
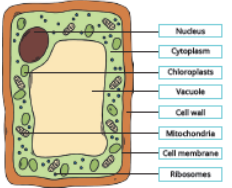
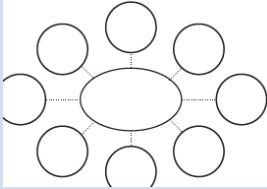


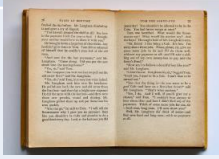



Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

Subject	Page Number	Subject	Page Number
Food	3	German	22
DT	9	History	24
PE	10	English	26
Science	11	Maths	31
Computer Science	14	RE	35
Geography	15	Drama	37
Art	17	Wellbeing	38

Idea	Explanation
<p>Make some flash cards or PowerPoint slides. Make top trumps.</p> 	<p>Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.</p>
<p>Plant Cell</p>  <p>Make a poster.</p>	<p>Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!</p>
<p>Draw spider diagrams, or for the adventurous mind maps.</p> 	<p>Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.</p>
<p>Write a song or a rap.</p> 	<p>Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.</p>
 <p>Plan a lesson</p>	<p>If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.</p>
<p>Write a story or comic strip.</p> 	<p>Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.</p>
<p>Write a quiz. Design a game.</p> 	<p>Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.</p>

Nutrition

Nutrients

Macro nutrients - Needed in large quantities in the diet

1. Protein
2. Fats
3. Carbohydrates

Micro nutrients - needed in small quantities in the diet

1. Vitamins
2. Minerals

Dietary related health problems

Too much sugar can cause:

1. Weight gain (which can lead to obesity)
2. Tooth decay
3. Diabetes (your body cannot produce enough/any insulin to regulate your blood sugar levels)

Too much salt can cause:

1. High blood pressure (this can increase your risk of heart disease and a stroke).

Too much saturated fat can cause:

1. Weight gain (which can lead to obesity)
2. High cholesterol (this narrows arteries making it harder for the blood to travel around, putting you at risk of heart disease).

Example exam questions:

Explain three causes of obesity (3 marks)

What is the function of sugary and starchy carbohydrates (2 marks)

Why is protein especially important for children? (2 marks)

What are the functions of fat? (3 marks)

List 5 food sources of plant based protein (5 marks)

Protein

Food sources

Animal -beef, pork, lamb, poultry (chicken, turkey, duck), fish, cheese, butter milk

Plant - beans, chickpeas, lentils, peas, nuts, seeds, found in smaller amounts in some vegetables such as spinach and broccoli.

Function

Grown and repair of muscles and cells

Carbohydrates

There are two types of carbohydrates, complex and simple. They are also known as starchy (complex) and sugary (simple).

Food sources

Starchy - bread, rice, pasta, potatoes, bagels, oats, flour, cereal and some vegetables.

Simple - fruit, some vegetables, chocolate, sweets, biscuits, cakes

Function

Starchy/complex carbohydrates are digested slowly and provide long term energy.

Sugary/simple carbohydrates are digested slowly and provide short term energy

Fat

There are two types of fat, saturated and non saturated.

Saturated fats are classed as 'unhealthy fats', they are solid at room temperature and are generally animal based.

Unsaturated fats are classed as 'healthier fats' and are liquid or soft at room temperature and come from plant based sources.

Food sources

Animal -beef, chicken skin, processed meat (sausages, salami, pepperoni), bacon, butter, cheese, full fat milk

Plant - vegetable oils (sunflower, olive, rapeseed), avocado, nuts, seeds

Function

Keeps us warm (provides insulation), secondary source of energy, protects vital organs and bones.

The Eatwell guide



The Eatwell guide

The Eatwell guide is a government guide designed to show you the proportions of different foods groups you should eat over a day or more.

Tips on making healthy choices from the eatwell guide:

Fruit and vegetables: eat 5 portions of fruit and vegetables a day, this should make up 1/3 of your plate a day, fresh, canned dried and fruit juice/smoothies all count, don't exceed 150ml of fruit juice/smoothie a day as it can cause tooth decay, try snacking on fruit over high sugar and fat foods,

Potatoes, bread, rice, pasta and other starchy carbohydrates: choose non-sugary cereals, leave the skin on potatoes, choose wholemeal options of foods such as bread, rice and pasta.

Oils and spreads: choose unsaturated fats such as vegetable oils and margarine over butter, use in small amounts.

Dairy and alternatives: choose lower fat options such as skimmed milk and low fat and salt cheese, choose low sugar yogurts and add fruit as a natural sweetener.

Beans, pulses, fish, eggs, meat and other proteins: eat more beans and pulses as they are high in fibre and fill you up for longer, cut the visible fat off meat, choose lower fat meat options, eat 2 portions of fish a week.

Water: drink 2-3 litres of water a day, choose lower sugar option drinks.

Reference intake

Example exam questions:

How can I make healthy choices when choosing foods from the 'beans, pulses, fish, eggs meat and other proteins' section of the guide? (3 marks)

How much of my plate should be made up of fruit and vegetables per day? (1 mark)

How many grams of saturated fat is it recommended not to exceed per day? (1 mark)

Why is recommended not to exceed 6g of salt per day? (2 marks)

How can someone use the traffic light system to help them make healthy choices? (6 marks)

You'll see reference intakes referred to on food labels. They show you the maximum amount of calories and nutrients you should eat in a day. Most packaging has a colour coded label on the front to help you make healthy choices.

Reference in take amounts:

Kcal (calories) - 2000

Total Fat - 70g

Saturated fat - 20g

Sugar - 90g

Salt - less than 6g

Each serving (150g) contains				
Energy 1046kJ 250kcal	Fat 3.0g LOW	Saturates 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%
of an adult's reference intake				
Typical values (as sold) per 100g: 697kJ/ 167kcal				

Red means HIGH in that nutrient
Amber means MEDIUM in that nutrient
Green means LOW in that nutrient

Reference intakes are not meant to be targets. They just give you a rough idea of how much energy you should be eating each day, and how much fat, sugar, salt and so on.

The percentages represent how much of your reference intake is in the product, e.g. the product has 3.0g of FAT in it, that is 4% of 70g of fat.

Puff pastry pesto tarts

Ingredients

1 x ready rolled puff pastry

$\frac{1}{2}$ jar of pesto OR tomato puree

1 pepper

1 tomato

1 red onion

100g cheese

Equipment

Chopping board

Knife

Skills

Slicing

Dicing

Baking



1. Pre-heat the oven to 180°C. Finely slice your onion, pepper and tomato.



2. Cube your cheese



4. Cut your puff pastry into even squares. Place the squares onto a baking tray with baking paper.



5. Spread the pesto on to the tarts



6. Next add your vegetables and the cheese. Bake in the oven for 20 minutes on 180C.

Planning your own recipe:

- Change the base (red pesto, BBQ sauce etc)
- Change the toppings (you **MUST** include at least 2 vegetables).
- Change the cheese.

Look at: Pizza pinwheels, sausage rolls/veggie sausage rolls.

Make sure you print off a recipe or write it down!

Next lesson you will be making your own puff pastry recipe.

Rock Buns

Ingredients

125g plain flour

60g margarine

2 tbsp caster sugar

1 egg

1 tbsp milk or water if needed

Optional filling:

- Chocolate chips
- Raisins

Equipment

Bowl

wooden spoon

Scales

Jug

baking tray

Skills

Weighing

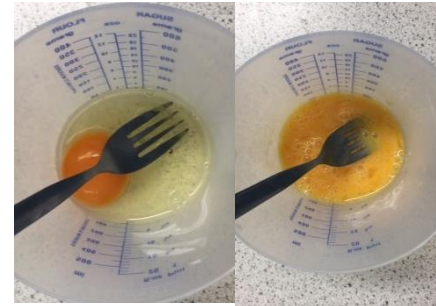
Mixing

Shaping

baking



1. Pre-heat the oven to 200°C
Cream butter and sugar together until creamy.



2. Crack the eggs into a jug and whisk with a fork.



3. Add the egg a little bit at a time, mixing every time you add some.



4. Add the flour and other dry ingredients.



5. Mix into a batter. Add a tbsp. of milk if its too dry.



6. Divide into 4 rough heaps onto grease proof paper on a baking tray. Bake for 15mins until golden brown.

Flavoured couscous

Ingredients

250g couscous
300ml boiling water
150g chorizo
OR Chicken breast
1 yellow pepper
1 courgette
1 garlic clove
1 tomato
Handful of each fresh
parsley, basil and mint
(or dry mixed herbs)
 $\frac{1}{2}$ lemon (for juice)
1 tbsp. olive oil
Salt and pepper

Optional

Handful of olives

Equipment

Chopping board
Knife
Saucepan
Frying pan
Wooden spatula
Mixing bowl

Skills

Seasoning
Boiling
Frying



1. Place the couscous in a bowl. Add the stock cube to the boiling water and stir until dissolved.



2. Pour the stock over the couscous, leave to one side.



3. Chop the pepper, courgette, tomato, garlic and fresh herbs on a white chopping board. On a red board chop the chorizo or chicken breast.



4. Fry the peppers, courgette, garlic and chorizo or chicken in a little oil for 3 minutes. If using chicken fry for a further 5 minutes.



5. Add the tomatoes, herbs, olives, lemon juice, olive oil, salt and pepper. Cook for 2 minutes.



6. Add the chorizo and vegetable mix to the couscous and mix well.

Fairy Cakes

Ingredients

- 1 egg
- 75g Self raising flour
- 75g caster sugar
- 75g margarine
- Optional filling:
 - Chocolate chips
 - Dried fruit

Equipment

- Mixing bowl
- Weighing scales
- Wooden spoon
- Jug
- Cup cake cases
- Cupcake baking tray

Skills

- Weighing
- Whisking
- Folding
- Portioning
- Baking



1. Collect all your equipment and turn your oven to 180°C or gas mark.



2. Cream the margarine and sugar until light and creamy.



3. Whisk the eggs in a jug. Add the egg a little at a time and mix well.



4. Fold in the flour and any other dry ingredients.



5. Half fill the paper cases with the mixture using two teaspoons.



6. Bake in a pre-heated oven for 15-20 minutes or until firm to touch and golden brown.

Year 7 Design and Technology



Fretsaw



Metal File



MDF

These are the key principles of design we will be looking at this term when working in the Workshop. The project is to design and make a key hook in the shape of an animal of your choice.

Key Questions?

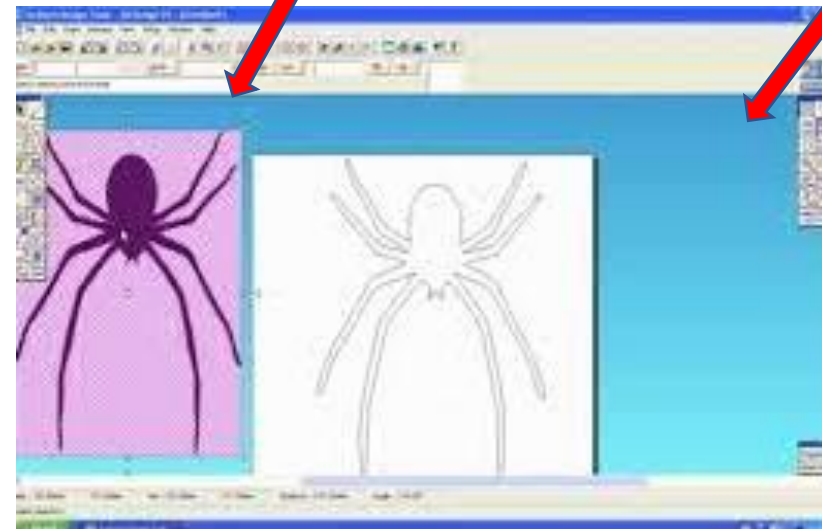
- What is the function of a key hook? Will it have any extra practical design features?
- What key aesthetics do you need to consider when designing?
- How will you turn it from a 2D product into a 3D product?

Using 2D Design, you will transfer your hand drawn designs onto CAD.

Using CAD helps to present work professionally, and adds to your portfolio of skills working towards GCSE level.

Word Bank

Material	Aesthetics	Measurements
properties	Product	
Template	Fretsaw	Sander
Analysis	Relief	



1. Improves fitness

If you take part in a SPORT regularly, your fitness will overall improve. This means you will improve your physical health, which helps with reduction of the chances of long term health conditions.

Examples of team sports:

- Rugby
- Netball
- Football
- Hockey
- Basketball
- Cricket
- Volleyball

2. Meet new people

If you take part in a TEAM SPORT you're going to be socialising and making new friends. This will help you develop your communication skills. In all sports you will have to communicate with your coaches/officials to understand how to develop your skills to improve.



What are the benefits of taking part in a SPORT?



3. Develop leadership skills

In your SPORT you might be asked to lead a warmup or become a captain of the team. This will develop your confidence in leading and showing your knowledge to others.

Examples of individual sports:

- Swimming
- Gymnastics
- Tennis
- Golf
- Boxing
- Cycling

4. Resilience

When you join a SPORT, you might not win all the time. This means that you will have to develop your resilience to try hard and motivate your team/others to carry on. You also might have to learn a new move or skill in your SPORT. Sometimes skills might take months to perfect, you will have to be resilient and persevere with this to accomplish the skill.

ENERGY – SUMMER 1

Key points

- **Energy stores**
- can be described as being in different 'stores'.
- Energy cannot be created or destroyed.
- Energy can be transferred from one store to another.

•ENERGY STORES

- magnetic
- internal (thermal)
- chemical
- kinetic
- electrostatic
- elastic potential
- gravitational potential
- nuclear

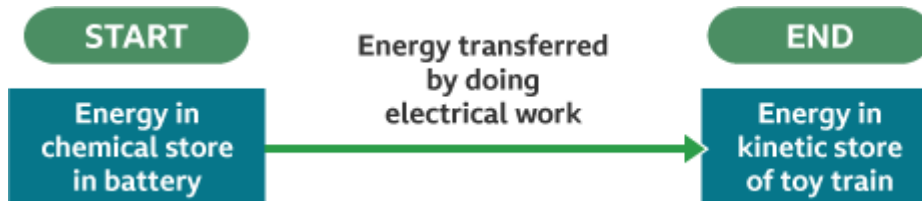
Energy store	Description	Examples
Magnetic	The energy stored when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.	Fridge magnets, compasses, maglev trains which use magnetic levitation.
Internal (thermal)	The total kinetic and potential energy of the particles in an object, in most cases this is the vibrations - also known as the kinetic energy - of particles. In hotter objects, the particles have more internal energy and vibrate faster.	Human bodies, hot coffees, stoves or hobs. Ice particles vibrate slower, but still have energy.
Chemical	The energy stored in chemical bonds, such as those between molecules.	Foods, muscles, electrical cells.
Kinetic	The energy of a moving object.	Runners, buses, comets.
Electrostatic	The energy stored when repelling charges have been moved closer together or when attracting charges have been pulled further apart.	Thunderclouds, Van De Graaff generators.
Elastic potential	The energy stored when an object is stretched or squashed.	Drawn catapults, compressed springs, inflated balloons.
Gravitational potential	The energy of an object at height.	Aeroplanes, kites, mugs on a table.
Nuclear	The energy stored in the nucleus of an atom.	Uranium nuclear power, nuclear reactors.

Transferring energy

Transferring energy

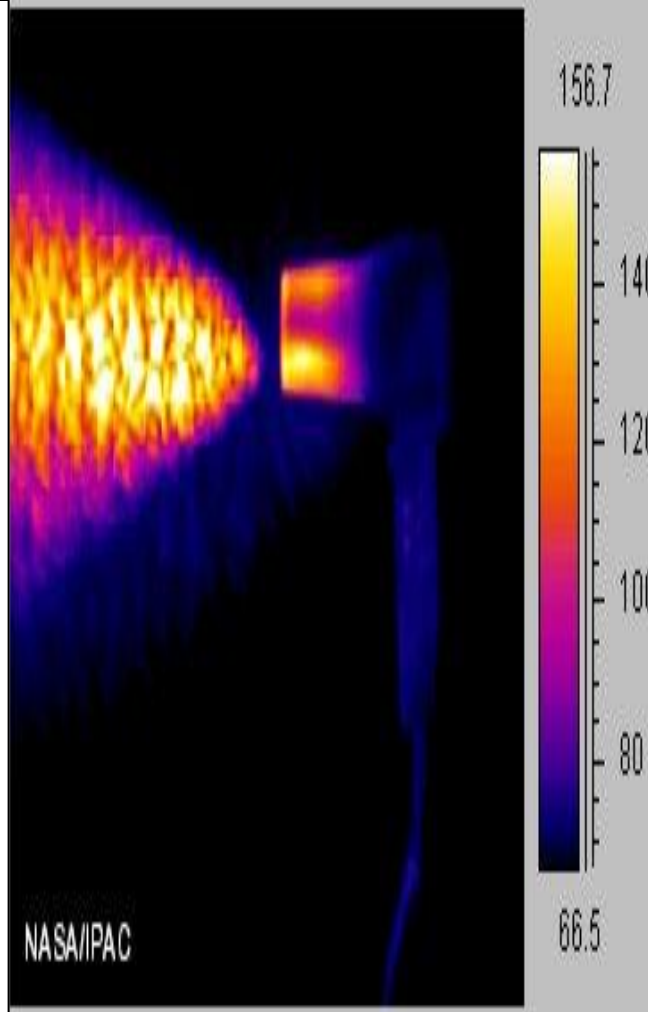
In each of these examples, energy is transferred by one of the following four types of energy transfer:

- **mechanical work** - a force moving an object through a distance
- **electrical work** - charges moving due to a potential difference
- **heating** - due to temperature difference caused electrically or by chemical reaction
- **radiation** - energy transferred as a wave, eg light and infrared - light radiation and infrared radiation are emitted from the sun

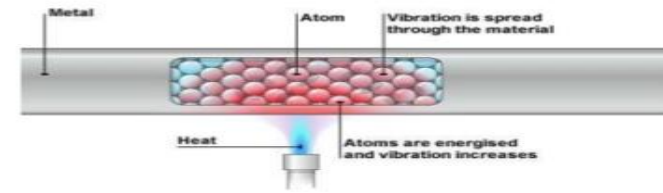


Thermal energy transfer by radiation

All objects give out some infra red radiation, but the hotter they are the more radiation they give out. All objects can also absorb infra red radiation: when they do, they heat up. Radiation can travel through empty space – so this is how the Sun heats up the Earth. The objects don't have to be touching, unlike in conduction, and there are no particles involved.



Conduction



Heat energy is conducted through the solid in this way. As the atoms of the solid gain kinetic energy the temperature of the solid increases.

Thermal energy transfer by conduction

Hot materials can transfer thermal energy to other materials that they are touching. This is called conduction of thermal energy. As the diagram shows, the particles that are heated increase in kinetic energy when they are heated. They bump into neighbouring particles and pass on (transfer) thermal energy. This is why a table feels warm after a hot cup of tea is lifted from it, and the reason why thermal energy can pass through the bottom of a saucepan to cook your dinner.

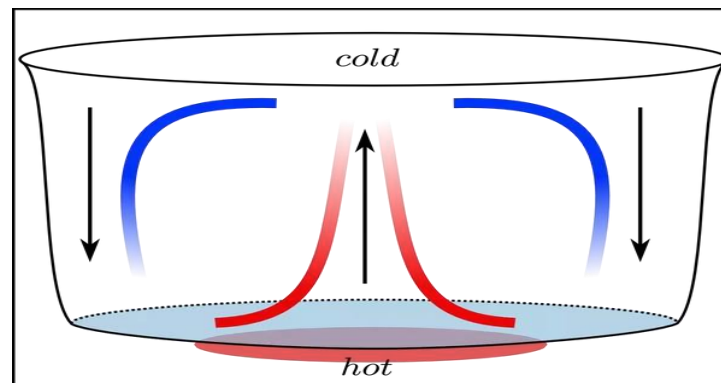
Convection

Heat can be transferred from one place to another by convection.

Fluids

Liquids and gases are fluids because they can be made to flow. The particles in these fluids can move from place to place. Convection occurs when particles with a lot of heat energy in a liquid or gas move and take the place of particles with less heat energy.

Liquids and gases expand when they are heated. This is because the particles in liquids and gases move faster when they are heated than they do when they are cold.



HEAT ENERGY TRANSFER

Summary

The **internet** has changed the way we work and play. It allows us to communicate, to share data and to look for information in a matter of seconds. All this is possible through the use of computers and networks.

The internet is a global network of computers. All computer devices (including PCs, laptops, games consoles and smartphones) that are connected to the internet form part of this network. Added together, there are billions of computers connected to the internet, all able to communicate with each other. Today, the internet is a massive part of our daily lives. When you chat to somebody on the internet or send them an e-mail, do you ever stop to think how many different computers you are using in the process? There's your computer/smartphone, of course, and another one at the other end where the other person is ready to communicate with you. But in between your two machines, making communication between them possible, there are probably about a dozen other computers bridging the gap. Collectively, all the world's linked-up computers are called the Internet. How do they talk to one another?

Careers include Cloud Computing Engineer, Computer Network Specialist, Information Security Specialist, Computer Support Specialist, Software/Application Developer, Games Designer and Web Developer

So how does information move around the internet?

Let's imagine you are visiting a webpage with an image on it. How does the image get to your computer?

The image is stored on a web server. Your computer sends a request to the **web server** for the image.

The request is sent in a 'packet'. Special computers called **routers**, and **devices** direct the **packet** from your computer to the web server. The web server might be close by or on the other side of the world.

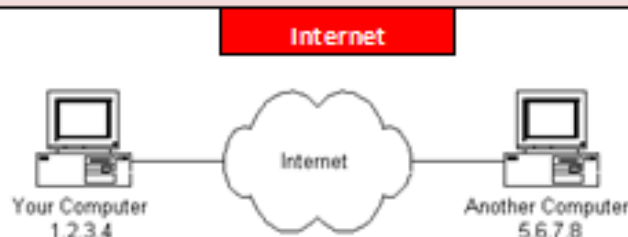
The packet can be sent across the **world** through fibre optic cables under the sea or even by satellite.

Now that the packet has arrived the web server opens it and reads your computer's request, in this case 'please send me this image'.

The web server sends these packets back to your computer and once again routers and switches direct them.

The routers try to find the fastest possible route for each packet. They **might take different routes** and might not arrive in the same order they were sent. Now that all the packets have been received the information attached to them tells your computer how to put them back together and the image will display on your screen.

This whole process of sending a request and receiving the packets usually takes less than a second!



There is no cloud
it's just someone else's computer

HTML

HTML uses special bits of programming language called "tags" to let the browser know how a webpage should look.

Key Vocabulary

Hyperlink	Websites and webpages are joined together using hyperlinks. Clicking on a hyperlink takes us to another site or page.
Http	Tells the computer to use the hyper text transfer protocol for communicating with the website
HTML	Hypertext Markup Language.
Internet	The internet is a global network of computers.
Protocol	A set of rules or procedures for transmitting data between electronic devices
URL	A website's address. Each address contains the prefix 'http:' which tells the computer to use the hyper text transfer protocol for
VOIP	Internet protocol (VoIP) is the technology that allows us to video conference. Many companies offer free VoIP services, including Skype, Apple Facetime and WhatsApp.
World Wide Web	World Wide Web is the part of the internet that can be accessed through websites

VoIP and video conferencing



<https://bbc.in/2scPjly>



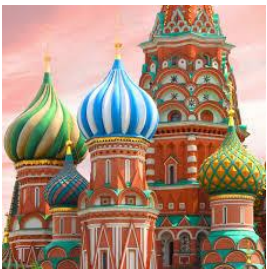


Year 7 Knowledge Organiser: Asia



Topics covered

- ✓ Asia facts
- ✓ Main physical features
- ✓ SE Asia/'far east'
- ✓ Middle East
- ✓ Russia/China and Japan – main differences
- ✓ How Asia is changing



Key Ideas:

1. I can describe the location of Asia and identify several of its main regions/places
2. I can describe and contrast the 3 main countries of Russia, China and Japan
3. I can describe regions of the Middle East and their countries
4. I can describe the physical geography of Russia, including its landscape and physical resources, and locate some of the major human geography e.g. cities
5. I can explain the importance of Japan, Russia and China in the current world
6. I can explore how Asian countries are changing in the future

Skills

- ❑ To research amazing facts using ICT
- ❑ To use mapping to investigate features
- ❑ To understand different opinions and viewpoints
- ❑ To write a detailed piece of extended writing
- ❑ To draw/label line graphs
- ❑ To use ICT/MS Office to present to my class

Places and Environments

- ❖ Shanghai
- ❖ Honshu
- ❖ Plateau of Tibet
- ❖ Himalayas
- ❖ Yangtze River
- ❖ Mount Fuji
- ❖ Moscow
- ❖ Lake Baykal
- ❖ Middle East
- ❖ Siberia
- ❖ Tokyo
- ❖ Caspian Sea
- ❖ Aral Sea
- ❖ Black Sea

Key Terms Used in this Unit

- ❑ Latitude
- ❑ Longitude/time zones
- ❑ Far East
- ❑ Middle East
- ❑ Former Soviet Union
- ❑ Hong Kong
- ❑ Plateau of Tibet
- ❑ Oligarchs
- ❑ Yangtze River
- ❑ Climate
- ❑ Cold War
- ❑ Provinces
- ❑ Communism
- ❑ UAE
- ❑ Communism
- ❑ Economic growth
- ❑ Standard of Living
- ❑ Exports
- ❑ Technology

China



China has experienced rapid 'economic growth' in the last 25 years.

China has the worlds second largest Population



Many poorer people continue to live and work in the countryside



The 3 gorges dam was built on the Yangtze river in China, it is the worlds largest dam

The city of Shanghai has grown rapidly and has a number of unique skyscrapers

Japan

The worlds largest city is Tokyo in Japan



Japan is a mix of traditional and futuristic landscapes on volcanic islands in the Pacific Ocean.

Japanese culture includes unique traditions, beliefs, foods and modern technology.



Russia is the largest country in the world



Russia



Russia has huge 'coniferous' forests, this biome is called the 'Taiga'

Russia has nomadic tribal peoples in the north



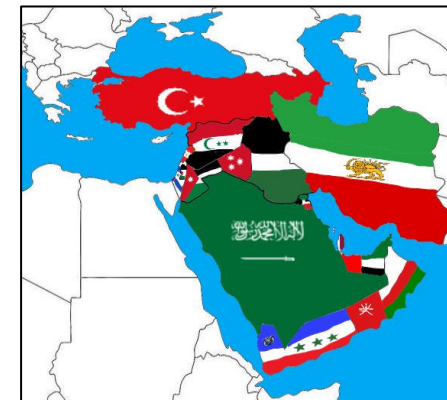
Russia has large fossil fuel resources

Middle Eastern people are descended from ancient tribes and the earliest civilisations

The Middle East connects Asia to Africa.

Middle East

This is a region of huge 'instability' but also huge wealth



UAE is a futuristic small state in a desert

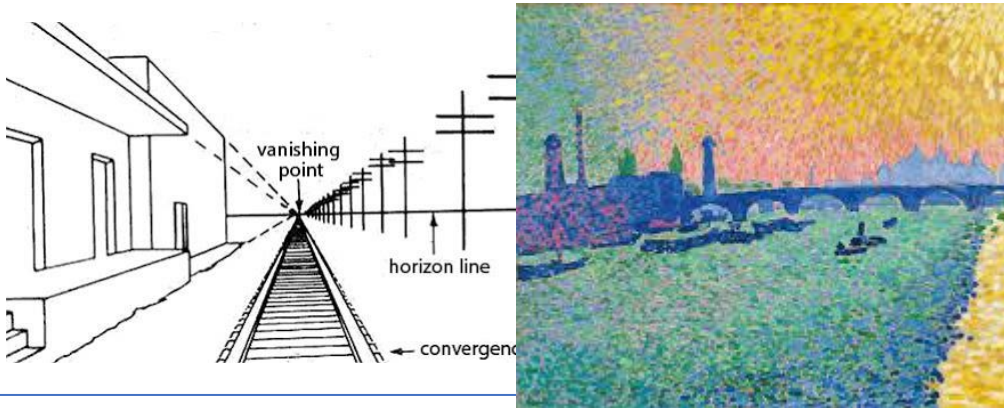


Year 7- perspective landscape

Overview:

Students learn about one and two point-perspective and how it can create the illusion of distance in Art work.

You will draw a chequered table cloth surface using one point perspective and behind this will paint a Impressionist style landscape in the background using paint and oil pastel.



Artists' studied:

Andre Derain- He does bold colourful landscapes in the style of "Fauvism" which is a French word for wild beasts.

Key words:

Linear Perspective: A technique that uses a vanishing point to create the illusion of distance in pictures.

Tone: Using a pencil to clearly show the direction of light so items appear 3D.

Blending: Smoothing out pencil lines to create a gradual tone

Colour Wheel: Showing the relationship between colours

Complimentary: Colour opposite one another on the colour wheel

Primary: Red, Yellow, Blue – from which all other colours are made

Secondary: Green, Purple, Orange- Colours made from mixing two primary colours

Materials / Techniques to be explored:

Perspective drawing, mixed media painting, Dot painting,

One and Two-point Perspective

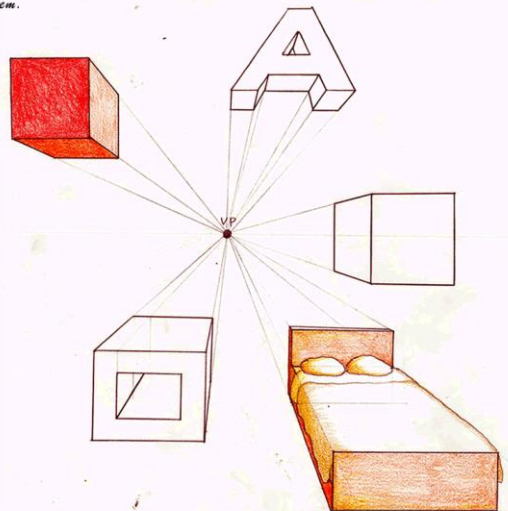
Year 7 Art

Perspective

- * Perspective is a drawing method that shows how objects appear to get smaller as they get further away;
- * Objects are drawn disappearing towards 'Vanishing Points';
- * Vanishing Points are located on a 'Horizon Line' (or 'Eye Level Line'). This is an imaginary line, level with the viewer's eyes;
- * Objects drawn above the eye level line appear as if you are looking up at them; those below the eye level line appear as though you are looking down upon them.

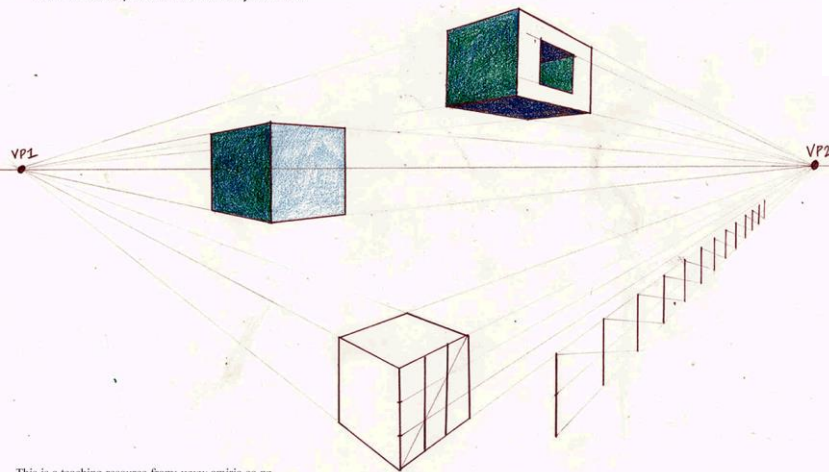
ONE POINT PERSPECTIVE

- * Lines converge towards one vanishing point;
- * Generally used when looking down something long, like a road or corridor;
- * Front and back face of the object appear 'flat' or 'front on';
- * Sides, top and bottom of objects converge towards vanishing points.

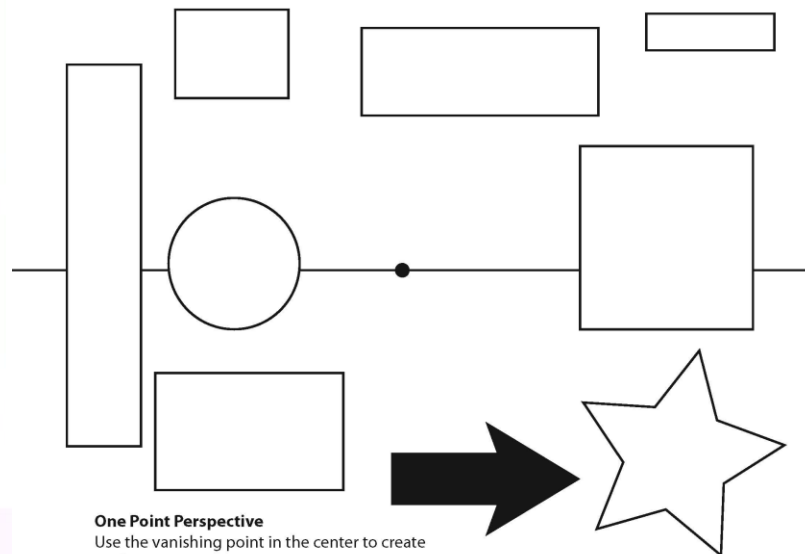


TWO POINT PERSPECTIVE

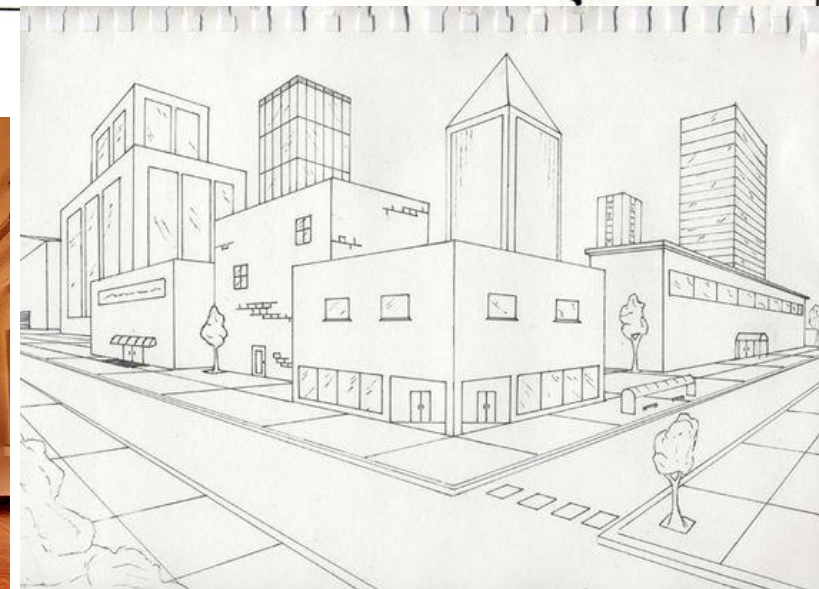
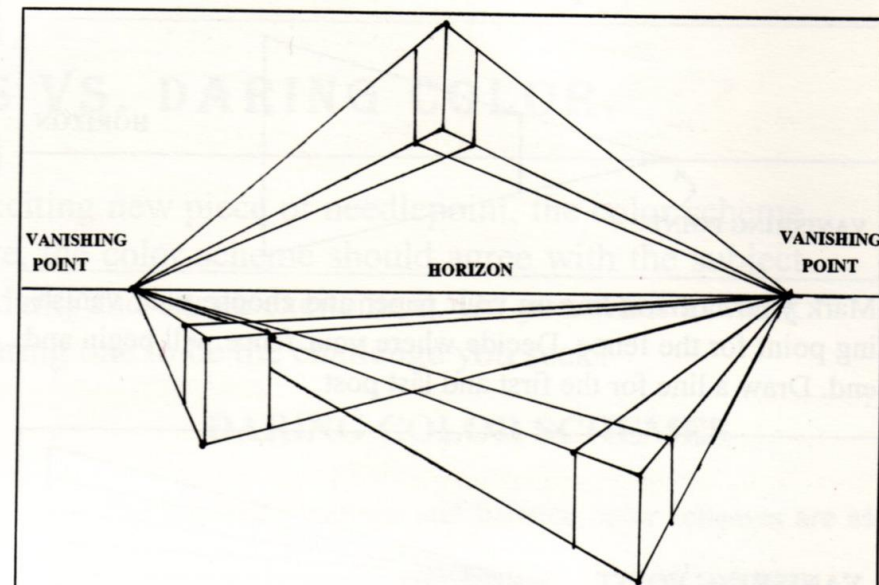
- * Two vanishing points are used, both located on the Horizon Line;
- * All lines (except curving or irregular lines) are drawn as either vertical, or going towards the vanishing points;
- * This is a very realistic drawing method.



This is a teaching resource from: www.amiria.co.nz



One Point Perspective
Use the vanishing point in the center to create 3D forms



1

Methods of Recording	
Observational drawing	Drawing from looking at images or objects
First hand observation	Drawing directly from looking at objects in front of you
Second hand observation	Drawing from looking at images of objects
Photographs	Using a camera or smartphone to record images will class as first hand observation
Sketches	Basic sketches and doodles can act as a starting point for development

Stages of Drawing			
Basic shapes	Accurate shapes	Detail	Shade

3

Annotation


Describes writing notes, using images and explaining your thoughts to show the development of your work.

Step 1 Describe
 What is this an image of?
 What have you done here?
 What was this stage of the project for?

Step 2 Explain
 How was this work made?
 How did you produce particular effects? How did you decide on the composition?

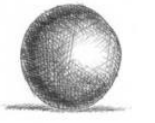



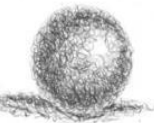
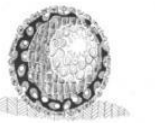
Step 3 Reflect
 Why did you use these specific methods? Why do particular parts work better than others? Why might you do things differently next time?

2



Tonal shade
 Produce a range of tones by varying the pressure and layering consider using softer pencils for darker shades

Alternative shade techniques

		
Cross hatching	Hatching	Contour lines
		
Stippling	Scribble	Pattern

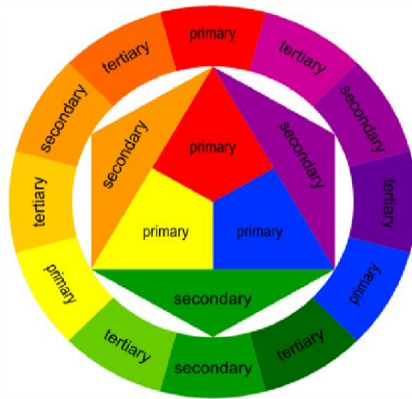
- 1- Formal elements are taught e.g. how to sketch and use tone to create a 3D effect. You will explore the colour wheel and how to use the basic materials in Art.
- 2-“The Greenman” – This project introduces you to facial proportions and how to blend oil pastels effectively. We also learn about clay and create small 3D Greenman faces. Examples of world renowned pieces of art are discussed.
- 3-“Perspective Landscapes”- This project introduces students to the concept of perspective and distance in Art. You learn about the technique of one-point perspective to create a feeling of depth in a landscape.

1


Media	The substance that an artist use to make art
Materials	The same as media but can also refer to the basis of the art work eg, canvas, paper, clay
Techniques	The method used to complete the art work, can be generic such as painting or more focus such as blending
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill

3

Colour Theory	
Primary= RED, YELLOW, BLUE	Complimentary; Colours opposite on the colour wheel
Secondary= Primary+Primary	Harmonious; Colours next to each other on the wheel
Tertiary= Secondary+Primary	Monochromatic; shades, tones & tints of one colour
Shades – add black	Hue – the pigment
Tint – add white	Warm; RED, ORANGE YELLOW. Cold; BLUE, GREEN, PURPLE



2

Pencil		The basic tool for drawing, can be used for linear work or for shading
Biro		Drawings can be completed in biro and shaded using hatching or cross hatching
Pastel (chalk/oil)		Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect
Coloured pencil		Coloured pencil can be layered to blend colours, some are water soluble
Acrylic paint		A thick heavy paint that can be used smoothly or to create texture
Watercolour		A solid or liquid paint that is to be used watered down and layered
Gouache		A pure pigment paint that can be used like watercolours or more thickly for an opaque effect
Pressprint		A polystyrene sheet that can be drawn into to print white lines – can be used as more than 1 layer
Monoprint		Where ink is transferred onto paper by drawing over a prepared surface
Collagraph		A printing plate constructed of collaged materials
Card construction		Sculptures created by building up layers of card or fitting together
Wire		Thick or thin wire manipulated to create 2d or 3d forms
Clay		A soft substance used for sculpting, when fired can be glazed to create shiny colourful surfaces
Batik		A fabric technique using hot wax to resist coloured inks
Silk painting		Fabric inks painted onto silk, Gutta can be used as an outliner to prevent colours mixing

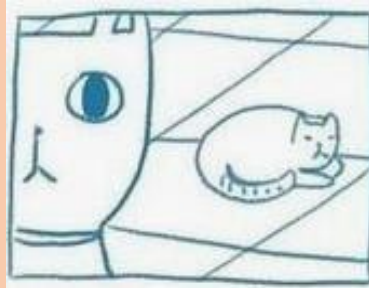
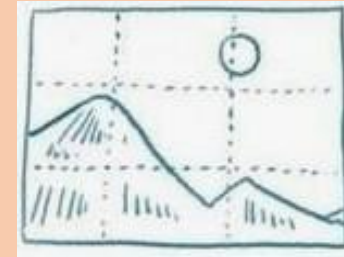
1 Formal Elements of Art

LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms. e.g. horizontal, diagonal or curved.
TONE	means the lightness or darkness of something. This could be a <u>shade</u> or how <u>dark</u> or <u>light</u> a <u>colour</u> appears
TEXTURE	the surface quality of something, the way something feels or looks like it feels. There are two types : <u>Actual</u> and <u>Visual</u>
SHAPE	an area enclosed by a <u>line</u> . It could be just an outline or it could be <u>shaded</u> in.
PATTERN	a design that is created by repeating <u>lines</u> , <u>shapes</u> , <u>tones</u> or <u>colours</u> . can be <u>manmade</u> , like a <u>design</u> on fabric, or <u>natural</u> , such as the markings on animal fur.
COLOUR	There are 2 types including Primary and Secondary . By mixing any two <u>Primary</u> together we get a <u>Secondary</u>

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

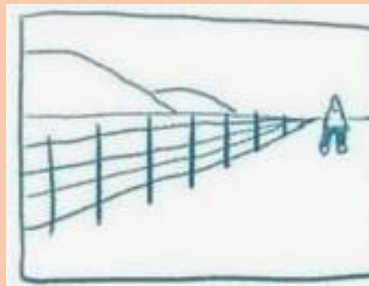
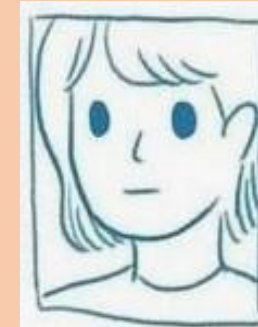
2 Composition Layouts

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other

Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

Here is the vocabulary you will need for Module 4.

It is also on Memrise – www.memrise.com

www.textivate.com

Username: openacademy

Password: surname800

Go to 'myresources' to find your work.

In this Module you will learn how to:

- talk about school subjects
- talk about days and times
- describe your teachers
- talk about school facilities and rules
- Read longer texts.

Schulfächer • School subjects

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



Die Wochentage • The days of the week

Montag (Mo.)	Monday
Dienstag (Di.)	Tuesday
Mittwoch (Mi.)	Wednesday
Donnerstag (Do.)	Thursday
Freitag (Fr.)	Friday
Samstag (Sa.)	Saturday
Sonntag (So.)	Sunday
Was hast du am Montag?	What do you have on Monday?
Am Dienstag habe ich ...	I have ... on Tuesday
Am Sonntag haben wir keine Schule.	We have no school on Sunday.



Meinungen • Opinions

mein Lieblingsfach ist ...	my favourite subject is ...
ich mag ... (sehr)	I like ... (a lot)
ich liebe	I love
ich mag ... nicht	I don't like ...
ich hasse	I hate
gut	good
toll	great
furchtbar	awful
einfach	easy
schwierig	difficult
interessant	interesting
langweilig	boring
nützlich	useful
nutzlos	useless
faszinierend	fascinating
nervig	irritating
supercool	really cool
stinklangweilig	dead boring



German

In der Schule • In school

die Lehrerin(-nen)	teacher (female)
die Deutschlehrerin(-nen)	German teacher (female)
der Lehrer(-)	teacher (male)
der Sportlehrer(-)	sports teacher (male)
Was gibt es?	What is there?
Es gibt einen/eine/ein ...	There is a ...
Es gibt viele ...	There are lots of ...
das Klassenzimmer(-)	classroom
der Tisch(-e)	table
der Stuhl(-e)	chair
der Computer(-)	computer
das Whiteboard(-s)	whiteboard
das Poster(-)	poster
das Fenster(-)	window
die Wand(-e)	wall
die Tür(-en)	door
der Korridor(-e)	corridor



Wo ist das? • Where is it?

in der Schule	in the school
im Klassenzimmer	in the classroom
im Korridor	in the corridor
an der Wand	on the wall
am Fenster	by the window
am Tisch	at the table
auf dem Tisch	on the table
neben der Tür	near/next to the door



Eigenschaften • Characteristics

Er/Sie ist ...	He/She is ...
alt	old
fair	fair
freundlich	friendly
jung	young
launisch	moody
lustig	funny
nervig	annoying
streng	strict
unpünktlich	unpunctual

Die Zeit • Time

Wann?	When?
Um wie viel Uhr?	At what time?
Um 8:30 Uhr (acht Uhr dreißig).	At 8:30.
Wie viel Uhr ist es?	What time is it?
Es ist 9:50 Uhr (neun Uhr fünfzig).	It's 9:50.
in der ersten Stunde	in the first lesson
vor der Pause	before break
nach der Mittagspause	after the lunch break



Oft benutzte Wörter

• High-frequency words

weil	because
sein/seine	his
ihr/ihre	her
zu	too
sehr	very
ziemlich	quite, fairly
ein bisschen	a bit
nicht	not
haben	to have
sein	to be
in	in
an	at, by, on (wall)
auf	on (top of)
neben	near, next to
heute	today
morgen	tomorrow
vor	before
nach	after



Strategie 4

Memory room

To help you remember vocabulary, try associating it with places in a room, such as your bedroom. In your mind, place the words you want to remember in different parts of the room. For example, to learn the school subjects, you might put **Erdkunde** by your computer, **Kunst** on top of the wardrobe, etc. Then you look round the room and say **Erdkunde** when you get to the computer and so on.

Mnemonics

If the spelling of a particular word just doesn't seem to stick, you could invent a mnemonic – a rhyme or saying that sticks easily in your mind. Here's an example, but it's best to make up your own because you'll find them easier to remember.

Sit
Tight
Until
Henry
Leaves

Read the Strategy Box for ideas for remembering vocabulary.

Key words	
Native Americans	General term used to describe the hundreds of different tribes who have lived in North America for thousands of years, long before it was settled by white Europeans
Buffalo	A large mammal living in North America. Many tribes relied on the Buffalo as a source of food, shelter, clothing, medicine and many other uses
Nomadic	A way of life in which a tribe or group travels and settles temporarily rather than setting up towns, villages or cities
The Great Plains	An area of the USA covered mostly with grassland – once home to Buffalo and tribes such as the Sioux and Apache.
The Reformation	A process of religious change in early modern Europe, where much of Europe converted from Catholicism to Protestantism
Catholicism	A type of Christianity that believes that the Pope is the head of the Church and that the Bible and church services should be in Latin
Protestantism	A type of Christianity that does not believe that the Pope is the head of the Church and that the Bible and church services should be read by people in the own language
Henry VIII	King of England between 1509 and 1547. Most famous for his six wives, Henry was also important in making England a more Protestant country with himself as head of the English Church
Martin Luther	A German Protestant who wrote several important books/articles about religion that helped spread the Protestant religion around Europe

Some tribes lived on the Great Plains (see key words above). These tribes mostly lived nomadically and hunted the Buffalo, of which they used the entire body. For example, they lived in Tipis, a type of tent build from Buffalo hide. Plains tribes also frequently raided each other, and the white settlers once they arrived. It was the Plains tribes who were some of the last to be defeated by the US military around the year 1900. On the right is a diagram showing the many different uses of the Buffalo.

Native Americans

Before white settlers arrived in North America it was known as 'Turtle Island' and was inhabited by millions of people organised into hundreds of different tribes. Each tribe had their own way of life, including different diets, spiritual beliefs, languages and customs.

Some of the largest tribes were the Sioux, Navajo, Cherokee, Apache and Iroquois.

Although up to 90% of the population were killed by white settlers, most tribes still remain today. However most of their original territory was taken from them and some now live in different regions to their ancestors.



The Tudors

The Tudors were a family who ruled England between 1485 and 1603. They are remembered for the amount that they changed England. One of the biggest changes they introduced under Henry VIII, Edward VI and Elizabeth I was the English Reformation. This was when England changed from a Catholic country to being a Protestant country.

Causes of the Reformation	Consequences
The Reformation in Europe	Protestants throughout Europe like Martin Luther helped spread Protestant ideas. These books reached England and many people began to change their religion.
Anne Boleyn	Henry VIII's second wife and a Protestant, Anne encouraged Henry to end his first marriage and convert to Protestantism. Henry eventually did this and fell out with the Pope.
Corruption in the Catholic Church	Probably exaggerated by Henry VIII, monks and other Catholics were accused of drinking, gambling and being too wealthy. As a result, Henry closed down their monasteries.
Actions of Protestant monarchs	Although Henry VIII was the one to bring in the Protestant Reformation, it was actually under Edward VI and Elizabeth I that Protestant changes occurred much more rapidly. Both introduced a 'book of common prayer' that was in English and preached Protestant ideas.



Henry VII, reigned 1485-1509

Henry VII took the throne by defeating the previous King, Richard III. Henry made efforts to control the barons in England. He taxed them heavily and punished them harshly for disobeying him.



Henry VIII, reigned 1509-1547

Determined to have a son of his own, Henry married six different women and had three surviving children. In the 1530s Henry claimed to have become a Protestant and changed the religion of England to Protestant with himself as head of the Church.



Edward VI, reigned 1547-1553

Henry VIII's only son and just nine years old when he was crowned King and died by the age of 15, Edward never really had the chance to rule England. Edward was raised as a Protestant so England became more Protestant during his reign.



Mary I, reigned 1553-1558

Mary was Henry VIII's eldest daughter and a strong Catholic. Nicknamed 'bloody Mary' she is often remembered for executing many Protestants but was also a strong queen in a difficult time.



Elizabeth I, reigned 1558-1603

Elizabeth was Henry VIII's youngest child and a Protestant like her brother. Often remembered as one of England's greatest queens, she continued to make England more Protestant, with increasingly harsh punishments of Catholics who resisted.

READING: PLOT AND STRUCTURE

KEY VOCABULARY

PLOT

A connected series of events that make up the story.

STRUCTURE

How a story is put together (how the different parts fit together, the order they are placed in ect.)

EXPOSITION

The situation at the start of a story, which may include introducing the main character, or setting the scene.

RISING ACTION

The series of events leading up to the climax of the story.

CLIMAX

The moment of most tension after the build-up of events.

FALLING ACTION

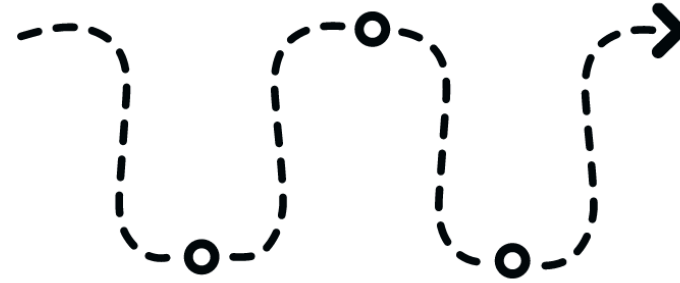
The winding down of a story after the moment of most tension.

RESOLUTION

The way in which a story ends.

SUSPENCE

Creating uncertainty and a sense of excitement about what is going to happen next.



Source: Chelsea young writer

STORY MOUNTAIN

Enter your sub headline here



Context

George Orwell was born to British parents in 1903 in Bengal, India. At that time India was a British Colony. He and his family moved back to England in 1907. A bright boy from a family that was in no way wealthy, he earned scholarships to Eton College. At Eton he gained a reputation for being anti-authority. After Eton, Orwell chose not to go to university but became a policeman in Burma. Before he had even landed in India, he began to have second thoughts when he saw a policeman being applauded by rich Englishmen for kicking a native. He came to hate the idea of imperialism, where the British ran the country and dominated the native people.

Russian Revolution - Before the revolution of 1917, Russia was a dictatorship. The tsar had absolute power and made all of the decisions; he basically told everyone what they could and could not do.

Russia was also a capitalist society at this time. Capitalism is an economic system based on business - selling things to make a profit. The business owners kept most of the profits for themselves and paid workers very little; consequently, the owners became very rich while the workers lived in poverty and often went hungry. The powerful tsar, Nicholas II, became very unpopular with the Russian working classes because he did nothing to help them.

Vladimir Lenin led the revolution against the tsar's government and Nicholas II was overthrown. Lenin wanted the working classes to have more power so he made Russia into a democracy - this is where all the citizens of a nation make decisions through voting. His organisation and leadership of Russia was inspired by the communist ideas of Karl Marx.

Karl Marx was a German philosopher and politician. He believed that capitalism was wrong because the poor were exploited by the rich to get even richer. Marx believed that everyone in society should be equal and everything should be shared - this is called Communism.

Life was much better for the working classes under Lenin's communist and democratic leadership and he had many loyal supporters. The success of the Russian Revolution started to go wrong when Lenin died in 1924. Leon Trotsky, Lenin's right-hand man, was the obvious successor, but Joseph Stalin, who had built a secret power base behind the scenes, seized power from right under Trotsky's nose. Stalin used Trotsky as a scapegoat and later used his power to exile him from Russia.

Stalin spread propaganda about his own 'great' leadership and banned criticism against him. He was in complete control of the communist party and Russia. He altered the communist principles of the party to suit his own interests and anyone who dared to speak out against him was tortured and sent to labour camps or shot - sometimes publicly. Under Stalin's rule Russia became a dictatorship once again and the working classes were in a more desperate situation than before the revolution.

Year 7 - Summer 1 - Animal Farm

Plot Summary

1. The animals gather to listen to old Major. He gives them a vision of a life without man.
- 2 The animals rebel and overthrow Jones. The commandments are written.
- 3 The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
- 4 The Battle of the Cowshed: Jones attempts to reclaim the farm.
- 5 Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
- 6 Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
- 7 Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
- 8 Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
- 9 Boxer is sold to the knacker's yard.
- 10 The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

Key Terminology

- Allegory** - a story which has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.
- Propaganda** - Information that is meant to make people think a certain way. The information may not be true.
- Pathetic fallacy** - the attribution of human feelings and responses to inanimate things or animals, especially in art and literature
- Rhetoric** - language used to motivate, inspire, inform, or persuade readers and/or listeners
- Dramatic Irony** - a literary device by which the audience's or reader's understanding of events or individuals in a work surpasses that of its characters.

Key Themes

- Leadership and Corruption
- Lies and deceit
- Foolishness and naivety
- Violence Pride and Ceremony
- Dreams, hopes and future plans

Characters

Mr Jones - Drunken owner of Animal Farm. Embodies the tyranny of man

Old Major - Wise, old pig. Inspires the rebellion with his rhetoric.

Napoleon - Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones

Snowball - a more vivacious pig than Napoleon, quicker in speech and more inventive.

Squealer - Mouthpiece of Napoleon. Uses propaganda to control the animals

Boxer - Devoted citizen and immensely strong. Innocent and naïve.

Clover - Maternal, caring and loyal. Senses hypocrisy but cannot articulate it.

Art Links

The Russian Communist Party used early film and media to spread their message across the vast expanse of Russia. They used special cinema trains to distribute films with extreme propagandist messages to the far-flung rural areas. The Communist regime also exploited art in the form of posters to spread their political idealism; therefore making Art political. Their art form was brutal, basic and laced with simple symbols for easy access for an uneducated massive population. Their art also championed not only their leaders (Lenin) and heroes (Yuri Gagarin - the first man in space) but also the average, anonymous working man or woman - representing the glorious Working Class. The simplistic artwork with its reliance on Party Red and its clear narratives are readily recognizable.

Music Links

Stalin was very critical of Western degenerate music and invested in home-grown Russian composers such as Shostakovich and Prokofiev, who created operas and symphonies that supported the values of Communism and saw triumph in unity and brotherhood. Modern pop music was welcomed by the masses but banned by Party in power throughout the 1960 and 1970s and had to go underground, making it all the more exciting to young listeners. The Communist Party didn't like the freedom loving lyrics and idea of individualism in modern pop songs.

The Open Values in Animal Farm:

Courage Aspiration Perseverance Team work

The animals in Animal Farm work closely together as a team to help make the farm a success. Some show great perseverance and courage in the face of the terrible pigs. Most aspire to be the best they can be and make a happier life for themselves.

Careers <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>



Ambitious Vocabulary

Bourgeoisie (The Haves): Small number of people with control and power.

Proletariat (The Have-Nots): Large number of people working and producing goods with very little power or say over how their lives are run.

Vivacious attractively lively and animated

Ignominious deserving or causing public disgrace or shame

Morose gloomy and ill-tempered

Rebellion - an act of armed resistance to an established government or leader

Prosperity - the condition of being successful or thriving, especially : economic well-being

Tyranny - cruel and oppressive government or rule

Benevolent - well meaning and kindly

Year 7 - Summer 1 - Animal Farm - Task Sheet

Context Questions:

1. Create a class quiz on the context of the play. This could include matching characters to historical figures and facts about the Russian Revolution.
2. Why was *George Orwell* so interested in the Russian Revolution.
3. What is *Marxism*? Give an example of how it links to *Animal Farm*?

Key Themes

1. What does tyranny mean? How does it link to *Animal Farm*?
2. Two of the themes are corruption and control. How are they linked to cause chaos on *Animal Farm*?

Key Terminology

1. Explain the difference between communism and capitalism.
2. What are the proletariat and the bourgeoisie?
3. Define the term 'allegorical novella'.

Character Questions:

1. Draw a hierarchy of the animals on the farm.
2. Who is Old Major? Who does he represent.
3. List three events in *Animal Farm* that represent what happens in the Russian Revolution.
4. Using your answer to question 3 to write one word to describe Napoleon.
5. Snowball is exiled. Why might this be?
6. Why does Boxer keep agreeing to do hard work?
7. What is the name of animal that escapes the farm after the revolution to be looked after by humans?

Plot Summary Questions:

1. What is the name of the farmer who owns the farm and who does he represent?
2. What happens to Snowball?
3. What do the animals have to build?
4. Why does Molly escape from the farm?
5. What are the seven commandments?
6. What is the battle of the cowshed?
7. Describe the relationship between Napoleon and Snowball.
8. Summarise what happens to the pigs at the end of the novella.

LINES AND ANGLES

Constructing, measuring and using geometric notation

Keywords

- Polygon:** A 2D shape made with straight lines
- Scalene triangle:** a triangle with all different sides and angles
- Isosceles triangle:** a triangle with two angles the same size and two sides the same size
- Right-angled triangle:** a triangle with a right angle
- Frequency:** the number of times a data value occurs
- Sector:** part of a circle made by two radii touching the centre
- Rotation:** turn in a given direction
- Protractor:** equipment used to measure angles
- Compass:** equipment used to draw arcs and circles

What do I need to be able to do?

By the end of this unit you should be able to:

- Use letter and labeling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

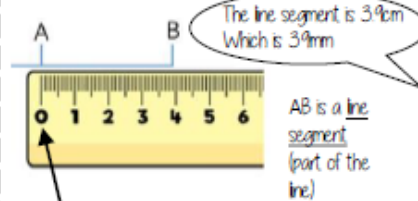


Angle Notation: three letters ABC
This is the angle at B = 113°

Line Notation: two letters EC
The line that joins E to C.

Draw and measure line segments

Conversions: $1\text{cm} = 10\text{mm}$, $1\text{m} = 100\text{cm}$



Make sure the start of the line is at 0.

Angles as measures of turn

East to South is a quarter turn clockwise

Quarter Turn 90° Clockwise

Half Turn 180° Anti-Clockwise

Three-quarter Turn 270° Anti-Clockwise

Full Turn 360° Clockwise

Classify angles



Scan here

Measure angles to 180°



Scan here

Draw angles up to 180°



Scan here

Classify angles

Acute Angles
 $0^\circ < \text{angle} < 90^\circ$

Obtuse
 $90^\circ < \text{angle} < 180^\circ$

Reflex
 $180^\circ < \text{angle} < 360^\circ$

Right Angles
 90°

Straight Line
 180°

Right angle notation

Measure angles to 180°

This is the angle being measured

The base line follows the line segment

Make sure the cross is at the point the two lines meet

Read from 0° on the base line.
Remember to use estimation.
This is an obtuse angle so between 90° and 180°

Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil
And join to the angle point (use a ruler)

Make sure the cross is at the end of the line (where you want the angle)

The angle

Parallel and Perpendicular lines

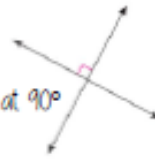
Parallel lines

Straight lines that never meet
(Have the same gradient)



Perpendicular lines

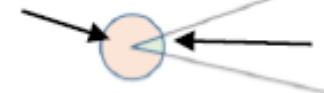
Straight lines that meet at 90°



Angles over 180°

Use your knowledge of straight lines
 180° and angles around a point
 360°

360° - smaller angle = reflex angle



Measure the smaller angle first (less than 180°)

Properties of Quadrilaterals



Square

All sides equal size
All angles 90°
Opposite sides are parallel



Parallelogram

Opposite sides are parallel
Opposite angles are equal
Co-interior angles



Rectangle

All angles 90°
Opposite sides are parallel



Trapezium

One pair of parallel lines



Rhombus

All sides equal size
Opposite angles are equal



Kite

No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$

"32 out of 60 people had a dog"



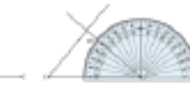
This fraction of the 360° degrees represents dogs

$\frac{32}{60} \times 360 = 192^\circ$

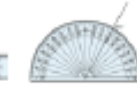
Use a protractor to draw
This is 192°

SAS, SSS, ASA constructions

Side, Angle, Angle



Side, Angle, Side



Side, Side, Side



Polygons

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

If all the sides and angles are the same, it is a regular polygon

Parallel Lines



Scan here

Perpendicular Lines



Scan here

Draw Pie Chart



Scan here

Quadrilaterals



Scan here

Polygons



Scan here

Constructing Triangles



Scan here

A job that relies on geometry:

An Architect

Architects design buildings and other structures.

Buildings must be not only attractive, but also safe and functional. Architects may be involved in all phases of development, from the first discussion with the client through to construction. Architects sometimes specialize in the design of one type of building, such as hospitals or homes.

YEAR 7 — LINES AND ANGLES

Geometric reasoning

Keywords

Vertically Opposite: angles formed when two or more straight lines cross at a point.

Interior Angles: angles inside the shape

Sum: total, add all the interior angles together

Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°

Concave Quadrilateral: a four-sided polygon where one interior angle exceeds 180°

Polygon: A 2D shape made with straight lines

Scalene triangle: a triangle with all different sides and angles

Isosceles triangle: a triangle with two angles the same size and two angles the same size

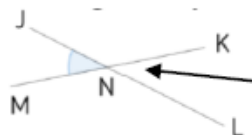
Right-angled triangle: a triangle with a right angle

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

Vertically opposite angles

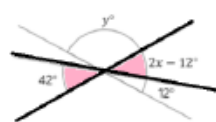
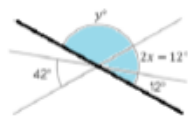


Angle JNM is vertically opposite to angle KNL.

$$JNM = KNL$$

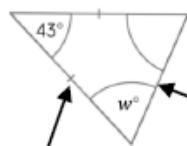
Vertically opposite angles are the same

Other angle rules still apply
Look for straight line sums and angles around a point.



Form equations with information from diagrams:
 $2x - 12 = 42$
 $2x = 54$
 $x = 27^\circ$

Sum of angles in triangles



The two base angles will be the same size.

Look at triangle notation. This indicates an isosceles triangle.

$$\therefore 180 - 43 = 137$$

$$137 \div 2 = 68.5^\circ$$

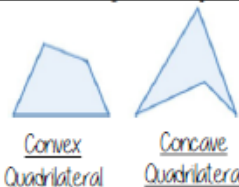
A triangle can only have ONE right angle

Sum of interior angles in a triangle = 180°



Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals



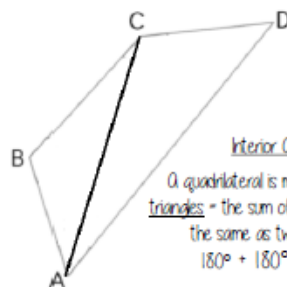
Convex Quadrilateral

Concave Quadrilateral



Interior angles are those that make up the perimeter (outline) of the shape

Sum of interior angles in a quadrilateral = 360°



Interior Angles

A quadrilateral is made up of two triangles = the sum of interior angles is the same as two triangles:
 $180^\circ + 180^\circ = 360^\circ$

Sum of angles in triangles



Scan here

Sum of angles in quadrilaterals



Scan here

Sum of angles at a point

The sum of angles around a point is 360°



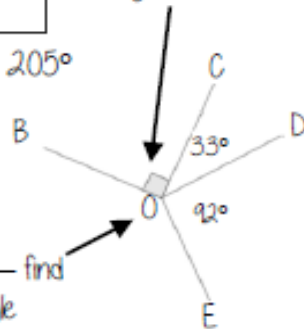
Find angle BOE

$$90^\circ + 33^\circ + 92^\circ = 205^\circ$$

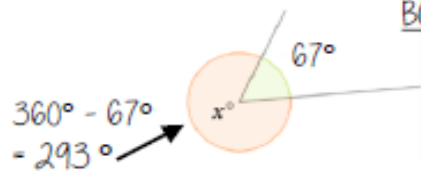
$$360^\circ - 205^\circ$$

$$\text{BOE} = 155^\circ$$

Angle notation - 90°

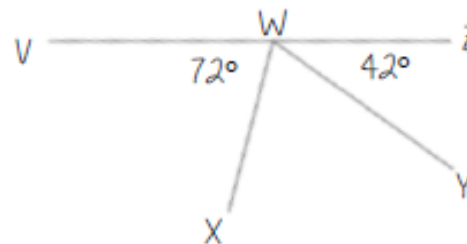


Angle notation - find this missing angle



Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°



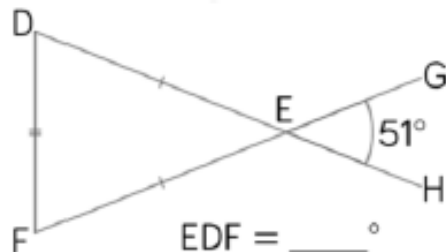
Find angle XWY

$$72^\circ + 42^\circ = 114^\circ$$

$$180^\circ - 114^\circ = 66^\circ$$

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH

2. Triangle DEF is isosceles (triangle notation) \therefore EDF = EFD and the sum of interior angles is 180°
 $180^\circ - 51^\circ = 129^\circ$ $129^\circ \div 2 = 64.5^\circ$

3. Angle EDF = 64.5°

Keep working out clear and notes together

Angle Problems

A job that relies on geometry:

A Carpenter



Scan here



Carpenters work with timber depending on the role and experience. They create window frames, doors and floorboards. They also install shelves, cupboards, countertops and assemble fitted or free-standing furniture. Carpenters install roofing timber, staircases, door frames and they erect wooden supports to hold the setting concrete in place during home construction. They often work on tasks such as creating and fitting interiors in public offices and business premises.

Year 7 RS: Why is Christianity the way it is?

Key words	
Prayer	Communicating with God.
Meditation	To think quietly, connecting the mind and soul with the divine.
Hymns	A religious song that gives praise and worship to God.
Psalms	A book in the Old Testament that contains songs of praise and worship.
Bible	The holy book for Christians. It has 66 books split into 2 sections. The Old Testament has 39 books and the New Testament has 27 books.
Mary	The mother of Jesus.
Resurrection	The belief that Jesus rose from the dead after he was crucified.
Sin	Going against the laws of God.
Mercy	Showing compassion or kindness.

There are many different kinds of prayer, including:

- **Adoration** – praising God for his greatness and admitting dependence on him
- **Confession** – owning up to sin and asking for God's mercy and forgiveness
- **Thanksgiving** – thanking God for his many blessings, e.g. health or children
- **Petition** – asking God for something, e.g. healing, courage or wisdom
- **Intercession** – asking God to help others who need it, e.g. the sick, poor, those suffering in war

What do Christians believe?

Christianity is focused on the life and teachings of **Jesus Christ**, who Christians believe to be the **Son of God**. Jesus was born in **Bethlehem** in the Middle East over 2,000 years ago.

Christians believe there is only one God, but that he is revealed in three different forms:

- God the Father
- God the Son
- The Holy Spirit

Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour. Christians believe that God sent Jesus to live as a human being in order to save humanity from the consequences of its sins – the bad things humanity had chosen to do which had separated them from God. Christians believe that through the death and resurrection of Jesus this broken relationship with God is restored.

The Christian holy book is the **Bible**. It is divided into the **Old and New Testaments**.

The **New Testament** explains how God sent his only son, Jesus Christ, to restore the broken relationship between people and God which had been caused by human wrong-doing.

Different Christian denominations worship in different ways:

- Anglicans, Roman Catholics and Orthodox Christians have a set form of worship. It is a formal ritual based around the sacraments, particularly Holy Communion. This type of worship is called liturgical worship.
- Other Christian churches practise non-liturgical worship, e.g. Baptists and Quakers. This kind of worship has no set form and often does not involve Holy Communion. It is usually centred on Bible readings, a sermon, music and prayers. It can be structured or unstructured and spontaneous.

Whatever style of worship is used, most Christians believe it is important to come together to share acts of devotion and honour to God.

Public worship helps Christians to achieve a deeper understanding of the Bible, the life of Jesus and Christian teachings. It also enables those who receive Holy Communion to welcome Jesus into their hearts.

Where do Christians worship?

Many Christians worship in churches. Some groups meet in homes and other buildings. 'Church' means the gathering of Christians as well as the building in which Christians worship. Their leaders are called priests or ministers.

Many churches hold a service called **Communion, Eucharist or Mass**, in which bread and wine are shared together, just as Jesus did with his followers before his death.

Worship is about giving worth to something. Christians worship God in order to thank him for his love, ask for forgiveness for their sins and to try to understand what God wants from them

Worship is an essential part of a Christian's faith. Christians worship God to thank him for his love, ask for forgiveness for their sins and try to understand his 'will' for them.

Public worship with other Christians usually takes place in a church, chapel or cathedral. The word 'church' can mean different things:

- 'The' church is the whole community of Christians, the people of God, also called the 'body of Christ'.
- 'A' church is a building in which worship takes place.

Private worship gives Christians a chance to spend time alone with God. Prayer, meditation, Bible study and singing hymns may all be done at home. Christians can unite themselves with the Church of God as they pray while not actually going to a physical church. Some Christians belong to the 'house church' movement and meet for worship in each other's homes.



Silent comedy is a style of acting which dates back to the silent movie era of the early 1900s. A time when film could only play pictures with music but did not have the technology to add speech as well.

The biggest stars of the silent movie era were **Buster Keaton** and **Charlie Chaplin**, who is considered one of the most important actors of all time.

Silent comedy is very visual and contains a lot of physical humour to tell story and entertain the audience. It often contains a form of comedy called **slapstick**, which is exaggerated violence such as slipping on a banana skin, being hit in the head by a ladder or a pie being thrown at one person but hitting someone else.

YEAR 7 DRAMA – SILENT COMEDY



Key Terms

Exaggeration is when you make something bigger and over the top. In **silent comedy** you need to be able to exaggerate your **movements**.

Mime is where you act without talking, making the **audience** believe that you have items which aren't there, such as pretending to eat a meal without food or cutlery.

Slow Motion is where you move very slowly, this can add to a comedy effect. Especially if you then move very quickly!

Characterisation is how you use your face and body to show that you are someone other than yourself.

Suspense is where you build to something and leave your **audience** wanting to know what is going to happen.

Audience Awareness is knowing where the audience is and performing to them.



Five Ways to Wellbeing Activity Sheet

Use the challenges on this sheet to help your child feel better and find ways of managing their own mental wellbeing.

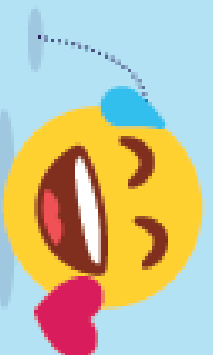
Why not cut them all out and encourage them to choose one or two per day to do. Once they have tried them all they can pick their favourites to do regularly.



Be active



Do a half an hour walk around the local area and write about what you saw when you get back including how it made you feel.



Set up an indoor obstacle course to get your heart rate up



Have a kitchen disco with your household – each pick your favourite songs and do your most energetic dancing together.

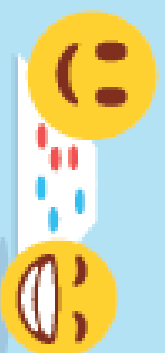
Connect



Write a letter to someone that you haven't seen for a long time. Ask how they are and tell them how you have been feeling. Draw pictures or take photos to print and go with it.



Make contact with a friend from school – ask a parent to help you set up a video call so that you can see each other and talk.

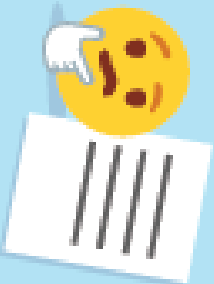


Connect with those you live with by spending time playing a board game together.

Take notice



Sit outside and listen to the birds sing, and notice what other sounds you can hear.



Write a list of the three things you look forward to doing the most when we are allowed to do them again.



Go for a walk in your local park and look at the trees around you noticing what colour the leaves are. Write about what you see and how it made you feel.

Learn



Choose something you are interested in and spend some time reading about it and learning interesting facts to tell people.



Choose a country you might like to visit one day and learn five words from the language.

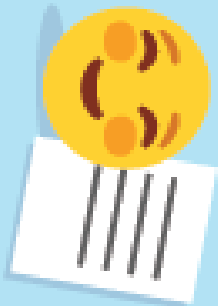


Learn to cook a meal with the person in the household that usually cooks. Help them with the preparation and the clearing up.

Give



Make a homemade card to send to a friend or family member that you can't see at the moment.



Write a list of the things you appreciate most about the people you live with and let them see it.



Help with some of the chores around the house whether it's doing the Hoovering or putting the socks.

Something to think about....

KEY QUOTE OF THE WEEK:

'Every unselfish act of love whispers God's name.' Bob Goff, *Restore International*

LISTEN: *Where is the Love?* by the Black Eyed Peas asks challenging questions about who we should be showing love to and how:

<https://www.google.com/search?q=where+is+the+love%3F&ie=&oe=>

Reckless Love by Cory Ashby: <https://www.youtube.com/watch?v=Sc6SSHuZvQE> This Christian worship song is about God's unconditional love for mankind. It uses the analogy of the lost sheep to describe the Christian belief that God loves everyone so much, that he will come and find us.

Love Divine, All Loves Excelling by Charles Wesley:

<https://www.youtube.com/watch?v=sw5ZCZeS32M> The words of this favourite hymn describes the love Christians believe that God has for mankind and how they see Jesus as the ultimate demonstration of this love.

THINK:



What does this picture make you think of?

Is it better to give or to receive love?

How would you characterise the love of the parent, and the love of the child?

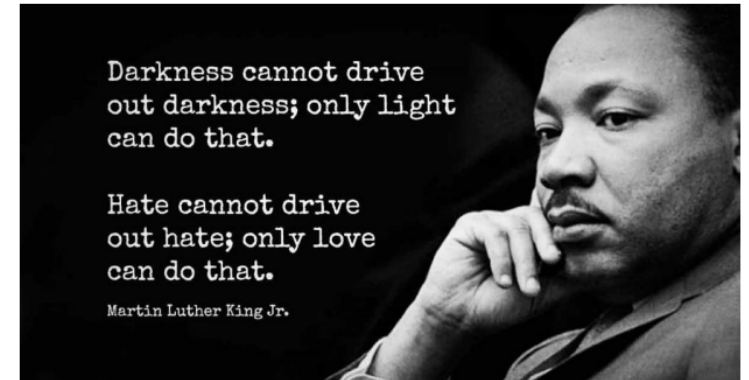
Which do you need right now?



BIBLE STORY OF THE WEEK: The Good Samaritan: Luke 10:25-37 & Mark 12: 28-31

“Of all the commandments, which is the most important?” “The most important one,” answered Jesus, “is this: ‘Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

But the expert in the law wanted to justify himself so he asked: ‘And who is my neighbour?’



ACTIVITIES that can help develop PRACTICES-HABITS:

Your nearest neighbours are in your family. **Read** about love languages and ask a family member how you can show that you love them today.

Everyone gives and receives love differently, but with a little insight into these differences, we can be confidently equipped to communicate love well. This is true for all forms of relationship – for couples, for children and teenagers, for friends and co-workers, for long-distance relationships, or even – at this time – socially-distanced relationships. Understanding how we give and receive love can help us understand how others might like to be shown love, too.

Ideas include: Washing up (act of service), playing a game (quality time), giving encouragement (words of affirmation), giving a hug (physical affection), making a small homemade present (gifts).



Love Language	How to Communicate	Actions to Take	Things to Avoid
 WORDS OF AFFIRMATION	Encourage, affirm, appreciate, empathize, compliment, Listen actively	Say I love you Write notes saying you are proud of them. Praise them in front of others. Be specific in your praise	Non-constructive criticism, not recognising or appreciating effort.
 PHYSICAL TOUCH	Non-verbal - use body language & touch to emphasize love.	Hold hands, give hugs, pats on the back. Read stories together Give family group hugs	Physical neglect, abuse of any kind.
 RECEIVING GIFTS	Gifts & gestures show that you are known, loved and cared for.	Give thoughtful gifts & gestures. Small things matter in a big way. Express gratitude when receiving a gift.	Forgetting special occasions, unenthusiastic gift receiving.
 QUALITY TIME	Uninterrupted and focuses one-on-one time. Give undivided attention. Watch as they are playing.	Create special moments together. Make eye contact Pay attention to details Eat together as a family.	Distractions when spending time together. Long stints without one-on-one time.
 ACTS OF SERVICE	Use action phrases like "I'll help..." They want to know you're with them and there to help.	Do chores together. Work on projects together. Pick them up on time.	Making the requests of others a higher priority, lacking follow-through on tasks big and small.

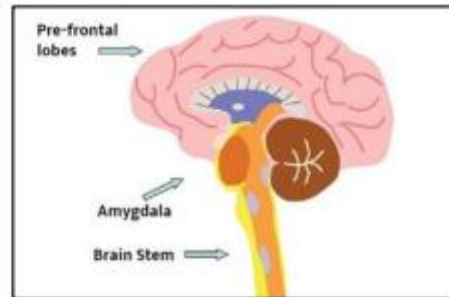
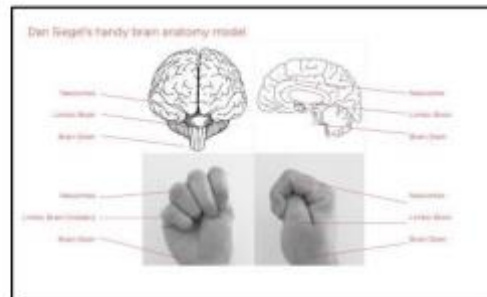


KS3 Knowledge Organiser - Understanding and Training our Brain



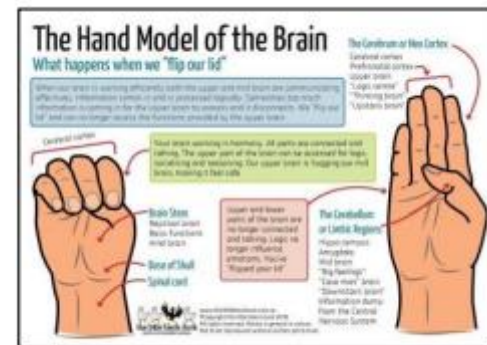
BRAIN STRUCTURE

Be able to use the hand model and the upstairs/downstairs model to explain the brain.
Know the term amygdala.



WHEN OUR BODY PERCEIVES A THREAT

1. The amygdala floods our body with the hormones adrenaline and cortisol
2. This prompts us to either FIGHT, FLIGHT or FREEZE
3. Our heart rate and blood pressure increase
4. Our skin pales or flushes
5. Our ability to feel pain decreases
6. Our pupils dilate
7. Our memory might be affected
8. We might be trembling
9. Sometimes people lose control of their bladder!



WHERE TO SEEK SUPPORT IF YOU NEED IT

- Shelf help books in the library or public library
- Parent or other adult at home
- Friends
- Older student
- Tutor or achievement leader
- Learning mentor
- Wellbeing team (Miss Neal, Mrs Freds, Mrs Dobell, Mrs Crissall, Mrs Horne)
- Mrs Whitcombe or another member of the leadership team
- School nurse drop in
- School nurse referral
- Kooth
- Emotional wellbeing hub
- Dr Hope
- Samaritans

HOW TO HELP YOUR BRAIN LEARN

1. Challenge your brain
2. Be curious and imaginative
3. Deal with stress or anxiety first
4. Drink plenty of water
5. Eat a healthy diet
6. Get enough sleep
7. Take plenty of physical exercise
8. Break your learning into chunks
9. Take brain breaks regularly

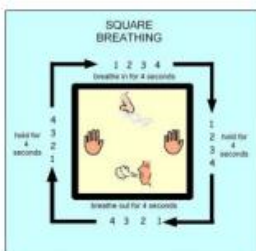
FIVE WAYS TO WELLBEING

Know the five; know what they mean; give examples



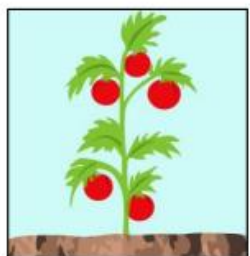
BREATHING

4, 5, 6 breathing
Breathe in for 4, hold for 5, breathe out for 6. Repeat as long as you need to.



WHAT TO DO WHEN YOU WORRY TOO MUCH

- Stop your worries growing by paying less attention to them
- Fight your thoughts with logical answers
- Use planned worry time
- Imagine and deal with a worry monster
- Re-set your system with exercise
- Re-set your system with relaxation techniques



GROUNDING

The 5-4-3-2-1 Coping Technique

Ease your state of mind in stressful moments.





iPhone users

Keeping everybody safe at



Android users



We aim to keep everyone in our community safe. If you feel worried about yourself or someone else, please **speak to someone you trust as soon as you can**. Please find your trusted or an emotionally available adult in the academy who will be there to listen and support you. Our Designated Safeguarding Leads (DSL) are **Mr Davis, Mrs Milroy, Mr Ford, Mr Ward, Miss Wenlock, Mr Fisher, Mr Richardson, Mrs Molloy, Mrs Clayton and Mrs Hewitt-Coleman**.

What is abuse in safeguarding concerns?

Physical Abuse - Physical abuse is any way of intentionally causing physical harm to a person or purpose. This could result in injuries such as in bruises, broken bones, burns or scalds or bite marks.

Emotional Abuse - Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a person. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore and stopping you from seeing friends or family.

Sexual Abuse - When a child or young person is sexually abused, they're forced or tricked into sexual activities without permission. This include being forced to look at images or videos. Sexual abuse can happen anywhere – and it can happen in person or online.

Neglect - Neglect can be a lot of different things. It is when you do not get enough help or care from someone who should be looking after you. This could include having a lack of food, clothing and attention and medical care.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Online bullying is called Cyber-bullying. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Someone who starts to believe in or supports extreme views linked to terrorism and forms of extremism leading to terrorism is linked to **Radicalisation**. Extremism can also be linked to this as extreme views, vocal or active opposition to fundamental British values, including democracy, the rule of law, mutual respect and tolerance of different faiths and beliefs.

Where do I go for help and advice?

Speak to any available adult in school. This could include your Head of Year, Mr Davis, Mrs Milroy, Mr Richardson or Mr Ford. Advice can be found by scanning the QR codes at the top.

If you feel you need support or see or hear something that concerns you, report it!
We are here to help.



Childline – 0800 1111
www.childline.org.uk

Advice on mental health.
www.youngminds.org.uk

Staying safe online
www.childnet.com

Advice on LGBT+ issues
www.theproudtrust.org

Advice for young people
www.themix.org.uk