




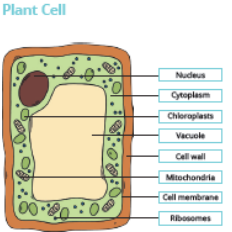
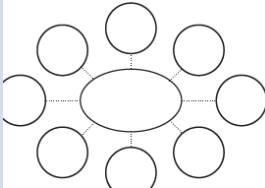




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Summer 2 - Year 7 Name:

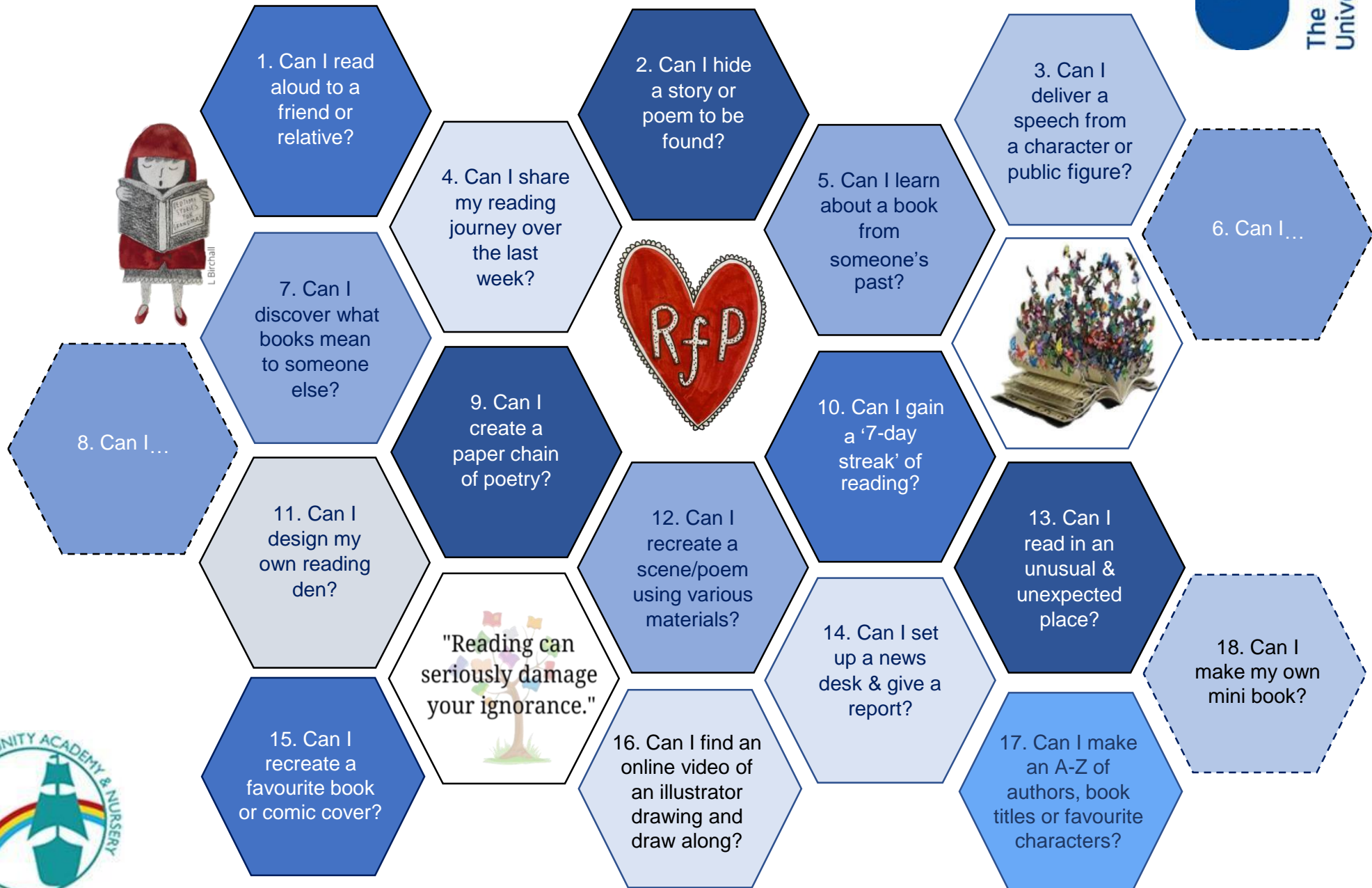
Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

Subject	Page Number	Subject	Page Number
Reading	3	German	17
Art	4	History	20
DT and Food	5	English	22
PE	11	Maths	25
Science	13	RE	31
Computer Science	14	Music	33
Geography	15	Drama	34

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>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>

Sharing the Love of Reading: 11-16-year olds



One and Two-point Perspective

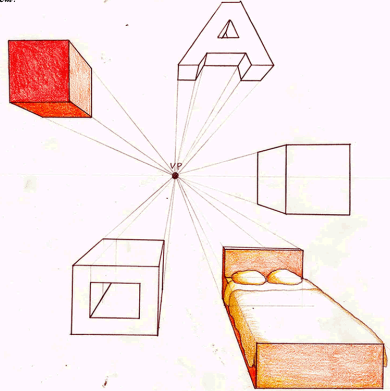
Year 7 Art

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.

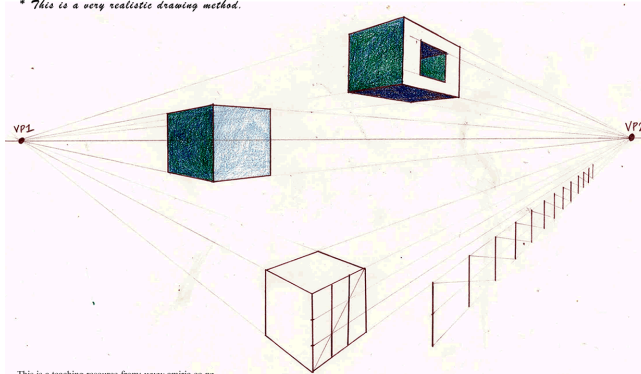
ONE POINT PERSPECTIVE

- * 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 'fused on';
- * Sides, top and bottom of objects converge towards vanishing points.

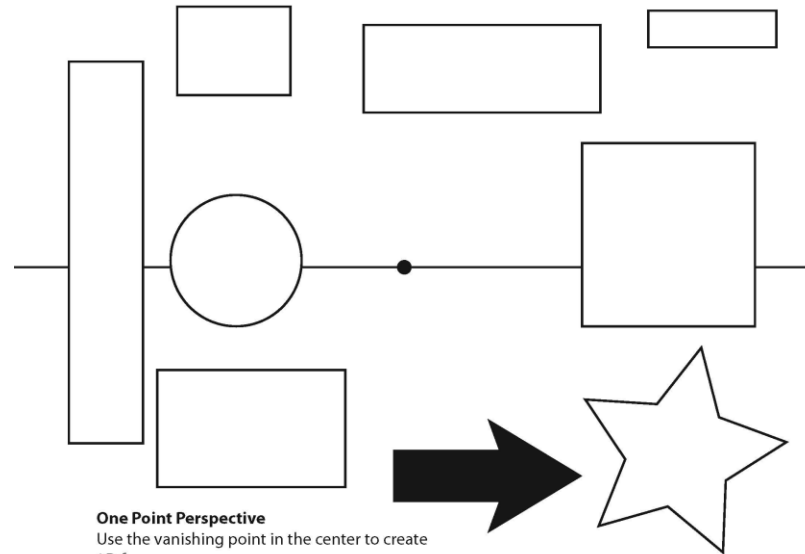


TWO POINT PERSPECTIVE

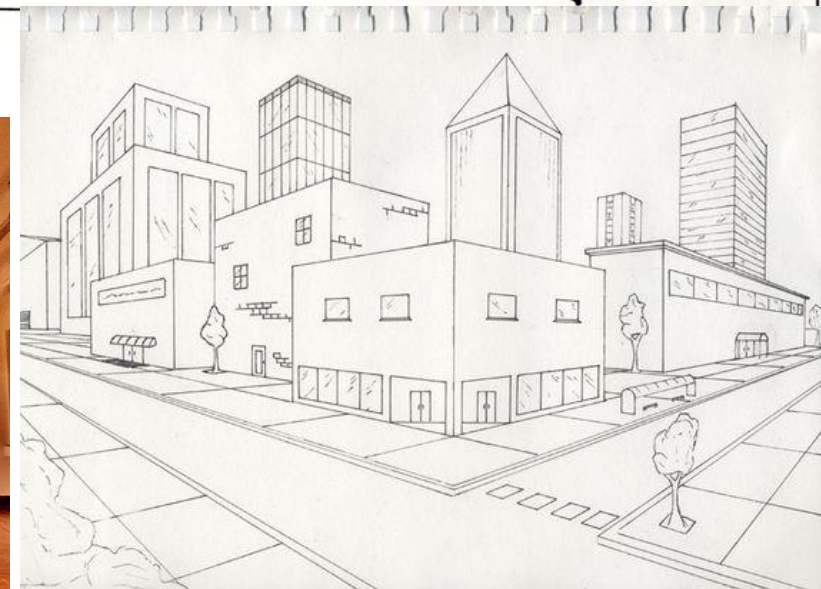
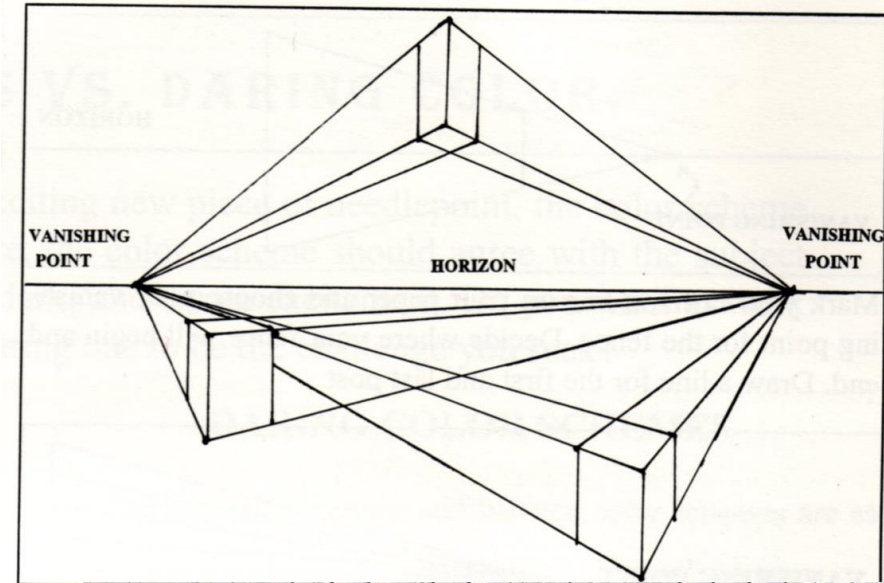
- * Two vanishing points are used, both located on the Horizon Line;
- * All lines (except curving or irregular lines) are drawn as either vertical, or going towards the vanishing points;
- * This is a very realistic drawing method.



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



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



Graphic Design

Graphic design is the craft of planning and creating visual content to communicate ideas and messages. Graphic design is everywhere you look — from billboards to cereal boxes to mobile apps. Through incorporating different elements and principles, these designs can influence our perception and emotions.

In year 7 you will be designing packaging for a speaker for a specific user. You will be required to understand what packaging does, and why it is so important to have successful packaging.

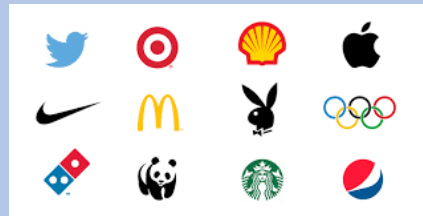
How does the packaging protect the contents? What products need preserving and why? What features of the packaging promote the contents? How does the packaging stand out from other packaging?

3 P'S OF PACKAGING :



Graphical symbols are put on products to tell us things. Why have symbols been used and not words? Find out what these symbols mean. Look at products at home and find symbols used. Why do they have these symbols on them?

Graphic designers design logos. Company's spend lots of money on designing logos for their business. Why do you think logos are important? Can you identify these logos? What do they have in common? Do you think they are successful? Why?



3 P's of packaging

Protect – Promote – Preserve

What do you think this means for packaging? Look at the packaging examples on the left, how do they promote, protect and preserve what is inside?



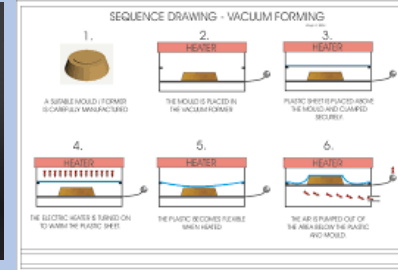
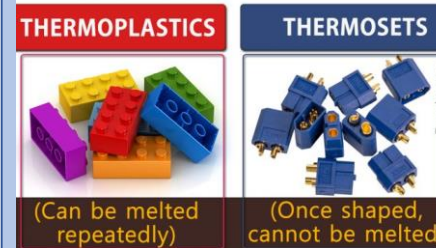
Have you seen this in your packaging when you have bought, for example, new trainers? Find out what this is for?



Making your packaging

This term you will be designing and making your packaging for your speaker. You will be using plastic and cardboard for this. The plastic will be formed on the vacuum former and you will be gluing your graphics to cardboard.

Plastics are either thermo or thermosetting. The plastic you will use for your blister packaging is called HIPS (high impact polystyrene) and it is a thermo plastic. It will be formed on the vacuum former.



Adhesives

You will be using a range of adhesives (glues) for this project. What glue have you used this year so far? Why? There are different glues for different materials and functions. You will be using spray adhesive – find out what this is used for.



Watch these videos to learn what graphic design is and how good graphic designs can change our lives.

<https://www.youtube.com/watch?v=RxUwE9pvrhs> – a day in the life of a graphic designer

https://www.youtube.com/watch?v=Pq11dqPh_6Y – British graphic designer Margaret Calvert

https://www.youtube.com/watch?v=aV7TpiM8_IA – British graphic designer Harry Beck

Vacuum formed plastic

A vacuum is applied sucking the sheet into the mould. The sheet is then ejected from the mould.

HIPS plastic

High Impact Polystyrene, it is a tough, rigid plastic material with high impact strength which can be guillotined, punched, routed or sawn easily, and is readily available in a wide variety of colours



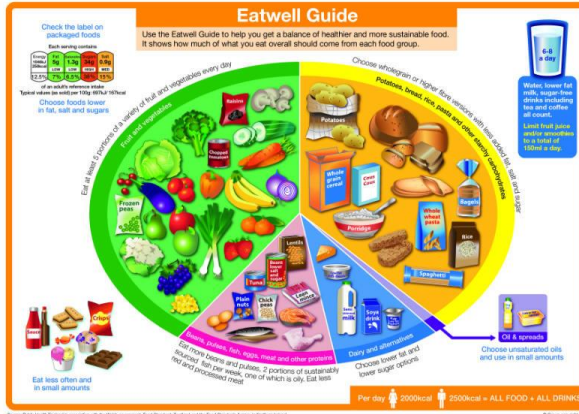
Euro slot

A Euro slot is a flap for a product so it can be hung up

Cardboard

Cardboard is thick, stiff paper that is used, for example, to make boxes and models. It is made from paper pulp.

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.

Exam Style Questions

1. How can you make healthy choices when eating starchy carbohydrates?
2. Name 3 vegetarian sources of protein.
3. How many mls of fruit juice shouldn't you exceed a day?
4. Name 3 different plant based fats.

Staying Hydrated

- It is important to drink LOTS of water every day.
- You should drink 2-3 litres, or 6-8 cups of water.
- If you exercise, you will need to drink plenty water.
- Most fruits and vegetables contain LOTS of water, often over 90%.
- Environmental Factors
- Water bottles and plastic bottles often DON'T get recycled.
- Take away coffee cups/tea/hot chocolate often CANT be recycled.

How can you help?

- ALWAYS take a reusable bottle with you
- Use reusable coffee or tea cups when you can.



Reference intake

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal



Reference intake amounts:

Kcal (calories) - 2000

Total Fat - 70g

Saturated fat - 20g

Sugar - 90g

Salt - less than 6g

These are rough guides, designed for an average person. Everyone will need different amounts depending on their height and weight.

Do you recognise this colour coded traffic light system on food packaging?

This is called your REFERENCE INTAKE.

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.

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.

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)

Roasted Tomato and Basil Soup

Ingredients

1000g tomatoes

2 garlic cloves

2tbsp oil

1 onion

1 red pepper

1 tbsp tomato purée

1 stock cube

250ml water

½ pack of basil (or mixed herbs)



1. Pre-heat oven to 180°C. Chop the tomatoes, peel and crush the garlic. Place onto a baking tray.



2. Season with salt and pepper, drizzle with oil and roast for 25 minutes.



3. Dice the onion and pepper.

Equipment

Knife

White chopping board

Frying pan

Baking tray

Wooden spoon

Metal spoon

Stick blender



4. Fry for 5 minutes until softened.

5. Add a tbsp of tomato puree and mix..

6. Pour in the water and stock cube and simmer

Skills

Chopping, roasting, dicing, frying, boiling, measuring, blending, seasoning.



6. After 25 minutes take out the tomatoes.



7. Add all the tomatoes and the juice from the bottom of the tray into the saucepan. Add in the fresh basil.



8. Use the stick blender to blend into a smooth soup. **THE BLENDER MUST BE COMPLETELY SUBMERGED IN THE LIQUID BEFORE YOU TURN ON THE BLENDER.**

Practical Assessment 3: Chocolate chip cookies

Ingredients

125g butter, softened
100g light brown soft sugar
125g caster sugar
1 egg, lightly beaten
225g self-raising flour
200g chocolate chips

Equipment

Weighing scales
Bowl
Spoon
Baking tray
jug

Skills

Weighing
Whisking
Shaping
Baking



1. Pre-heat the oven to 190°C. Weigh out the butter and the sugar.



2. Cream the butter and sugar together.



3. Mix the egg in a jug and add a little at a time to the butter mixture.



3. Add the flour and chocolate chips. Mix well.



4. Split the mixture into 12 even balls, 6 per tray. Bake for 10 minutes until golden on the edges and soft in the middle.

You can change this recipe to make:
-Chocolate orange cookies
-Cranberry and white chocolate cookies
-Peanut butter cookies

Components of Physical Fitness

Aerobic Endurance

The ability of the heart and lungs to work hard to supply nutrients and oxygen to the muscles during exercise.

Muscular Endurance

The ability of the muscles to work efficiently for long periods of time

Speed

The ability to cover a distance quickly. There are 3 types of speed (Accelerative speed, Pure speed and Speed Endurance.

Muscular Strength

The maximum force, measured in kilograms (Kg) or newtons (N) that can be generated by a muscle or group of muscles.

Flexibility

The range of motion in all joints of the body and the ability to move a joint fluidly through its complete range of movement.

Body Composition

The amount of fat to fat-free muscle mass.

Watch
this!

Can you now link each of the physical components to a sporting example? E.g. what sport would you usually see flexibility being used?



Why should we exercise?



Sport England posted an infographic on Twitter to give reasons why walking for 30 minutes each day was important. Scan this QR code to see the benefits.



Components of Skill-related Fitness

Agility – The ability of a sports performer to quickly change direction without losing balance or time

Balance – The ability to maintain your centre of mass over a base of support. There are two forms of balance (static which is maintaining balance in a stationary position and Dynamic which is maintaining balance while in motion)

Co-ordination – The ability of the body to work together to move smoothly and accurately

Power – The ability to use strength and speed. It is the work done in a unit of time and is calculated in the following way

Power = Force (Kg) x Distance (m) / time (mins or seconds)

Reaction time – The time taken for a sports performer to respond to a stimulus, for example, the time taken for a sprinter to react to the starter gun.

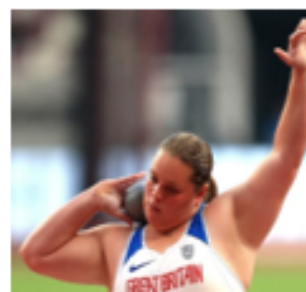


Athletics

Athletics events consist of three main areas. Running, Jumping and Throwing.

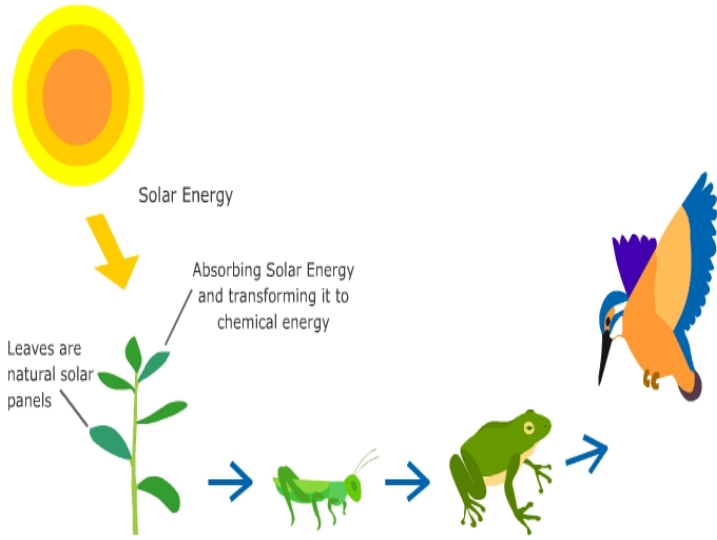
Skill	Description
Running	An action to move quickly with the correct technique using arms and legs as efficiently as possible. Activities include 100m, 200m, 400m, 800m and relay.
Jumping	The technique to propel the body into the air to either cover distance, height or both. The events are long jump, triple jump and high jump.
Throwing	The ability to propel an object through the air as far as possible. The events are Javelin, Discus and Shot Putt.

British athletes and achieving their goals



1. How would both Mo Farrah and Sophie McKinna (from Norfolk) use the F.I.T.T principle in their sports?
2. Why is rest and recovery important for an athlete?
3. What components of fitness would Mo Farrah need which is different to Sophie McKinna and why would these be important?

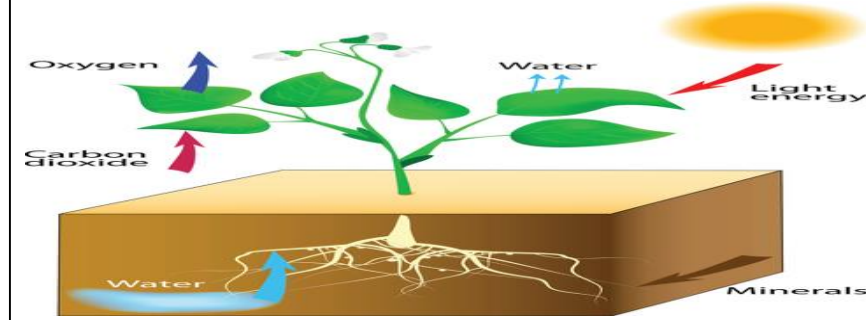
BIO-ENERGETICS (ENERGY IN BIOLOGICAL SYSTEMS)



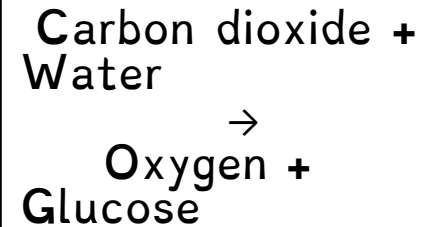
Plant is eaten by grasshopper is eaten by frog is eaten by bird.
Stored chemical energy is transferred from the plant to the grasshopper, to the frog, to the bird, enabling each in turn to function as a living organism.

The feeding relationships are one way in which organisms depend on each other. To begin with, almost all organisms rely on the Sun as the original source of energy for their ecosystem. **Plants and algae** can make use of the Sun's energy to produce food molecules, in the process of photosynthesis. This is why they are called **producers**. Other types of organism can't do this, so they rely on the plants and algae.

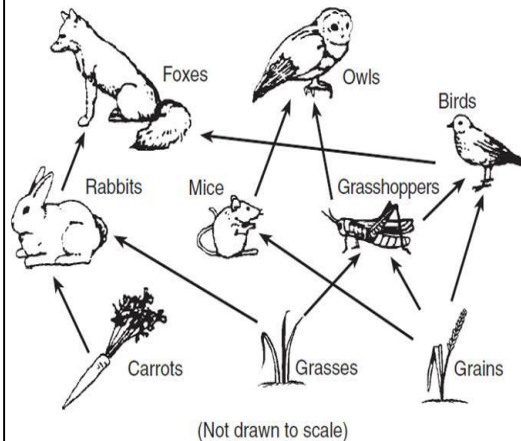
• **Consumers** eat the producers, so the energy from the sun flows through the ecosystem. Molecules (which contain the energy) also flow through, and get recycled when organisms produce waste (poo and wee!) and after they die and decay. The diagram helps to show this.



PHOTOSYNTHESIS
make use of light energy from the environment
(**ENDOTHERMIC**) to make food (glucose)



A food web shows many feeding relationships. It connects many food chains, since many organisms eat more than one other organism, and are eaten by more than one other.

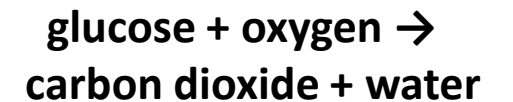


Aerobic respiration

Respiration with oxygen.
Occurs inside the mitochondria continuously

Glucose is oxidised by oxygen to transfer the energy the organism needs to perform its functions.

Aerobic respiration releases a large amount of energy from each glucose molecule



Summary

Binary, is a number system that is made of two numbers. 1 and 0. Also known as base two.

Computers are made up of **switches**. If you turn on a light switch at home, a computer scientist would say that the light is **1**. If you turned it off, a computer scientist would say that the light is **0**. A typical computer has **billions of switches**. That's a million million switches. Another name for a switch is **transistor**.

Computer scientists love **binary**. Why? In simple terms, a computer is just switches. If we understand Yes/No questions we can code a computer to do what we want it to do. This is a form of

'Computational thinking'.

Imagine a billion people standing by their own light switch and working as a team to make a mobile phone respond to text message. To get close to modern computer/smart phone speeds each person would have to turn the switch at the same time and have to do this 4,000,000,000 in one second. All of actions in life are based on a number of binary decisions.

What is a **computer**? A computer can be instructed to accept, process, store and output data. That could be a phone, a washing machine, a tablet, a TV or even the humble PC (personal computer).

Storage- stores programs and files long term, even when they are not in use. Devices such as hard drives, USB memory sticks or SD cards are used to store files such as photos, music and software applications long term.

An **input device** is any piece of computer hardware used to provide data to a computer system.

An **output device** is any piece of computer hardware used to communicate the results of data to a audience.

A Switch



Input / Output and storage devices



Key Vocabulary

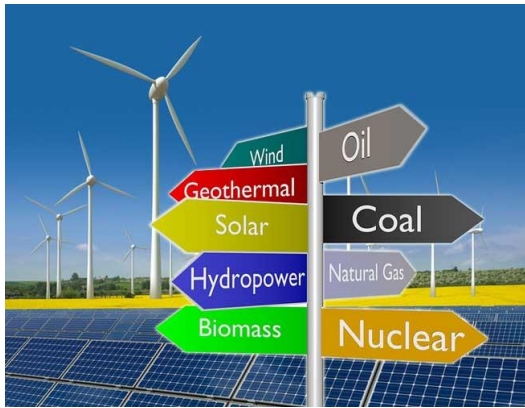
Binary	1 or 0. Also known as base 2.
Computer	A hardware device made up of switches. A switch can have a state of 1 or 0.
Computational thinking	Methods that involve expressing problems and their solutions in ways that a computer could solve.
Switch	a device for making and breaking the connection in an electric circuit
Decimal	Base 10 also known as denary. Symbols include up of 0 1 2 3 4 5 6 7 8 and 9.
Hardware	The physical parts of a computer. Eg the touchscreen.
Input Device	Hardware that sends data to a computer, allowing you to interact with and control it.
Output Device	Hardware which converts information into human-readable form. It can be text, graphics, tactile, audio, and video.
Storage Device	Hardware on which information can be stored
Software	Software is the programs that run on a computer., referenced as apps.
Transistor	Another name for a switch.

Binary and Decimal



<http://bit.ly/2CTk1V>





Year 7 Knowledge Organiser: Go Green



Topics covered

- ✓ Types of resources
- ✓ Finite and Infinite resources
- ✓ Non-renewable energies
- ✓ Nuclear power
- ✓ Renewable energies
- ✓ Wind energy
- ✓ Waste and pollution
- ✓ The 3 R's
- ✓ Saving energy in the home

Key Ideas:

1. I can describe how fossil fuels form and can explain why people want to end their use
2. I can describe advantages and disadvantages of renewable energy types
3. I can explain different opinions on some controversial (not all people agree upon) energy sources
4. I can design an eco-home

Skills

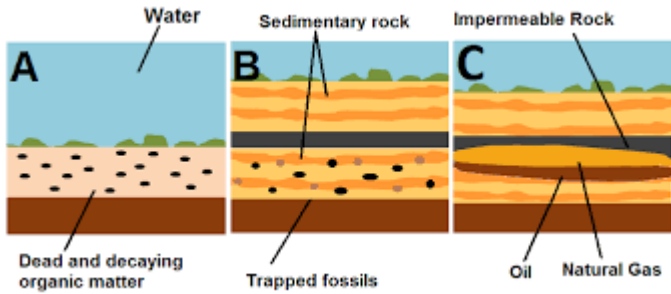
- ☐ To read source information on energy types
- ☐ To use digital mapping (GIS) to investigate site factors
- ☐ To research energy types using ICT
- ☐ To use numeracy skills to cost an eco-home design

Places and Environments

- ❖ Scroby Sands, Norfolk Coast
- ❖ Sizewell power station, Suffolk

Key Terms Used in this Unit

- ☐ Fossil Fuels
- ☐ Finite
- ☐ Non-renewable
- ☐ Sedimentary Rocks
- ☐ Geological
- ☐ Carbon Dioxide
- ☐ Methane
- ☐ Greenhouse effect
- ☐ Global Warming
- ☐ Radioactive
- ☐ Landfill sites
- ☐ Recyclable
- ☐ Bio-degradable
- ☐ Insulation
- ☐ Grey water
- ☐ Conservation
- ☐ Sustainable
- ☐ Passive home



- Huge amounts of **carbon dioxide** are given off into the atmosphere
- Carbon dioxide causes **global warming** or the **greenhouse effect**.
- coal-burning power stations also give off **sulphur dioxide** gas which leads to **acid rain**

Can you think of other reasons apart from these commonly used ones why we should reduce or even stop using them?

Can you explain what Fossil Fuels are and how they form?

We throw away many things but hazardous waste is particularly dangerous. Why do you think these substances are treated differently?



Toxic waste cannot just be landfilled. It is often too dangerous and can cause long term damage to our environment.

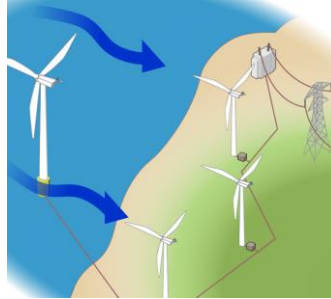
There are growing moves to reduce sources of toxic contaminants in the home, car and workplace.

Farmers are being urged to grow organically to reduce the amount of pesticides we consume. It is not always proven if there are links to serious illnesses but many suspect there could be and there are concerns over the 'food chain'.

The three main problems with landfill are toxins, leachate and greenhouse gases. Organic waste produces bacteria which break the rubbish down. The decaying rubbish produces weak acidic chemicals which combine with liquids in the waste to form leachate and landfill gas.



Are there any better ways we could deal with our waste?



Wind power has many advantages and disadvantages. Why have we not replaced all of our energy with Wind power?

Measuring your Carbon footprint means visiting a website like the WWF and entering in your data.

You may do this in class or as a HW. Make sure you keep a note of the Carbon figure it gives you.

Remember we can all do our bit but please do not become stressed or worried about this.

Our country is not alone as we all adapt to a changing climate but we do have technology and intelligent scientists working to solve some of the issues.



Can you give examples of when you have done each of the 3R's?



How does your Carbon Footprint look? Is there anything that could be done to make them smaller?

Advantages	Disadvantages
Nuclear power stations...	Nuclear power stations...
Produce no polluting gases, such as carbon dioxide	Produces radioactive waste which is very dangerous and expensive to deal with
Require far less fuel as uranium provides far more energy per kg compared to coal and other fossil fuels	Can have catastrophic consequences on the environment and to the people in the surrounding area in the event of a nuclear meltdown, such as at Chernobyl
Are highly reliable for the production of electricity	Have expensive start up and shut down costs



Nuclear power could be the most controversial of all of our other sources of power. Which groups of people might people be divided over its use?



How could we improve the way we design and build our new homes?

Sometimes called 'Eco-homes' these are designed to be more energy efficient than the average home. Often these homes have solar panels and different forms of central heating. Most homes today already recycle and use rain water on the garden. We could be closer to sustainable homes if developers are given stricter targets when building them. This is an important political issue.

Here is the vocabulary you will need for Module 5.

Remember to listen to the German by clicking on the Soundfile links on the electronic version of this KO.

In der Stadt • In town

Es gibt ...	<i>There is ... / There are ...</i>
Es gibt ein/eine/einen ...	<i>There is/are a ...</i>
Es gibt kein/keine/keinen ...	<i>There isn't/aren't ...</i>
in der Nähe von ...	<i>near to</i>
in der Nähe ...	<i>nearby</i>
der Bahnhof(-e)	<i>railway station(s)</i>
der Imbiss(-e)/ die Imbissstube(-n)	<i>snack stand(s)</i>
die Kegelbahn(-en)	<i>bowling alley(s)</i>
das Kino(-s)	<i>cinema(s)</i>
die Kirche(-n)	<i>church(es)</i>
der Marktplatz(-e)	<i>market square(s)</i>
der Park(-s)	<i>park(s)</i>
das Schloss(-er)	<i>castle(s)</i>
das Schwimmbad(-er)	<i>swimming pool(s)</i>
die Eisbahn(-en)	<i>ice rink(s)</i>
der Fischmarkt(-e)	<i>fish market(s)</i>
das Kindertheater(-)	<i>children's theatre(s)</i>
der Radweg(-e)	<i>cycle path(s)</i>
das Sportzentrum (die Sportzentren)	<i>sports centre (sports centres)</i>
der Stadtpark(-s)	<i>city/town park(s)</i>
der Wasserpark(-s)	<i>water park(s)</i>



[Soundfile](#)

In this Module you will learn how to:

- talk about what there is / isn't in a town
- Buy souvenirs
- Buy snacks and drinks
- talk about holiday plans
- Understand longer spoken texts.



Souvenirs • Souvenirs

der Aufkleber	sticker
das Freundschaftsband	friendship bracelet
die Kappe	(baseball) cap
der Kuli	biro
das Kuscheltier	cuddly toy
die Postkarte	postcard
der Schlüsselanhänger	key ring
die Tasse	mug/cup
das Trikot	(football) shirt
Wie viel kostet ...?	How much does ... cost?
Wie viel kostet das?	How much does it cost?
Es kostet €16.	It costs 16 Euros.



[Soundfile](#)



Verkaufsgespräch • Sales conversation

Ich gehe einkaufen.	I am going shopping.
Ich möchte ...	I would like ...
Ich möchte ... kaufen.	I would like to buy ...
Haben Sie ...?	Do you have ...?
Kann ich dir helfen?	Can I help you?
Sonst noch etwas?	Anything else?
alles zusammen	all together



[Soundfile](#)

Snacks und Getränke kaufen • Buying snacks and drinks

die Bratwurst	fried sausage
der Hamburger	hamburger
die Pizza	pizza
die Pommes	chips
der Salat	salad
das Eis	ice cream
die Cola	cola
das Mineralwasser	mineral water
der Tee	tea
das Fleisch	meat
der Ketchup	ketchup
die Mayo(nnais)/ Majonäse	mayo(nnais)
der Senf	mustard
Ich möchte einmal/ zweimal/dreimal ...	I would like one/two/three ...
Ich hätte gern ...	I would like ...
Das macht €8.	That's €8.
Ich esse ... gern.	I like eating ...
Ich trinke ... gern.	I like drinking ...



[Soundfile](#)

In den Sommerferien
• During the summer holidays

Was wirst du machen?	<i>What will you do?</i>
Ich werde ...	<i>I will ...</i>
Wir werden ...	<i>We will ...</i>
klettern	<i>climb</i>
im Meer schwimmen	<i>swim in the sea</i>
rodeln	<i>toboggan</i>
im See baden	<i>bathe in the lake</i>
segeln	<i>sail</i>
an den Strand gehen	<i>go to the beach</i>
tauchen	<i>dive</i>
wandern	<i>hike</i>
windsurfen	<i>windsurf</i>
Was kann man dort machen?	<i>What can you do there?</i>
Man kann ... besuchen.	<i>'One'/People/You can visit ...</i>
Die Stadt ist bekannt für ...	<i>The town is well known for ...</i>
Ich werde (eine Woche) bleiben.	<i>I will stay (for a week).</i>



[Soundfile](#)

Read the Strategy Box for ideas to link sounds and spelling.

Oft benutzte Wörter
• High-frequency words

am Montag	<i>on Monday</i>
am Dienstag	<i>on Tuesday</i>
am Mittwoch	<i>on Wednesday</i>
am Donnerstag	<i>on Thursday</i>
am Freitag	<i>on Friday</i>
am Wochenende	<i>at the weekend</i>
sehr	<i>very</i>
nicht sehr	<i>not very</i>
ziemlich	<i>quite</i>
immer	<i>always</i>
nicht immer	<i>not always</i>
oft	<i>often</i>
nicht oft	<i>not often</i>
nie	<i>never</i>
alles	<i>everything</i>
dort	<i>there</i>
teuer	<i>expensive</i>



[Soundfile](#)

www.textivate.com
 Username: openacademy
 Password: surname700
 Go to 'myresources' to find your work.

Strategie 5
Using your key phonics words to make links
 You learned the key sounds of German in Chapter 1 (page 8). One good strategy for remembering new words is to group them together with others with the same sound-spelling pattern. Here are some from Chapter 5:

-  Freund → Deutschland
-  Biene → Kuscheltier
-  Sterne → Imbissstube, Strand
-  Wildwassersport → Mineralwasser, ich werde, wandern, windsurfen
-  Schlange → Schloss, Schwimmbad, Schlüsselanhänger, schwimmen

Look back at the Wörter pages from Chapters 1–4 and add to your lists.



Some words have more than one key phonics sound. How many can you spot in the examples above? For example, *Kuscheltier*.

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

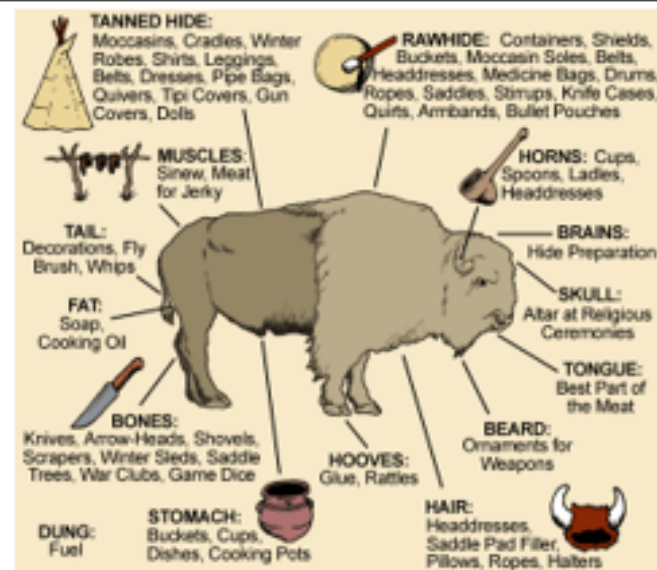
Native Americans

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.

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.



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.



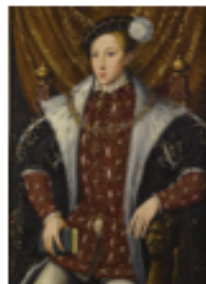
Henry VII, reigned 1485–1509

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.

Vocabulary to learn

Zooms

Shifts

Repeated images and ideas

Links and connections

Foreshadowing

Identifying

Descriptive

Discursive

Linguistic

Extract

Figurative language

Extent

Evaluate

Statement

Consider

Incorporate

Conflict

Exposition

Climax

Resolution

Structure analysis - methods:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:
 - inside to outside (and vice versa)
 - focus
 - time
 - topic
 - setting/place
 - mood/atmosphere
 - description to dialogue (and vice versa)

Language analysis Checklist:

- Link to task
- Relevant quote
- Meaning of quote
- Method named
- Effects explained
- Word zoomed in on
- Meaning of word
- Implied meanings

TIPTOP

PARAGRAPHS

Time - change in TIME



Place - change in PLACE

Topic - change in TOPIC



Person - change in SPEAKER

Suggested Reading



<https://stories.audible.com/start-listen>

Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds - *really rather raucous*
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

Activities:

- Look up and define any of the key words in the purple box that you don't feel confident with.
- Look, cover and copy the key words in the purple box. Do this each day until you get the spelling of them correct. You could complete your learning of these words by getting a parent or sibling to test you on all of them.
- Read the extract from *The Witches* by Roald Dahl on the next page. Write down all of the adjectives you can see. Next to them, using a thesaurus if you have one, write synonyms that are more ambitious. For example, 'nice' – 'pleasant', 'gracious', 'congenial'.
- Draw a picture of a witch or wizard. Surround it with words you would use to describe them (adjectives).
- Using the blue box to help you, try to create 10 metaphors. Use the theme of witchcraft and wizardry to inspire them. Example – the witch's nose was a crooked crow's beak, waiting to peck anyone to death who came too close.
- Using the blue box to help you, create 10 similes. Use the theme of witchcraft and wizardry to inspire them. Example – my father's famous liver and kidney stew bubbled and frothed like the threatening contents of a witch's cauldron.
- Write a short story (200–300 words) that involves a wizard or witch. Use first or third person and past or present tense, but make sure that this is consistent throughout. Use as many of the literary devices in the blue box as you can and make sure you include nouns, adjectives, verbs and adverbs that are ambitious and effective. Plan your story before you begin, using the narrative arc model on the next page.
- Read a book that explores elements of magic, witchcraft or wizardry (see the page above for inspiration). Then, write a review of it (100–200 words), detailing what you found most enjoyable and perhaps, what you didn't like so much. Imagine you are writing it for a website that young readers will look at to decide what to read next. The link under 'Suggested Reading' will take you to free audio books... including Harry Potter! 😊
- Using your poetry writing skills that you learnt last half-term, write a poem about witchcraft and wizardry or magic. For example, you might write a witch's spell in the form of a poem using rhyme, alliteration and onomatopoeia to make it sound strange and hypnotic.

The Witches by Roald Dahl

As far as children are concerned, a REAL witch is easily the most dangerous of all the living creatures on earth. What makes her doubly dangerous is the fact that she doesn't look dangerous. Even when you know all the secrets (you will hear about those in a minute), you can still never be quite sure whether it is a witch you are standing at or just a kind lady. If a tiger were able to make himself look like a large dog with a waggy tail, you would probably go up and pat him on the head. And that would be the end of you. It is the same with witches. They all look like nice ladies.

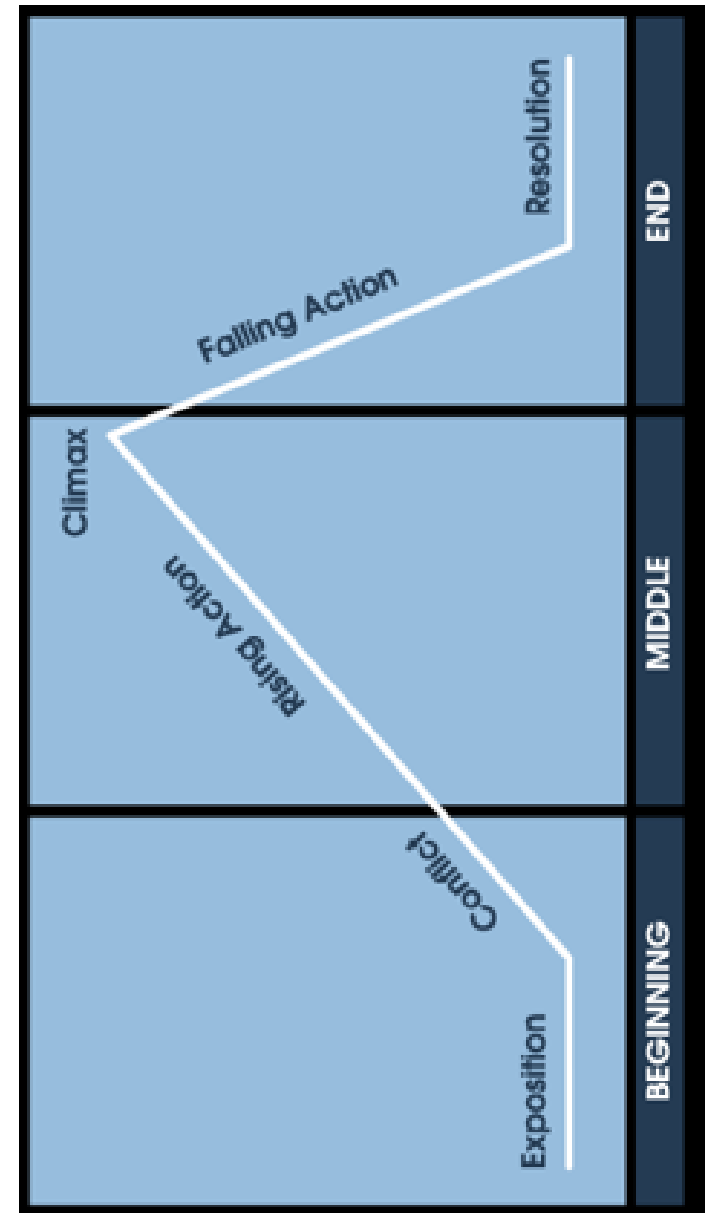
For all you know, a witch might be living next door to you right now.

Or she might be the woman with the bright eyes who sat opposite you on the bus this morning.

She might be the lady with the dazzling smile who offered you a sweet from a white paper bag in the street before lunch.

She might even – and this will make you jump – she might even be your lovely school-teacher who is reading these words to you at this very moment. Look carefully at that teacher. Perhaps she is smiling at the absurdity of such a suggestion. Don't let that put you off. It could be part of her cleverness.

I am not, of course, telling you for one second that your teacher actually is a witch. All I am saying is that she *might* be one. It is most unlikely. But – and here comes the big 'but' – *it is not impossible*.



YEAR 7 — REASONING WITH NUMBER

Developing number sense

What do I need to be able to do?

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

- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

Keywords

Commutative: changing the order of the operations does not change the result

Associative: when you add or multiply you can do so regardless of how the numbers are grouped

Dividend: the number being divided

Divisor: the number we divide by

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Equation: a mathematical statement that two things are equal

Quotient: the result of a division

Multiplying
Decimals



Mental methods for addition/ subtraction

Addition is commutative



$$6 + 3 = 3 + 6$$

The order of addition does not change the result

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative



$$2 \times 4 = 4 \times 2$$

The order of multiplication does not change the result

Partitioning can help multiplication

$$\begin{aligned} 24 \times 6 &= 20 \times 6 + 4 \times 6 \\ &= 120 + 24 \\ &= 144 \end{aligned}$$

Division is not associative

Chunking the division can help $4000 \div 25$
"How many 25's in 100" then how many chunks of that in 4000.

Dividing
Decimals



Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g. $10 \times 0.1 = 1$

Methods for multiplication 12×0.03

$$\begin{array}{l} 12 \times 3 = 36 \\ 12 \times 3 = 36 \\ 12 \times 0.3 = 3.6 \\ 12 \times 0.03 = 0.36 \end{array} \quad \begin{array}{l} 12 \times 3 = 36 \\ +10 \downarrow +100 \downarrow +1000 \downarrow \\ 12 \times 0.03 = 0.36 \end{array}$$

Methods for addition $2.3 + 2.4$

$$\begin{array}{l} 2 + 2 = 4 \\ 0.3 + 0.4 = 0.7 \\ 4 + 0.7 = 4.7 \end{array}$$

Methods for division $15 \div 0.05$

Multiply by powers of 10 until the divisor becomes an integer

$$\begin{array}{l} 1.5 \div 0.05 \\ \times 100 \downarrow \quad \times 100 \downarrow \\ 150 \div 5 = 30 \end{array}$$

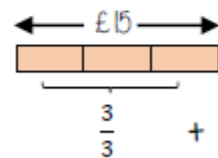
Mental methods for fractions

Use bar models where possible

I've spent $\frac{2}{5}$ of my money I have £21 left



How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Reverse
Fractions



Using factors to simplify calculations

$$30 \times 16$$

$$10 \times 3 \times 4 \times 4$$

$$10 \times 3 \times 2 \times 8$$

$$2 \times 5 \times 3 \times 2 \times 2 \times 2 \times 2$$

$$16 \times 10 \times 3$$

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure.

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

$$210 + 899 < 1200$$

This is true because even if both numbers were rounded up, they would reach $300 + 900$.

The correct estimation would be $200 + 900 = 1100$.

Number facts

Use

$$124 \times 5 = 620$$

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

$$620 \div 124 = 50$$

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller – the answer will be bigger (It is being shared into less parts)
Bigger – the answer will be smaller (It is being shared into more parts)

Algebraic facts

$$2a + 2b = 10$$

Everything $\times 2$

$$0.1a + 0.1b = 0.5$$

Everything $\div 10$

$$a + b = 5$$

Odd 2 to the total

$$a + b + 2 = 7$$

The unknown quantity isn't changing but the variables change what is done to give the result

Estimation



Factors



Number Facts



A job that relies on number skill:

A Stockbroker

A stockbroker is someone who buys and sells stock on the stock exchange. They buy and sell stock, as a normal person cannot walk into the stock exchange for example, and ask to buy stock. They can also advise people the best way to manage their stock.

Key skills for stockbrokers

- IT and maths skills
- Ambition and determination
- Ability to persuade
- Communication skills
- Strong decision-making skills
- Ability to work in a high-stress environment
- Very good negotiation skills
- Ability to build lasting relationships.

YEAR 7 — REASONING WITH NUMBER Sets and probability

What do I need to be able to do?

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

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

Keywords

Set: collection of things

Element: each item in a set is called an element

Intersection: the overlapping part of a Venn diagram (AND \cap)

Union: two ellipses that join (OR \cup)

Mutually Exclusive: events that do not occur at the same time

Probability: likelihood of an event happening

Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice

Fair: there is zero bias, and all outcomes have an equal likelihood

Random: something happens by chance and is unable to be predicted

Venn
Diagrams



Identify and represent sets

The universal set has this symbol ξ — this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things — you write sets inside curly brackets { }

$\xi = \{\text{the numbers between 1 and 50 inclusive}\}$

My sets can include every number between 1 and 50 including those numbers

$A = \{\text{Square numbers}\}$

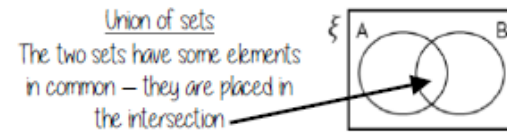
$A = \{1, 4, 9, 16, 25, 36, 49\}$

All the numbers in set A are square number and between 1 and 50

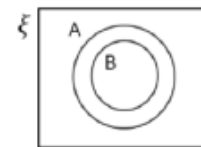
Interpret and create Venn diagrams



Mutually exclusive sets
The two sets have nothing in common
No overlap



Union of sets
The two sets have some elements in common — they are placed in the intersection

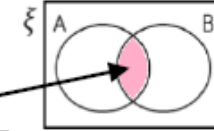


Subset
All of set B is also in Set A so the ellipse fits inside the set.

The box
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

Elements in the intersection are in set A AND set B



The notation for this is $A \cap B$

$\xi = \{\text{the numbers between 1 and 15 inclusive}\}$

$A = \{\text{Multiples of 5}\}$ $B = \{\text{Multiples of 3}\}$



The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets

Elements in the union could be in set A OR set B

The notation for this is $A \cup B$

This Venn shows the number of elements in each set

ξ - {the numbers between 1 and 15 inclusive}
 A - {Multiples of 5} B - {Multiples of 3}

The elements in $A \cup B$ are 5, 10, 15, 3, 6, 9, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

Sample space – for single events

A sample space for rolling a six-sided dice is $S = \{1, 2, 3, 4, 5, 6\}$

A sample space for this spinner is $S = \{\text{Pink, Blue, Yellow}\}$

You only need to write each element once in a sample space diagram

- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

Sample Space

Probability of a single event

Probability = $\frac{\text{number of times event happens}}{\text{total number of possible outcomes}}$

$P(\text{Blue}) = \frac{4}{10}$ ← There are 4 blue sectors
 ← There are 10 sectors overall

Probability notation $P(\text{event})$

$= \frac{2}{5}$

Probability can be a fraction, decimal or percentage value

$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$

Probability is always a value between 0 and 1

The probability scale

The more likely an event the further up the probability it will be in comparison to another event (it will have a probability closer to 1)

There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
 So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$
 ∴ The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

$P(\text{white chocolate}) = 1 - 0.15 - 0.35 = 0.5$

Probability

Probability Scale

A job that relies on probability:

A Budget Analyst

Budget Analysts are responsible for analysing budget proposals, determining funding allocations and predicting future financial requirements.

Budget Analysts are well-versed in statistical modeling and are expert mathematicians.

Budget Analyst Requirements:

- Bachelor's degree in finance, accounting, or related field.
- Master's degree preferred.
- Experience managing budgets.
- Highly analytical mindset.
- Proficiency in data analysis and statistical forecasting.
- Excellent mathematical aptitude.
- Good problem-solving skills.
- Excellent written and verbal communication.
- Exceptional interpersonal skills.
- Attention to detail.

YEAR 7 — REASONING WITH NUMBER

Prime numbers and Proof

What do I need to be able to do?

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

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number.

Prime: an integer with only 2 factors.

Conjecture: a statement that might be true (based on reasoning) but is not proven.

Counterexample: a special type of example that disproves a statement.

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

HCF: highest common factor (biggest factor two or more numbers share)

LCM: lowest common multiple (the first time the times table of two or more numbers match)

Factors



Multiples



Prime Numbers



Square Numbers



Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3

3, 6, 9, 12, 15...

This list continues and doesn't end

$3x, 6x, 9x \dots$

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

4.5 is not a multiple of 3 because it is 3×1.5

Not an integer

Factors

Arrays can help represent factors

Factors of 10: 10×1 or 1×10
 5×2 or 2×5

Factors of 10: 1, 2, 5, 10

The number itself is always a factor

Factors and expressions

$x \ x \ x \ x \ x \ x$

Factors of $6x$

$6, x, 1, 6x, 2x, 3, 3x, 2$

$6x \times 1$ OR $6 \times x$

$x \ x$

$x \ x$

$x \ x \ x$

$x \ x \ x$

$x \ x \ x$

$x \ x$

$x \ x$

$x \ x \ x$

$x \ x \ x$

$x \ x \ x$

$2x \times 3$

$3x \times 2$

Prime numbers

- Integer
- Only has 2 factors
- and itself

The first prime number
The only even prime number

2

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Square numbers

odd even odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful — an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF — Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors

(factors of both numbers)

1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60



LCM = 36

The first time their multiples match

Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$

Compare fractions using a LCM denominator

$\frac{6}{10}$ and $\frac{7}{10}$

Conjectures and counterexamples

Conjecture

1, 2, 4, ...
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

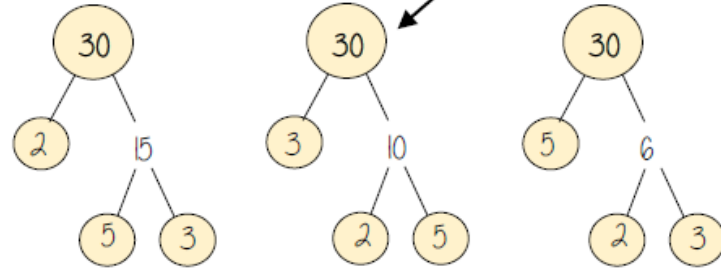
Counterexamples



This sequence isn't doubling it is adding 2 each time

Only one counterexample is needed to disprove a conjecture

Product of prime factors



Multiplication part-whole models

All three prime factor trees represent the same decomposition

Multiplication is commutative

$$30 = 2 \times 3 \times 5$$

Multiplication of prime factors

Using prime factors for predictions

e.g 60: 30×2 , $2 \times 3 \times 5 \times 2$
150: 30×5 , $2 \times 3 \times 5 \times 5$

Product of Primes



Highest Common Factor

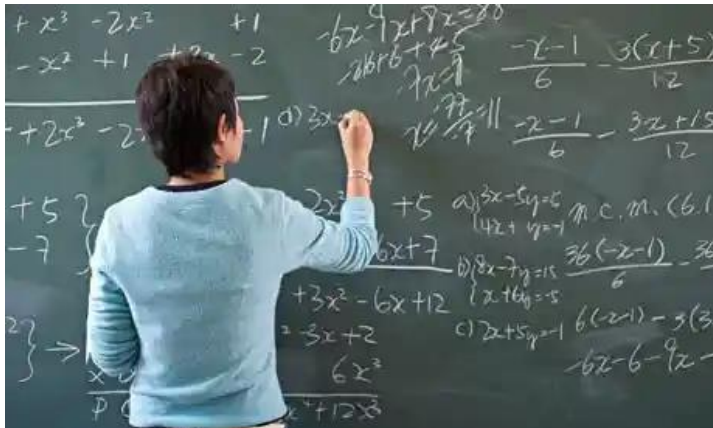


Lowest Common Multiple



A job that relies on number skills:

A Maths Teacher



Things we love about being a maths teachers:

- Helping young people to achieve and move on to their next steps in life.
- Being able to work with lots of different people.
- Getting to do maths every day and keeping the brain sharp!
- Watching people who work hard be successful.

Year 7 RS: How do Sikhs interact with culture and society ?

Key words	
Sikh	A follower of a religion called Sikhism.
Guru Nanak	The founder of Sikhism
Waheguru	The Sikh God
Punjab	An area in the Northern part of India where Sikhism was started by Guru Nanak.
Guru Granth Sahib	The holy book for Sikhs.
Gurdwara	The Sikh Temple-place of worship.
The Golden Temple	The Pilgrimage or spiritual place of worship for Sikhs.
Sewa	Serving others, showing love and kindness to all.
Langar	A community kitchen in a Gurdwara, food is cooked and served daily to everyone.

People of all religions are welcomed in and even allowed to say their own religion's prayers.

They must not take meat, alcohol or cigarettes into the Golden Temple and their head must be covered. They take off their shoes when they enter.

The central point of the Golden Temple is the known as the Divine Temple. Here one can see some of the earliest copies of the Guru Granth Sahib as during the day it is placed on the takht in this diwan hall. However, a newer copy is used in daily worship to protect the oldest one.

The walls inside the Harmandir Sahib are carved with verses from the Guru Granth Sahib. People swim in the lake – it is known as a Sarovar (sacred pool) and is said to heal illnesses.

An Overview of Sikhism.

Sikhism is one of the world's major religions. It is the world's 5th major religion, with about 28 million followers. It began over 500 years ago.

Sikhs are people who follow Sikhism. Sikhs believe in One God, who guides and protects them. Sikhs see everybody as being equal in God's eyes.

Leading a good life and making important choices are important in Sikhism.

The Guru Granth Sahib is the holy book in Sikhism. Sikhs worship at home and also in a Gurdwara, their Sikh Temple.

Pilgrimage in Sikhism.

The Golden Temple's real name is **Harmandir Sahib**. This means 'temple of God.' (Har means God, mandir means temple – you should remember this from Hinduism and Sahib is a way of showing respect to something. It's very similar to sa'lah'lah'hu'alla'him/'peace be upon him' in Islam.)

It is built on a platform in the middle of a man-made lake, on a site chosen by Guru Nanak. This is in the centre of **Amritsar**, a Sikh city. It was first built in 1574. However it was destroyed in 1740 by a Mogul emperor and then was recaptured by a Sikh army and rebuilt. It was later built again in the 19th century out of marble and then the top half covered in gold leaf. There are 4 doors, one on every side to show that people of all races, religions and nations are welcome. **Continued on the left**

The 5 K's

Sikhs display their commitment to their religion by adhering to the 5 K's, which are the Sikh Articles of faith.

The **5 Ks** are symbols of Sikh faith. Many non-baptised Sikhs will wear them, but all members, both male and female, of the **khalsa** (Sikh community) are obliged to wear them.

They will also change their name as a sign. Men who have joined the khalsa add **Singh** (meaning 'lion' to their name), showing they are strong & fearless, but also caring & kind.

Women add **Kaur** (meaning 'princess'), showing all women should behave & be treated like princesses. The commitment to the 5 Ks first came into place in 1699 when **Guru Gobind Singh** (the 10th guru) made the announcement that they should be worn as a display of faith and devotion to God. They are also a symbol of belonging to the Sikh Community. The 5 K's are Kesh- uncut hair, Kangha-comb, Kara-Steel bracelet, Kirpan- small sword and Kachera- shorts worn under their

Where and how do Sikhs worship?

Sikh temples are called **Gurdwaras**. They are built with a large central dome. Gurdwaras have 4 doors, one on each side of the temple. This shows that they are open to all people of any faith as Sikhs believe that everyone is equal and we all can and should worship together.

3 Principles all Sikhs live by:

Nam Simran: Remember God's name always.

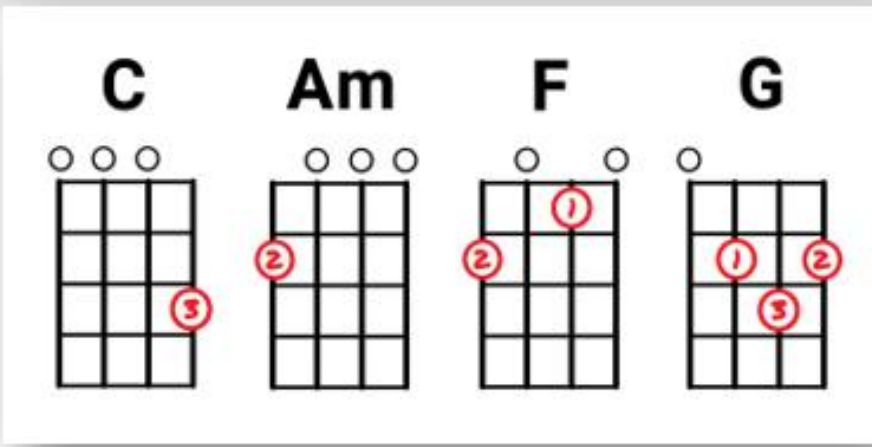
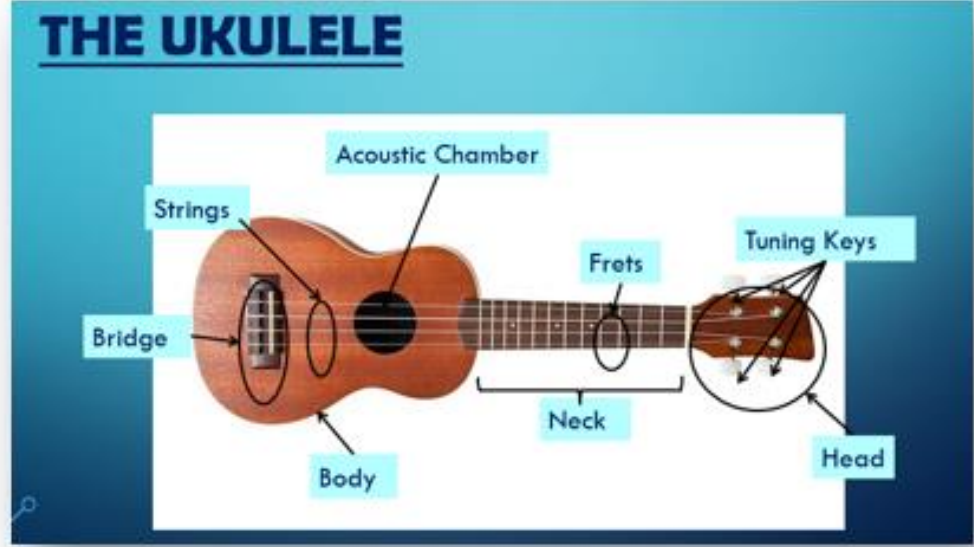
Kifat Karna: Earn an honest living.

Everyone is obligated to work hard to earn a living if they are able. They cannot have a job which hurts others (running a gambling business, making pornography, dealing illegal drugs, etc.) Shouldn't be about getting rich but just to help them live life.

Vand Chhakna: Share in charity with those who are less fortunate. This shows generosity and self-sacrifice. Sikhs believe that the best way to worship God is by caring for other people. We cannot love God if don't take care of his creations. **All beings and creatures are His; He belongs to all.'** This means respect for all living things because God is in everything- including animals. As a result, many Sikhs are vegetarian. They think they are **stewards** of the Earth so they also have to care for it as God created it.



Year 7 Summer 2 Music Knowledge Organiser



Kneehigh Theatre Company are **theatre practitioners** based in Cornwall, England. They have been a theatre company for over 30 years.

Kneehigh's performances can be performed anywhere: Village halls, Big Tops, quarries, marquees etc.

They usually create their work from myths or storybooks and put their own unique twist using **puppets**, **music**, **gender reversal**, **song** and **multirole**.

Their performances have **HIGH** energy and can sometimes be considered a little silly. They definitely don't take themselves too seriously.

Multirole is where an actor plays more than one character.

A theatre practitioner is someone who produces theatre in a style that is unique to them.

YEAR 7 DRAMA – KNEEHIGH THEATRE



Physical Theatre is a **genre** of theatre where physical movement is used to tell the story rather than dialogue.

Body as Props is where you use your body to create inanimate objects such as tables or chairs.

Narration is the telling the story, usually done by a **narrator**.

Direct address is talking directly to the audience.

Characterisation is how an actor shows a character to the audience.

Choral Speech is speaking as a group, either at the same time in **unison** or using **canon** to emphasise certain words or moments.

Exaggeration is making things seem larger than life.