



The John of Gaunt School  
A Community Academy

Name

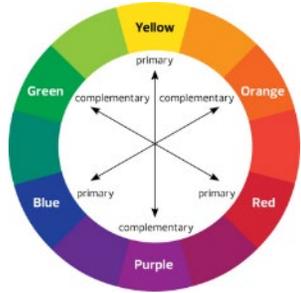
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*Year 7*

*Knowledge Organisers*

*Term 2- 2025*

# Year 7 Art and Design Knowledge Organiser



**Key words:**  
**Colour.**  
**Primary.**  
**Secondary.**  
**Tertiary.**  
**Harmonious.**  
**Complementary.**

- 3 Primary colours – **Red**, **yellow** and **blue**. They can not be made with mixing other colours.
- 3 secondary colours – **Orange**, **green** and **purple**. They can be made by mixing 2 primary colours.
- Tertiary colours and made from mixing a combination of the primary and secondary colours.
- There are harmonious colours which sit next to each other on the wheel.
- There are also complementarity colours which are opposite each other on the wheel.

## Harmonious Colours

Delicious Harmony: when colours blend well together and are pleasing to the eye, creating a sense of colour balance.

Some examples:

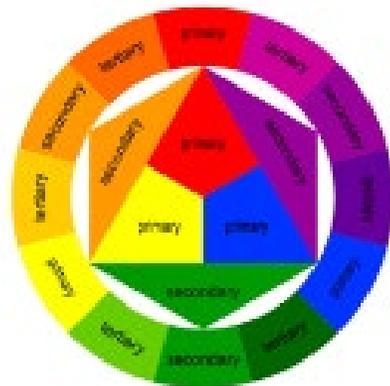
Cool Colours



Warm Colours



Earth Colours



## Key Artists to Compare and Analyse:

### Michael Craig Martin

Makes large colourful paintings of 'everyday' things. Inspirational figure and teacher of the young British artists movement in the 1980's



### Extra Vocab.

Colour  
 Scale  
 Everyday  
 Bold

### Audrey flack

American artist making work from photographs and creating realistic looking paintings from everyday objects.



Still life  
 Photorealism  
 Birdseye view  
 Historical

### Shadi Ghadirian

Iranian photographer. Influenced by her experiences as a Muslim woman living in modern Iran.



Metaphor  
 Message  
 Shape  
 Limited-  
 colour

## Key Words - definitions

**Shading** - the darkening or colouring of an illustration or diagram with parallel lines or a block of colour.

**Depth** - The apparent distance from front to back or near to far in an artwork. Techniques of perspective are used to create the illusion of **depth** in paintings or **drawings**.

**3D – three dimensional** - and object having or appearing to have length, breadth, and depth.

**Still life** - a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in **texture**, such as bowls and **glassware**.

**Shape** - the external form, contours, or outline of someone or something.

**Scale** - If you refer to the **scale** of something, you are referring to its **size**

**Colour** – this refers to the full ranges of colours you may use, colour comes in different shades

**Complimentary colour** - Complementary colours are pairs of colours which are opposite each other on the colour wheel -When placed next to each other, they create the strongest contrast

**Harmonious colours** – are groups of colours that are next to each other on the colour wheel

## Artist's Comparison and Analysis

Describing and analysing artists work is an important skill. We try to analyse work by looking at the formal elements of **colour**, **line**, **tone**, **texture**, **scale**, **perspective** and **shape**.

When writing your opinion make sure you describe **what you do or don't like about a piece of work and why (use the formal elements to help you)** e.g. 'I like Audrey Flacks work because there are lots of different **tones** and **textures** in the objects she uses.'

'I like Michael Craig-Martin's work because the **colour** is so vivid and he draws attention to detail with close up shots.'

# Computer Science

## Key content

### What is eSafety?

eSafety is the process or steps that need to be taken to stay safe online.



Safe	Safe- Keep safe by being careful not to give out personal information when you're chatting or posting online.
Meeting	Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission.
Accepting	Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
Reliable	Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites.
Tell	Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

### Digital Tattoo

The things you share online will stay there forever and might be the first thing people notice about you, a bit like a tattoo.

With every new profile, tweet or photo you post online, you are adding to a digital tattoo. People that know you, and people who don't, can see it and learn a lot from it.

### Types of Information

#### What are the dangers of being online?

Some of the possible dangers of being online are:

- Strangers
- Exposure to inappropriate / illegal content e.g. sexual materials, violence
- Fraud (identity / financial)
- Viruses
- Cyberbullying

- **Contact Details:** Phone Number, Address, Social Networks.
- **Personal Details:** Name, Age, Friends, School
- **Interests:** Clubs, Hobbies, Fav Shops, Games
- **Media:** Images, Video, Sounds

### Social Media

Social media are apps or websites that people use to communicate with others.

Often the age limit for these websites / apps is 13 years old.

The information people share is often personal and to stop people seeing it they should change their settings to Private.



# Key Vocab

# E-Safety

Word	Definition
<b>Cyberbullying</b>	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
<b>Netiquette</b>	Correct or acceptable way of communicating on the internet.
<b>Cyberstalking</b>	Repeated use of electronic communication to harass or frighten someone.
<b>Online Grooming</b>	Deliberate act taken to befriend and create an emotional connection with a child, resulting in not good intentions.
<b>Sexting</b>	Sending sexually explicit messages or images by cell phones and other electronic devices.
<b>Cyberpal</b>	A friend who you only communicate with through the internet or cyberspace.
<b>Block</b>	Action taken to stop interactions from set people via online communication.
<b>Spam</b>	An email that is sent to a large number of people and mostly consists of advertising.
<b>Hacking</b>	Gaining access to a computer, with the intention of stealing data or causing damage.
<b>Chat room</b>	A website, or part of a website which allows people to communicate via a computer network in real time.

## More info can be found here:

Cyberbullying is an extremely unpleasant and upsetting experience. There are several authorised websites that offer advice on how to stay safe online and what to do if Cyberbullying occurs:

- BBC Webwise ([www.bbc.co.uk/webwise](http://www.bbc.co.uk/webwise))
- Childline (<http://www.childline.org.uk>)
- ThinkUKnow run by the Child Exploitation and Online Protection Centre (CEOP) ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))
- The Bullying UK helpline is available on 0808 800 2222
- Childline can be contacted on 0800 1111

**DESIGN TECHNOLOGY YEAR 7 MODULE 2**  
**Common Tools and Machines used in DT.**

**Tools and equipment** are to be used safely and observing the Health and Safety rules.

**Pedestal drill**



Used to drill holes into different materials. Wear an apron and goggles when using and make sure guards are in place. Always clamp down material that is being drilled.

**Disc Sander**



Used to sand the end grain of wood down to size. Always wear goggles and ensure dust extraction is working. Keep fingers well away from the sanding belt.

Key Word	Definition
<b>Manufactured boards</b>	Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibres together. Manufactured boards often made use of waste wood materials.
<b>Plywood</b> 	a type of strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating
<b>MDF</b> 	Medium Density Fibreboard; Particles and fibres of wood glued together and then rolled into usable sheets.
<b>Mild Steel</b> 	A metal containing iron and carbon. Used for most making task as it hard wearing and strong. It however can rust as it contains iron so will need to be protected in some way.

**Hand Tools**



**G Clamp**  
Used to hold materials in place.



**Try Square**  
Used to mark 90° lines on wood.



**Centre Punch**  
Used to mark the centre of a hole so that you can drill.



**Steel rule**  
Used to mark measurements in mm.



**Glass Paper**  
Sanding sheet paper to make wood smooth.



**Bench Hook**  
Use to hold wood to a bench so that you can cut it safely.



**Coping Saw**  
Used to cut curved shapes in wood

**Tenon Saw**

Used to cut wood in a straight line.





**Scroll Saw**  
used to cut thin pieces of wood in to complex shapes.



**Sheet metal folder**  
This machine is used to fold thin pieces of metal to any angle.

**Extension task**  
Describe and name any other hand tool that you can use to shape and cut materials.

## Did you know the Greeks invented theatre?

- Theatre has religious routes! Where the Greek people used to gather to watch religious ceremonies
- Stories that used to get told between family members were written down and turned into plays
- Theatre originated from Athens, in Greece, specifically the Festival of Dionysius!



## Key features of Greek Theatre

Word	Definition
<b>Chorus</b>	One character being played by multiple actors
<b>Amphitheatre</b>	A theatre the Greeks would've performed in, made out of stone and outside
<b>Tragedy and Comedy</b>	Two genres Greek plays can be written as.
<b>Mask</b>	A prop worn on your face to show character.
<b>Audience</b>	A group of people watching a performance,

## Key vocal and physical skills

Word	Definition
Facial expressions	Using your face to communicate
Body language	Using your body to communicate
Gesture	Using your hands to communicate
Posture	How you hold yourself
Movement	How you use your body within a space
Pace	Fast or slow
Pitch	High or low
Pause	Stopping for effect
Tone	Emotion in our voice
Volume	Loud or quiet

## How to give constructive feedback

- I think your use of...[skill]...was good.
- It was good because...[how did they use the skill?]
- It gave the effect that...
- I thought you could add in more...[skill]
- You could add this in by...[how could they use that skill?]
- This would give the effect that...

## Year 7 Term 1+2: The Greeks (Homework Task)

### SET 1

1. What is a chorus?
2. What is an amphitheatre?
3. What is a mask?
4. What two genres did the Greeks perform?
5. What is an audience?
6. What are facial expressions?
7. What is body language?
8. What is gesture?
9. What is posture?
10. What is movement?

### SET 2

1. What is pace?
2. What is pitch?
3. What is pause?
4. What is tone?
5. What is volume?
6. What do we wear on our faces to represent character?
7. What type of theatre did the Greeks perform in?
8. What is it called when a group of actors play ONE character?
9. Why did the Greeks use chorus?
10. What is a group of people sat down to watch a performance called?

### SET 3

1. Name a vocal skill.
2. Name a physical skill.
3. What did the Greeks wear on their faces to represent character?
4. What is a group of people sat down to watch a performance called?
5. What is the shape of an amphitheatre?
6. What two genres did the Greeks perform?
7. What is it when you use your hands to communicate?
8. What is it when you use your face to communicate?
9. What is it called when you use emotion in your voice?
10. What do you change when you change how loud you are speaking?

# ENGLISH Term 2

## Punctuating complex sentence

**Complex sentences** communicate more than one idea. One part (the main clause) can stand on its own. The other part (the subordinate clause) gives more detail about the main clause, but it cannot stand alone. A complex sentence will contain a **subordinating conjunction** (common examples include after, although, as, because, before, if, since, though, unless, until, when, while, and where).

### **Punctuating complex sentences:**

Subordinate Clause + Main Clause = Use a comma to separate the clauses.

As the sun rose, the explorers set off for the day.

Although they were tired, the intrepid adventurers pressed on.

Main Clause + Subordinate Clause = Do not use a comma to separate the clauses.

The explorers set off for the day as the sun rose.

The intrepid adventurers pressed on although they were tired.

## More sentence types

- 1) **Declarative sentences** make a statement. They tell us something. They give us information, and they usually end with a full stop.
- 2) **Interrogative sentences** ask a question. They ask us something. They want information, and they always end with a question mark.
- 3) **Imperative sentences** give a command. They tell us to do something, and they end with a full stop or exclamation mark.
- 4) **Exclamative sentences** express strong emotion or surprise. They always end with an exclamation mark.

## Key terminology and definitions

**Connotations** = associations, feelings or ideas that we have in relation to a word or phrase. E.g. A dove has connotations of peace, love, harmony.

**Language techniques** = methods a writer uses to craft their work (also called language/literary/linguistic devices). Examples include simile, metaphor, alliteration.

**Structure** = how a text is ordered and laid out.

**Context** in literature refers to the background information and circumstances that help you understand a text.

**Rhetoric** = art of effective persuasive writing or speaking.

**Perspective** = a person's view on a topic.

**Tone** = a writer's feelings about a topic that we notice in their work.

## Semicolon rules

1. A semicolon can **join two closely related main clauses** without a co-ordinating conjunction (such as "and" or "but").  
The rain fell heavily; the streets were flooded.
2. A semicolon is **used before conjunctive adverbs such as "however," "therefore," or "moreover"** when they connect two main clauses. A comma is placed after the conjunctive adverb: She wanted to go; however, she could not.
3. Semicolons can **separate items in a list when those items contain commas**: I've travelled to Paris, France; Rome, Italy; and London, England.

# Food Preparation 1 yr. 7

## Key content

### Food poisoning

Food poisoning can be caused by:

1. **bacteria**, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
2. **physical contaminants**, e.g. hair, plasters, egg shells, packaging, blood – blue plasters are used in food;
3. **chemicals**, e.g. cleaning chemicals.

**Microorganisms** occur naturally in the environment, on cereals, vegetables, fruit, animals, fish, shellfish, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness. Harmful bacteria are called **pathogenic bacteria and can be found in raw meat, poultry, fish and seafood**. We can limit contamination by thorough hand washing using running hot soapy water and clean handtowels to dry.

The process of food becoming unfit to eat through oxidation, contamination or growth of microorganisms is known as food spoilage.

### Symptoms of food poisoning

The symptoms of food poisoning include:

1. nausea;
2. vomiting;
3. stomach pains;
4. diarrhoea.

### High risk food

Bacteria easily multiply on foods known as '**high-risk food**'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as **high risk foods** if they are not cooled quickly after cooking and stored below 5°C.

## Diagrams:

### Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

1. **food;**
2. **moisture;**
3. **warmth;**
4. **time.**



## Key vocab

## Food Hygiene

Word	Definition
<b>Allergens</b>	Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.
<b>Bacteria</b>	Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
<b>Cross-contamination</b>	The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens. Part of the 4 C's – Cooking, cleaning, chilling, cross-contamination. Strict procedures should be in place to prevent food contamination.
<b>Food poisoning</b>	Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms. At risk groups – elderly, pregnant ladies, compromised immune system, young children.
<b>High risk ingredients</b>	Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.
<b>Pathogenic Bacteria</b>	Bacteria that can cause disease and illness - .
<b>Blue Plasters</b>	These are used within the food rooms as they can be seen.

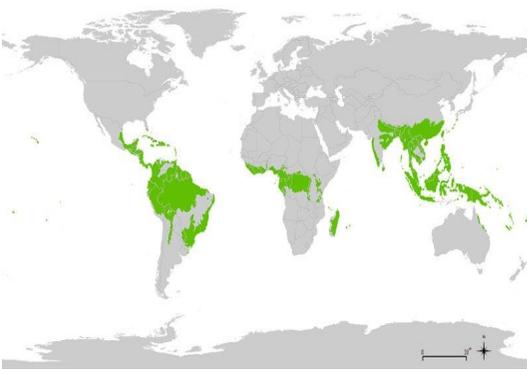
More info can be found here:

<https://bit.ly/2Z97B5f> - Food a Fact of Life.

<https://www.food.gov.uk/food-safety> - The Food Standards Agency.

### Task

Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food.



### Rainforest Distribution

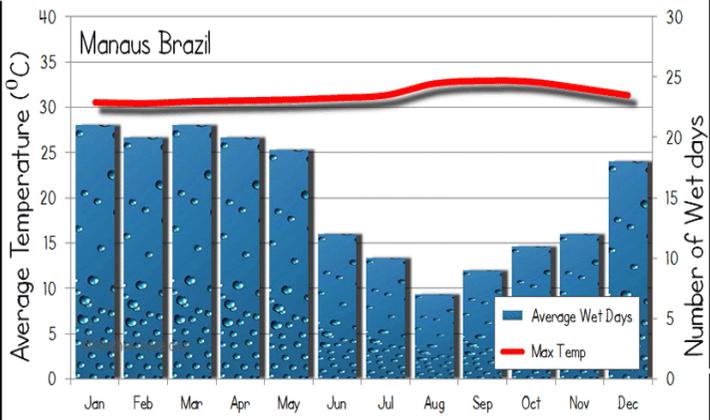
- Rainforests are distributed in a band under the equator
- They are found between the Tropic of Cancer and the Tropic of Capricorn
- They can be found in South America (Peru and Brazil), Africa, Indonesia and Malaysia

### Causes of deforestation

- Rainforests are being burnt and cleared so that farmers can grow Palm oil
- Areas are cleared so that ranchers can rear beef cattle
- Valuable ores and minerals have been discovered and so areas are cleared for mining of gold, bauxite and oil
- Logging of valuable rainforest trees such as mahogany, teak and rosewood
- Areas are cleared to make way for roads and housing

### The Climate of the Rainforest

- The rainforest has an equatorial climate
- It experiences high temperatures all year round with a temperature range of 2 degrees C
- It rains most days, with a total of around 1800mm per year

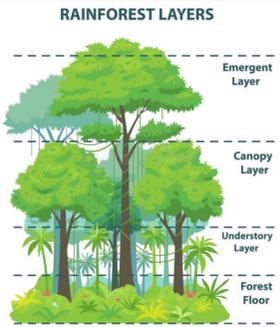


### The impacts of deforestation

- **Indigenous tribes** are losing their homes and way of life
- **The soils are quickly eroded** by the heavy rains and they are becoming infertile as the heavy rain leaches away nutrients
- **There is a loss of biodiversity** and species of plants and animals are becoming extinct
- **It is affecting global climate change** because as trees are cleared, often by burning them, huge amounts of CO2 are released into the atmosphere contributing to the greenhouse effect

### Managing rainforests

- **Selective Logging:** Only cut down a selection of trees, leaving the rest untouched
- **Afforestation:** areas of rainforest can be replanted with local trees
- **Ecotourism:** Aims to introduce people to the natural world to benefit local communities and protect local environments for the future
- **Small scale shifting cultivation:** encourage small scale farmers to clear small areas for farming, when the soils become infertile farmers move elsewhere.
- **International Agreements:** countries negotiate and agree to reduce the amount of deforestation



### Plant adaptations

**Buttress roots:** large, wide roots on all sides of a shallowly rooted tree. They provide support to the super tall rainforest trees

**Lianas:** vine like plants that wrap around trees to reach the light in the canopy

**Drip tips:** leaves are shaped so that they funnel off the heavy rainfall

**Waxy skin:** leaves are waxy, this is a natural waterproofing.

**Emergents:** trees that are particularly tall so that they can access light above the canopy

### The importance of rainforests

Massive biodiversity (15 million species of plants and animals) and an ecosystem for plants and animals (2000 bird species ....) They are a global carbon sink and store huge amounts of carbon. They reduce the risk of flooding and soil erosion and they are important to the local economy (Rubber, Fibres, Dyes, Resins and food). Home to thousands of indigenous tribes

**Indigenous tribes:** The Penan. The hunter-gatherer Penan live in the rainforests of the interior of Sarawak, in the Malaysian part of the island of Borneo. Traditionally nomadic, most of the 10-12,000 Penan now live in settled communities, but continue to rely on the forest for their existence. Some still live largely nomadically.

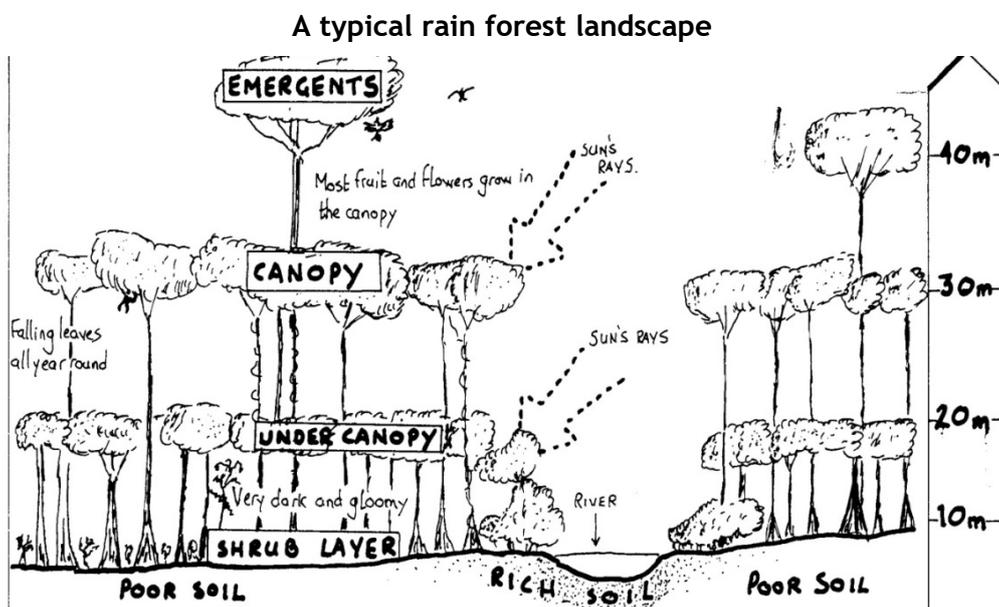
## 7.2 Geography: rainforests (Homework Task)

Activity one: answer the following quiz questions

1. Describe the distribution of the rainforest
2. Name two South American countries where the rainforest can be found.
3. What kind of climate does the rainforest have?
4. What is its temperature range?
5. What is the rainforests total rainfall?
6. What is the purpose of buttress roots?
7. What are lianas?
8. What do we call the tallest layer of the rainforest?
9. Name the tree/plant grown for its oil.
10. Name three rainforest trees
11. Give three reasons why deforestation is taking place
12. What does indigenous mean?
13. Describe what happens to the soil after deforestation
14. List four impacts of deforestation
15. What is selective logging?
16. What is shifting cultivation?
17. What is ecotourism?
18. Name an indigenous tribe from the rainforest of Sarawak
19. They are nomadic, what does this mean?
20. Why are the rainforests so important?

Activity 2: Rainforests occur in a belt around the Equator. The forests have a warm climate with a mean monthly temperature that is always greater than 18°C. The rainfall is never less than 168 cm and can exceed 1,000 cm in a year.

1. Look carefully at the diagram below and think about your Geography lessons



2. Fill out the paragraphs below. Use the word box to fill in the blanks:

**Rainforest trees**

The warm and wet climate of the tropical rainforest creates perfect conditions for the growth of plants. Most of the trees are h ..... with names like, M..... Teak and

**Rosewood.** These trees are excellent for making f ..... and are highly sought after because of this. As there are no s ..... in the rainforest, trees lose their leaves whenever they need to. Many sp ..... of rainforest trees, plants, insects and animals have yet to be discovered by scientists.

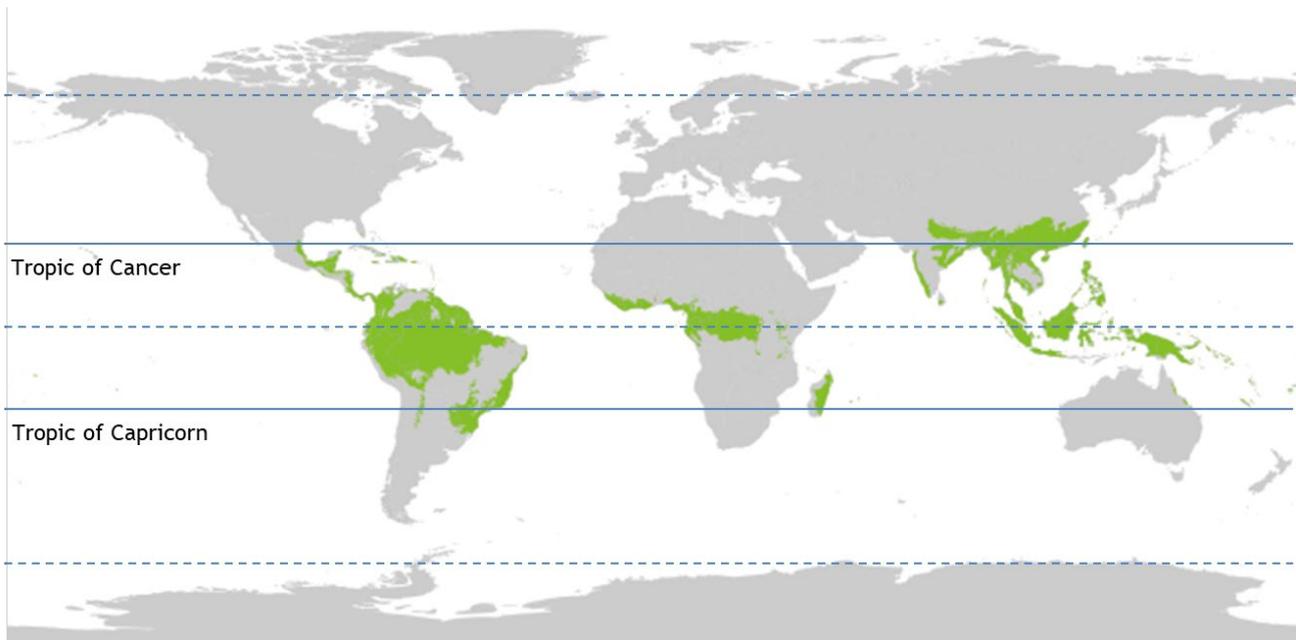
**How the rainforest is structured.**

The rainforest is organised in ..... distinct layers. The ..... does not receive much sunlight as the dense canopy blocks out most of the sunlight reaching the forest floor. The trees of the under canopy grow ..... as they do not receive much light. In an area where a canopy tree falls down, sunlight ..... reaches the under canopy trees and they literally race each other until they close the gap in the canopy. The tallest trees are called ..... and can reach heights of up to ..... high.

<u>slowly</u>	<u>hardwoods</u>	<u>40 metres</u>	<u>furniture</u>
<u>four</u>	<u>shrub layer</u>	<u>seasons</u>	<u>species</u>
<u>suddenly</u>	<u>Mahogany</u>	<u>warm and wet</u>	<u>emergents</u>

Activity 3: Study the map and table.

Tropical rainforest map



© Yerachmiel C, Tropical wet forests, 2022, commons.wikimedia.org/w/index.php?curid=122398669, latitude lines added

A 'typical' rainforest climate

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temperature °C	27	27	27	28	28	27	27	26	27	28	27	27
Rainfall mm	225	175	180	200	165	175	185	200	185	210	230	230

1. Describe the distribution of the rainforests (describe where the rainforests can be found)

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2. Use the climate table to calculate (work out)

a. The temperature range: \_\_\_\_\_

b. The average temperature: \_\_\_\_\_

c. The total rainfall: \_\_\_\_\_

### The Race for the Crown

Edward the Confessor died on 5<sup>th</sup> January 1066 with no heir

#### Why Harold Godwinson?

1. Powerful, wealthy & popular among English Saxons
2. Chosen by the Witan (Saxon Parliament)
3. Was king's brother-in-law
4. Experience of battle and leading men
5. Apparently promised throne by Harold as he died

#### Why Harald Hardraada?

6. 3 previous Viking English kings between 1013 and 1042 (Forkbeard / Canute and Harthacanute )
7. Powerful, wealthy and experienced in battle
8. Already King of Norway (and claimed Denmark)

#### Why William of Normandy?

9. Had supported and provided military help for Edward the Confessor and was promised the throne.
10. Had "freed" Harold's brother in return for Harold promising him the throne on a chest of sacred relics = a holy oath
11. Powerful, wealthy and experienced in battle
12. Supported by the Pope (against sinning Harold)

#### Why Edgar Etheling?

13. Grandson of previous king so had royal blood

**Saxon Army:** Housecarls & the Fyrd. Prefer to use shield-wall. Battle axes, broadswords, chainmail and fought on foot.

**Viking Army:** Used Swords / huge battle axes. Had berserkers who flew into a battle rage.

Challenge yourself to learn more about Norman Britain here:  
<https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1>

### Timeline of 1066

**5<sup>th</sup> Jan** – Edward Confessor dies (no heir)  
**6<sup>th</sup> Jan** – Harold Godwinson crowned king by Witan  
**May** – Harold brother Tostig invades but fails  
**8<sup>th</sup> Sep** – Fyrd allowed to return to villages

#### 20<sup>th</sup> September – The BATTLE OF FULFORD

- 300 Viking Ships & 11,000 Vikings arrive at Riccall led by Harald Hardraada & Tostig.
- 9,000 Vikings defeat 5,000 Saxons (led by Earl Morcar and Earl Edwin)

**21<sup>st</sup>-24<sup>th</sup> Sep** – Harold marches 200 miles in 4 days to surprise Vikings.

#### 25<sup>th</sup> September – The BATTLE OF STAMFORD BRIDGE

- 13,000 Saxons defeat 7,000 surprised and unprepared Vikings. Hardraada and Tostig killed. 24 ships allowed to return to Scandinavia.

**28<sup>th</sup> Sep** – William of Normandy arrives with 600 ships, 10,000 men, 2000 horses and 1500 archers.

**1<sup>st</sup> October** – Harold marches 250 miles in 9 days.

#### 14<sup>th</sup> October – The BATTLE OF HASTINGS

➤ Shield Wall broken due to tiredness / archers / Harold hit in the eye / fake-retreats / cavalry / hit squad / Fyrd leave hill = Normans defeat Saxons.

**25<sup>th</sup> Dec** – William becomes King William I of England

**Norman Army:** Well-trained mercenaries and nobles fighting for God and rewarded with English land. Had archers and cavalry. William on horseback.

## History – KPI 2: The Battle of Hastings

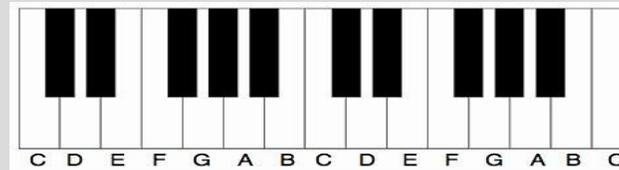
Key term	Definition
Heir	Next in (blood) line for throne / inherit something (usually eldest son)
Scandinavia	Area consisting of Norway, Sweden and Denmark
Cavalry	Soldiers on horseback
The Fyrd	Saxon volunteer army
Housecarls	Professional (paid) soldiers
Mercenary	Someone who fights for whoever pays them to fight
Noble	Wealthy and important member of society
Witan	Saxon Parliament / Council
Shield-Wall	Defensive line of interlocked shields
Sister-in law	Sister of your husband or wife
Archer	Soldier using a longbow and arrows
Pope	Head of the Catholic Church (Christian)
Steward	Organiser of the village's workers
Domesday Book	Report from 1086 listing owners of all property and land in England (for taxes)
Feudal System	System of "holding land" for person above you – but must be loyal to them.
Peasant	Worker on "manor" (bit of land). Manors held by Lords (Knights / Barons)

## Key content

This term we will be revisiting the Elements of Music and learning to sing and play on the keyboard Merry Xmas Everybody. If you are not sure what this song sounds like then have a listen to it on YouTube. If you would like to practise the piece outside of lesson there is a KS3 keyboard club in G9 that you can come to.



## Diagrams:



### Chords:

- C = C E G
- Em = E G B
- Dm7 = D F A C
- G = G B D
- Am = A C E
- Eb = Eb G Bb
- F = F A C

C Em Dm7 G C Am Dm7 G F  
 EF GG GG A G GE G EF G GG CB GE GED GG A B CB  
 11 C F C Dm Dm G G C Em Eb  
 A G GG A B C B A G EE FE FE F EF G GED G A B C DED B GE Bb GF Eb  
 21 G C Em Eb Eb G  
 G C D E D B G E Bb Bb Bb Bb Bb A G B

## Key vocab

Word	Definition
<b>Chords</b>	Two or more notes plays together
<b>Melody</b>	The main tune
<b>Solo</b>	Someone performing on their own
<b>Duet</b>	Two people performing together
<b>Trio</b>	Three people performing together
<b>Ensemble</b>	A group of musicians
<b>Carol</b>	A religious piece of music performed at Christmas
<b>Tonality</b>	The tone of the music: major (happy) or minor (sad)
<b>Tempo</b>	The speed of the music
<b>Structure</b>	The way the music is organised e.g. verse/chorus

**Lyrics:**

Are you hanging up your stocking on your wall? It's the time that every Santa has a ball Does he ride a red-nosed reindeer Does a ton-up on his sleigh? Do the fairies keep him sober for a day?	What will your daddy do when he sees your mama kissing Santa Claus, Ah-ahh
So, here it is merry christmas, everybody's having fun Look to the future now, it's only just begun	Are you hanging up your stocking on your wall? Are you hoping that the snow will start to fall? Do you ride on down the hillside (ah-ah) In a buggy you have made? (Ah-ah) Will you land upon your head then you've been slayed
Are you waiting for the family to arrive? Are you sure you've got the room to spare inside? Does your granny always tell ya (ah-ah-ah) That the old songs are the best (ah-ah-ah) As she's up and rock 'n' rolling with the rest?	So, here it is merry Christmas, everybody's having fun Look to the future now, it's only just begun So here it is merry Christmas, everybody's having fun Look to the future now, it's only just begun So, here it is merry Christmas, everybody's having fun Look to the future now, it's only just begun
So, here it is merry Christmas, everybody's having fun Look to the future now, it's only just begun	So here it is merry Christmas, everybody's having fun (it's Christmas!) Look to the future now, it's only just begun

**Key content**

**SALTAPS:** See, Ask, Look, Touch, Active, Passive, Strength – Sporting context of first aid, used to check if a player needs to be rested or removed from the field of play

**RICE:** Rest, Ice, Compression, Elevation - Taking these simple steps following a strain, sprain, or other similar injury can help you more quickly recover and get back to everyday activities

**EAP:** Emergency, Action, Plan. Written document identifying what action to take in the event of an emergency at a sporting event.

Benefits and stages of warm ups and cool downs:

Stages of a warm up: Pulse Raiser, (slowly increase your heart rate) Mobility (swings and hip Circles) Dynamic stretches (stretching whilst Moving) Skill related (practice actions e.g. football Dribbling)

Stages of a cool down: pulse lowering and stretching.

**Benefits of warm-up:**

- Physiological Benefits:
- Better oxygen delivery to muscle tissues
  - Improved muscle blood flow
  - Increased speed of nerve conduction
  - Reduction in likelihood of muscular injury
  - Increased heart rate.
- Psychological Benefits
- Control anxiety.
  - Focus mind.
  - Practice skills involved.

**2. THEORY ME (Term 2)**

1. <b>COMPONENTS OF FITNESS</b>	50%<	51 – 69%	70%+
Know most of the components of fitness (Components include: Speed, Strength, Power, Agility, Coordination, Balance, Flexibility, Reaction, Cardiovascular endurance, muscular endurance)			
<b>2. RESPOND TO AN INJURY</b> Know how to Respond to an Injury and what to do in that situation. (SALTAPS, RICE, EAP)			
<b>3. WARM UP AND COOL DOWN</b> Know the benefits and stages of <b>Warm Ups and Cool Downs</b> have on the body. (Psychological, Physical, Pulse Raise, Mobility, Dynamic Stretches, Skill Related)			

**Skill-related components**

**Key Words**

	Definition	Example
<b>Agility</b>	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
<b>Balance</b>	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
<b>Coordination</b>	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
<b>Power</b>	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
<b>Reaction time</b>	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
<b>Speed</b>	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

**Health-related components**

	Definition	Example
<b>Body composition</b>	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
<b>Cardiovascular fitness</b>	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
<b>Flexibility</b>	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
<b>Muscular endurance</b>	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
<b>Strength</b>	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

# RE Knowledge Organiser

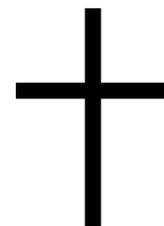
Key Word/Concept	Definition
God	Christians believe in one God, but that He has three parts known as the Trinity
Jesus	The Son of God
Bible	Christian holy book; made up of two Testaments
Testament	Statement of belief, the Bible has two testaments named the Old and New
Disciple	Personal follower of Jesus
Trinity	Three parts of God; Father, Son & Holy Spirit
Stewardship	Duty to take care of God's creation e.g. the world and all living things on it
Cross	Symbol of Christianity
Baptism	Christian rite of passage; where infants/children/adults commit to serving God
Omnipresent	God is present everywhere always
Omniscient	God is all knowing
Omnipotent	God is all powerful
Omnibenevolent	God is loving
Monotheistic	Belief in only one God

# Term Two: Christianity

	Core Beliefs
<b>Nature of God</b>	Christians believe that God is <b>one</b> but exists in <b>three</b> different 'persons' – the Father, Son & Holy Spirit and that these three persons form a unity known as the <b>Trinity</b> .
<b>Creation/Environment</b>	The term <b>stewardship</b> means to look after the world for God. God has created a world in which humans have a special role as stewards of creation. This means they should look after the interests of the planet and all life on it.
<b>Holy Book</b>	The Bible is a central <b>source of authority</b> for all Christians, and Christians often turn to the Bible to seek guidance and to further understand their faith. The Bible is a collection of books, there are 39 books in the <b>Old Testament</b> & 27 Books in the <b>New Testament</b>
<b>Symbolism</b>	The Bible is filled with symbolism, <b>Jesus</b> uses symbols to describe himself at many times such as; as a shepherd, light, and bread. The cross is the most common symbol associated with Christianity.
<b>Festivals/Rites of Passage</b>	Baptism is a ceremony through which Christians believe they receive God's <b>grace</b> & are brought closer to God. Many Christians believe that baptism is important because Jesus was baptised, and after his <b>resurrection</b> he told his disciples that they should be baptised too.

## Further Reading & Watching:

- <https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc>
- <https://www.bbc.co.uk/bitesize/topics/zds4d2p/articles/z44fxyc>



# Cells and organisation

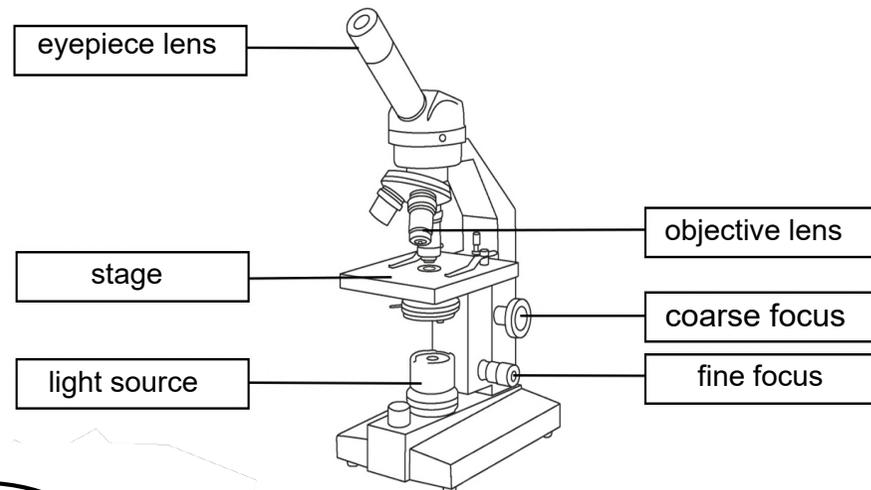
## The seven common processes of living organisms

Process	Definition
movement	moving itself or its parts to change position or location
reproduction	producing offspring of the same kind
sensitivity	sensing and responding to changes in their surroundings
growth	increasing in size and repairing parts that are damaged
respiration	using oxygen and glucose (a sugar) to provide energy
excretion	removal of waste substances that are no longer needed
nutrition	using food or other nutrients like water to stay alive

## Levels of organisation

Levels of organisation	
<div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">cell</div> <span>→</span> <div style="border: 1px solid black; padding: 2px 5px;">tissue</div> <span>→</span> <div style="border: 1px solid black; padding: 2px 5px;">organ</div> <span>→</span> <div style="border: 1px solid black; padding: 2px 5px;">organ system</div> </div>	
cell	the smallest living building block of organisms
tissue	a group of similar cells that work together to perform a specific function
organ	a structure made up of different types of tissues that work together to carry out a specific function
organ system	a group of organs that work together to perform a common function

## The parts of the microscope

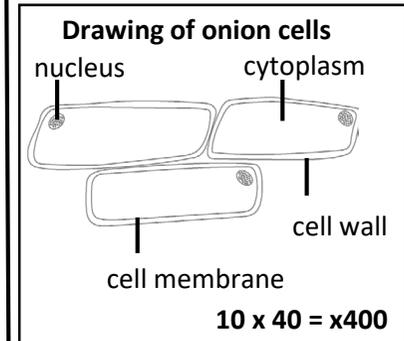


total magnification = eyepiece x objective

## Using a microscope

1. Turn the **objective lens** to the **lowest magnification**.
2. Secure the slide on the **stage** using the clips.
3. Move the **stage** up to the **objective lens** by turning the **coarse focus**.
4. Look down the **eyepiece lens**, and move the stage away by turning the **coarse focus**.
5. To make the image sharper and clearer, turn the **fine focus**.
6. Rotate the **objective lens** to get a higher magnification.

## Rules for scientific drawings of cells

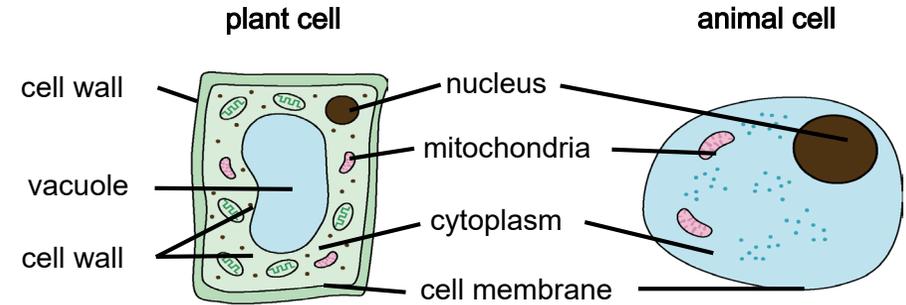


- smooth continuous lines
- large, with the same proportions
- stippling
- a few cells
- title and label
- total magnification

# Cells and organisation

## Cell organelles and their functions

nucleus	contains the genome that controls the cell's activities
cytoplasm	where the chemical reactions of the cell take place
mitochondria	where energy is released in respiration
cell membrane	controls which substances enter or leave the cell
vacuole	stores a watery sap
cell wall	strengthen and support the cell
chloroplasts	where light is trapped for photosynthesis to happen



Cells are three dimensional (3D).

## The rate of diffusion

The rate of diffusion means how fast diffusion happens. Three factors that can affect the rate of diffusion are **temperature**, the **concentration** of particles and **surface area**.

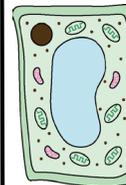
- The higher the temperature, the faster the rate of diffusion.
- The bigger the difference in the concentration of particles, the faster the rate of diffusion.
- The larger the surface area, the faster the rate of diffusion.

## Needs of plants and animals for survival

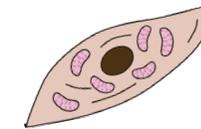
- Plants need, oxygen, water, light, carbon dioxide, minerals, a suitable temperature and space to grow.
- Animals, including humans, need water, oxygen, nutrients and the right temperature to survive.
- Plants and animals need these to keep all the cells that make them up alive and functioning properly.

**Oxygen** and **glucose** (a sugar) are needed for **respiration** to take place in cells, to provide energy to keep cells alive. These useful substances enter the cell by **diffusion**. Waste products of respiration are carbon dioxide and water. Waste products leave the cell by diffusion and need to be removed from cells to keep them alive.

## Specialised cells are adapted to carry out a specific function



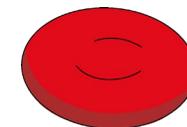
A **palisade cell** has lots of **chloroplasts** that absorb light for photosynthesis and a **column shape** to pack more in the leaf.



A **muscle cell** has lots of **mitochondria** to release energy for contraction.



A **root hair cell** has a **long cell membrane** that provides a large surface area to absorb more water and minerals.



A **red blood cell** has **no nucleus** for extra space to carry more oxygen.



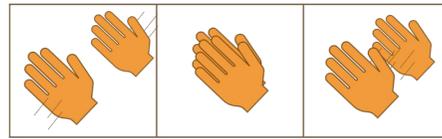
# 7.02: Fundamentals in physics



## Forces and their interactions

### Interaction :

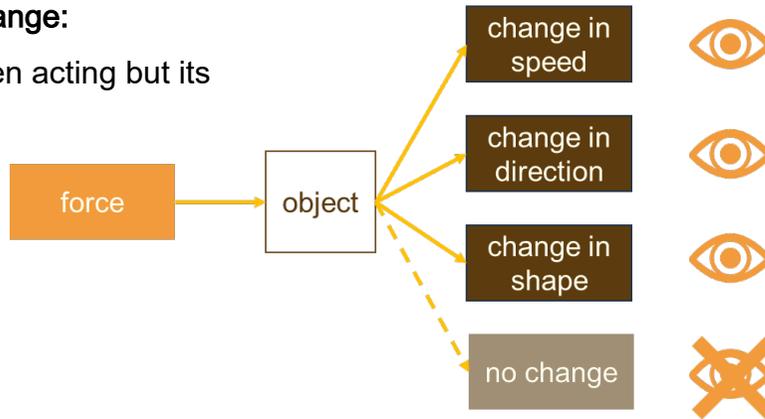
When two objects influence each other and cause a pair of forces to arise.



one force on each object      equal in size      opposite in direction

### Forces can cause change:

A force cannot be seen acting but its effects often can.



### Forces can be contact or non - contact:

Contact forces arise between two touching objects.

Non- contact forces can act between two objects at a distance.

contact	thrust, friction, air resistance, water resistance, normal contact, upthrust
non-contact	gravity force, magnetic force

## Free- body force diagrams



upthrust force on boat by water



gravity force on boat by Earth

One object

Arrows to show size and direction of forces

Labelled forces:

- What kind of force is acting?
- What is the force acting on?
- What exerts the force?

## Deforming forces



Two pushing forces cause compression: the object contracts.



Two pulling forces cause tension: the object extends.



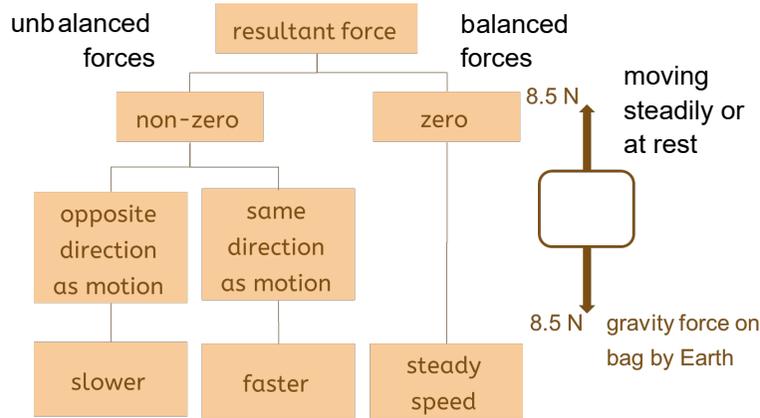
# 02: Fundamentals in physics



## Combining forces

### More than one force acting:

- Their effects are combined
- As if a single force is acting: the resultant force



## Friction force

- **What?** One of three frictional forces. They act to resist motion.
- **Where?** Acts between solid surfaces, along the surfaces.
- **When?** An object is sliding or trying to. When starting to slide, the applied force must be larger than the limiting friction: so, an unbalanced force acts.
- **How?** Opposite direction to the motion, or the applied force.
- **Why?** Surfaces are uneven, so the 'catching' between them must be overcome.

	Useful	Nuisance
Walking	✓	
Machines		✓
Driving	✓	
Wear and tear		✓



catching;



surfaces parted:  
no catching

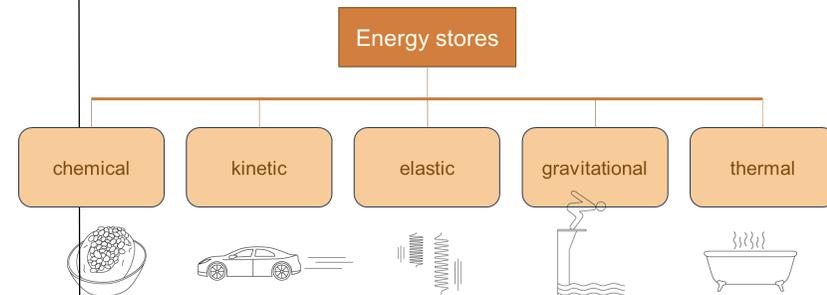
lubricant

## Energy stores and pathways

### What energy does:

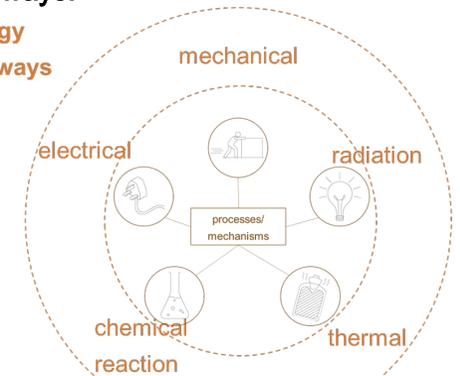
- Flows between objects in a system
- Stays the same when it transfers
- Cannot be used up

### Energy is transferred between stores:



### Energy is transferred because of processes, by pathways:

Energy pathways

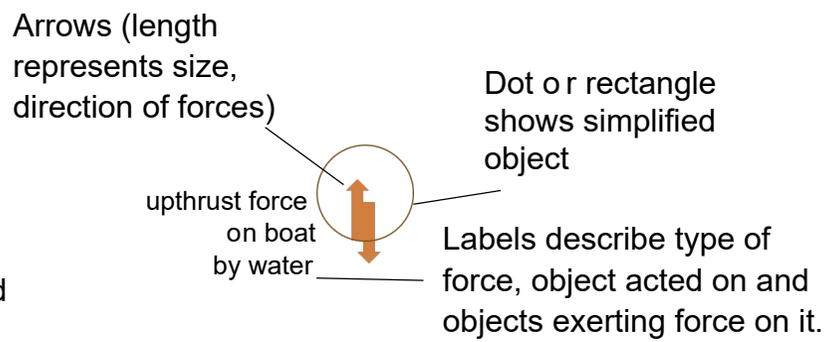


# 7.02: Fundamentals in physics



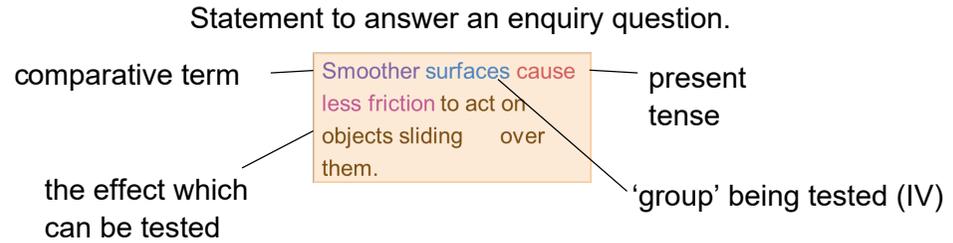
## Modelling forces

- Forces are modelled because:
- forces cannot be seen acting
  - there are many forces acting at a time
  - their size and direction have important effects on situations, so need to be shown.



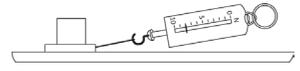
## Investigating forces

- Scientific methods:
- With or without hypothesis
  - Manipulating variables or not



## Planning to collect high-quality data:

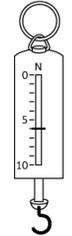
- Measuring with skill
- Preparing the data table
- Repeatable data



Check force-meter is on zero with no force.

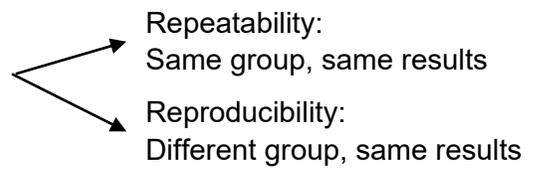
headings describe variable

IV	Surface	Force to start sliding (N)			DV in columns
		1	2	3	
↓	Glass	1.4	1.5	1.7	repeated
	Metal	1.5	1.6	1.7	
	Polished wood	2.0	2.3	2.2	
	Plastic	2.9	3.0	2.9	
	Paper	4.5	3.8	4.0	



## Peer review: ★★★

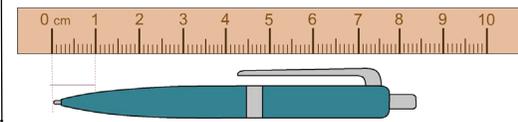
Peers (people of a similar level of knowledge) test the results for quality.



## Observing by measurement

### Using a scale

- set of lines at equal increments
- Labelled with numbers and units



### Measuring instruments

- Include rulers, balances, clocks and thermometers.
- Force is measured using a force-meter.

### Quantities: and their units

Base quantities: length (m), mass (kg), time (s) and temperature (K).

Derived quantities include force (N).

## Forces and Interactions Questions (Homework Task)

1. What is an interaction defined as?
2. What three characteristics describe the pair of forces that arise from an interaction?
3. Name the two broad categories forces can be classified into.
4. Give two examples of a non-contact force.
5. List three examples of contact forces.
6. Forces can cause a change in an object's speed, direction, or what else?
7. What kind of forces cause compression?
8. What kind of forces cause an object to extend?
9. What is a resultant force?
10. If the resultant force on an object is zero, what can be said about the object's motion?
11. If a non-zero resultant force is in the opposite direction to the motion, what happens to the object's speed?
12. A free-body diagram is drawn for how many objects?
13. What three pieces of information must a label on a free-body diagram include about a force?
14. In a free-body diagram, how are the size and direction of forces shown?
15. Give one reason why forces are modelled.
16. Friction force acts between what type of surfaces?
17. In what direction does the friction force act relative to the motion or applied force?
18. What must be overcome for an object to start sliding, due to uneven surfaces?
19. Name one situation where friction is considered useful.
20. Name one situation where friction is considered a nuisance.
21. What is the material used to overcome the "catching" between surfaces to reduce friction called?
22. Name one thing that is true about energy when it transfers.
23. List three types of energy stores.
24. List two energy pathways (processes/mechanisms) for energy transfer.
25. What is the unit of force, and what instrument is used to measure it?
26. What are the four base quantities mentioned, and their corresponding units?
27. When conducting an investigation, what needs to be checked on a force-meter before measuring?

28. What term describes when the same group gets the same results in an investigation?
29. What term describes when a different group gets the same results in an investigation?
30. According to the example data table, which surface required the least force to start sliding?

#### Cells and organisation

1. What is the process of using oxygen and glucose to provide energy called?
2. Which process involves sensing and responding to changes in surroundings?
3. What are the two components of growth?
4. What is the definition of nutrition?
5. What process involves producing offspring of the same kind?
6. The removal of waste substances that are no longer needed is called what?
7. What is movement defined as?
8. Where are the chemical reactions of the cell said to take place?
9. What is the function of the nucleus?
10. What organelle is responsible for strengthening and supporting the cell?
11. Which organelle controls which substances enter or leave the cell?
12. What is the function of the vacuole in a plant cell?
13. Where is energy released during respiration?
14. Which organelle, found in plant cells, is where light is trapped for photosynthesis?
15. Name one cell part that an animal cell and a plant cell share in common.
16. What is the smallest living building block of organisms?
17. A group of similar cells working together for a specific function is known as a what?
18. What is a group of organs that work together to perform a common function called?
19. What are the four levels of organisation mentioned, in order from simplest to most complex?
20. Why does a red blood cell have no nucleus?
21. What adaptation does a root hair cell have to absorb more water and minerals?

22. How is a muscle cell adapted for contraction?
23. Why does a palisade cell have a column shape?
24. What is the formula for calculating total magnification when using a microscope?
25. To make an image sharper and clearer under a microscope, which part do you turn?
26. Which parts of the microscope are labelled as the coarse focus and the fine focus?
27. When making a scientific drawing of cells, what kind of lines should be used?
28. Name two things that plants need for survival, in addition to oxygen and water
29. Name one waste product of respiration that leaves the cell by diffusion
30. Name two factors that can affect the rate of diffusion

# UNIT 1. ME LLAMO

I can say my name and age

**¿Cómo te llamas? What's your name?**  
**¿Cuántos años tienes? How old are you?**

<b>Hola</b> <i>Hello</i>	<b>me llamo</b> <i>my name is</i>	<b>Ana</b> <b>Belén</b> <b>Carlos</b> <b>David</b> <b>Esmeralda</b>	<b>y</b> <i>and</i>	<b>tengo</b> <i>I have*</i>	<b>un 1</b>  <b>dos 2</b> <b>tres 3</b> <b>cuatro 4</b> <b>cinco 5</b> <b>seis 6</b> <b>siete 7</b> <b>ocho 8</b> <b>nueve 9</b> <b>diez 10</b> <b>once 11</b> <b>doce 12</b>	<b>año</b> <i>year</i>  <b>años</b> <i>years</i>
<b>Buenos días</b> <i>Good morning</i>		<b>Felipe</b> <b>Guillermo</b> <b>Inés</b> <b>José</b> <b>Juan</b> <b>Jimena</b> <b>María</b> <b>Nieves</b> <b>Patricia</b> <b>Pedro</b> <b>Roberto</b> <b>Sofía</b> <b>Valle</b>				

**\*Author's note.** In Spanish you do not say *I am five years old* but *I have 5 years.*  
*e.g. Tengo cinco años*



Career readiness means being prepared to succeed in the world of work — not just having a job, but being ready to grow, learn, and thrive in a career. It's about having the skills, knowledge, and attitudes that employers look for. The activities below are to help you reach career readiness.

<p>Term 1</p> 	<p>Who am I? Draw connections between their likes, culture, connections and interests Understand that certain characteristics are protected by law</p> <p>Dream job Exploring more than one dream job</p>	<p>Who Am I work book Who Am I ppt Who Am I digital template</p> <p>Exploring possibilities dream job workbook Exploring possibilities dream job ppt</p>	<p>These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email notification. The tasks are tracked. The activities include the teacher powerpoint, which gives suggestions. Sometimes, it might be good to do the activity with a friend or parent so that you can share ideas. The powerpoints are designed for a class of 30 pupils and have the teacher notes to help you. When working on your own, it will take 15 – 30 mins for the activities and longer for the thinking. Create a folder in which to save your worksheets.</p>
<p>Term 2</p> 	<p>What is a career Identify a range of career sectors and jobs that they might be interested in</p> <p>What is an entrepreneur Identify a range of career sectors and jobs that they might be interested in</p>	<p>What is a career workbook What is a career ppt</p> <p>What is an entrepreneur work book What is an entrepreneur ppt</p>	
<p>Term 3</p> 	<p>What is a work life balance</p> <p>Careers for the future How have careers changed over the years</p>	<p>Work life balance workbook Work life balance ppt</p> <p>Careers and the future workbook Careers and the future ppt</p>	
<p>Term 4</p>	<p>Competencies and aiming high Learning about goal setting</p>	<p>Competencies II aiming high workbook Competencies II aiming high ppt</p>	<p>Useful websites to use <a href="https://www.johnofgauntschool.org/parents-and-carers/careers-information">https://www.johnofgauntschool.org/parents-and-carers/careers-information</a> <a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a> <a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://www.wiltshire.ac.uk/">https://www.wiltshire.ac.uk/</a> <a href="https://www.bathcollege.ac.uk/">https://www.bathcollege.ac.uk/</a></p>
<p>Term 5</p> 	<p>Careers and subjects quiz: sustainability Exploring the subjects tool, creating favourites and doing career courses.</p>		
<p>Term 6</p> 	<p>Introduction to the courses tool Complete a course using the courses tool</p>	<p>Careers quiz careers and the Courses tool ppt</p>	

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