



Year 7 Knowledge Organiser Term 2

Creating a
community of
choices & chances

English
Drama
PE
Science
Religious
Education



Art
Maths
Geography
MFL
History



Information

Creating a
community of
choices & chances

What is the Head Start Booklet?

This head start booklet has been created in order for you to get a head start on your learning in preparation for your return to school in September.

Imagine going into your History, English or Science lesson and already having some knowledge of the topics you are going to cover.

There are also link to education sites such as GCSE Pod and BBC Bitesize to help with your learning.

You should aim to complete at least one hour of home learning per school day. This will consist of:

- *Completing the activities that are set out for each subject on the knowledge organiser.*
- *Use the strategies on the next page for recalling and retaining the content you have learned.*
- *Try to complete two periods of 20 minutes reading each week.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Maths	Science	History	MFL
Subject 2	Geography	Art	Performing Arts	RE	Design Tech

Why not create your own timetable like the one above?



Information

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GCSE Pod is an excellent platform that our school has access to and brings your school subjects to life in a series of 3-4 minute pods for you to watch and build your content knowledge. You can also use the strategies on the previous page to recall and retain the content you have learned.

<https://www.gcsepod.com/>

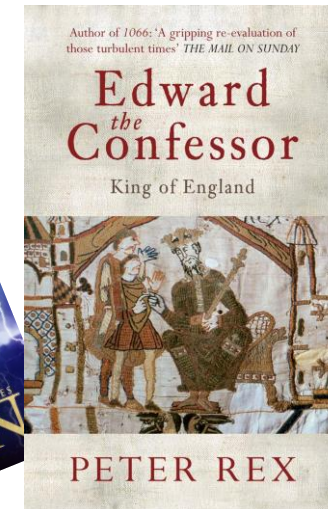
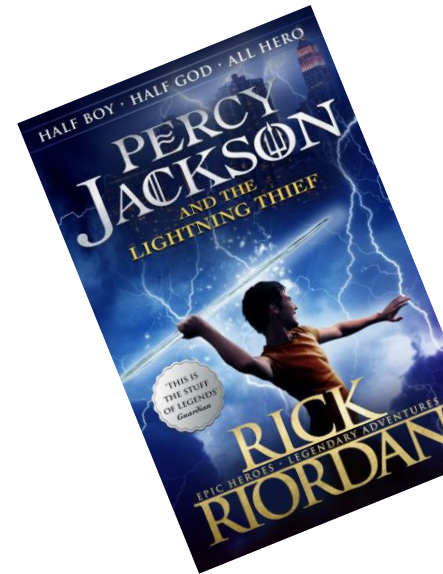
BBC

Bitesize

BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.

<https://www.bbc.co.uk/bitesize>

Subject	Page
English	7-10
Maths	11-17
Science	18-24
Geography	25-30
RE	31-33
MFL (Spanish)	34-37
Art	38-40
Design Technology	41-44
PE (various sports)	45-53
Drama	54-58
History	59-63



All recommended subject reading books are available for you to borrow from the school library.

Home learning

We hope you will agree that we all want the best for our students and that a broad and balanced education will open many doors for them in the future. With this in mind we have a programme of home learning which will enable our learners to build on the subjects they study in school. Whilst we do not want to overwhelm our students we are aware that home learning is important as it improves your child's thinking and memory and will also help your child to develop positive study skills and habits that will serve them well throughout their life.

Below is our home learning timetable for Term 2 and includes all subjects.

Week	Subject	Week	Subject
Week 16 (b)	English, Maths, Science	Week 22 (b)	English, Maths, Science
Week 17 (a)	Humanities and IT, Wellbeing and English	Week 23 (a)	Creative, MFL and English
Week 18 (b)	English, Maths, Science	Week 24 (b)	English, Maths, Science
Week 19 (a)	Creative, MFL and English	Week 25 (a)	Humanities and IT, Wellbeing and English
Week 20 (b)	English, Maths, Science	Week 26 (b)	English, Maths, Science
Week 21 (a)	Humanities and IT, Wellbeing and English	Week 27 (a)	Creative, MFL and English

Year 10/11 English – Power and Conflict Poetry.

I should already know:

- *Key technical vocabulary used to analyse poems – e.g. stanza, simile, caesura.*
- *That I must analyse the language and structure of the poems for the exam.*
- *This is part of the English Literature exam.*

I will learn about:

- *How to compare two poems and write an exam response.*
- *The theme, language and structure used in a variety of poems.*
- *How to effectively analyse the use of language and other poets' methods.*

How I will be assessed:

I will answer a GCSE style question, which I will answer in an essay style, to show my understanding of how a poet explores a theme in one poem and compares with another.

Key words (tier 2 and 3 vocabulary).

Key word	Definition
Monologue.	A long speech by one person.
Colloquial.	Words and phrases that are informal.
Juxtaposition.	Two contrasting images or ideas that are placed together.
Romantics.	Poets who revelled in the beauty of nature.

Stretch challenge:

Consider which poem can be compared to the other poems in the Anthology for the exam. E.g. War Photographer with Remains or Exposure.
Learn 3 key quotes for each of the poems.

Recommended reading:

AQA Power and Conflict Poetry study guides.

- *York notes.*
- *Spark notes.*
- *CPG notes.*
- *Mr. Bruff - Power and Conflict Poetry on YouTube.*

Power and Conflict Poetry: Knowledge Organiser

Shelley's *Ozymandias* In the opening lines of *Ozymandias*, Shelley uses the decaying statue as a metaphor to explore the fragility of human accomplishments and how they are gradually consumed by the natural world.

Browning's *My Last Duchess* In the opening of *My Last Duchess*, an exploration of the violent objectification of women, Browning traces the speaker's desire to exert full physical and psychological control over his dead wife through her portrait.

Blake's *London* Blake opens the poem with the speaker mourning the loss of his city: the wonder and wild beauty of London is shown to be lost to rationalism, modernity and work.

Rumen's *The Emigrée* In the opening lines of *The Emigrée* Rumens contrasts the idealised and nostalgic memories of the speaker's home with the reality of the place now "sick with tyrants".

Agard's *Checking Out Me History* In the opening lines of *Checking Out Me History* Agard reveals the destructive nature of a British school system that has silenced the voices of its previous colonial subjects.

Wordsworth's *Extract from The Prelude* As *The Prelude* opens, Wordsworth presents nature as a submissive, and even sensual pleasure: the speaker seems to exude confidence and control.

Heaney's *Storm on The Island* Unlike the Romantic poets, Heaney describes the landscape as bleak and inhospitable, something to be endured in order to survive

Dharker's *Tissue* In the opening stanzas Dharker uses the metaphor of "tissue" to explore the connections that paper creates between individual nostalgia, personal relationships and wider human history.

Tennyson's *Charge of The Light Brigade* Tennyson presents the Battle of Balaclava in *Charge of The Light Brigade* as a solemn and unified journey which is both dramatic and exciting.

Owen's *Exposure* Owen opens the poem by establishing that, despite the rapid and terrifying mechanisation of warfare during WWI, it is the elements which cause soldiers the most suffering.

Hughes's *Bayonet Charge* Hughes opens the poem in medias res, disorienting the reader by throwing them straight into the action and forcing them to share the soldier's experience.

Armitage's *Remains* Armitage starts the poem almost mid-conversation: it is as if the narrator is confiding in a third party, a psychiatrist, family member or the reader.

Garland's *Kamikaze* Garland opens the poem with the speaker imagining a woman's father preparing to "embark" on a kamikaze mission during the final, desperate days of WWII.

Weir's *Poppies* Weir opens *Poppies* by revealing the conflict between nostalgia, parental pride and modern perceptions of remembrance with subtle yet violent imagery of war.

Duffy's *War Photographer* Duffy opens *War Photographer* in a moment of personal reflection: she explores the dual role of the photographer's work, to rearrange and give order to the chaos of war, whilst also to change and heal the world like a priest.

Year 10/11 English – Power and Conflict Poetry.

Writing about a poem: Write 3 paragraphs about poem of your choice.

Here is how you can **structure** your answer:

Introduction: Explain the theme of the poem.

Development: Analyse a **language** feature from a quote in the poem following the 7 steps.

Analyse a **structural** feature of the poem in the same way.

Creative writing: Use one of the power of nature poems to write a piece of descriptive writing.

Transactional writing: Argue for or against the patrol being right to shoot the robbers in **Remains** or the moral dilemma in **Kamikaze**.

Research: What and when was the Crimean war?

Why were British soldiers patrolling in Iraq in Remains?

Who were the Romantics?

The lives of the poets and their motives for writing the poems.

Language features: Ensure that you can **identify** and **explain** the key **language features** that a poem may contain, such as verbs, adjectives, similes, metaphors and why the poet is using them.

Structural features: Ensure that you can **identify** and **explain** the key **structural features** that a poem may contain, such as caesura, juxtaposition, linear or cyclical.

Notes: Make notes on each poem's theme, language and structure and which poems you can compare to each other.

Exam practice: Try answering timed exam questions and compare different themed poems such as nature, identity or conflict.

Year 7 English – Term 3 – Abrahamic Allusions – Home Learning

Week	Home learning
Every week	Revise key knowledge using your Macbeth and A Christmas Carol quizzing booklet
Every week	Watch GCSE Pod videos on the poems you are learning, Macbeth and A Christmas Carol
Every week (optional extra)	Read at least x30 pages in your reading book / read x5 newspaper articles on https://www.theguardian.com/uk



Maths Year 7 – HT3

I will learn about:

- *Unit 7- Angles*
- *Unit 8- Classifying 2D shapes*
- *Unit 9- Constructing triangles and quadrilaterals.*

Recommended self study:

Complete the following mathswatch clips

Unit 7 – G1, G10a, G10b, G10c, G13, G18

Unit 8- G3, G7, G11, G14, G16, G17, G19, G23

Unit 9- G2

How I will be assessed:

I will complete a post-assessment on the four units

Knowledge Organiser Focus: Angles and shape properties.

Key words

Key word	Definition
parallel	2 lines that are an equal distance apart and never meet.
perpendicular	2 lines that meet at a 90° angle
vertex	Where two lines meet to create an angle
diameter	A line going through the centre of a circle, connecting two points on the circumference.

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit













Unit 7 – angles			
No.	Question	Answer	Example
7.1	What is an angle less than 90°?	Acute Angle	
7.2	What is an angle between 90° and 180°?	Obtuse Angle	
7.3	What is an angle greater than 180°?	Reflex	
7.4	What is a right angle	90°	
7.5	What do adjacent angles on a straight line add to?	180°	
7.6	What do angles around a point sum to?	360°	
7.7	What does parallel mean?	2 lines at an equal distance apart that never meet	
7.8	What does perpendicular mean?	2 lines that meet at a 90° angle	
7.9	What is special about vertically opposite angles?	Equal	
7.10	What is special about alternate angles?	Are equal	
7.11	What is special about corresponding angles?	Are equal	
7.12	What is special about allied (or co-interior) angles?	Add up to 180°	












Unit 8 – classifying 2D shapes			
No.	Question	Answer	Example
8.1	What is the order of rotational symmetry?	The number of times the shape fits exactly on itself in one full turn	Rotational symmetry = 3
8.2	What is a vertex?	Where two lines meet to form an angle	
8.3	What is reflective symmetry?	If the shape can be divided into two identical halves by drawing a straight line	
8.4	What are the properties of an equilateral triangle?	All angles are the same size and all sides are the same length.	
8.5	What are the properties of a scalene triangle?	All angles are different sizes and all sides are different lengths.	
8.6	What are the properties of a right-angled triangle?	Contains one angle of 90°	
8.7	What are the properties of an isosceles triangle?	Has 2 sides of equal length and 2 angles of equal size	
8.8	Interior angles in a triangle...	sum to 180°	
8.9	What are the properties of a square?	<ol style="list-style-type: none"> All of its sides are the same length. All of its angles are equal (90°) It has 2 pairs of parallel sides 	
8.10	What are the properties of a rectangle?	<ol style="list-style-type: none"> Opposite sides are the same length All of its angles are equal (90°) It has 2 pairs of parallel sides 	
8.11	What are the properties of a rhombus?	<ol style="list-style-type: none"> All sides are the same length None of its angles are 90° It has 2 pairs of parallel sides 	





Unit 8 – classifying 2D shapes			
8.12	What are the properties of a parallelogram?	<ol style="list-style-type: none"> Opposite sides are the same length None of its angles are 90° It has 2 pairs of parallel sides 	
8.13	What are the properties of a kite?	<ol style="list-style-type: none"> Adjacent sides are the same length 1 pair of opposite angles are equal It has 0 pairs of parallel lines 	
8.14	What are the properties of a trapezium?	<ol style="list-style-type: none"> It has 1 pairs of parallel lines In the special case of an isosceles trapezium it has 1 pair of opposite sides of equal length 	
8.15	What do interior angles of a quadrilateral sum to?	360°	

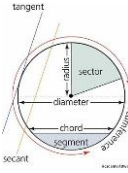
Unit 9 – Constructing Triangles and Quadrilaterals			
9.1	What is the radius	The distance from the centre to the circumference of the circle	
9.2	What is the diameter?	A straight line going through the centre connecting 2 points on the circumference.	
9.3	What is the arc?	Part of the circumference	
9.4	What is the circumference?	The distance round the outside of a circle	

Year 7 – Maths – HT3

Unit 7 – angles			
No.	Question	Answer	Example
7.1	What is an angle less than 90°?		
7.2	What is an angle between 90° and 180°?		
7.3	What is an angle greater than 180°?		
7.4	What is a right angle		
7.5	What do adjacent angles on a straight line add to?		 $a + b = 180^\circ$
7.6	What do angles around a point sum to?		 $a + b + c = 360^\circ$
7.7	What does parallel mean?		
7.8	What does perpendicular mean?		
7.9	What is special about vertically opposite angles?		
7.10	What is special about alternate angles?		
7.11	What is special about corresponding angles?		
7.12	What is special about allied (or co-interior) angles?		

Unit 8 – classifying 2D shapes			
No.	Question	Answer	Example
8.1	What is the order of rotational symmetry?		Rotational symmetry = 3 
8.2	What is a vertex?		
8.3	What is reflective symmetry?		
8.4	What are the properties of an equilateral triangle?		
8.5	What are the properties of a scalene triangle?		
8.6	What are the properties of a right-angled triangle?		
8.7	What are the properties of an isosceles triangle?		
8.8	Interior angles in a triangle...		 $a + b + c = 180^\circ$
8.9	What are the properties of a square?		
8.10	What are the properties of a rectangle?		
8.11	What are the properties of a rhombus?		

Unit 8 – classifying 2D shapes			
8.12	What are the properties of a parallelogram?		
8.13	What are the properties of a kite?		
8.14	What are the properties of a trapezium?		
8.15	What do interior angles of a quadrilateral sum to?		 $a + b + c + d = 360^\circ$

Unit 9 – Constructing Triangles and Quadrilaterals			
9.1	What is the radius?		
9.2	What is the diameter?		
9.3	What is the arc?		
9.4	What is the circumference?		



Maths Year 7 – HT4

Knowledge Organiser Focus: The Cartesian plane

I will learn about:

- *Unit 10 – coodinates*
- *Unit 11- Area of 2D shapes*
- *Unit 12- Transformations*

Recommended self study:

Complete the following mathswatch clips

Unit 10 – A1a, A1b

Unit 11- G8a, G8b, G9, G20a, G20b, G20c, G20d, G24, G31

Unit 12- G4a, G4b, G5, G6, G28, G34

How I will be assessed:







I will complete a post-assessment on the four units

Key words

Key word	Definition
Line segment	A portion of a line that connects 2 points
perimeter	The total distance around the outside of a shape
area	The space inside the boundary of a shape
translation	When every point in the shape moves by the same amount, in the same direction.







Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 10 - coordinates		
No.	Question	Answer
10.1	What does the x coordinate describe?	The horizontal location
10.2	What does the y coordinate describe?	The vertical location
10.3	What coordinate is the origin?	(0, 0)
10.4	What does equidistant mean?	At equal distances from a point
10.5	What is a line segment?	A portion of a line that connects two points
10.6	What is a midpoint?	A point that divides a line segment into two equal parts
10.7	What is a vertex?	The point where two edges meet
10.8	What is the name of this shape? 	Rectangle
10.9	What is the name of this shape? 	Rhombus
10.10	What is the name of this shape? 	Parallelogram
10.11	What is the name of this shape? 	Kite
10.12	What is the name of this shape? 	Square
10.12	What is the name of this shape? 	Triangle
10.13	What is a horizontal line?	A line that is parallel to the x axis
10.14	What is a vertical line?	A line that is parallel to the y axis
10.15	What is a line of symmetry?	A line of reflection where there is equal distance on either side of the line between the original and the image

Unit 11 – area of 2D shapes		
No.	Question	Answer
11.1	What is perimeter?	The total distance around the outside of a shape
11.2	What is area?	the space inside the boundary of a shape
11.3	What is a compound shape?	Combining two or more 2D shapes to form a new shape
11.4	What is a rectilinear shape?	Combining two or more rectangles to form a new shape. All sides meet at a right angle
11.5	How do you find the area of a compound shape?	The sum of the areas of the original shapes
11.6	How do you calculate the area of a rectangle?	Width x height
11.7	How do you calculate the area of a parallelogram?	Width x perpendicular height
11.8	How do you calculate the area of a triangle?	$\frac{1}{2}$ x base x height
11.9	What does congruent mean?	Identical and shape and size

Unit 12 – transformations		
No.	Question	Answer
12.1	What is translation?	When every point in the shape moves by the same distance in the same direction
12.2	What is a column vector?	Used to describe translations
12.3	What is rotation?	When a shape moves about a point of rotation
12.4	What three pieces of information do you need to rotate a shape?	<ol style="list-style-type: none"> 1. Point of rotation 2. Degrees 3. Direction (clockwise or anticlockwise)
12.5	What is reflection?	When a point and it's reflection are equidistant from a line of reflection (as it would be seen in a mirror)
12.6	What is an isometry?	Transformations that do not affect the size or shape of an object
12.7	What is a single transformation?	A combination of more than one transformation
12.8	What is enlargement?	Changes the size of the shape by a scale factor from a centre point
12.9	What is the scale factor?	What all the sides are multiplied by to get the enlargement

Unit 10 - coordinates		
No.	Question	Answer
10.1	What does the x coordinate describe?	
10.2	What does the y coordinate describe?	
10.3	What coordinate is the origin?	
10.4	What does equidistant mean?	
10.5	What is a line segment?	
10.6	What is a midpoint?	
10.7	What is a vertex?	
10.8	What is the name of this shape? 	
10.9	What is the name of this shape? 	
10.10	What is the name of this shape? 	
10.11	What is the name of this shape? 	
10.12	What is the name of this shape? 	
10.12	What is the name of this shape? 	
10.13	What is a horizontal line?	
10.14	What is a vertical line?	
10.15	What is a line of symmetry?	

Unit 11 – area of 2D shapes		
No.	Question	Answer
11.1	What is perimeter?	
11.2	What is area?	
11.3	What is a compound shape?	
11.4	What is a rectilinear shape?	
11.5	How do you find the area of a compound shape?	
11.6	How do you calculate the area of a rectangle?	
11.7	How do you calculate the area of a parallelogram?	
11.8	How do you calculate the area of a triangle?	
11.9	What does congruent mean?	
Unit 12 – transformations		
No.	Question	Answer
12.1	What is translation?	
12.2	What is a column vector?	
12.3	What is rotation?	
12.4	What three pieces of information do you need to rotate a shape?	
12.5	What is reflection?	
12.6	What is an isometry?	
12.7	What is a single transformation?	
12.8	What is enlargement?	
12.9	What is the scale factor?	

Week	Home learning
Week 16	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 18	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 20	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 22	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 24	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 26	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task

I should already know:

- That unsupported objects fall towards the Earth because of the force of gravity
- The effects of air resistance, water resistance and friction, that act between moving surfaces

I will learn about:

- Forces as pushes or pulls, arising from the interaction between 2 objects.
- Forces measured in Newton's
- Using force arrows in diagrams, balanced and unbalanced forces
- Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show that I understand the different types of forces – contact and non-contact. Speed, and how it can be described through calculation and graphically.

Knowledge Organiser Focus: Forces

Key words (tier 2 and 3 vocabulary)

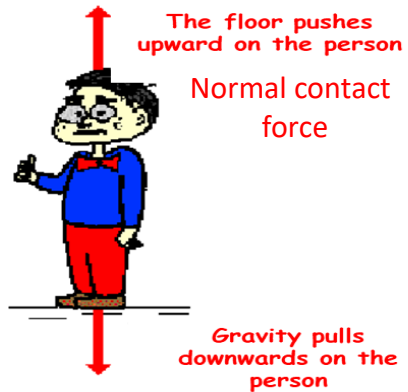
Key word	Definition
Force	A push or pull. Measured in Newton (N)
Contact force	The force when objects are physically touching. friction, air resistance, drag, tension, compression, weight and normal contact force.
Non contact force	The force when objects are not physically touching. gravitational force, electrostatic force and magnetic force.
Resultant force	The overall result of all forces acting on an object.
Friction	A contact force between an object and the surface the object is on, its acts in the opposite direction to an objects movement.
Streamlining	Changing the shape of an object to reduce drag. Reducing the surface area at the front of the object, making it more pointed.
Accelerating	Speeding up
Decelerating	Slowing down
Speed	The rate at which distance changes.

Stretch challenge: How long would it take a car travelling at 50m/s to travel 5000m?

Recommended reading:

<https://www.bbc.co.uk/bitesize/topics/z4brd2p>

The forces on the person are balanced



Balanced



Balanced Forces produce NO change in Movement



100 metres
12 seconds

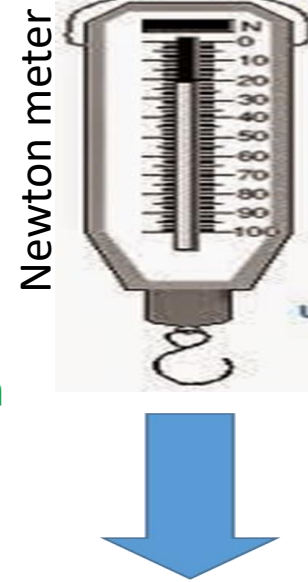
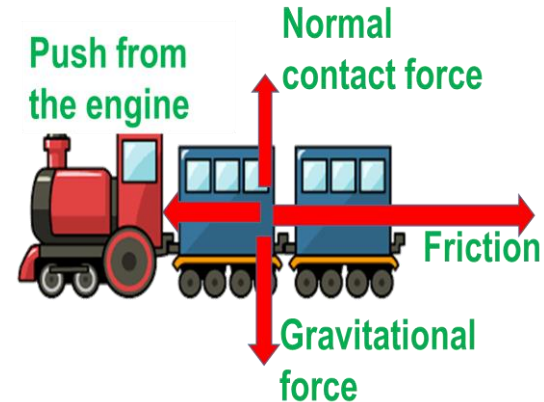
Unbalanced



Unbalanced Forces change the Speed and or Direction of Moving Objects

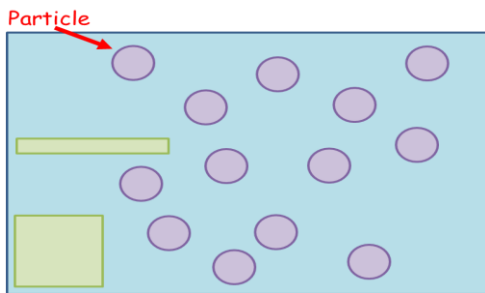


Free body diagrams

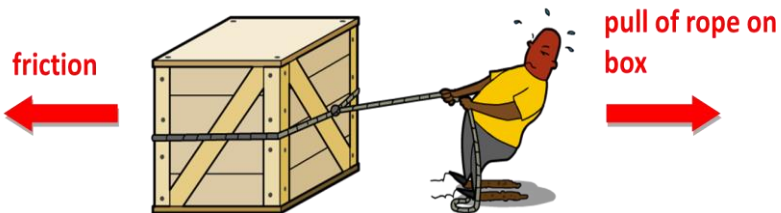


$$\text{Speed (m/s)} = \text{Distance (m)} \div \text{Time (s)}$$

Streamlined



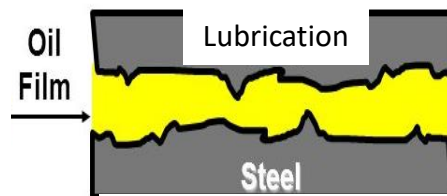
Block like



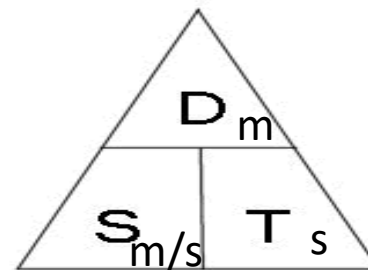
Friction acts in the opposite direction to an object's movement



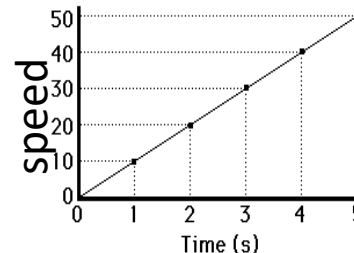
Increase friction



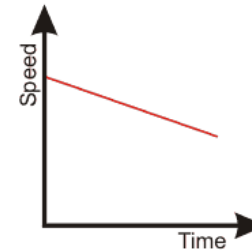
Decrease friction



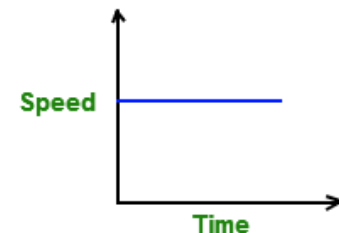
Speed time graphs



Accelerating

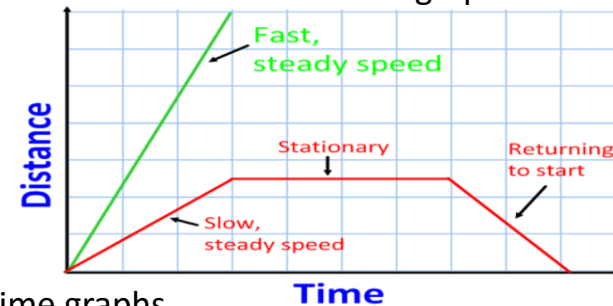


Decelerating



Constant speed

Distance time graph



1. Name 7 contact forces.
2. Name 3 non contact forces.
3. Define Resultant force.
4. How can we reduce friction?
5. How can you make an object more streamlined?
6. Write the equation to calculate speed, and the units.
7. What does a horizontal line on a distance-time graph show?
8. Describe the shape of the line when the object is accelerating on a Speed time graph.

	Distance (m)	Time (s)	Speed
Zebra 	54	3	
Elephant 	55	5	
Squirrel 	30	6	
Pig 	45	10	
Chicken 	12	3	

5N ← **A** → 4N

Size: _____

Direction: _____

← 8N **B** → 3N

Size: _____

Direction: _____

C → 4N
← 7N

Size: _____

Direction: _____

← 5N **D** → 5N

Size: _____

Direction: _____

Stretch challenge:

Which part of the aeroplane's journey do you think this is?

I should already know:

- How the movement of the Earth and other planets are relative to the sun in the solar system.
- Be able to describe the movement of the moon relative to the Earth
- Use the idea of the Earth's rotation to explain day and night.

I will learn about:

- Gravity force and gravitational field strength
- Our sun as a star and the solar system
- The seasons and the Earth's tilt
- Cause of Day and Night

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show that I understand how Weight and mass are affected by gravity. Why Seasons, Day and night occur on Earth.

Knowledge Organiser Focus: The Earth and Space

Key words (tier 2 and 3 vocabulary)

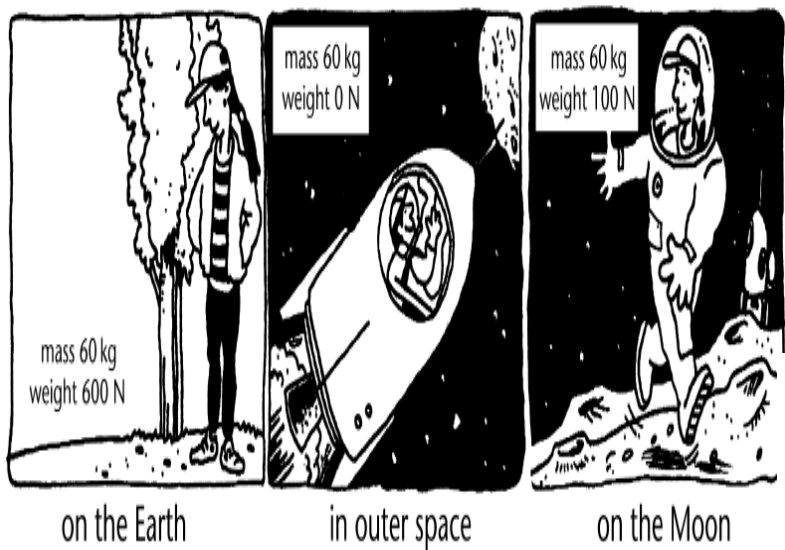
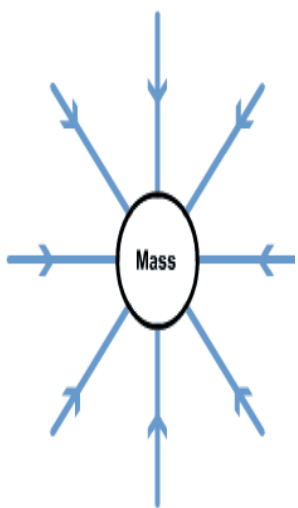
Key word	Definition
Weight	A force acting downwards, due to gravity.
Mass	The amount of matter in an object.
Solar system	Sun, planets, moons, asteroid belt, dwarf planets
Day and Night	Caused by the Earth spinning on its axis
Year	The time taken for a planet to orbit the Sun
Summer	When one hemisphere is tilted towards the Sun. Tilt = 23.5 Degrees
Winter	When one hemisphere is tilted away from the Sun. Tilt = 23.5 Degrees
Star	An object in space that gives out light and heat energy
Gravity	the force that keeps planets and moons in orbit around larger objects
Galaxy	A system of millions or billions of stars, together with gas and dust, held together by gravitational attraction.

Stretch challenge: What season will it be in the Southern hemisphere at Christmas? Why is this different to the season in the Northern hemisphere?

Recommended reading:

<https://www.bbc.co.uk/bitesize/topics/z8c9q6f>

Centre of mass



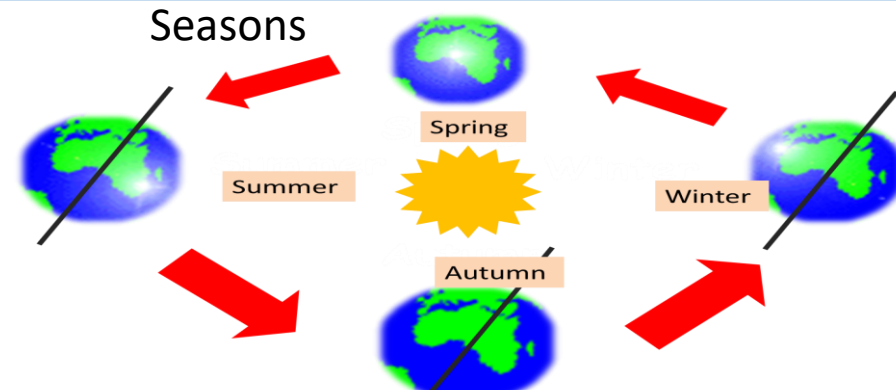
Weight (N) = Mass (Kg) X Gravitational field strength (N/kg)

Solar system

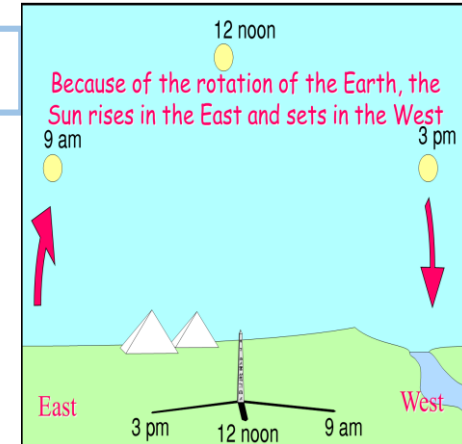
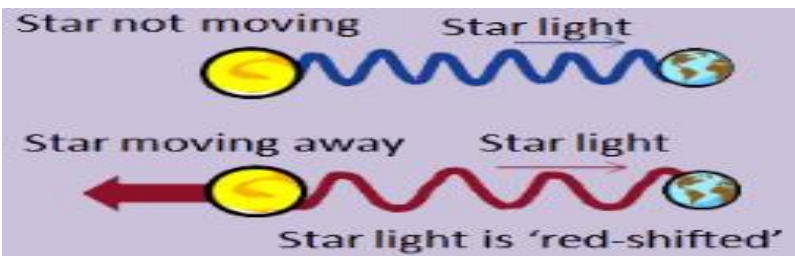
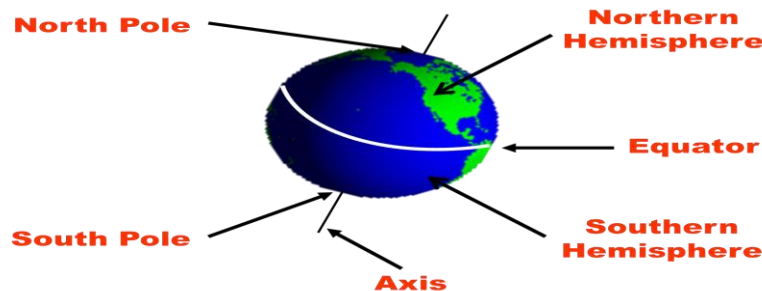
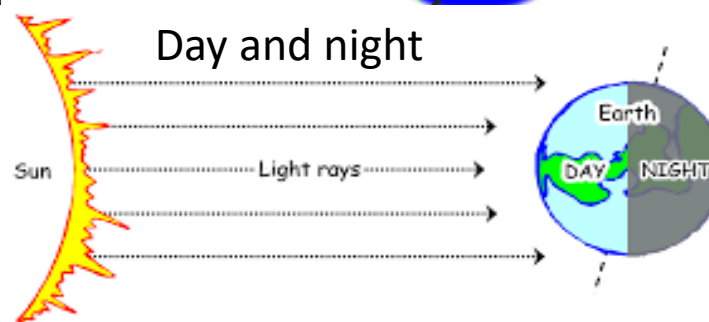


Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

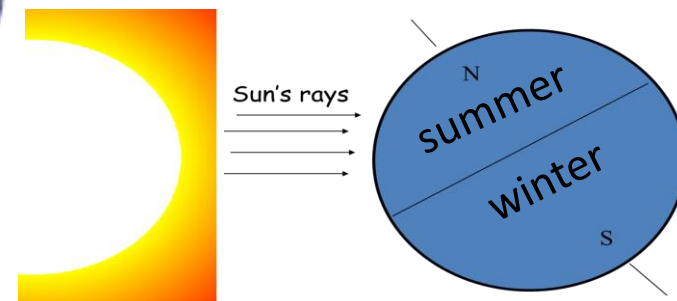
Seasons



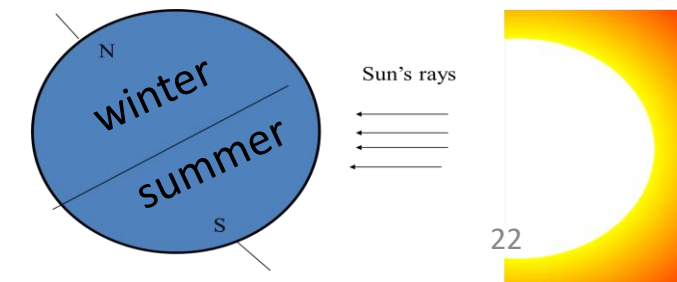
Day and night



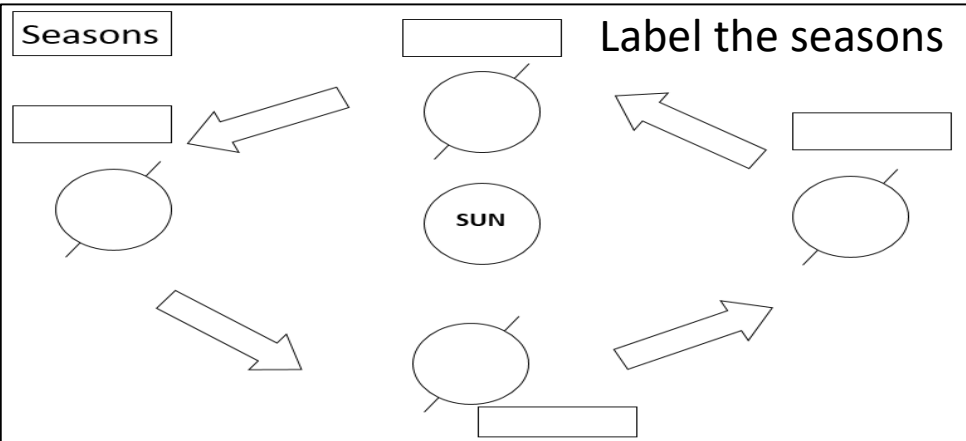
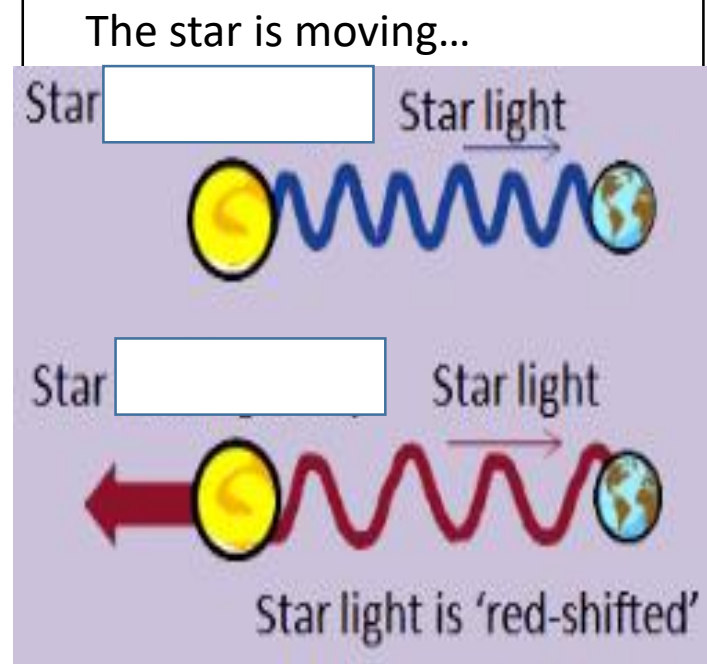
The Northern hemisphere - Summer
The angle the rays hit is more direct and the sun shines for a longer time.



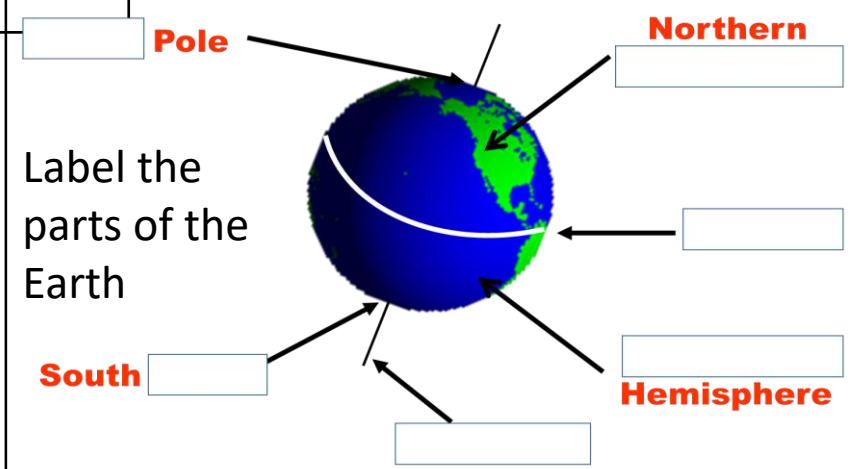
The Northern hemisphere - Winter
The rays are spread out, the sun shines for a shorter time and rays must travel further.



1. Recall the equation to calculate weight.
2. Recall the order of the 8 planets in the Solar System.
3. What causes day and night?
4. State how much the earth's axis is tilted
5. Why do we have different seasons?
6. Name the force that keeps planets and moons in orbit around larger objects.
7. State where the sun rises in the northern hemisphere.
8. Why does the sun appear to move across the sky? At what time is the sun directly above?



Stretch challenge: Jemma weighs more on the (Earth/Moon), because it has a (weaker/stronger) gravitational field. Jemma weighs 100N on the moon, how much will she weigh on the Earth?



Use this diagram to help you explain how it is winter right now in Britain, but summer in New Zealand.

Week	Home learning
Week 16	Complete your assigned homework task set on Microsoft Teams.
Week 18	Complete your assigned homework task set on Microsoft Teams.
Week 20	Complete your assigned homework task set on Microsoft Teams.
Week 22	Complete your assigned homework task set on Microsoft Teams.
Week 24	Complete your assigned homework task set on Microsoft Teams.
Week 26	Complete your assigned homework task set on Microsoft Teams.

I will learn about:

- Physical geography – Weather & Climate
- Human geography – Economic development

Weather & Climate

- What is weather and climate
- Atmospheric characteristics
- Extreme weather examples
- Climate graphs and zones

Economic Development

- The different employment sectors
- The economies of the world
- Causes and effects of the development gap
- Sustainable aid

Stretch challenge:

Ask your geography teacher for the “weather & climate’ or ‘economic development’ worksheet

Recommended reading:

TV – BBC iplayer – Climate change - The facts

How will I be assessed:

End of topic assessment

Exam questions throughout the scheme

Microsoft team homework


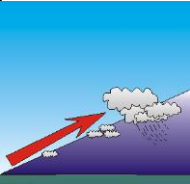

Knowledge Organiser Focus: Weather & Climate and Economic Development

Weather	The state of the atmosphere at a particular place and time
Climate	The state of the atmosphere over a long period of time (<i>typically the average conditions over a 30 year period</i>)
Temperature	How hot or cold it is.
Air pressure	It measures how heavy the air is – how closely packed the air molecules are.
Wind speed	How fast the wind is blowing.
Wind direction	Wind direction refers to the direction that the wind is blowing.
Precipitation	Precipitation is the amount of rain that falls.
Economy	People produce goods and services, which other people buy. The economy means the whole network of people producing and consuming goods.
Growing economy	When the quantity of goods and services being produced increases.
Shrinking economy	When the quantity of goods and services being produced decreases.
Development	The process of change for the better.
LIC	Low Income Countries have a low income (less than \$1045 per year), poor quality housing, services, healthcare...etc. Their primary source of income is from agriculture. <i>Ethiopia, Somalia, Liberia.</i>
NEE	Newly Emerging Economies are countries that have started to industrialise (move into the secondary sector – factories) and are developing. <i>China, India, Brazil.</i>
HIC	High Income Countries are developed countries that a high income (more than \$12,746), good access to services and strong infrastructure. They are mainly have tertiary & quaternary industries. <i>UK, USA, Japan, Italy, Germany.</i>

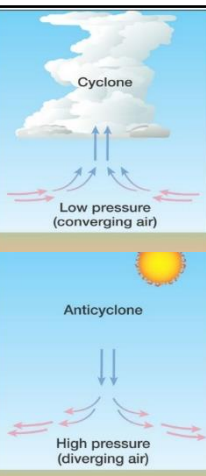
KS3 Geography Knowledge: Weather and Climate

Weather	The state of the atmosphere at a particular place and time
Climate	The state of the atmosphere over a long period of time (<i>typically the average conditions over a 30 yr period</i>)
Temperature <i>It is measured using....</i> <i>Unit...</i>	How hot or cold it is. <i>A thermometer. The liquid inside the thermometer expands and contracts depending on its temperature.</i> <i>Degree centigrade (°C).</i>
Air pressure <i>It is measured using....</i> <i>Unit...</i>	It measures how heavy the air is – how closely packed the air molecules are. <i>A barometer.</i> <i>Millibars. The world's air pressure ranges from 970 to 1040mb.</i>
Wind speed <i>It is measured using....</i> <i>Unit...</i>	How fast the wind is blowing. <i>An anemometer. Cups on the anemometer spin in the wind. The number of rotations are counted to work out wind speed.</i> <i>It is measured using knots or mph.</i>
Wind direction <i>It is measured using....</i> <i>Unit...</i>	Wind direction refers to the direction that the wind is blowing. <i>A wind vane. A wind vane spins and faces the main direction that the wind is travelling in.</i> <i>It is measured using compass directions.</i>
Precipitation <i>It is measured using....</i> <i>Unit...</i>	Precipitation is the amount of rain that falls. <i>A rain gauge. A rain gauge catches precipitation over a period of time.</i> <i>Measured in millimetres per day/month/year.</i>
Cloud cover <i>It is measured using....</i> <i>Unit...</i>	Cloud cover means how much of the sky is hidden by cloud. <i>It is measured using in eighths or oktas. You determine this by looking at the sky and using the above chart.</i> <i>Oktas or eighths.</i>
Air Pressure	Air pressures refers to the density of air molecules within the atmosphere.

TYPES OF RAINFALL/PRECIPITATION

Relief Rainfall 	When wind meets a hill meets a hill or mountain, it must rises over it. As the warm air rises, it cools, condenses to form clouds. The clouds become saturated (full of water) and rain occurs. In the UK the prevailing wind comes from the south west (over the Atlantic Ocean). There are many mountains on the west coast of the UK (Wales). As the moist air hits the UK it rises up over the mountains = rainfall.
Frontal Rainfall 	Where a warm air mass meets a cold air mass, the warm air mass rises over the cold air mass. As the warm air rises, it cools, condenses to form clouds. The clouds become saturated (full of water) and rain occurs. Front rainfall is the most common type of rainfall in the UK.
Convective Rainfall 	The sun heats the ground, which then warms the air above it. As the warm air rises, it cools, condenses to form clouds. The clouds become saturated (full of water) and rain occurs. In the UK we get convective rainfall in the south east and inland, where the ground gets hottest.

LOW PRESSURE is caused when...	Warm air rises. When the air rises, there are less molecules in the lower atmosphere = low pressure.
Common weather is...	Clouds, rain and winds. As the warm air rises, it cools and condenses and forms clouds. Eventually the clouds become saturated (full of water) & rain. Strong winds are common.
Where does it occur?	The equator - the sun's energy is concentrated over a smaller area. The average temperature is 26°C. The warm air rises, cools, condenses to form clouds = precipitation There is a lot of rain at the equator. This is where you find tropical rainforests.

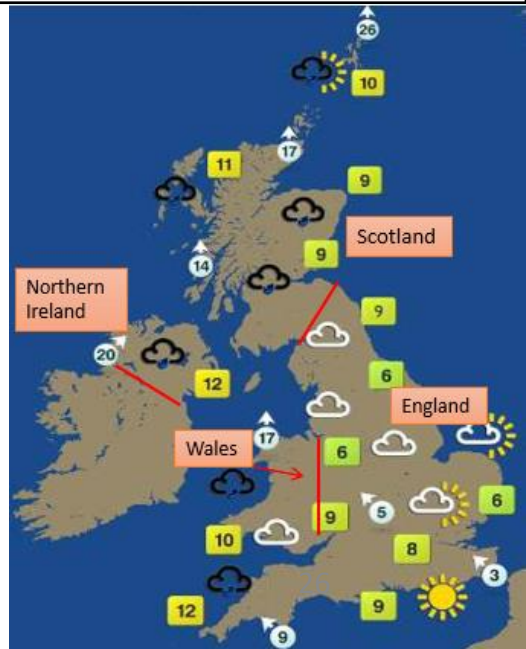


HIGH PRESSURE is caused when...	Cooler air sinks. When air sinks, there are more molecules in the lower atmosphere = high pressure.
Common weather is...	Sinking air = no water vapour condenses = clear skies, dry conditions <ul style="list-style-type: none"> ➢ Summer: hot days, no clouds, dry, droughts. ➢ Winter: cold days, frost and ice common.
Where does it occur?	Air sinks at 30° N&S of the equator and at 90° N&S of the equator. This is where we find hot and cold deserts.

Weather forecasts:

Meteorology is the scientific study of the atmosphere. Most countries have a central organisation responsible for weather forecasting. Data is collected over millions of weather stations. They use a variety of methods to collect data, including satellites, aeroplanes, radars, ships and ocean buoys. This data is sent to supercomputers which process the data, which meteorologists then use to create charts and forecasts.

- **In Scotland** there is heavy rain with temperatures between 9-11°C. Winds are from the south. The maximum wind speed is 26 mph.
- **In England** there is cloud in the north and sunshine in the southeast, with some rain in the southwest. Temperatures range between 6-9°C. Wind speeds are as low as 3 mph an from the south east.
- **In Northern Ireland** there is heavy rain and temperatures of 12°C, with 20 mph winds from the south west.
- **In Wales** there is cloud and heavy rain with winds of up to 17 mph from the south.



EFFECTS OF THE TEWKESBURY FLOOD

A river flood is when a river overflows its banks and water spreads across the surrounding land. It is caused due to heavy precipitation. Tewkesbury, a market town in Gloucestershire (south west England), was badly affected by a flood in 2007. Following a very dry April, the summer of 2007 was one of the wettest on record. By the end of June, heavy rainfall overloaded rivers, leading to flooding in some areas in Gloucestershire. However, during July the rains were even heavier. On 20th July, two months' worth of rain fell in 14 hours. This resulted in widespread devastation.



Social impacts	<ul style="list-style-type: none"> • 2 people died • 5000 homes and businesses were flooded = 825 homes were evacuated. • 48 homes were without electricity for 2 days. • 135,000 homes were without drinking water for 2 weeks • Transport lines were destroyed.
Economic impacts	<ul style="list-style-type: none"> • Cost: £50 million • Destruction to transport lines cost £25 million • 5000 homes and businesses were flooded and 7500 businesses were without mains water for 17 days = businesses temporarily closed down = unemployment and lack of earnings.
Environmental impacts	<ul style="list-style-type: none"> • Floodwater destroyed crops and contaminated groundwater. • Habitats were lost.

EFFECTS OF THE MILLENNIUM DROUGHT

Between 2002 and 2009 south-east Australia experienced its worst drought in 125 years. This was known as the Millennium Drought. The dry and hot conditions resulted in desertification. This is when land becomes 'desert like' and too dry to grow crops on.



Social impacts	<ul style="list-style-type: none"> • Families had to sell their farms due to loss of crops & livestock. • The rate of suicides among farmers increased. • Buildings started to crack due to extreme temperatures forcing people to evacuate. • The government imposed hosepipe bans and limited showers to just four minutes. • Water and food bills increased by 20%.
Economic impacts	<ul style="list-style-type: none"> • 40% of the land became desertified = crop yields dropped by 66%. • The lack of food being produced in Australia = they stopped making money from exporting foods and have to spend more money importing food from other countries. • The government spent millions on helping farmers cope with the effects of the drought. • The tourism industry declined as people went to other countries.
Environmental impacts	<ul style="list-style-type: none"> • 40% of the land became desertified. The dry conditions led to dry soils that were vulnerable to soil erosion. • Many livestock (animals) died due to a lack of water and food. • Many habitats were lost due to wildfires and lack of water = a dramatic loss in biodiversity as animal and plant species died.

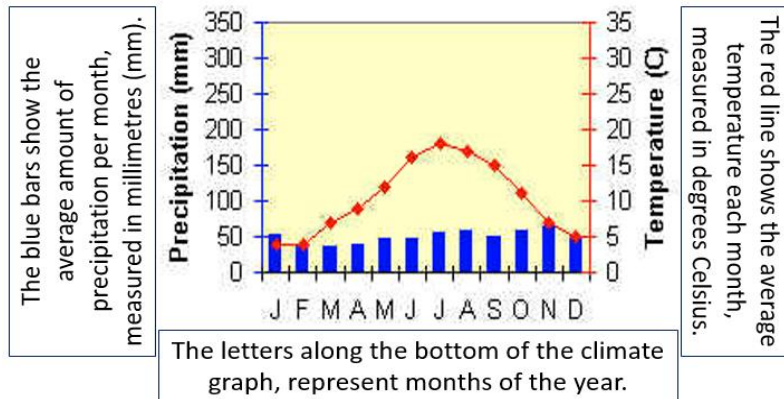
CLIMATE GRAPHS

- Weather is the state of the atmosphere at a given time. The photo shows warm, dry weather in Plymouth, however it might have been raining an hour later.
- Climate is the *average* weather in a place – what the weather is *usually* like. To work it out you collect data over a long period & then calculate average measurements for each month.



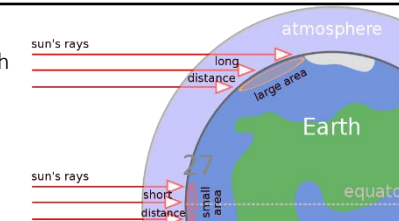
Geographers collect climate data to use this to calculate average weather conditions each month (e.g. temperature and precipitation). This data is plotted on a climate graph.

A climate graph shows how precipitation and temperature change throughout the year.

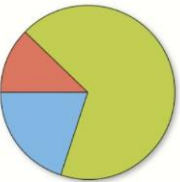
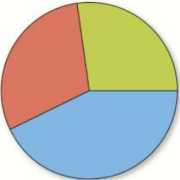
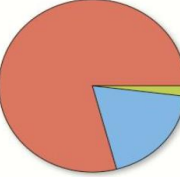


EXPLAINING GLOBAL CLIMATES

Altitude	The higher you are above sea level, the colder it is. The temperature falls by about 1°C every 100 meters. Many areas in the Alps (a mountain range in Europe) are 40°C colder than the coastal areas because they are 4000m high. This also explains why you can find snow on Mt Kilimanjaro which lies on the equator.
Prevailing Wind	Prevailing wind is the most common wind direction. <ul style="list-style-type: none"> • If the prevailing wind direction is over water (sea/ocean), it brings rain. • If the prevailing wind direction is over land, it brings dry air. In the UK, the prevailing wind is from the SW, over the Atlantic Ocean = moist (wet) air which is why we have lots of rain.
Ocean Currents	The temperature of water surrounding a country affects its temperature. <ul style="list-style-type: none"> • If there are warm ocean currents, the temperature will be warm. • If there are cold ocean currents, the temperature will be cold. In Britain we have warm ocean currents, which have travelled across the Atlantic Ocean from the Gulf of Mexico where it is hot. This ocean current is called the North Atlantic Drift and it warms the coast of the UK.
Latitude	Latitude means how far a place is from the equator. <ul style="list-style-type: none"> • Far from the equator (e.g. poles) it is very cold. This is because the earth is curved = many of the sun's rays bounce off the earth's surface. Therefore there is indirect sunlight which shines at a low angle onto a larger area. • At the equator it is very hot. This is because there is direct sunlight which shines directly onto a small area = hot.



KS3 Geography Knowledge: Social and Economic Development

Employment	The state of having work.	How has the UK's economy changed since 1600?		Employment structure in 1600
Employment rate	The % of people within a population who have jobs.	1600s	Most people worked in agriculture (primary), with a few people making things in workshops (shoes, furniture) and providing services to rich families. Most of the jobs were located in rural areas.	
The employment sectors:	Primary, secondary, tertiary, quaternary			
Primary sector jobs <i>Primary jobs are found....</i> <i>For example...</i>	The extraction of raw materials. Raw materials are anything that is naturally present in the earth. In rural areas where the raw materials are. Farmers, fishermen, miners, oil workers, forestry workers.	1850s	In the 1850s, less people work on farms and more people work in factories in towns and cities. This occurred due to the UK's Industrial Revolution. This was the growth of secondary manufacturing in factories. Less people worked on farms due to the new practices (horses and ploughs). More people worked in factories due to the rapid increase in jobs available in factories. These jobs paid more too.	Employment structure in 1850
Secondary sector jobs <i>Secondary jobs are found...</i> <i>For example...</i>	The manufacturing of goods. Turning raw materials into higher value products often in factories. In urban areas where the factories are built. Metals become cars, crops become processed foods, cotton becomes clothes.			
Tertiary sector jobs <i>Tertiary jobs are found...</i> <i>For example...</i>	Tertiary sector: the provision of services for other people. In urban areas as they need a large population to sell their services to. Teachers, doctors, nurses, lawyers, policemen, dentists, bankers...			
Quaternary sector jobs <i>Quaternary jobs are found..</i> <i>For example...</i>	Quaternary sector: research and information technology industries. In urban areas as they need to hire lots of highly skilled university graduates and most universities are located in cities. Scientists developing new medicines, financial planners using models to make financial decisions.	Today	Today most people in the UK work in services (tertiary), however the growth of computers has seen the beginning of quaternary industries in the UK. <i>In 2018, 1% of people worked in the primary sector, 18% in the secondary sector and 81% in the tertiary sector</i>	Employment structure in 1970
Economy	People produce goods and services, which other people buy. The economy means the whole network of people producing and consuming goods.	Economies of the world: how do economies change in different countries?		
Growing economy	When the quantity of goods and services being produced increases.	Ethiopia	Most people in Ethiopia work in the primary sector, on farms and in mines. There are 58 million farmers in Ethiopia. Farming is important to Ethiopia because they need to grow and sell enough crops to improve their living standards (invest in education, healthcare, infrastructure).	
Shrinking economy	When the quantity of goods and services being produced decreases.	China	220 million people in China work in factories in the secondary sector. It makes more goods than any other country. China has started to develop, having recently gone through their industrial revolution (growth in manufacturing in factories). They still produce most of their own food, however the use of machines has reduced the number of workers on the farms. Due to the money they earn from manufacturing, China have developed their healthcare education and infrastructure.	
Development	The process of change for the better.			
LIC	Low Income Countries have a low income (less than \$1045 per year), poor quality housing, services, healthcare...etc. Their primary source of income is from agriculture. <i>Ethiopia, Somalia, Liberia.</i>			
NEE	Newly Emerging Economies are countries that have started to industrialise (move into the secondary sector – factories) and are developing. <i>China, India, Brazil.</i>	The UK	Most people in the UK work in tertiary industries. These people provide a service in hospitals, schools, offices, banks, shops...etc. We still have some secondary industries but they need fewer workers because we use machines, robots and computers. We have very few people working in primary industries as we get most primary goods from abroad.	<div style="border: 1px solid black; padding: 5px;"> <p>Key</p> <ul style="list-style-type: none"> primary sector secondary sector tertiary sector </div>
HIC	High Income Countries are developed countries that a high income (more than \$12,746), good access to services and strong infrastructure. They are mainly have tertiary & quaternary industries. <i>UK, USA, Japan, Italy, Germany.</i>			
Development indicator <i>For example...</i>	A measure of development Gross domestic product (GPD), birth rate, death rate, infant mortality rate, literacy rate,	TNC	A transnational corporation is a company that operate across multiple countries.	
GDP	The total value of the goods and services a country produces in a year Essentially it's annual income.	Evidence Apple is a TNC	<ul style="list-style-type: none"> Its headquarters are in California (USA). Here quaternary sector engineers program the features you love such as <i>voice command, facial recognition...etc.</i> The materials that make up an iPhone include 60 different metals, plastic and glass. These are purchased from many countries. The iPhone is created in factories mostly in China. The iPhone is sold in many countries (such as USA, UK, France, Spain, Italy...etc.) 	
GDP per capita	The total income divided by the total population. It gives the average salary within a country.			
It is important to use more than one indicator as....	<ul style="list-style-type: none"> Not all people earn the same amount of money. Thereforeper capita is not accurate. There might be an anomalous result. 			28

KS3 Geography Knowledge: Social and Economic Development

CAUSES OF THE DEVELOPMENT GAP		REDUCING THE GAP: AID	
Development gap	The difference in development between HICs and LICs.	Aid	Another word for help. Richer countries give poorer countries aid to help them make a better future for themselves.
Landlocked	Countries with no coastline = difficult to trade (import/export) with other countries = difficult to make money. For example, Mali, Africa, is landlocked and has a GPD per capita of just \$901.	Bilateral aid	Aid given from one government to another (the UK gives aid to Pakistan).
		Multilateral aid	Aid given through an international organisation (the World Bank, the UN)
Extreme climate	Many LICs have extreme climates (<i>extreme temperatures, too much or too little rain</i>). Extreme climate make it difficult for LICs to grow crops = lack of food to eat or sell = poverty and famine. Between 1978 and 1998, Ethiopia had 15 droughts.	NGOs	Non-Governmental Organisations are charities (e.g. Oxfam, WaterAid).
		The DfID is...	The Department for International Development is responsible for the UK's bilateral aid.
Natural Hazards	Many LICs suffer common natural hazards (<i>droughts, floods, storms, earthquakes</i>). The country is so busy responding to the natural hazard they do not have money to invest in healthcare, education, infrastructure = lack of development. For example Bangladesh suffers from annual floods which in August (2017) affected 6.9 million.	How does the UK provide aid?	In 2018, the UK invested £14.5 billion in aid projects, such as for disaster relief, education, healthcare, access to services. To countries such as Ethiopia, Pakistan, Somalia and Nigeria.
		Sustainable aid...	<ul style="list-style-type: none"> • Helps those that need it the most and helps in the long term. • Involves the locals and teaches people skills. Is cheap, using appropriate technology that can be easily maintained by locals.
Conflict & corruption	Many wars occur in LICs = money is spent on the military and weapons instead on improving healthcare, education, transportation or access to services.	Large scale aid projects.	Large scale projects are expensive and well-publicised schemes producing help to large areas. To help Ghana develop the Akosombo Dam was built on the River Volta. It was to built to generate hydro-electricity, which is clean renewable energy formed by fast flowing water. <ul style="list-style-type: none"> ✓ The dam produces clean renewable energy for locals to use and Ghana to sell = more money for healthcare, education, services ✓ The lake behind the dam gives water for irrigation = more crops to eat and sell. ✗ Money was borrowed from USA on the condition that an American company Valco could use electricity from the dam at a very cheap price = there is often little left for the locals = blackouts. ✗ It cost £130 million and took 8 years to make. Also 80,000 people were forced to move due to flooding caused by the lake behind the dam.
			Small scale aid projects
Lack of education	Lack of education = people do not have the skills to work in high paying jobs. As a result many people are unemployed or have low paying jobs = low GDP.		
Lack of healthcare	Waterborne diseases & tropical diseases (malaria) are common in LICs due to poor sanitation (sewage gets into drinking water) and mosquitoes. A lack of healthcare stops people getting better = cannot work/die from diseases/children miss school. In 2015, 89% of all malaria cases were in sub-Saharan Africa.		

QUALITY OF LIFE IN AN LIC: MALAWI	QUALITY OF LIFE IN AN NEE: BANGLADESH	QUALITY OF LIFE IN AN HIC: SINGAPORE
<p>Malawi is a long thin country, located in east Africa. It is about ½ the size of the UK with a population of 17 million. One of its main physical features is Lake Malawi, which is rich in fish = food and income for locals, however it is still very poor.</p> <ul style="list-style-type: none"> ➤ GPD per capita = \$780. ➤ Life expectancy = 55 years ➤ Literacy rate = 61% <p>90% of its population work in farming, exporting tobacco, sugar, tea & cotton. These are low value goods which do not make much money. It is also poor as it is landlocked making it difficult to trade with other countries.</p> <p>Quality of life:</p> <ul style="list-style-type: none"> ➤ Poor quality clothing, lack of footwear ➤ School: class sizes of 97 children, no table and chairs, lack of equipment, students sit on the floor ➤ Home: no electricity, children sleep on mats on the mud floor. ➤ Future: education for girls is rare. Most girls get married at 18 and have babies. 	<p>Bangladesh is located in southern Asia bordering India. Its population of 165 million, with 98% identifying as Bengali. It has a high a population density.</p> <p>Bangladesh currently is going through its Industrial Revolution = growth of factories & manufacturing. It makes the 2nd most clothes in the world (after China). Most clothes shops in the UK get clothing made there. This earns Bangladesh over £14 billion a year and employs 4 million, helping Bangladesh to develop, improving healthcare, education & services.</p> <ul style="list-style-type: none"> ➤ GPD per capita = \$1698. ➤ Life expectancy = 72 years ➤ Literacy rate = 73% <p>Quality of life in factories is not great:</p> <ul style="list-style-type: none"> ➤ Low wages (£45 per month), long hours (14 hours a day, 7 days a week) ➤ Dangerous conditions: a number of factories have collapsed or caught fire. In 24th April, 2013, the Rana Plaza (a factory making clothes for Primark, Matalan) collapsed killing 1100 workers. Physical & emotional abuse is also common. 	<p>Singapore is an island located in south east Asia. It is very small (½ the size of Greater London). Its population is 5.5 million, with a very high population density.</p> <p>Singapore is one of the wealthiest countries in the world, with a large tertiary industry. Its employment structure is: 1% (primary), 16% (secondary), 83% (tertiary). Unfortunately, 15% of the population are poor: the wealth is not evenly distributed.</p> <p>It earns money by importing cheap raw materials from LICs and turning these into more expensive products in factories. These are exported (sold) = profit. Its main source of income, however, is from its tertiary industries (<i>finance, insurance</i>).</p> <ul style="list-style-type: none"> ➤ GPD per capita = \$57,700. ➤ Life expectancy = 84 years ➤ Literacy rate = 97% <p>Quality of life:</p> <ul style="list-style-type: none"> ➤ Home: smart clothes, lots of delicious food, many families have a maid. ➤ Great education – extracurricular activities and lots of facilities (<i>swimming pools, gym, basketball court</i>)

Week	Home learning
Week 17	GCSEpod – set by teacher
Week 21	GCSEpod – set by teacher
Week 25	GCSEpod – set by teacher

Religious Studies Term 2

I should already know:

- the main six religions,
- basic information about the six religions,
- each of the six main religious leaders.

I will learn about:

- what holy books are read in each of the six main religions,
- some stories from the holy books,
- what these stories mean for their followers.

How I will be assessed?

- You will be assessed through your do nows, questioning in the lesson and exam questions in the lesson.

Recommended reading:

- Any of the holy books! Try starting with the Bible.

Knowledge Organiser Focus: What are some religious stories?

Key Words for this Term:

Word	Definition
Vedas	A collection of sacred texts for Hindus.
Torah	A holy book for Jews written in Hebrew.
Triptaka	The sacred canon of Theravada Buddhism written in Pali.
Bible	A collection of sacred texts for Christians.
Parable	A moral story told by Jesus in the Bible.
Qur'an	A holy book for Muslims written in Arabic.
Guru Granth Sahib	A holy book for Sikhs written in Punjabi. It is seen as the last living Guru.

Stretch Challenge:

- What makes a good religious story? What can you see in each of the stories that we have looked at this term?

Foundational Skills:

- I can describe the key beliefs and teachings of the religions, connecting them with other features and making some comparisons between religions.
- I can summarise religious stories and their meaning
- I interpret the meaning of religious stories and use key words.

Intermediate Skills:

- I can apply knowledge to show how religious stories can influence believer's actions today.
- I can apply knowledge and decide whether the story relates to us today.

High Level Skills

- I can explain the key points from the story and evaluate how someone might make a decision based on what it says.
- I know how beliefs can sometimes differ.
- I understand how beliefs make up part of the community

Sentence Starters:

I believe...

A Christian might believe...

However...

This compares to...

This is different to...

This is the same as...

Extension Questions

How do you know the answer?

What would someone that disagreed with you say?

Is there another way to look at this?

Why do you think this?

What follows on from what you say?

How does this link what we did earlier?

What are your reasons?

Can you show your understanding?

- How does being part of a religion make someone behave?
- How might someone make a decision because of what they believe in?
- How much difference does it make to someone when they have a religion?
- How do religious groups form our community?

JESUS

MORALITY

CHRISTIANITY

GOD

HOLY BOOKS

SUNNAH

PARABLE

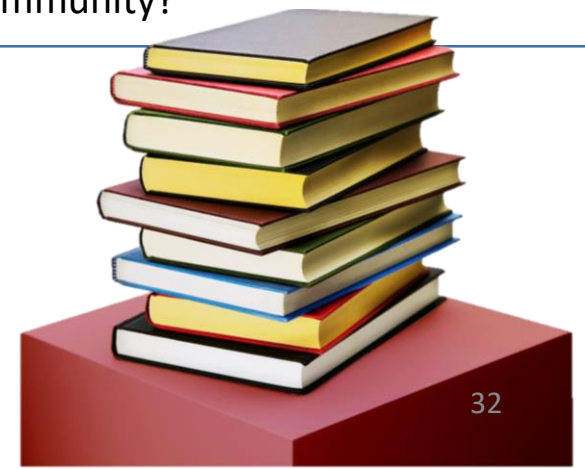
SACRED

MESSAGE

ISLAM

PROPHET MUHAMMAD

PROPHECY



HINDUISM
PLACE OF WORSHIP: Mandir
HOLY BOOK: Vedas



JUDAISM
PLACE OF WORSHIP: Synagogue
HOLY BOOK: Torah



BUDDHISM
PLACE OF WORSHIP: Shrine
HOLY BOOK: Tripitaka



CHRISTIANITY
PLACE OF WORSHIP: Church
HOLY BOOK: Bible



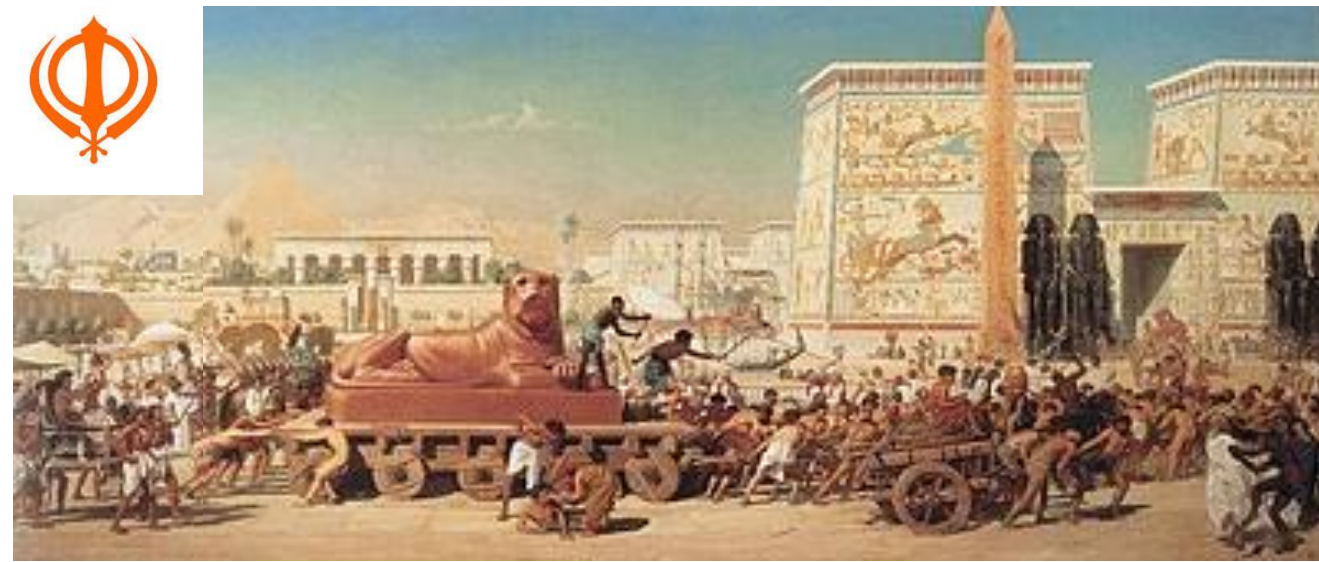
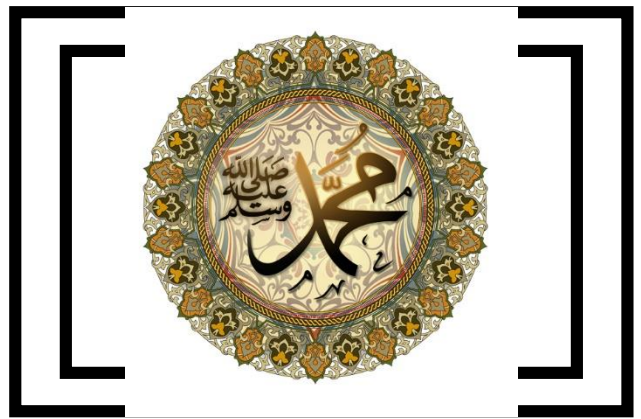
ISLAM
PLACE OF WORSHIP: Mosque
HOLY BOOK: Qu'ran



SIKHISM
PLACE OF WORSHIP: Gurdwara
HOLY BOOK: Guru Granth Sahib



SACRED



I should already know:

- English Grammar Terms
- How to structure sentences and questions in English

I will learn about:

- Forming and asking questions.
- Greetings.
- 1st and 3rd person verbs.
- Adjectival positioning (basic).
- Adjectival agreement (basic).
- Forming classroom rules (Hay que/ No hay que).
- Agreement and disagreement.

How I will be assessed:

- Interim translation to and from Spanish (20 marks)
- Speaking (role-play) (15 marks)
- Reading (31 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
Verb	A class of words used to indicate the actions, processes, conditions, or states of beings of people or things
Infinitive	The basic form of a verb that usually follows 'to'
Conjugation	The variation of the form of a verb by which the voice, mood, tense, number, and person are identified
Noun	A word that refers to a person, place, thing, event, substance, or quality
Adjective	A word that describes a noun or pronoun
Gender	In Spanish nouns have gender (masculine/ feminine) which causes other words such as adjectives to change their spelling according to certain rules.

Stretch challenge:

- Create, and record, a spoken conversation in Spanish between yourself and another person.
- Find out about a Spanish speaking country and create a Fact File.
- Complete the 'Great Languages Challenge' ask your teacher for more details

Recommended reading/ watching:

Spanish Grammar Tutorials

<https://www.youtube.com/watch?v=wmPmzRkdYHM&list=PLzllkwYKWK1XLbzNNFqngV7NnWdGJLcgy>

Leaf, M., *The Story of Ferdinand*

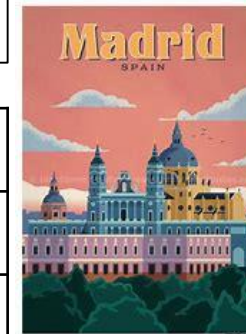
Ruiz Zafon, C., *The Prince of Mist*

Wojciechowska, M., *Shadow of a Bull*

1	Hay que hablar en español	You must speak in Spanish	17	Es sábado / domingo	It's Saturday/ Sunday
2	Hay que levantar la mano	You must put your hand up	18	He acabado mis deberes	I've finished my homework
3	Hay que escuchar a la profesora	You must listen to the teacher	19	Estoy cansado/a	I'm tired
4	Hay que hacer los deberes	You must do the homework	20	Estoy enfermo/a	I'm ill
5	No hay que hablar en inglés	You mustn't speak in English	21	Tengo muchos deberes	I have a lot of homework
6	No hay que llegar tarde	You mustn't be late	22	Hace buen tiempo	It's good weather/ the weather is nice
7	¿Qué tal?	How are you?	23	Hace mal tiempo	It's bad weather
8	Estoy bien	I'm good	24	¿puedo...?	Can I...?
9	Estoy genial	I'm great	25	Sentarme / sentarse	Sit down
10	Estoy super bien	I'm superb	26	Tomar los puntos	Take the points
11	No estoy bien	I'm not good	27	Salir	leave
12	Estoy mal	I'm bad	28	Darme un punto	Give me a point
13	Estoy fatal	I'm awful	29	Responder a la pregunta	Answer the question
14	Ni fu ni fa	OK	30	Hablar en inglés	Speak in English
15	porque	because	31	Ser voluntario	addiction to smoking
16	Me encanta el español	I love Spanish	32	Usar un pañuelo	to use a tissue

Key Vocabulary – Knowledge Organiser

33	Recoger los cuadernos	Collect the books in	17	Vamos a hablar	We are going to talk
34	Cambiar de sitio	Change places	18	He ganado	I have won
35	Soy / estoy	I am	19	He perdido	I have lost
36	guay	Cool	20	Estoy de acuerdo	I agree
37	Simpático/a	Nice	21	No estoy de acuerdo	I disagree
38	Tímido/a	Shy	22	Es correcto	It's correct
39	inteligente	Intelligent	23	No es correcto	It's not correct
40	Divertido/a	Fun	24		
41	deportista	Sporty	25		
42	Trabajador /trabajadora	Hardworking	26		
43	Charlatán/ charlatana	Chatty	27		
44	Tranquilo/a	Calm	28		
45	Fantástico/a	Fantastic	29		
46	Quiero	I want	30		
47	Vamos a cantar	We are going to sing	31		
48	Vamos a escuchar	We are going to listen	32		



Scan these QR codes to practise Spanish vocabulary



Y7 Spanish: Block 1

Traduce al inglés	Traduce al español	Las preguntas	Las reglas
<p>10% <u>¿Qué tal?</u></p> <p>Estoy bien</p> <p>Estoy fenomenal</p> <p>★ Estoy fatal porque hace mal tiempo</p>	<p>Yo</p> <p>I am funny</p> <p>I am smart/intelligent</p> <p>★ I am very fantastic.</p>	<p>30%</p> <p>Las preguntas</p> <p>Can I sing?</p> <p>Can I do the points?</p> <p>★ Can I leave because I am hardworking?</p>	<p>40%</p> <p>Las reglas</p> <p>You must speak in Spanish.</p> <p>You must listen to the teacher.</p> <p>★ You must not arrive late and you must not shout.</p>

Responde en español

- ¿Cómo estás?
- ¿Cuáles son las reglas de la clase?
- ¿Cuáles son las preguntas de la clase?
- ¿Te gusta el español?



Qué hay en la foto?

1. En la foto hay _____
2. _____
3. _____
4. _____



What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

Knowledge Organiser Focus: Home Learning



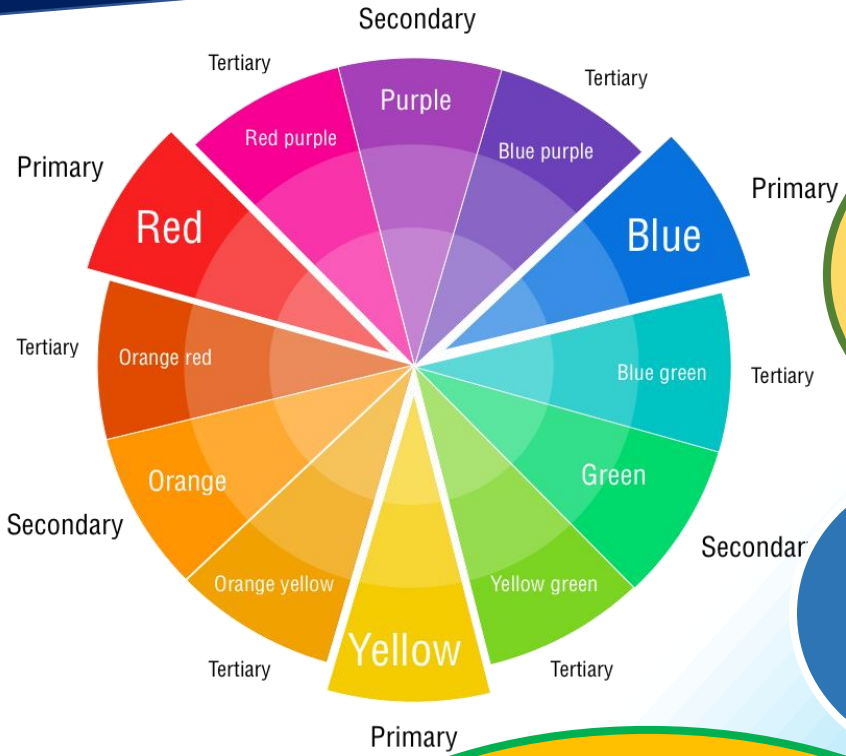
Year 17	Week	Dates	Title
Term 2			
Semana 13	A	w/b 7.12.20	WAGOLL 1 and Top 10 Universals: Opinions Vocabulary 1
Semana 15	A	w/b 21.12.20	WAGOLL 2 and Top 10 Universals: Connectives Gap Fill
Semana 17	A	w/b 11.1.21	WAGOLL 3 and Top 10 Universals: Adjectives Translation
Semana 19	A	w/b 25.1.21	WAGOLL 4 AND Top 10 Universals: Tener / Ser Vocabulary 2
Semana 21	A	w/b 8.2.21	WAGOLL 5 AND Top 10 Universals: Present Tense Gap Fill
Semana 23	A	w/b 1.3.21	WAGOLL 6 AND Top 10 Universals: Time Phrases Translation
Semana 25	A	w/b 15.3.21	WAGOLL 7 AND Top 10 Universals: Ir Vocabulary 3
Semana 27	A	w/b 29.3.21	WAGOLL 8 AND Top 10 Universals: Negatives Gap Fill
Semana 29	A	w/b 19.4.21	Assessment Revision Translation
Semana 31	A	w/b 4.5.21	Assessment Revision

Deberes – Homework: Instructions

- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

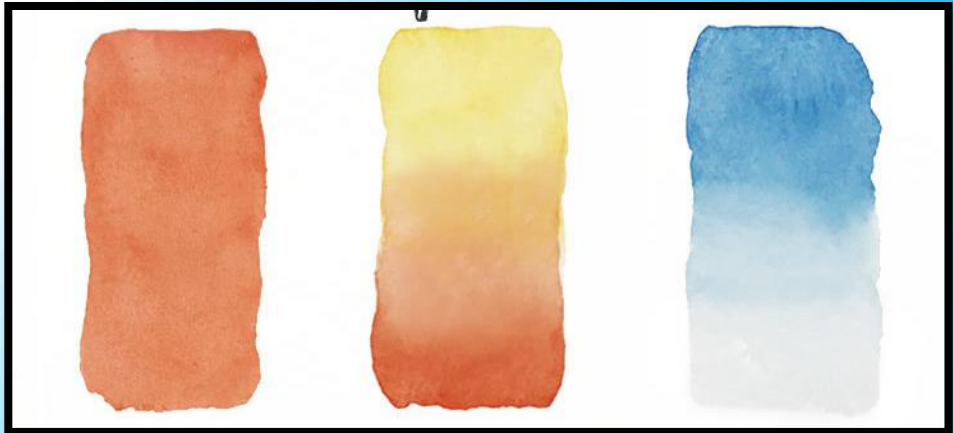
Watercolour

Keywords
Consistent
Blend
Control
Tonal
Primary
Secondary



To blend 2 colours overlap them into each other

To make your colour lighter add more water



Consistent paint – Keeping the colour exactly the same throughout
Blend – Smoothly changing from one colour to another
Tonal – Smoothly changing from colour to white

Top Tips for neat painting!

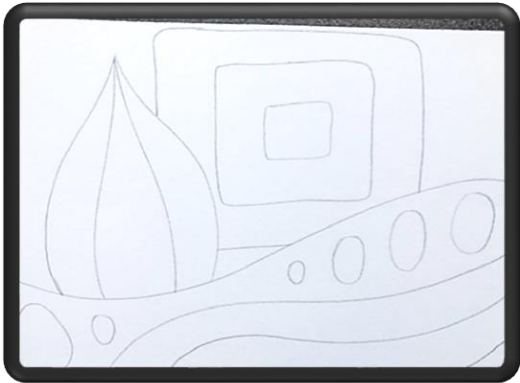
- Hold your brush like a pencil
- Hold it on the metal part
- Rest your hand down on the table
- Use the tip of the brush
- Keep your brush strokes in the same direction

Home Learning Tasks	
Week 19	Drawing task set by class teacher
Week 23	Research task set by class teacher
Week 27	Drawing task set by class teacher



Collage

Things that you can create a collage with – Newspapers, fabric, papers etc



1 Always make sure your shapes are big with no small detail



2 Tear or cut a strip



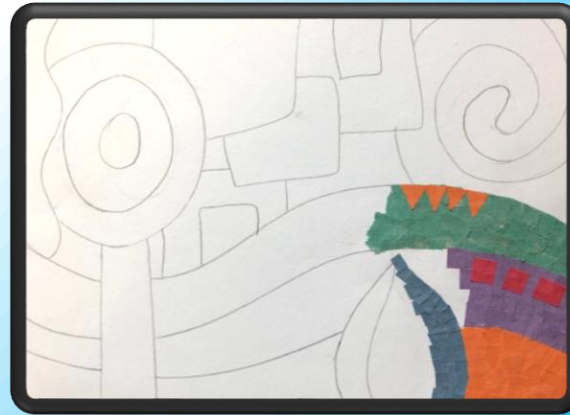
4 Apply glue to your chosen area



5 Make sure there is no white gaps



3 Tear into small squares



6 Choose your colours carefully so they stand out



Things to remember –

- Make sure your shapes are **ENLARGED**
- Stay inside the lines
- Keep your squares small and equal
 - No white gaps
 - Use a variety of colours ensuring the same colour doesn't touch

Keywords

Collage
Overlap
Texture
Contrast
Enlarged

Hundertwasser the architect



Did you know Hundertwasser was an architect? What is an architect?



What keywords would you use to describe his buildings?

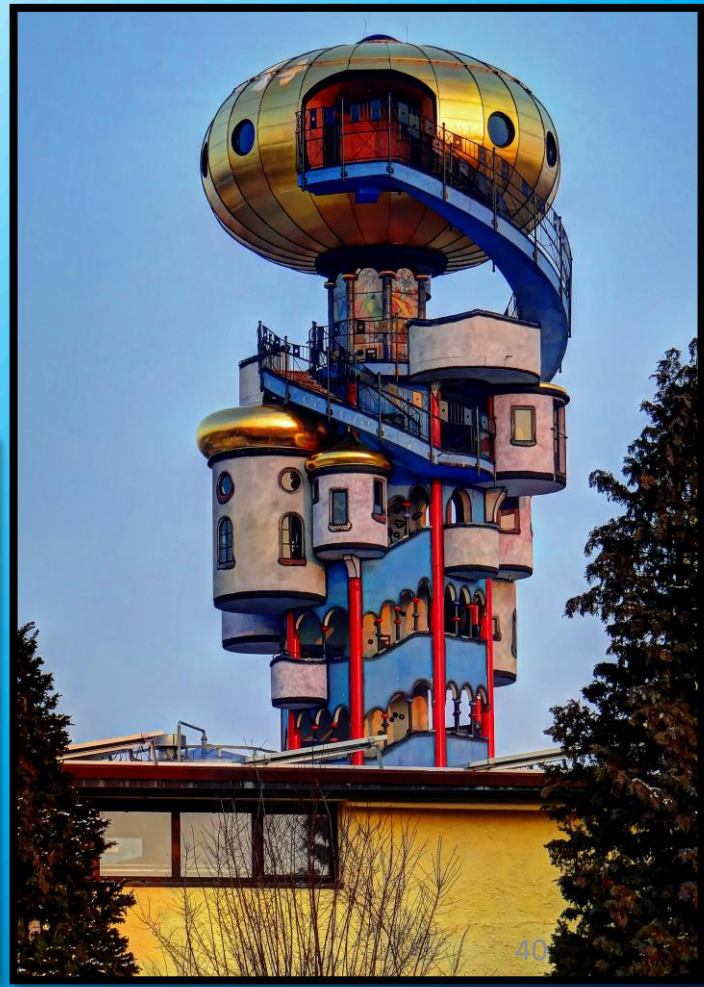
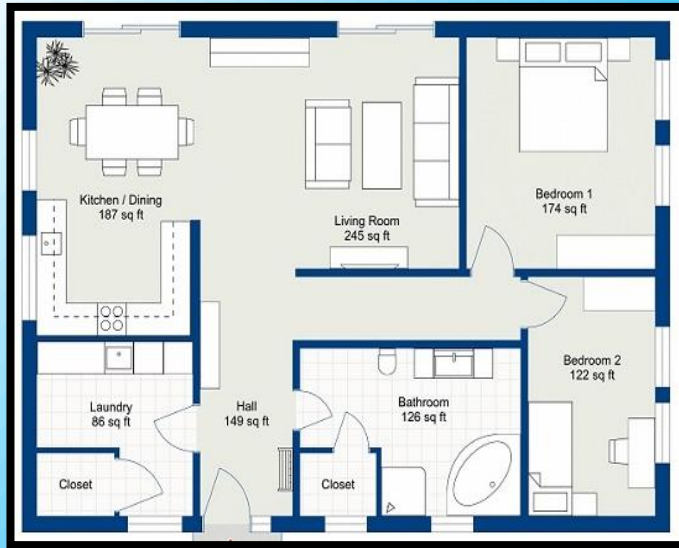
What do you notice about them? How are they different to everyday buildings?

What do you imagine the inside looks like?

Task –

Choose a room of a house and recreate in the style of Hundertwasser

Task
Can you draw your house from a 'birds eye view'? (Above)
Add where the doors, windows, hallways, furniture, rugs and any other decoration are



I will learn about:

- *Softwoods and the coniferous trees they originate from.*
- *Hardwoods and the deciduous trees they come from.*
- *Manufactured timbers and how they are made.*

How I will be assessed:

I will complete sections of my workbook regarding materials which will be marked by my teacher.

Knowledge Organiser Focus: Materials

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Timber	Wood prepared for use in building and carpentry.
Polymer	A substance which has a molecular structure built up chiefly or completely from a large number of similar units bonded together such as plastics.
Softwood	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees.
Hardwood	The wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers.

Stretch challenge:

Explain the difference between Softwood, hard wood and manufactured timbers and list the pros and cons of using each material when making.

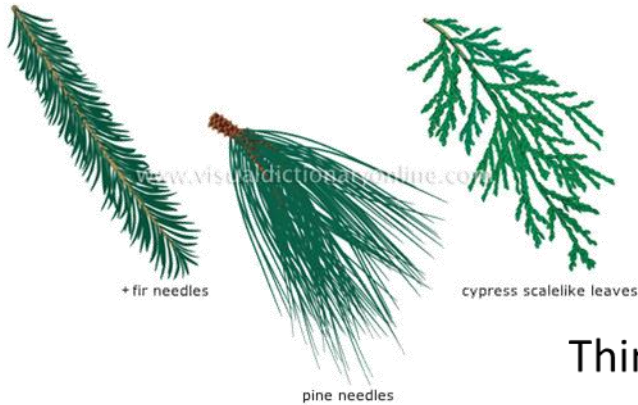
Recommended reading:

Advanced reading on Polymers

<https://www.bbc.co.uk/bitesize/guides/z6q8jty/revision/1>

Coniferous Trees

The wood produced from **CONIFEROUS** trees is known as **SOFTWOOD**. This does not necessarily mean it is soft. 80% of the world's production of wood is softwood. **Coniferous trees are very fast growing and can reach maturity in 25 years.**



Thin needle like leaves.

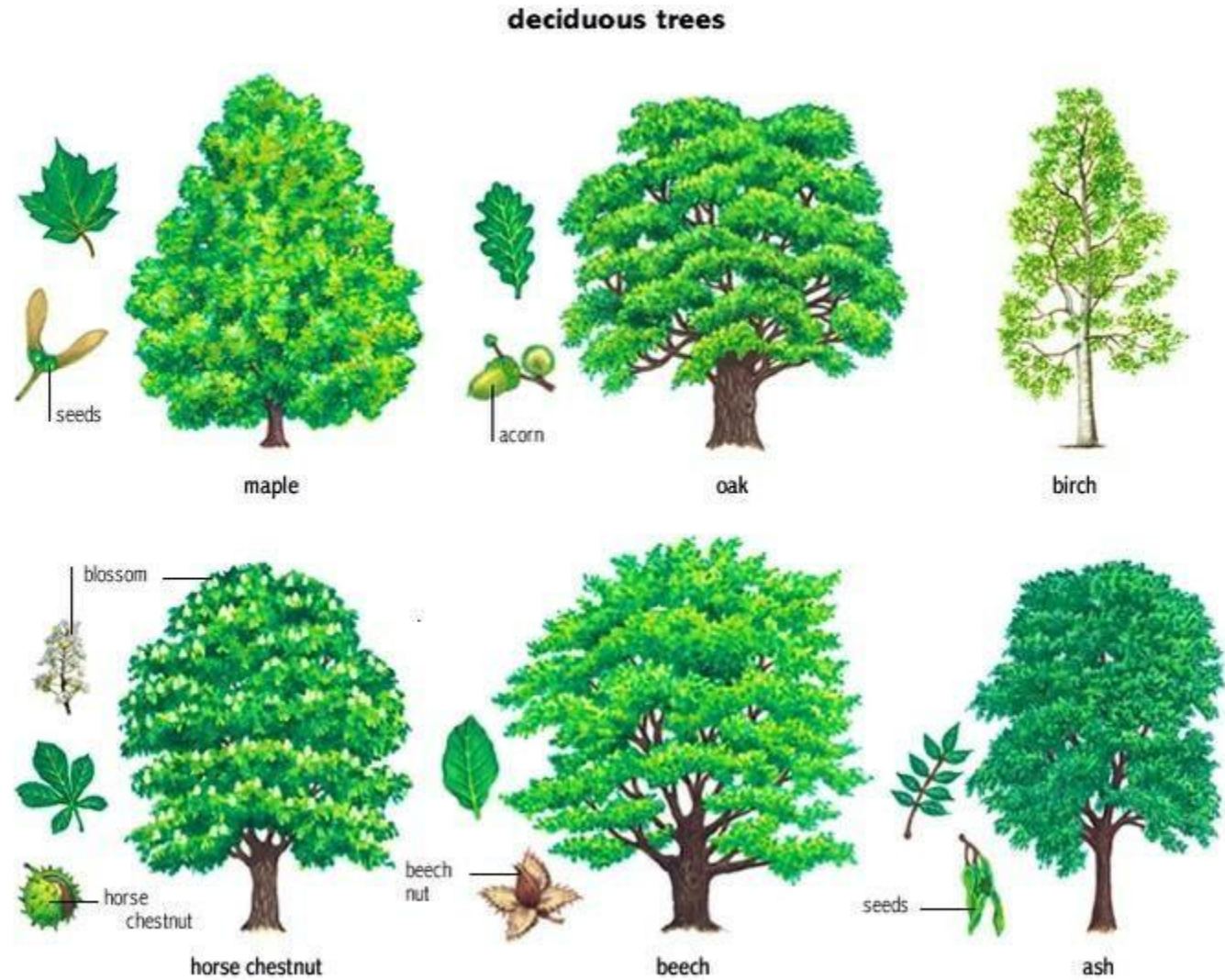
Coniferous trees are also known as **EVERGREENS**. This group of trees keep their leaves all year. They tend to have tall, flexible trunks to allow them to bend in heavy winds and under the weight of snow. They are generally found in milder, temperate climates such as northern Europe, Russia and North America.



The wood produced from **Deciduous** trees is known as **Hardwood**. This does not necessarily mean it is Hard. 20% of the worlds production wood is hardwood. **Most deciduous trees are slow growing and take over 100 year to reach maturity.**



Deciduous trees are the group of trees that loose their leaves during the winter seasons. They tend to have rigid trunks with visible branches. These trees loose their leaves during changes in climate to protect themselves. This is usually to protect from freezing and snow, but it can be to protect from drought.



Week	Home learning
Week 19	Health and safety: identify the different coloured safety signs.
Week 23	Independent research: Drawings inspired by Oldham and Greater Manchester
Week 27	Drawing techniques: Colour rendering and shading skills

Knowledge Organiser Focus: Basketball

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you.*
- *Skills from other team sports that I can transfer to this sport.*

I will learn about:

- *Skills that will enhance my performance*
- *Tactics and strategies to gain an advantage over and opponent.*
- *The positions on a basketball court*

How I will be assessed:

- *You will receive a grade for basketball based on the skills, tactics and strategies learned and it will count towards an overall term grade.*

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Passing	A way to get the ball from you to a team mate.
Receiving	A way to catch the ball after receiving a pass from a team mate.
Shooting	A way to get the ball into the basketball hoop.
Dribbling	A way to take the ball into space or evade an opposition player.

Stretch challenge:
 Watch a live basketball game on TV or watch highlights from a previous match. What skills can you find that you will try in your PE lessons?

Recommended viewing:
Chicago Bulls v Utah Jazz, 1997
https://www.youtube.com/watch?time_continue=1&v=GtvP9eWLABM&feature=emb_title
Los Angeles Lakers v Toronto Raptors, 2006 https://www.youtube.com/watch?v=zcVPLnR-c3g&feature=emb_title

Basketball

Knowledge Required

Basic Rules and Regulations

- + Each team can have a maximum of 5 players on the court at any one time.
- + The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot.
- + Each team has 24 seconds to at least shoot at the basket. A shot constitutes either going in the basket or hitting the rim of the basket.
- + After each successful basket the ball is then turned over to the opposition.
- + Violations in basketball include travelling (taking more than one step without bouncing the ball), double dribble (picking the ball up dribbling, stopping then dribbling again with two hands), goaltending (a defensive player interferes with the ball travelling downwards towards the basket) and back court violation (once the ball passes the half way line the offensive team cannot take the ball back over the half way line).

The Court



Skills

Passing

Place both hands on either side of the ball. Spread your fingers out and form an oval between the thumbs and index fingers of each hand. Bring the ball close to your chest. Push the ball out towards the target, stepping toward the target at the same time.

Shooting

Balance – feet shoulder width apart
 Eyes – firmly on the target
 Elbow – 90 degrees
 Follow through – leave your hand in the cookie jar, extend the arm upwards towards the target

Receiving

Keep hands out from the chest. Keep fingers pointed up and spread comfortably, with the thumbs almost touching each other. This position enables them to immediately get a good hold on the ball.

Dribbling

1. Keep your head up and your eyes on the game. Don't look at the ball.
2. Extend your arm and snap your wrists to send the ball into the ground.
3. Use your fingers, not your palm, to control the ball.
4. Do not bounce the ball too high while dribbling.
5. Use your body and your non-dribbling arm to shield the ball from defenders.

Defensive positions include: Point guard, shooting guard
 Midcourt positions: centre
 Attacking positions include: Power forward, small forward

Key teams to watch

- + LA Lakers
- + Manchester Storm
- + Boston Celtics
- + Chicago Bulls

Key players to watch

- + Michael Jordan
- + LeBron James
- + Stephen Curry
- + James Harden
- + Kawhi Leonard

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
How long is a basketball game?	
What consequences will you see for persistent fouling or dangerous play?	
What size is an official basketball court?	

Skills (what are the teaching points?)	
Passing	
Receiving	
Dribbling	
Shooting	

Players I have watched	
Michael Jordan	
LeBron James	
Stephen Curry	
James Harden	
Kawhi Leonard	

Basic positions on a basketball court	
Defence	
Midcourt	
Attack	

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you*
- *Skills from other games that will help me.*

I will learn about:

- *Grip of the ball, how to pass correctly, how to run with the ball, how to tackle correctly*
- *Skills that will enhance my performance*

How I will be assessed:

You will receive a grade for rugby and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Grip	A way to hold the ball correctly during play
Pass	A way to get the ball to one of your team mates correctly
Decision making	A way of making a correct decision during a small sided game
Support	A way of helping out a teammate

Stretch challenge:

Can you watch a rugby league game on TV, or past footage from a rugby league match. What skills can you find that you will try in your PE lessons.

Recommended viewing:

September 25, 2015: Huddersfield Giants 16-20 Leeds Rhinos. What a comeback!
October 13th, 2018: Wigan Warriors 12-4 Warrington Wolves. Tough tackling game!

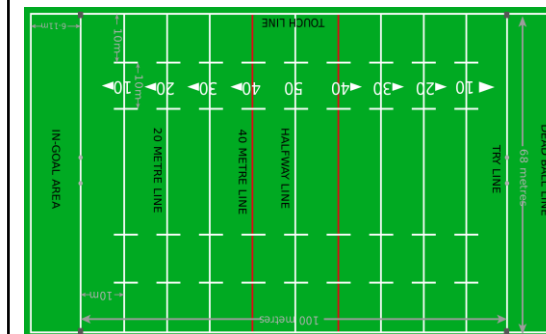
Rugby

Knowledge Required

Basic Rules and Regulations

- + The winning team are the team who score the most points through a try or kick
- + There are 13 players on a rugby league team
- + Possession is built by passing the ball around with the hands, this must be passed backwards
- + You have 6 chances to score
- + It is illegal to high tackle around the neck
- + To stop the other team you must perform a safe tackle

The Pitch



Skills

Grip
Wrap your hands around the ball and create a w shape with your fingers

Passing
With both hands in a w shape grip around the ball, swing from the pocket towards the target.

Tackling
Make sure your head is tucked behind your opponent's body. Wrap your arms around the ball carrier's legs, grip tightly and hold on.

Running with the ball
Hold the ball with two hands, unless you break free from a defender, then carry it under one arm.

Positions **Backs** 1 Full Back, 2 Left Wing, 3 Left Centre, 4 Right Centre, 5 Right Wing, 6 Stand-off Half, 7 Scrum Half
Forwards 8 Prop, 9 Hooker, 10 Front Row Forward, 11 Second Row, 12 Second Row, 13 Lock Forward

Key Players and teams to watch
+St Helens
+Wigan warriors
+Leeds Rhinos
+Warrington Wolves

Players
+Sonny Bill Williams
+Luke Gale
+Manu Ma'u
+Tom Johnstone
+Aaron Smith
+Gareth Widdop

Rugby League

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
What size is the rugby league pitch?	
What punishment will you receive for a high tackle?	
How long is a rugby league game?	

Way to beat an opponent	
Side step	
Spin	
Dodge	

Skills (what are the teaching points?)	
Passing	
Grip	
Tackling	
Support	

Player I have watched	
Zak Hardaker	
Joe Burgess	
Thomas Leuluai	
James Roby	
Stefan Ratchford	
Josh Charnley	

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you*
- *Skills from other games that will help me.*

I will learn about:

- *Skills that will enhance my performance*
- *When to use different skills within a game to make my performance more effective.*

How I will be assessed:

You will receive a grade for your handball and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Skill	A skill is a type of activity which requires special training and knowledge.
Power	Power is defined as the rate of transfer of energy.
Accuracy	The quality or state of being precise.
Agility	The ability to move and change direction quickly (at speed) whilst maintaining control.

Stretch challenge:

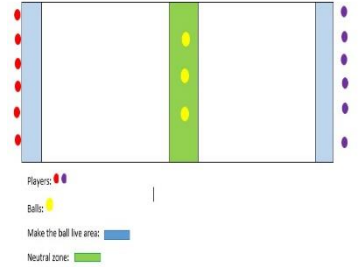
Can you watch past footage from a dodgeball match. What skills can you find that you will try in your PE lessons.

Recommended viewing:

Dodgeball | England Lions <https://www.youtube.com/watch?v=WwIJzawAUEI>
 USA vs Great Britain Match Highlights | 2019 Dodgeball World Championships
<https://www.youtube.com/watch?v=uLgzDMUoOvw>

Dodgeball

Knowledge Required

<p>Basic Rules</p>	<ul style="list-style-type: none"> + The winning team are the team who eliminates the opposing team first or has the most players left at the end of the set. + All players must start behind the backline. + The ball must be returned to the return line to make the ball live + Player must not pass the opposite neutral zone line + If a player is hit on the shoulder or below they are out. + If a player is caught they are out, if the player attempt to catch the ball and drop it they are out. + If a ball is caught the first player in the out que for the catching team can return to the game. +If a player is out they must line up in order they got out at the side of the court and must not touch any ball 		<p>The Pitch</p>  <p>The diagram shows a rectangular pitch with a central green neutral zone. Red dots represent players on the left side, purple dots on the right, and yellow dots in the center. A legend below the diagram identifies: Players (red dot), Balls (yellow dot), Make the ball live area (blue line), and Neutral zone (green line).</p>
<p>Skills</p>	<p><u>Throwing – Over arm throw</u> Grip is similar to a rounder’s grip. You need a firm grip around the ball. Keeping the elbow high, you will use the body and elbow to generate power. Aim to release the ball with a flick at the end with the hand finishing pointing to the person’s shins.</p>	<p><u>Catching</u> The box: anywhere between the shoulders and hips.</p> <ol style="list-style-type: none"> 1.Knees slightly bent shoulder width apart 2.Weight slightly forward (heels slightly off the floor) 3.Body should be square on to the ball 4.Hands ready and relaxed at hip height 5.As the ball comes into the body, hands bring the ball into the body like a basket 6.Cushion the catch by moving back with the ball 	<p>Key Players and teams to watch</p> <ul style="list-style-type: none"> -England Lions -Great Britain -USA - April O’Brien - Aden Woodall
<p><u>Dodging</u></p> <ol style="list-style-type: none"> 1.Use the outside foot to push off in the opposite direction (side step motion) 2.Aim to keep body up right using the core 3.Keep on your toes 4.Aim to see the ball at all times (square on) 		<p>52</p>	

Rules and Regulations	
Where must all player start at the beginning of the game?	
What is the central area of the dodgeball court called?	
What happens if a player is hit from the shoulder down?	
Identify a second way a player can be eliminated from the game	

Tactics – When trying to eliminate a player, what part of the body should you aim for and why?

Skills (what are the teaching points?)	
Over Arm throw	
Dodging	
Catching	
Creating power	

Tactics – If you are the last player standing, what tactic would you choose to perform and why?

Player/Teams I have watched	
England Lions	
Great Britain	
USA	
April O’Brien	
Aden Woodall	

Year 7 : Drama Term Two



Knowledge Organiser Focus: Performance skills and Techniques

During this term you will:

- Learn basic drama skills and use them in performance.
- Creatively explore a given stimulus.
- Work in teams to create performance
- Be creative and use your imagination to create performance
- Use your body and voice to create a character

How will this be assessed:

End of unit performance/Presentation due to Covid restrictions.

A written quiz – a series of questions based on the tasks throughout the unit.

TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence - do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about - move with purpose!

TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)





VOCALS


 High
 Low
Pitch: How high or low your voice is.

Pace: The speed that you speak at.




 **Pause:** A break in speaking; a period of silence.

 **Diction:** The clearness of your voice - the audience being able to understand what you are saying.


Volume: The loudness or quietness of your voice. 

Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.




Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume. 


PHYSICALITY


 **Direction:** The position you face or move in.

Pace: The speed that you move at.





 **Gait:** The way that you walk.


 **Control:** Being able to execute a specific and precise movement.

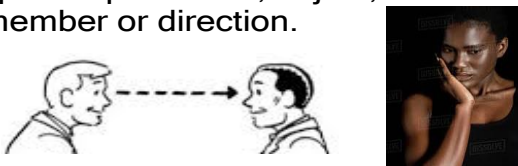
Tension: How tightly you are holding your muscles. 


 **Gesture:** A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling. 

Accent: The way words are pronounced in a local area or country. E.g. Liverpudlian, R.P. 'Jordie', Irish, American South. 

Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. 

Eye Contact: Choosing to look at a specific performer, object, audience member or direction. 

Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character. 

DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
 How could you use physical skills to communicate subtle changes to a character's emotions?
 Which do you think is the most important vocal skill? Why?
 Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?
 How might adding a pause change the meaning of a line?
 Which do you think is the most important physical skill? Why?
 What makes a successful performance?

Drama terminology and techniques	
Keyword	Definition
Text/ Script	The written drama piece/script.
Still Image	A 'frozen picture' that tells a story. Costume and props are needed, and physicality used to show emotion.
Technical	Technical equipment and systems for example sound, lighting and computer generated effects.
Protagonist	The main character in a piece of drama.
Thought Tracking	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.
Plot	The storyline of a piece of drama.
Scene	A sequence of continuous action in a play.
Rehearse/ Rehearsal	A practice or trial performance of a play.
Flashback	Enacting a moment from a character's remembered past, this can help gain an understanding of the character and provide a 'back story'.
Entrances & Exits	Where a character enters and exits their scene.
Level(s)	How the actors sit, kneel or stand on stage, to show status.
Multi-role	When an actor plays more than one role

Keyword	Definition
Movement	The process of moving the body on stage to express feelings, or emotions.
Audience	The spectators who watch the performance.
Off-Stage	The area 'back stage' where the audience can't see the actors
Character	The person/persona an actor wishes to convey.
Status	The level of society a character is in.
Improvisation	To perform quickly in response to something, without previous planning.

Group Roles

Everybody must take part in the performance, however everybody should be responsible for a specific area when creating.

Spokesperson: Be ready to EXPLAIN your group's ideas to the rest of the class, when asked.

Director: LEAD and SUPPORT the team and make sure everyone is involved.

Ideas Generator: DEVELOP the ideas that your group are sharing – DEMONSTRATE your use of drama techniques.

Peer Assessor: EVALUATE your group's work and make decisions on what is working well (WWW) and what could be even better (EBI).

Scribe: MAKE notes of the most relevant points that your group discuss on your planning sheet.

CHALLENGE:

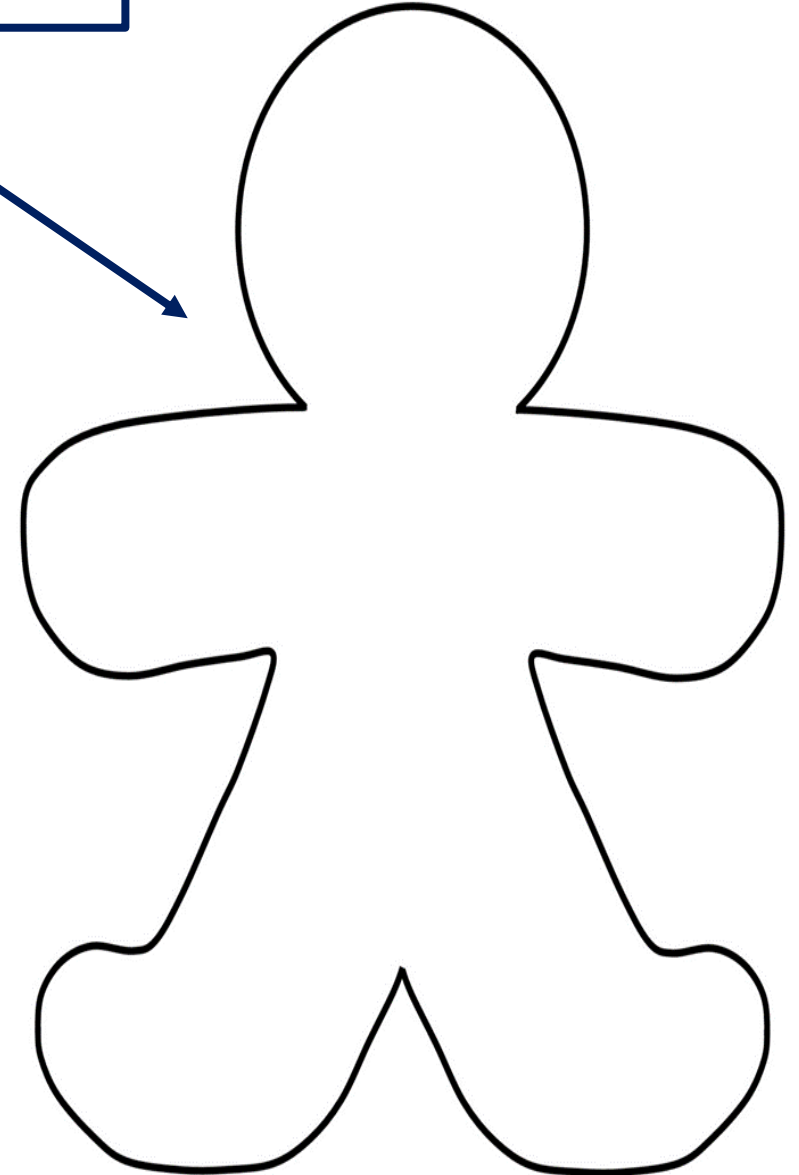
Use BBC Bitesize and other websites to EXPAND your knowledge independently.

Type up/present any of your independent research and bring it to your teacher

Role on the wall:

A role on the wall is a great way to analyse a character and use your imagination. The inside of the gingerbread man is all about the character themselves. The area outside the gingerbread man is what other characters think of your chosen character. You could add a costume design to your character too. Be creative and we look forward to seeing your favourite characters soon.

This is an outline of a role on the wall!



Role on the wall

▶ Inside- Character

- ▶ Physical/ movement style
- ▶ Vocal style
- ▶ Relationships
- ▶ Emotions
- ▶ Likes and dislikes
- ▶ Hopes and fears
- ▶ Feelings about other characters
- ▶ Personality
- ▶ Confidence level

▶ Outside-what others think

- ▶ Emotions
- ▶ Personality
- ▶ Feelings about the character
- ▶ Relationships
- ▶ View of the character

Home Learning

Week	Home learning
Week 19a	Write feedback for your last group performance and for one other group. You must write in full sentences. Use the structure to help you.
Week 23a	Create a poster using information from the knowledge organiser and knowledge gained in lesson giving performance tips.
Week 27a	Using the information on the above slide – create a role on the wall for the last character you played in Drama.

Step 1

“I think that...” “In my opinion...”

“I noticed that...”

(Think about yourself or someone in the class)

Step 2

“Showed really good...”

(Pick a keyword)

Facial expressions

Freeze-frames Exaggeration

Movements

Gestures

Voices Team-work

Use

of the script

Step 3

“Because...”

(Tell us why. What did they do?)

Step 4

“To make it even better I/they could...”

I should already know:

- The power of Anglo-Saxon kings.
- How Anglo-Saxon England was ruled.
- The role of the Witan.
- The four claimants to the English throne.
- Why Harold Godwinson became king.

I will learn about:

- Why William won the Battle of Hastings.
- How William dealt with rebellions against his power.
- How William used laws to keep control of the English population.
- The role of castles in Norman England.
- How William kept track of everything he and everyone else owned.

How I will be assessed:

- Describe two features of XXXX (4 marks)
- Make two interferences (4 marks)
- **Key Investigation 1:** Explain why the William won the Battle of Hastings (12 marks)
- **Key Investigation 2:** Explain why William can be described as a successful king (12 marks)

Knowledge Organiser Focus: How did Duke William conquer and control England?

Key terms

Word	Definition
Knight	A warrior who fought from horseback. The Normans were knights.
Cavalry	A group of knights fighting as one unit.
The Battle of Hastings	The battle for the crown of England between King Harold and Duke William. 14th October 1066. Harold was killed. But William did not become king until the 25th December.
Domesday Book	The great list of who owned what land in England, ordered by William in 1086.
Forest Laws	The set of laws which created royal hunting grounds. Harsh use of punishments for law breakers.
Rebellion	Violent opposition to the king and his representatives.
Feudal System	The term for how society was organised in Norman England – the king at the top.
Devastation	Great destruction or damage.
Invasion	The violent entry of an army into a foreign country.
Motte and Bailey	The type of castle the Normans introduced into England.

Stretch challenge:

Imagine you are a Norman baron: write a letter to King William explaining why you think he is a successful king.

Key Reading:

P. Rex, *The Norman Conquest*
P. Rex, *William the Conqueror*

1064	5th Jan. 1066	6th Jan. 1066	Sept. 1066	14th Oct. 1066	25th Dec. 1066	1067-8	1069-70	1075	1086	1087
Harold swears an oath to William to support his claim	King Edward dies without an heir	The Witan choose Harold to be king. Crowned in Westminster Abbey	William crosses the Channel and lands in Pevensey	William meets Harold in battle at Hastings. Harold is killed	William is crowned King of England	Edgar and other Anglo-Saxons rebel against William	The 'Harrying of the North.' William destroys the northern rebels	Rebellion of the Earls. William's earls rebel against him	Completion of the great Domesday Book	Death of William the Conqueror. He has three sons



Methods of Control	
Pillage and plunder (use of terror tactics)	During the 'Harrying of the North' William allowed his men to steal from and kill the English population.
Castles	Castles were built to secure the country. They were military bases and the homes of the barons.
Laws	William introduced harsh Forest Laws and the Murdrum fine to control the population.
Gifts	Williams rewarded his followers with gifts of treasure and land – the Normans wanted land.
Domesday Book	A great survey of landholding in England – it told William who owned what, and how much taxes they owed to the king.
The Church	The Pope had supported William's claim to the throne. William repaid his debt by giving Church courts greater authority.



A motte and bailey castle



Source A: Image of Duke William lifting his helmet during the Battle of Hastings. From the Bayeux Tapestry (made 1070-75).



Source B: Image of Duke William with his noble supporters. From the Bayeux Tapestry (made 1070-75).

Three reasons why William won the Bat. of Hastings
1.
2.
3.

Three reasons why William was a successful duke/king
1.
2.
3.

Complete the sentence: The most important achievement of William's political career as both duke and king was...

The type of castle built by the Normans was the	
The great northern rebellion was led by...	
William's response to this was called...	
The great survey of landholding ordered by William was the...	
This told William...	
The Battle of Hastings took place on...	
William introduced these laws into England...	
In order to thank the Pope for his support, William...	
Most Normans wanted this type of gift from William	
William was different to King Edward because when William died...	

Week	Home learning
Week 17	<p>Task: Complete the activities on Slide 3</p>
Week 21	<p>Task: Describe two features of the Battle of Hastings (4 marks)</p> <ul style="list-style-type: none"> • Sentence starters: <p>One feature of the Battle of Hastings was...</p> <p>This was important because...</p> <p>Another feature of the Battle of Hastings was...</p> <p>This was important because...</p>
Week 25	<p>Task: Motte and Bailey castles</p> <p>List 3 strengths of a Motte and Bailey Castle</p> <p>List 3 weaknesses of a Motte and Bailey Castle</p> <p>Complete the sentences:</p> <p>William built motte and bailey castles because...</p> <p>These helped him control England because...</p>



A motte and bailey castle