



Year 7 | Term 1 | Homework

Your homework will consist of:

Knowledge Organiser with five questions
TT Rockstars and Reading



When is Week A/Week B?

	Week Commencing
Week A	18/09/2023
Week B	25/09/2023
Week A	02/10/2023
Week B	09/10/2023
Week A	16/10/2023



Homework Schedule

Subject	Homework is set on:
English	Every Tuesday
Maths	Every Friday
Science	Every Friday
PE	Week A
Tech/Computing	Week A
Art	Week A
Drama	Week A
History	Week B
Geography	Week B
RE	Week B
French / Spanish	Week B
Music	Week B
PSHE	Set Termly



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Homework is important at BBA:

A successful learner at BBA

- ✓ Brings their **knowledge organiser and equipment** to school **every day**.
- ✓ Spends between 15- and 20-minutes completing homework per subject per week.
- ✓ **Reads** for 15 minutes **daily** and uses **TT Rockstars** for 15 minutes daily.



Read → Cover → Write → Check

READ a small section of the KO

COVER up the information so you are unable to read/ see it

WRITE out what you can remember into your self-quizzing book

CHECK what you have written and use a green pen to mark and correct



Why is homework important?



Each homework is linked with the important key terms needed for the lesson.



Homework can result in **five months additional progress** in school.



Learning outside of the classroom time develops **independence**.



Homework is revision and will help you to build **good study habits and routines** needed for KS4.

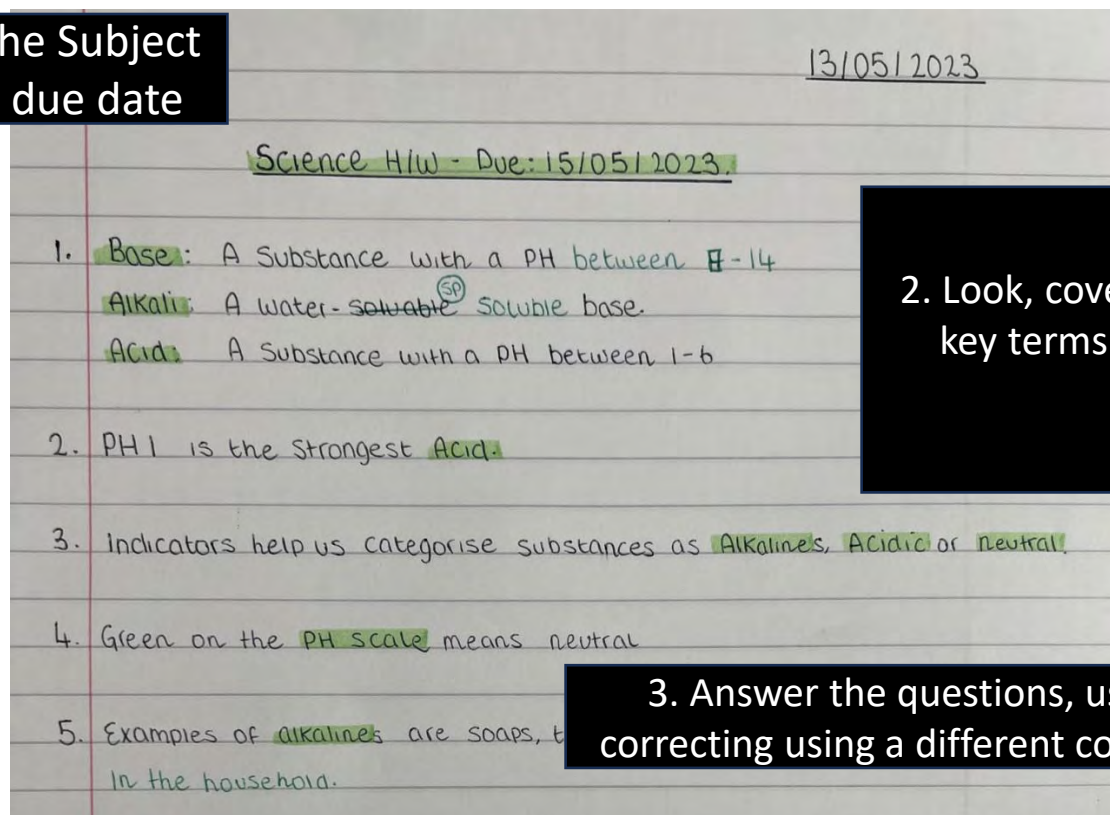


I need help with my homework

- 1) Class Teacher:** First, speak to your class teacher, they will be able to help you if you are unsure.
- 2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- 3) Year Team:** Once you have contacted your **teacher and tutor** and still need help, then contact your Year team.


How to present my homework book

1. Title with the Subject name and due date



2. Look, cover, write & check the key terms identified by your teacher.

3. Answer the questions, using full sentences. Self-correcting using a different colour, normally a green pen

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables. We recommend a “little and often” approach; 5 to 15 minutes practice a day, 4 or 5 times a week is a good target	Website: https://play.ttrockstars.com/auth/school/student/1400 



Plot

1	Raphael and Gardo find a bag, whilst searching through the trash for valuable items. that contains 1,100 pesos, a map, a key labelled 101, and identification for a 33-year-old man named Jose Angelico whilst searching through the trash on Behala Landfill where they live. The police arrive in the shanty town to enquire about the missing bag and Gardo and Raphael don't reveal that they have found the bag but the police become suspicious.
2	They seek the help of Rat, who leads them to a locker in the train station where they find a letter addressed to a man in prison. They also research Jose Angelico on Father Julliard's computer and discover he was killed by the police and has a surviving daughter.
3	Suspicious, the police raid the home of Raphael where they subsequently interrogate and torture him.
4	The boys trick Olivia into taking them to Colva Prison to deliver the letter from the bag to its recipient, Gabriel, who reveals he is a political prisoner who tried to reveal a corrupt government official who stole money intended for the slums.
5	They find out that Jose Angelico managed to steal \$6,000,000 from the corrupt government official and find that it is hidden somewhere in the shanty town.

Key Characters

1	Raphael	14 year old child that lives in the dumpsite with his aunty. Tendency to be naive.
2	Gardo	14 years old and is a 'trash kid'. More serious and pessimistic
3	Jun Jun a.k.a Rat	Younger and lives alone just outside of the 'homes' in a hole in the trash, surrounded by rats. Streetwise and cunning Although illiterate, he is very intelligent
4	Sister Olivia and Father Julliard	Run the Pascal Aguila Mission School and long to make a difference to the lives of the children.
5	Pia Dante Angelico	8 year old who is orphaned when her father, José Angelico, is killed in a police interrogation

Themes and Context

1	Childhood and friendship	Gardo, Raphael and Rat all rely on each other and stay together. They take care of Pia when they find her and she becomes part of their group.
2	Criminality and injustice	The police and the politicians are corrupt and inflict more suffering on the people in Behala landfill.
3	Poverty and Inequality	The children on the dumpsite live in extreme poverty in the shanty town. Rat isn't even 'lucky enough' so lives in a garbage hole with the rats.
4	Social Justice	The children spread the money throughout the dumpsite, returning it to the poor for whom it was always intended.



Literacy Terms and Devices

1	Narrator	A person who narrates something, especially a character who recounts the events of a novel.
2	Denouement	The final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved.
3	Crisis/ Climax	The most intense, exciting, or important point of something; the culmination.
4	Perspective	A particular attitude towards or way of regarding something; a point of view. Different depending on the person who is viewing/ telling something.
5	Setting	The place or type of surroundings where something is positioned or where an event takes place.
6	Tension	Mental or emotional strain.




Important Vocabulary

1	Justice	Fair treatment or behaviour.	7	Poverty	The state of being extremely poor.
2	Inequality	Lack of equality, people getting more of things when some people go without.	8	Hierarchy	Ranking according to relative status or authority.
3	Corruption	Dishonest or fraudulent conduct by those in power	9	Mission school	Religious school originally opened by missionaries.
4	Empathy	The ability to understand someone else's feelings or emotions.	10	Missionary	A religious person sent on a mission to another country to 'help'.
5	Slum	Squalid and overcrowded district inhabited by very poor people	11	Political prisoner	A person imprisoned for their political beliefs or actions
6	Shanty Town	Deprived area on the outskirts of a town consisting of large numbers of home made dwellings.	12	Brutality	Savage physical violence; great cruelty



English Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 1-6. 2. Read through the plot summary 1-5. Write 2 sentences in your own words to explain who the main characters are and what you know about them. 3. Read through the information on the theme of 'childhood and friendship'. Write two sentences to describe the friendships in the novel. 4. Copy and complete this sentence, using information from Themes 1: The writer Mulligan shows the importance of friendship by _____. 5. Write a description of the character of Raphael. Imagine him and predict how he will look and behave. 	
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 7-12. 2. Write a sentence to describe the setting of Behala Landfill using the key vocabulary numbers 5 and 6. 3. Read through the information on the theme of Criminality and Justice. Write two sentences to predict what life is like living on the Behala Landfill site. 4. Copy and complete this sentence, using information from plot 1: The characters find _____ as they look through trash on the Behala Landfill. 5. Write a description of the Behala Landfill setting imagining what you can see and hear. 	
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 1-5. 2. Write a sentence to explain what the police do using the plot 1-3. 3. Read through the information on the theme of Poverty and Inequality. Write two sentences to describe where Rat lives. 4. Copy and complete this sentence, using Literary terms and devices 3: _____ is the term for moments in the story when _____. 5. Write a sentence to predict a moment in the story which is intense and exciting. 	



English Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

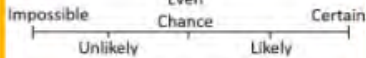
Week Set: 	Due 	Task:	Completed 
Homework 4		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 6-10. 2. Read through the plot 2-4. Write two sentences to explain what the characters do with a letter they find. 3. Read through the plot 4 and key characters 4. Write a sentence to describe who Sister Julia is and what role she plays in the story. 4. Copy and complete this sentence, using Themes and Context 3 and Key Vocabulary 7: The children in Behala live in conditions of _____. 5. Read Important Vocabulary 3. Write a sentence to predict where corruption occurs in the story. 	
Homework 5		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 1-12. 2. Read through Literary Terms and Devices 2. Write a sentence in your own words to explain what happens at the end of a novel. 3. Read through Themes and Context 4. Write a sentence to explain what the children do with the money and why they decide to do this. 4. Copy and complete this sentence: A perspective is _____. 5. Write an explanation of why money is so important in this novel. 	



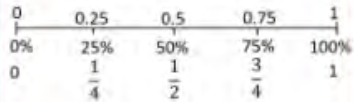
Probability

Key Concept

Chance



Probability



Probabilities can be written as:

- Fractions
- Decimals
- Percentages

Tip

Probabilities always add up to 1.

1) Key Terms

Probability: The chance of something happening as a numerical value.

Impossible: The outcome cannot happen.

Certain: The outcome will definitely happen.

Even chance: The are two different outcomes each with the same chance of happening.

Expectation: The amount of times you expect an outcome to happen based on probability.

Examples



1) What is the probability that a bead chosen will be **yellow**. Show the answer on a number line.

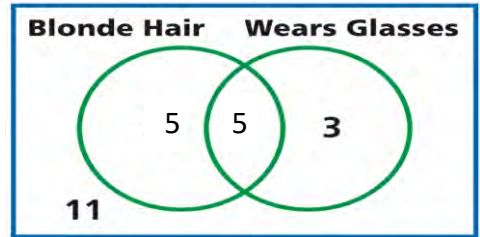
$$\text{Probability} = \frac{\text{Number of favourable outcomes}}{\text{Total number of outcomes}}$$

$$P(\text{Yellow}) = \frac{2}{8} = \frac{1}{4}$$

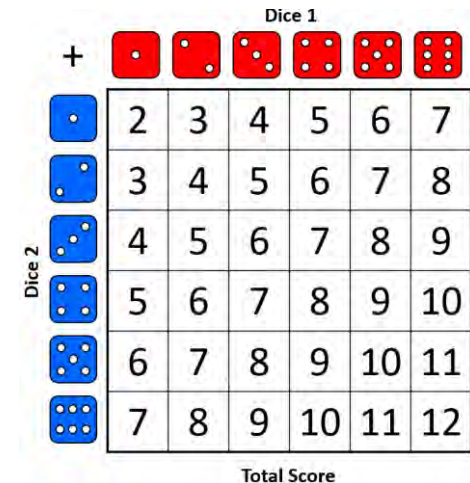


2) How many **yellow** beads would you **expect** if you pulled a bead out and replaced it 40 times?

$$\frac{1}{4} \times 40 = \frac{1}{4} \text{ of } 40 = 10$$



Sample Space Diagrams



4) Factors and Multiples

Factors & Multiples: What's the Difference?

Multiple

A multiple is a number that is the product of a given number and some other number.

$$6 \times 3 = 18$$

multiple

Factor

A factor is a number that is multiplied with another number to get a product.

$$6 \times 3 = 18$$

factor factor

5) Prime Numbers

A prime number is a whole number **greater than 1** AND can only be divided evenly by **1 and itself**. Examples are **2, 3, 5, 7, and 11**.

6) Four Operations with Fractions

+ **-**

Adding or subtracting fractions with common denominators

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

Add (or subtract) the numerators, denominator stays the same, simplify, if possible.

x

Multiplying fractions

$$\frac{2}{3} \times \frac{3}{6} = \frac{6}{18} = \frac{1}{3}$$

Multiply the numerators, multiply the denominators, simplify, if possible.

+ **-**

Adding or subtracting fractions with different denominators

$$\frac{3}{4} - \frac{1}{3} = \frac{9}{12} - \frac{4}{12} = \frac{5}{12}$$

Find least common denominator, subtract (or add) the numerators, simplify, if possible.

÷

Dividing fractions




$$\frac{3}{5} \div \frac{2}{3} = \frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$$

Multiply the first fraction by the reciprocal of the second fraction, simplify, if possible.



Maths Knowledge Questions // Term 1

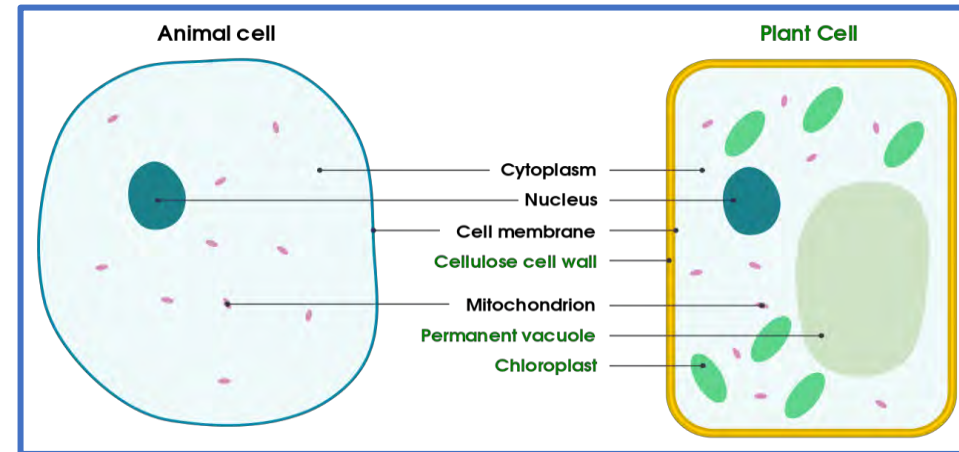
1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework.
2. Please note you will also need to complete your Mathswatch task set by your teacher

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1. Looking at your Knowledge Organiser<ol style="list-style-type: none">a) What is the probability of choosing someone Blonde who wears glasses?b) What is the probability of scoring 12 with two dice?2. Your teacher will set your homework on MathsWatch via SMHW.	
Homework 2		<ol style="list-style-type: none">1. List the first 10 multiples of 62. List the factors of 36 Your teacher will set your homework on MathsWatch via SMHW.	
Homework 3		<ol style="list-style-type: none">1. List all the prime numbers between 0 and 1002. Your teacher will set your homework on MathsWatch via SMHW.	
Homework 4		<ol style="list-style-type: none">1. Make your own poster – with diagrams – to help you to learn the rules for adding and subtracting fractions.2. Your teacher will set your homework on MathsWatch via SMHW.	
Homework 5		<ol style="list-style-type: none">1. Use your Knowledge Organiser to help you to prepare for the end of unit assessment.2. Your teacher will set your homework on MathsWatch via SMHW.	

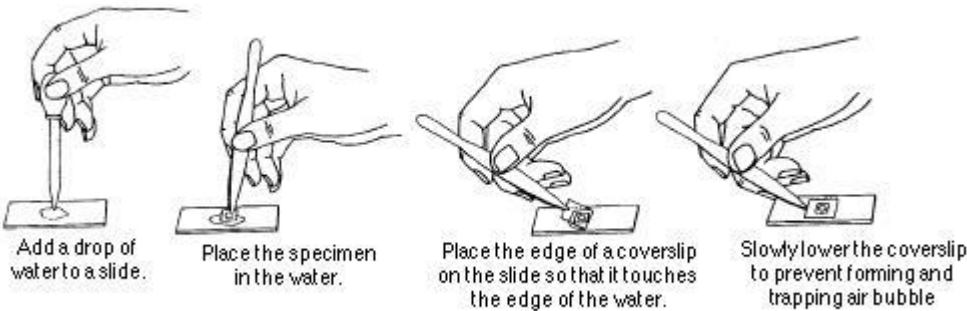


<Science – Cells > Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Cell membrane	The cell component which controls the movement of substances into and out of the cell
2	Cell wall	The plant cell component which surrounds the cell, providing support
3	Nucleus	Where all the genetic information is stored in the cell
4	Cytoplasm	A 'jelly-like' substance found in cells, where all the chemical reactions take place
5	Mitochondria	The cell organelle where aerobic respiration takes place
6	Ribosome	The cell organelle responsible for making proteins



Preparing a microscope slide



Total magnification = Eye piece lens x objective lens

Microscopes are used to **magnify** objects that we are unable to see with our eyes.

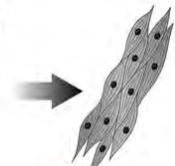
Magnification is a measure of how much 'bigger' an image is compared to the original object

Part of microscope	Description
Eye piece lens	The lens closest to your eye. Typically a magnification of x10
Objective lenses	Three lenses of different magnification used to see the image more clearly
Diaphragm	Controls the amount of light onto the microscope slide
Fine focusing knob	Makes small adjustments to the state so the image is sharp and clear
Coarse focusing knob	Makes large adjustments to the stage so you can see the image more clearly

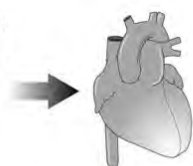
Least complex



Cell



Tissue



Organ








Organ system

Most complex

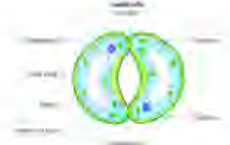
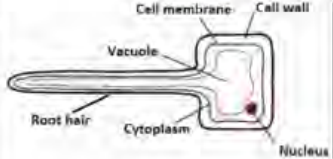
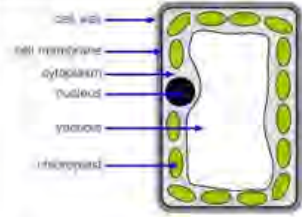


Specialised cells are cells that are designed to perform a particular function. Multi-cellular organisms are made from different types of specialised cells so that they can carry out a variety of functions

Specialised animal cells

Type of specialised cell	Where found / Function of the cell	How are they adapted for their function?
Name of cell: Nerve cell 	Cells found in the nervous system of the body. Carries electrical messages (signals) to organs in the body.	The axon carries the electrical impulse and is protected by a fatty sheath.
Name of cell: Red blood cell 	To transport oxygen around the body to tissues for respiration Found in the blood	<ul style="list-style-type: none"> No nucleus – can carry more oxygen Biconcave shape – can absorb more oxygen Contain haemoglobin which binds to oxygen in the lungs, releases oxygen in the tissues
Name of cell: Sperm cell 	<ul style="list-style-type: none"> The male sex cell (gamete) made in the testes Responsible for passing on genetic information from the male 	<ul style="list-style-type: none"> Long tail – for swimming towards the egg Streamlined shape Many mitochondria in the midpiece to release energy for the sperm to swim Enzymes in the head to digest the egg cell membrane
Name of cell: Egg cell 	<ul style="list-style-type: none"> The female sex cell (gamete) Responsible for passing on genetic information from the female Made in the ovaries 	<ul style="list-style-type: none"> The cytoplasm contains nutrients for the growth of the early embryo. The haploid nucleus contains the genetic material for fertilisation. The cell membrane changes after fertilisation by a single sperm so that no more sperm can enter. Eggs are one of the biggest cells in the body and only a few are made.
Name of cell: Ciliated epithelial cell 	<ul style="list-style-type: none"> Sweet bacteria, dust and mucus back up to the throat where it can be swallowed Line the surface of airways and organs 	<ul style="list-style-type: none"> The cilia (little hairs) move backwards and forwards to sweep particles away from the lungs

Specialised plant cells

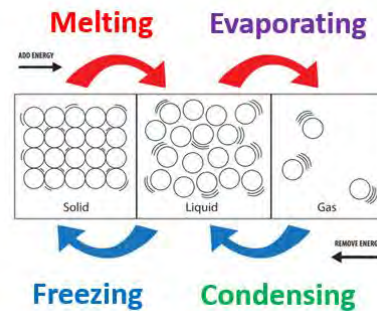
Type of specialised cell	Fully labelled diagram	Where found / Function of the cell	How are they adapted for their function?
Name of cell: Guard cell 		Found on the bottom of the leaf. To regulate gas exchange in the leaf	Kidney shaped to allow the stomata to open and close for efficient gas exchange
Name of cell: Root hair cell 		To absorb water and mineral ions from the soil	<ul style="list-style-type: none"> Have a long hair like structure that increases the surface area to increase the efficiency of absorption. Have a thin cell wall so it is easier for particles to diffuse. Have no chloroplasts, if you recall chloroplasts – they do not photosynthesise because they do not have access to sunlight
Name of cell: Palisade cell 		<ul style="list-style-type: none"> To enable photosynthesis to be carried out. 	<ul style="list-style-type: none"> They are located at the top of the leaf to maximise the amount of light absorbed. They are also adapted to have a lot of chloroplasts which absorb light energy used in photosynthesis.



<Science – Particles > Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Atom	The smallest part of a chemical element to exist. Everything is made of atoms
2	Element	A substance made of only one type of atom
3	Compound	A substance made of two or more elements chemically bonded together
4	Mixture	A substance made of two or more elements that are not chemically bonded together
5	Physical change	A reversible change in which no new substances are made
6	Chemical change	A change (usually irreversible) in which new substances are formed

States of matter
 Substances exist in three states of matter: solids, liquids and gases. All substances are made from particles, and the forces between the particles are different in each state. The state of matter can change if the substance is heated or cooled. Examples of each state at room temperature are:
 Solids– plastic, wood, brick
 Liquids – water, oil, fruit juice
 Gases – oxygen, hydrogen, helium



Key points:
 When a substance is heated, the particles have more kinetic energy and move around faster
 The size of the particles does not change!

The space between the particles does – the hotter the particles are, the bigger the spaces between them. The cooler they are, the smaller the spaces between the particles.
 The closer the particles are, the greater the attractive forces between them.

Property	Solid	Liquid	Gas
Does it have a fixed shape?	Yes	No	No
Does it have a fixed volume?	Yes	Yes	No
Can it be compressed?	No	No	Yes
Can it flow?	No	Yes	Yes

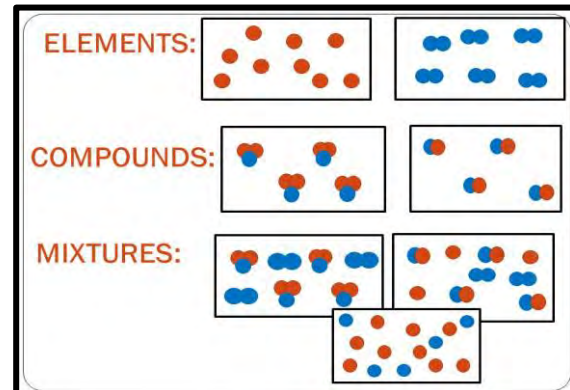
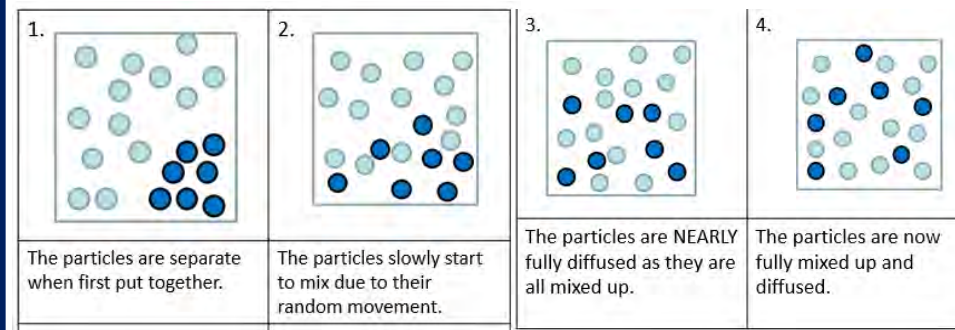
Gas pressure: pressure is caused by the particles hitting the sides of its container.



When you blow up a balloon, millions of air particles **collide** with the walls of the balloon.
 The more particles inside the balloon, the greater the gas pressure because there will be more collisions.

Gas pressure increases if:
 The **temperature** is increased – because the particles have more energy and move faster
 The **volume** of the container decreases – because the particles collide with the walls more often

Diffusion: The random movement of particles from an area where there are lots of them to an area where there are fewer.





<Separating substances> Knowledge Organiser | Read, Cover, Write and Check

A mixture is made of two or more different substances that are not chemically bonded together. There are different ways to separate mixtures. The method chosen depends on the type of mixture.

	Key Term	Definition
1	Chromatography	A technique used to separate mixtures of liquids that are soluble in the same solvent
2	Dissolving	The mixing of a substance (the solute) with a liquid (the solvent) to make a solution
3	Evaporation	The change of state from a liquid to a gas
4	Soluble	A substance that can dissolve in a certain solvent
5	Insoluble	A substance that cannot dissolve in a certain solvent
6	Thermometer	Apparatus used to measure the temperature of a substance

Dissolving:



A solution is made when a solute dissolves in a solvent. Solutions are **mixtures**. If a substance can dissolve into a solvent, it is **soluble**. For example, salt dissolves in water to make salt water. If it cannot dissolve, it is **insoluble**. For example, sand is insoluble in water.

Heating and stirring speed up dissolving

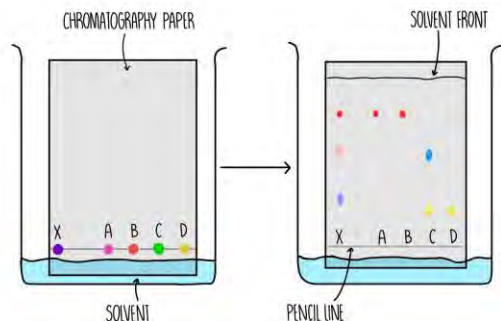
Chromatography: is used to separate a mixture of coloured compounds, for example – inks, dyes and plant pigments.

A **chromatogram** is a piece of paper showing the results after the chromatography has occurred.

On a chromatogram:

One spot means the substance is pure

Two or more spots means the substance is impure

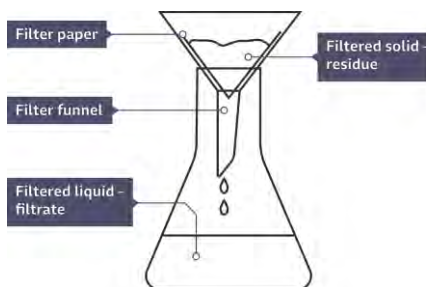


Key point: The starting line must be drawn in pencil so that it does not also dissolve in the solvent

Filtration: is used to separate an insoluble solid from a pure liquid or solution.

To filter a substance you will need:

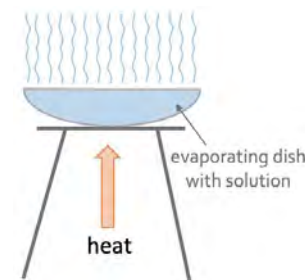
- Filter paper** folded into a cone
- A **funnel** to hold the filter paper
- A **beaker** to collect the **filtrate** (the liquid which passes through the filter paper)



Crystallisation: used to produce solid crystals from a solution.

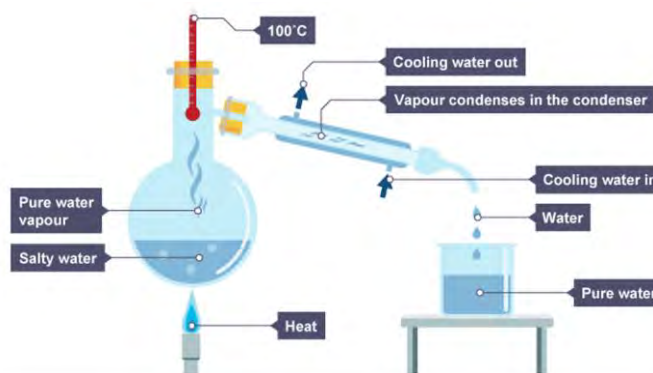
Method:

1. A solution is placed in an evaporating basin and heated with a Bunsen burner
2. Water evaporates from the solution and solid crystals begin to form around the edge of the basin
3. Leave the solution in a warm place for the crystals to form



Distillation:

A separation technique which is used to separate a solvent from a mixture. The solvent is first evaporated (liquid to gas) as it is heated, and then condenses (gas to liquid) as it cools so that it can be collected.



We can use distillation to produce pure water from dirty water to make it safe to drink.

Distillation can also be used to separate a mixture of two liquids which have different boiling points.

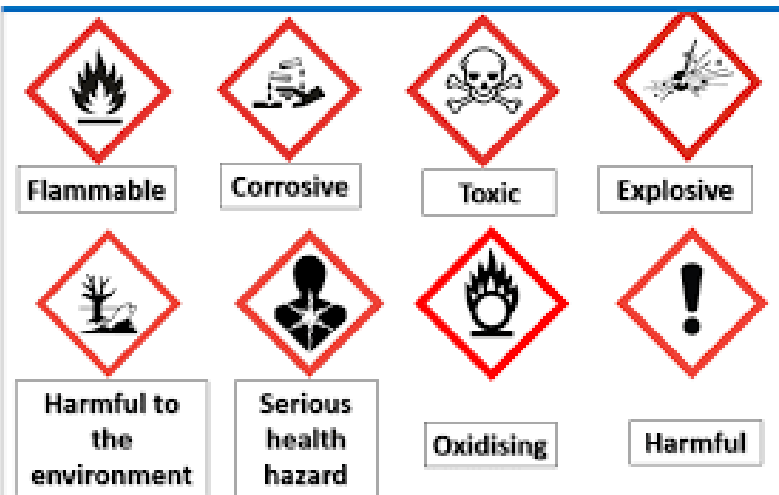


1. <Lab Safety and hazard symbols> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Hazard	A potential source of harm
2	Bunsen burner	Apparatus used to heat substances in the lab
3	Flammable	Something that catches fire easily
4	Corrosive	A substance that will dissolve or burn materials, including the skin
5	Irritant	Substances which cause irritation to the skin
6	Toxic	A substance which can be poisonous and possibly deadly.

A **hazard** is something that can cause harm. A **risk** is a chance that a hazard will cause anybody harm.

The type of harm that could be caused is often shown using a hazard symbol. **Hazard symbols** can also be seen on items in the home.

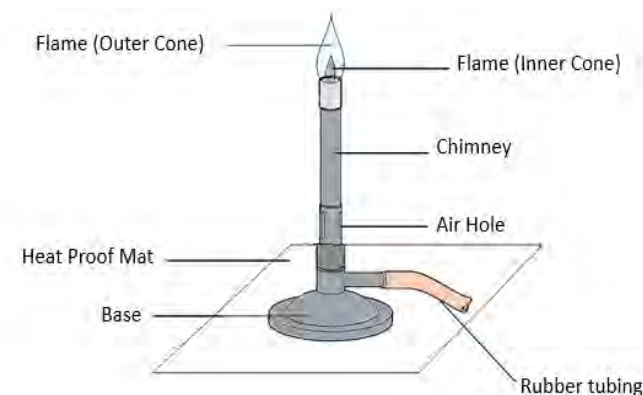


Bunsen burners are used to heat substances in the lab.

When you light a Bunsen burner, the flame will be yellow. This is called the **safety flame** because you can see it.

You can change the colour of the flame by **opening and closing the air hole**. This changes the amount of **oxygen** that enters the Bunsen burner.

A **combustion** reaction takes place when the Bunsen burner is lit.



How to work safely using a Bunsen burner:




1. Make sure there are no breaks or holes in the gas hose.
2. Follow lab rules: safety goggles, tie hair back, tuck in your tie.
3. Put the Bunsen burner on a heat-resistant mat, making sure it isn't near the edge of the bench.
4. Turn the collar to ensure the air hole of the Bunsen burner is closed when turning it on and off.
5. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
6. Extinguish the splint and place it on the heat-resistant mat.

	Air hole open	Air hole half-open	Air hole closed
Type of Flame	Roaring	Blue	Orange (safety)
When is it used?	Heating things quickly	Heating things slowly	When not being used but we want to leave it on
Amount of air	A lot	Some	Little
Amount of heat	700°C	500°C	300°C



Science Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1 Cells		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. Name three organelles found in plant cells that are not found in animal cells 3. State the equation used to calculate total magnification when using a microscope 4. A microscope has an eye piece lens with a x10 magnification and objective lens with x40 magnification. Calculate the total magnification of the microscope 5. Write a method outlining how you would prepare a microscope slide to view a specimen under the microscope 	
Homework 2 Specialised cells		<ol style="list-style-type: none"> 1. Explain why it is important that cells are specialised? 2. Suggest why a palisade cell contains lots of chloroplasts, but a root hair cell does not 3. Compare (find similarities) and contrast (find differences) between an egg and a sperm cell. 4. Explain why it is important that a red blood cell has a large surface area and lacks a nucleus? 5. Sketch a ciliated epithelial cell and label the cilia 	
Homework 3 Particles		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. Name the change of state which occurs as a substance changes from a gas to a liquid 3. In which state of matter do substances not have a fixed volume or shape, but can be compressed easily? 4. Describe what happens to the arrangement and motion (movement) of particles as a substance is heated and melted 5. A pupil says 'compounds are the same as mixtures because they are both made of more than one type of element'. Explain whether the pupil is correct or incorrect? 	



Science Knowledge Questions // Term 1

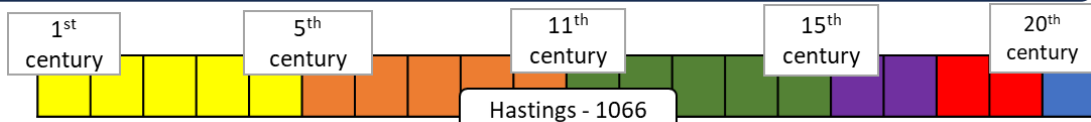
1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 4 Separating substances		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-62. Name and describe the separation technique which could be used to collect pure water from salt water3. Draw a labelled diagram to show the apparatus you would need to use to separate a mixture of mud from water using filtration4. Why is it important that the starting line for a chromatography experiment is drawn using pencil?5. A pupil added a teaspoon of sugar to a cup of warm tea, and it seemed to disappear. Describe what has happened to the sugar and state two ways which this process could be made quicker.	
Homework 5 Lab safety and hazard symbols		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-62. How do you change the colour and temperature of the flame on a Bunsen burner?3. Which flame on the Bunsen burner is the hottest flame, and what is this used for?4. Describe the difference between a hazard and a risk5. Look at the list of safety measures that people should take when working with a Bunsen burner. Choose one that you think is the most important and justify (give reasons) for your answer	







Key terms for this unit

1 Source	Anything that a historian uses to learn out things about the past. This could be almost anything, for example a diary entry, a painting, an old nursery rhyme.
2 Chronology	Putting events in time order, this is known as chronological [cro-no-lodge-i-cal] order.
3 Fact	Something that can be proven. Is correct. Some written account are more factual
4 Opinion	A person's viewpoint. Some written accounts are more opinionated. This is not necessarily a bad thing!
5 Century	A period of 100 years. Historians put dates into centuries eg 1815 = 19 th century, 2019 = 21 ^s century, 1066 = 11 th century, 1489 = 15 th century, 745 = 8 th century
6 Heir	Sons or daughters who would become the next King or Queen.
7 Contender	People who want something and will compete for it.
8 Shield Wall	Harold's defence against William.
9 Fyrd and Housecarls	The two main types of soldiers in Harold's Saxon army. The housecarls were the professionals.
10 Bayeux Tapestry	A piece of cloth with pictures that tell us about what happened in the Norman Conquest.



Key people in this unit

1	Edward the confessor 	The Anglo-Saxon king of England until 1066	3	Harald Hardrada 	Contender 2: The Viking from Norway
2	Harold Godwinson 	Contender 1: The Anglo-Saxon King	4	William of Normandy 	Contender 3: The Duke of the Normans in France

1. The position at the start of the battle. Harold's army is at the top of Senlac Hill. William's is at the bottom.
2. William orders his army to charge up the hill, but Harold's army forms a shield wall, blocking their attack. William's army pretends to retreat.
3. Harold's army follows them down the hill, breaking up the shield wall.
4. William's army turn around and attack now the shield wall is gone.
5. Harold is killed and the battle is over. William won the Battle of Hastings and is later crowned King of England.






Source A



History Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write the key terms 1-3 and what they mean then check to see if you got them right.2. What century was the Battle of Hastings?3. Where on the hill was William's army at the start of the battle?4. Where did key person 3 come from?5. Tell me 3 things you can see in Source A.	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write the key terms 4-6 and what they mean then check to see if you got them right.2. What century is the year 1489?3. Who won the Battle of Hastings?4. Which two contenders were involved in the Battle of Hastings?5. Write a sentence describing what you can see in Source A.	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write the key terms 7-10 and what they mean then check to see if you got them right.2. Write a year that is in the 8th century.3. Draw your own shield wall.4. Write the name of key person 1 then tell me who they were.5. Write a sentence that MUST include the following words: heir, contender, Bayeux Tapestry.	



7.1 Our place in the world

Continents and Oceans

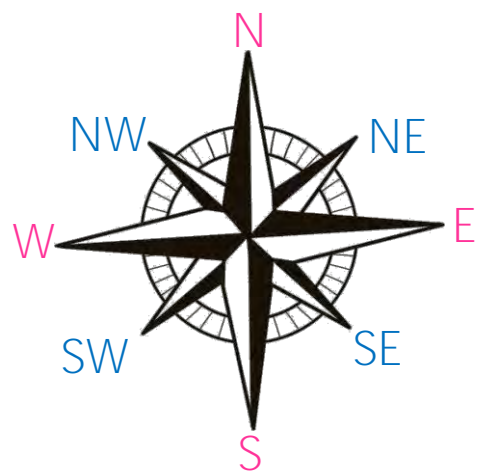


Key Word	Definition
1. Physical Geography	The study of all natural forms and processes in an environment.
2. Human Geography	The study of people and places – the relations between policies, cultures, social behaviours, economies and environments.
3. Environment	The living and non-living world around us.
4. Scale	A measurement of enlargement or reduction from its original size.
5. National	Relating to a nation or country.
6. Urban Area	An area where many people live and work close together. The population density is higher than in the surrounding area. e.g. city, town.
7. Rural Area	An open band of land that has few homes or other buildings, and not very many people. e.g. countryside, village.
8. Fringe	The edge of an area.
9. Continent	A large landmass.
10. Longitude	Lines that point from top to bottom of the globe (they go by the directions east and west).
11. Latitude	Lines that go around the globe (they go by the directions north and south).
12. Map Symbols	Map symbols are used to represent real objects located in the area shown on the map.
13. Map key/ Legend	Explains what the map symbols mean.

Direction

The main directions we use are called: **immediate cardinal directions**:

- North (N)
- South (S)
- East (E)
- West (W)



The compass rose shows us the in between directions. They are called **intermediate directions**.

- NE – Northeast
- SE – Southeast
- SW- Southwest
- NW - Northwest

14. Grid References

The grid lines on an Ordnance Survey map are called: **Eastings** (along the corridor) This number is the first in your grid reference.

Northings (up the stairs) This is the second number in your grid reference.

Four figure grid references

Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.



16. Human and Physical Geography

Human Geography

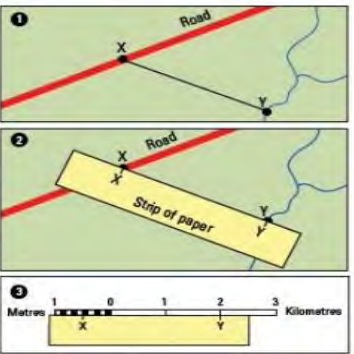


Physical Geography



15. Scale and Distance

The scale is used to indicate the distance on a map.



1. To measure distance, connect the two points and mark out the distance using a piece of paper.

2. Place the strip of paper on the line scale.

3. Alternatively, use a calculator to convert the map distance into actual distance (i.e. 1cm: 1km, therefore 2.5cm – 2.5km)

16. Urban vs Rural Areas






- 🕒 Lots of farms and cottages
- 🕒 Limited public transport
- 🕒 Little services – mainly corner shops
- 🕒 Sparsely populated
- 🕒 Countryside with lots of open space and trees

- 🕒 Lots of high-rise buildings built close together
- 🕒 Lots of transport
- 🕒 Lots of shops, schools and hospitals
- 🕒 Densely populated
- 🕒 Large variety of jobs available



Geography Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write, check Key Words 1, 2 and 3.2. Look at the 'Continents and Oceans' map. Is Europe north or south of The Tropic of Cancer?3. Which Tropic line passes through Australia?4. The line of longitude that passes from the North Pole to the South through the UK is called?5. Which continent lies to the East of the UK?	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write, check Key Words 9, 10 and 11.2. Name the northern most ocean on earth.3. Name the ocean between North America and Europe.4. When reading a map using grid references which do you read first, the numbers up the side or the numbers at the top and bottom?5. When studying maps, what does the word scale mean?	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write, check Key Words 6, 7 and 8.2. Name the southernmost continent.3. Name two characteristics of an Urban area.4. Name two characteristics of a Rural area.5. What is the difference between human and physical geography?	



NEED TO KNOW WORDS

1. Abrahamic Faiths	Religions that trace their beliefs back to the prophet Abraham: Judaism, Christianity and Islam
2. Commandment	An instruction from God
3. Covenant	An agreement or promise
4. Creation Ex Nihilo	Means 'created from nothing' – used in Genesis to describe how god creates everything.
5. Exodus	a mass departure of people
6. Genesis	Meaning 'the origin' or 'beginning'
7. Monotheist	Believing in one God
8. Parable	A short story designed to teach something
9. Prophet	A messenger chosen by God to deliver God's word
10. Prophecy	A message from God
11. Torah	The holy book revealed to Moses (the Old Testament)

What is the Torah?

The Torah is a collection of writings that form the central religious text of Judaism. It consists of the first five books of the Hebrew Bible, also known as the Old Testament of the Christian Bible. The two books are Genesis and Exodus.

Importance of the Torah

As a **Muslim** person I think the **Torah** (or Tawrat in Arabic) is a collection of 5 books. All of these books are inspired by **God** and were originally given to the prophet **Moses** (Musa). Unfortunately the Torah was added to and badly translated over the years, so it's **not totally perfect** anymore, but it is still a holy books for me. I read the Torah to help me understand the stories that are referred to in the Quran.

As a **Christian** person I think the **Torah** is a collection of 5 books. All of these books are inspired by **God**. The Torah is the first 5 books of the Christian Bible, in a section of 39 books called the **Hebrew Bible** or **Old Testament**. I read the Torah from my Bible at Church or at home.

As a **Jewish** person I think the Torah is a collection of 5 books. All of these books are inspired by **G-d**. They are the first 5 books of the **Hebrew Bible**. It is called this because it is written in the ancient Jewish language: Hebrew. I read the Torah from a scroll in the Synagogue.

Some Jewish people think God's name is too holy to write down, so they write G-d instead.

We all believe in one God. We all believe God revealed Himself through the prophet Abraham (Ibrahim). That's why our religions are called the **Abrahamic faiths**.

1001FreeDov

Genesis 1

God created out of nothing (Creation Ex Nihilo)

There were 6 days of creation 1: light and dark, 2: sky and sea, 3: dry land and plants, 4: sun, moon and stars, 5: fish and birds, 6: animals and humans. On the 7th day God rested – some Christians try to have a day of rest in the week because of this. Humans were created in 'the image of God'. After everything God made, he said, '*it was good*'. Except humans, he said they were '*VERY good*'.

Genesis 2-3: The Fall (Adam and Eve)

God made Adam, and put everything he needed in the Garden for Adam to use and care for. God said it was not good for a person to be alone, so he made a companion for Adam, a woman called Eve. They were told not to eat from the fruit of one tree. A snake tempted them to eat the fruit and they did. God took Adam and Eve out of the Garden, into a world where life would be harder, and they would have to work for food and struggle in childbirth. They would eventually die.

The 10 Commandments

- | | |
|--|-------------------------------------|
| 1. Have no other gods | 6. Do not kill |
| 2. Make no false images of G-d | 7. Be faithful to your husband/wife |
| 3. Do not use G-d's name disrespectfully | 8. Do not steal |
| 4. Remember the Sabbath | 9. Do not lie |
| 5. Honour your mother and father | 10. Be happy with what you have. |





✡️ ✝️ 🌙🌟 Stories of the prophets

Knowledge Organiser



Noah's Ark (Genesis 6-9)

According to the story, God saw that the wickedness of mankind had become great and decided to flood the earth to cleanse it of sin.

God instructed Noah/Nuh (pbuh), a righteous man, to build an ark and gather two of every kind of animal, along with his family, onto the ark. Noah obeyed God and spent many years building the ark, as instructed.

When the flood came, the ark floated on the water for 40 days and 40 nights. All life on earth outside the ark perished in the flood, but Noah and his family and the animals on the ark were saved.

After the floodwaters receded, Noah and his family emerged from the ark and offered sacrifices to God in gratitude for their safety. God then made a covenant with Noah, promising never to flood the earth again and using a rainbow as a sign of this covenant.

The story of Noah's Ark teaches the importance of obedience to God and the consequences of sin, as well as God's mercy and faithfulness to those who trust in Him.

Abraham (Genesis 12-17) – founder of the faithful

One day, God called Abram to leave his homeland and go to a new land that God would show him. Abram obeyed God and journeyed with his wife Sarai (later renamed Sarah) and his nephew Lot to the land of Canaan.

God promised to make Abram's descendants into a great nation and to bless all the nations of the earth through him. However, Abram and Sarai were unable to have children, so Sarai suggested that Abram have a child with her servant Hagar.

This caused problems, as Hagar and her son Ishmael were eventually cast out of Abram's household. However, God remained faithful to His promise and eventually blessed Abraham and Sarah with a son named Isaac.

Abraham's faith was tested when God asked him to sacrifice Isaac as a burnt offering, but at the last moment, God provided a ram to be sacrificed instead. Through his obedience and faith, Abraham became known as the father of the Jewish people and a model of faith for all believers.

The story of Abraham teaches the importance of faith and obedience to God, as well as the blessings that come from trusting in God's promises.

Moses' Exodus

Moses was born to Hebrew slaves in Egypt but was adopted by Pharaoh's daughter and raised as an Egyptian prince.

As a grown man, Moses saw an Egyptian taskmaster mistreating a Hebrew slave and killed him. He then fled to the wilderness and lived as a shepherd for many years.

One day, God spoke to Moses from a burning bush and told him to go back to Egypt to free the Hebrew slaves. With the help of his brother Aaron, Moses confronted Pharaoh and demanded that he let the Hebrews go.

Pharaoh refused, and God sent ten plagues upon Egypt, including the death of the firstborn, until Pharaoh finally relented and let the Hebrews go. Moses then led the Hebrews out of Egypt and through the Red Sea, which God parted to allow them to cross.

In the wilderness, God gave Moses the Ten Commandments and many other laws to guide the Hebrews' behaviour. After many years, Moses died on a mountain overlooking the Promised Land, which God had promised to the Hebrews as their home.




The story of Moses teaches the importance of faith and obedience to God, as well as God's power to deliver and provide for His people.

Note: There are differences in the stories between the religions



RE Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 1-2 2. Outline the Creation Story according to Genesis 3. How was mankind created? What might this say about mankind compared to other creatures? 4. Give two viewpoints of the importance of the Torah (from a Muslim, Christian or Jewish perspective) 5. What might Jews learn from the story of Abraham? 	
Homework 2		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 3-4 2. What three religions are part of the Abrahamic faiths? 3. What is the moral of the story of Adam and Eve 4. What do you think are the three most important commandments in your opinion? Why? Who would disagree? 5. What is a parable? 	
Homework 3		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 5-6 2. Why did God want to flood the Earth in Noah's Ark story? 3. Do you think Adam and Eve deserved to be punished? DO you think this punishment was appropriate? Explain your reasoning. 4. Why is the story of Moses so important? 5. What does it mean if something is Created Ex Nihlio? 	



GANZA



Key musical terms for year 7: term 1

How to Capture the Spirit of Carnival?






- 1 **Rhythm:** the combination of long and short notes that fits around the beat
- 2 **Beat:** Constant steady pulse
- 3 **Call and Response:** One instrument / person plays and the rest copy it back
- 4 **Stave:** Set of five lines which notes are placed on to read music notation
- 5 **Time Signature:** the indication of how many beats are in the bar
- 6 **Bar:** A segment of time in a piece where each beat represents a specific note value
- 7 **Bar line:** Vertical line that separates a group of notes
- 8 **Tempo:** The speed of the music
- 9 This could be described in English terms or **Italian terms:**
- 10 Slow (**Largo**) / Walking Pace (**Andante**) / Moderate (**Moderato**) / Fast (**Allegro**)
- 11 **Duration:** The length of the notes
- 12 **Ostinato:** A repeated musical phrase or pattern



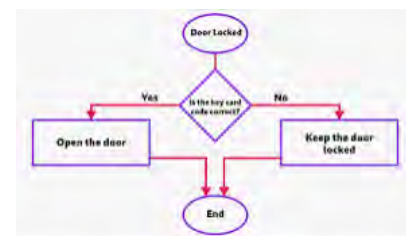
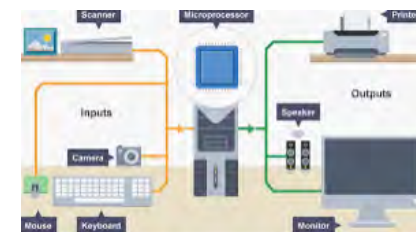
Music Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write and check the first four key terms.2. When reading music, what term is used to describes the equal sections that the notes are divided up into.3. Write down three different tempos and their translations in Italian.4. Research a piece of music that you would describe as Largo and write its name down.5. How do musicians stay in time when playing together in a group?	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write and check terms five to eight2. What would you write at the start of a piece that had four crotchet beats in each bar?3. Research a piece of music that you would describe as Moderato and write its name down.4. What does rhythm mean?5. What is the difference between rhythm and beat?	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write and check terms nine (all four terms) to eleven2. What is the term given to describe how many beats are in each bar?3. Research a piece of music that you would describe as Presto and write its name down.4. Why are ostinatos used a lot in dance music?5. What are the most important aspects of carnival?	






Key Concepts	Definition/Explanation
1. Hackers	A hacker is someone who breaks into computer systems, accounts, or networks. Hackers are often motivated by financial gain or by a desire to cause damage, using their skills to steal data or cause disruption.
2. The Cloud	The cloud is a way of storing and accessing data and programs over the internet. Rather than store files and running applications on your own device, a powerful computer elsewhere in the world does these tasks for you.
3. Servers	A server is a computer that provides resources to other computers, called clients. Servers are used to store data, run applications, and provide services. Examples include web servers that hold websites, or email servers.
4. Digital Footprint	A digital footprint is all the information about you that is available online. This includes things like your social media profiles, your online search history, and the websites you visit. People may judge you on this, so beware!
5. Binary	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1. It is the basis of all digital electronics, including computers, smartphones, and more. Single digit binary numbers are called bits.
6. Denary	Denary is a base-10 number system, which means that it uses 10 digits to represent numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. It is the most common number system used in the world and it is used in many everyday situations.
7. Character Sets	A character set is a complete collection of characters used in computers, phones, printers and more to represent text, numbers, and other symbols. Each individual character has its own unique binary code associated to it.
8. Bits	Bit is short for binary digit. A bit is the smallest unit of information in a computer and can be either 0 or 1. Bits are used to represent data, but on their own can only store a single Boolean value – “True” (1) or “False” (0).
9. Bytes (+ KB,MB,GB,TB etc.)	A byte is a unit of information that consists of eight bits. A byte can represent 256 different values (0 to 255). Bytes are used to represent data such as text. For example, "A" can be represented by the byte 01000001.
10. Computer System	A computer system is a collection of hardware and software that works together to perform tasks. They can be as simple as a calculator or as complex as a supercomputer and are often built into many everyday objects.
11. Input/Output Devices	Input/output devices are used to allow a computer to interact with the user and the outside world. Input devices are used to enter data into the computer, while output devices are used to display data from the computer.
12. Central Processing Unit	A central processing unit (CPU) is the brain of a computer. It is responsible for carrying out instructions and performing calculations. The CPU is made up of millions of transistors that work together to perform these tasks.
13. Random Access Memory	Random access memory (RAM) is a type of computer memory that can be accessed randomly. RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
14. Storage Devices	Magnetic storage is a type of data storage that uses magnetism to store data. The data is stored on a magnetized medium, such as a hard drive. Magnetic storage is a reliable, durable, and inexpensive way to store data.
15. Flowcharts	A flowchart is a diagram that shows the steps involved in a process. It is a graphical representation of an algorithm. Flowcharts are used to map out and design computer programs, and to identify potential problems.
16. Algorithms	An algorithm is a step-by-step procedure for solving a problem. It is a sequence of instructions that tells a computer what to do. Algorithms are used in programming and artificial intelligence (AI).





Computing Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. Explain where data is stored when it is saved to the Cloud. 3. Give one advantage of using the Cloud. 4. Give one disadvantage of using the Cloud. 5. Explain how you can have a positive digital footprint. 	
Homework 2		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 5-9. 2. Explain the term 'binary'. 3. Covert the number 72 into 8-bit binary. 4. Convert the number 0010 0010 into denary. 5. Give another word for 'denary'. 	
Homework 3		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 5-9. 2. Explain what a "bit" is. 3. How many bytes are there in a kilobyte, and in a megabyte. 4. Covert the number 110 into 8-bit binary. 5. Convert the number 6. 1110 1011 into denary. 	



Subject: Technology – Food // Knowledge Organiser // Term 1

Food equipment you will use



Healthy eating



Reading food labels






Key word	Definition
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Coagulation	The setting of protein foods caused by heat.
4. Heat transfer	The way in which heat moves from one place to another.
5. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
6. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again.
7. Radiation	Heat radiates down from a heat source to cook food.
8. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
9. Nutrition	Eating all the nutrients required to be healthy.
10. Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
11. Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
12. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
13. Descriptors	Words that accurately describe.
14. Hidden sugars	Foods that contain sugars where you might not expect them to be e.g. breakfast cereals, ready meals etc...
15. Excessive	In amounts which are considered too large.
16. Consumer	User
17. Consumption	Using/ eating.
18. Obesity	A BMI of over 30, being very overweight.
19. Food miles	How far a food has travelled from where it was grown/ reared to your plate.
20. Global Warming	Increasing temperature of the planet due to
21. Seasonality	When a food is harvested or at its peak. Different foods are in season at different times of year.



Food Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none"> 1.Look, write, cover, check key terms 5-7. 2.Name 2 foods that have been cooked using conduction as a method of heat transfer. 3.List 4 knife safety rules that need to be followed. 4.Which foods should we eat less off according to the Eatwell guide and why do you think this might be? 5.At your age you are about to go through a continuous period of growth. This means you will need to eat a good range from the pink and blue sections of the Eatwell guide. List 3 foods you could have from each section. 	
Homework 2		<ol style="list-style-type: none"> 1.Look, write, cover, check key term 8-13. 2.Why is it important to cut ingredients to similar sizes when cooking? 3.What is sensory analysis and why is it used in the food industry? 4.How does shortening work? 5.Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis? 	
Homework 3		<ol style="list-style-type: none"> 1.Look, write, cover, check key terms 14-18. 2.Explain the meaning of the term hidden sugars and give examples of foods containing hidden sugars. 3.How are the meanings of the words consumer and consumer similar? 4.Explain how excessive consumption of foods high in fat, sugar or salt can affect health. 5.Give an example of how you could swap a sugar snack for a healthier snack. 	



Keywords		Definitions
1	Woods: Hardwood	From Deciduous trees these are tight grained woods from trees that take hundreds of years to grow e.g. oak trees.
2	Softwood	From Coniferous trees, these woods have a looser grain and are from trees that grow faster and so are cheaper e.g. pine.
3	Manufactured B oards	Are produced by gluing timber (wood) layers or fibres together. They tend to be made using waste timber materials = support recycling e.g. plywood.
4	Deciduous	Tress that lose their leaves in winter.
5	Coniferous	Trees which keep their leaves in winter.
6	Textiles: Fabrics	All textile products are made from fabric. This can be natural or manmade
7	Sublimation printing	A process where inks are transferred onto the product using heat.
8	Seam allowance	Distance between the edge of the fabric and the stitching. This is traditionally 1.5cm.
9	Sewing Machine	Electronically powered machine used to sew fabrics together.
10	Presser foot	Part of the sewing machine which secures the fabric, so the machine can move it to sew.
11	Plastics: Crude oil	Oil made from dead Sealife, which takes millions of years to form.
12	Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
13	Thermosetting	This is a type of plastic that when shaped cannot be reshaped
14	Emissions	Gases released during manufacture of products e.g., carbon dioxide.
15	Metals: Ferrous	Metals that contain iron and are magnetic e.g. steel and iron. These rust.
16	Non-ferrous	Metals that do not contain Iron e.g. copper. They are not magnetic.
17	Alloy	A mix of 2 or more metals e.g. Brass a mix of copper and zinc.
18	Isometric	This is a type of 3D sketching technique that we use in DT

Natural and Synthetic Fibres



Origins of metal

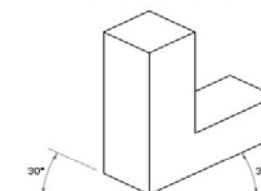
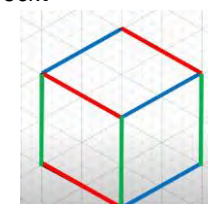


Metals are mined and extracted from ore (rocks and sediment) by heating.

Extreme heat from furnaces melts the metal out of the rock.

Isometric Drawing




Isometric drawing is made up of a series of parallel vertical lines and parallel 30 degree lines. There are no horizontal lines.





PD/Textiles Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 1 Textiles		<p><u>Textiles</u></p> <ol style="list-style-type: none"> 1. Look, write, cover, check key terms 6-10. 2. Explain the difference between natural and synthetic fabrics, giving examples. 3. Explain how dye is transferred from paper to fabric in sublimation printing. 4. Explain what seam allowance is. 5. What is the traditional seam allowance in cm? Why is it important we all use the same size in manufacture? 	
Homework 2 Metals		<p><u>Metals</u></p> <ol style="list-style-type: none"> 1. Look, write, cover, check key terms 15-17. 2. Explain the difference between ferrous and nonferrous metals, giving examples. 3. Explain where metal comes from. 4. Explain what a metal alloy is and give an example. 5. It takes a large amount of heat to create metal, explain the impact of this on the environment. 	
Homework 3 Plastic and Isometric drawing		<p><u>Plastic and isometric drawing</u></p> <ol style="list-style-type: none"> 1. Look, write, cover, check key terms 11-14. 2. Explain the difference between thermoforming and thermosetting plastics. 3. Explain how plastic causes damage to the environment. 4. What is isometric drawing? 5. Draw an isometric L-shape in your book. 	



7.1 Languages and me! FRENCH

Ça va?	How are you?
1 Bonjour	Hello
2 Salut	Hi
3 Comment t'appelles-tu?	What's your name?
4 Je m'appelle...	My name is...
5 Comment ça s'écrit ?	How is it spelt?
6 Ça s'écrit...	It's spelt...
7 Oui, ça va bien, merci	It's going well thanks.
8 Pas mal	Not bad.
9 Non, ça ne va pas	No, it's not going well.
10 Au revoir	Goodbye.
11 À bientôt	See you soon.
12 À plus tard	See you later.
13 Quel âge as-tu?	How old are you?
14 J'ai... ans	I'm.....years old.
15 Quelle est la date de ton anniversaire?	When is your birthday?
16 Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma mère	My mum
Mon père	My dad
Ma belle-mère	My step-mum
Mon beau-père	My step-dad
Mes parents	My parents
Mon frère	My brother
Ma sœur	My sister
Mon demi-frère	My half or step-brother
Ma demi-sœur	My half or step-sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
Un cahier	An exercise book
Un livre	A book
Un stylo/ un bic	A pen /A biro
Un crayon	A pencil
Un portable	A mobile phone
Une trousse	A pencil case
Un taille-crayon	A sharpener
Un bâton de colle	A glue stick
Un sac	A bag
Un carnet de texte	A planner
Une gomme	A rubber
Une tablette	A tablet
Une règle	A ruler
Une calculatrice	A calculator
Des feutres	Some felt tips
Des ciseaux	Some scissors

Ç'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured

As-tu un animal à la maison ?	Do you have a pet?
Un chien	A dog
Un chat	A cat
Un cochon d'Inde	A guinea-pig
Un hamster	A hamster
Un lapin	A rabbit
Un oiseau	A bird
Un cheval	A horse
Un lézard	A lizard
Un poisson	A fish
Une souris	A mouse
Une tortue	A tortoise
Une araignée	A spider
Un serpent	A snake
Je n'ai pas d'animal de compagnie	I don't have a pet





A **noun** is an object, place or thing.
 In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
 If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les
my	mon	ma		mes

An **adjective** describes a noun e.g. a **green** bag.
 In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
 If the noun is feminine the adjective has to agree (e.g. **une gomme verte**)
 If the noun is plural we also add an 's' to make it agree (e.g. **deux gommes vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches




Usually words that end with the letter 'e' or 'ion' are feminine
 e.g. **une** trousse, **une** animation.
 Most plurals end with the letter 's' like in English
 e.g. **deux** gommes
 Some form their plural with an 'x'
 e.g. **un** jeu, **deux** jeux

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.




Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have

Je n'ai pas de... = I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo



Week Set: 	Due 	Task:	Completed 										
Homework 1		<ol style="list-style-type: none"> Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: stylo, crayon, livre, règle, gomme, calculatrice How do you say 'a' in French? (Hint: there are two ways to say this) Which of these nouns are masculine? Which are feminine? Mark each word with an 'm' or an 'f' <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>un cahier</td> <td>un sac</td> </tr> <tr> <td>une calculatrice</td> <td>un bâton de colle</td> </tr> <tr> <td>une tablette</td> <td>une trousse</td> </tr> </table> Which of these options means 'a rubber' in French? <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>un gomme</td> </tr> <tr> <td>la gomme</td> </tr> <tr> <td>une gomme</td> </tr> <tr> <td>le gomme</td> </tr> </table> Draw this French sentence as a picture in your homework book: 'Dans ma trousse il y a une règle et deux stylos' 	un cahier	un sac	une calculatrice	un bâton de colle	une tablette	une trousse	un gomme	la gomme	une gomme	le gomme	
un cahier	un sac												
une calculatrice	un bâton de colle												
une tablette	une trousse												
un gomme													
la gomme													
une gomme													
le gomme													
Homework 2		<ol style="list-style-type: none"> Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: noir, bleu, vert, gris, violet, blanc Is this statement true or false? 'In French, colours come after the noun they describe' How is the word order different to English? Read these two French sentences. Can you explain why there are two different endings for the colour green? <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>Il y a un stylo vert</td> </tr> <tr> <td>Il y a une règle verte</td> </tr> </table> Circle the correct version of the adjective to complete the French sentence... <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>Une règle vert / verte</td> </tr> <tr> <td>Un stylo noir / noire</td> </tr> <tr> <td>Un cahier bleu / bleue</td> </tr> <tr> <td>Une tablette violet / violette</td> </tr> <tr> <td>Un crayon gris / grise</td> </tr> </table> Can you spot the x3 errors in this sentence and correct them? 'Dans mon sac il y a un vert stylo, une noire règle et un cahier bleue' 	Il y a un stylo vert	Il y a une règle verte	Une règle vert / verte	Un stylo noir / noire	Un cahier bleu / bleue	Une tablette violet / violette	Un crayon gris / grise				
Il y a un stylo vert													
Il y a une règle verte													
Une règle vert / verte													
Un stylo noir / noire													
Un cahier bleu / bleue													
Une tablette violet / violette													
Un crayon gris / grise													



	Due 	Task	Completed 
Homework 3		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: mère, père, soeur, frère, grand-père, tante</p> <p>2 Read these pairs of French sentences... Which letter do we add to most nouns to make them plural in French? J'ai un frère J'ai deux frères J'ai une tante J'ai deux tantes</p> <p>3 Which word means '<u>I have</u>' in French? Je suis Il y a J'ai Il a</p> <p>4 Read this description of Paul's family and decide whether the statements below are true or false: <i>'Je m'appelle Paul. Dans ma famille il y a huit personnes. J'ai une mère et un beau-père. J'ai deux frères et trois demi-soeurs.'</i> In Paul's family there are eight people Paul has a step-mother and a father Paul has three brothers Paul has three step-sisters</p> <p>5 Copy and complete this sentence in French... 'Dans ma famille il y a...'</p>	

¿Qué tal?	How are you?
Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
Bien gracias	It's going well thanks.
Regular	Not bad.
Fenomenal	Amazing
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
¿Quién hay en tu familia?	Who is in your family?
Mi madre	My mum
Mi padre	My dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano	My brother
Mi hermana	My sister
Mi hermanastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío	My uncle
Mi tía	My auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

7.1 Languages and me! SPANISH



¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa?	Do you have a pet?
Un perro	A dog
Un gato	A cat
Una cobaya	A guinea-pig
Un hámster	A hamster
Un conejo	A rabbit
Un pájaro	A bird
Un caballo	A horse
Un lagarto	A lizard
Un pez	A fish
Un ratón	A mouse
Una tortuga	A tortoise
Una araña	A spider
Una serpiente	A snake
No tengo mascota	I don't have a pet



A **noun** is an object, place or thing.
In Spanish, all nouns are either **masculine (masc)** e.g. *un boli* or **feminine (fem)** e.g. *una goma*.

If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

Most Spanish nouns ending in "o" and "ma" are masculine
e.g. *un libro, un problema*
Most Spanish nouns ending in "a", "sión" "dad" and "tud" are feminine
eg. una tableta, **una** televisión, **la** felicidad, **la** gratitud
All plurals end with the letter 's' like in English
e.g. **dos** gomas

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

	masculine singular	feminine singular	plural
a	un	una	unos/ unas
the	el	la	los/las
my	mi	mi	mis

Pronouns	Tener – to have
yo (I)	tengo – I have
tú (you)	tienes – You have
él (he), ella (she)	tiene - He has/she has
Nosotros/nosotras (we)	tenemos – we have
Vosotros/vosotras (you) (pl)	tenéis – you have (pl)
ellos/ellas (they)	tienen – they have

An **adjective** describes a noun e.g. a **red** pen.
In Spanish, adjectives normally go after the word it's describing
e.g. *un boli rojo* (a pen red).
If the noun is feminine the adjective has to agree
e.g. *una goma blanca*
If the noun is plural we also add an 's' to make it agree
e.g. *dos gomas blancas*




	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas

No tengo...=I don't have... When we use this phrase there is no un/una
e.g. No tengo boli



Spanish Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: boli, lápiz, libro, regla, goma, calculadora</p> <p>2 How do you say 'a' in Spanish? (<i>Hint: there are two ways to say this</i>)</p> <p>3 Which of these nouns are masculine? Which are feminine? Mark each word with an 'm' or an 'f'</p> <p style="padding-left: 40px;">un cuaderno una mochila una calculadora un pegamento una tableta un estuche</p> <p>4 Which of these options means 'a rubber' in Spanish?</p> <p style="padding-left: 40px;">un goma la goma una goma el goma</p> <p>5 Draw this Spanish sentence as picture in your homework book: 'En mi estuche hay una regla y dos bolis.'</p>	
Homework 2		<p>1. 1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: negro, rojo, amarillo, blanco, morado, verde</p> <p>2 Is this statement true or false? <i>'In Spanish, adjectives come <u>after</u> the noun they describe'</i> How is the word order different to English?</p> <p>3 Read these two Spanish sentences. Can you <u>explain why</u> there are two different endings for the colour red?</p> <p style="padding-left: 40px;">Hay un boli rojo Hay una regla roja</p> <p>4 Circle the correct version of the adjective to complete the Spanish phrase...</p> <p style="padding-left: 40px;">Una regla blanco / blanca Un boli negro / negra Un cuaderno amarillo / amarilla Una tableta morado / morada Un lápiz blanco / blanca</p> <p>5 Can you spot the x3 errors in this sentence and correct them? 'En mi mochila hay un morado boli, una negra regla y un cuaderno blanca'</p>	



Spanish Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: madre, padre, hermano, primo, abuela, tía</p> <p>2 Read these pairs of Spanish sentences... Which letter do we add to nouns to make them plural in Spanish? Tengo un hermano Tengo dos hermanos Tengo una prima Tengo tres primas</p> <p>3 Which word means '<u>I have</u>' in Spanish? soy hay tengo tiene</p> <p>4 Read this description of Carmen's family and decide whether the statements below are true or false: 'Me llamo Carmen. En mi familia hay ocho personas. Tengo una madre y un padrastro. También tengo dos hermanos y tres hermanastras.'</p> <p>In Carmen's family there are eight people Carmen has a step-mother and a father Carmen has three brothers Carmen has three step-sisters</p> <p>5 Copy and complete this sentence in Spanish... 'En mi familia hay...</p>	



Components of a warmup

1. Pulse raiser: Any activity that raises heart rate. E.g. light jog.

2. Dynamic stretching: Is a form of stretching whilst moving and therefore not holding a stretch.

3. Static stretching: Holding (8 - 10 seconds) a stretch still/isometric contraction.

4. Sports specific practice: An activity that is relates to the sport that you will be participating in. E.g. Tag

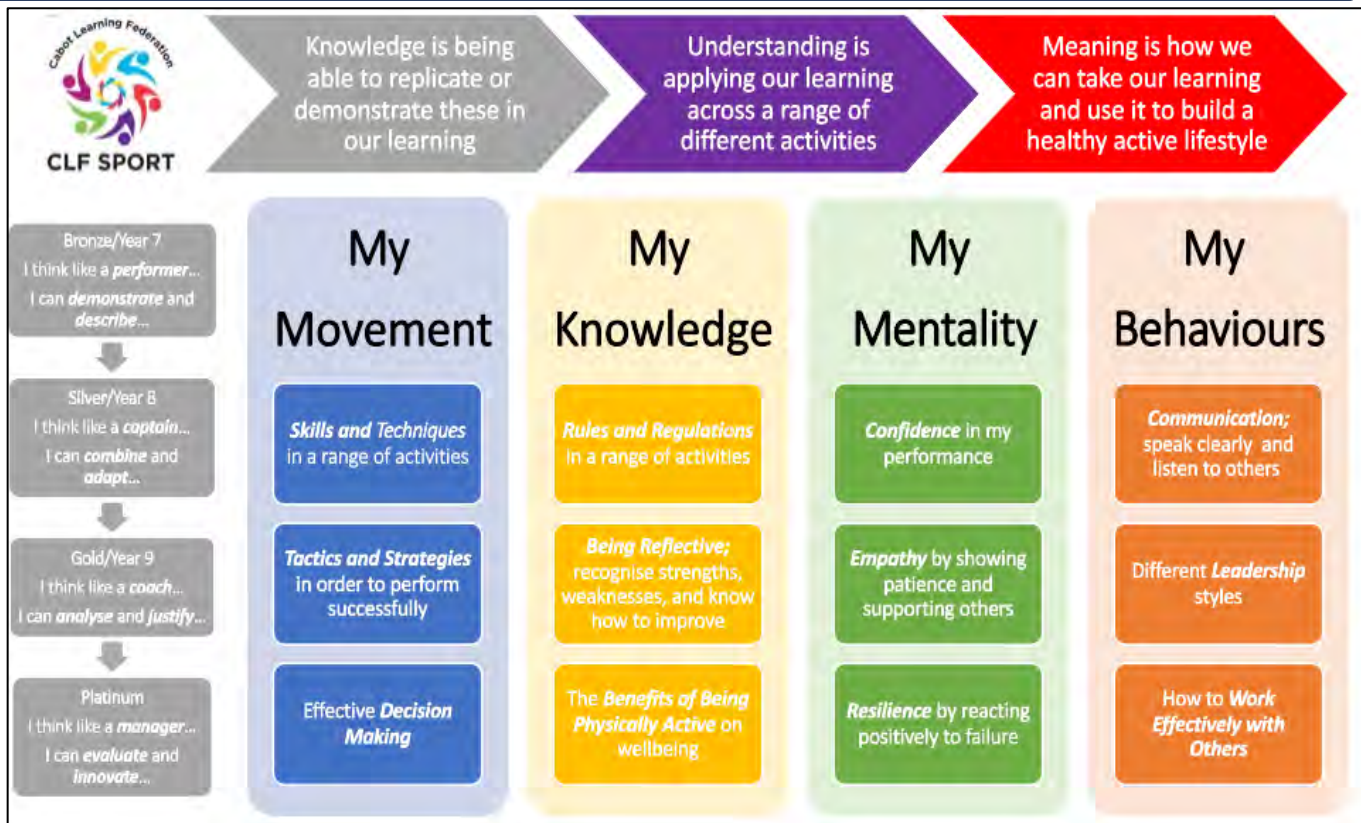
Components of a cool down

5. Pulse lowering activity: Any activity that decreases heart rate. E.g. light jog.

6. Stretching: Is a form of stretching that develops flexibility and should be held for 20 –30 seconds.

Structure of a PE lesson

8. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down



Methods of analysis

Tally chart

Sport	Votes from kids
Football	
Soccer	
Basketball	
Tennis	

Verbal feedback






Peer observation





PE Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Can you explain two rules or regulations from the sport you are currently learning in your lessons3. Give an example of a pulse raiser activity4. Describe the difference between static and dynamic stretching5. Identify one method of analysis	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. How long should you hold a static stretch for?3. Describe one example of when a tally chart might be used in sport4. Who could give a player verbal feedback?5. Design a tally chart for a sport of your choice	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Give an example of a dynamic stretch move3. What is peer observation?4. When might peer observation be useful?5. Give two examples of how you might improve your confidence in a PE lesson	

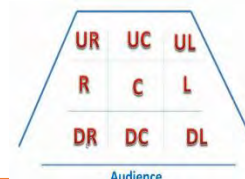
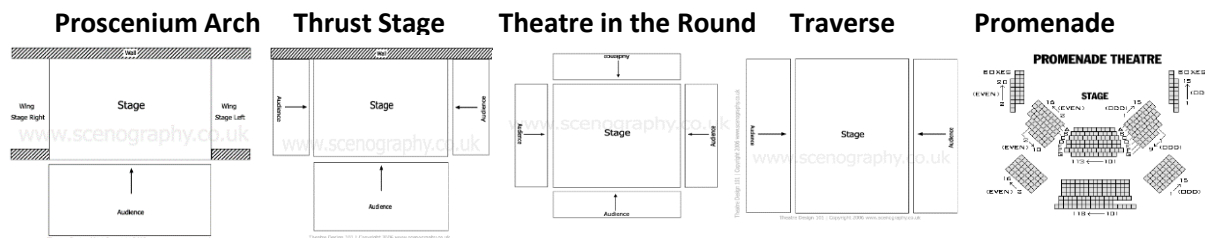


Year 7 Drama- Block 1-Technique Toolkit

Key Words

1	Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
2	Stage Configurations	This is the different types of staging used for a performance.
3	Freeze-frame,	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
4	Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
5	Split-stage	This is where the stage is split in two to show a different location or time.
6	Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
7	Narration	This is where a narrator tells the audience what is happening in a scene or performance.
8	Stock Characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.

Stage Configurations






Stage Positions					
8	Upstage Right	10	Upstage Centre	11	Upstage Left
9	Stage Right	13	Centre	14	Stage Left
10	Downstage Right	16	Downstage Centre	17	Downstage Left

Stock Characters	Definition
18	Hero The star of the show, they are brave, gallant, and save the day. They often rescue a Princess type character and battle throughout the story with an enemy.
19	Heroine This character is always gets herself into trouble. They are fooled by an evil character and are rescued by a brave character.
20	Villain This character is evil. They like to cause trouble and make sneaky plans.
21	Comedy Duo These characters are often really silly and cause problems for the saviour of the piece by switching sides with their enemy.
22	Hero's Best Friend This character is friendly, brave and a true friend. They also help conquer evil
23	Magical Character This character is the wisest person in the play. They are friendly, kind and caring as well as magical.



Drama Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

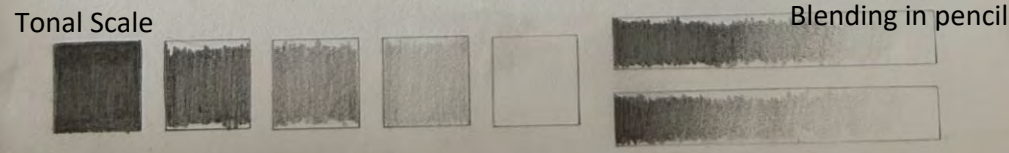
Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check key terms 1-5 .2. What is a freeze frame?3. Why do we use freeze frames in a performance?4. What is narration?5. Describe a split stage.	
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check key terms 18-23.2. Describe the character of the Hero.3. Describe the character of the Villian.4. Describe the character of the Heroine.5. Describe the Magical character.	
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check key terms 6-8.2. Name two different types of stages that are used in the theatre and draw a diagram of what it looks like3. In the theatre, where is Downstage?4. In the theatre, where is Stage Left?5. Where is Upstage Right?	



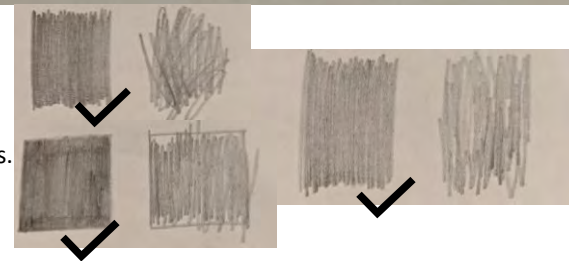
1- Line	This is the path left by a moving point. For example, wavy, straight, parallel etc	
2- Mark Making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork.	
3- Colour	This is what we see when light bounces off objects. For example, red, yellow and blue.	
4- Pattern	This is a design that is created by repeating lines, shapes, tones or colours	
5- Shape	This is an area enclosed by a line. It could be just an outline or it could be shaded in. For example circle, square etc	
6- Form	This refers to a three dimensional shape, such as a cube, sphere or cone.	
7- Texture	This is the way something feels or looks like it feels.	
8- Tone	This refers to how light or dark something is.	
9- Blending	The act of moving between two tones of colours.	
10- Shading	The act of adding tone to a drawing. Good shading is completed neatly and in one direction.	
11- Composition	Composition is the arrangement of elements within a work of art. Such as the objects of colours.	
12- Proportion	Proportion refers to how one part of an object relates to whole object in size, such as the size of an arm in relation to the rest of the body.	
13- Scale	Scale refers to the size of an object (a whole) in relation to another object (another whole), such as how a person relates to a house.	

14- Drawing	a picture or diagram made with a pencil, pen, or other materials.	What makes a good observational drawing? Range of tones, Accurate shapes, Attention to detail with careful marks and textures added, Neat even shading
--------------------	---	---

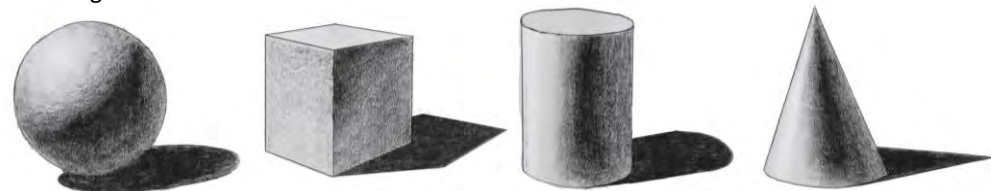
15- Pencil and Colouring Pencil	An instrument for writing or drawing, consisting of a thin stick of graphite or a similar substance enclosed in a long thin piece of wood. <u>What do you need to remember with this material?</u> Sketch lines lightly so you can rub them out if a mistake is made. Shade or colour evenly in one direction with no white gaps. Use a range of dark and light tones. Use blending to move between tones. Shade neatly and sharply to the edges of your shape.
--	---



What makes good shading?
Shade in one direction
Shade evenly with no white gaps
Shade neatly to the edges of your shape
Change your pressure to add darker tones.






Build up layers of pencil to create tone.
Drawing Basics
When we draw it is easier to break items down into basic shapes. To support us in developing our drawing skills we need to learn to draw 2D and 3D shapes before going onto drawing other things.





Art Knowledge Questions // Term 1

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Read, cover, write, check terms 1-52. Explain the process of making an oil pastel mono-print.3. Draw 3 different types of line.4. Give 2 reasons why we study art.5. Make an observational drawing of a circle or sphere-shaped item.	
Homework 2		<ol style="list-style-type: none">1. Read, cover, write, check terms 6- 102. What do you need to remember when drawing in pencil?3. Dra a tonal scale with 5 tones.4. Give 2 reasons why we draw.5. Make an observational drawing of a square or cube shaped item.	
Homework 3		<ol style="list-style-type: none">1.Read, cover, write, check terms 11-152.Write a list of 5 materials you can make art with.3.Practise blending from dark to light and light to dark.4.What do you need to remember when drawing from observation?5.Make an observational drawing of a cylinder-shaped object.	



1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.



Task: Create a mind map that represents you just like this example.

This should include your likes, hobbies and any facts about you!

Use images, colour, keywords & key phrases