KNOWLEDGE ORGANISER

Seahaven Academy
The best in everyone™
Part of United Learning

YEAR 7:

Terms 3 and 4
2023 - 2024
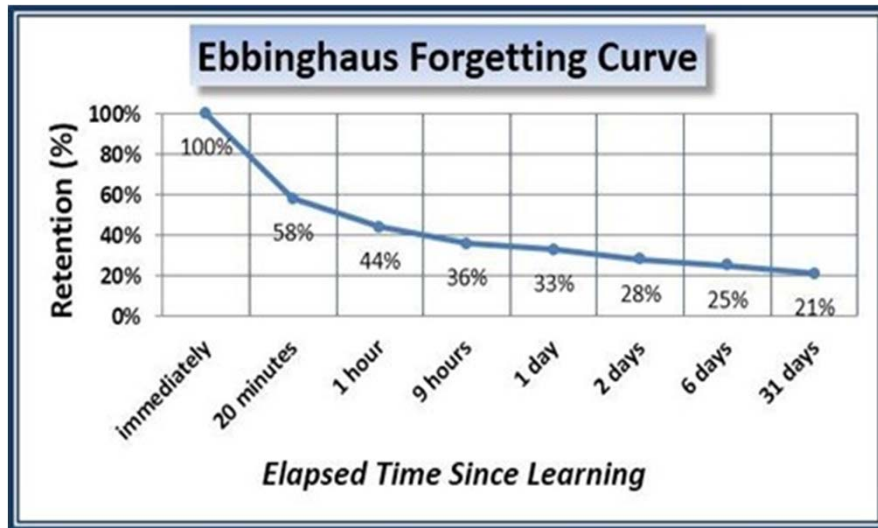## Foundation Subjects

Name: _____   Tutor Group: _____

Knowledge Organisers and The Forgetting Curve

Ebbinghaus Forgetting Curve

Retention (%) vs Elapsed Time Since Learning

100% immediately, 58% 20 minutes, 44% 1 hour, 36% 9 hours, 33% 1 day, 28% 2 days, 25% 6 days, 21% 31 days
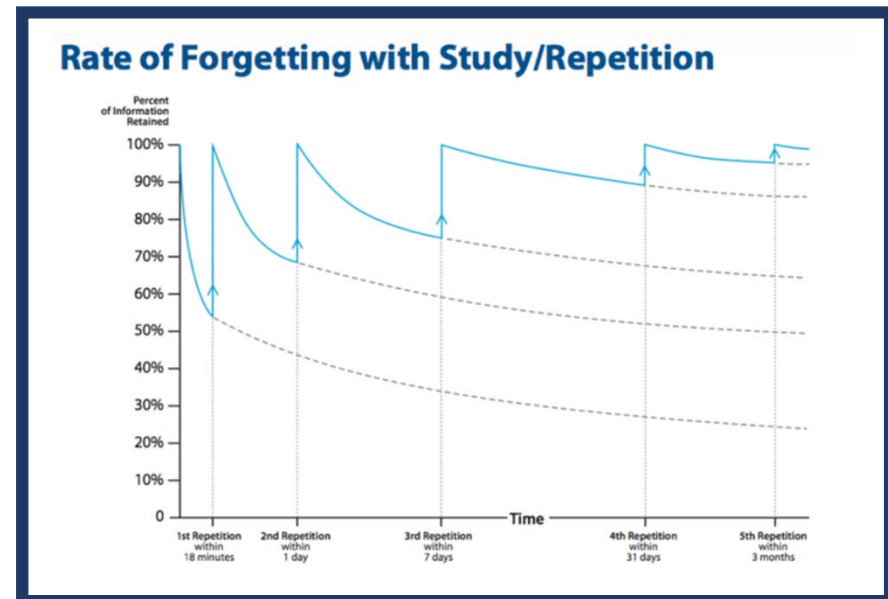
Why are knowledge organisers important?

- Almost as soon as we have learnt something we begin to forget it
- In fact, it is surprising how quickly we begin to forget and within a few hours we usually only remember a fraction of what we have learnt ,the graph (left) is an example of how this happens

What can knowledge organisers be used for?

- The speed and amount of forgetting can be reduced by using knowledge organisers to practice recalling what you know
- By retrieving something back into our working memory we slow the rate of forgetting (see the second graph, below)

## How will we be using our knowledge organisers?

- You need to bring these to school each day in your bag, they may be used in lessons
- You will be set homework activities that use them
- You should use them to practice recall – there are tips on ways to do this in the next few pages
- You will use them to prepare for end of unit tests, including the 'Haven Hundred', set in drop-down tutor time during the penultimate week of each term

Rate of Forgetting with Study/Repetition

Percent of Information Retained vs Time

1st Repetition within 18 minutes, 2nd Repetition within 1 day, 3rd Repetition within 7 days, 4th Repetition within 31 days, 5th Repetition within 3 months

How To Use Your Knowledge Organiser

Make Flashcards

- A flashcard is a piece of card that has a cue or hint on the front side, and the answer on the back side.
- The cue can be a question, an image, or just one word that prompts or triggers a response
- Flashcards are one of the best ways to remember new information because they involve you in active learning, repetition, and reflection of your answers
- Use them to play memory test, pairing games, self quizzing or others quizzing you.
- They are very effective when used with the Leitner technique (see below)
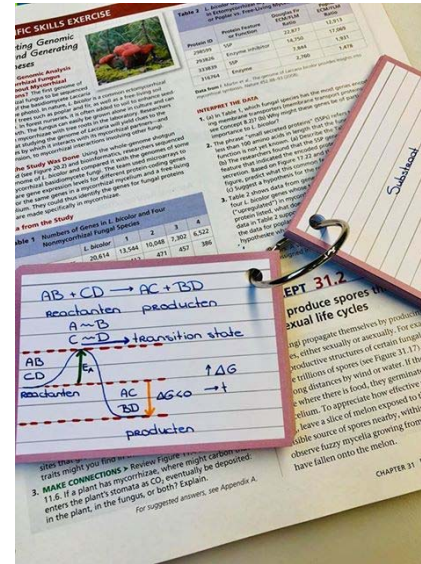
Leitner Technique

When you've written the flashcards, they're sorted into three different boxes: 1, 2 and 3.

You start with all the cards in Box 1.
You learn these every day

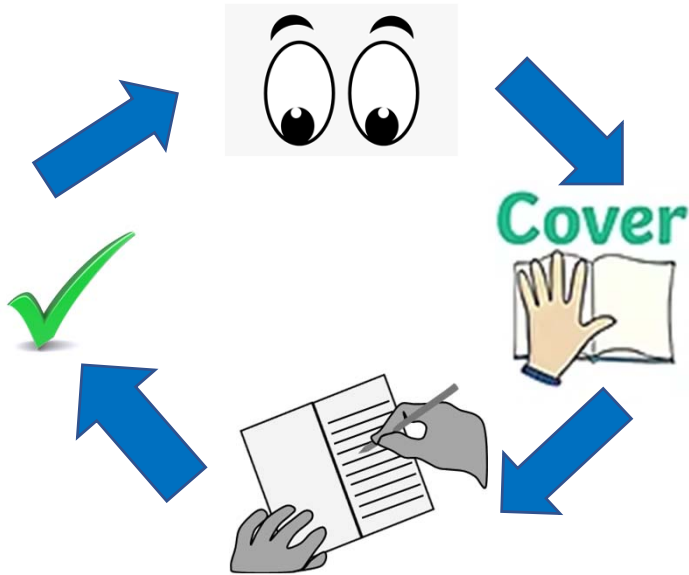**You know a card from Box 1? Then it goes to Box 2.**
You learn these every three days

You know are card from Box 2? Then it goes to Box 3
You learn these 3 every five days

If you get a card wrong, it goes back to Box 1

How To Use Your Knowledge Organiser

Read – Cover – Write – Check – Repeat

Read – a small section of your knowledge organiser
Cover – Cover the information so you are unable to read it
Write – out what you have remembered
Check – the knowledge organiser to see if you are right and add in any missing points in a different colour pen
Repeat this process the next day then a few days later

Help From Others
Parents/Carers /Siblings/ Friends

Where possible involve others in your review and recall practice. They can:

- Use your Knowledge Organiser to ask you questions or set you a quiz
- Play memory games with your flashcards – pairs or snap (with diagrams and specialist terms, specialist terms and definitions)
- Check your notes with you after read – cover – write
- Watch the videos and read the attached articles with you

Useful Links

Flashcards and Leitner Method

Read

https://study-stuff.com/how-to-study-flashcards-with-the-leitner-method/

https://e-student.org/leitner-system/

Watch

https://www.youtube.com/watch?v=d9u3KxGCio8

https://www.youtube.com/watch?v=C20EvKtdJwQ

Different Methods of Revision – Created by Staff at Seahaven

https://www.seahavenacademy.org.uk/parents/key-stage-information-evening/key-stage-4-information

Homework Sites We Use That Assist with Recall

https://senecalearning.com/en-GB/

https://hegartymaths.com/

https://www.languagenut.com/en-gb/

Rivers – Knowledge Organisers

KPI 7.5.1

Drainage Basin: A river basin or drainage basin is an area of land drained by a river and its tributaries. **Watershed:** The dividing line between two drainage basins.
Source: Where a river begins.
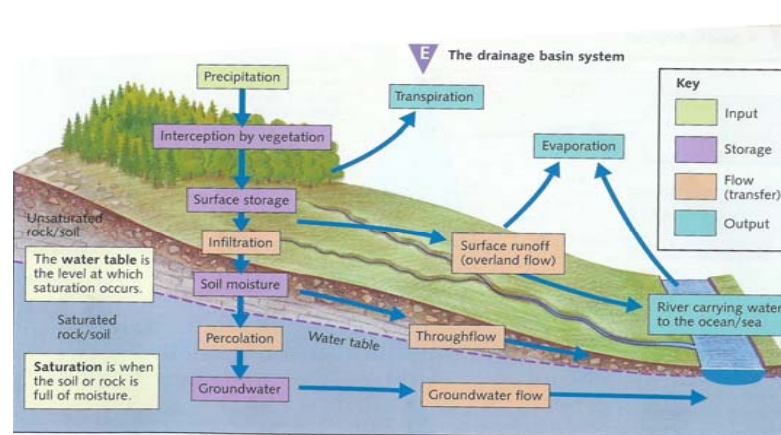**Mouth:** Where the river enters the sea
Tributary: A river or stream flowing into a larger river or lake.
Meander: A bend in a river.
Confluence: The point at which 2 rivers meet.

KPI 7.5.1

The drainage basin system

Precipitation: Rain, sleet, hail or snow.
Interception: When the leaves of the trees stop precipitation reaching the ground.
Soil moisture: When water is stored in the soil layer.
Transpiration: Is the process where plants absorb water through the roots and then give off water vapour through pores in their leaves.
Infiltration: The movement of water from the surface into the soil.
Surface run off: The movement of water over the land in a drainage basin, back to the river.
Surface storage: When water is stored on the surface in lakes and puddles.
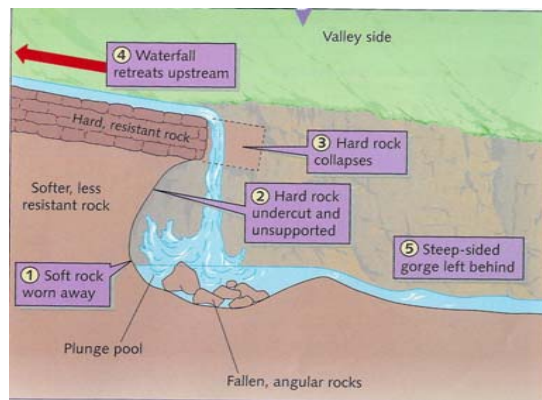**Through flow:** The flow of water through the soil down to the river.
Groundwater flow: The flow of water through rocks.
Percolation: The movement of water from the soil into the rocks below.

KPI 7.5.2

River Profile:

Course	Channel shape	Valley shape	Cross Profile
Upper	Narrow, shallow	V shaped, steep gradient, narrow valley, river takes up valley floor	
Middle	Wider deeper channel	U shaped, gentle sloping valley sides, valley is wider	
Lower	Very wide and deep channel	Open U shaped, almost flat, river only takes up a small proportion of the channel	

Long Profile - shows how the gradient changes from source to mouth.
Cross Profile - shows what a cross section of the river looks like.

The four types of erosion:
Hydraulic Action: The sheer force of the water causing erosion.
Solution/Corrosion: The acids in the water causing erosion.
Abrasion: Material carried by the river scrapes along the river bed/banks.
Attrition: The river load hits into each other breaking down into smaller pieces.

Transportation:

KPI 7.5.2
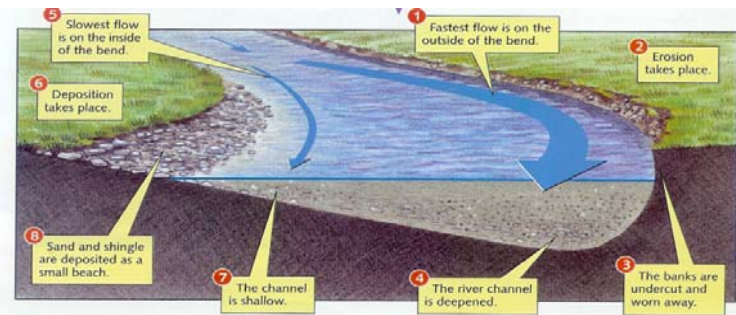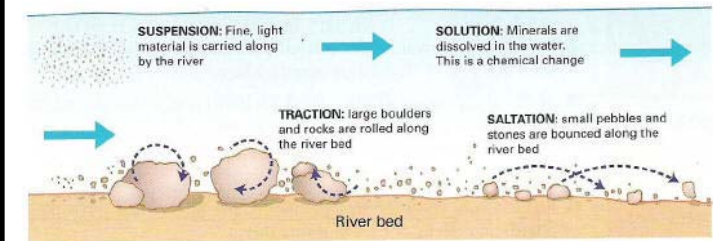
Upper course feature – Waterfall

Middle course feature – Meander

Meanders are constantly changing shape and position. They are eroding in a **lateral** direction (across).
- **Deposition** happens on **inside** slow part of bend = **Slip Off** Slope
- **Erosion** happens on outside fast part of the bend (hydraulic action, abrasion), creating a river cliff.
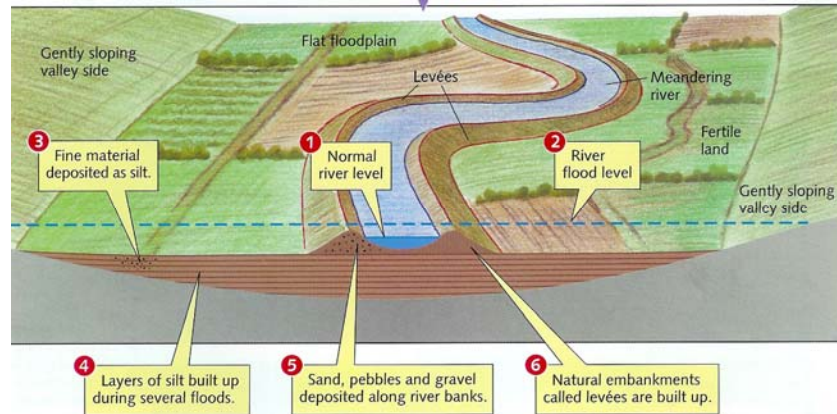

Oxbow lake: An isolated horseshoe-shaped bend that forms when two outside bends of a meander meet. Over time this will dry out and will fill with vegetation.

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Rivers KPI's
7.5.1 Can describe the features and processes within a drainage basin.
7.5.2 Can explain the different processes of erosion transportation and deposition and how these form different river landforms.
7.5.3 Can explain the different factors which contribute to floods and how the flood risk can be reduced.
7.5.4 Compare and contrast the causes, effects, and responses of a flooding event in a developed and developing country.

KPI 7.5.2

Lower course feature – Levees and floodplains

- Gently sloping valley side
- Flat floodplain
- Levées
- Meandering river
- Fertile land
- Gently sloping valley side
- Normal river level (1)
- River flood level (2)
- ③ Fine material deposited as silt.
- ④ Layers of silt built up during several floods.
- ⑤ Sand, pebbles and gravel deposited along river banks.
- ⑥ Natural embankments called levées are built up.

When the river **floods** the flood water covers the flood plain. The transported river material known as **silt**, will be deposited on the land. Material transported as **Solution, and suspension** will travel further out and will provide **fertility** for the soil. Heavier material carried by **traction,** will be dropped on the river bank, this will build up over time to form a **Levee**.

KPI 7.5.3

Causes of flooding:
Physical – Steep slopes, impermeable rock, saturated ground, snow melt, heavier than average rainfall, meanders, low lying ground.

Human- Deforestation, impermeable surfaces eg tarmac / concrete, urbanisation, storm drains, bridges and pinch points, climate change leading to changes in intensity of rainfall and rising sea levels.

Flood defences
Hard engineering methods:
Dams and reservoirs – control the flow of the river.
Widening and deepening the river – so it can hold more water.
Embankments (levees) – raise the height of the river banks so it can hold more water.
Overflow channels – take excess water away from populated areas
Straightening the channel – to allow the river to move more quickly past certain locations
Soft engineering methods:
Afforestation – planting trees to increase interception.
Flood zonation – placing certain buildings in particular flood return periods.
Flood warnings – sirens and messages which warn people to evacuate and move expensive items to safe.

KPI 7.5.4

	Town of Boscastle, Cornwall, south west of the UK, HIC – August 2004	South Asia, Bangladesh, LIC - July and August 2007
Causes	**Physical factors** - A massive downpour of rain (1.4 million litres) in 2 hours. The soil was already saturated (previous rain) which meant increased surface run off. Gradient is steep at Bodmin Moor and contains impermeable rock. At the confluence of the River Jordan and Valency. **Human factors** – Building on flood plains, Boscastle has also experienced some deforestation. Narrow span bridges across the river caused a bottle neck for debris and the flood water.	**Physical factors** –**Heaviest rain** in 50 years – 900mm in July. This saturated the soils. **Snow Melt** from glaciers of the Himalayas, **Low lying country** – 80% lies on floodplains and less than 1m below sea level. **Human factors** – Building on flood plains, deforestation to use wood for fuel and to build houses for the increasing population in areas such as Nepal. This reduced interception and caused more surface run off.
Effects	**Social** – Nobody died. 6 injured. 58 properties damaged – people had to stay in caravans for 6 months during repairs. **Economic**- 25 businesses flooded costing £25 million in repairs. Four bridges destroyed causing a decline in tourism and a negative impact for businesses as trading was made difficult. **Environmental**- 75 cars washed into the river, causing fuel to leak into the river and the sea, damaging local habitats.	**Social** - 2000 deaths, 25million homeless. **Economic**-Many factories close, losing jobs and income. **Environmental**- 60% of country under water, 44 schools destroyed, roads destroyed. **Secondary Effects** - Flood water left mud and raw sewage, as a result 10,000 people caught water borne disease like cholera. Unemployment, children lost out on schooling, flooded fields meant a reduced production of rice and so rice prices (rice staple diet) rose considerably.
Responses	**Immediate Responses** 7 helicopters sent in to recue people from the roofs of their homes. The community centre was used as an evacuation centre for the local people and tourists, providing food and a place of safety. **Long term responses** The rivers were widened and deepened, so they could hold more water. The river was straightened in certain places, to give the river a more direct route back to the sea. Car park rebuilt on higher ground. Wider span bridges were built, so flood water can pass through next time.	**Immediate responses** No warning system. Many people didn't evacuate areas flooded, as they wanted to stay with their belongings. Destroyed roads slowed down people trying to evacuate. International charities distributed food, water, medical aid. Also technical equipment like rescue boats. **Long term responses** International charities have funded re building homes Some homes rebuild on stilts. Some embankments built along rivers – didn't really work, Provision of food shelters for people, crops and animals. Flood warning system through speakers in villages.

Positives and negatives of the different flood defence methods
For example a **dam is positive** in that it reduces the flood risk, so will **lower insurance costs** for residents. It is also **multi-purpose** so jobs can be created as people will visit the reservoir.

However, **dams can be negative**, they are very **expensive** and some argue that this money should be spent on schools and hospitals. Also huge areas of **land must be flooded** to create the reservoir, this floods farmland and habitats.
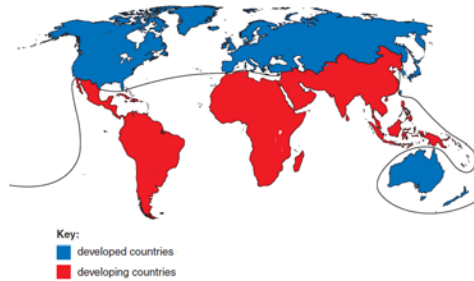
Consider the positives and negatives of the other methods discussed.

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KPI 7.3.1

Where are the poor countries of the world?

Key:
■ developed countries
■ developing countries

Development across the world is not even. As can be seen from the map Brandt made in the 1980's:
The **developed countries** are in the **northern** hemisphere and the **developing countries** are in the **southern** hemisphere. The **anomaly** is Australasia.
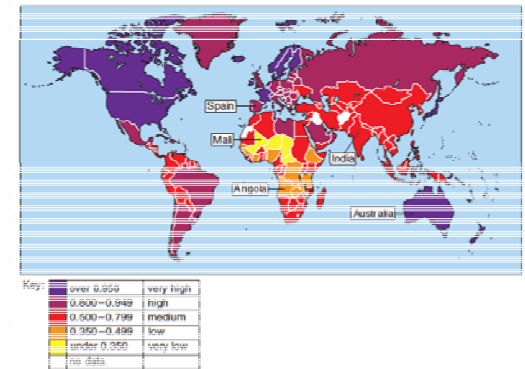
KPI 7.3.2

How do we measure development?

- **Infant mortality** – the number of babies that die per 1000 before their first birthday. If this is high the country must not have good hospitals = Developing.
- **Life expectancy** – The average age you are expected to live to in a country. If this is low the country must not have good hospitals and poor access to food and water = Developing.
- **Birth rate** – The number of births per 1000. If this is high, then the country probably has little access to contraception and sex education = Developing.
- **Literacy rate** – The % of people that can read and write. If this is low it shows people cannot read and write, so must not have access to schools = Developing
- **People per doctor** – The number of people to one doctor. If this is high, it means the country has little money to employ doctors = Developing.
- **Access to internet** – The % of people with access to the internet. If this is low it shows that people can't afford computers, phones or tablets. It also shows us that the government might not be able to afford the installation of broadband lines to areas = Developing.
- **Access to safe water** – This is the % of people with access to clean water. If this is low, it means that the people do not have clean water running in to their homes, either because they can't afford it or the Government cannot afford to install it = Developing.

KPI 7.3.2

How does Africa compare to the rest of the world?

Key:
over 0.800	very high
0.600 – 0.949	high
0.500 – 0.799	medium
0.350 – 0.499	low
under 0.350	very low
no data	

The above map shows the **Human Development Index scores** for different countries.
HDI uses lots of indicators to work out how developed countries are.
As can be seen the continent of Africa is still very poor today. It has the lightest colours. It is the only continent which has areas coloured yellow (very low).
The area coloured yellow is also near the Sahara. Here people will struggle to farm, they will not have water, many children will not attend school as they will be looking for water or helping their parents grow food. Life expectancy will be low here.

KPI 7.3.3

Reasons why some countries develop whilst others do not

Reasons why countries like South Korea have developed to become NICs	Reasons why some countries are actually going backwards
• **Strong** Government – who can enforce taxes and spend them on things like schools and hospitals to improve quality of life. • **Locational benefits** such as having a coastline meaning trade can happen easily with surrounding countries. • Loans used to improve infrastructure such as roads means that more imports and exports can take place. • **Hardworking people** means that more companies are attracted to the area so the government receives even more taxes. • **Little crime** which means that businesses are attracted to the area, creating jobs. • **No drought** or problems with access to food so children do not spend time looking for these things, instead they can attend school.	• Very **weak Government** – little control to enforce taxes and keep people safe. • **High crime** means industry does not want to set up in the area. • **Droughts** and famines common so people starve, or spend their days looking for water. • People struggle to find jobs as so **unsafe**, meaning the government has little money for schools and hospitals. • The country is **land locked** meaning they have no ports to import and export goods, reducing trade. • **Reliance on primary products**, leading to a **trade deficit** and little money to invest in schools and hospitals, therefore life expectancy and literacy is low.

KPI 7.3.4

Different types of aid?

Bilateral aid: Aid given from one countries government to another. It normally includes deals and tied in contracts.

Multilateral aid: Aid given by NGO's (Non-Government Organisations) like the Red Cross or Oxfam – the best intentions are associated with this type of aid.

Short Term Aid: Normally given after a natural hazard simply to help the country through a crisis eg food and water.

Long Term Aid: Given over a long period of time to help countries develop – it normally involves teaching and supporting people rather than giving them food etc.

Development

KPI's:
7.3.1 To be able to describe the distribution of developed, developing and newly emerging countries.
7.3.2 To be able identify how development is measured through single development indicators and HDI.
7.3.3 To explain the factors that affect development.
7.3.4 Assess a strategy that can be used to improve quality of life in a developing country / or region.

KPI 7.3.4

KPI 7.3.4

Advantages and disadvantages of aid?

Good Aid	Bad Aid
• Aid that gives people the chance to **learn new skills** – like farming, so people can feed themselves and pass their skills on to other people. • Aid that helps people through a disaster like food and medicine during a Hurricane, reduces the death toll. • Aid that can be used for a **long time** – like a water pump which is simple and cheap to run, and will not break down.	• Aid that requires **electricity, spare parts,** or an expert to fix it eg computers as the recipient country will become **dependent.** • Just giving countries **food** and water year after year as the people will become **dependent.** • Only giving aid to the **desperate** – as this could **discourage others** from working. • Giving aid to **corrupt governments** to hand out – as they might try and sell it on instead. • Aid such as **loans** or aid where deals are made could end with the **recipient country** going in to **debt**!

Aid for Africa™

Aid Case Study – Tree Aid

Background
- Set up in the **Sahel** region of Africa
- In **Mali**
- A British Company

Reasons aid is needed
- They are cutting down their trees which is causing less moisture to stay in the area, causing more **droughts** – less food and water
- **Population pressure** and little money means trees are exploited for selling as wood or burning for fuel.

Features
- **Tree seeds** given so tree nurseries can be set up for food production, creating 7.2 million trees and helping over 450,000 people.
- **Bikes and Donkey** carts given so that finished items can be taken to market to sell, these are easy to maintain and stop dependence.
- **People taught** how to look after the trees and get maximum amounts of food, so they can become self-sufficient

Success / Sustainability
- **More food** such as cashew and shea nuts, which they use to feed themselves and sell, this means they now have money to send children to school, which is improving literacy rates.
- The tree roots stop **soil erosion** meaning that more crops can be grown and higher yields achieved, increasing profits for farmers.
- The trees **hold moisture** in the area, meaning less drought and less chance of death through dehydration or lack of food.

A LEAP FORWARD
Impact Report 2013-2014

TREE AID

KPI 7.3.4

FAIRTRADE

Fairtrade as a way of escaping poverty?

Fair trade is trade between companies in developed countries and producers in developing countries in which **fair prices are paid** to the producers.

| Advantages of Fairtrade	Disadvantages of Fairtrade
• Provides producers with a **fair price** meaning they can afford to buy food and medicine for their families. • Ensures workers get **reasonable working conditions** this means that injuries and long working hours are avoided • It **creates jobs** for local people meaning the government gets taxes to invest in schools and hospitals to improve development.	• The product is usually a **higher price** than a non-fair trade product - the customer pays more meaning often the products do not sell and the farmers do not make the money they thought they would. • The **non-fair trade workers get paid less** meaning some people are forced into greater poverty and will struggle to provide for their families.

Life in a poor city – Nairobi Kenya

Problem/solution	This means…….
Problem = In Kibera, Nairobi the houses are poor quality and built of scrap materials.	That people are at risk from disease spreading, plus fires and poor weather can be very dangerous.
There is a lack of services such as rubbish collection and running water.	Diseases are common from dirty water such as cholera.
Self help schemes are when the government provide materials for people to improve their houses	That people can live in better conditions and also learn new skills which can get them jobs.
Charities can help to improve living conditions such as the solar light scheme.	Streets are made safer after dark and it reduces the risk of fire from dangerous kerosene lamps.

Unit 4 The Empire of Mali

A. Keywords:

1. Hajj	A religious journey to Mecca.
2. Ambitious	A strong desire or determination to succeed.
3. Annexation	To add a conquered territory to your own territory
4. Architecture	Designing and construction of different and new types of buildings.
5. Astrology	The discovery and recordings of space, stars and planets.
6. Catalan Atlas	A map from Mali which had Mansa Musa's Empire at its heart.
7. Desert	Vast land of sand, such as the Sahara Desert in Africa.
8. Emperor	The leader of an empire.
9. Empire	Lands, or many states, that is ruled over by one leader.
10. Legacy	How someone, or something, is remembered.
11. Mansa	Sultan or Emperor.
12. Medieval	The time period, as known in Europe, when Mansa Musa lived.
13. Mosque	An Islamic religious building of worship.
14. Pilgrimage	A religious journey.
15. Sankore Madrasah	Centre of intellectual learning at Timbuktu, including the biggest library since Alexandria.
16. Slaves	People who were not free.
17. Trans-Saharan trade route	A trade route that spread across the Sahara desert in Africa
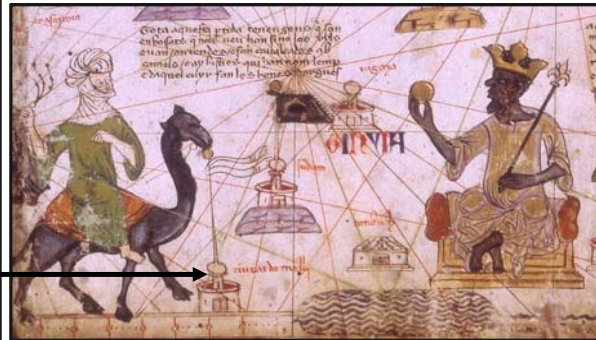
B. Key dates:

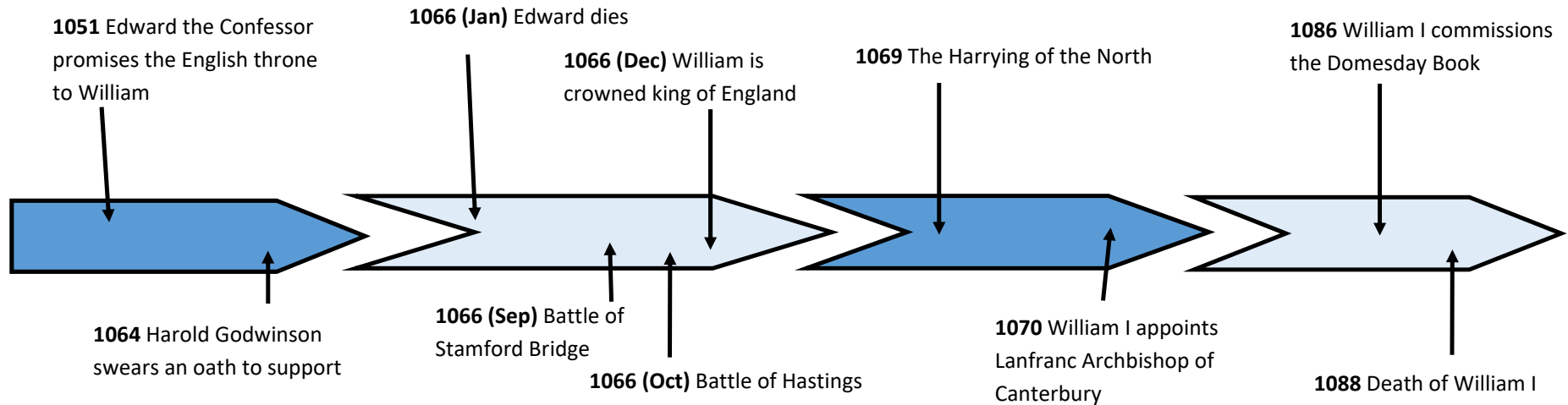|	
1230	Sundiata Keita founds the Mali Empire
1280	Mansa Musa is born
1307	Mansa Musa becomes Emperor
1324	Mansa Musa pilgrimages to Mecca
1325	Sankore Madrasah (library) was extended in Timbuktu after Mansa Musa's visit
1330s	Mansa Musa dies (we don't know the exact date)
1600	The end of the Malian Empire

C. Key people:

1. Al-Umari	African historian who recorded stories about Mansa Musa's time in Cairo.
2. Al-Sahili	A Spanish poet and architect who accompanies Mansa Musa back from Mecca
3. Mansa Maghan	Mansa Musa's son and the next Emperor of Mali.
4. Mansa Musa	Emperor of Mali, famous for being 'the wealthiest man to have lived'.
5. Sundiata Keita	Founder of the Malian Empire.

D. Key Places:

1. Cairo	An important city in Egypt that Mansa Musa stayed at on his way to Mecca.
2. Gao	An important trade centre of the Mali Empire.
3. Mali Empire	A West African Islamic Empire, 13th - 16th Century, it had vast wealth, with gold & salt mines.
4. Mecca	The holiest city of Islam, in the Middle East, where Mansa Musa travelled to.
5. River Niger	Mansa Musa extended the Mali Empire around this river.
6. Timbuktu	Intellectual centre and trade (salt, gold, ivory and slaves) centre of the Mali Empire.
7. West Africa	The vast region covering a large part of the Sahara Desert.

Unit 1: The Norman Conquest

Knowledge Organiser

1051 Edward the Confessor promises the English throne to William

1066 (Jan) Edward dies

1066 (Dec) William is crowned king of England

1069 The Harrying of the North

1086 William I commissions the Domesday Book

1064 Harold Godwinson swears an oath to support

1066 (Sep) Battle of Stamford Bridge

1066 (Oct) Battle of Hastings

1070 William I appoints Lanfranc Archbishop of Canterbury

1088 Death of William I

Key People:	
Edward the Confessor	An Anglo-Saxon king whose death triggered the Norman invasion of England in 1066
Harald Hardrada	A warrior Viking king who made a claim for the English throne in 1066
Harold Godwinson	The last Anglo-Saxon king who was killed at the Battle of Hastings in 1066
William, Duke of Normandy	A French duke who conquered England in 1066, becoming William I, king of England

Keywords:		
AD Anno Domini, the years before Christ was born	**Coronation** A ceremony where the king is officially crowned	**Motte and Bailey Castle** A simple castle with a man-made hill surrounded by a clear defensive area
Anglo-Saxons tribes that invaded England from 400 AD	**Domesday Book** A book ordered by William detailing the possessions of every village and town in England	**Normans** William's nobles brought over from Normandy
Archbishop The most senior and powerful churchmen in the country	**Feudal System** The structure of medieval society	**Oath** A sacred promise witnessed by God
Baron The highest rank of medieval society	**Fortification** A building to defend against attack	**Peasant** The majority of Englishmen, at the bottom of the Feudal System, who had to work the land for their lord
Bayeux Tapestry A cloth depicting William's conquest	**Fyrd** Anglo-Saxon part-time soldier	**Revolt** To fight in a violent manner against a ruler
BC Before Christ, the years before Christ was born	**Harrying** To repeatedly attack somewhere or someone	**Shield Wall** A barrier created by soldiers with their shields
Cathedral A large and impressive church in which a bishop is based	**Hierarchy** A form of social structure where people are ranked according to their status, from highest to lowest	**Succession** A new monarch taking over the throne from the last monarch
Cavalry Group of soldiers who fought on horseback	**Huscarls** Professional Anglo-Saxon soldiers	**Survey** To examine or investigate somewhere
Chronology the order that past events happened in	**Illegitimate** Someone born outside of marriage	**Tactic** A carefully planned strategy in battle
Claimant one of three challengers to the throne in 1066	**Knight** Soldiers on horseback who belonged to the nobility	**Viking** Seafaring warriors and invaders from Scandinavia
Clergy Men who worked within the church e.g. priests, bishops, archbishops, monks	**Monarch** King or queen of a country	**Witan** Collection of Anglo-Saxon noblemen who advised the king

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- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

Year 7 Religious Studies

Knowledge Organiser| Origins of Abrahamic Faith

1	Genesis	The first book of the Jewish and Christian scriptures.	11	Moses	The Hebrew prophet who led the Israelites out of Egypt and delivered the Law during their years of wandering in the wilderness.
2	Adam and Eve	According to Genesis, they were the first human beings created by God.	12	Exodus	Second book of the Jewish and Christian scriptures which tells the story of Moses and the Israelites.
3	Noah	The hero of the biblical flood story in the book of Genesis.	13	Leviticus	Third book of the Jewish and Christian scriptures which contains laws and ceremonial practices.
4	The Flood	God's decision to return the Earth to its pre-creation state of watery chaos and then remake it in a reversal of creation.	14	Day of Atonement	A religious practice described in Leviticus to remove the sins of the community.
5	Abraham (Ibrahim in Islam)	The common founder of Judaism, Christianity and Islam.	15	Jesus	First-century Jewish teacher who Christians believe to be the Son of God.
6	Covenant	Conditional promises made to humanity by God.	16	Pharisees	An ancient Jewish group, distinguished by strict observance of the traditional and written law.
7	Sacrifice	An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.	17	Crucifixion	An ancient form of execution in which a person was nailed or bound to a cross.
8	Isaac	Abraham's son who went on to be ancestor to the Jewish people.	18	Salvation	Saving from sin and its consequences, believed by Christians to be brought about by faith in Jesus.
9	Ishmael	Abraham's son who went on to be ancestor to the Muslim people.	19	Polytheism	The belief in more than one god.

Year 7 – Term 3 – Dynamo 1 Module 3 – Mon Temps Libre (Vocabulary & Grammar)

Quel temps fait-il?	*What's the weather like?*
Il fait beau.	*The weather's fine.*
Il fait mauvais.	*The weather's bad.*
Il fait chaud.	*It's hot.*
Il fait froid.	*It's cold.*
Il y a du soleil.	*It's sunny.*
Il y a du vent.	*It's windy.*
Il pleut.	*It's raining.*
Il neige.	*It's snowing.*
au printemps	*in spring*
en été	*in summer*
en automne	*in autumn*
en hiver	*in winter*
Quand (il pleut / il fait chaud)	*When (it rains / it is hot)*
Je reste à la maison.	*I stay at home.*

Tu es sportif/sportive?	**Are you sporty ?**
Je joue …	I play …
au basket	basketball
au billard	pool
au football (foot)	football
au rugby	rugby
au hockey	hockey
au tennis	tennis
au volleyball	volleyball
à la pétanque / aux boules	boules
aux cartes	cards
aux échecs	chess
Je suis	I am
Je ne suis pas	I am not
assez	quite
très	very
sportif / sportive	sporty
il y a un garçon / une fille.	there is a boy / a girl.
il/elle joue …	he/she is playing …
il/elle porte …	he/she is wearing …
un short	a pair of shorts
un chapeau	a hat
une casquette	a cap
le ciel est bleu / gris.	the sky is blue / grey.
il y a un bâtiment.	there is a building.
il y a une maison.	there is a house.
il y a des arbres.	there are some trees.

Qu'est-ce que tu fais?	**What do you do?**
Je fais du skate.	*I go skateboarding.*
Je fais du patin à glace.	*I go ice skating.*
Je fais du vélo.	*I go cycling.*
Je fais du ski.	*I go skiing.*
Je fais du judo.	*I do judo.*
Je fais du théâtre.	*I do drama.*
Je fais de la cuisine.	*I do cookery.*
Je fais de la danse.	*I do dancing.*
Je fais de la gymnastique.	*I do gymnastics.*
Je fais de la natation.	*I go swimming.*
Je fais de l'athlétisme.	*I do athletics.*
Je fais de l'équitation.	*I go horse riding.*
Je fais des randonnées.	*I go hiking.*
Je ne fais pas de sport/danse, (etc.).	*I don't do sport/dancing, (etc.).*
Est-ce que tu fais souvent (du vélo)?	*Do you do/go (cycling) often?*
Je fais … (du vélo).	*I do / go (cycling) …*
parfois	*sometimes.*
souvent	*often.*
tout le temps	*all the time.*
tous les jours	*every day.*
tous les weekends	*every weekend.*
tous les lundis/mardis, (etc.)	*every Monday/Tuesday, (etc.).*

Le sport dans les pays francophones	
	Sport in French speaking countries
On fait du ski (alpin).	*We/People go skiing.*
On fait du snowboard.	*We/People go snowboarding.*
On fait du rafting.	*We/People go rafting.*
On fait de l'alpinisme.	*We/People go mountaineering.*
On fait du canyoning.	*We/People go canyoning.*
On fait du canoë-kayak.	*We/People go canoeing.*
On fait de la voile.	*We/People go sailing.*
On fait de la planche à voile.	*We/People go wind-surfing.*
On fait de la luge.	*We/People go tobogganing.*

Tu aimes faire ça?	***Do you like doing that?***
Qu'est-ce que tu aimes faire sur ton portable?	
	What do you like doing on your phone?
Qu'est-ce que tu aimes faire sur ta tablette?	
	What do you like doing on your tablet?

J'aime	*I like*
Je n'aime pas	*I don't like*
J'adore	*I love*
Je déteste	*I hate*
bloguer	*blogging*
écouter de la musique	*listening to music*
envoyer des SMS	*sending texts*
prendre des selfies	*taking selfies*
partager des photos / des vidéos	*sharing photos/videos*
regarder des films	*watching films*
tchatter avec mes copains / copines	
	chatting (online) with my mates
télécharger des chansons.	*downloading songs*
parce que c'est …	*because it's …*
amusant	*fun*
marrant	*funny*
ennuyeux	*boring*
facile	*easy*
intéressant	*interesting*
rapide	*fast*

Questions, questions, questions!	
Qu'est-ce que tu aimes faire …?	*What do you like doing …?*
le weekend	*at the weekend*
avec tes amis	*with your friends*
quand il pleut	*when it rains*
Est-ce que tu aimes … ?	*Do you like … ?*
faire du judo	*doing judo*
prendre des photos	*taking photos*
jouer aux échecs	*playing chess*

Les mots essentiels *High-frequency words*

Pronouns
on ....*we/one/people*

Connectives
et ....*and*
mais ....*but*
parce que ....*because*

Qualifiers
très ....*very*
vraiment ....*really*
trop ....*too*

Use **jouer à** to say what sports you play.

à + **le** ➡ **au**	**le** basket	➡	Je joue **au** basket.
à + **la** ➡ **à la**	**la** pétanque	➡	Il joue **à la** pétanque.
à + **les** ➡ **aux**	**les** cartes	➡	Tu joues **aux** cartes?

Use **faire de** to talk about some sports and other activities. **de** changes according to the noun that follows it.

de + **le** ➡ **du**	**le** vélo	➡	Je fais **du** vélo.
de + **la** ➡ **de la**	**la** cuisine	➡	Tu fais **de la** cuisine.
de + **l'** ➡ **de l'**	**l'**équitation	➡	Il fait **de l'**équitation.
de + **les** ➡ **des**	**les** randonnées	➡	Elle fait **des** randonnées.

In the negative, just use **de** (or **d'** before a vowel).
Je <u>ne</u> fais <u>pas</u> **de** natation. / Je ne fais pas **d'**athlétisme.

With a sport or game you <u>play</u>, use **jouer au / à la / aux …**

With a sport or activity you <u>do</u>, use **faire du / de la / de l' / des …**

Remember, the infinitive is the form of the verb which means 'to' do something.

regard**er** (to watch)
prend**re** (to take)

Many (but not all) infinitives end in **–er**.

Use **aimer** (to like), **adorer** (to love) and **détester** (to hate), plus the infinitive of another verb, to say what you like or don't like doing.

When used after these verbs, the infinitive translates as 'do**ing** something'.

J'aime *regarder* …
J'adore *télécharger* …
Je n'aime pas *prendre* …
Je déteste *faire* …

J'aime **écouter** de la musique.   I like **listening** to music.

Remember:

Est-ce que tu …?   **Do** you …?
Qu'est-ce que tu …?   <u>**What** do</u> you …?

Est-ce que …? questions are usually answered by starting with *oui* or *non*, like 'Do you …?' questions in English.

Est-ce que tu aimes faire du judo?
Oui, j'aime faire du judo.

You can often use part of a question to form your answer, but remember to change the pronoun and the verb form from **tu** to **je**.

Est-ce que **tu aimes** faire de la gymnastique? ➡ Oui, **j'aime** faire de la gymnastique.

- Add variety to the responses: use different verbs (**j'aime / j'adore / je n'aime pas faire / prendre / jouer / regarder** …).
- Add interest: include time / weather expressions and reasons.
- Pay attention to your pronunciation and intonation.

Watch or listen to another pair's interview. Award one, two or three stars for **a** variety / interest, and **b** pronunciation / intonation.

You don't need to understand every word. Use the questions to help you and look for words you recognise (e.g. sports, numbers, verbs) or cognates (e.g. *personnes*).

---

jouer (to play) is a regular **–er** verb.

je jou**e**	I play
tu jou**es**	you (singular) play
il/elle/on jou**e**	he/she plays / we play
nous jou**ons**	we play
vous jou**ez**	you (plural or polite) play
ils/elles jou**ent**	they play

Listen carefully for negatives. They change the whole meaning of a sentence.

Il joue au rugby.	He plays rugby.
Il <u>ne</u> joue <u>pas</u> au rugby.	He <u>does not</u> play rugby.

---

faire is an irregular verb. It often translates as 'to do'.

je **fais**	I do
tu **fais**	you (singular) do
il/elle/on **fait**	he/she does / we do
nous **faisons**	we do
vous **faites**	you (plural or polite) do
ils/elles **font**	they do

You also use *faire* to describe the weather.
Il fait beau / chaud / froid.

Est-ce que … ?	Do / Does … ?
Qu'est-ce que … ?	What … ?

Remember that **qu'est-ce que …** sounds like 'keskuh'.

The verb **faire** is irregular. It often translates as 'to do', but it can have other meanings: sometimes *faire* translates as 'to go'.

Je fais du vélo. (I go cycling.)

Year 7 – Term 4 – Dynamo 1 Module 4 – Ma Vie de Famille (Vocabulary & Grammar)

Les pays / Les Animaux / Les Chiffres
Countries/Pets/Numbers

le pays de Galles	Wales
le Portugal	Portugal
la Belgique / la France	Belgium / France
la Grèce / la Pologne	Greece / Poland
la Suisse	Switzerland
l'Allemagne	Germany
l'Angleterre	England
l'Écosse / l'Espagne	Scotland / Spain
l'Irlande	Ireland
l'Irlande du Nord	Northern Ireland
l'Italie	Italy
As-tu un animal?	Have you got a pet?
J'ai …	I have …
un chat / un chien	a cat / a dog
un cochon d'Inde	a Guinea pig
un hamster / un lapin	a hamster / a rabbit
un lézard / un oiseau	a lizard / a bird
un poisson / un serpent	a fish / a snake
Je n'ai pas d'animal.	I don't have a pet.
vingt / trente / quarante	20 / 30 /40
cinquante / soixante	50 / 60
soixante-dix / quatre-vingts	70 / 80
quatre-vingt-dix / cent	90 / 100

Décris-moi ta famille
Describe your family

la famille	family
la famille d'accueil	foster family
le (beau-)père	(step-)father
le grand-père	grandfather
le (demi-)frère	(half/step-)brother
le fils / la fille	son / daughter
la (belle-)mère	step-mother
la grand-mère	grandmother
la (demi-)sœur	(half/step-)sister
les parents	parents
il/elle est …	he/she is …
petit(e) / grand(e)	small / tall
de taille moyenne	medium-sized
il/elle a les yeux ...	he/she has ... eyes
bleus / verts / marron	blue / green / brown
il/elle a les cheveux …	he/she has … hair
noirs / blonds	black / blond

roux / gris / bruns	red / grey / brown
courts / longs / mi-longs	short / long / medium length
bouclés / raides	curly / straight
une barbe	a beard
des taches de rousseur	freckles
des tatouages	tattoos
il/elle porte des lunettes	he/she wears glasses

Où habites-tu?
Where do you live ?

J'habite …	I live …
en Angleterre	in England
au pays de Galles	in Wales
dans un appartement	in a flat
dans une maison	in a house
J'aime habiter ici.	I like living here.
Je n'aime pas habiter ici.	I don't like living here.
C'est ...	It's ...
tranquille / grand	peaceful / big
confortable / trop petit	comfortable / too small
Il n'y a pas de place.	There's no space / room.
le salon	the living room
la cuisine / la chambre	the kitchen / the bedroom
la salle de bains	the bathroom
la salle à manger	the dining room
le jardin	the garden

Qu'est-ce que tu manges au petit déjeuner?
What do you have for breakfast?

Je mange …	I eat …
un croissant / un fruit	a croissant / a piece of fruit
du pain (grillé)	(toasted) bread
du beurre / du bacon	butter / bacon
du yaourt	yoghurt
une tartine	a slice of bread with jam or spread
de la confiture	jam
des céréales / des œufs	cereal / eggs

Je bois …	I drink …
du jus de fruits	fruit juice
du chocolat chaud	hot chocolate
du lait / de l'eau	milk / water
Je ne mange rien.	I don't eat anything.

On fait la fête!
Let's party!

le 14 juillet	Bastille Day
la fête nationale	national holiday
un jour de congé	a day off
un défilé (militaire)	a (military) parade
un bal	a dance
regarder un feu d'artifice	to watch fireworks
faire un pique-nique	to have a picnic
faire la fête	to celebrate

Une drôle de famille
A funny family

grincheux(-se)	grumpy
studieux(-se)	studious
marrant(e)	funny
sévère	strict
maigre	thin
furieux(-se)	angry
il/elle habite	he/she lives
ils habitent	they live

Most nouns add –s in the plural form.
J'ai **deux** *chats.*

oiseau adds –x ➡ *J'ai trois oiseau***x**.

Note that the –x is not pronounced.

Use a hyphen when writing complex numbers: 26 *vingt-six*.

For 21, 31, 41, 51, 61 and 71 use **et**: 41 *quarante-***et**-*un*.

---

	masculine	feminine	plural
my	mon	ma	mes
your	ton	ta	tes

Check that you:
- use the correct subject and –**er** verb ending with **habiter**
- use **en** or **au** correctly: **en** is used for most countries but **au** is used for masculine countries like *pays de Galles* or *Canada*
- use the correct article (**un** or **une**) and adjectival agreement with *appartement / maison*.

The pronoun **nous** means 'we'.

The verb ending is –**ons**.

With *manger*, an extra –*e*– is added: *nous mang***e**ons.

The partitive article (**du / de la / de l' / des**) changes depending on the noun.

masculine	**du** *pain*
feminine	**de la** *confiture*
vowel or *h*	**de l'***eau*
plural	**des** *œufs*

It is translated as 'some', or isn't translated at all.

*Je mange **du** pain et **de la** confiture.*

I eat **some** bread and **some** jam. /
I eat bread and jam.

---

*mang***er** (to eat) is an –**er** verb.
Remember, 'we eat' is *nous mang***e**ons.

boire (to drink) is an **irregular verb**:

je **bois**	I drink
tu **bois**	you drink
il/elle/on **boit**	he/she drinks / we drink
nous **buvons**	we drink
vous **buvez**	you drink (plural or polite)
ils/elles **boivent**	they drink

Ils and **elles** mean 'they'. For regular –er verbs, the verb ending is –*ent*: *ils mang***ent**.

Use **ils** for two or more males, masculine nouns or a mixed group of males and females.

Use **elles** for two or more females or feminine nouns.

J'ai deux frères. **Ils** *s'appellent …*
J'ai un frère et une sœur. **Ils** *s'appellent …*
J'ai deux sœurs. **Elles** *s'appellent …*

When you are adapting a text, sometimes you can just substitute one word for another. However, if you change nouns and personal pronouns, you need to think about verb forms and adjectival agreement.

Cédric lives in a big house. ➡ ***Cédric** habit***e** *dans **une grande maison**.*
Cédric and Grandpa live in a big flat. ➡ ***Cédric et Pépé** habit***ent** *dans **un grand appartement**.*

KEY VOCABULARY

Keywords	Definition
Line	define the edges of a form in a drawing, they can be horizontal, vertical, diagonal, or curved.
Tone	the lightness or darkness of a colour or when shading in pencil.
Form	it can refer to the overall form taken by the work – its physical nature the shape of something.
Colour	the element of art that is produced when light, striking an object, is reflected back to the eye: that's the objective definition. Types of colour such as primary and secondary.
Texture	the feel, appearance, or consistency of a surface or the tactile quality of the surface of a work of art.
Accuracy	the quality or state of a drawing being correct or precise.

Key Artists for the Project:

Angie Lewin

E.A. Seguy

Damian Hirst

Keywords
Composition
Line
Form
Tone
Texture
Pattern
Shading
Cross-hatching
Sgraffito
Collage
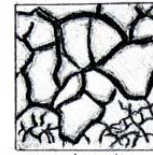
Wood 1
cracked earth
paved road
cracked paint
leaf
windy grass
basket texture
Wood 2
little mat
old metal surface
sand
rain drops
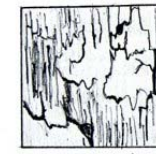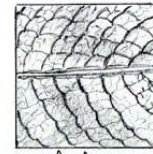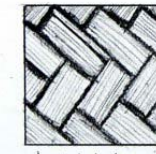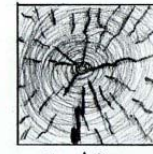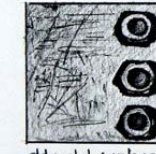
Formal Elements -The Formal Elements are the parts used to make a piece of artwork. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like.

HDPE Plastic

High Density Poly Ethylene (HDPE) is a thermoplastic polymer made from petroleum. As one of the most versatile plastic materials around, HDPE plastic is used in a wide variety of applications, including plastic bottles, milk jugs, cutting boards, and piping.
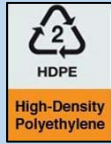
Plastics recycling

PETE — Polyethylene Terephthalate
Common products: soda & water bottles; cups, jars, trays, clamshells
Recycled products: clothing, carpet, clamshells, soda & water bottles

HDPE — High-Density Polyethylene
Common products: milk jugs, detergent & shampoo bottles, flower pots, grocery bags
Recycled products: detergent bottles, flower pots, crates, pipe, decking

Simple circuit

A complete and closed path around which a circulating electric current can flow.
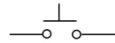
Push Switch
Button Cell Battery
LED **Light Emmiting Diode**

Exploded Drawing

An exploded-view drawing is **a diagram, picture, or technical drawing of an object that shows the relationship or order of assembly of various parts.** It shows the components of an object slightly separated by distance.
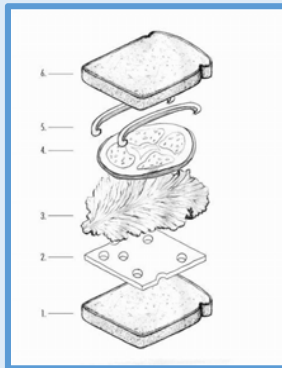
Sustainability

Sustainability refers to the ability to maintain or support a process continuously over time. In design we can think about how we select, source and use materials to avoid of the depletion of natural resources, in order to maintain an ecological balance.

Tools and Equipment

Coping Saw
Used to perform curved cuts in wood, plastics and metals.

Files
Used to remove material and to smooth edges.

Scroll Saw (Hegner Saw) Used to quickly make curved cuts in materials like wood and plastics

6 R's of Sustainability

Recycle – Take an existing product that has become was and re-process the material for use in a new product.

Reduce - Minimise the amount of material and energy used during the whole of a products life cycle.

Rethink - Our current lifestyles and the way we design and make

Reuse – Take an existing product that has become waste and use it to create a new product.

Refuse – To not consider using a certain type of material or process

Repair - When a product breaks down or doesn't function properly, fix it.

2D Design

is a piece of computer software that allows the user to develop 2-dimensional outlines that can be transferred to a CAM (Computer Aided Manufacture) machine and cut out on 2 axis.

Grid Lock — GRID LOCK
Step Lock — STEP LOCK
Zoom in
Zoom Out
last — media
all — selec
Undo Last — UNDO LAST
DEL

Select
Straight Line
Shape
Curve
Text
Dimensioning
Contour
Zoom — in — DEL ANY — Delete
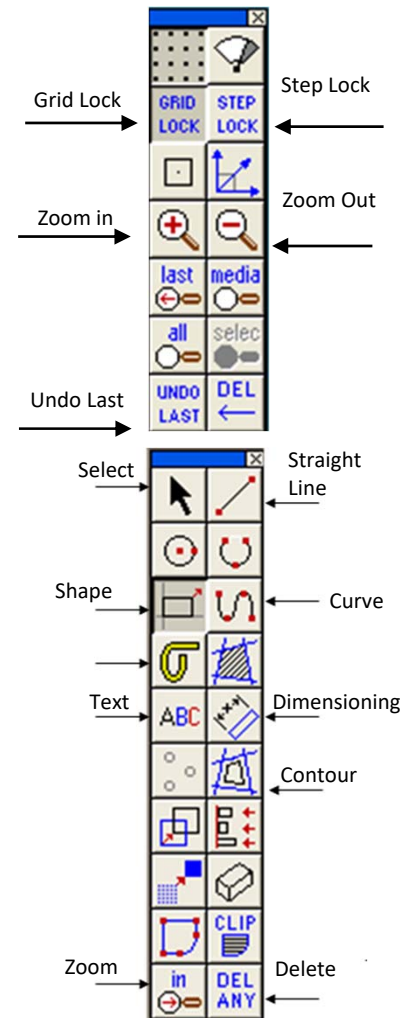
Keywords

Design - a plan or drawing produced to show the look and function of a product

Evaluation - To judge or calculate the quality, importance, amount, or value of something

Plastic - a synthetic material made from a wide range of organic polymers

Recycling - the action or process of converting waste into reusable material

Repeat pattern - The repetition of lines, shapes, tones, colors, textures and forms to make a pattern design.

Tessellation - an arrangement of shapes closely fitted together, especially of polygons in a repeated pattern with out gaps or overlapping.
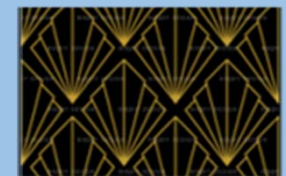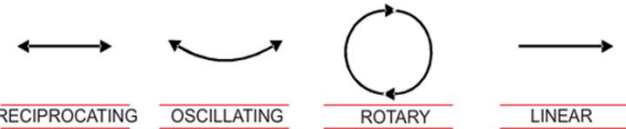
What is a mechanism?

A mechanism is a <u>device</u> that <u>transforms</u> <u>input forces</u> and <u>movement</u> into a desired <u>output</u> <u>force</u> and <u>movement</u>

What is mechanical advantage?

Mechanical advantage is the amount of help you get using a machine in comparison to doing something with just human effort.

Types of motion

RECIPROCATING   OSCILLATING   ROTARY   LINEAR

Cams

A cam is a rotating or sliding piece in a mechanical linkage used especially in transforming rotary motion into linear motion.

FOLLOWER
CENTRE OF ROTATION
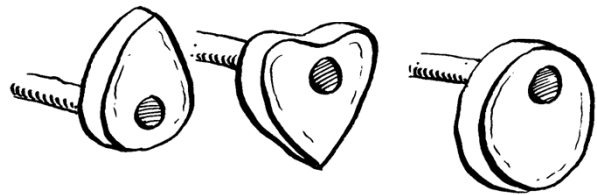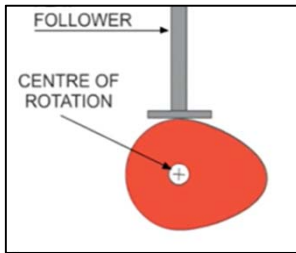
Pear cam
A pear shape for a smooth high movement and smooth drop

Heart cam
A heart shaped for a bumpy movement

Eccentric cam
A circular shape with an offset axis

Simple Mechanisms

There are six different types of simple mechanism

LEVER	A rod balanced on a fixed point that can help lift a heavy weight with less effort.	
WHEEL and AXLE	Used to carry loads around easily, for long distances with less effort.	
INCLINED PLANE	Any slope or ramp that makes it easier to lift something.	
WEDGE	Made of 2 inclined planes and used to push objects apart.	
SCREW	An inclined plane wrapped into a spiral.	
PULLEY	Uses wheels and a rope to raise, lower or move a load.	

Levers

A levers is a device that uses **mechanical advantage** to make lifting or applying pressure easier.

E = effort

F = fulcrum

L = load

Class 1 Lever example
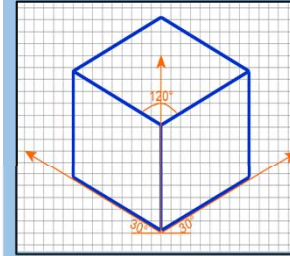
E   F   L
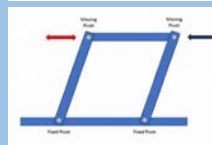
Linkages

A linkage is a mechanism made by connecting together levers. To connect the levers together you can use any type of fastening which allows free movement, eg: screws, pins, paper fasteners, pop rivets etc. A linkage can change the direction of a force or make two or more things move at the same time.

Isometric Drawing

120°
30°   30°
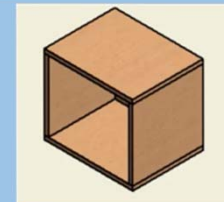
Isometric drawing - is the method of drawing **three-dimensional** objects on a two-dimensional workpiece. Isometric drawing is done by drawing the **horizontal lines at 30° angles**

Keywords

Mechanism - a device that transforms input forces and movement into a desired output force and movement

Device - an object that has been made or built for a particular purpose,

Transform - to change the physical or energetic property of something in order to make something else or create an action.

Input - something, such as energy, that is applied or put into a system.

Output - the amount of something produced or, the end result of a process.

Force - strength or energy causing motion or change.

Movement – the act, process or result of moving.

Effort - the energy applied to do something

Fulcrum – the point at which somethings turns or pivots

Load – a weight or mass that is supported

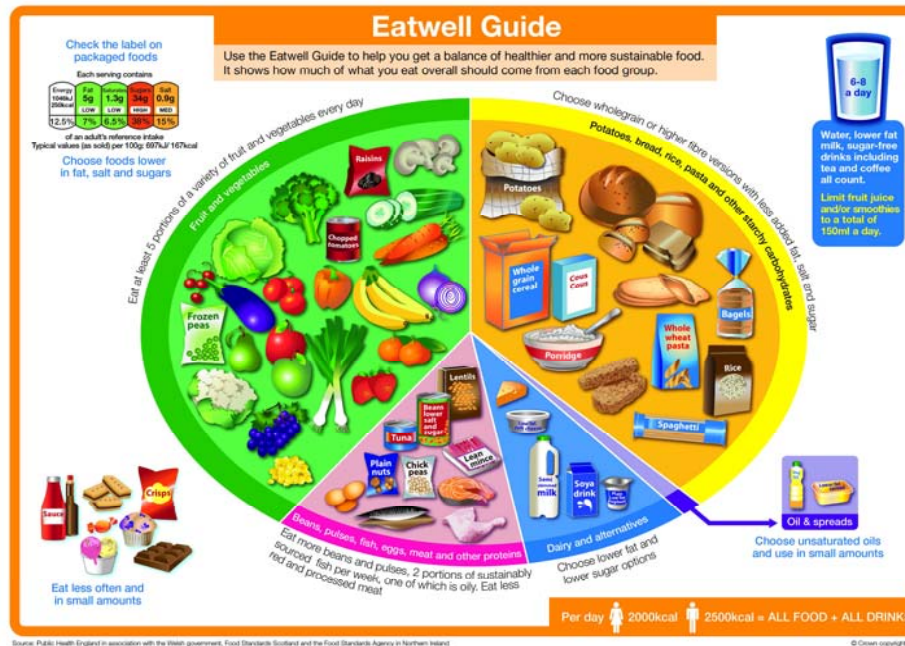# YEAR 7 Food Preparation & Nutrition: Food, Nutrition & Health Topic: Nutritional needs and health

KEYWORDS
Nutrients
Carbohydrates
Protein
Fat
Vitamins
Minerals
Fibre
Water
Balanced diet

RECIPES + Practical sessions
Fruit Salad,
Fruit Smoothie,
Seasonal soup,
Veg stir fry,
Pasta Salad,
Mini pizza,
Fruit crumble,
Mini Carrot Cakes

Knife skills
Bridge & Claw hold
Hob and Oven Skills

Further Reading
http://www.foodafactoflife.org.u k
https://www.nutrition.org.uk
Eduqas Revision Guide

You will need to know how to make informed choices to enable a varied, healthy and balanced diet.

Eatwell Guide — Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland. © Crown copyright 2016

Food Safety, Food Hygiene
1. Use by date
2. Best before date
3. Frozen Food
4. Chilled Food
5. High risk foods
6. Low risk foods
7. Danger zone
8. 8. Hygiene

1. **Protein** is required by the body for growth, maintenance and repair
2. **Fats** can be classified as either saturated and unsaturated.
3. **Saturated fats** are considered to be more harmful to health because they raise levels of cholesterol
4. Most of our energy should come from **complex starchy foods.**
5. **Vitamins are micronutrients**, required in small amounts to do essential jobs in the body.
6. **Water soluble vitamins** are easily destroyed during preparation and cooking.
7. **Water** makes up two thirds of our body so it is vital to drink regularly to stay hydrated.
8. **Nutritional needs** change throughout life, but everyone needs to consider the current healthy eating guidelines when planning meals.
9. **Energy balance** is the balance of energy consumed through eating and drinking compared to energy burned through physical activity

Music – Year 7

Rhythm and Pulse

Singing and the Elements

Melody, Pitch and Patterns

Hooks and Riffs

YEAR SEVEN- UNIT 1: RHYTHM & PULSE   TOPIC GUIDE

1. Musical Context

Drum kit:
- Bass drum, snare drum, hi-hat
- Often plays **fills** at the end of phrases

Samba:
- Musical style from Brazil
- Carnival music featuring lots of percussion (the batterie)
- Instruments: Surdo, Caixa, repenique, tamborim, chocalho.
- Calls and responses are called **bossas**

'The Rite of Spring':
- A ballet
- Written by Russian composer, Stravinsky, in 1913
- Revolutionary piece that caused a riot
- Accented rhythms and syncopations
- Changing metre

'Connect It':
- Body percussion piece
- Written by Anna Meredith in 2015
- Use of canon and imitation

2. Terminology

Rhythm	Length of notes and how they are organised
Structure	The order of the sections in a piece of music
Tempo	Speed of the music
Timbre	The tone quality of a sound
Dynamics	The loudness/softness of the music

3. Vocabulary

Pulse	The main heartbeat of the music
Ostinato	Repeated rhythm
Syncopation	Off beat rhythm
Metre	Organisation of pulse (in 3, in 4)
Phrase	Musical sentence
Call and response	Imitation/copying a phrase
Cadence	End of a musical phrase
Binary	Structure in two parts
Canon	Playing the same music, starting at different times
Accent	Stronger note with more emphasis

4. Theory

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1
Semiquaver		¼ of a beat

Rest		A silence - a crotchet rest (1 beat), a quaver rest (a ½ beat)
Dotted notes		A dot next to a note increases the length by half of the original note
Triplets		Three notes played in the time of two
Time signature		This shows how many beats are in a bar (the metre)
Simple time signature		Each beat divides into 2 (2/4, 4/4, 3/4)
Compound time signature		Each beat divides into 3 (6/8, 12/8, 9/8)

1. Musical Context

Singing
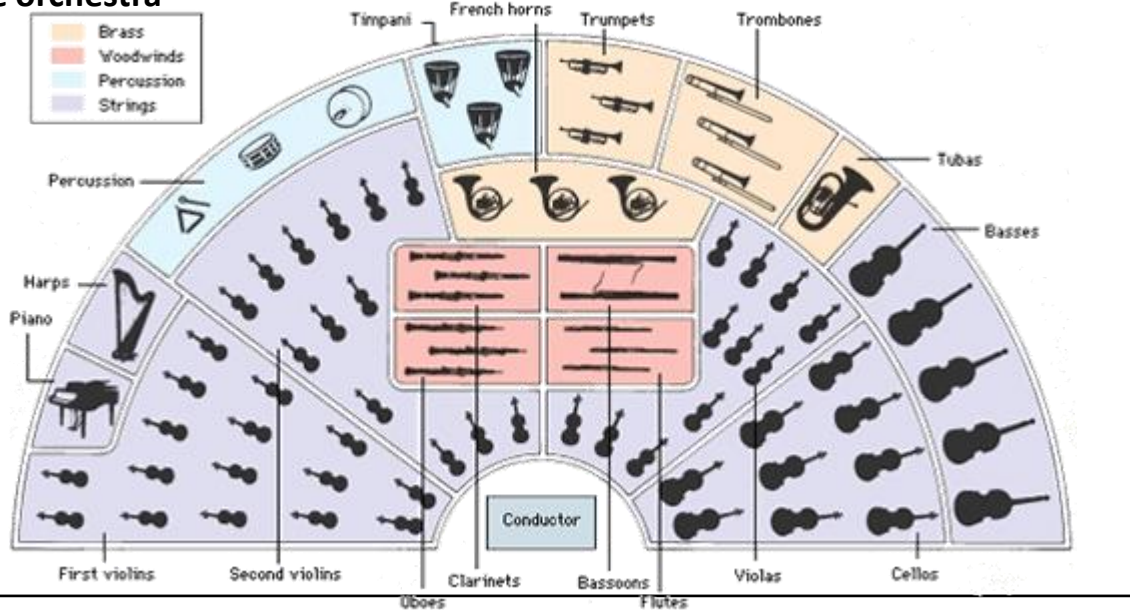- 3 steps for warming up the voice: Stretching – Breathing – Diction

2. Terminology

Tonality	The key of the music, e.g. major
Dynamics	The loudness of the music
Tempo	Speed of music
Articulation	How notes are played, the separation between notes
Structure	The order of the sections in a piece of music

3. Vocabulary

Major	Bright, happy sounding key
Minor	Sad, gloomy sounding key
Forte	Loud
Piano	Soft
Fortissimo	Very loud
Pianissimo	Very soft
Crescendo	Gradually getting louder
Diminuendo	Gradually getting softer
Allegro	Fast tempo
Adagio	Slow tempo
Presto	Quick tempo
Lento	Very slow tempo
Legato	Smooth playing
Staccato	Detached playing
Round	Musicians play the same music, starting at different points

4. Theory

Treble Clef Symbol

etc.

etc.

1. Musical Context

The orchestra

1. Musical Context

O Fortuna:

- The introduction to 'Carmina Burana' by the composer Carl Orff
- **Secular** – a piece that is not religious or part of worship
- **Cantata** – vocal piece with orchestra

Keyboard layout:

3. Vocabulary

Accompaniment	Musical background
Scale	Pitches moving by step
Stepwise movement	Moving to an adjacent note
Forte	Loud
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Ostinato	Repeated rhythm or musical phrase
Third	Interval between notes, 3
Octave	Interval between notes, 8
Musical score	Notation of combined instruments/voices
Pedal	Sustained note
Improvisation	Creating music in the moment

4. Theory

2. Terminology

Melody	Tune
Dynamics	The loudness of the music
Tempo	The speed of the music
Texture	The layers of sound
Structure	The order of the sections in a piece of music

YEAR SEVEN- UNIT 4: HOOKS & RIFFS   TOPIC GUIDE

1. Musical Context

Bass Line Riff from "Sweet Dreams" – *The Eurythmics*

Riff from "Word Up" – *Cameo*

Rhythmic Riff from "We Will Rock You" – *Queen*

Vocal and Melodic Hook from "We Will Rock You" – *Queen*

we   will,   we   will   rock   you.

Rhythmic Ostinato from "Bolero" - *Ravel*

Bass Line Ostinato from "Habanera" from 'Carmen' - *Bizet*

Ostinato from 2nd Movement of Symphony No.101 (The Clock) - *Haydn*

2. Terminology

Melody	Tune
Dynamics	The loudness of the music
Tempo	The speed of the music
Texture	The layers of sound
Structure	The order of the sections in a piece of music

3. Vocabulary

Hook	Short, 'catchy' line from a song
Melodic hook	Hook played on instruments, or sung
Rhythmic hook	Hook based on the rhyming or repeated words of the chorus
Riff	Repeated rhythmic musical phrase
Ostinato	Repeated rhythm or musical phrase
Bass line	The lowest pitched part of the music

1. Musical Context

Keyboard layout:

4. Theory

Music – Year 7

Rhythm and Pulse

Singing and the Elements

Melody, Pitch and Patterns

Hooks and Riffs

YEAR SEVEN- UNIT 1: RHYTHM & PULSE   TOPIC GUIDE

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Samba:
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Compound time signature		Each beat divides into 3 (6/8, 12/8, 9/8)

YEAR SEVEN- UNIT 2: SINGING AND THE ELEMENTS   TOPIC GUIDE

1. Musical Context

Singing
- 3 steps for warming up the voice: Stretching – Breathing – Diction

3. Vocabulary

Major	Bright, happy sounding key
Minor	Sad, gloomy sounding key
Forte	Loud
Piano	Soft
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Pianissimo	Very soft
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Adagio	Slow tempo
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4. Theory

1. Musical Context

The orchestra

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1. Musical Context

Keyboard layout:
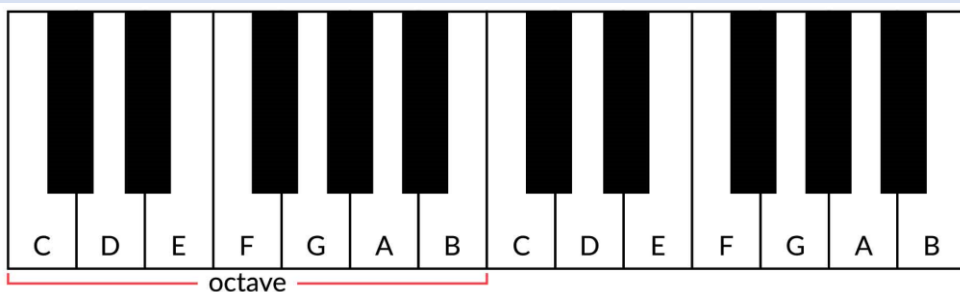

4. Theory

Repeat Sign

Flat   Sharp

Keyboard Skills

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D. Keyboard Functions

B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.
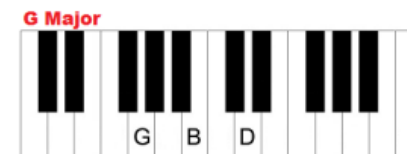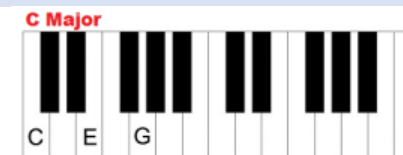
Every **G**reen **B**us **D**rives **F**ast.   Notes in the **SPACES** spell **"FACE"**

E G B D F   F A C E
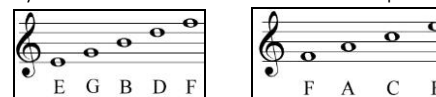
Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

C D E F G A B c' d' e' f'

C. Keyboard Chords

C Major

C E G

G Major

G B D

F Major

F A C

A Minor

A C E

Play one – Miss one – play one – miss one – play one

E. Left Hand/Right Hand (1-5)
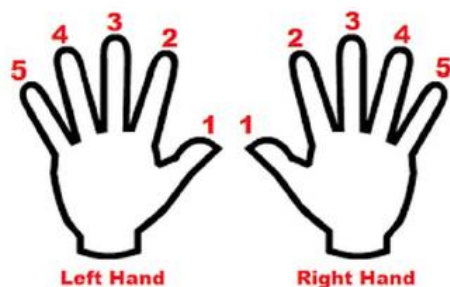
F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone *(e.g. C# is higher in pitch (to the right) than C)*. The b symbol means a **FLAT** which lowers the pitch by a semitone *(e.g. Bb is lower in pitch (to the left) than B)*. Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **R**IGHT of a white note are called SHA**R**PS and black notes to the **L**EFT of a white note are called F**L**ATS.
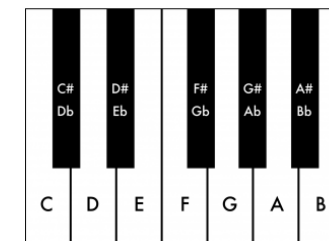
%#B vlfl·~~nfi#Cvtu†ðfl#0fina~#@¡£»}nltn#Efita¡vlnfi

Context
- The most influential writer in all of English literature, William Shakespeare was born in 1564 to a successful middle-class glove-maker in Stratford-upon-Avon, England.
- Shakespeare attended grammar school, but his formal education proceeded no further.
- In 1582 he married an older woman, Anne Hathaway, and had three children with her.
- Around 1590 he left his family behind and travelled to London to work as an actor and playwright.
- Public and critical success quickly followed, and Shakespeare eventually became the most popular playwright in England and part-owner of the Globe Theatre.
- His career bridged the reigns of Elizabeth I (ruled 1558–1603) and James I (ruled 1603–1625), and he was a favourite of both monarchs.
- Indeed, James granted Shakespeare's company the greatest possible compliment by bestowing upon its members the title of King's Men.
- Wealthy and renowned, Shakespeare retired to Stratford and died in 1616 at the age of fifty-two.

Key Characters
- Puck – Also known as Robin Goodfellow, Puck is Oberon's jester, a mischievous fairy who delights in playing pranks on mortals.
- Lysander - A young man of Athens, in love with Hermia.
- Demetrius - A young man of Athens, initially in love with Hermia and ultimately in love with Helena.
- Hermia - Egeus's daughter, a young woman of Athens. Hermia is in love with Lysander and is a childhood friend of Helena.
- Helena - A young woman of Athens, in love with Demetrius.
- Bottom - The overconfident weaver chosen to play Pyramus in the craftsmen's play for Theseus's marriage celebration.
- Oberon - The king of the fairies.
- Titania - The beautiful queen of the fairies.
- Egeus - Hermia's father, who brings a complaint against his daughter to Theseus.
- Theseus - The heroic duke of Athens, engaged to Hippolyta.
- Hippolyta - The legendary queen of the Amazons, engaged to Theseus.

Key Words
- soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.
- severe – very strict or harsh.
- conflict – a serious disagreement, battle or struggle between two sides or ideas.
- unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited.
- to mock – To mock someone is to make fun of them.
- chaos – a situation where there is no order and everyone is confused.
- to resolve – to solve a problem or difficulty.

Plot Summary
Act 1
Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.

Act 2
In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. Lysander falls madly in love with Helena.

Act 3
Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.

Acts 4 and 5
Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.

Themes
Love - Shakespeare explores the lighter side of love in A Midsummer Night's Dream. Love makes us behave in strange ways – the lovers fight in a most uncivilised way in the woods. It can bring out the best and bravest qualities in a character – Hermia risks her life for love. Lovers often feel invincible against a world that doesn't understand them, just as Hermia and Lysander stand alone against Athens's law. Love can make us ridiculous – Helena asks a boy to treat her like a dog, whilst Titania falls in love with a donkey. Love can be cruel – Helena and Demetrius fall desperately in love with someone who doesn't love them back. Love also has a powerful magical quality: falling in love can be like being under a spell.

Appearance and Reality - Sometimes things are not quite what they seem. Sometimes we fail to see situations as they really are. People often pretend to be something that they're not, hiding their true selves for one reason or another. Shakespeare was really interested in this idea and explored it in many of his plays. This theme is usually referred to as appearance and reality.

Order and Disorder - Much of the comedy of A Midsummer Night's Dream comes from the chaos created when the natural order of things is disrupted. But there's a darker side too. There's not one character that isn't relieved when Oberon finally restores the midnight world to a happier one by day

Computer Science Knowledge Organiser Terms 3 and 4

Access your Mega Menu here

The Mega Menu

- Accessed on your O365 homepage.
- Has links to all areas of the curriculum.
- Allows you to access and submit work online.
- Has links to take you straight to department resources.
- Let's you access class-specific information for lessons and homework.

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Latest News: Safe, extra long-life nuclear batteries could soon be a reality | New Scientist   Week A

SA   Seahaven Academy   Home   Documents   Pages   Site contents   School Sites   ...
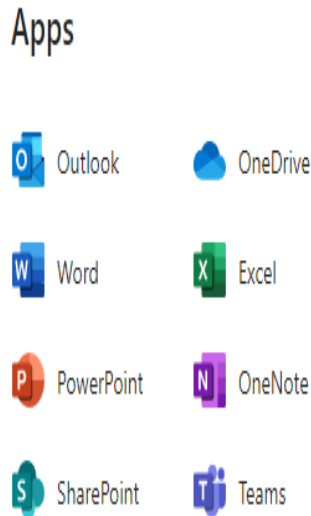
Good morning S

Picture of student

OneDrive

My Classes

My Calendar

SharePoint start page   Seahaven Academy
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Communication	Collaboration	My Departments	Classes 2021-2022	My Links
Home	Assessment and Reporting	All Departments	Class Dashboard	Edit My Links
Staff	Continuity of Learning	Computer Science	Computer Science 7JMA--CP 2021 SEA	Arbor
Arbor	Cover	History	Computer Science 7JTI--CP 2021 SEA	Aspire
Behaviour Management	Middle Leaders Team	Mathematics	Computer Science 7ZMC--CP 2021 SEA	Late
CPOMS	Pastoral Team	Physical Education	Computer Science 8X1-Cp 2021 SEA	Oak Academy
Exeant	PSHE Team	Subject	Computer Science 8X3-Cp 2021 SEA	Ofsted
Go 4 Schools	SLT Team		Computer Science 8Y2-Cp 2021 SEA	Seneca
IT Service Desk			Computer Science 9X1-Cp 2021 SEA	
My Calendar			Computer Science 9X3-Cp 2021 SEA	
Photos			History 7MMO--HI 2021 SEA	

SharePoint

Apps

The matrix. This allows access to the apps that Office 365 offers.

Outlook   OneDrive

Word   Excel

PowerPoint   OneNote

SharePoint   Teams

Each app has a different function that allows you to perform a range of different functions and each has different features.

The main apps you'll use are:

PowerPoint, Teams, Outlook and OneDrive.

Use the Mega Menu to access your class group. From here you can access the class team where Assignments will be set.

CS **General** Posts Files Resources - Year 9 +

Honeybourne Luke 10/22/2021, 7:26 AM
Staying safe online | Childline

Staying safe online | Childline
When you're online it's important to stay safe and make sure you don't share things that could put you in danger.
www.childline.org.uk

↵ Reply

January 7, 2022

Assignments 1/7, 7:29 AM

Terms 1 and 2 assessment
Due Jan 7

View assignment

↵ Reply

Microsoft Teams