



Knowledge Organisers

successful in each subject. remember the core and powerful knowledge that is required to be building a seven-year revision strategy that supports you to by helping you to understand how to learn and revise. We are students achieve. We use knowledge Organisers at Christ the King to help all Knowledge Organisers improve your confidence

ensuring that knowledge is committed to long-term memory recall activities, known as retrieval practice, are an effective way of your limited working memory by storing key facts and processes in whereas long-term memory is effectively limitless. You can support memory is limited, and can very easily become overloaded involves working memory and long term memory; working lost over time if it is not revisited. A simple model for memory your long-term memory. Research evidence indicates that regular The Ebbinghaus Forgetting Curve demonstrates that knowledge <u>.</u>

Rate of Forgetting with Study/Repetition



this highlight the essential 'golden knowledge' in yellow to support your learning. use your knowledge organiser in your lessons, in tutor time, and during homework tasks. An important aspect of your be given your knowledge organiser in a plastic wallet along with a homework booklet - the expectation is that you bring core knowledge is secured, you will be in a strong position to use and apply this knowledge in a range of contexts. You will revision for assessments and end-of-year examinations will be to use the knowledge organisers for self-quizzing. If this At the start of each term, you will receive a knowledge organiser booklet that contains content for all subject areas. You will to school every day - it should be placed on your desk in every lesson, ready to use. Geography and History

How to use your Knowledge Organiser

The best way to use your knowledge organisers is to regularly use one of our Core 4 Revision strategies as part of your home learning. These strategies will be explained to you in more detail in tutor time, by your class teachers and as part of your Personal Development lessons.

- 0 Flash Cards: Use the information from your knowledge organiser to create flashcards - these could be double sided with a question on one side and the answer on another, or a keyword on one side and the definition on the other.
- **O Self Quizzing:** There are different ways you can self-quiz:
- Look, cover, write, (say), check
- Create gaps fills
- Create questions for the information you want to learn and then answer them from memory
- 0 your memory. You then check the information against the information on writing down everything you can about a topic you want to revise from Brain dumps: These are a small but powerful revision strategy which that you know which information you need to revisit, either through your Knowledge Organiser - you then mark your work and add any good to use at the end of topics. An effective brain dump involves you using flash cards or self-quizzing. missing information onto your brain dump in a different colour pen, so memory, ready for you to recall it into your working memory. They are help makes the information 'sticky' so that it goes into your long-term
- 0 information linked to that. They are effective as they allow you to 'chunk' Revision Clocks: Revision Clocks are a blank clock shape - divided into up the core knowledge from the topic into the segments. You can use colours and pictures to make the information more 'sticky'. 12 segments. In each segment put a sub-heading and then include the





Reading for 6 minutes a day reduces stress by 68%.



Read 20 minutes a day and you'll read 1,800,000 words per year.

20 Minutes Monday Tuesday Wednesday Thursday	Vednesday Thursday	ay Friday
Subject 1 Science English English Maths (Sparx)	English Maths (Sparx)	x) Science
Subject 2 RE Maths RE Drama	RE Drama	a Geograph
Subject 3 Music History Technology MFL (Practical) / IT / IT	Fechnology MFL / IT	- Art (Practical

		We	ek 1		
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Science	Maths (Sparx)	Maths	English
Subject 2	RE	PE	RE	Science	Geography
Subject 3	Music	History	Technology / IT	MFL	Art

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You should complete at least one hour of Home Learning per school day.

Homework Schedule

This will consist of:

0 0

Knowledge Organiser and Online Learning as directed by your teachers. If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge

0

Two periods of 20 minute reading each week.

Organiser timetable below.



What are the homework expectations?

Each homework must meet the following 5 requirements:

- 0 Write the complete title and date in full e.g Wednesday 7th June 2023 on each page and underline
- 0 You should include minimum of words to summarise the topic. Do not copy the words from the text.
- 0 Make full use of the page for each topic by scaling your notes and images appropriately to use all the space
- 0 try to use humour. You must include diagrams, sketches, or cartoon doodles to visually represent the topic,
- 0 Highlight key words and phrases, using underlines and highlighter pens, and explain technical terms.

How should I present my work?

ruler and you should present your work as neatly as you are able to. Please remember that the same rules apply to the presentation of your homework as applies for your class work: **dates and titles** (which should be the name of the subject) **need to be underlined with a**

examples of how to set out your work: If you are self-quizzing correctly, there should be evidence of green pen on your page. Here are some





DON'T FORGET!

Always record the date, topic, and page number in your Home Learning Book!



1. Keywords	Definition	2. Formal Elements	Definition	Visual	
Composition	Means 'putting together' and can apply to any work of art or photography that is arranged or put together using conscious thought.	Tone	Is the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Topes are created by the way light falls.		
Contrast	Is the representation of two elements of design in opposite ways. For example, areas of bright light in comparison to areas of dark.		on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.		
Proportion	Refers to the dimensions of an object and relationships between height, width and depth.	Line	Is a mark made by a drawing tool or brush. It can be straight, curved, light		
Medium/Media	The material used to create a piece of artwork.		dark, long/thin it can be used to show	Horizontal Vertical Diagonal Broken	
Observe	To draw or paint an object as accurately as possible from a viewpoint.		expressions.	Zigzag XXXXX XXXXX Curved Spiral	
Still lifeDescribes artwork which often depict inanimate objects that are arranged in a particular composition.		Shape	Is an area enclosed by a line. It could be just an outline, or it could be		
^{3.} FORMAL ELEMENTS			shaded in. Shapes can be geometric or irregular.		
WHAT? The Formal Elem artwork. The art o pattern, colour a	ents in Art are the parts used to make a piece of elements are line, shape, space, form, tone, texture, nd composition.	Form	Is something that is three-dimensional and encloses volume, having length, width, and height it can be geometric or organic.	sphere Cone Upinder	
WHY?		3. Processes	Definition		
We use these wo ideas of any piece	rds to help us describe and analyse the process and e of artwork.	Blend	The process of fusing two tones or colours to transition from one to another or to create a new tone or colour.		
HOW? Artists use these	as building blocks to create their artwork. All artworks	Graduated	Is the technique of gradually transition from one shade to another, or one text	ing from one hue to another, or ture to another.	
are made using the formal elements.		Cross-hatching	The layering of multiple lines to achiev	re tone.	



D&T - Graphical Skills

1. Key words	
1. Perspective	Creates the illusion of depth. When drawing in perspective objects appear to get further away into the distance.
2. Horizontal line	a straight line that goes from left to right or right to left.
3. Vertical Line	A straight line going from top to bottom or bottom to top.
4. Isometric	A method for drawing something in 3D. Isometric uses 30° angled lines to create the sides and top of a shape. Isometric grid paper can be used to help draw in an isometric view.
5. Oblique projection	A method of drawing something in 3D. Starting with a front view of a shape, 45° lines are drawn back from each corner of the shape. Lines have to be at 45° for it to be Oblique Projection. Squared grid paper can be used to help with Oblique Projection.
6. Vanishing Point	The point that all lines go back to when drawing in perspective. Lines appear to disappear into the vanishing point to add depth to drawings.
7. Horizon Line	A boundary at which the skyline meets with a flat surface of earth such as the ocean or the ground.
8. Rendering	Using pens, pencils, crayons or paints to add texture and tone to a drawing, making the drawing more realistic looking.
9. Chisel Point	A flat surface on the tip of a pen or pencil allowing you to draw thick or thin strokes depending on the angle of the pen/ pencil.
10. Aesthetics	Visual appearance of a product considering things such as colour, shape, texture and pattern.
11. Tone	How light or dark a colour is.

3. Equipment Used for measuring and drawing angles especially at Set square 90°, 45°, 60°, or 30°. An instrument for drawing circles and arcs and Compass measuring distances between points. A type of drawing paper made of equilateral **Isometric paper** triangles or dots that is used to assist in drawing dimensions of shapes.

Isometric

Oblique

One point perspective

vanishing point.

Start from the edge of a shape and use 30 degree lines to add the side.

use 45 degree lines to project backwards.

Start by drawing a horizon line and a vanishing point. Ensure all lines always go back to the



45 dearees







D&T - Mechanisms

1. Keywords	Definition		3. Types of motion – There are 4 basic types of motion:		
1. Mechanism	Mechanical devices change an input force and movement into a desired output force and movement. They can change magnitude and direction of force.		Rotary	Moving in a circular direction, for	
2. Cam	Cam's are used to convert rotary motion in to reciprocating. A rod, known as a follower rests on the cam and rises and falls as the cam rotates.		C	example a wheel turning.	
3. Lever	A lever is a mechanical device used to transmit and transform the effect of forces. The input force is transferred through the lever to move a load.		Oscillating	Moving back and forth in an ARC, for	
4. Linkage	Levers can be joined together to make linkages. Linkages can change an input motion + force into an output motion + force.			swinging.	
5. Pully and Belt	Pulleys use mechanical advantage, similar to levers, to lift up loads.		Linear	Moving ONE way in a straight line for	
6. Gear train	<i>Gear trains</i> are when two or more gears are joined together. In a simple gear train, the <i>drive gear</i> causes the <i>driven gear</i> to turn in the opposite direction.			example using a paper trimmer.	
		Γ	Reciprocating		

2. System Diagrams

A system is made up of several parts that work together as a whole, to carry out a function. They require and **input**, a **process** and an **output**. A mechanism can make a force bigger or smaller and can change movement direction. The diagram below shows the mechanical process for riding a bike.



• **effort** = load ÷ mechanical advantage

Moving back and forth

in a straight line, for

sewing machine.

example a needle in a



D&T - Plastics and Health & Safety

Key words		Tools			Know your safety signs	
1. Thermoplastic	Polymers that can be softened through heating before being processed and then left to cool and harden. Once cooled, they show no changes in chamical properties, meaning they can	Try Square		Used for marking out and checking 90° angles on wood, metal or plastic.		
	be re-melted and re-used several times.			A saw used to cut		
2. Thermoset	A polymer-based material that is insoluble and non-melting	Coping Saw	the second second	think blade makes it ideal for cutting curved lines.	WARNING SAFE CONDITION	
3. Acrylic	A clear, strong, stiff plastic. Acrylic is					
	available in many colours.		File	A file is a tool used to remove fine amounts of material from a piece of work.		
4. Jig	A device that holds a piece of work.	File				
5. Marking out	the process of marking lines and positions on piece of work.				DANGER THE SAFE WAY	



Line bending:

Once the acrylic is cut it can be bent. It needs to be heated to around 150 to 170 °C to bend without cracking, after cooling the bend produced remains the same. A Jig an be used to ensure the bend is accurate.



Process of converting of	bil to plastic
Extraction	Raw materials, such as crude oil, are extracted from the ground.
Transportation	Transport oil to the refinery.
Refined	Crude oil is separated into liquids and gases.
Polymerisation	Polymerization occurs, which is just a term for converting gases into polymers.
Compounding	The last step is compounding, where different materials are blending together to make plastics.



D&T - Textiles

1. Key word	Definition	3. Fibres come	from several sc	
1. Fibre	A fibre is the smallest element of a fabric; it looks like a human hair.	Natural	From plants or animals.	
2. Fabric	Textile fabrics are woven or knitted from yarn , which is made from fibres.			
3. Seam	This is the join where two or more pieces of fabric meet. An unfinished seam leaves the edges open to fraying.	Synthetic	Manmade fror fossil fuels -co and gas.	
4. Renewable	This means that it can replaced by new growth so that it does not run out.			
5. Fossil fuels	Non-renewable sources such as coal, coal products, natural gas, crude oil and petroleum products.	Weaving	Wov inte	
6. Sustainable	They are replaced at a rate equal to or greater than the rate at which they are used).			
7. Bio-degradable	The ability for a material to be broken down naturally by the organisms in an ecosystem.	Knitting	Wei or m	
8. Degradable	They can be broken down into very small parts.	the the		
9. Standard components	These are a range of components that can be bought ready made such as zips, buttons and Velcro.			
2. Equipment Embroidery Scissors	Iron Fabric Shears	Bonded	Bon fibre glue pun	
R	Needle	non-woven	Felt Felt pres	

Fibres come	from seve	eral sources a	nd can be either:		
atural From plants or animals.		nts or	Plants – Cotton and Linen. Animals - Silk and Wool.	Th rer sus bio	ey are newable, stainable and odegradable.
Image: mathematic product of the second se		Nylon, Polyester, acrylic.	Ca de en in	nnot be replaced, does not compose and contributes to vironmental problems if they end up landfill.	
onstruction Descripti		Description	l		Properties and Examples
Veaving		Woven fabrics are made by interlacing two sets of yarn at 90 ^o angles to each other. The weft runs along the width of the fabric and the warp runs along the length of the fabric.		Woven Fabrics are strong and stable they are used to make:	
hitting		Weft knittin or machine interlocking the fabric. Warp knitti that forms v	Weft knitting can be made by hand or machine using yarn that forms interlocking loops across the width of the fabric.Knitted comfor are use Clothin cardigaWarp knitting is made by machine that forms vertical interlocking loops.Image: Clothin cardiga		Knitted fabrics are stretchy , comfortable and warm to wear they are used to make: Clothing, such as jumpers and cardigans.
knit		 Bonded fabric is made from webs of fibres that are bonded together with glue, heat, stitches or needle punching. Felt is made from matting wool fibres together using moisture, heat and pressure. 		of h	Bonded fabrics do not fray but are weak , they are used to make:



D&T - Textiles

Printing	Printing involves pressing a pattern directly on to the fabric. This can be done by machine or by hand.	 There are mar Block Printi Screen Print Roller Print Transfer Pr Sublimatio 	ny ways to do this: ing ing inting n Printing
Dyeing	Fabric dyeing involves soaking fabric in a dye bath so that it absorbs the colour into the fibre.There are man • Tie dye • Batik • Dip dye		ny ways to do this:
Embroidery	Description		Image
Running Stitch	This is a small even stitch that runs back and forth through the cloth, without overlapping.		8
Back Stitch	Individual stitches are made backwards to the general direction of sewing. It is more durable than running.		6
Cross Stitch	A type of counted embroidery that uses little crosses or 'x's to create a tiled pattern or design.		XXXXXX
Blanket Stitch	This stitch reinforces fabrics to prevent th fraying. It is also use decorative finish.	s the edges of em from ed to provide a	

Applique

Applique is where fabric is sewn on to another piece of fabric using hand or machine stitches. It is mainly used to add decoration and colour, but can also have a function, for example to strengthen or repair the knee area on children's trousers.

BURR

Biomimicry

Biomimicry involves looking at nature for inspiration to solve engineering problems and to develop innovative new designs for products and architecture. ----> VELCRO









We can also be inspired by nature when considering the patterns and shapes of products.

Fairtrade

Cotton is one of the world's biggest crops. As many as **100 million rural** households (90 percent of them in lower-income countries) rely on cotton production for their livelihoods.

Fairtrade ensures that farmers in lower-income countries get a fair price for their produce. It also aims to improve pay, working conditions, rights for workers as well as more environmentally friendly and sustainable products.



aterial Properties Grows on a cotton plant in a Takes dye well, soft, strong, tton ball called a boll, fibres are absorbent, recyclable, used tural combed and spun into a yarn. in clothing. Strong and versatile, it holds Can be woven or knitted, thick lyester or thin and available in a colour and washes well. nthetic variety of colours, can be blended with other fibres for better properties.



WHAT AM I

DOING

WFII

WHAT DO

NEED TO DO

TO IMPROVE

Drama

YEAR 7 INTRO TO DRAMA

What are our learning objectives in drama this term?

To learn about drama lessons in school •

- To understand the skills needed to succeed in drama •
- To explore the various roles involved in creating a theatre production •

Drama In drama, there are a number of skills we need to practice in order to create work in groups, and perform i eywords front of one another. These skills are listed below.

WHAT ARE THE KEY SKILLS

THAT I NEED TO LEARN TO

USE IN THE STUDIO

In drama it's vital that we show **respect** by paying attention when someone else is speaking, and being positive about other people's contribution. We are all as important as each other in drama

In drama, we use a skill called **acting**. This means to use physical and vocal skills to represent a character who is different to ourselves.



To **stay in role** is to stay focused on the character you are playing throughout a performance, even when you are not speaking. This involves maintaining any physical and vocal skills you are using throughout, and not giggling or staring into space!

One of the most important skills we use in drama is **TOCUS**. This is the ability to concentrate and not be distracted during a performance, exercise, rehearsal or game.



Effort is how hard you work to give everything our best shot. You don't have to get everything ight but you do have to try your best.

Teamwork is very important in drama! You will often work as part of a group, and it's important that you listen to each other and cooperate in order to complete each task and achieve your goals.

Characterisation Freezeframe Thought-track A group of actors become A character addresses the Making choices about the completely still and silent audience directly about physical and vocal skills in order to create a still that you think will suit their thoughts and image which highlights an feelings at a particular your character, and important moment in the moment of the piece, keeping them up action, making use of all while all other actors throughout a remain in a freezeframe. physical skills. performance.



Drama





Drama

WHAT AM I DOING WELL

WHAT DO I NEED TO DO **TO IMPROVE**

WHAT CLUES ARE THERE IN THE SCRIPT THAT SHOW ME HOW **TO PLAY MY CHARACTER**

Audience

Using

awareness:

positioning

and clarity to

improve the

audience's

experience.

Performance **Techniques**

Exciting conventions which make each scene more interesting.

Thought tracking: A

character speaks to the audience about their thoughts and feelings.

Doc the bar manager:

Doc is bored of the quiet life behind the bar and wishes for a life full of 'booze, birds and brawls'.

Jessie the barmaid:

Jessie is a young woman who works in the saloon. She once 🔽 saw Wyatt Earp shoot a man.



The actors on stage freeze to create a frozen picture which highlights an important moment

Projection: Using the muscles in your tummy to make your voice fill the entire performance space...

Sheriff Winter:

The Sheriff has been

struggling with a group of

trouble makers in the town.

Meet the characters in

COWBOYS

Cross cutting:

Still image:



Mrs Winter: Mrs winter wants to be her own woman and misses the days of her vouth before she had to marry for money.

Key words

CHARACTERISATION

Using a range of physical and vocal skills to show a character who is different to you.

BACKGROUND

Your character's past life experiences- where they come from, their upbringing, how they have been treated.

REHEARSAL

Working together in a group to practice a part of the script and share ideas about how it should be perfromed.

ACCENT

The way a person speaks- can show where they are from and sometimes class or status.

TONE

The emotion behind what your character says e.g. an angry tone, a surprised tone.

FACIAL EXPRESSION

Showing emotion through your face- eyes, mouth, eyebrows...

YEAR 7 COWBOYS

PACE

The speed at which your character speaks or moves.

STANCE

The way a person stands.

GAIT

The way your character walksdo they have a narrow gait or a wide gait?

POSTURE

The position in which someone holds their body when they sit or stand- can give us clues to their personality.

GESTURES

Using your hands (or sometimes eyes and head) to communicate meaning with other characters and the audience e.g. pointing/winking.

PITCH

How high or low your character's voice is.

BODY LANGUAGE

Showing emotion through the way you sit, stand or position yourself.

Task A: Research 'The American Frontier'. What was life like in America in the 1700s? Task B: Design the set and costumes for a production of Cowboys. What do you need to consider?



English - Non Fiction

CHRIST THE KING - Knowledge Organisers

- writing about real

events of your life

	Key Vocabula	ry: Persuasive Language		
1	Direct Address	uses 'you' to speak to the reader directly		
2	Metaphor	describing something as something else with similar qualities		
3	Oxymoron	two adjacent words which are opposites		
4	Hyperbole	exaggerated statements not meant to be taken literally		
5	Simile	compares two things using 'like' or 'as'		
6	Exaggeration	representing something as better or worse than it actually is		
7	Adjective	describes a person, place or thing		
8	Rhetorical Question	a question which requires no answer		
9	Emotive Language	words chosen to evoke an emotional response		
10	Facts and Statistics	real evidence used to prove a point, can be %		
11	Irony	say the opposite of what you mean in order to be humorous		
17.	Biography –	18.Autobiography		
writing about real				

events of someone

else's life

12. Writing a Comparison

Compare — state the similarities and differences between the language and meaning of two texts When we are comparing two texts, we need to use the following vocabulary to show similarities/ differences:

- Similarly
- Whereas
- Both
- In contrast

13. Persuasive Structural features

To write an effective argument we can use: **Repetition** – repeat words or phrases

Counterargument – acknowledge the other side to an argument

Short sentences – add impact

Triplets - listing three of the same language technique

14. Purpose

Non-fiction texts can have different purposes including:

- **Persuade** convince the reader to believe something
- **Inform** teach the reader new information about a topic
- **Explain** tell the reader how to do something or how it works.

We change the language we use depending upon the purpose of the text.

15. How to write about non-fiction:



16. When we read a text we make ASSUMPTIONS based upon what we read, this is called **INFERENCE.** Inference is an important part of reading because it is the way that we can determine what the writer thinks more deeply.

- Non-Fiction texts are based upon facts and real-life events.
- Some examples of Non-Fiction texts are: Newspaper Autobiography Advert Biography Letter Review Advert Leaflet Instruction manual

19. Viewpoint – how different people/writers see a situation/topic

20. Summarise – state the key points of what has been read



1. Overview of the Victorian Era

Victorian Era – this is the period of Queen Victoria's reign, from 1837 until her death in 1901. The 1800s was a period of rapid industrial development throughout Britain. It was characterized by the growth of factories, and the mass production of manufactured goods. There were many changes to how people lived because the population of England doubled between 1800 and 1850. Cities grew as people moved from the countryside to find work.

2. Living Conditions of the Poor

Previously, the rich and poor had lived in the same districts: the rich in the main streets; the poor in the service streets behind. Now, wealthier people moved out of town centres to the new **suburbs** – leaving the poor housed in the city centre. Much of the housing for the poor was demolished in order to make **factories**. This meant many of the poor were forced to **live on the street** and in **slums**.

3. Key information: why workhouses were built

In 1834, the government amended (changed) the **Poor Law** and set up a network of **workhouses**.

The **middle** and **upper** classes felt that too much money was given to supporting the poor in local parishes and that this encouraged laziness. The government decided to only offer relief (aid) to the poor if they **worked hard** in return for a place to stay. This was intended to be a harsh experience so that it reduced laziness and cut the costs of supporting the poor.

An economist called **Malthus** had published a theory about **population growth** which supported the changes to the Poor Law. He thought that there would never be enough food to feed the growing population, so it made sense to let the poor die and reduce the population. Charles **Dickens** did not agree with this and neither did Thomas **Barnardo**.

4. Key Skills: Understanding Context

The **context** of a text is information such as: **where** and **when** it was written, **who** it was written by, and **what** was happening at the time (politically and socially), when it was **published**. All of these influence the **writer's purpose** and the **effect** it has on its audience. In order to understand a text it helps to understand something about the time s/he was writing.

5. Key information: Charles Dickens

Charles Dickens (1812 – 1870) Although Charles Dickens is best described as **middle class**, he was sympathetic to the suffering of the poor (**working class**), perhaps because he had some insight into their working conditions. When he was 12, he was sent to work in a factory because his father had been imprisoned for not paying a debt. This influenced the way he saw the working class as he realised that many worked hard for low wages: they were not all lazy and lacking moral standards.

6. Key information: what workhouses were like

People were reluctant to go to workhouses. This was because.

- families were separated
- men did harsh physical activities like oakum picking and stone breaking; women did all the cleaning and household duties
- punishments (for things like trying to escape) were public to deter others
- food was very basic

The programme about Workhouses and Children's Homes in Victorian Britain can be found at: https://www.bbc.co.uk/programmes/p011t0t5

Food Preparation & Nutrition - A Healthy Balanced Diet

1. The 4 C's



Cooking	Cleaning	Chilling	Cross Contamination
Cooking kills	Cleaning kills	Chilling	Bacteria is transferred
bacteria.	bacteria.	microbial	another.
Food needs	Wash hands before,	growth.	
to be heated	during and after		Keep raw meat and
till steaming	food preparation.	Cool food to	shellfish on the
hot with the		below 5°C as	bottom shelf of the
core	Wash all work tops,	quickly as	fridge.
temperature	utensils, chopping	possible.	
reaching 75°C	boards and		Keep raw and cooked
for 30	equipment.	Defrost food in	food separate.
seconds.		the fridge.	
	Rinse fruit, salad		Never wash raw meat.
	and vegetables.		

3. Heat Transfer and Cooking Methods					
Conduction	The transfer of heat from one object to another by direct contact. Metal is a good conductor of heat.	Dry frying, stir frying			
Convection	The transfer of heat energy by the movement of molecules, in a liquid or in the air , from a warm area to a colder area. Molecules rise as they heat up and then fall back down again as they cool creating convection currents.	Baking, boiling, poaching and steaming.			
Radiation	The process where heat and light waves strike and penetrate your food through electromagnetic energy. Heat energy in radiation is in the form of infrared heat rays.	Microwave cooking, grilling and toasting.			

2. Using a knife safely

Bridge

Claw

- Use a firm grip and even pressure.
- Use the bridge or claw to hold food whilst ٠ cutting.
 - Always cut down towards the chopping board, never cut towards yourself.
 - Carry a knife with the point facing downwards.
 - Don't touch the knife blade.
 - Always put a knife down, don't hand it to ٠ someone else.
 - Never leave your knife soaking in the washing up bowl.
 - Never catch a falling knife.
 - Always hand your knife back in at the end of the lesson.

Key topics: The Eatwell guide, the 4 C's, nutrients, knife skills, using the oven and hob, combining ingredients, shaping, forming, testing for readiness, weighing and measuring, washing up and clearing away.

4. The Eatwell Guide



Food Preparation & Nutrition - A Healthy Balanced Diet

This is the primary source of **energy** it also

The bodies building block. Helps the body to

This is used as a secondary source of **energy**. It

helps to **insulate** the body and maintains **brain**

Food sources

potatoes.

Bread, pasta, rice and

Nuts, eggs, fish, meat,

Meats, cheese, butter,

oils, nuts and seeds.

beans and pulses.

Function

makes you feel full.

grow and repair itself.

5. 8 tips for a heal	thy lifestyle	A REAL			Nutrient		
 Base your meals on starch 	ny foods.				Carbohydrate		
•Eat lots of fruit and vegeta		nts					
•Eat more fish.		utrie	Protein				
•Cut down on saturated fa	t and sugar.	3		con			
•Try to eat less salt- no mo	re than 6g a day	STO	pP!	Mag	Fat		
•Get active and try to be a	healthy weight. 💢 🕻 🤇		H	6.			
 Drink plenty of water. 		N's Breakfast Time			. <i></i>		
•Don't skip breakfast.		nts	Vitamins				
		itrie	ABCD				
6. Key Terms				cronu	Minerals		
1. Cross contamination	When bacteria is transfer	red from one ob	oject to	Ξ	Calcium, iron		
	another.			-	and sodium		
2. Diet	The type of foods that a p	erson eats. Sor	me people	Fibr	e 💽 🛣 🗖		
	have special diets depend	ing on their age	e or needs.				
3. Nutrients	Nutrients are chemical co	mpounds in foo	d that are		tor		
	essential for the body to f	unction properi	ly and	vva			
4 Macro nutrients	These are nutrients that a		he body in	•			
	large quantities; they are	Carbohydrates,	Proteins	0			
	and Fats.						
5. Micro Nutrients	These are nutrients that a	re needed by th	ne body in				
	small amounts; they are v	ritamins and mir	nerals.	(Chopping board		
6. Health	This defines your physical	wellbeing. God	od health	Chopping board			

indicates that you are free from illness.

to turn brown.

An oxidation reaction that takes place in some foods, mostly fruit and vegetables, causing the food

7. Enzymic browning

		function.	
utrients	Vitamins A B C D	There are many different vitamins and they pl a vital role in keeping skin, eyes, hair and bloc healthy .	Fruits and vegetables,meats, dairy, eggs,cereals, sunlight etc.
7. Micron	Minerals Calcium, iron and sodium	Minerals help your body grow, develop and stay healthy. They help build strong bones , teeth, blood and nervous systems .	Dairy, vegetables, fish, meat, cereals etc.
Fibr	e a kie Kielowi Ries	Prevent constipation , increase the feeling of fullness , reduce the risk of heart disease, diabetes and some cancers.	Wholegrain cereals, fruits and vegetables.
Wat	ter	Keeps you hydrated , controls body temperature, helps kidneys filter waste.	Fruit, vegetables, milk, soup.
8	Chopping board	Weighing scales Sie Grater Peeler Erving Pan Vegetable knife Rolli	Ave Measuring spoons Cooling rack Cooling pin Colander
		Frying Pan	<u> </u>



	French	English
1.	Salut ! Ça va ? Moi, ça va très bien.	Hi! How are you? Me, I'm very well
2.	Je m'appelle Elodie et j'ai douze ans.	I am called Elodie and I have 12 years old
3.	Ma sœur s'appelle Françoise, elle a quinze ans et elle est heureuse.	My sister is called Françoise, she has 15 years old and she is happy.
4.	Mon anniversaire est le premier janvier mais	I was born the 1 st of January but
5.	l'anniversaire de ma sœur est le vingt-cinq mars.	the birthday of my sister is the 25 th March.
6.	Je viens d'Espagne mais j'habite à Nice en France.	I come from Spain, but I live in Nice in France.
7.	J'adore le sport parce que je suis sportive mais	I love sport because I am sporty,
8.	je n'aime pas courir car c'est fatigant.	but I don't like to run because it is tiring.
9.	Dans ma famille il y a quatre personnes.	In my family there are four people
10.	Il y a ma mère, mon père, ma sœur et mon beau-frère.	There is my mum, my dad, my sister and my stepbrother.
11.	Je m'entends bien avec mon frère car il est sympa.	I get on well with my brother because he is nice.
12.	Il a les cheveux noirs et les yeux bleus.	He has black hair and blue eyes.
13.	Je pense qu'il est plus créatif que moi. Il aime le dessin.	I think that he is more creative than me. He likes art.
14.	En plus, nous avons aussi un gros chien noir. Il est mignon.	Furthermore, we also have a big dog black. He is cute.

Geography - Becoming a Geographer

1. Three types of Geography						5 Describing Distribu	ution	6. OS map key terms	5																
Human		How h influe	numan activit nced by the e	y affects c earth	or is	CONTINENT	Ordnance Survey The national mapping agency of Great Britain (OS)			ncy of Great Britain															
Physical		The na	atural world			Killon	LONGITUD	Grid Reference An exact location on a map found u easting			p found using northing and														
Environmenta	I	The p	rocesses whic	ch shape c	our world	8	Contour	Lines which joins places of equal height																	
2. Countries of the UK	Engla	and	Scotland	Wales	Northern Ireland	OMARKS OFFICE		JAMPRES COUNTRY OCU		Other States		Country October 5		Other S October S		on and state of the state of th		om the second se		Offinite Contraction		Spot Height	The high	nest point in an ar	ea above sea level
Capitals	Lond	lon	Edinburgh	Cardiff	Belfast	Four-figure grid references	7	1 Used to identify a squar		on 9. Using o	ontours														
3. Bodies of water around the UK	A O	tlantic Ocean	English Channel	North Sea	lrish Sea	54 53 Approx		 a map. Always go East along the corridor and then North up These ar map wit beight a 		are orange lines on an OS ith a number showing the of the land															
Location from the UK mainland	W	Vest	South	East	West	52 1.5 km square 2951 51 51 51 51 51 51 51 51 51 51 51 51 5		 3. Follow the Eastings to the bottom left of the square you want. Write this down. The closer control 		re drawn an equal ce apart oser contours are together															
4. Describing F	Places	Key Te	rms			 4. Use the Northings to find the steeper the relief The further apart contours ar 				rther apart contours are															
Landmark	An ob seen a often	oject or and rec used to	feature whic ognised from o establish ou	h is easily a distanc r location	e,	$\begin{array}{c c} & & & & \\ \hline & & & \\ & & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\$		number after the The one shown i	e Easting. s 2951.	the ge	ntler the relief														
Climate	The p	attern	of weather ov	ver time	Six-figure	 e grid references 8 1. Used to pinpoint an examplace on a map. 2. Write the four figure reffor the square with a spatiate reach set of number one above is 62_33_ 3. Imagine the square is directed by the square by the square is directed by the square by the square		ed to pinpoint an exact ce on a map.	t	10. SEE	SEE														
Topograph Y	The sl	hape of	the land		35			2. Write for the after e		Vrite the four figure reference or the square with a space fter each set of numbers. The		Social	To do with communities, people and how they live												
Biome	A larg habita	ge, natu at	rally occurrin	g major	34 —			one above is 62_33_ Imagine the square is divided		Economic	To do with income,														
Settlement	A plac live	ce peop	le have estat	olished to	33 -	0 123456789 0	eac 4. Go	into 100 squares with 10 along each side . Go along the corridor and up the stairs and add the numbers in in this order. The			businesses														
Industry	Econo	omic act	tivity in a plac	ce			the nui			Environmental	To do with the														
Population	The p	eople v	vho live in a p	olace	32 61	62 63 64	exa	ample above is 625333			surroundings														



Geography - Russia

1. Facts about the location of Russia				5. Plant adap	otations in the Taiga	6. Populati	on ke	y words	
Largest count	ry in the world by area		The second second	Evergreen tro	ees	Population	Nu	umber of people living	
In both Europ	e and Asia		- A State -	Thick, resino	us bark	Density	in a	a given area	
Coastline on the Arctic and Pacific				Pinecones		Densely populated	Ma are	any people living in an ea	
Oceans				Long, shallov	v roots	Sparsely	Fe	w people living in an	
2. Physical fe	atures key words			Trees have lo	Trees have long, thin needles			area	
Marsh	Low-lying area which is flowing in wet seasons or high tid	ooded le and		Downward sl branches	loping and springy	9. Economy in Rus		ussia key words	
Mountain	is waterlogged A large elevation rising to	a	3. Climate Graphs	7. Calcula	ting population density	Commercial farming		Farming to make a profit	
	summit		pieces of information	Population	Population = Population Density			Farming to provide food for yourself – anything left after can be sold.	
Mountain	A series of connected		 Months (x-axis) Temperature in degrees 	Area	Area				
Range	mountains		Celsius (line graph)	8. Sectors of	8. Sectors of Industry				
Peninsula	A piece of land almost surrounded by water or projecting into a body of	water	Precipitation in millimeters (bar chart)	Primary sector	Includes jobs in which people extract raw materials	Livestock		Animals reared to make a profit	
Permafrost	Permanently frozen grou found in tundra and polar	nd r	°C 40 30 250	Secondary sector	Includes jobs in which people make products	10. Leve	ls of I	Development	
	regions		Temperature 20 200 Freeipitation		out of raw materials	HIC	F	ligh Income Country	
Plain	Flat area at a low elevation	on	10 0 100	Tertiary		NEE Newly Emerging		Newly Emerging	
Plateau	Flat area at a high elevati	on	-10 50	sector	people provide a			conomy	
River	A large stream of water fl	owing	JFMAMJJASOND		service for others			ow Income Country	
	another river	lake of			Includes jobs in which		The	flag of Russia	
Steppe	A large area of flat unfore grassland in SE Europe or Siberia	ested	4. Blomes in Russia: Taiga Coniferous forests		invent things using advanced technology				
Volcano	A mountain or hill throug which lava, rock, gas and has erupted	h ash	Found in the Northern Hemisphere in countries including including Russia, UK, Canada and Sweden.	Raw materials	Basic materials, e.g. wood or metal which can be used to make something				



History - Early Migration

1.	Key Words		3. Iron Age Celts	5. Anglo Saxons				
1	Immigration	The action of coming to live permanently in a foreign country.	Celtic people : Lived in Britain from around 1000BC to 43AD. The term	Anglo Saxons originated from northern Europe and settled in Britain from around 410AD. The period of Anglo-Saxon rule is often known as the 'Dark Ages', but historians now question this term				
2	Migration	The movement of person or people from one place to another	peoples.	What did they bring to Britain?				
3	Push/Pull factors	Push factors force people away/pull	Druids: (priests) led religious rituals.	 Metalworkers made iron tools, knives and swords. Woodworkers made wooden bowls, furniture, carts and wheels 				
4	Invade	To enter a country or region with the aim of taking it over.	assemblies. Many people lived in hill forts. The forts were surrounded by walls and ditches and warriors	 Potters m Jewellers gold, gem 	ters made pottery from clay. rellers made beautiful brooches, beads and ornaments from d, gemstones and glass.			
5	Conquest	Taking control of another region or country, usually by force.	defended their people from enemy attacks. Around 800 BC people in	Seven Kingdoms	Mercia. Wessex, Essex, Northumbria, East Anglia, Kent, Sussex			
6	Pillage	To steal from someone. Often this is done through violence.	Britain learned how to use iron.	6. Vikings				
7	Monasterv	A building used to house a community	4. Romans	The Vikings a	rived in Britain from modern-day Scandinavia. (Sweden,			
		of monks (followers of God).	The Romans established one of the biggest empire in history, covering	Norway and Denmark) They settled and established control, althoug there was plenty of conflict with the Anglo-Saxons.				
8	Diversity	Variety. This term is often used to describe the large number of people	around five million km. Their influence spread to Britain too.	Why did they	Britain was rich with good land for farming and other useful raw materials, such as metals, as well as fine treasures.			
		from different backgrounds or cultures who have settled in one	What did they bring to Britain?	invade?				
		place.	Society – The army was made up	Raiding	Christian monasteries in Britain were easy to attack,			
2.	Narrative skill	keywords	of Hungarians, Germans, Gauls (French) and North Africans	Monasteries	because the monks in the monasteries had no weapons. Churches and monasteries kept valuable			
Na	arrative	Similar to a story, which contains causes of	Geography – over 10,000 roads built including straight roads		treasures			
		an event, explains the event and finishes with an outcome	 Culture – They introduced 	7. Timeline				
Са	uses	The reasons the event happened	Christianity. Many of our clocks still	800BC	Britain learned how to use iron			
Со	nsequences	Something that happens because of the	Government - introduced a strict	43AD	Romans first come to Britain			
		event	system of law and government to	208 AD	Septimus Severus arrives in Britain leading battles against Scotland			
Ch	ronological	Putting events in order of time		410 AD	Romans leave Britain			
Ch	ange and	Studying what has changed over time and	amongst the Roman emperors as he	449 AD	Anglo Saxons invade Britain			
со	ntinuity	what has stayed the same. This allows	was the first black citizen to hold the	787 AD	The First Vikings arrive on the Dorset Coast			
hi		historians to see trends and processes.	highest office in the empire.	1016 AD	The Danish Viking Canute becomes king of England			



History - The Normans

1. The Succes	sion Crisis	3. Methods of	Norman Control	6. Key questions			
Heir	Someone who is next in line to be king or queen	Feudal System	William's order of society which showed who was in charge of whom and who had to work for whom	Why did William	• Luck - The wind changed and allowed William's troops to		
Viking	People of Scandinavia (Denmark, Norway, Sweden). The Vikings	Knights	Gentlemen-soldiers who were born into wealthy military status	win the Battle of Hastings?	cross the channel at a time when Harold's troops were away in the north. Harold		
	Danelaw.	Domesday Book	A book which contained a highly detailed survey of the whole of Norman England. It helped William know how		was killed during the Battle. • Tactics / Skill - The Norman's		
William Duke of	Ruler of a small country, at the top of France, called Normandy. He		much tax people should pay, solved legal arguments over land, and helped to raise an army.		clever trick of pretending to retreat caused the English to		
Normandy	was a distant cousin of Edward the Confessor.	Castles Castles were a way for the Normans to protect themselves and send out a warning to people that they were here to			leave their strong position on the hill.		
Harald Hardrada	King of Norway. He believed he could invade England and take the		stay and keep control.		Normans – Knights on		
	throne. His claim was based on a secret deal with another Viking called Magnus.	4. Feudal	System		 horseback, archers. Leadership - William was skillful, ambitious and determined to be King of 		
Edgar Aethling	Edward the Confessor's nephew - had royal blood but was too young.	n	Provides noney and knights BARONS	What	England.		
Harold Godwinson	The most powerful Earl in 1066. He went on to succeed Edward the Confessor	I	Provide protection and military service Proyide, Proyide,	impact did the Normans	Norman language used in government and laws, new castles and churches built.		
2. Battle of Hastings		<	demanded Grantland to	nave on England?	• Power – The King ruled through the Feudal system.		
Normans	People from Normandy	5 Timeline	VILLEINS		Lords promised to be loyal and provide an army in		
Infantry	Soldiers on foot	1042	Edward the Confessor becomes King		return for land. Most land		
Cavalry /Knights	Soldiers on horses	1053	Earl Godwin dies and Harold Godwinson becomes Earl of Wessex		 People – most ordinary 		
Chield well	Coldiers steed in a line with their	Jan 1066 Edward the Confessor dies			people were peasant farmers who lived in small villages		
Shield wall	shields overlapping to protect	20 th Sept 1066	Gate Fulford		controlled by a Norman Lord.		
them		25 th Sept 1066 Battle of Stamford Bridge			The Lord of the Manor		
Feigned	An army retreats to trick the	14 th Oct 1066	Battle of Hastings		protected them and they farmed his land. There were		
retreat	other army in to breaking	1085-1086	Domesday Book created		strict laws punishing hunting		
formation		1087	William Duke of Normandy dies		in the Royal forests.		



1. Thomas Becket						
Monarch	A King or a queen					
Archbishop of Canterbury	Senior bishop and principal leader of the Church of England					
Excommunicated	Excluded from the church					
Henry II	The monarch who attempted to reduce the power of the Church					

2. Magna Carta						
Magna Carta	A royal charter (a formal document) of rights agreed to by King John					
Тах	Money paid to the king					
Democracy	A system in which the population vote on possible leaders/laws/rules					
Parliament	Made up of Members of Parliament (MPs) who advise the monarch and pass laws					

3. Black Death	
Plague	A disease which spreads quickly often causing the formation of buboes
Miasma	What medieval people called 'bad air' which they believed would make you ill.
Beliefs	4 humors, God, planets, cats and dogs
Treatments	Lancing buboes, drain pus, rebalance the humors
Preventions	Prayer, moved house, used smoke and herbs

5. Peasants' Revolt						
Revolt	A break away or rise against authority/ people in charge					
Grievances	Living conditions, Black Death, inequality between rich and poor, taxes					
Consequences	2000 people executed, rebellion crushed					
Social	Anything related to people and society					
Economic	Anything related to money					
Political	Anything related to government and law					
6. Crusades	6. Crusades					
Crusade Medieval conquest by Europeans in the Holy Land						
Holy Land Jerusalem – birthplace of Jesus						

Pope asked Europe to help the Byzantine emperor protect Jerusalem



King who led the third crusade

Cause Richard

Lionheart

7. Timeline	
1154	Henry II Becomes King
1170	Murder of Thomas Becket
1189-1192	Third Crusade
1191-1194	Siege of Nottingham Castle
15 th June 1215	Magna Carta is signed
1348-1353	Black Death
1381	Peasants' Revolt



1					4	
		$\overline{\Box}$	2 Strong pa	sswords:	Spam	When an individual or Company bombard us with emails
			Mixt lette Inclu	ure of upper and lowercase rs ide numbers / symbols	Phishing	When a scammer tries to scam money out of us
No food and drink allowed	Keep your workstation tidy	Surf safely	U DON	t be something easy to guess	Cyberbullying	This involves any form of hurtful act that occurs online
02			3		Hacking	'Hackers' can make millions of pounds by stealing data from organisations and individuals
5			World Wide Web	Used to access data on the Internet using web pages		
Respect other right to learn	Keep your files organised	Use secure passwords	Internet	Worldwide connection of devices and information	5	
		1	Network packet	Information sent over the Internet	O • Get your priv • Do not post i	NLINE SAFETY TIPS vacy settings correct! information online that you do
		Q×	Web crawler	Collect information about websites, used by search engines	 NEVER post online. Do not add s 	omeone as a friend who you do
Save your work	Print only when		https://	Secure web page platform	not know. • Be careful of	scams which can steal your
often	necessary	Work quietly	IP address	Unique address of your PC on the Internet	data.Never meetREPORT ABL	anyone from the internet. JSE immediately.



Maths - Sequences & Algebraic Notation

1. Sequences Key Words			1. Algebraic Notation Key Words						
1.	Term	A single number or variable	1.	Function A relationship between two variables (inputs and or		utputs (usually x and y))			
2	Position	The place something is located	2. Inverse Performing the opposite operation						
2.	Lincor		3. Substitution R		Replacing	letters with given numerical values			
5.	Linear	same	4. Term		A Term is	A Term is either a single number or a variable, or numbers and variables			
4.	Non- linear	The difference between terms is not the same	5.	Expression	A group c	multiplied together A group of terms separated by			
5.	Arithmetic	Add/subtract the same amount each			operators	; 			
		time to get the next term	2. Equ	ation		3. Substitution into expressions			
6.	Geometric	Multiply/divide the same amount each time to get the next term	l	Expression		Substitution into express	sions		
2.	2. 4, 9, 14, 19, 24 +5 +5 +5 The third term in this linear sequence is 14.			$\frac{4x - 7}{7} = 5$ If y = 7 this means the 'lots' 4x 7 OR 7 + 7 + 7 + 7			s of 'y' sion is asking for 4 x 4 = 28		
3.			4. Substitution into expressions			Sparx Codes			
	$2 \underbrace{4}_{\times 2} \underbrace{8}_{\times 2} \underbrace{16}_{\times 2} \underbrace{32}_{\times 2}$ The fourth term in this geometric sequence is 16.			Substitution into an expression 2(x + 3) Put the expression into a function machine 3 to the input then times 2 Fx = 10 Fx = 10			Sequences: M991 M866 M981		
To get the next term in a Fibonacci sequence we add the previous two terms. This is an example of a non-linear sequence				Forming a sea	<u>vence</u>	13 x 2 - 26 2(x + 3)	Sparx Codes Algebraic Notation: M813		
0 1 1 2 3 5 8 13 21 34				OUTPUT 8	2 3 10 12 •	The substitution is the 'input' value The OUTPUT becomes the sequence	M83 M175		



Maths - Equality and Equivalence & Place Value

1. Equality and Equivalence		1. Place Value				
1.	Equation	Mathematical statement that two things are equal	1.	< <u><</u>	Less Than / Less than or equal to	
	Idoptity	An identity is an equation that holds true for all values	2.	> <u>></u>	More than / More than or equal to	
2.	Identity	An identity is an equation that holds true for an values	3.	=	Is equal to	
3.	Simplify	Reducing an expression/fraction/problem into a simpler form		¥	Is not equal to	
4.	Solve	To find the solution of an equation by performing		Decimal Point	Punctuation separating the 'ones' value from the tenths value	
		inverse operations	6.	Decimal Place	The position of a digit to the right of the decimal point	
5.	Equivalent	Expressions or fractions that are identical in value	7.	Decimal Round	To shorten a number to something less accurate	
6.	Coefficient	A numerical value that appears next to a variable or term in an equation or expression	8.	Estimate	An approximate calculation by rounding to make figures easier to perform operations with	
			9.	Significant Figure	The highest non-zero value in a number (furthest to the left)	















Sonority City

Exploring Instruments of the Orchestra

A. Key Words, Terms and Facts about the Orchestra

ORCHESTRA - A large ENSEMBLE (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a SYMPHONY ORCHESTRA (a large orchestra) can have between 80-100+ performers. Famous orchestras include: THE LONDON SYMPHONY ORCHESTRA, THE BBC SYMPHONY ORCHESTRA and the HALLÉ ORCHESTRA (Manchester).

CONDUCTOR - Leads the orchestra with a BATON (white 'stick') and hand signals. Stands at the front so they can be seen my all performers. Sets the TEMPO and BEATS TIME. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting DYNAMICS, TEMPO and mood.

FAMILIES/SECTIONS - Instruments of the orchestra can be divided into 4 families or sections: STRINGS, WOODWIND, BRASS and PERCUSSION.

TUNING UP - Before the orchestra rehearses or plays, all instruments need to be IN TUNE with each other. The OBOE always sounds the note 'A' which all other instruments TUNE to.



Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a BOW (ARCO), (not the HARP) but can be PLUCKED (PIZZICATO). VIOLINS split into two groups: 1# VIOLINS (often have the main MELODY of the piece of music) and 2nd VIOLINS

C. Strings Section/Family



D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are BLOWN. FLUTES: Flute and Piccolo - air

blown over hole. SINGLE REED (small piece of bamboo in the

mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it) DOUBLE REED (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



Four types of brass instruments in an orchestra, all made 1 from metal - usually brass and BLOWN by the player 'buzzing their lips' into a MOUTHPIECE (shown right). The Trumpet, French Horn and Tuba all have three VALVES which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The Trombone has a SLIDE which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play FANFARES: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal e.g., in battles, of the opening of something e.g., a sporting event or ceremony. Fanfares often use

notes of the

trumpets.

HARMONIC SERIES - a

limited range of notes

(smaller trumpets with

played by BUGLES







F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then hit, struck, scraped, or shaken. TUNED PERCUSSION (able to play different pitches/notes)



Piano Xylophone Glockenspiel Timpani Celesta Tubular Bella INTUNED PERCUSSION (only able to produce 'sounds').



Tambourine

Cabasa

Maracas

Triangle

Gong



Music





Closed

1. Closed

remains the same

The classifications fit on a continuum...

Where the environment always

Classification of Skill

Environmental influence

2.Open

Where the environment is

constantly changing E.g. a tackle in rugby.

		PE				
Commercialisation in Sport						
1.The Media in Sport	2.	ypes of sponsorship				
sitive influences of media:	Individuals	wear a brand, endorse				
Raise awareness of sport		products and pay for travel				
Promote healthy active		costs				
lifestyles	Teams/ Clubs	wear kit, have a company				
Positive role models		name for the stadium				
Celebrate effort and success	Sports	rename competitions				
Provide a sense of belonging	Events	allow use of their logo and				
Generate revenue and attract		provide free product to athletes				
investment	3. Benefits of sponsorship for sports					
gative influences:	Individuals	cover costs of kit/equipment				
Intrude on performers'	Teams/ Clubs	pays towards kit/equipment				
privacy		and facility maintenance pays for coaching				
''''''''''''''''''''''''''''''''''''''	Sports					
and behaviour	Events	covers venue hire and catering				
Undermine officials and their	4. D	Disadvantages for sport				
decisions	Sponsorship ca	an be limited and withdrawn				
Under-representing women's, black and minority ethnic and	Some sponsor (e.g. alcohol)	ships give a bad image to sport				
disability sport	Performers ca	n become reliant on sponsor				
lden triangle	5.1	Benefits for sponsors				
	Raise awarene Advertise	Raise awareness of their brand/company Advertise				
	products and services					
Media	Improves company reputation					

1. The Media in Sport Positive influences of media:

-money-making - nature of sport

Open

Increases sales through media exposure ٠

6.Disadvantages for sponsors

- Uncertain investment as sporting success not guaranteed
- If the sport or performers cause bad publicity, ٠ this reflects badly on the brand

	E.g. a darts throw The exact timing of the throw is down	E.g. a tackle in rugby. The timing and style of the tackle is heavily influenced by many factors including the ball carrier, the tackler's	Provide a sense of belongingGenerate revenue and attract investment
	same weight dart in a similar each time	teammates and the position on the pitch	Negative influences: Intrude on performers' privacy
	Basic Diffi	4.Complex	 Showcase negative values and behaviour
	A skill the player finds easy and needs little concentration to do E.g. 400m race This skill has very few sub- routines	A skill that requires the performer's complete attention to do E.g. a somersault on a trampoline	 Undermine officials and their decisions Under-representing women's, black and minority ethnic and disability sport
	Organisati	onal Level . Higi	h The golden triangle
l	5. Low organisational	6. High Organisational	Sponsorship Media
	A skill that can be split into sub- routines easily and each sub- routine can be practiced separately E.g. front crawl Sub-routines that can be practiced separately include: arm pull, breathing stroke, leg kick, tumble turn	A skill that isn't made up of sub- routines and needs to be practised as a whole skill E.g. A cyclist completes the action of cycling in one go This skill is almost impossible to breakdown	the relationship between sport, the media and sponsorship. It represents the commercial



Factors of Participation	Types of Guidance				
 1. <u>AGE</u> Ageing affects people in different ways. Children need to develop gross motor skills from an early age to become confident movers. Adolescents experience a growth spurt that changes their physical development. Older people may experience decrease in flexibility and strength and weight gain making participation in sport more difficult. 	1. <u>Visual Guidance</u>	 Demonstrations Images Videos 	Example— demonstration to per- form a seat drop in trampolining.		
 <u>GENDER</u> There is a big drop in girls' participation in sport each week from the age of 11. By age 14, boys are twice as active than girls. Research shows that common barriers to participation for girls or women are due to: They don't see the relevance of sport in their lives They dislike taking part with boys or men who play too aggressively They are more motivated by having fun, making friends, and keeping fit than 	2. Verbal Guidance	 Observations Coaching points Feedback Peer Feedback Ouestioning 	Example— A coach telling a trampolinist how to correct their position in a skill.		
3. SOCIO-ECONOMIC STATUS Socio-economic status recognises that fact that income and wealth influence people's life ex- periences. For example, the more money you have, the more likely you are to participate in sport. This could be due to these following factors:	3. Manual Guidance	When a performer is physically guided or supported by the coach/teacher.	Example— A trampoline coach supporting a front somersault.		
<u>4. ETHNICITY</u> Over half of people in black and minority ethnic (BME) communities do no sport or physical activity. One of the main reasons why BME communities have lower rates of participation is the lack of BME role model involved in leading and organising sport. For example, only 5% of coaches are from BME communities and only 7% of sports professionals (other than performers) are from BME communities.	4. Mechanical Guidance	When a piece of equipment or an aid is used to help a performer learn and practise a skill.	Example— Using a hardness when learning somersaults in trampolining.		
<u>5 DISABILITY</u> The participation of disabled people in sport is much lower than that of non-disabled people, for all age groups. This is due to: Physical barriers – e.g. a lack of adapted equipment					

Logistical reasons – e.g. a lack of transport or inappropriate communication Psychological reasons – e.g. lack of confidence and other people's attitudes

RE - Creation and Covenant



Key Words					Key Facts	
1	God	The one supreme being, who creates a	and sustains everything.		The Bible is the holy book for Christians and contains God's word. It is	
2	Revelation	The way in which God is made known Catholics believe is most perfectly dor	God is made known to humans, which is most perfectly done through Jesus.		split into the Old Testament and the New Testament. The Old Testament contains the history and faith of the Israelites.	
3	Literal sense	the meaning of the text as the author intended it to be; this is different to reading a passage literally which means accepting it as word-for-word truth.		2	Catholics do not read the Bible literally. Instead they aim to understand the literal sense of the Bible (the message that God wanted to communicate with them).	
4	Literary form	The style of writing used, for example	a letter or a poem.		Catholics believe that God is responsible for all creation . Genesis 1	
5	Creation	The act of bringing something into existence; or the universe and everything in it (which Catholics believe God created)		3	teaches that God created over 6 days and rested on the 7 th . This story helps to answer the questions of 'Where did the world and	
6	Creationism	The belief that the Bible accounts of c	reation are literally true.		everything in it come from?' and 'Why are we here?'	
7	Scientism	The belief that science can provide all the answers in life.		4	Genesis 2 shows God creating harmony from chaos and God creates man by breathing life into him. Woman is created from man's rib. Thi story helps Catholics to answer the question 'What is our purpose?'	
8	Prayer	The way in which humans communicate with God.				
9	Stewardship	The duty to care for something. Catholics believe that God gave them the duty to care for the earth and everything in it.		5	Catholics believe that there is no conflict between science and religion. They believe in the theories of the Big Bang and Evolution.	
		Key Quotes			The Catholic Church teaches that we should try to reduce human	
1	Thus the heavens and the earth were completed in all their vast array This is the account of the heavens and the earth when they were created, when the LORD God made the earth and the heavens. (Genesis 2:2-4)		6	suffering and increase friendship between all people through Catholic Social Teaching. Catholics believe they have a duty to care for the world and everything in it.		
			7	Catholics believe they have a duty of care for the world and everything in it (stewardship). Pope Francis describes stewardship as responding to 'the cry of the earth and the cry of the poor'		
	'Prayer is the raising of one's mind and heart to God'		Million			
2	(Cateo	(Catechism of the Catholic Church)		8	Prayer in the way in which people communicate with God .	



		Key Words		Key Facts	
1	Revelation	The way in which God is made known to humans, wh most perfectly done through Jesus.	ich Catholics believe is		
2	Scripture	The holy books (s) of a religion; in Christianity it is the	e Bible.	1	inspired which means they Holy Spirit guided human
3	Tradition	Also known as apostolic tradition, these are actions a original apostles passed on from one generation of b	nd teachings from the ishops to the next.		writers to write down the truth from God.
4	Magisterium From the Latin term, magister, meaning teacher or master.; it is the authority of the Church to teach.			2	life, the sacraments, the Creeds and Mass. Tradition is alive which means that as the Church grows, so does tradition.
5	Inspired	Inspired 'God breathed'; the belief that the Holy Spirit guides an individual to write what is good and true.			The Magisterium is the teaching authority of the
6	Old Testament	The books of the first half of the Bible showing the creation of the world			founded the early Church.
7	New Testament	ewThe books of the second half of the Bible which tells the story of Jesus' life, ministry and death, and the establishment of the early Church.			Catholics also use scripture in prayer, for example in the Rosary, which is connected to key events in the Gospels.
8	Liturgy of the Word The part of the Mass where Catholics are taught God's word from the Bible.				The Bible is like a library of books. It has around 40 different authors and each book has their own
		Key Quotes			backgrounds and literally forms. Bible references are made up of book, chapter & verse.
1	'For Sacred Scripture is the word of God inasmuch as it is consigned to writing under the inspiration of the divine Spirit.' (Dei Verbum 9)			7	The Tanakh (the Jewish Bible) and the Old Testament share many of the same books, however Jews and Christians arrange and interpret them differently.
2	'All scripture is b the man of God	reathed out by God and profitable for teachingthat may be complete, equipped for every good work.' (2 Timothy 3:16-17)			The Catholic Church uses scripture as the foundation of the Mass. In the Liturgy of the Word , Catholics hear
3	3 'they, as the true authors, consigned to writing everything and only those things which He wanted.' (Dei Verbum 11)			0	Bible readings that help them to feel closer to God and understand what God expects of them.



Science - Earth

December

south

September

spring in the south

The Universe

Galaxies

Stars

Planets, asteroids

and comets

Moons

Key word		Definition			
1 Asteroid belt		A region of space between the orbits of Mars and Jupite r where most of the asteroids in our Solar System are found orbiting the Sun			
2.	Artificial satellite	Man-made structures which can orbit planets			
3.	Axis	A tilt of the Earth of 23.4° which gives rise to our seasons			
4.	Crust	The rocky solid outer layer of the Earth			
5.	Durable	Able to withstand wear, pressure, or damage; hard- wearing			
6.	Dwarf planet	A small rocky planet which orbits the Sun			
7.	Galaxy	A collection of stars			
8.	Gas giants	A large planet consisting of mainly hydrogen and helium			
9.	Inner core	The innermost centre of the Earth			
10.	Magma	Hot fluid within the Earth's crust which lava and other igneous rock is formed when cooled			
11.	Mantle	The second layer of the Earth beneath the Earth's crust			
12.	Milky way	The name of our galaxy			
13.	Natural satellite	Natural objects which orbit a planet e.g. moons			
14.	Outer core	A fluid layer of the Earth composed of mostly iron and nickel			
15.	Orbit	The curved path of an object around the Sun			
16.	Planet	A celestial body moving in an orbit around a star			
17.	Solar system	Our star, the Sun, and everything bound to it by gravity			
18.	Star	A luminous ball of gas, mostly hydrogen and helium, held together by its own gravity.			
19.	Sun	The Earths star			
20.	Universe	All of space and time and their contents, including planets, stars, galaxies,			
21.	Year	The orbital period of a planetary body			





Science - Ecosystems

Keyword	Definition			
Anther	The part of a plant that produces pollen			
Bioaccumulation	The process by which chemicals build up in a food chain			
Carpel	The female reproductive parts of a plant			
Community	All the areas of an ecosystem			
Competition	Where resources are limited, and one species has more of that resource than another			
Ecosystem	All the organisms which are found in a location and the area in which they live			
Fertilisation	When a female sex cell joins with a male sex cell			
Food chain	The direction in which energy flows as one organism eats another			
Food web	A diagram showing how different food chains are connected			
Germination	The process in which the seed begins to grow			
Interdependence	The way living organisms rely on each other to survive			
Niche	The specific role an organism has in an ecosystem			
Ovary	Contains the ovule			
Ovule	The part of plant containing the ovum or egg cells			
Petal	The brightly coloured part of a flower			
Predator	An animal that eats another animal			
Prey	The animal eaten by the predator			
Producer	Organisms at the start of a food chain, they convert energy from the Sun			
Pollen	The male sex cell of a plant			
Pollination	The fertilisation of the ovule			
Population	All the organisms that live in one area			
Seed	An embryonic plant in a protective outer covering			
Sepal	The outer casing of a flower			
Stamen	The male reproductive part of a plant			
Stigma	The part of a plant that catches the pollen			
Style	The part of the plant that holds up the stigma			

1. Food chains and webs

- Food chains show the direction in which energy flows when one organism eats another
- The direction of the arrows represent the direction in which the energy flows
 Food webs show how a <u>number</u> of different food chains are connected



Producers are the organisms which start the food chain, they convert energy from the Sun, making their own food, these are often plants

Prey are organisms which are eaten by other organisms

3. Ecosystems

Predators are the organisms which eat the prey

All of the organisms which live in

· An ecosystem is all of the organisms

location and the area in which they

live in, both the living and non-living

A community are all of the areas in

organisms live in is known as the

A niche is the specific role in which.

an organism has within an ecosystem.

for example a panda's diet consists of

5. Parts of a flower

an ecosystem, the area in which the

which are found in a particular

one area are known as a

Ŧ

population

features

habitat

Stamen

pollen

the anther

Male part of the flower

The anther produces

The filament holds up

99% bamboo

2.Disruption to food chains

- Interdependence is the way in which living organisms rely on each other to survive
- A food chain will be disrupted if one of the organisms die out
- If the producer dies out the rest of the food chain will also die out unless they have a different food source
- If the consumer population die out the number of organisms which they eat will increase unless they are eaten by another organism
- Bioaccumulation is the process by which chemicals such as pesticides and insecticides build up along a food chain

4. Competition

Competition is the process in which organisms compete with one another for resources

- Animals compete for food, water, space and mates
- + Plants compete for light, water, space and minerals
- + The best competitors are those who have adapted in order to best gain these resources
- As the number of a predator in a population increases the number of the prey will decrease as more are being eaten
- As the number of the predator decreases the number of the prey will increase as less are being eaten
- The relationship between the predator and the prey is known as a predatorprey relationship

Female part of the flower

The stigma is sticky to

catch grains of pollen

The style holds up the

The ovary contains ovules

Carpel

stigma



6. Pollination and fertilisation

Pollination is the fertilisation of the ovule, the point at which the pollen is transferred to the ovule from the anther to the stigma, there are two types of pollination

· Cross pollination is between two different types of plant

Self pollination happens within the same plant



the poten grain and down down the tube. ovule nucleus. Fertilisation takes through the style. place and a seed will form. Germination is the process in which the seed begins to grow, for this to occur the

seed needs: • Water to allow the seed to swell and grow and for the embryo tostart growing

- Oxygen for that the cell can start respiring to release energy forgermination
- · Warmth to allow the chemical reactions to start to occur within the seed



Science - Energy

Keyword	Definition		1. Energy		4. Non-renewable energy 5. Renewable energy
Chemical	The energy store referring to food,	Energy is needed to make things	happen		Non-renewable energy cannot be replaced within vour lifetime
	fuels, and batteries	The law of concentration of ones	Jules	L	Non-renewable energy resources include coal, Renewable energy resources include wind, tidal,
Dissipated	When energy is transferred to a	 The law of conservation of energy transferred 	gy says that energy cannot be created or destroyed, only	Г	oil, natural gas and nuclear resources wave, biomass, solar, hydroelectric and geothermal Coal, oil and natural gas are also known as fossil Renewable energy resources do not produce much
	non- useful store	 This means that the total energy a change 	before a change if always equal to the total energy after		fuels, they release carbon dioxide when burned carbon dioxide, meaning that they have a smaller which contributes to global warming
Efficiency	The measure of how much energy	Energy can be in different energy sto	res including:		
	has been used in a useful way	Chemical – to do with food, fuel	and batteries		6. Power stations
Elastic	The energy store referring to	 Thermal – to do with hot object: Kinetic – to do with moving object 	i rte		Thermal power stations burn coal, oil and natural gas, which are all non-renewable energy resources
potential	objects changing shape, squashing,	Gravitational potential – to do v	vith the position in a gravitational field		chimne v
_	or stretching	Elastic potential – to do with cha	anging shape, squashing and stretching		
Energy	Energy is needed to make things				turbinegenerator
	happen			J	coal electricity to homes
Energy	A source from which useful energy	+	+		and
resources	can be extracted	2. Food and energy	3. Power and energy		r system
Fossilitueis	coal, Oil and Natural Gas. They are	 Food has energy in a chemical energy store 	 Power is a measure of how much energy is transferred per second 		river or cooling water
	an example of a chemical energy	Different foods contain different amounts of energy	Power is measured in watts (W)		Fuel is Water is turns a Electricity is
Gravitational	Store	Different activities require	 Each appliance has it's own power rating to tell us how quickly it uses energy 		underneath turns into turns a turns a generated
notential	chiects position in a gravitational	different amounts of energy	We can calculate power with the equation: energy (1)		water steam generator
potentiai	field	different amounts of energy	power (W) = $\frac{\operatorname{dragy}(0)}{\operatorname{time}(s)}$		7. Dissipation of energy
loules	The unit of energy It has the	each day		Ι.	We say that energy is dissipated when it is transferred to a nonuseful store, it cannot be used for what it was
Joures	symbol I			Г	 Intended for Energy can be wasted through friction, beating up components or beating the surroundings
Kinetic	The energy store referring to			J	Efficiency is a measure of how much of the energy has been used in a useful way, we can calculate this with
	moving objects				the equation: efficiency (%) = energy output energy input × 100
Kilojoules	The unit of energy. There are 1000J				
	in 1kilojoule (kJ)				
Law of	Energy cannot be created or				
conservation	destroyed only transferred				
of energy					
Non-	An energy resource that cannot be				
renewable	replaced in a human lifetime				
Power	The measure of how much energy is				
	transferred per second				
Renewable	An energy resource that can be				
	replaced in a human lifetime				
Thermal	The energy store referring to hot				
	objects				
Watts	The unit of power. The symbol is W				

Science - Matter

Keyword	Definition			
Boiling point	The temperature a liquid turn into a gas			
Chromatography	The technique for the separation of mixed substances in a solution			
Condensation	When a gas cools and forms a liquid			
Diffusion	The movement of particles from an area of high concentration to an area of low concentration			
Dissolve	When a solid disappears into a liquid			
Distillation	The technique of separation of a mixture of liquids			
Evaporation	When a liquid is heated and forms a gas			
Filtration	The technique of separating a solid and a liquid			
Freezing	When a liquid cool and forms a solid			
Impure substance	2 or more elements or compounds not chemically joined			
Melting point	The temperature a solid turn into a liquid			
Mixture	Different elements or compounds that are not chemically joined			
Property	A characteristic or behaviour of a substance			
Properties	A group of characteristics or behaviours of a substance			
Pure substances	A substance made up of just 1 chemical element or compound			
Saturated solution	A solution that cannot dissolve any more solute (solid)			
Substance	Any element, compound, or mixture			
Soluble	The property of dissolving			
Solubility	The measurement of how much substance will dissolve in a given volume of liquid			
Solute	The solid that is dissolved into a solution			
Solution	The solid and liquid mixture. It consists of the solute and the solvent			
Solvent	The liquid part of a solution			





beaker

pure wate

4. Mixtures



Science - Energy





THE CORE FOUR



Number your cards for self-quizzing. use flash cards every day.

Write your answers down, then check, or say your answers out loud. This clearly shows the gaps in your knowledge.

Do not just copy and reread

٠

Use your book to look at

knowledge organiser?

Do you have your

•

Use a one-word prompt, so that you can recall as

much as you can

.

No extended answer

questions

previous misconceptions from whole class

feedback.

Shuffle the cards each time you use them.

Use the Leitner system to

•

5. Feedback

How have you performed when you look back at your answers?

need to revisit in more Is there anything you detail?

 Is your knowledge secure? If so, move on to applying knowledge in that area in specific extended exam questions.

THE CORE FOUR REVISION TECHNIQUES



Take a blank piece of paper/white board and write down everything you can remember about 2. Write it Down

.

Identify the knowledge / topic area you want to

cover.

Knowledge

1. Identify

Once complete and you Information 3. Organise

cannot remember any more, use different colours to highlight / underline words in groups.

This categorises / links information

Understanding 4. Check

understanding.

dump to your Knowledge Organiser or book and check your

Add any key information you have missed (key

ы С Compare Store and

the same topic, try and complete the same Next time you attempt

Keep your brain dump safe and revisit it.

Compare your brain

words) in a different

amount of information in a shorter period of time or add more information.

colour.

THE CORE FOUR REVISION TECHNIQUES

Give yourself a timed limit (e.g 10 minutes)

prompts)

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•

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that topic (with no



THE CORE FOUR



Knowledge 1. Identify

Select a topic you wish to revise. Have your class notes, knowledge organiser or revision books ready.



2 Designing

page and dividing it into 12 chunks. You can also use an existing template from your teacher, or one you can find You can make your own revision clock by drawing a clock in the centre of a online.



3. Manageable Chunks

the segments on the page, creating manageable chunks of information. Combine text with images to help retain the Organise your revision notes into 12 sub-topics and make brief notes for each sub-topic into one of information.



4. Using Revision

minutes. Turn the clock over and recite the sections out loud or ask someone to Revise each segment for 5 quiz you. 0 locks

minutes and use a blank revision clock with headings, recall as much Alternatively, you can revise certain sections for 5 information as you can in the segments.



Understanding 5. Check

How have you performed when you compare you answers to what you have written? Is your knowledge secure?

Remember to repeat the process regularly, using different techniques to answer the questions.

Put it somewhere visible for you to use again.

THE CORE FOUR REVISION TECHNIQUES





Knowledge 1. Identify



٠



. 2. Review and Spend around 5 - 10 minutes reviewing Create

content (knowledge organisers / class notes / textbook.)

 Create 10 questions on the content (if your teacher has not provided you with questions already)



Cover up your knowledge and answer the questions from ω Cover and Answer memory.

• Take your time and where possible answer in full sentences.

> ٠ Go back to the content and self-mark your answers in green pen. Reflect



٠ 5. Next Time

there were gaps in knowledge and include these same questions

Revisit the areas where

next time.

THE CORE FOUR REVISION TECHNIQUES