregular verbs don't follow the same rules.

ser		estar		ir		hacer	
fui	I was	estuve	I was	fui	I went	hice	I did
fuiste	You were	estuviste	You were	fuiste	You went	hiciste	You did
fue	He/she/it was	estuvo	He/she/it was	fue	He/she went	hizo	He/she did
fuimos	We were	estuvimos	We were	fuimos	We went	hicimos	We did
fuisteis	You(pl) were	estuvisteis	You(pl) were	fuisteis	You(pl) went	hicisteis	You(pl) did
fueron	They were	estuvieron	They were	fueron	They went	hicieron	They did

YEAR 7
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GEOGRAPHY

South America 2

1. The top 10 richest countries in the Americas based on Gross Domestic Product…

Rank	Country	GDP (PPP) per capita (Intl$)
1	Brazil	16,727
2	Mexico	21,412
3	Argentina	20,482
4	Colombia	15,720
5	Chile	27,059
6	Peru	14,999
7	Venezuela	11,066
8	Dominican Republic	19,452
9	Ecuador	12,215
10	Guatemala	8,711

2. The top 10 most developed countries in South America based on the score of the Human Development Index (closer to the number 1 the better).

Ranking	Country	Data
1	Argentina	0.84
2	Chile	0.83
3	Uruguay	0.79
4	Venezuela	0.76
5	Brazil	0.76
6	Peru	0.73
7	Ecuador	0.73
8	Colombia	0.72
9	Suriname	0.71
10	Paraguay	0.68

3. What are TNCs? A transnational corporation (TNC) is a huge company that does business in several countries. Many TNCs are much richer than entire countries in the less developed world. They have been created by the process of globalisation. Definition of globalisation = the process by which businesses or other organizations develop international influence or start operating on an international scale.

4. ***Top 15 TNCS*** that operate in the South Americas

	Corporation	Country of origin	Sector
1	Telefónica de España S.A.	Spain	Telecoms
2	General Motors (GM)	USA	Automobiles
3	Volkswagen AG	Germany	Automobiles
4	DaimlerChrysler AG	Germany	Automobiles
5	Carrefour Group/ Promodés	France	Trade
6	Ford Motor Co.	USA	Automobiles
7	Repsol-YPF	Spain	Oil
8	Fiat Spa	Italy	Automobiles
9	Royal Dutch-Shell Group	UK/Neth.	Oil
10	Exxon Mobil Corp	USA	Oil
11	IBM	USA	Computers
12	Endesa España	Spain	Electricity
13	The AES Corp.	USA	Electricity
14	Wal Mart Stores	USA	Trade
15	Nestlé	Swiss	Foodstuff

5. ***Advantages*** of TNCs locating in a country include:

- creation of jobs.
- stable income and more reliable than farming.
- improved education and skills.
- investment in infrastructure , eg new roads - helps locals as well as the TNC.
- help to exploit natural resources.
- a better developed economy for the country.

6. ***Disadvantages*** of TNCs locating in a country include:

- fewer local workers employed
- poorer working conditions
- damage to the environment by ignoring local laws
- profits going to companies overseas rather than locals
- little reinvestment in the local area
- factories are often close and jobs are insecure.
- natural resources being over-exploited

YEAR 7
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HISTORY

Henry VIII and His Six Wives

Wife #1: Catherine of Aragon: (m1509-1533)
Catherine was a Spanish princess. Henry and Catherine's marriage was a very happy one in the early years. In the early years, Catherine was seen as the perfect princess, beautiful and very intelligent. She even ran the country as regent while Henry was at war in France. On his return, she presented him the blood-stained cloak of the King of Scotland, who she had defeated in the Battle of Flodden (1513). However, the marriage worsened due to the fact that Catherine did not produce a male heir. She suffered several miscarriages and stillbirths. Her only surviving child was a daughter named Mary. Henry 'broke with Rome' in order to gain a divorce from Catherine but this took six years! During this time, Catherine was banished to a faraway house and separated from her daughter!

Wife #2: Anne Boleyn (m1533-1536)
Anne had been Catherine's lady-in-waiting. Though she was English, she had spent her teenage years at the French court and so had learnt a lot about European fashion and manners. She was flirtatious and outgoing. Henry waited six long years to marry Anne, but the marriage only lasted three years. In 1533, she gave birth to her daughter Elizabeth. She then gave birth to a stillborn son. Henry believed the rumours that his marriage was cursed by God, and that Anne was a witch. She was accused of treason, witchcraft and adultery and beheaded in May, 1536.

Wife #3: Jane Seymour (m1536-1537)
Jane Seymour had originally been the lady-in-waiting to Anne Boleyn. She was the very opposite to Anne Boleyn because she was quiet, fair and mild-mannered. Henry married Jane only eleven days after Anne Boleyn's execution. She was his favourite wife because she gave Henry his long-awaited son and heir, Edward. However, she had a difficult childbirth that lasted over two days. As a result, she caught an infection and died on 24th October, 1537, only eleven days after giving birth. She is buried next to Henry at St George's Chapel, Windsor Castle.

Wife #4: Anne of Cleves (m 1540)
Henry grieved for a long time after the death of Jane Seymour. However, his chief advisor, Thomas Cromwell, advised him to form a marriage alliance with the Protestant region of Cleves (in modern day Germany). This alliance would help Henry VIII establish his new Protestant Church. Cromwell showed Henry a beautiful portrait of Anne of Cleves, and smitten by her beauty, he agreed to marry her. However, when she arrived to England, she did not look like her portrait – in fact, Henry said she looked like 'a Flanders mare'. To keep good relations with Cleves, he agreed to marry her. However, after only six months, the marriage was annulled (ended). And what happened to Thomas Cromwell who had convinced Henry to marry Anne of Cleves? He was for the chop!

Wife #5: Catherine Howard (m1540-1541)
By 1540, Henry was getting old and fat. However, nobody would ever dare tell him this. He spent most of the time reminiscing on his younger years when he invaded France and had many fancy tournaments. It was during this time that he fell for the teenager, Catherine Howard, who was very outgoing and flirty. He married Catherine, despite being over 30 years older than her. However, the marriage was very short-lived – only months after the wedding, she began a love affair with one of Henry's young courtiers, called Thomas Culpepper. When her adultery was discovered, she was swiftly beheaded! Incidentally, Catherine Howard had also been a cousin to his other headless wife – Anne Boleyn!

Wife #6: Catherine Parr (m1543-1547)
Henry became incredibly bad tempered and grossly overweight in his final years, but this didn't stop him from marrying again. This time, he chose Catherine Parr, who was a widow. She was a companion for him in old age – including caring for him and the ulcer he had on his leg, which had become infected and refused to heal. She also helped him mend relations with his two estranged daughters, Mary and Elizabeth, who were invited back to the royal court. Catherine Parr was a strong Protestant, though, and Henry did not agree with some of her religious beliefs. There was an arrest drawn up to send her to the Tower of London – but Henry died before it was ever delivered!

YEAR 7
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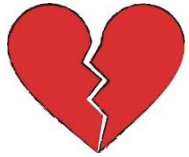
HISTORY

Henry VIII: The Break from Rome

What is 'The Break with Rome'?

This is the term used to describe when England broke away from the Catholic Church in Rome and the Church of England was created. This started with Henry VIII, and it all started because he wanted a divorce from his first wife but the pope would not let him!



Henry's 'Great Matter'

By 1527, Henry had been married to his first wife, Catherine of Aragon, for twenty years. The marriage had been a happy one in the early years. However, they had suffered terrible misfortune – Catherine of Aragon could not produce a **male heir.** She had been pregnant several times but each time this resulted in miscarriages and still births. She had given birth to a healthy daughter called Mary in 1516, but Henry did not feel like this was enough. England had never been ruled by a queen and he was worried that, if Mary came to the throne after him, the country would suffer. By 1527, Catherine of Aragon had passed child-bearing age, and so Henry looked to divorce her and marry the young, attractive Anne Boleyn, who he had fallen in love with. This problem became known around court as 'the King's Great Matter' – because it was too risky to talk about Henry's problem directly!

A cursed marriage!

In Tudor times, you could not go to a local solicitor and file for a divorce. Instead, you had to appeal to the Pope, who was the Head of the Catholic Church, in Rome. Divorce was very rare but could be granted if the pope believed the marriage should never have happened – this was called **annulment**. Henry appealed to the pope, stating that his marriage to Catherine was 'cursed' because Catherine had previously been married to his older brother, Arthur. In the Old Testament book 'Leviticus' it says that a man should not marry his wife's widow otherwise he would be childless. This is exactly what Henry did after Arthur died. He felt the word 'childless' meant no sons – his daughter Mary did not count.

The Pope says NO!

The Pope sent a representative to England from Rome, called Cardinal Campaggio. He spent a long time listening to Henry's case for a divorce, however, he also heard a plea from Catherine, who said that she was never properly married to Arthur and so her marriage to Henry was valid. After over a year of deliberation, in 1529 Campaggio and the pope decided that Henry could not get his divorce. Henry was outraged – how was he going to marry Anne Boleyn and produce a male heir now?

An ancient English law…

For two years, Henry wallowed in self-pity and did not achieve anything. He sent Catherine away from the royal court and banned her from seeing her daughter Mary. Anne Boleyn was given her own royal apartments and acted like the queen in all but name. Eventually, Henry's lawyer, a man called Thomas Cromwell, came up with a clever idea to achieve his divorce. He found an ancient law of England that stated that there was no higher authority or power in the country than the king. Basically, the king could decide for himself whether he was lawfully married to Catherine.

The role of parliament

In order to pass this law, Henry had to go through parliament, where MPs would debate and decide whether it was legitimate. Thomas Cromwell put a lot of pressure on the MPs and as a result, they passed the **Act of Supremacy** in 1534. This stated that England was an 'empire' and that Henry was the 'Supreme Head' of the Church in England. He then instructed all important members of society to swear an oath of supremacy, acknowledging the Break from Rome. Those who refused to swear the oath were executed for treason – this included important bishops and Thomas More, who had once been Henry's best friend!

Happily Ever After?!?

Henry married Anne Boleyn in January 1533, before he had officially divorced Catherine. However, the marriage was very short-lived – she was able to give him a daughter called Elizabeth, but then she gave birth to a stillborn son. Henry accused her of witchcraft and had her beheaded in May 1536. He married his next love interest, Jane Seymour, two weeks later – she finally gave him a son but died in childbirth!

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PHILOSOPHY AND ETHICS

Jesus

A

Key Term	Definition
Crucifixion	A Roman method of the death penalty where the prisoner was nailed to a cross.
Disciple	A follower of Jesus.
Gospel	Good News. The books of the Bible (Matthew, Mark, Luke and John) that record the events of Jesus' life.
Incarnation	God took on human form as Jesus. He was both fully human and fully God.
Miracle	An extraordinary event that goes against the laws of nature brought about by God.
Parable	Story with a moral/meaning.
Resurrection	Being brought back to life after death.
Son of God	Jesus is God's son – fully human yet fully God and without sin.
Trinity	Belief that God is one yet revealed in three different forms: Father, Son and Holy Spirit.

B

Different Religious opinions about Jesus

Religion	Belief
Christianity 	The Bible talks about Jesus performing miracles. It says he fed 5000 people with just 5 loaves of bread and 2 fish. It also tells how he healed blind, lame and crippled people. More importantly for Christians it talks about how he was crucified (nailed to a cross to die), and then 3 days later rose to life. Clearly if these are true they aren't the actions of a normal man but someone very special. The bible talks about Jesus as the Son of God (part of God).
Islam 	The Qur'an talks about Jesus as a prophet. He brought a message from God and was a very Holy man. He performed miracles and healed people. However he was just a man and nothing more.
Judaism 	Jewish historians talk about Jesus as a religious leader who had lots of followers and was a bit of a troublemaker as he upset the leaders at the time with what he said. Many Jewish people today accept Jesus as a prophet.

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DRAMA

More on Greek Theatre

Section A: Greek Theatre 550 BC - 220 BC

Almost every Greek city had a theatre because plays were part of many religious festivals. The Greeks enjoyed singing and dancing. At first, theatres were only used for festivals.

The theatres were built on hillsides in the open air and could often hold more than 18,000 spectators.

The theatres were open air and built in a semi-circular shape with rows of tiered stone seating around it. The shape of the theatres gave everyone in the audience excellent viewing and also meant they could hear the actors well too. In the centre of the theatre was a circular dancing floor (orchestra), with an altar for sacrifices dedicated to Dionysus (a Greek God). The stage was a raised area within this circle.

All the actors were men. They wore large masks that exaggerated facial features and emotions. The mouth hole was large to help amplify the voices. Greek plays were either comedies or tragedies. Tragedies were often about the past, whereas comedies tended to be about current and everyday life. Actors in comedies wore bright colours. Actors in tragedies wore dark colours.

Plays were either spoken or sung in rhyme.

Section B: Masks

Because the theatre spaces were so large, classical masks were able to bring the characters' face closer to the audience, especially since they had intensely over-exaggerated facial features and expressions.

Section C: Comedies and Tragedies

The ancient Greeks invented three types of plays. Tragedies always had a sad ending. Comedies always had a happy ending. And satires poked fun at real people and events. (In ancient Greece, it was illegal to poke fun at the gods. Punishment for mocking the gods was death.) Comedies and tragedies entertained, but a well written satire could sway public opinion.

Section D: The Chorus

The story was told out loud by a Greek chorus. The story was acted out by performers who did not speak. These performers, or actors, told story using masks and gestures. The same actor might play several different roles. All he had to do was switch masks. Still, it took talent to be a great actor, just as it does today.

Thespis was one of the most famous and successful actors in all of ancient Greece. In his honor, actors today are called thespians.

The most successful and famous Greek playwrite was called ***Sophocles.*** Sophocles wrote 120 plays!

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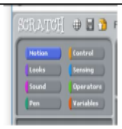
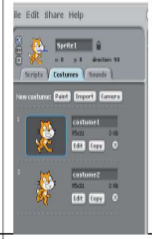
COMPUTER SCIENCE

Scratch

A: Computational Thinking

Computational thinking this is the thought processes involved in formulating a problem and expressing its solution(s) in a way that a computer – human or machine – can carry out effectively. Through thinking computationally, you can formulate a problem and will conceptualize a solution. With the use of scratch you will understand some of the basic principles of computer programming.

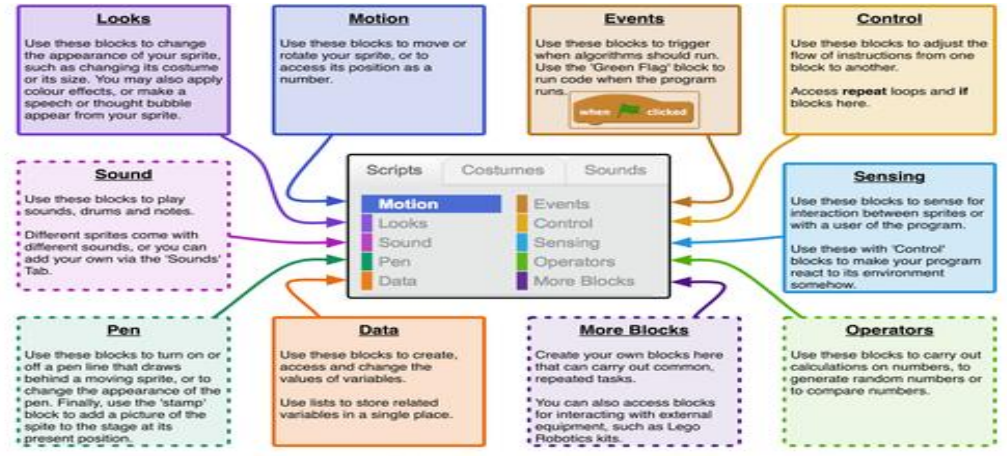
B:

Sprite	Stage	Code Block	Costume
			
Character than can be coded in scratch	The area the sprite moves in	A colour rectangle that is used to program the sprite	What the character looks like.

C: Definitions

Word	Definition
Variable	Value that can change when the program is running
Algorithm	A list of step by step instructions to complete a task
Code	One or more algorithms designed to be carried out by a computer
Event	An actions that causes something to happen
Command	An instruction for the computer, many commands put together make up algorithms and computer programs
Conditional Statement	Statements that only run under certain conditions
Loop	The action of doing something over and over again

D:



E:

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DT – Miss Cockayne's Groups

Resistant Materials

Section A - Key tools and equipment

Image	Tool Name	Uses
	Vice	To hold material securely in place
	Wet and Dry Paper	To polish the material
	File	To remove material and scratches
	Coping Saw	To cut curves

Section B – Plastic sources

Natural
Natural sources of plastics include:
- **plants**
- **trees**
- **animals**
- **insects**

Synthetic
Synthetic plastics are chemically manufactured from:
- **crude oil**
- **coal**
- **natural gas**

Thermoplastics and thermoset plastics
Plastics are divided into thermoplastics and thermoset plastics.
Thermoplastics can be heated and shaped many times.
Thermoset plastics can only be heated and shaped once.

Section C – Material properties and uses

Name: Polymethyl methacrylate (Acrylic)

Properties	Uses
Stiff, hard but scratches easily, durable, brittle in small sections, good electrical insulator, machines and polishes well	Signs, covers of storage boxes, aircraft canopies and windows, covers for car lights, wash basins and baths

Section E – Process of making plastic

1. Oil field
2. Oil tanker
3. Crude oil refinery and distillation
4. Distribution
5. Processing plant
6. Plastic granules
7. Factory
8. End product



Section D – Product analysis

ACCESSFM	
A	**Aesthetics** What does it look like? e.g. colour, shape, style Is the product appealing to the client?
C	**Cost** How much does the product cost to buy? Is this a suitable price?
C	**Client** Who is the product aimed at? How is it suitable for the client?
E	**Environment** How has the product been made sustainable?
S	**Safety** Is the product safety to use during intended use? How has the product been made safe?
S	**Size** What size is the product (mm)? Is this a suitable size for the product?
F	**Function** What does the product do? Does it do the job well?
M	**Materials** What is the product made from? Is this a suitable material for the product? Why?

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DT – Miss Radford's Groups

Textiles

A: Fabric

Natural Fabrics: Cloth made from natural substances, such as; cotton and linen from plants, wool from goats and sheep and leather from cows' skin.

Man-made Fabrics: Cloth made from man made chemicals, usually different forms of plastic, such as Polyester, Nylon, Viscose and Lycra. All these are made from oil.

Decorative: Something done to look attractive

Pattern: Templates used in sewing to cut fabric to the right shape and size.

Fabric Scissors: Special sharp scissors used for cutting fabric only.

B: Health and Safety in the Textiles Room

- Make sure the sewing machine is switched off while threading up.
- Carry scissors with the blade pointing down.
- Keep noise levels low so you can hear teacher instructions
- During practical keep all chairs tucked under the tables.
- Only one person on each sewing machine.

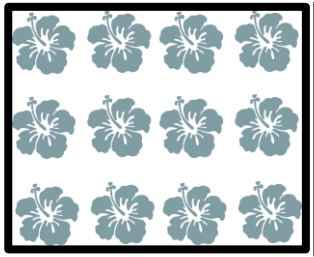
C: Block Printing

Block printing involves carving a pattern or design onto a block. The design is covered in paint, ink or dye and then stamped onto fabric.

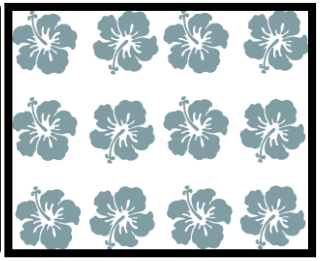
D: Equipment Guide

E: Creating a Pattern

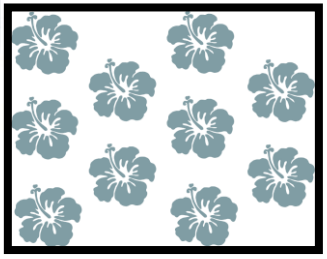
Repeat



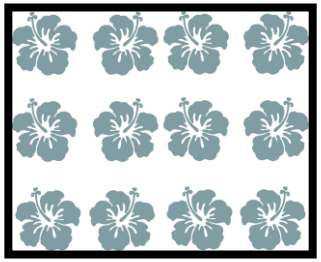
Rotation



Half Drop



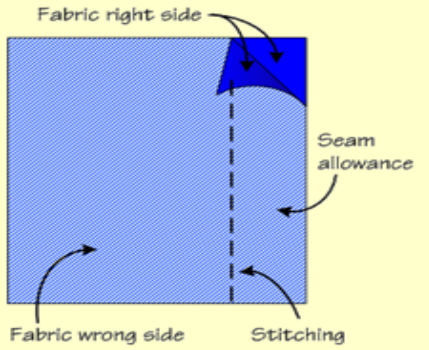
Reflection



F: Seam Allowance

The standard seam allowance is 15mm. Usually this measurement is already added onto a dress-making pattern but occasionally you may have to add it yourself.

Maintaining a **standard seam allowance** is one of the most important ways in which we use **Quality Control** to produce accurate and symmetrical products.



All our sewing machines have markings on the needle bed to help your accuracy in measuring and maintaining this seam width.

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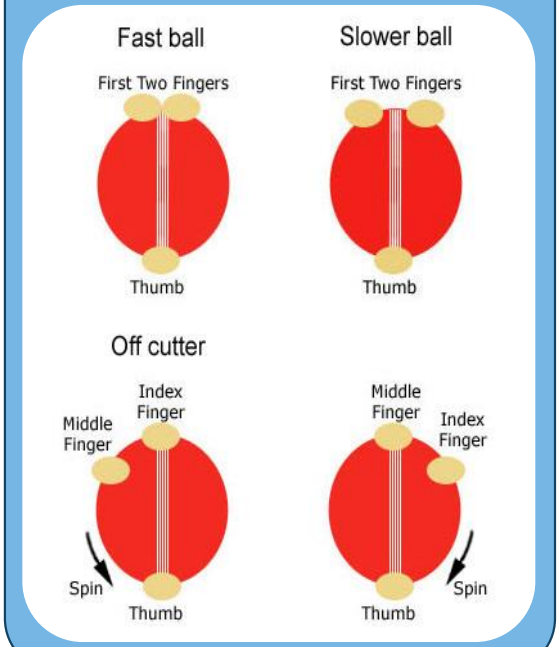
CORE PE
Cricket

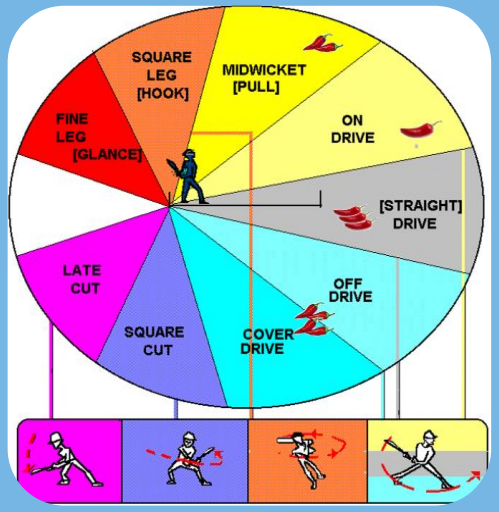
A: Key Terms

Bowler	The person who delivers the ball to the batsman	**No Ball**	When the bowler delivers an illegal ball to the batsman
Batter	The attacking player who strikes the bowled ball	**Wide**	When the bowler delivers a ball wide of the batsman
Wicket keeper	The player on the fielding team who stands behind the batters wicket attempting to catch the ball	**Out**	When the fielding team dismisses a batsman through a range of ways such as bowling or catching a struck ball.
Crease	A line in front of the wickets that the batsman has to stand behind	**Boundary**	The edge of the cricket field
Run	The name for points that are scored in cricket. You can score runs by running between the wickets or hitting the ball past the boundary	**Leg before wicket (LBW)**	When the batsman's body intercepts the ball when it was going to clearly hit the wickets. If a batter is called LBW they are out.
Backing up	A fielder who stands or runs to the position on the far side of the wicket as cover for any miss-throws at the wicket	**Six**	When the batter hits the ball past the boundary without it touching the floor first
Four	When the batter hits the ball past the boundary and it has touched the floor first		

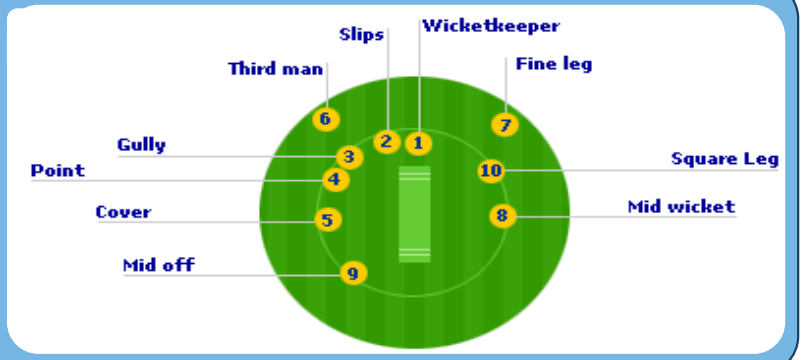
B: Bowling Grip



D: Shot Types



C: Fielding Positions



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CORE PE

Rounders

A: TEAMS

- Games are played between two teams. Each team has a maximum of 15 and a minimum of 6 players. No more than 9 players may be on the field at any one time
- If a mixed team-there should be no more than 5 male players
- List of players and substitutes should be submitted to the umpire prior to play
- Games are usually played over 2 innings
- Players once substituted may return during the game, but batters only in the position of their original number

B: BATTING

- Wait in the backward area well away from 4th post
- If out, wait in the backward area well away from 1st post
- Enter the batting square when called to do so by the Umpire
- You will have one good ball bowled to you
- Batter can use 2 hands
- You can take a no ball and score in the usual way , but once you reach 1st post you cannot return. You cannot be caught out or stumped out at 1st post on a no ball

C: NO BALLS

- Not smooth underarm action
- Ball is above head or below knee
- Ball bounces on way to you
- Wide or straight at body
- The bowler's foot is outside the square during the bowling action

D: RUNNING AROUND THE TRACK

- If you stop at a post you must keep contact with the post, with hand or bat. If you don't the fielding side can stump the following post to put you out
- You can run on to a post even if it has been previously stumped (you don 't score if the post immediately ahead has been stumped)
- When the bowler has the ball in the bowling square you cannot move on, but if you are between posts you can carry on to the next
- You cannot have two batters at a post. The Umpire will ask the first to run on when the second one makes contact
- At a post you do not have to move on for every ball bowled
- Once in contact with the post, you may turn the corner over the 2 metre line. If you turn the corner during a run and there is no contact with the post you will be deemed to have turned the corner and must run on
- You can move on as soon as the ball leaves the bowler 's hand , including no balls
- You must touch 4th post on getting home

E: SCORING

- 1 Rounder if ball is hit and 4th post is reached and touched before next ball is bowled
- 1 Rounder if ball is hit and 4th post is reached on a no ball (you can't be caught out on a no ball)
- ½ Rounder if 4th post reached without hitting the ball
- ½ Rounder if ball is hit and 2nd or 3rd post reached and touched before next ball is bowled - but if you continue this run and are put out before reaching 4th post, the score will be forfeited
- Penalty ½ rounder for an obstruction by a fielder
- Penalty ½ rounder for 2 consecutive no balls to same batter
- 1 Rounder for a backward hit if 4th post reached (you stay at 1st while ball is in the backward area)
- The team with the highest number of rounders wins
- Penalty ½ rounder to fielding team if waiting batters or batters out obstruct a fielder

F: OUT WHEN

- Caught
- Foot over front/back line of batting square before hitting or missing a ball
- Running inside post (unless obstructed)
- The post you are running to is stumped
- You overtake another batter on the track
- You obstruct (you have right of way on track only)
- Deliberately throw or drop bat
- Side out
- If ordered to make and maintain contact with the post and refuse to do so
- You lose contact with the post:
- When the bowler has the ball and is in the square (except on an over run)
- During the bowlers' action but before they release the ball

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ART

Project: Colourful Landscapes

There is no knowledge organiser for art this term as you will be completing a project on identity and emotion.
Further details of this will be given by your art teacher and this will be split into 3 chillies to help you complete the project through the term, please ensure you keep this sheet in your homework folder safely.
You should set aside some time each week to work on the project through the term.

Artists you may study in your project:

George Braque

Hundertwasser

Andre Derain

Anne Garney

Emmeline Simpson

Key Words you may use in your project:

colourful, bold, expressive, simple, composition, composed, contrast(ing), symmetrical, asymmetrical, texture, tone, pattern, bright, detailed, realistic, distorted, lively, subtle, muted, emotive, mood, rough, smooth, pigment, form, line, abstract, animated, brushstrokes.

Notes/Reminders:

Notes/Reminders:


WORK
HARD
BE KIND