



**Year 7**

**Learning Cycle 2**

**Knowledge Booklet**

Student Name: \_\_\_\_\_

# Instructions on how to use your learning cycle booklet:



At Poltair we **SORT** it!

The aim is for all students to be fully prepared and ready for all assessments in all subjects.

To help them with this we have a whole school revision/study strategy – SORT.

There are three learning cycles throughout Year 7. At the beginning of each learning cycle students will be issued with a booklet that details all the knowledge they are expected to know and recall by the end of the learning cycle.

Each day, for home learning, students are set two activities that support in memorising and recalling this key knowledge.

The assessment windows for Learning Cycle 2 will be 6th – 10th February and 20th – 24th February

<b>Summarise</b>	<b>Organise</b>	<b>Recall</b>	<b>Test</b>
Summarise and condense any class notes, revision guides and revision.	Organise your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information eg. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
<b>Strategies</b>			
<ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• Flash cards</li> <li>• Mind mapping</li> <li>• Revision clocks</li> <li>• Dual coding</li> </ul>	<ul style="list-style-type: none"> <li>• How to use your PLC</li> <li>• How to schedule your home learning and stick to it!</li> </ul>	<ul style="list-style-type: none"> <li>• Look cover &amp; test</li> <li>• Leitner system</li> <li>• Blurt it</li> <li>• Transform it</li> </ul>	<ul style="list-style-type: none"> <li>• Low stakes</li> <li>• Self-quizzing</li> <li>• Quiz each other</li> <li>• Online quizzes</li> <li>• High stakes</li> <li>• Exam style questions</li> </ul>

# Instructions on how to use your learning cycle booklet:

Learning cycle 2 will focus on the SORT strategies:



Summarise	Organise	Recall	Test
<ul style="list-style-type: none"><li>• Cornell Notes</li><li>• Flash cards</li><li>• Mind mapping</li></ul>	<ul style="list-style-type: none"><li>• How to use your PLC</li><li>• How to schedule your home learning and stick to it!</li></ul>	<ul style="list-style-type: none"><li>• Look cover &amp; test</li><li>• Leitner system</li><li>• Blurt it</li></ul>	<ul style="list-style-type: none"><li>• Self-quizzing</li><li>• Quiz each other</li><li>• Online quizzes</li></ul>

## Using the Personal Learning Checklists (PLC)

- Review each key idea on the PLC
- In the **Organise** column write R, A or G depending on your understanding. **Red** = no understanding, **Amber** = Some understanding but needs work, **Green** – Secure understanding
- When you complete a **Summarise** activity for each key idea, tick the S column
- When you complete a **Recall** activity for each key idea, tick the R column
- When you **Test** by self-quizzing or complete an online-quiz for each key idea, tick the T column

Videos explaining all of the SORT strategies can be found on the Student SharePoint

## Home Learning timetable – when I am going to complete my home learning

	Mon A	Tue A	Wed A	Thu A	Fri A
Core activity	Reading	Complete Maths goal	Reading	Complete Maths goal	Reading
Subject 1	Geography	History	Science	Maths	Spanish
Subject 2	RE	Art	Food	English	Computing
	Mon B	Tue B	Wed B	Thu B	Fri B
Core activity	Complete Maths goal	Reading	Complete Maths goal	Reading	Complete Maths goal
Subject 1	Geography	Maths	Science	Spanish	English
Subject 2	Music	History	Drama	DT	

### Expected time home learning will take:

Activity	Time
Reading	30 mins
Complete Maths	30 mins a goal
All other activities	15 mins each

### My computer passwords

Platform	User Name	Password
School system		
Complete Maths		
Educake		
Memrise		

# Reading for Pleasure Record

Book Title	Page Number from and to.	Summarise	Adult Signature	Book Title	Page Number from and to.	Summarise	Adult Signature

# Reading for Pleasure Record

Book Title	Page Number from and to.	Summarise	Adult Signature	Book Title	Page Number from and to.	Summarise	Adult Signature

# Year 7 Learning Cycle 2 Personal Learning Check lists

## English

Key Ideas	S	O	R	T
I know the steps to take when reading an unseen poem.				
I can discuss the important ideas and poetic methods in a poem I have never seen before.				
I can write a 'What, How, Why' paragraph of analysis.				
I know some important ideas about what life was like when Shakespeare wrote his plays.				
I understand the key parts of the plot of <i>The Tempest</i> .				
I understand the key characters and the relationships between them.				
I can discuss the character of Caliban, supporting my ideas with quotations.				
I understand the term 'colonialism' and how it relates to <i>The Tempest</i> .				
I can evaluate a response to a key character.				

## Maths

Key Ideas	S	O	R	T
I can use the properties of angles to find missing angles				
I understand parallel and perpendicular lines				
I can calculate the probability of an event				
I know the laws of indices				
I recognise squares, roots and cubes				
I can round numbers to decimal places and significant figures				
I can substitute into formula				
I can convert between units of length, area, mass and volume				
I can calculate area, volume and surface area				

## Science

Key Ideas	S	O	R	T
I can use a microscope to observe animal and plant cells				
I can describe the structure and function of cell organelles				
I can explain how and why cells are specialised				
I can describe how the body changes during puberty				
I can describe the process of fertilisation				
I can describe the stages in the menstrual cycle				
I can describe the effects of forces using examples of contact and non-contact forces				
I can calculate weight, mass and gravity by using formulae				
I can interpret distance-time graphs				
I can calculate pressure				

# Year 7 Learning Cycle 2 Personal Learning Check lists

## Geography

Key Ideas	S	O	R	T
I can give and use direction on a map				
I can give and use 4 & 6 figure grid references on a map				
I can recognise and use map symbols on a map				
I can recognise what makes a good settlement site				
I know the push and pull factors of an area				
I can describe a settlement hierarchy				
I understand the advantages and challenges of living in a megacity				
I understand how a city can become more sustainable				

## History

Key Ideas	S	O	R	T
I know who Edward the Confessor was				
I know why William wants to be King of England				
I know the main events of the Battle of Stamford Bridge				
I know the reasons why William won the Battle of Hastings				
I know the key features of a Motte and Bailey castle				
I know the main events of the Harrying of the North				
I know what the Domesday book was				
I know how Magna Carta changed the powers of the King				

## Spanish

Key Ideas	S	O	R	T
I can pronounce new words confidently in Spanish				
I can tell the time in Spanish				
I know at least 5 verbs to talk about my daily routine				
I know how to form regular verbs in the present tense				
I understand how daily routines in Spain are different to those in the UK				
I can recall how to describe people in my family				
I can recall how to introduce my self and hold a simple conversation in Spanish				
I know how to use the look-cover-check technique to learn new vocabulary				



# Year 7 Learning Cycle 2 Personal Learning Check lists

## Computing

Key Ideas	S	O	R	T
I know how to select different applications for different purposes.				
I know that Excel is used for analysing data and creating charts.				
I know the differences between a Pie Chart and a Bar Chart				
I understand that computers have input, output and storage.				
I can name computer input and output devices.				
I can define what a network is.				
I can explain the difference between the internet and World Wide Web.				

## Art

Key Ideas	S	O	R	T
I understand tone, texture, shape, pattern, scale, line and composition.				
I understand how Picasso used colour and shapes to create a portrait.				
I understand what the primary, secondary, tertiary and complementary colours are. And how to mix them.				
I can explain how to develop my ideas.				
I can explain how my ideas are linked to Picasso.				
I can explain how to make good paint consistency.				

## DT

Key Ideas	S	O	R	T
I understand how materials choices can make a difference to our environment-				
I can identify the sources of natural materials				
I am able to design products and explain how they can be sustainable.				
I can name and describe a number of workshop processes				
I can name and describe a number of common hand tools.				
I can explain how to work safely in a workshop				

# Year 7 Learning Cycle 2 Personal Learning Check lists

## Food

Key Ideas	S	O	R	T
I understand how to ensure a hygienic and safe kitchen.				
I can explain the importance of knife safety and knife skills to prevent injury.				
I can identify the five different sections of the eat well guide.				
I understand the importance of a healthy diet.				
I can name and describe a number of common pieces of equipment in the kitchen				
I can describe the difference between the bridge hold and claw grip.				

## RE

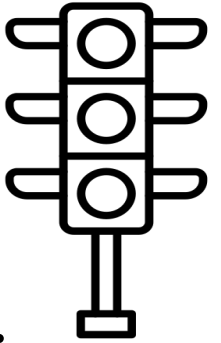
Key Ideas	S	O	R	T
I can explain two actions Christians take to follow the teachings of Jesus				
I can define belief				
I can define the Four Noble Truths in Buddhism				
I know the story of the Buddha's life				
I can outline why Buddhist people try to follow the Eight Fold Path				
I know what meditation is				
I can explain the concept of Dharma in Buddhism				

## Music

Key Ideas	S	O	R	T
I can find a note on a piano/keyboard without help.				
I understand what a pentatonic scale is and can play one.				
I can describe some traditional Japanese instruments and how they make a sound.				
I know different note durations and can both identify and play them.				
I can use the acronym: 'Every Good Boy Deserves Food' and 'FACE' to help me understand how to read music on a stave.				
I can compare the two musical elements, 'duration' and 'pitch' and explain what they are.				
I can play my part of 'Sakura' on the keyboard accurately and with good timing.				



At Poltair we **SORT** it!



Drama				
Key Ideas	S	O	R	T
I know and understand the stock characters from Victorian melodrama.				
I know and understand the different physical skills used in melodrama and experiment with them in rehearsals.				
I know and understand the different vocal skills used in melodrama and experiment with them in rehearsal.				
I know the 3-part structure of melodrama performance.				
I can work in a group to plan a melodrama performance.				
I can apply melodramatic techniques in performance.				

At Poltair students will **SORT** a **PLC** by:

At the beginning of a learning cycle students are to RAG the key ideas they are studying by self-assessing if they are **Red** – no understanding, **Amber** – some understanding, **Green** – full understanding. They are then to put a R, A or G in the **organise** column.

- 1) Students will then prioritise the Red and Amber key ideas when they are revising.
- 2) Students are to summarise the knowledge for each key idea, then use recall strategies before self-quizzing.

Geography				
Key Ideas	S	O	R	T
I can recognise the 3 types of Geography, Physical, Human and Environmental				
I can explain the formation of the coastal erosional landform - sea stack				
I can explain the challenges of pirate fishing				
I can explain the threats facing the Anuta Tribe				
I can recognise the challenges faced by people living in unplanned settlements – Barra Di Tijuca				
I can suggest how favelas can be improved and justify my choices				
I know define sustainability				
I can explain how Dubai is sustainable				

## 1. Characters

**1a = Coraline** The main protagonist. A young, adventurous girl who finds a locked door when she is exploring her new house and enters another world. When she realises the other mother – the witch-like creator of the other world – has kidnapped her parents, she challenges her in order to get them back. Coraline develops as a character throughout the novel, learning to be brave and to appreciate her family.

**1b = Coraline's Mother and Father** Busy and hard-working parents who turn down Coraline's requests to play and do not indulge her whims, much to Coraline's frustration.

**1c = The Old Man Upstairs** Coraline's neighbour, who is too busy training his mouse circus to give Coraline much attention.

**1d = Miss Spink and Miss Forcible** Coraline's eccentric neighbours and retired theatre actresses. After reading Coraline's tea leaves one afternoon, Miss Spink gives Coraline the stone with the hole through it which will later prove to be extremely useful.

**1e = The Other Mother** The antagonist. A supernatural 'beldam' who looks like Coraline's real mother with black button eyes. She creates the other world to lure Coraline away from the real world, kidnaps her real parents and attempts to trap Coraline in her world – along with the souls of other children she has kidnapped – forever.

**1f = The Other Father** At first, a more attentive, warmer version of her Coraline's father who is revealed to be a creation of the other mother who has instructed him to harm Coraline. Completely under the other mother's control, he cannot fight against her.

**1g = The Cat** A haughty-looking cat who Coraline spots in the real world while exploring and who talks to Coraline in the other world, helping her defeat the other mother.

**1h = The Ghost Children** Two girls and a boy whose souls have been hidden by the other mother and who have been trapped in the other mother's world for a long time—centuries, in some cases.

## 2. Plot

**2a = Chapter 1** Coraline explores her new house and meets her eccentric neighbours. She discovers a locked door in the drawing room and is curious to see what is behind it. She opens the door to find a brick wall but later finds it open when she follows a spider-like creature scuttling down the corridor. She dreams of rats singing an unsettling song.

**2b = Chapter 2** Coraline goes for a walk in the dense mist that has descended around the house. The crazy old man upstairs tells Coraline that the mice have a message for her: "Don't go through the door." Bored, Coraline visits Miss Spink and Miss Forcible, who read her tea leaves to predict her future and give her a stone with a hole in it as a talisman.

**2c = Chapter 3** Coraline's mother takes Coraline shopping for school clothes. While Coraline's mother goes shopping for food, Coraline retrieves the black key for the door and notes that it 'feels colder than any of the other [keys]'. This time, when she opens the door, she enters a long dark corridor. At the other end, she finds another world, very similar to her own, and meets her other mother and other father, who resemble her own parents but they have black buttons for eyes. She finds rats in her bedroom who sing a song similar to the one sung by the mice in her dreams. She ventures outside.

**2d = Chapter 4** In the garden of the other world, Coraline meets the cat who now talks to her. The cat seems reluctant to be friends with Coraline and says she is wise to bring protection with her to the other world. Visiting the other Miss Spink and Forcible, she finds them performing never-ending, elaborate acts in front of an audience of terriers. Coraline's other mother and father tell her that she can stay forever in the other world if she allows them to replace her eyes with buttons. She declines and returns home.

**2e = Chapter 5** Coraline returns home to find no sign of her parents. Buying her own food and using her father's computer – something she is not normally allowed to do – she wonders where her parents are. She goes to bed and is woken by the cat pawing at her face. He leads Coraline to a mirror where she sees her parents – trapped and unable to reach her. She calls the police to report her parents' kidnapping but is not believed. Coraline tells the cat a story about her father's bravery – saving her from a bees' hive and returning to it to retrieve his glasses, despite the danger. Coraline and the cat return to the other world, where the other mother explains that her parents have left because they have become bored of her. A rat collects the black key from the real world and the other mother locks the door – trapping Coraline.

**2f = Chapter 6** Coraline wakes up feeling disoriented. She goes to her other father's study where he tells her that he is not allowed to talk to her when the other mother is absent. She finds a snow globe with two little people in it on the mantelpiece. Walking outside, she realises that the world is not complete – she walks until there is whiteness all around her and eventually returns to the house. The cat tells Coraline that the rats in this world are the other mother's spies. Returning to the house, the other mother asks Coraline to play a game but Coraline refuses, nor will she love her. The other mother happily eats live beetles then locks Coraline in a mirror.

## 2. Plot Continued

**2g = Chapter 7** While she is in the mirror, Coraline hears three voices. These belong to children who have been imprisoned by the other mother for so long they have forgotten their names. The children explain that the other mother stole their hearts and souls and one of them urges her to run away. Another suggests that she could find their souls as she looks for her parents. She falls asleep and hears one voice telling her to look through the stone.

**2h = Chapter 8** Coraline's other mother retrieves her and Coraline notices that her hair is writhing around her head like snakes. Coraline proposes a challenge: if she loses, she'll stay in the other world and replace her eyes with buttons, but if she wins then the other mother must let Coraline, her parents, and the children go. The game begins and Coraline searches for the children's souls and her parents. She finds one soul – using the stone with the hole in it. Next, she finds a horrifying creature in a sac, holding another soul, which she retrieves.

**2i = Chapter 9** Coraline moves outside, where mist has appeared. She sees her other mother – now very angry – who gives her the key to the empty flat. Despite the warnings of the ghost children, she enters and finds a grub-like creature, once the other father, who has been punished by the other mother by being left in the flat to die. He warns Coraline to run as he has been forced to harm her. He lunges at Coraline, who escapes and tries to tell herself that she is brave.

**2j = Chapter 10** Coraline heads to the other crazy old man's flat and is faced with rats singing an eerie song. The other crazy old man appears to be bundled in a coat, and he tries to persuade her to stay in the other world. He soon falls apart and is revealed to be hundreds of rats – the largest of which holds the last marble with the soul in it. She follows it, falls and begins to cry hopelessly. The cat appears with the decapitated rat and the marble. One of the children warns Coraline that the other mother is furious. The cat becomes visibly frightened, saying that the other mother is sealing up ways in and out of the other world. She picks him up, reassuring him that she will get him out.

**2k = Chapter 11** Going back into the house, Coraline finds the other mother, who tells her that she loves her. She shows the other mother the marbles with the souls inside and tells herself not to look at the mantelpiece and the snow globe. Coraline pretends that she thinks her parents are hidden in the tunnel between the worlds and the other mother opens the door, gloating. Coraline throws the cat at the other mother's face, grabs the snow globe and runs into the corridor. With the help of the ghost children, she manages to close the door but hears something falling to the floor.

**2l = Chapter 12** Coraline is awoken by her real mother. In her pocket, she finds three marbles, the stone with the hole in it, the black key, and the snow globe, now empty. She ties the key around her neck. That night, she dreams she is at a picnic with the three children. They warn her that Coraline's challenge with the other mother is not yet over. That night, she is awoken by a scuffling sound: the other mother's severed hand.

**2m = Chapter 13** Coraline's tea leaves are read again by Miss Spink and Forcible, who tell her they are making the shape of an outstretched hand. That night, the hand scratches at the window and she realises that, even with the key around her neck, she is in danger. She borrows a sheet from her mother the next day, saying she wants to have a picnic with her dolls. She spreads the sheet over the well, placing the key in the middle, lures the hand to her and traps it with heavy planks once it falls in. She falls asleep contented that night, listening to the music of the mice circus.

## 3. Authorial Intent

Neil Gaiman wrote this novel for a purpose and uses the story and characters to send a message to his readers...

**3a = To celebrate...** courage and resilience in the face of adversity.

**3b = To recognise...** that relationships with those people closest to us – even at their most frustrating and challenging – should not be taken for granted.

**3c = To criticise...** deception and selfishness, and to highlight how these flaws can corrupt and leave someone bitter and lonely.



## 4. Vocabulary

### 4a = haughty (adjective)

Acting in a way that shows arrogance and belief that you are better than others

### 4b = ominous (adjective)

Giving a worrying impression that something bad is going to happen

### 4c = unkempt (adjective)

Having an untidy, messy appearance

### 4d = triumphantly (adverb)

In a way that shows great happiness or joy because of an achievement or victory

### 4e = deception (noun)

The act of misleading someone; hiding the truth

### 4f = manipulate (verb)

Control or influence a person cleverly or unfairly

### 4g = fiendish (adjective)

Extremely cruel or evil

### 4h = nefarious (adjective)

Wicked and evil

### 4i = eccentric (adjective)

Slightly strange and peculiar, relating to someone's actions, beliefs or way of living

### 4j = grotesque (adjective)

Odd or unnatural in shape, appearance, or character

### 4k = beldam (noun)

Old-fashioned word meaning an ugly or evil old woman

## 5. Subject Vocabulary

### 5a = novel (noun)

An extended printed story about imaginary characters and events.

### 5b = protagonist (noun)

The main character in a novel, play or film.

### 5c = antagonist (noun)

The principal opponent of the main character,

### 5d = setting (noun)

Where or when a story is set, usually introduced at the exposition (beginning) of a story along with the characters.

### 5e = genre (noun)

A type or category of book. If a writer wants to write a certain genre of book, they use certain conventions (important features that appear in most books in the genre). 'Coraline' belongs to the fantasy genre.

### 5f = conflict (noun)

In literature, a struggle between two opposing forces that a character must overcome to achieve their goal

### 5g = gothic (noun)

In literature, writing that creates mystery and fear; characters and settings that are crafted to unsettle the reader

### 5h = magic-realism (noun)

In literature, a novel written in a realistic style which includes impossible or unlikely events.

### 5i = intertextuality (noun)

The relationships or links that may be found among different books or texts.

### 5j = language (noun)

Words or methods (techniques) used by writers to present their meanings or create effects.

## 6. The Hero's Journey

In the study of how narratives (stories) are structured, the hero's journey - or the monomyth - is the structure of stories that involve a hero who goes on an adventure, is victorious in a decisive crisis, and comes home changed or transformed.



## 7. What, How, Why Paragraphs

**WHAT** is the writer saying about character/theme/setting?

**HOW** are they revealing information and creating effects for the reader?  
Quotation?  
Language methods?

**WHY** have they chosen to do this?  
Purpose? Context?

In the first chapter, the setting is presented as unpleasant. Gaiman describes features of the garden as nauseating, telling the reader that the toadstools "smelled dreadful" if they were stood on. This suggests that, despite being an intrepid explorer, Coraline might want to avoid the garden, as it is not an inviting and enjoyable place. The sensory imagery highlights the revolting nature of Coraline's new environment. Gaiman might have wanted to hint that there is something unsettling about Coraline's new house.

# Year 7 English Knowledge Organiser – Introduction to Shakespeare and The Tempest

## 1. Shakespeare's Life and Times

**1a = Shakespeare** William Shakespeare was born in 1564. He was a playwright, poet and actor. Shakespeare spent most of his professional life with an acting company in London, the Lord Chamberlain's Men. In 1599, the acting company built the Globe Theatre. Shakespeare's plays were written and first performed during the reigns of Queen Elizabeth I and her successor, James I.

**1b = Theatre** In London, during the Elizabethan period, the first dedicated theatres appeared. Most people went to the theatre, from the poor to the very rich. It was the most popular form of entertainment in Elizabethan England. These theatres, which were also called playhouses, were visited by every class of people.

**1c = The Globe Theatre** This was built in 1599 by Shakespeare's theatre company, the Lord Chamberlain's Men. It was an open-air theatre and it is believed that it could hold around 3,000 people. The standing tickets in front of the stage only cost one penny, which meant everyone could afford to experience the theatre. People who stood to watch the play were called groundlings. Seats in the gallery were more expensive, and were higher up and covered.

**1d = Beliefs and Superstitions** Folklore are the traditions, beliefs and stories passed down by a community. In Shakespeare's time, folklore was an important part of life. For example, some people believed that fairies and goblins came out at night to play tricks. People in the 1500s and 1600s believed in the supernatural. The audience would have believed in witchcraft and magic.

## 2. Genres

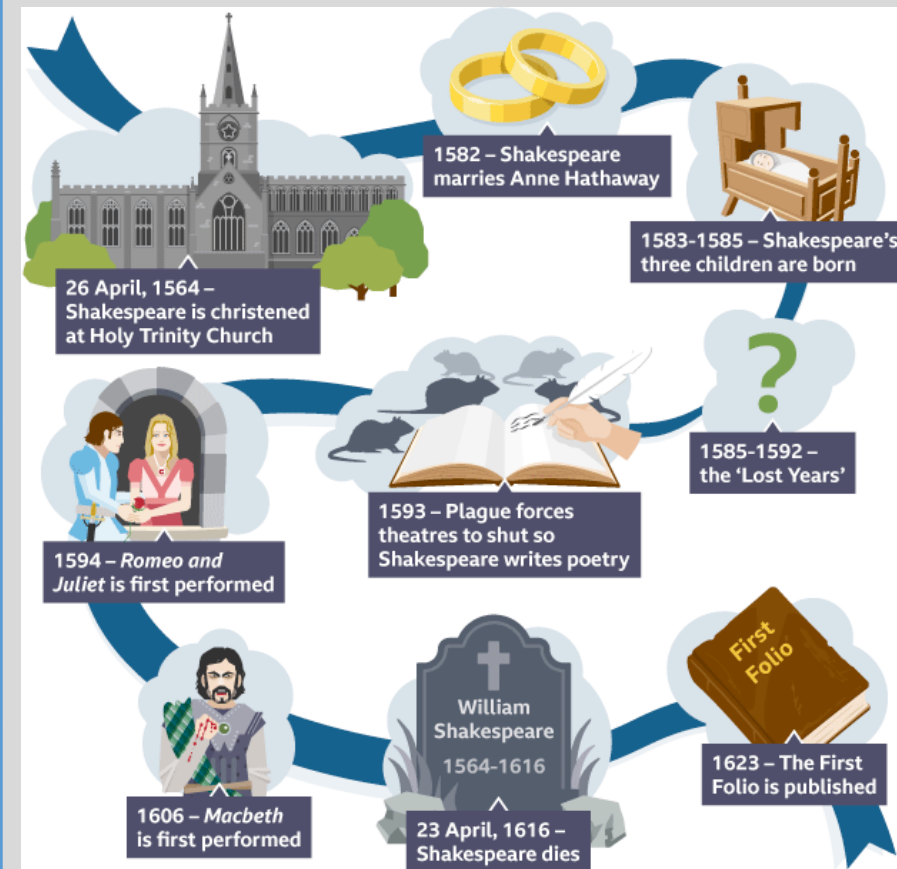
Shakespeare's plays can be categorised using three genres:

**2a = Comedies** These plays had happy endings and their plots move towards marriage. The humorous parts of these plays often arise from misunderstandings and use of disguise. Examples of comedies include 'The Merchant of Venice', 'The Taming of the Shrew', 'A Midsummer Night's Dream' and '**The Tempest**'.

**2b = Tragedies** Shakespeare's tragedies ended in the downfall of the main character(s) and death. The protagonist is usually well respected or of high status at the start of the play. Examples of tragedies include 'Macbeth', 'Romeo and Juliet', 'Othello' and 'Hamlet'.

**2c = Histories** The ten plays that cover English history from the twelfth to the sixteenth centuries. Each historical play is named after, and focuses on, the reigning monarch of the period and include 'Richard III' and 'Henry V'.

## 3. Timeline



## 4. Early Modern English Words

**anon** (adverb) soon, shortly, presently  
**art** (verb) are  
**ought** (pronoun) anything  
**dost** (verb) do  
**'ere** (adverb) before

**hast** (verb) have  
**hence** (verb) away from here!  
**hie** (verb) hurry  
**oft** (adverb) often  
**thou, thee** (pronoun) you

**thy** (pronoun) your  
**thine** (pronoun) yours  
**wherefore** (adverb) why  
**wit** (noun) intelligence, wisdom, good sense



## 5. Characters

**5a = Prospero** When we meet him, the most powerful character on the island. Miranda's father and the old Duke of Milan.

**5b = Miranda** Prospero's daughter. She lives on the island with her father and falls in love with Ferdinand.

**5c = Ariel** A spirit of the island and Prospero's servant.

**5d = Caliban** The son of Sycorax – a witch. He was born on the island and is Prospero's slave.

**5e = Ferdinand** The Prince of Naples and the son of Alonso. He falls in love with Miranda.

**5f = Trinculo** Alonso's jester and Stephano's friend.

**5g = Stephano** Alonso's butler and Trinculo's friend.

**5h = Alonso** King of Naples and Ferdinand's father.

**3i = Antonio** Prospero's brother. He became Duke of Milan after overthrowing his brother.

**3j = Gonzalo** Alonso's counsellor and trusted advisor.



## 6. Plot

**6a = Act 1** On board a ship caught in a violent storm are: Alonso, Ferdinand, Sebastian, Gonzalo, Antonio, the Duke of Milan; and two lords. The sailors try to control the ship but it seems the ship is about to sink. Miranda is upset, having watched the storm engulf the ship. Prospero reassures her, then tells her the story of how they ended up on the island. He explains he was the Duke of Milan, until his brother Antonio betrayed him. They were captured and put into an old boat, eventually washing up on the island. Prospero then uses his magic to put Miranda to sleep and calls to Ariel, who describes how he created the storm and that the ship is now safe. Prospero takes Miranda to see Caliban, who shouts curses at them. Ferdinand and Miranda fall in love at first sight. Prospero pretends to be angry, using his magic to imprison Ferdinand.

**6b = Act 2** Alonso, Antonio, Sebastian and Gonzalo awake on the island. Alonso is worried about Ferdinand. Ariel sends them all to sleep except for Antonio and Sebastian. Antonio persuades Sebastian to betray his brother Alonso. When they raise their swords as Alonso sleeps, Ariel wakes them up. Caliban sees Trinculo. Fearing him, he hides under a cloak. Trinculo crawls under the cloak too. Stephano enters, drunk. Seeing the two figures under the cloak he thinks it is a monster. He pours wine into Caliban's mouth. Trinculo recognises Stephano's voice, Caliban thinks Stephano is a god and offers to serve him.

**6c = Act 3** Ferdinand carries logs and says he is happy to do the tasks Prospero tells him to because of his love for Miranda. Prospero is actually watching as Miranda and Ferdinand express their love for each other. Stephano - still drunk and enjoying the status Caliban is giving him - Caliban and Trinculo enter. Caliban persuades Stephano to kill Prospero and rule the island himself. They are interrupted by Ariel's magical music. Alonso, Sebastian, Antonio, Gonzalo search for Ferdinand. Music plays and strange creatures lay out a banquet. Ariel appears as a harpy and says that the consequence of betraying Prospero was the storm and loss of Ferdinand.

**6d = Act 4** Prospero sets Ferdinand free. He agrees to the marriage of Miranda and Ferdinand, creating a magical show with the spirits to bless them. Ariel reports that Caliban, Stephano and Trinculo are drunk and he led them around the island. Prospero sends Ariel to distract the conspirators. Stephano and Trinculo are distracted from their plot to kill Prospero and punished.

**6e = Act 5** Prospero announces that his plans are coming together and he says he will forgive the nobles if they are sorry for what they have done. He plans to give up his magic. Ariel leads in the nobles and Prospero forgives them. Prospero reveals Miranda and Ferdinand playing chess together in his cell, much to Alonso's delight. Ariel leads in the Master and Boatswain who explain that strangely the ship fixed. Prospero sends Ariel to set Caliban and his companions free. Caliban regrets taking Stephano for a god. Prospero promises to tell the noblemen the story of his life since being sent away from Milan, before they all return to Naples. Prospero tells Ariel to ensure they get safely back to Naples and then sets him free. Prospero then speaks to the audience directly, asking for their applause to set him free.



## 7. Vocabulary

**7a = tempest (noun)** a violent windy storm

**7b = conflict (noun)** a serious disagreement or struggle between two people groups or forces

**7c = usurp (verb)** take a position of power illegally or by force

**7d = exile (verb)** to send someone away from their own country or city

**7e = solemn (adjective)** having or showing serious purpose and determination; very serious or formal in manner or behaviour

**7f = mankind (noun)** all human beings

**7g = mercy (noun)** compassion or forgiveness shown towards someone who you could punish or harm

**7h = plummet (verb)** fall or drop straight down at high speed

**7i = confined (verb)** kept someone or something within limits; restricted

**7j = enchant (verb)** fill someone with great delight; charm

**7k = plague (noun)** a contagious bacterial disease including fever and delirium

**7l = abhorred (adjective)**  
Intensely and deeply hated.

**7m = colonialism (noun)** A country taking control of another country or land (usually one less powerful).

## 8. Subject Vocabulary

**8a= play (noun)**  
A dramatic piece of literature intended to be acted out on the stage.

**8b = act (noun)**  
A way of dividing a **play**. Each act is a group of **scenes**.

**8c= scene (noun)**  
A dramatic part of the story of a play, at a particular time and place and a way of dividing **acts** into smaller parts.

**8d= stage direction (noun)**  
An instruction in a play that tells actors how to move or speak, or gives information about the setting, sound effects or lighting.

**8e= language (noun)**  
Words or methods (techniques) used by writers to present their meanings or create effects.

**8f = setting (noun)**  
Where or when the play takes place, usually introduced at the exposition (beginning) of a story.

**8g= characterisation (noun)**  
The creation or construction of a fictional character.

**8h = sonnet (noun)**  
A love poem of 14 lines (3 quatrains of 4 lines and one couplet of two lines).

**8i= pathetic fallacy (noun)**  
Giving human feelings and emotions to something not human, particularly the weather or environment, to enhance the mood of the writing.

**8j = imperative verbs (noun)**  
Verbs that express a command or an instruction e.g. 'Sit down' and 'Carry those logs.'

## 9. How to Analyse a Poem

**M - Meaning**  
*My*

**L - Language**  
*Little*

**T - Tone**  
*Toe*  
**I - Images**  
*Is*

**S - Structure**  
*Small*

What is the poem about? Who or what does it focus on? What idea(s) are most important?

Which words are most important? What are their meanings and connotations? Has the writer used any similes, metaphors or personification?

What tone does the poet adopt?

What are the most important images in the poem? How do they add to the writer's idea(s)?

What is interesting about line length or stanza length?  
How does the poem begin and end?



## 10. What, How, Why Paragraphs

**WHAT** is the writer saying about character/theme/setting?

**HOW** are they revealing information and creating effects for the reader?  
Quotation?  
Language methods?

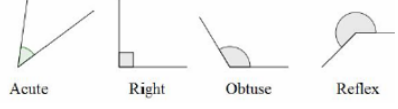
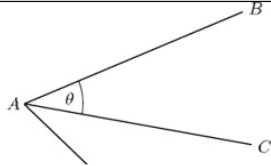
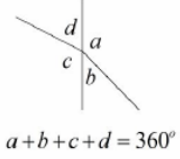
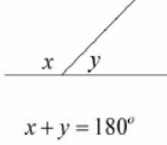
**WHY** have they chosen to do this?  
Purpose?

In the opening lines of the poem, the poet presents the sea as intimidating. The adjective "giant" conveys the huge size of the sea and its great force. It might suggest that the sea is far bigger and more powerful than human beings. Furthermore, the use of the word "giant" might allude to the mythical, super-human creature, which might again make the reader picture the sea as a colossal and aggressive being.

1 Key words	Definition
Parallel	Straight lines that always stay the same distance from each other and never meet
Perpendicular	Two lines that meet or intersect each other at right angles ( $90^\circ$ )
Probability	The likelihood of an event happening. Probability is expressed on a scale from 0 to 1. Where an event cannot happen, its probability is 0 and where it is certain its probability is 1
Mutually exclusive	Two or more events that cannot happen at the same time
Independent events	The probability of one event does not affect the probability of the another event
Index Notation	The notation in which a product such as $a \times a \times a \times a$ is recorded as $a^4$ . In this example the number 4 is the index (plural indices)
Significant figures	The number of digits in a value, often a measurement, that contribute to the degree of accuracy of the value
Substitute	Putting numbers in place of letters to calculate the value of an expression .
Formula	An equation linking sets of physical variables. Plural: formulae.
Area	A measure of surface. Area is usually measured in square units e.g. square centimetres ( $\text{cm}^2$ ), square metres ( $\text{m}^2$ )
Volume	A measure of three-dimensional space. Usually measured in cubes, units include cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ).


## 2

### Angles

Types of Angles	<p><b>Acute angles</b> are less than <math>90^\circ</math>.</p> <p><b>Right angles</b> are exactly <math>90^\circ</math>.</p> <p><b>Obtuse angles</b> are greater than <math>90^\circ</math> but less than <math>180^\circ</math>.</p> <p><b>Reflex angles</b> are greater than <math>180^\circ</math> but less than <math>360^\circ</math>.</p>	
Angle Notation	<p>Can use <b>one lower-case</b> letters, eg. <math>\theta</math> or <math>x</math></p> <p>Can use <b>three upper-case</b> letters, eg. <math>BAC</math></p>	
Angles at a Point	<p><b>Angles around a point add up to <math>360^\circ</math>.</b></p>	
Angles on a Straight Line	<p><b>Angles around a point on a straight line add up to <math>180^\circ</math>.</b></p>	

## 3

### Probability

Probability	<p>The <b>likelihood/chance</b> of something happening.</p> <p>Is expressed as a number <b>between 0 (impossible) and 1 (certain)</b>.</p> <p>Can be expressed as a fraction, decimal, percentage or in words (likely, unlikely, even chance etc.)</p>	
Probability Notation	<p><b>P(A)</b> refers to the <b>probability that event A will occur</b>.</p>	<p>P(Red Queen) refers to the probability of picking a Red Queen from a pack of cards.</p>
Theoretical Probability	<p><math>\frac{\text{Number of Favourable Outcomes}}{\text{Total Number of Possible Outcomes}}</math></p>	<p>Probability of rolling a 4 on a fair 6-sided die = <math>\frac{1}{6}</math>.</p>
Expected Outcomes	<p>To find the number of expected outcomes, <b>multiply</b> the <b>probability</b> by the <b>number of trials</b>.</p>	<p>The probability that a football team wins is 0.2 How many games would you expect them to win out of 40?</p> <p><math>0.2 \times 40 = 8 \text{ games}</math></p>
Exhaustive	<p>Outcomes are <b>exhaustive</b> if they <b>cover the entire range of possible outcomes</b>.</p> <p>The <b>probabilities</b> of an <b>exhaustive</b> set of outcomes <b>adds up to 1</b>.</p>	<p>When rolling a six-sided die, the outcomes 1, 2, 3, 4, 5 and 6 are exhaustive, because they cover all the possible outcomes.</p>
Mutually Exclusive	<p>Events are mutually exclusive if they <b>cannot happen at the same time</b>.</p> <p>The <b>probabilities</b> of an exhaustive set of <b>mutually exclusive</b> events <b>adds up to 1</b>.</p>	<p>Examples of mutually exclusive events:</p> <ul style="list-style-type: none"> <li>- Turning left and right</li> <li>- Heads and Tails on a coin</li> </ul> <p>Examples of non mutually exclusive events:</p> <ul style="list-style-type: none"> <li>- King and Hearts from a deck of cards, because you can pick the King of Hearts</li> </ul>

4

## Powers, roots and rounding

Square Number	The number you get when you <b>multiply a number by itself.</b>	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225... $9^2 = 9 \times 9 = 81$
Square Root	The <b>number you multiply by itself</b> to get another number.  The reverse process of squaring a number.	$\sqrt{36} = 6$  because $6 \times 6 = 36$
Cube Number	The number you get when you <b>multiply a number by itself and itself again.</b>	1, 8, 27, 64, 125... $2^3 = 2 \times 2 \times 2 = 8$
Cube Root	The <b>number you multiply by itself and itself again</b> to get another number.  The reverse process of cubing a number.	$\sqrt[3]{125} = 5$  because $5 \times 5 \times 5 = 125$
Powers of...	The powers of a number are that <b>number raised to various powers.</b>	The powers of 3 are: $3^1 = 3$ $3^2 = 9$ $3^3 = 27$ $3^4 = 81$ etc.
Rounding	Find the place value you need to round to, look one place to the right. 5 or more- round up 4 or less- keep the same	Round 23.567 to 1dp 23.6  Round 0.4147 to 2dp 0.41
Significant figures	Significant means important. Find the number of places that are significant, look one place to the right. 5 or more- round up 4 or less- keep the same Remember- keep the place value of the original number.	Round 5465 to 2sf 5500  Round 95.45 to 1sf 100
Estimating	When you are asked to estimate, round each number to 1 significant figure, then calculate	Estimate $23 \times 56$ $20 \times 60 = 1200$

5

## Formula, sequences and rules

Solve	To find the <b>answer</b> /value of something  <b>Use inverse operations</b> on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$  Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
Inverse	<b>Opposite</b>	The inverse of addition is subtraction. The inverse of multiplication is division.
Rearranging Formulae	<b>Use inverse operations</b> on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{z}$  Multiply both sides by z $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz + 1}{2} = x$  We now have x as the subject.
Writing Formulae	<b>Substitute letters for words</b> in the question.	Bob charges £3 per window and a £5 call out charge.  $C = 3N + 5$  Where N=number of windows and C=cost
Substitution	<b>Replace letters with numbers.</b>  Be careful of $5x^2$ . You need to square first, then multiply by 5.	$a = 3, b = 2$ and $c = 5$ . Find: 1. $2a = 2 \times 3 = 6$ 2. $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$

6

## Weekly home learning

Week 1 – complete flashcards on the topic suggested on Class Charts

Learn the content of your flashcards

Week 2 – complete the Complete Maths Classroom quiz



7

## Complete Maths Daily Goals



- 1) Complete the diagnostic
- 2) Add the selected course
- 3) Complete 5 daily goals a fortnight
- 4) Repeat steps 1 – 3 when completed the course

A screenshot of the Complete Maths Tutor interface. At the top, a progress bar shows six steps: 1. My Goal (checked), 2. Readiness, 3. Learn, 4. Do, 5. Quiz, and 6. Remember. Below the progress bar, there are three main sections: "My goal" with a list of objectives, "Success Criteria" with a link to reveal example questions, and "Notes" with a link to reveal the goal outline.

My goal

I will be able to:

- identify if I need to round the number up or down
- round numbers to the nearest 10.
- round numbers to the nearest 100 and 1000.

Success Criteria

Reveal example questions

Notes

Reveal goal outline

Success on a goal is a quiz score of 100% without watching the Learn videos or 80% with.

8

## Preparing for an assessment

- 1) Learn the definitions of the key terms
- 2) RAG your PLC and identify the RED topics
- 3) Learn the RED topics by using Complete Maths Tutor

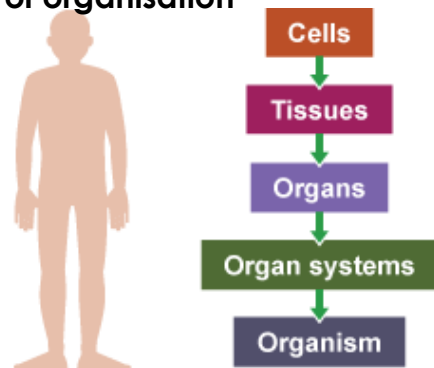
## Year 7 Science Knowledge Organiser Learning Cycle 2 – Life Science

1 Key words	Definition
Microscope	A scientific instrument that is used to see tiny objects, such as cells, magnified several hundred times or more
Specialised cells	Cells which have a particular adaptation to allow them to complete a specific function
Offspring	An animals young
Sexual fertilisation	A process in which new organisms are created by combining the genetic information from two individuals of different sexes
DNA	The store of genetic information for all living things, passed from parents to offspring
Ova	Female gametes
Sperm	Male gametes
Hormones	Chemical messages produced by glands. They travel in the blood to a target organ where they take effect
Uterus	The part of the female reproductive system where a fertilised egg cell develops into an embryo and then a fetus. Also called the womb.
Oviduct	Tubes in the female reproductive system which link the two ovaries to the uterus. Also called the fallopian tubes.

# Year 7 Science Knowledge Organiser Learning Cycle 2 – Life Science

2

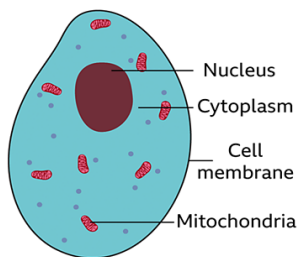
## Levels of organisation



Multicellular animals and plants consist of different types of cells organised in a hierarchy as tissues, organs and systems.

3

## Animal cells

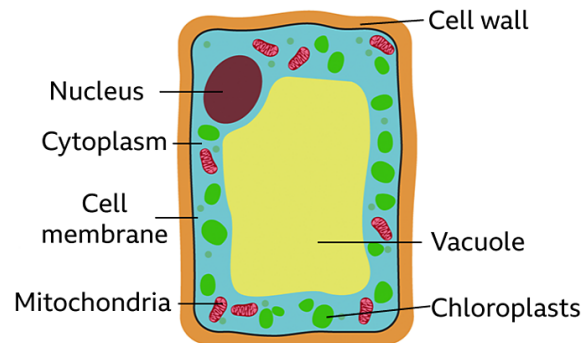


The four key components of most animal cells are:

- **Nucleus** - this contains the genetic material (DNA) of the organism and controls the cell's activities.
- **Cytoplasm** - the liquid that makes up most of the cell in which chemical reactions happen. This is mainly water.
- **Cell membrane** - a flexible outer layer that surrounds the cell and controls which substances can pass into and out from it.
- **Mitochondria** - tiny parts of cells floating in the cytoplasm where energy is released from glucose from food. The mitochondria, found in the cell cytoplasm, are where most respiration happens.

3

## Plant cells



Plant cells often have a regular shape. They have the same cell components as animal cells: a **nucleus**, **cell membrane**, **cytoplasm** and **mitochondria**.

They also have these extra three as well:

- **Cell wall**: a tough outer layer of the cell, which contains cellulose to provide strength and support to the plant.
- **Vacuole**: a space inside the cytoplasm that contains a watery liquid called cell sap. It keeps the cell firm.
- **Chloroplasts**: structures found in the cells of green parts of plants only (leaves and stems) which contain a green pigment called chlorophyll in which photosynthesis occurs.

All information resourced from BBC bitesize

4

## Specialised cells



### Sperm cells

Sperm are the male sex cell. They are made in the testes after puberty. They join with an egg cell during fertilisation to form an embryo which can then develop into a new life. The following features make them well suited to this function:

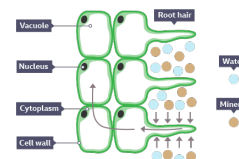
- A tail moves them towards an egg cell.
- Many **mitochondria** release energy for movement.
- Part of the tip of the head of the sperm, called the **acrosome**, releases enzymes to digest the egg membrane to allow fertilisation to take place.
- The **haploid nucleus** contains the genetic material for fertilisation.
- Sperm are produced in large numbers to increase the chance of fertilisation.



### Red blood cells

Red blood cells carry oxygen around the body, which is needed for respiration. They are well suited to this function because:

- They contain **haemoglobin**, which carries oxygen molecules.
- They don't have a nucleus, allowing more space to carry oxygen.
- They are a flat disc shape with dips on both sides (biconcave). This gives them a large surface area, and the best chance of absorbing as much oxygen as they can in the lungs.



### Root hair cells

Roots hold plants in place as they grow and also absorb water and minerals from the soil. Roots divide into smaller and smaller branches as they travel into the soil. The outside surface of roots are covered with root hair cells, which have tiny 'hairs' which poke into the soil. This massively increases the surface area for the root hair cell to absorb more water and minerals.

5

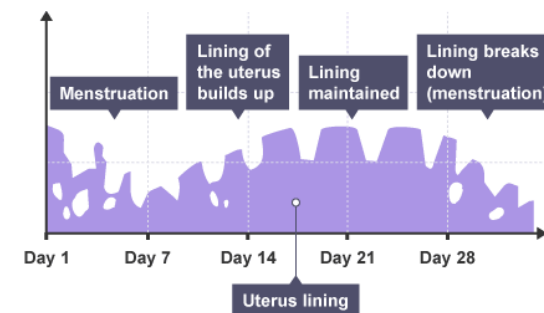
## Puberty and adolescence

### Changes during puberty

The menstrual cycle begins at puberty. It is an approximately 28 day cycle that prepares for pregnancy. The cycle stops during pregnancy.

Most females begin puberty between the ages of eight and 14. Puberty takes about four years during which the following physical changes occur:

- underarm hair grows
- pubic hair grows
- body smell gets stronger
- hips widen
- breasts develop
- ovaries release ova during the menstrual cycle



6

## Further reading



[What are cells? Animal and plant cells - KS3 Biology - BBC Bitesize - BBC Bitesize](#)



[Specialised animal cells - Living organisms - KS3 Biology - BBC Bitesize - BBC Bitesize](#)  
[Human reproduction - Reproduction - KS3 Biology - BBC Bitesize - BBC Bitesize](#)


## Year 7 Science Knowledge Organiser Learning Cycle 2 – Forces, motion and pressure

1 Key words	Definition
Contact forces	A force that acts between two objects that are physically touching
Non-contact forces	A force that acts between two objects that are not physically touching
Speed	A measure of how fast an object is moving
Distance	Numerical description of how far apart two things are. Measured in metres.
Weight	A force that acts on mass, pulling it down, due to gravity. It is is a force and forces are measured in newtons (N).
Mass	A measure of the amount of matter an object is made out of. Measured in kilograms.
Pressure	A measure of how much forces is acting on an areas
Distance-time graph	A graph with distance travelled plotted on the vertical axis against time taken on the horizontal axis
Constant speed	When the speed of an object remains the same – it does not increase or decrease
Accelerating	The rate of change of speed. This is calculated when the speed of an object changes.




# Year 7 Science Knowledge Organiser Learning Cycle 2 – Forces, motion and pressure

## 2 Non contact forces

 Magnetic force is experienced by a magnet or a magnetic material, eg iron, when placed in a magnetic field.

This force can pull the two objects together or push them apart.

 Electrostatic force is experienced by a charged particle in an electric field.

This force can be either **attractive** or **repulsive**.

Gravitational force is experienced by a mass when it is sufficiently close to another mass.

Gravity always pulls two objects towards each other. It never pushes them apart.

In the diagram, Earth pulls the satellite and the satellite pulls Earth. The forces are equal in size and opposite in direction.



## 3 Speed

In science, **speed** is typically measured in metres per second, m/s. This is the simplest **unit** of speed.

**Distance** is measured in metres.

Sometimes a question will give distance measured in kilometres. You can convert kilometres into metres by multiplying it by 1000.

For example 10 km = 10 x 1000 = 10,000m.

**Time** is measured in seconds.

$$\text{Speed} = \text{distance}/\text{time}$$

All information resourced from BBC bitesize

## 5 Pressure

### What is pressure?

Pressure can be thought of as the concentration of a force on an area and can be calculated using the equation: **Pressure = force ÷ area**

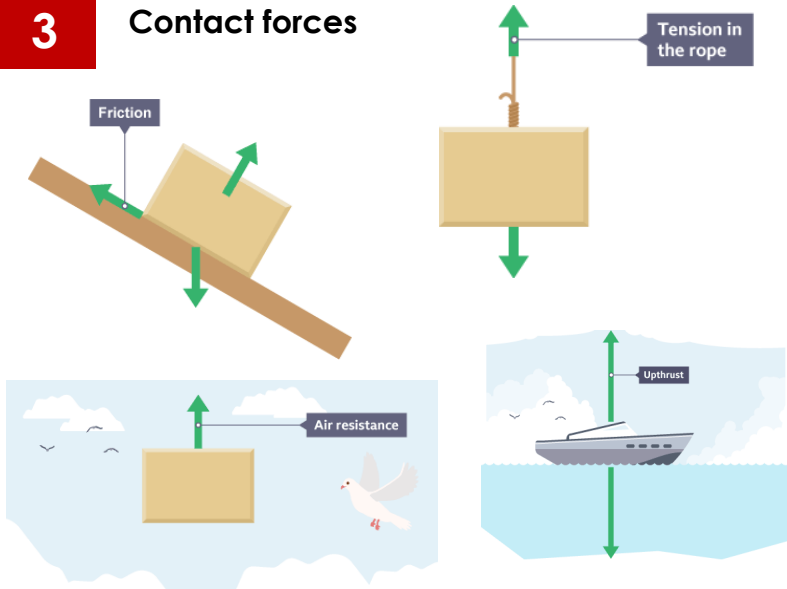
Force is measured in Newtons (N). Area can be cm<sup>2</sup> or m<sup>2</sup> and so pressure is measured in N/cm<sup>2</sup> or N/m<sup>2</sup>.

For example a person might weigh 400 N and stand on one foot which has an area of 80 cm<sup>2</sup> so the pressure this person puts on the ground is 400 ÷ 80 = 5 N/cm<sup>2</sup>

You can see the effects of this equation in action if you press a drawing pin into a cork board. The pin point end pierces the cork board and stays in place, you couldn't do that with the flat end.

This is because the same force is concentrated onto a smaller area at the pin end which creates enough pressure for the pin point to pierce the cork board.

## 3 Contact forces

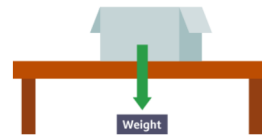


## 4 Weight and mass

The terms weight and mass are often used incorrectly. Phrases like 'a bag of sugar weighs 1 kg' are not scientifically correct.

**Mass** is a measure of the amount of **matter** an object is made out of. Mass is measured in kilograms (kg). Very small masses are sometimes measured in grams (g). There are 1000 g in one kg.

**Weight** is the force that acts on mass due to gravity and is therefore measured in newtons (N).



The following equation can be used to calculate the weight of an object:

$$W = m \times g$$

$$\text{Weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/Kg)}$$

The **gravitational field strength** on Earth is 10 N/kg.

This means that a 1 kg mass would be attracted to Earth by a force of 10 N.

## 6 Further reading

[Forces and movement - KS3 Physics - BBC Bitesize](#)



## 1 Dubai – an example of planned settlement

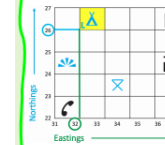
- It is located on the Persian Gulf
- Dubai earned its money from oil
- Revenue from oil has been used to build modern roads, schools and hospitals.
- In 1960 20 000 people lived there
- In 2006 1 million people lived there
- The World and the Palm island are examples of planned settlement to provide luxury accommodation to tourists and residents

## 2 Map Symbols



## 3 4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings. **32** 26. The second two numbers give the northings.

Remember - eastings then northings!

Along the corridor and up the stairs!

## 6 FIGURE GRID REFERENCES

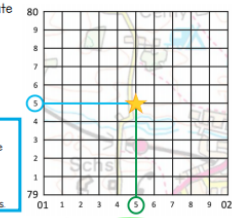
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

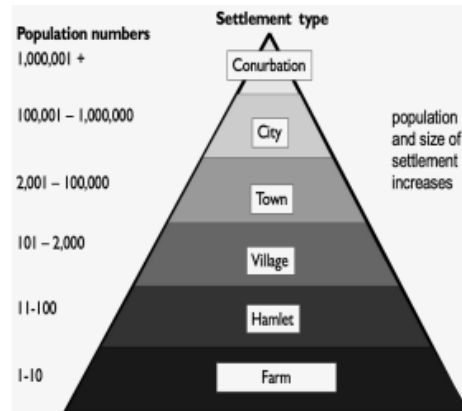
**015 795**

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



## 4 Settlement Hierarchy



## 5 Site and situation

**SITE** is the land which a settlement is built on.  
**SITUATION** is where a settlement is in relation to other surrounding features.

- **Bridging Point** – where a river was shallow enough to be crossed or narrow enough to easily build a bridge.
- **Dry Point** – Settlements were built on slightly raised land to avoid flooding.
- **Defensive** – Settlements built within a river meander to give protection from attack on three sides.
- **Wet Point** – Built at a source of water in an otherwise dry area.
- **Nodal Point** – Where natural routes meet, such as several valleys.

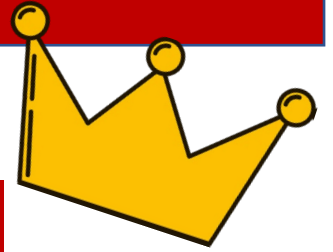
## 6 Favelas

**FAVELA** - A heavily populated urban area. Conditions are usually poor, housing is substandard, and the facilities are limited. They are built in unwanted areas of the city.

**SHANTY TOWN/SLUM** – The same as a favela! Favela is the name they use in Brazil. Slum is used in India and Shanty Town is used in other areas e.g. Mexico.

# Year 7 History Knowledge Organiser Learning Cycle 2

<p><b>Who wants to be King?</b></p> <p><b>1</b></p>	<p>When Edward the Confessor dies, there is no clear heir to the throne. Harold Godwinson, Harald Hardrada and William of Normandy were prepared to use their armies to get the crown</p>	<p><b>Battle of Hastings</b></p> <p><b>4</b></p>	<p>Norman army defeats the Anglo-Saxon army after breaking their shield-wall. Harold is killed in the battle, William is crowned King but faces potential rebellion.</p>
<p><b>Battle of Stamford Bridge</b></p> <p><b>2</b></p>	<p>Viking Harald Hardrada is defeated by Harold Godwinson's army. Hardrada and Tostig were killed and the Vikings went back to Norway</p>	<p><b>Feudal System</b></p> <p><b>5</b></p>	<p>A system developed by King William where each group of people owed loyalty to the group above, starting with villeins, knights, barons and ending with the King.</p>
<p><b>Who had the better army?</b></p> <p><b>3</b></p>	<p>Anglo-Saxon army was made up of professional soldiers (housecarls) and fyrds. Norman army had knights and archers who were paid and trained.</p>	<p><b>Domesday Book</b></p> <p><b>6</b></p>	<p>William sent officials to gather information about villages. Records were put into the Domesday Book, giving him power. William could work out taxes and how many people could fight for him.</p>



**7** Magna Carta was issued in June 1215 and was the first document to put into writing the principle that the king and his government was not above the law.



# Year 7 Spanish Knowledge Organiser Learning Cycle 2

## 1 Know your phonics!

Revisit these rules and then apply them to all new vocabulary that we cover this term. Remember the rules never change!

a - e - i - o - u

ca - ce - ci - co - cu

ca - que - qui - co - cu

ga - ge - gi - go - gu

ga - gue - gui - go - gu

rr - ll - v - h - j - ñ - z

Pronouncing words in Spanish:

<https://www.bbc.co.uk/bitesize/topics/zhy27nb/articles/zk78382>

## 2 Introductions

Practise your answers to all of these questions- use your books and Knowledge Organiser and Parallel Text for support.

Háblame de tu familia.

¿Cuántas personas hay en tu familia?

¿Puedes describir tu madre/ padre etc.?

¿Tienes mascotas?

¿Qué hora es?

¿Qué haces en un día típico?

## 3 Vocab learning techniques

Regularly practise your topic specific vocabulary using the techniques listed below:

- Log into your Memrise Group and practise online

- Look-cover-write-check

This video demonstrates what to do: <https://youtu.be/eKoOoW8PBc0>

- Use the Parallel text

This video demonstrates what to do:

<https://youtu.be/WcvVeNM6dWc>

Make Flashcards and self-test:

<https://youtu.be/-SL9037YMKa>

## 4 The verb present tense for regular verbs

Write out all of the rules for how to form the present tense from memory, then look back at your notes- have you remembered everything that we have practised in class?

Now follow this link – develop your notes by adding additional information.

<https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb>

## 5 High frequency vocab

These verbs come up all the time in Spanish- how many can you say from memory?

llevar, escuchar, hablar, cantar, bailar, pintar, viajar, ayudar, preparar, trabajar

Check you now the meaning of all these time frames as well:

por la mañana, por la tarde, por la noche, primero, luego, después, más tarde, a veces, nunca, todos los días

## 6 Further reading, websites

Telling the time in Spanish:

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zmftwtv>

Describing people in Spanish using ser and tener: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/>

How to use the verbs ser and estar:

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/><https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zkxjirj6>

How to use adjectives in Spanish:

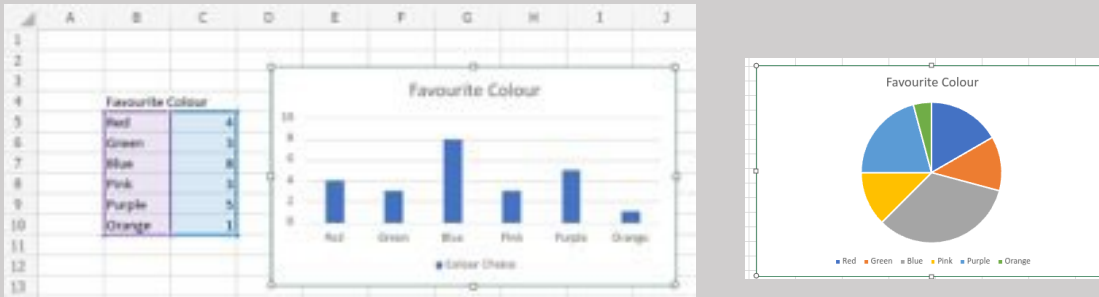
<https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zjdrvk7>



# Year 7 Computing Knowledge Organiser Learning Cycle 2 The Internet, the World Wide Web and Computer Hardware

## 1 Working with data (Excel Spreadsheets)

Spreadsheets are useful because you can model data using Graphs and Charts very easily. It is good for seeing trends and relationships.



### Key Words:

Bar Chart: Data is displayed in columns or rows

Pie Chart: Data is displayed as proportions of a circle

## 3 Computer Hardware

Keyword	Definition	Example
<b>Input device</b>	Allows you to add data to the computer.	Keyboard, mouse, touchscreen, microphone
<b>Output Device</b>	Allows the computer to communicate with you.	Monitor, speaker, headphones, printer
<b>Storage</b>	Allows you to save data	Hard disk, USB, DVD

## 2 The Internet and World-Wide-Web

Key Words	Definitions
<b>Network</b>	A group of connected computers or devices
<b>Global</b>	Across the whole world
<b>Internet</b>	The internet is a <b>global network</b> of computers. All computer devices (including PCs, laptops, games consoles and smartphones) that are connected to the internet form part of this network.
<b>Websites</b>	Websites consist of webpages which allow you to see information. Websites are accessed using a web browser.
<b>World Wide Web (WWW)</b>	The part of the <b>internet</b> that can be accessed through websites.

Key Term	Definition
Primary	The first set of colours. Red, Yellow and Blue.
Secondary	They cannot be made. The second set of colours. Made by mixing two primary colours together.
Complementary	Colour that is opposite on the colour wheel. Colours complement each other. Mixing together produces the Tertiary colours.
Tertiary	The third set of colours. Three shades of brown. Made by mixing the complementary colours.
Geometric	Regular shapes such as circle, square, triangle, hexagon etc.
Organic	Irregular shapes such as blob, splat, squiggle, smash.
Portrait	A picture of a persons' face from the front.
Profile	A persons' face from the side so you can see the outline of their face.

1



COOL COLORS WARM COLORS



"Every child is an artist the problem is how to remain one as we grow up"

## What will I learn?

2

You will learn about the colour wheel and then use colour to develop your painting skills through the creation of a Picasso inspired portrait. We will use different drawing techniques to explore line and expression.



Picasso.  
Portrait of Dora Maar.

## What will you learn?

3

You will be introduced to the work and life of Pablo Picasso and how he used colour to express emotion. You will learn to mix, blend and apply paint to create a good consistency. You will learn how to use colour to express emotion.

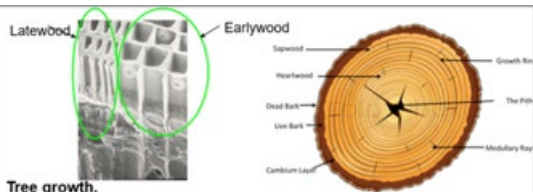
## Further reading

<https://www.tate.org.uk/art/artists/pablo-picasso-1767>



# Year 7 Design Technology Knowledge Organiser Learning Cycle 2

## 1 Materials and equipment



**Tree growth.**  
Wood grows each year by putting on an additional layer of cells just below the bark layer. This is called the cambium layer.

The layer grows more when the tree is in warm and bright conditions because the leaves use sunlight for photosynthesis and generate growth.

In times of rapid growth the cells (tracheids) are wide and open creating a softer wood. In fast growing trees this means that the entire timber is relatively soft.

Trees that drop their leaves (deciduous) don't grow during the cold period have very narrow tracheids- during the winter. This results in the smaller dark rings- annular rings

**Examples of Softwood**

- Spruce
- Scots pine
- Douglas Fir



<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• White</li> </ul> <p><b>Uses</b></p> <ul style="list-style-type: none"> <li>• Wood pulp, General purpose joinery</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Red or Yellow</li> </ul> <p><b>Uses</b></p> <ul style="list-style-type: none"> <li>• Light poles, Exterior work, Railway sleepers</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• light tan to reddish</li> </ul> <p><b>Use</b></p> <ul style="list-style-type: none"> <li>• timbers, plywood, railroad ties, mine timbers, house logs, post and poles, fencing, and firewood.</li> </ul>
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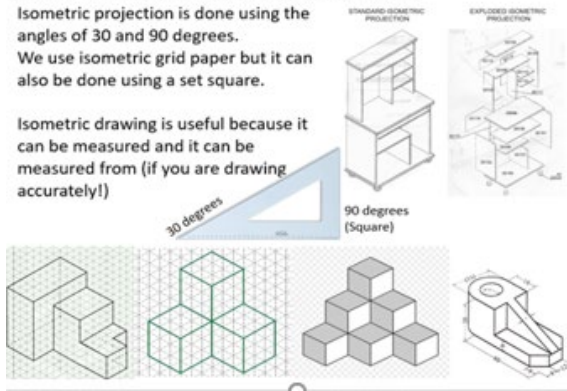
https://www.youtube.com/watch?v=807Cz5GZ5\_502004 Hardwood and softwood revision 8:40 minutes

## 2

### Isometric projection- 3 dimensional drawing.

Isometric projection is done using the angles of 30 and 90 degrees. We use isometric grid paper but it can also be done using a set square.

Isometric drawing is useful because it can be measured and it can be measured from (if you are drawing accurately!)



**Tenon Saw-** Used for cutting a straight deep surface or timber strips to length.



**Coping Saw-** Used for removing material inside some joints and for cutting curves.



**Firmer chisel-** used for general cutting and paring of wood

**Try Square-** Used for marking out 90 degrees for cutting shoulders or as a datum line.

## 4 The Design process

### Designers research so that:

- the best materials and components can be selected.
- The best solutions can be found by identifying problems.
- The users needs are well understood and can be met.

### Designers write specifications so that:

- The requirements of the project are very clear.
- The different success criteria can be used to check against.
- The different features that are needed are included and can be tested.
- Different designs can be compared effectively.

### Factors often used in specifications:

- **Aesthetics-** what it looks like
- **Cost-** maximum and minimum to make or buy.
- **Customer-** they specific type of user.
- **Environment-** where it will be used.
- **Size-** At least three overall measurements.
- **Safety-** Key features to keep users safe.
- **Function-** The main things it must do or be like.
- **Materials-** The main materials used in production.

## 5 Key words

**Equipment:** anything that is used to make the products, produce drawings or create something.

**Material:** What something is made from- can be wood, metal, plastic, textile, composite etc..

**Process:** Any 'doing' activity. This is likely to be about marking out, cutting materials and using machinery.

**Design:** Producing ideas for products and system that make thing better and solve problems.

## 3 The 6 Rs

The 6 Rs of sustainability is a tool widely used to help designers reduce the impact of their products on the environment can be used as a checklist for each product that is designed.

**Reduce** — How can the amount of materials and components used in the product be reduced?

**Rethink** — How can the design of the product be changed so that it is less harmful to the environment?

**Refuse** — Should the product be produced if it is not sustainably designed?

**Recycle** — Is the product made using recycled materials?

**Reuse** — Could the product be used in a different way once its current use has expired?

**Repair** — Is the product easy to repair? .

<https://www.bbc.co.uk/bitesize/guides/zbstng8/revision/1>



# Year 7 Food Knowledge Organiser Learning Cycle 2

1	Key Word	Definition
	Hygiene	Keeping areas clean to prevent spreading of bacteria
	Safety	Prevention of accidents
	Hazard	A danger or risk
	Balanced Diet	A balance of foods to ensure we stay healthy
	Nutrients	Substances needed for our health that are found in food

**2** Health and Safety in the kitchen

To ensure everyone is safe and not in danger or risk of injuries or accidents.

Hygiene

The kitchen is to be kept clean at all times. When washing up, hot soapy water is to be used to remove all grease and dirt on equipment

**3** Food is eaten and digested in the body to allow the absorption of energy and nutrients.

## 4 Knife Safety



Bridge Hold



Claw Grip

Store in a wooden block or magnetic strip with blade facing downwards.  
Wash knives separately and do NOT leave in the washing up bowl

## 5 Eat Well Guide – Government Guide to inform of how to eat a balanced diet



6	Nutrient	Source	Function	Deficiency
	Protein (Macronutrient)	Meat, dairy products, eggs, tofu, nuts	Growth and repair	Stunted growth in children, weak bones and teeth
	Carbohydrate (Macronutrient)	Bread, pasta, potatoes	Main source of energy for the body	Lack of energy
	Fat (Macronutrient)	Vegetable oil, butter, cakes	Protection of organs, Layer of insulation (warmth)	
	Vitamins (Micronutrient)	Fruit, vegetables, oils	Vitamins are needed to keep the body healthy e.g.. Vitamin A for night vision.	Wide range of illnesses and diseases
	Minerals (Micronutrient)	Dairy products, fruit, vegetables	Minerals are needed to keep the body healthy e.g. calcium is needed for growth and maintenance of strong bones	Wide range of illnesses and diseases

## Useful Sites

<https://www.foodfactoflife.org.uk/>  
<https://explorefood.foodfactoflife.org.uk/>





1

## Key ideas



Buddhism is the name of the religion, and its followers are known as Buddhists. Buddhists follow the teachings of the **Buddha**, which means 'enlightened one'. (The one who knows the truth). The Buddha was a man called **Siddhartha Gautama**, who is said to have lived nearly 2,500 years ago in India. Today there are around 376 million Buddhists living around the world, with approximately 180,000 living in the UK.



2

## Key Teachings



Buddhism focuses on personal spiritual development, and Buddhists try to live a good life by following the Buddha's teachings, called the **Dharma**. In the **Four Noble Truths** the Buddha taught that life is full of suffering. Suffering is caused by desire and wanting things, and attachment to possessions. The way to stop suffering is to stop wanting things by following the **Eightfold Path**. **Buddhists do not believe that the Buddha was a god**, but they hold a deep respect for him and show their devotion to him by following his teachings.

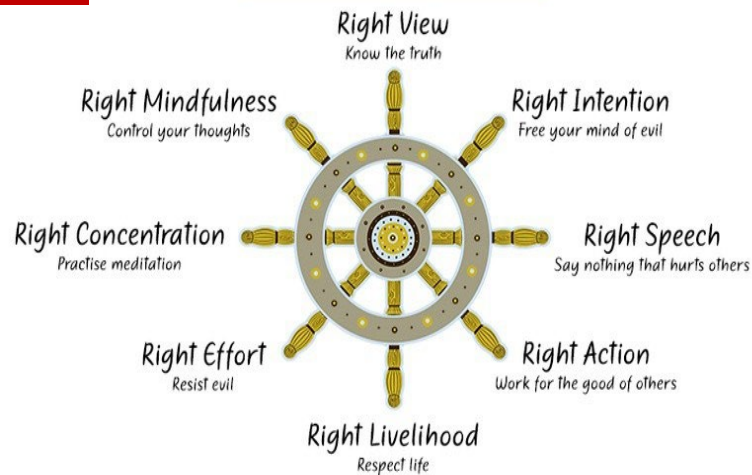
3

## Buddha's Four Noble Truths for a 4 Year Old

1. Sometimes people feel sad.
2. Sometimes the thing that makes people sad is not getting something they want or getting something they don't want.
3. There is a way not to be so sad about not getting what you want or getting something you don't want.
4. The way is to not think so much about what you want at all, but instead think about how you can be kind and helpful to your family, your teachers, your friends, other people, animals, bugs, and everything that lives.

4

## The Noble Eightfold Path



5

## How might religious belief make people behave?

**Christians** believe that it is part of their duty to act in a **moral** way, and this involves helping others around them. Some of the Christian-focused services the Church provides are: food banks – a place where food is supplied free of charge to people living in poverty, helping people in need or helping the homeless

**Buddhists** must act with **love and compassion** towards those living in poverty so that all people have the necessities to survive without suffering. Many Buddhists believe that they should be socially engaged. Therefore, many Buddhists are involved in projects and charities which actively help those experiencing suffering due to poverty.



6

## Further reading, websites

<https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmf>



<https://www.bbc.co.uk/bitesize/guides/zkrkxnb/revision/4>



# Year 7 Music Knowledge Organiser Learning Cycle 2 MUSIC OF THE ORIENT

1 TIER THREE VOCABULARY	
Note	A musical sound.
Notation	The symbols we use in music to record beats/rhythms and tunes/melodies.
Scale	A sequence of notes in a set order.
Pentatonic Scale	A sequence made up of just five notes.
Shakuhachi	A Japanese woodwind instrument that is made from bamboo.
Shamisen	A Japanese string instrument that is played with a large plectrum/pick called a 'bachi'.
Koto	A Japanese instrument that lies down horizontally and is played using finger picks.
Duration	A musical element that describes the length of a note.
Pitch	A musical element that describes how high or low a note is.

## 2 FINDING NOTES ON A PIANO/KEYBOARD

There is an easy method that will help you find notes on a piano/keyboard. All **black notes** are grouped in twos and threes. If you find the group of two black notes, The D (dog) sits in between the two black notes (kennel).

**DOG IN THE KENNEL**

## 3 DIFFERENT DURATIONS OF NOTES

SYMBOL	NAME	DURATION
	<b>Semibreve</b> SEH-ME-BREEV	hold for 4 beats
	<b>Minim</b> MIH-NIM	hold for 2 beats
	<b>Crotchet</b> CROTCH-IT	hold for 1 beat
	<b>Quaver</b> KWAY-VER	hold for 1/2 a beat

## 4 SYMBOLS AND PITCH NOTATION

Although the notes go up in alphabetical order, a nice way to remember the notes for the **TREBLE CLEF** is to separate the notes on a line and the notes in the spaces.

The notes on the lines spell out **Every Good Boy Deserves Food**, and the notes in the spaces spell out the word **FACE**.

**TREBLE CLEF**  
Tells you that all notes are above MIDDLE C.

**MIDDLE C**  
This is the C closest to the middle of the keyboard.

**STAVE**  
This is the name for the lines and spaces that tell you what pitch a note is.

## 5 SAKURA, SAKURA

The piece you are learning is called 'Sakura, Sakura'. It is a traditional Japanese piece of folk music that means 'Cherry Blossoms' and it was written to celebrate the coming of springtime. The song can be heard at the link below on YouTube.

[is.gd/sakuramusic](https://www.youtube.com/watch?v=sa_ku_ra)

## 6 LINKS & FURTHER READING

**Article:**  
4 Traditional Japanese Instruments That Will Make Your Heart Melt  
[is.gd/japaneseinstruments](https://www.is.gd/japaneseinstruments)

**Lesson:**  
Music Theory - Note Durations  
[is.gd/notedurations](https://www.is.gd/notedurations)

**Revise:**  
Flash Card Maker  
[is.gd/flashcardmaker](https://www.is.gd/flashcardmaker)

# Year 7 Drama Knowledge Organiser Learning Cycle 2 VICTORIAN MELODRAMA

## 1 WHAT IS MELODRAMA?

- Melodrama is a style of theatre that was prominent in the Victorian era. It uses exaggeration and stereotyped characters to appeal to the audience's emotions
- It can be useful when working within the melodrama genre to explore stock characters, e.g. an evil villain, a wronged maiden or a noble hero.
- Very clear and loud vocal delivery is needed in a melodrama, facing out to the audience, combined with large gestures and exaggerated facial expressions.
- The plot for a melodramatic devised piece would ideally be very sensational, designed to evoke emotion within the audience, with lots of dialogue.



## 2 STOCK CHARACTERS OF MELODRAMA

Hero	Handsome, strong, brave, honest and reliable.
Villain	Cunning, without morals, dishonest, cruel and evil.
Heroine/Damsel	Beautiful, courageous, innocent and vulnerable
Villain's Accomplice	Usually provides comic relief because he is a bumbling sidekick.
Faithful Servant	Also provides comic relief, and also does the dirty work. He usually discovers evidence against the villain.
Aged Parent	Old, weak and deaf. He depends on his daughter (the heroine) to look after him and in a play, is usually blackmailed by the villain.

## 3 TIER THREE VOCABULARY

Stock Characters	A stereotypical character in a melodrama.
Exaggeration	The representation of something that is more extreme than it really is.
Projection	The strength of speaking whereby the voice is used loudly and clearly.
Pitch	Speaking in a high, low or natural voice.
Tone	This suggests the character's mood and intentions
Gestures	A physical movement made with the hand/arm/head.
Gait	A person's manner of walking.
Facial Expressions	this conveys an emotion using your face
Proxemics	The distance between characters/actors. Shows their relationship with one another.
Pace	The speed at which someone speaks.
Pause	A beat or two of silence with no dialogue.

## 4 MELODRAMA STRUCTURE

### Provocation:

The initial cause for setting action into motion – jealousy or greed forces an evil character to plan an offence.

### Pangs:

The consequential sufferings of the good and innocent characters who are caught up in the evil plot.

### Penalty:

In a last-minute twist of fate, the wicked character has their plans foiled and receives a punishment for his/her evil actions.

## 5 LINKS & FURTHER READING

### Article:

*Melodrama: what is it, meaning, characteristics, authors, origin...*  
[is.gd/melodramaarticle](https://is.gd/melodramaarticle)



### Lesson:

*Rise of Melodrama – Video Lesson*  
[is.gd/melodramavideo](https://is.gd/melodramavideo)



### Article:

*Melodrama – Narrative Property*  
[is.gd/melodramaarticle2](https://is.gd/melodramaarticle2)

