



**Frank Field**  
Education Trust

*“You will face many defeats  
in your life but never let  
yourself be defeated”*

- Maya Angelou



**Year 7 Knowledge Organiser**

Learning Programme 4

Pupil Name:

Form Group:

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## Instructions to use the Knowledge Organiser

### Use of the Knowledge Organiser

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

### Self-testing, revision and study skills techniques

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

## How do I self quiz?

### How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

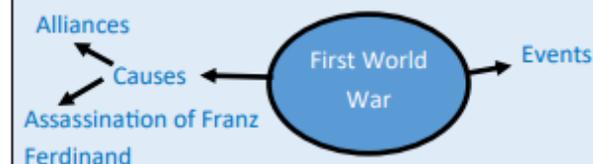
### How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

### How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



### How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

### How to... Summarise a process/idea

Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

### How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

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



Week	Subject	Task
<b>LP4.1</b>	English	Task 1 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	History	Create a mind map of key beliefs of Catholics and Protestants.
	RE	Describe why the Torah is important to Jewish people using a P.E paragraph.
	Art	Select 'found materials' that be collaged into your sketchbook on the theme of Cakes, Sweets & Treats.
	Technology	Choose a well known Pop Artist and create a half page snapshot that includes information about them and their work.
IT	Complete the task on Seneca	

Week	Subject	Task
<b>LP4.2</b>	English	Task 2 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Geography	Write a postcard from Svalbard.
	Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Drama	Create flashcards on the techniques and keywords and then ask someone to test you to see how many you know.
	Music	Find a piece of 'Programme Music' and complete the poster in your homework booklet.
PE	Create a list of the positions (team sports) or events in your sport (athletics).	

Week	Subject	Task
<b>LP4.3</b>	English	Task 3 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	History	Write a PEE paragraph about the Break with Rome.
	RE	Describe why the Ten commandments are important for both Christians and Jewish people.
	Art	Select imagery relating to the topic Cakes, Sweets and Treats.
	Technology	Choose a well known Pop Artist and create a half page snapshot that includes information about them and their work.
IT	Complete the task on Seneca	

Week	Subject	Task
<b>LP4.4</b>	English	Task 4 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Geography	Design an advertisement for one of the Wonders.
	Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Drama	Explain how you have used any of the techniques or keywords from the knowledge organiser in your own performances in lessons.
	Music	Complete the music theory worksheet in your homework booklet.
PE	Practice some of the key techniques that are used within your sport/activity at home.	

Week	Subject	Task
<b>LP4.5</b>	English	Task 5 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	History	Describe the following historical words: heretic, reformation.
	RE	Summarise the three Abrahamic faiths, including the founders of each.
	Art	Create an A5 tonal study of a sweet treat.
	Technology	Create a 'stitch sample' - this can be drawn out, explaining how to create each stitch, what it is used for and what it looks like visually.
IT	Complete the task on Seneca	

Week	Subject	Task
<b>LP4.6</b>	English	Task 6 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Geography	Research a coastal stack in the UK.
	Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Drama	Look at the characters in the diagram. Zanni is a servant. Magnifico is a master. How can any of the keywords or techniques be used in performance to show their status?
	Music	Complete the table about the pieces of programme music we have studied in your homework booklet.
PE	Create a strengths and weaknesses list/table for athletics around your knowledge.	

Week	Subject	Task
<b>LP4.7</b>	English	Task 7 in the homework Booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.

# Cakes, Sweets & Treats

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



**A04 OUTCOME**

**PRESENT FINAL IDEAS**

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO ARTISTS EXPLORED

**CONNECTION**

CONCLUSION

Keyword	KS3-Friendly Definition
Composition	How all the parts of an artwork are arranged — where things are placed to make the picture look balanced and interesting.
Tone	How light or dark something is. Artists use tone to show depth, shadows, and form.
Review	To look back at your work and think about what is good and what could be better.
Analyse	To look closely at an artwork and explain how it has been made and why it looks the way it does.
Reflect	To think carefully about your own work and what you've learned.
Resolution	How clear or detailed a digital image is. High resolution = sharp; low resolution = blurry.
Inspiration	Something that gives you ideas for your artwork — such as an artist, a place, an object, or an experience.

## Year 7 Drama LP4 Knowledge Organiser

This Learning Programme you will be learning about **COMMEDIA DELL-ARTE**.

Mime	Exaggerated movement without vocals.
Freeze Frame	Still image.
Physicality	Physical embodiment of a character to know how to move, talk and interact on stage.
Body language	Non-verbal communication such as facial expressions, gestures, posture and movement.
Status	Position or rank in relation to others.
Gestures	An action without travel such as a head, arm or leg movement.
Lazzi	Improvised comic dialogue which interrupts a scene

### Style:

- ★ Commedia dell'arte is an improvised style of popular comedy which originated in Venice, Italy in the 16<sup>th</sup> to 18<sup>th</sup> centuries
- ★ Commedia dell'arte means **“the comedy or play of the artists”**
- ★ It was very popular at the time Shakespeare was writing. There was no script; the actors would make up the story and then improvise it
- ★ The plays were performed mostly in the street
- ★ It is based on stock characters who represented everyone in society
- ★ A series of masks are used in Commedia dell'arte to represent a set of characters
- ★ Commedia relies on the physicality of the actor to communicate with the audience
- ★ It was the first time women were seen on stage



LP2.1

LP2.2

LP2.3

LP2.4

LP2.5

LP2.6

LP2.7

### Techniques

- ★ **Comic rule of three:** Performing an action 3 times with the third being emphasized or slightly different for humour.
- ★ **Clocking the audience:** In the middle of the action, the character realises that they are being watched.
- ★ **Silence and pause:** Allowing the scene to be silent allows the audience to focus on what has just happened or is happening.
- ★ **Exaggeration:** Making actions and gestures large for humour and emphasis.

### We may explore:

The use of masks in theatre

### Key Influences:

Italian theatre

### Aims / Intention:

To provide entertainment for different kinds of social classes by mocking anyone in society in a comical way. It contributed to the social environment of early modern Italy by re-emphasizing social standards, bringing the people of the city together, regardless of their class,, religion or ethnicity, and background.

This Learning Programme you will be learning about letters and reviews. You will look at various examples, seeing what they do well and how to apply those techniques to your own work.

## Key Vocabulary

Tone	The attitude or emotions a writer is showing the reader in their writing.
purpose	The reason that you are writing your text – what you want your reader to believe or think.
viewpoint	The perspective that you are trying to communicate – your opinions and views.
structure	The way an argument is laid out to make it easy to follow and in a logical order
Logos	Using evidence and reason to persuade your reader.
Pathos	Appealing to a reader's emotions to get them to agree with you.
Ethos	Appealing to a reader's trust – showing them you are a credible source.

1

## Introduction to Transactional Writing & Formal Letters

**I can understand the purpose and features of formal transactional writing.**

- Identify the purpose and audience of a formal letter.
- Recognise key features of formal letter layout and tone.

2

## Structure and Organisation of Formal Letters

**I can structure a formal letter clearly and logically.**

- Use correct letter layout (addresses, date, greeting, sign-off).
- Organise ideas into clear paragraphs.

3

## Writing Effective Formal Letters

**I can write an effective formal letter using appropriate tone and language.**

- Use formal vocabulary and sentence structures.
- Present a clear viewpoint with supporting reasons.

**Greek Philosopher Aristotle believes that a really convincing argument has to include these three components:**

1. **Ethos** – This is about *trust*. You try to sound reliable, knowledgeable, and fair so the reader believes you.
2. **Pathos** – This is about *feelings*. You use emotional language to make the reader feel sympathy, anger, excitement, or concern.
3. **Logos** – This is about *logic*. You use facts, statistics, and clear reasoning to persuade the reader.



**Formal letter** – A structured piece of writing (often sent to businesses, schools, or organisations) that uses polite and professional language to request something, make a complaint, or give information, with the aim of getting a clear response or action.

**Review** – A piece of writing (found in newspapers, magazines, websites, or blogs) that gives an opinion about a book, film, product, or event, explaining what is good or bad and helping the reader decide whether they might like it.

# REVIEWS



## Introduction to Reviews

I can understand the purpose and features of a review.

- Identify audience and purpose in different review examples.
- Recognise structural features (introduction, summary, opinion, recommendation).

## Structure and Style of Reviews

I can structure a review to clearly express opinions and judgments.

- Organise ideas logically using paragraphs.
- Use persuasive and evaluative language.

## Writing Effective Reviews

I can write an engaging and balanced review for a specific audience.

- Support opinions with specific examples.
- Use varied sentence structures and precise vocabulary.

## Assessment Preparation

I can independently plan and write a transactional text (letter or review) for a formal assessment.

- Plan writing to match purpose, audience, and form.
- Edit and improve work for clarity, accuracy, and impact.

<b>Direct address</b>	Talk directly to your reader in order to appeal to their emotions – use words like you or we.
<b>Alliteration</b>	You can start words with the same sounds as it makes your writing sound more appealing to the reader.
<b>Facts</b>	Use facts as evidence to support your arguments.
<b>Opinions</b>	Make sure you clearly present your opinion and argue why your reader should agree with it.
<b>Rhetorical questions</b>	Questions with no answers that are meant to make the reader think instead. You can use them to convince your reader that your views are right.
<b>Emotive language</b>	Language that is meant to make your reader feel a certain emotion. You can use it to appeal to your readers emotions.
<b>Statistics</b>	Use statistics as evidence to both support your point and show your expertise in your topic.
<b>Triples</b>	List examples in groups of 3, as this will be more appealing to your reader.



# INTO DA FOREST

These strategies can help to augment your argument and make them more persuasive.

## Layout of a formal letter

Your recipient's address goes here

Write their name: Dear Sir/Madam...

Remember to sign off 'yours faithfully' and write your name beneath.

Box 252525,  
Lusaka,  
ZAMBIA.  
2nd October, 2009

The Manager,  
Kundananji Corporation,  
Private Bag 24,  
Lusaka,  
ZAMBIA

Dear Mr. Kundananji,

I thoroughly enjoyed the meeting we had on the 20th of October about the position of Graphics Designer at Kundananji Corporation. I was impressed with the industriousness I observed in the workers, and with my industrious nature, I am confident that I will fit in perfectly.

I neglected to mention during the interview that in the recent past, I have been hired by several high profile companies to design graphics for their websites. They were highly impressed with what I did and still refer to me whenever they want to make a change to their products.

In addition, I worked for six months with Book House Publishers, where I helped design brilliant covers for a large number of clients. I gained a higher appreciation for pattern and colour, and especially how colours interact to convey messages. Such added understanding and appreciation will certainly be of great help on the job.

Once again, I really did enjoy the meeting, and I look forward to further discussing the position with you in the near future.

Yours sincerely,  
  
Patrick Smart

Your address goes here; the date goes underneath

Main body goes here

## How to structure an Argument Effectively

- Claim** – State your main argument or position clearly.
- Reason(s)** – Explain why you believe this.
- Evidence** – Support your reasons with facts, examples, statistics, or expert opinions.
- Counterargument** – Acknowledge an opposing viewpoint.
- Rebuttal** – Respond to the counterargument and explain why your argument is stronger.
- Conclusion** – Summarise your main point and reinforce why the reader should agree with you.

This Learning Programme you will be learning about a range of awe inspiring landscapes around the world.

## Key Vocabulary

Tourist	The temporary movement of people to destinations outside their normal environment for leisure, business, or other purposes, lasting up to one year.
Enquiry	An active learning approach where students investigate questions about the human and physical world by gathering, analyzing, and interpreting evidence.
Wonder of the World	A remarkable, iconic man-made structure or natural site recognized for its exceptional, awe-inspiring beauty, engineering, or historical importance.
National Park	A large area, protected due to its unique features.
Erosion	The wearing away of the land.
Impact	The effect or consequence of an action.
Sustainable	Not damaging and long lasting.

1

## Svalbard

Located 800km north of mainland Norway in the middle of the Arctic Ocean, Svalbard is full of superlatives: it's the world's northernmost year-round settlement; it's home to the world's northernmost university and church; and it's one of the few places in the world where anyone can live. In fact, of the nearly 2,400 residents who live in Svalbard's capital Longyearbyen, almost a third are immigrants, originally hailing from more than 50 different countries. That's because citizens of any country are welcome to settle in Svalbard without a visa as long as they have a job and a place to live.



2

## Death Valley

Death Valley National Park, located in Eastern California/Nevada, is the largest U.S. National Park outside Alaska, renowned as the hottest, driest, and lowest location in North America. It features Badwater Basin (282 ft below sea level), Mesquite Flat Sand Dunes, and rare, temporary lakes caused by recent flooding.



3

## Seven Wonders of the World

The "official" 7 Wonders of the World include the Great Wall of China, Chichén Itzá, Petra, Machu Picchu, Christ the Redeemer, the Colosseum, and the Taj Mahal, with the Great Pyramid of Giza as an honorary candidate.



4

## UKs National Parks

The UK has 15 National Parks—10 in England, 3 in Wales, and 2 in Scotland—covering vast, protected landscapes of mountains, moorlands, and coasts. Established to conserve natural beauty and promote public enjoyment, these areas are free to visit and include popular spots like the Lake District, Peak District, and Snowdonia.

5

## The Totem Pole

The Totem Pole is an iconic natural rock formation located on the southeastern coast of Tasmania, Australia. It stands within the Tasman National Park, near the Cape Hauy Track, and is renowned for its stunning coastal landscape and challenging rock climbing opportunities.

6

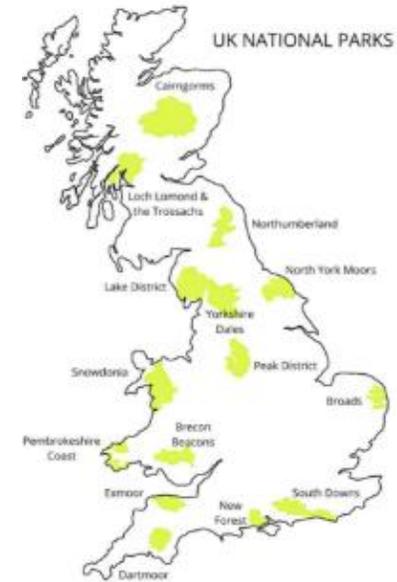
## Jamaica

Tourism in Jamaica is a vital economic pillar, contributing significantly to GDP and employment through its resorts, and natural attractions like Dunn's River Falls while major areas like Montego Bay, Negril, and Ocho Rios attract millions. The industry faces challenges regarding environmental impact, crime risks, and economic leakage from all-inclusive models. Sustainable initiatives like eco-tourism and community-based tourism are growing

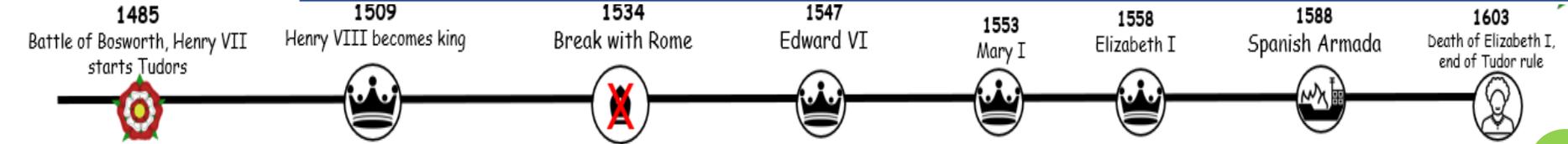
7

## Antarctica

Antarctic tourism is a rapidly growing, primarily boat-based industry, with over 100,000 annual visitors visiting mainly via the Antarctic Peninsula from November to March. It offers unique, guided wilderness experiences, including kayaking and landings, but faces significant environmental scrutiny regarding carbon footprints, pollution, and wildlife disruption.



This Learning Programme you will be learning about the reign of the Tudors, from Henry Tudor to Elizabeth I. How the balance of power and religion changed during this period and the consequences on economic and social aspects.



## End of the Plantagenets

On 22<sup>nd</sup> August 1485 Plantagenet rule ended in England with the defeat of Richard III at the **Battle of Bosworth**. This was part of a civil war in England known as the **Wars of the Roses** (which lasted for 32 years, from 1455-1487, between the royal houses of **Lancaster** (red rose) and **York** (white rose) over whom should rightfully rule England. Henry VII became king and the Tudors ruled England from 1485 until 1603. He would combine the two houses by marrying the York princess Elizabeth, he created the Tudor rose symbol, combining the red and white roses together. When Henry VII died, England was a rich and prosperous nation, and his son's succession to the throne not challenged.

2

1

## Henry VIII 1509-1547

Henry was the second son of Henry VII and became king after his brother (Arthur) died. A keen sportsman, Henry was lauded for his athleticism in his youth. He married his brother's widow, Catherine of Aragon, but divorced her when she didn't produce a male heir. To do so, he broke with Catholicism and formed the church of England. He went on to marry another five times yet only had one male heir - Edward VI.

2

## Break with Rome

Henry desperately wanted a son and heir to secure the line of succession for the Tudor dynasty, after having two daughters. Henry had been married to Catherine of Aragon for 24 years with no son. He met and fell madly in love with Anne Boleyn, Henry wanted to divorce Catherine and marry Anne. The Pope said no, in 1533 Henry ignored this and married Anne Boleyn anyway, sending Catherine to live out her days in isolation. This would change England forever. Henry became the head of the Church of England, (all monarchs from then on have been so). Henry also needed money to pay for his wars against France, by closing and stripping the churches and monasteries of their wealth, he made sure money came to him. Henry also believed that the Pope had too much power. Henry was the King of England and thought everyone should obey him, he was the most important man in England, if he controlled the church, he would control the hearts of the people.

## Keywords

### T2 Words for the world

Catholicism	branch of Christianity with the Pope as the head
Protestant	branch of Christianity with the monarch of England as the head
Heir	child, usually son of current monarch who will be the next monarch.

### T3 History specific words

Heretic	A person expressing views which do not meet the Catholic religion.
Reformation	the move from mainly Catholic worship to Protestant across the world
Religious Settlement (Middle Way)	the actions taken by Elizabeth to settle the religious tensions in England
Papal Bull	A public rule issued by the Pope.
Act of Supremacy	the rules made by Elizabeth (and Henry VIII) to make the English Monarch the head of the church of England (Protestant)
Dynasty	A line of hereditary (blood/all from the same family) rulers of a country

Henry and the SIX wives.

Henry VIII famously had 6 wives:

**Catherine of Aragon (1509-1533)** - Spanish, was married to Henry's brother Arthur who died, mother of Mary I, she was a **Catholic** and married for 24 years, **DIVORCED**.

**Anne Boleyn, (1533-1536)** - Mother of Elizabeth I, a **Protestant**, Henry broke with Rome to marry her. **BEHEADED**.

**Jane Seymour (1536-1537)** - Mother of Edward VI, Protestant, she died just after giving birth, Henry is buried with her in Windsor Castle. **DIED**.

**Anne of Cleves (1540)** - No children, German and a **Protestant**, she famously did very well out of her divorce with Henry, she is buried in Westminster Abbey. **DIVORCED**.

**Catherine Howard (1540-1542)** - No children, English, **Protestant**, found guilty of adultery and **BEHEADED**.

**Katherine Parr (1543-1547)** - No children, had a great relationship with Elizabeth I, **Protestant**, intelligent, kind, cared for Henry. **SURVIVED**.

3

## Edward VI 1547-1553

Edward VI came to the throne at only 9 years of age. Therefore, the country was run by his protectors, firstly the Duke of Somerset (his mother's brother) and then the Duke of Northumberland. Edward died aged 15 in 1553. Lady Jane Grey was chosen as Queen by the Duke, but the public did not approve. She lasted 9 days, before being removed and executed. Edward never married and had no children. He carried on Henry's religious work of keeping England **Protestant**.

4



5

## Mary I 1553 -1558

Mary I was the daughter of Henry VIII and Catherine of Aragon and was a committed **Catholic**. She vowed to return England to Rome and Catholicism. These attempts were mightily aggressive, as she had over 280 religious heretics burnt at the stake. Mary's popularity decreased because of this, in addition to marrying Philip of Spain and losing Calais, England's last French possession.



**Spanish Armada:** The Spanish Navy (Armada) were sent to try and capture England by King Philip II of Spain, he was angry because the English had been stealing Spanish gold, Elizabeth had Catholic Mary Queen of Scots executed, and the English helped the Netherlands rebel against Spain. The Armada sailed in a crescent formation which was hard to attack, Francis Drake sent fire ships into the Spanish ships. A storm battered the Armada around Scotland, only 2/3 of their ships make it home and thousands of sailors starved to death. The defeat of the Armada proved that Elizabeth was a strong queen, and many believed it proved God had placed her on the throne as the rightful queen of England.

6

Edward IV  
1471-1483

Richard III  
1483-1485

Henry VII  
1485-1509

Henry VIII  
1509-1547

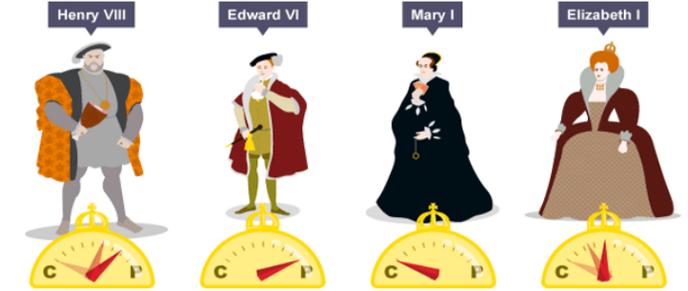
Edward VI  
1547-1553

Mary I  
1553-1558

Elizabeth I  
1558-1603

## Elizabeth I 1558-1603

Elizabeth I became Queen after her sister Mary I died without an heir. The daughter of Henry VIII and Anne Boleyn, she reversed Mary's re-establishment of Catholicism and upheld Protestantism. She had a long and successful reign, including the defeat of the Spanish Armada in 1588. However, she did not marry or have children, thus ending the Tudor line. She faced many problems in her reign including poverty and starvation amongst the poor, the government desperate for her to marry and produce an heir to secure the succession of the Tudor line and the threat of foreign invasion.



Was **Catholic**. Broke from Rome, became **Protestant**. Declared himself head of the Church of England so he could get divorced.

**Very Protestant**, carried on Henry's work. Reformed the Church to a simple style, Bible in English.

**Very Catholic**, turned England to Catholicism, Executed Protestants, Banned Protestant worship.

Tried to find a **Middle Way** to please both Catholics and Protestants and avoid Civil War. Catholics plot to execute her.

M  
I  
D  
D  
L  
E  
  
W  
A  
Y

### Catholic

- The Pope is the Head of the Church
- Bible and services are in Latin
- Priests should not marry
- Decorated Churches
- Bread and wine become the body and blood of Jesus
- Priest are the people's link to God

### Both

God created the World  
Jesus was God's son  
Those who challenge the true faith must be punished.

### Protestant

- The monarch is the Head of the Church
- Bible
- and services are in English
- Priests can marry
- Plain Churches
- Bread and wine represents the body and blood of Jesus
- The people can connect to God through prayer.

This Learning Programme you will be learning about Block Based Programming

### Key Vocabulary

Sprite	An object which can be programmed in Scratch
Block	A piece of programming code in Scratch Inputs
Values	which get sent from the user into the computer
Variables	The place where inputs get stored by the program (they represent memory locations)
Outputs	The values which get sent from the computer to the user
Event	Something that happens.
Action	The process of doing something
Sequence	A list of instructions that are put in order
Repetition	To do something over and over again. Also known as repeat or a loop. It is another programming construct alongside sequence
Selection	A question that may have more than one answer.
Assets	An asset is a part you can add to your game.
Script	A script is a sequence of instructions written as code.

1



Which block is the event?  
Which block is the action?

When green flag clicked is an Event

Move 100 steps is an Action

2

### Sequence

A list of instructions that are put in order.



What you see on this computer screen is a sequence.

Sequence is one of three programming constructs

3

### Repetition

To do something over and over again. Also known as repeat or a loop. It is another programming construct alongside sequence.



You can repeat code a certain number of times.

You can repeat code until something happens.

4

Selection

A question that may have more than one answer.

```

  • IF ●
    • DOWN
  • ELSE
    • RIGHT
  
```

If Ronnie lands on a yellow, he moves down. If Ronnie isn't on a yellow, he moves right

This is the third and final programming construct alongside Sequence and Repetition (Iteration)

5

Asset

An asset is a part you can add to your game.



An image is an asset

A video is an asset



Sound is an asset

6

Script

A script is a sequence of instructions written as code.

```

when clicked
say Hello! for 2 seconds
  
```

This is an example of a script. Every program you create is a script!

7

This LP I will learn about adding and subtracting fractions, brackets, angle rules, handling data and statistical diagrams.

<b>denominator</b>	The bottom number of a fraction.
<b>numerator</b>	The top number of a fraction.
<b>expression</b>	An expression is a set of terms combined using the operations.
<b>properties</b>	Mathematical laws and definitions relating in this case to shapes.
<b>vertically opposite</b>	Angles that are opposite each other where two lines intersect.
<b>average</b>	An average is a single 'typical' value that is used to represent a set of values.
<b>data handling</b>	The process of collecting, organising and presenting data.

1

## Adding and subtracting fractions

When the denominators are the same you just add or subtract the numerators

$$\text{e.g. } \frac{3}{7} + \frac{2}{7} = \frac{5}{7}$$

$$\text{and } \frac{7}{9} - \frac{3}{9} = \frac{4}{9}$$

3

Use the distributive law to calculate  $23 \times 104$

$$\begin{aligned} 23 \times 104 &= 23 \times (100 + 4) \\ &= 23 \times 100 + 23 \times 4 \\ &= 2300 + 92 \\ &= 2392 \end{aligned}$$

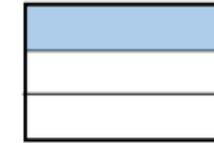
$$\begin{array}{r} 23 \\ \times 4 \\ \hline 92 \\ \hline \end{array}$$

2

If the denominators are different we use equivalent fractions to write them with the same denominator first. Then add or subtract as normal.

$$\begin{aligned} \text{e.g. } \frac{1}{3} + \frac{3}{5} &= \frac{5}{15} + \frac{9}{15} \\ &= \frac{14}{15} \end{aligned}$$

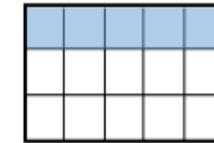
Smallest common multiple of 3 and 5 is 15



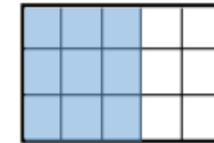
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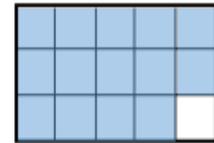
=



+



=



## Expand and factorise Brackets

### Expand $8(x + 5)$

	<b>x</b>	<b>+ 5</b>
<b>8</b>	<b>8x</b>	<b>+ 40</b>

$$= 8x + 40$$

Factorise  $5y + 30$ 

$$30 = 1 \times 30$$

$$30 = 2 \times 15$$

$$30 = 3 \times 10$$

$$30 = 5 \times 6$$

$$5 = 1 \times 5$$

factors of 5: 1, 5

factors of 30: 1, 2, 3, 5, 6, 10, 15, 30

HCF of 5 and 30 = 5

$$5y + 30 = 5(y + 6)$$

Angles

4 Identify the type of each of these angles?

a) **between 0° and 90°**  
**acute**

b) **between 180° and 360°**  
**reflex**

c) **between 90° and 180°**  
**obtuse**

d) **Exactly 90°**  
**right**

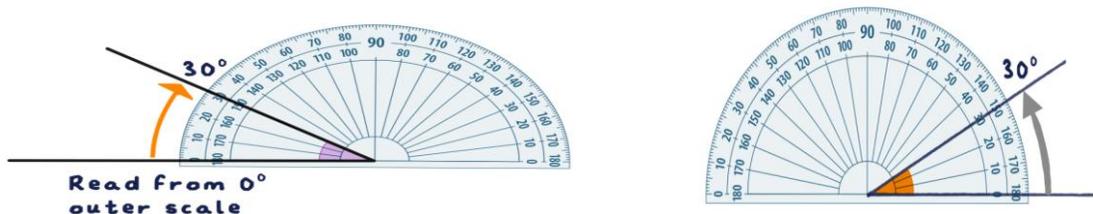
What is the size of this angle in degrees?

5 Estimate the size of each of these angles.

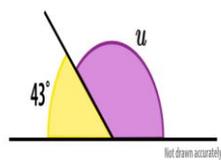
**Closer to 90° than 0°**  
**Estimate 80°**

Answer: 80

Use a ruler and a protractor to draw a 30° angle.



5 Work out the size of the angle marked u.

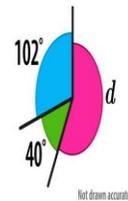


angles which make a straight line sum to 180°

$$u + 43 = 180$$

$$u = 137$$

What is the size of angle d?



angles around a point sum to 360°

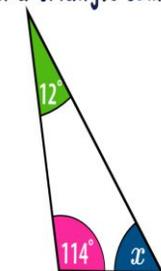
$$d + 40 + 102 = 360$$

$$d + 142 = 360$$

$$d = 218$$

Work out the size of angle z in the triangle below.

angles in a triangle sum to 180°



$$z + 112 + 14 = 180$$

$$z + 126 = 180$$

$$z = 54$$

7

Representing Data

The table shows the number of medals won by two countries.

	Portugal	Mexico
Bronze	14	10
Silver	19	22
Gold	8	6

a) How many gold medals did Portugal win?

Answer:

8

The pictogram shows people's favourite pets.

10 people said goldfish and 5 people said rabbits.

Complete the pictogram.

Favourite pets

**Key**  
☺ = 2 people

**Parrot** ☺☺☺☺

**Goldfish** ☺☺☺☺☺☺☺☺  $10 \div 2 = 5$

**Rabbit** ☺☺☺☺  $5 \div 2 = 2.5$

The tally chart shows information about the number of houses on three streets in village.

Number of houses on streets

Street	Tally	Number of houses
Roman Street	II	5 + 2 = 7
Greek Lane		5 + 5 + 4 = 14
Swiss Road		4

a) How many houses are there on Roman Street?

Answer:

7

The number of cars sold by a garage each day is shown below.

Complete the bar chart to represent this information.

Day	Number of cars sold
Wednesday	5
Thursday	7
Friday	4
Saturday	6
Sunday	1



6 Types of averages

Averages and range

e.g. Given this list of numbers 3, 7, 5, 4, 7

Mean:  $3 + 7 + 5 + 4 + 7 = 26$

$26 \div 5 = 5.2$

The mean value is 5.2

Median: First, write in ascending order

3, 4, 5, 7, 7

Only 5 in the middle

The median value is 5.

Mode: The number which appears the most is 7. (7 appears twice)

The modal value is 7.

Range

e.g. Given the list of numbers 3, 6, 10, 3, 5, 8 the range is the largest (10) subtract the smallest (3).

$10 - 3 = 7$ . The range is 7.

The range is not an average but instead is a measure of spread. In general, a lower range is better as it implies the data is more consistent.

This Learning Programme you will be learning how to talk about your school. You will learn how to describe your school, talk about your school subjects and talk about what you do at break time

### Key Vocabulary

Infinitive	The form of a verb found in the dictionary ending in ar/er/ir. This words describes the action but not who is doing it
Noun	Person, place or thing
Cognate	A word spelt the same in English and Spanish
Near cognate	Words that are similar in English and Spanish
Conjugate	To change a verbs form to indicate a tense or person
Adjectival agreement	Making sure that adjectives agree in gender with the noun
Estar	To be
tener	To have

## Year 7 Spanish LP4 Knowledge Organiser

### LP4.1 – ¿Cuántas personas hay en tu familia? – How many people are in your family?

#### ¿Cuántas personas hay en tu familia? How many people are there in your family?

En mi familia hay... personas.	In my family, there are... people.	mis primos	my cousins	veinte	20
mis padres	my parents	¿Cómo se llama tu madre?	What is your mother called?	treinta	30
mi madre	my mother	Mi madre se llama...	My mother is called...	cuarenta	40
mi padre	my father	¿Cómo se llaman tus primos?	What are your cousins called?	cincuenta	50
mi abuelo	my grandfather	Mis primos se llaman... y...	My cousins are called... and...	sesenta	60
mi abuela	my grandmother	su hermano	his/her brother	setenta	70
mi bisabuela	my great-grandmother	sus hermanos	his/her brothers	ochenta	80
mi tío	my uncle			noventa	90
mi tía	my aunt			cien	100

### LP4.2 - ¿De qué color tienes los ojos? – What colour are your eyes?

#### ¿De qué color tienes los ojos? What colour are your eyes?

Tengo los ojos...	I have... eyes.	marrones	brown
azules	blue	verdes	green
grises	grey	Llevo gafas.	I wear glasses.

#### ¿Cómo tienes el pelo? What's your hair like?

Tengo el pelo...	I have... hair.	rizado	curly
castaño	brown	largo	long
negro	black	corto	short
rubio	blond	Soy pelirrojo/a.	I am a redhead.
azul	blue	Soy calvo.	I am bald.
liso	straight		

### LP4.3 - ¿Cómo es? – What are you like?

#### ¿Cómo es? What is he/she like?

Es...	He/She is...	inteligente	intelligent
No es muy...	He/She isn't very...	joven	young
alto/a	tall	viejo/a	old
bajo/a	short	Tiene pecas.	He/She has freckles.
delgado/a	slim	Tiene barba.	He has a beard.
feo/a	ugly	mis amigos	my friends
gordo/a	fat	mi mejor amigo/a	my best friend
guapo/a	good-looking, attractive	su mejor amigo/a	his/her best friend

# Year 7 Spanish LP4 Knowledge Organiser

## LP4.4 – ¿Cómo es tu casa o tu piso? – What is your house or flat like? ¿Cómo es tu casa o tu piso? What is your house or flat like?

Vivo en...	I live in...	cómodo/a	comfortable
una casa	a house	grande	big
un piso	a flat	moderno/a	modern
antiguo/a	old	pequeño/a	small
bonito/a	nice, pretty		

## ¿Dónde está? Where is it?

Está en...	It is in/on...	un pueblo	a village
el campo	the countryside	el norte	the north
la costa	the coast	el sur	the south
una ciudad	a town	el este	the east
el desierto	the desert	el oeste	the west
la montaña	the mountains	el centro	the centre

### SKILLS

#### Looking up nouns

Only use a dictionary as a last resort. Look for cognates/near-cognates first, or try to work out new words from the context.

In a dictionary, nouns are listed in the singular form. For example:

padrastró <sup>(nm)</sup>  
stepfather

masculine noun

canción <sup>(nf)</sup>  
song

feminine noun

If you come across a noun that is plural, take -s or -es off the word before looking it up.

## LP4.5 – El carnaval en familia

### SKILLS

#### Looking up adjectives

In a dictionary, adjectives are listed in the masculine singular form. For example:

disfrazado <sup>(adj)</sup> — adjective  
disguised, in fancy dress

### SKILLS

#### Looking up verbs

Verbs are listed in the infinitive (ending in -ar, -er or -ir). For example:

durar <sup>(v)</sup> — verb. You might also see *vi* or *vt*.  
to last

## LP4.6/4.7 – Repaso - Revision

Look at the previous weeks vocabulary to help you

This Learning Programme you will be learning about Programme Music and how music can be written based on a theme.

## Key Vocabulary

Programme Music	Programme music is instrumental music that is written based on a theme or story.
Theme	A melody that may repeat.
Tempo	How fast or slow the music is.
Rhythm	How long or short the notes are or how the music is played.
Pitch	How high or low a sound is.
Timbre	Describing the quality of a sound e.g. warm, metallic.
Dynamics	How loud or soft the music is.
Instrumentation	Which instruments are used
Composer	A person who writes music for their job

1

Programme music is a style of instrumental music that is written based on a theme or a story with this being known as the 'programme'

Some famous examples of Programme Music include:

'Peter and the Wolf' - Prokofiev

'The Planets' - Holst

'Carnival of the Animals' - Saint Saens

'Symphonie Fantastique' - Berlioz

2

'Peter and the Wolf' is a popular piece of programme music written by Sergei Prokofiev. The piece is essentially a story about a young boy called Peter. In the piece of music, Peter is walking through the forest and meets a series of animals. Different instruments are used to represent each animal e.g. a clarinet is used to represent the cat, and an oboe to represent a duck.

Prokofiev wrote this piece to allow children to learn about the orchestra.

3

'The Planets' is a suite written by Gustav Holst. A suite is a larger piece of music split into small 'movements'. A movement is almost like a chapter in a book. 'The Planets' has 7 movements, and Earth is noticeably missed out of this. Holst aimed to create pieces that described what he thought the character of each planet was e.g. Mars - The Bringer of War, and Jupiter - The Bringer of Jolity.

piano

***p***

soft

pianissimo

***pp***

very soft

forte

***f***

loud

fortissimo

***ff***

very loud

mezzo piano

***mp***

medium soft

mezzo forte

***mf***

medium loud

crescendo

***cresc.*** <

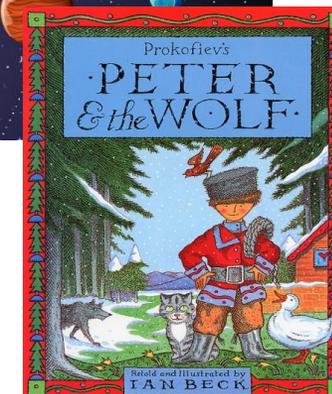
gradually louder

diminuendo

***dim.*** >

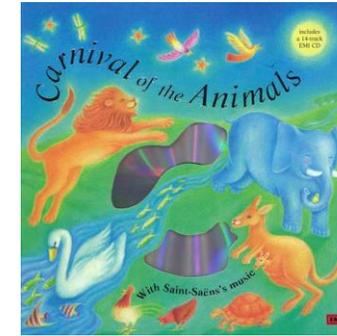
gradually softer

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4

"The Carnival of the Animals" is a fun piece of music written by the French composer Camille Saint-Saëns in 1886. It's made up of 14 short movements, each one describing a different animal or scene, like lions, tortoises, kangaroos, and even clumsy piano students. Saint-Saëns used clever musical ideas to make each animal come to life, such as slow, heavy notes for the elephant and light, fluttering sounds for birds. Although he wrote it as a joke for his friends, it has become one of his most popular works, and many people enjoy listening to it today, especially the beautiful movement called "The Swan".



5

'Pictures at an Exhibition' is a piece of music written by the Russian composer Modest Mussorgsky in 1874. He wrote it after visiting an art show that displayed paintings by his friend Viktor Hartmann, who had recently died. Each movement in the music describes a different picture, such as a gnome, a lively market, or a grand castle. Between the movements, a theme called the "Promenade" represents Mussorgsky walking from one artwork to the next. The music is full of strong moods and colourful ideas, and it has become very famous, especially in the bright and powerful orchestral version created later by Maurice Ravel.

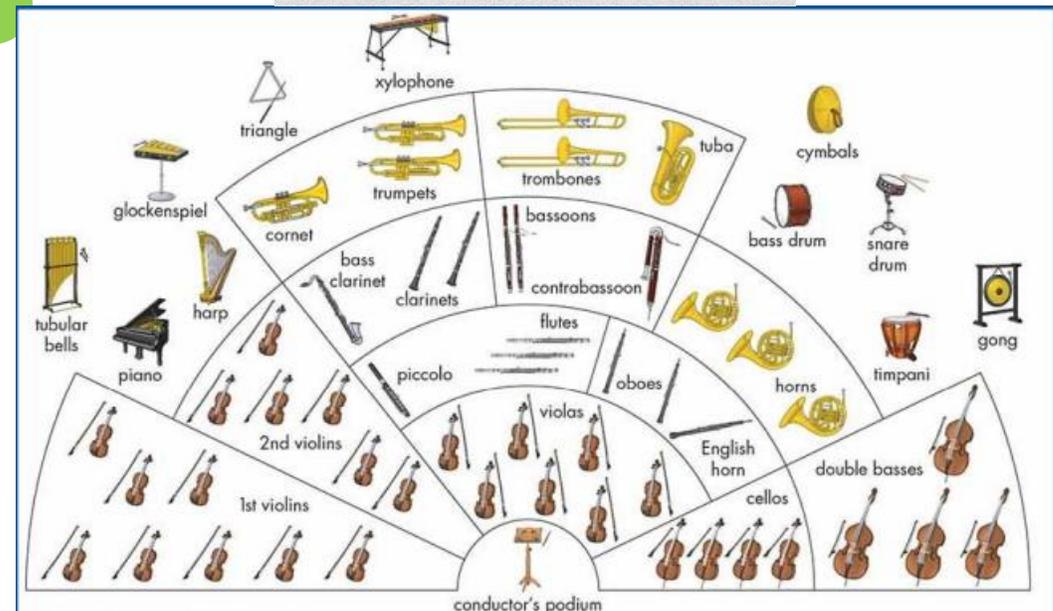


6

## How The Instruments of the Orchestra are Commonly Associated (Musical Clichés)

Instrument	Common Association/Cliché
<b>Woodwind</b>	Natural sounds such as bird song, animals, rivers.
<b>Brass</b>	Soldiers, war, royalty, ceremonial occasions.
<b>Tuba</b>	Large and slow moving things.
<b>Harp</b>	Tenderness, love.
<b>Glockenspiel</b>	Magic, fairy tales.
<b>Timpani/Drums</b>	War, fighting, thunder.
<b>Strings</b>	Often used to portray emotions: passion, grief etc.

7



This Learning Programme you will be developing your athletic abilities by learning how to perform at maximum levels and how accurately replicate techniques and skills in a range of different events.

#### Key Vocabulary

Flexibility	Flexibility is the ability to move muscles and joints through a full normal range of motion.
Endurance	Endurance in sports refers to the ability to sustain prolonged physical activity without getting exhausted.
Skill	A skill is the combined ability and knowledge which allow you to complete a task to a high standard.
Suppleness	Suppleness means being able to bend and move parts of the body easily.
Coordination	Coordination is moving two or more body parts simultaneously.
Agility	Agility is changing direction at speed
Speed	Speed is to move quickly across the ground or move limbs rapidly to grab or throw.
Reaction Time	Reaction time is the length of time taken for a person to respond to a given stimulus.
Power	Power is the ability to exert maximum force as quickly as possible.
Strength	Strength is the ability to produce as much force as possible in a single movement.
Stamina	Stamina in sport is the ability to exercise for a prolonged period.
Flexibility	Flexibility is the ability to move muscles and joints through a full normal range of motion.

1

Students will understand what entails in this LP with an outline of which athletic events they will cover over the LP.

2

Students will understand how the body responds to long distance endurance events. Students will also develop an understanding of what components of fitness are required to participate in the 1500m, 800m and 400m long distance track events.

3

Students will understand how the body responds to short distance track events. They will also know how to explain the possible tactics and techniques for a successful relay team. Finally, students will know how to successfully participate in the 100m, 200m and 300m sprint events and utilize the correct technique.

4

Students will understand the key safety point for shot put and how power can be increased in shot put and explain methods to develop power. Finally, students will accurately replicate the correct technique for shot put.

5

Students will understand the key safety points for javelin and how accuracy can be improved in javelin. Students will accurately replicate correct technique for javelin

6

How the body responds to endurance and speed based athletic events. How to analyse and review my own performance in three athletics events. How to improve performance in two athletic events.

7

Students will understand key safety point for discus and power can be increased in discus. Students will accurately replicate correct technique for discus.

2 You will learn about the three Abrahamic faiths, close any gaps that have arisen from Primary School and begin to identify similarities and key differences between the three faiths.

## Key Vocabulary

Founder	Individuals who establish foundational elements of faith and community.
Abraham	Founder of Abrahamic faiths, including Judaism, Christianity and Islam.
Synagogue	Jewish place of worship and community gathering.
Torah	A guide for religious practice, and also a source of ethical teaching that shape Jewish identity and culture.
Orthodox	Following or conforming to the traditional the religion of orthodox Judaism.
Sunni	Following the teachings and practices of Prophet Muhammad.
Liberal	A branch of Christianity that interprets teachings based on knowledge and experience, not just teachings in the Bible.

6 **Antisemitism** is discrimination, prejudice or hostility against Jews. It may also be summarised as anti-Jewish racism, hatred or phobia. As with other types of racism in Britain today, blatant antisemitism is unacceptable. It is strongly associated with the Holocaust, but the hatred of Jews is known as "The Oldest Hatred" as it has been prolific for such a long time.

2 **The Torah** is a representation of Judaism itself. It shows their connection to **G-d** and His wisdom and guidance. The Torah is literally G-d's gift to the world and a Jewish guide to life. Without it, the Jewish People cannot live. It's that important. They contain 613 rules that tell Jews how to live. The Torah is written in Hebrew and is written on a scroll – it is so delicate it has to be read using a pointer which is known as a Yad, as the oils on our skin can damage the scrolls.

The Synagogue is the Jewish place of worship. It is sometimes referred to as a shul (meaning school) as it is where Jewish people assemble to learn about their faith and G-d.

3 **Passover** is a celebration of the story of **Exodus**. During Passover, Jews remember how their ancestors left slavery behind them when they were led out of Egypt by Moses. Passover is celebrated with a series of rituals. Each ritual symbolises a different part of the story.

### When is Passover?

Passover (or **Pesach** in Hebrew) is one of the most important festivals in the Jewish year. It is a **Spring** festival that begins on the 15th day of Nisan, the first month of the Jewish calendar.

The celebrations last for seven or eight days, depending on where you live.



5 **Sunni and Shia** Muslims share the most fundamental Islamic beliefs and are the two main sub-groups in Islam. The division between Shia and Sunni dates back to the death of the Prophet Muhammad in 632. This event raised the question of who was to take over the leadership of the Muslim nation. Sunnism is the largest and most orthodox branch of Islam. The word *Sunn*, in Arabic, comes from a word meaning "one who follows the traditions of the Prophet." Sunni Muslims agree with many of the Prophet's companions at the time of his death: that the new leader should be elected from among those capable of the job. For example, following Prophet Muhammad's death, his close friend and adviser, Abu Bakr, became the first Caliph (successor or deputy of the Prophet) of the Islamic nation.

On the other hand, some Muslims believe that leadership should have stayed within the Prophet's family, among those specifically appointed by him, or among Imams appointed by God Himself. Shia Muslims believe that following the Prophet Muhammad's death, leadership should have passed directly to his cousin and son-in-law, Ali bin Abu Talib. Throughout history, Shia Muslims have not recognized the authority of elected Muslim leaders, choosing instead to follow a line of Imams which they believe have been appointed by the Prophet Muhammad or God Himself.

7 The term Abrahamic Faiths groups three of the major religions (Judaism, Christianity and Islam) together due to their historical coexistence and competition. It refers to Abraham, a figure mentioned in the Hebrew Bible, the Christian Bible, and the Quran. They share similarities, as well as differences, but some key similarities are the belief in one God, the stories of Adam, Noah and Moses as well as some key moral teachings, for example, that murder is a sin.



4

**Abraham** was the founder of Judaism. This means that he is the person who first began practicing Judaism. Abraham is influential in all three Abrahamic faiths. He is known as Ibrahim in Islam, but many of the stories about him are similar in each religion. They each agree that Abraham is the father of each faith.

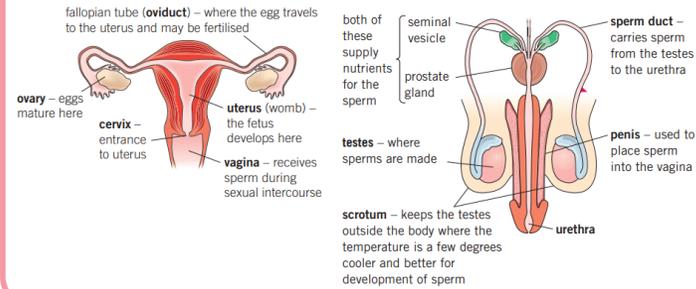


5

This Learning Programme you will be learning about Reproduction and The Earth.

1

## Reproductive systems



## Variation

- The differences in characteristics of living things is known as **variation**
- There is a large amount of variation between different **species**, but within species many more characteristics are shared
- Even though two organisms may look the same, they will always have variation between them

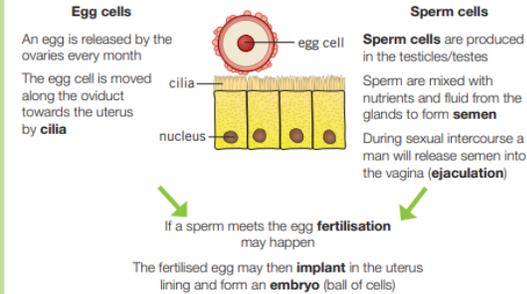
Inherited variation	Environmental variation
<ul style="list-style-type: none"> <li>Is anything that comes directly from your parents, anything that you inherit</li> <li>Examples can include lobe less or lobed ear lobes and eye colour</li> </ul>	<ul style="list-style-type: none"> <li>Is any type of variation that is caused by your surroundings</li> <li>Factors that can cause environmental variation include diet, education and lifestyle</li> </ul>

- Environmental factors can also impact inherited factors, for example a poor diet can affect height or your exposure to the sun can affect skin tone
- Characteristics which are inherited and not affected by environmental variation include natural eye colour, blood group and genetic diseases

2

## Fertilisation, implantation and gestation

- Egg cells and sperm cells are also called **gametes**, and each contains half the genetic information needed to form a complete organism.

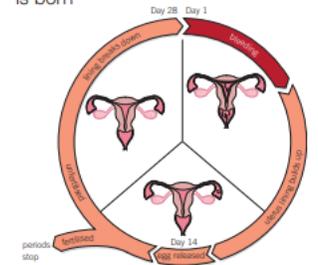


- During **gestation** the developing **fetus** needs nutrients from the mother, these are passed through the **placenta** which is connected to the fetus by the **umbilical cord**
  - Nutrients are passed from the mother to the baby and waste products are passed back from the baby to the mother
  - The baby is protected from bumps to the mother by the **amniotic sac** which acts as a shock absorber
- |            |  |
|------------|--|
| Just a dot | 1 week – cells beginning to specialise   |
| 3 mm long  | 4 weeks – spine and brain forming, heart beating                                 |
| 3 cm long  | 9 weeks – tiny movements, lips and cheeks sense touch, eyes and ears forming     |
| 7 cm long  | 12 weeks – fetus uses its muscles to kick, suck, swallow, and practise breathing |

3

## The menstrual cycle

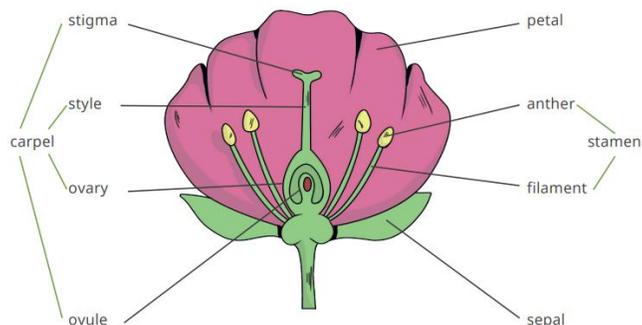
- The **menstrual cycle** is the process in which an egg is released from an ovary and leaves through the vagina
- Day 1: blood from the uterus lining leaves through the vagina, which is known as a **period**
- Day 5: the bleeding stops and the uterus lining starts to re-grow
- Day 14: an egg is released from one of the ovaries during **ovulation**
- If the egg is **fertilised** than the menstrual cycle stops until the baby is born



## Key Vocabulary

Reproduction	When living organisms produce new individuals of the same species.
Fertilisation	When a male sex cell (sperm or pollen) joins with a female sex cell (egg or ovule) to form a new cell that can grow into an offspring.
Menstruation	The monthly process where the lining of the uterus breaks down and leaves the body if an egg has not been fertilised.
Pollination	The transfer of pollen from the male part of a flower (anther) to the female part (stigma), often by insects or the wind.
Germination	The process where a seed starts to grow into a new plant when it has water, oxygen, and the right temperature.
Sediment	Small pieces of rock, sand, or organic material that are carried by water or wind and settle at the bottom of rivers, lakes, or oceans.
Resources	Natural materials that humans use, such as water, wood, rocks, minerals, and fossil fuels. Some are renewable, others are non-renewable.

4



Insect-Pollinated Plants	Wind-Pollinated Plants
They have bright petals with a sweet smell to attract insects.	No petals or small green/brown petals, as no need to attract insects.
The stigma and anther are inside the flower.	The anther hangs loosely out of the plant to make it easier for wind to blow it from the plant.
The stigma is sticky, so that pollen carried from the insects sticks to it.	The stigma hangs outside of the plant to make it easier to catch pollen on the wind
Pollen grains are larger and can easily stick to insects, so fewer pollen grains need to be produced.	The stigma may be feathery or sticky to catch pollen blown by the wind.
The anthers are firm and rigid to allow the insects to brush against them.	They produce large amounts of pollen to increase the chances of it reaching another plant.
They often contain nectar, which is sweet and sugary to attract insects. Some bees use nectar to make honey.	Their pollen has a low mass so can be blown far on the wind.

7

## Extracting metals

- Metals are a **natural resource**, with most being found joined with other elements in compounds
- Naturally occurring metals and their compounds are known as **minerals**
- An **ore** is a naturally occurring rock which contains enough of a mineral to be worth extracting
- An example of an ore is Bauxite, which contains aluminium hydroxide

- When metals are extracted they first have to be separated from other minerals in the ore, then they need to undergo a chemical reaction to separate them from the other element that they are joined to in a compound
- If a metal is below carbon in the reactivity series, it can be extracted by reacting it with carbon in a displacement reaction
- As carbon is more reactive it will take the place of the metal in the compound, leaving the metal on its own:  
 $\text{carbon} + \text{metal oxide} \rightarrow \text{metal} + \text{carbon dioxide}$   
 $\text{carbon} + \text{copper oxide} \rightarrow \text{copper} + \text{carbon dioxide}$
- If the metal is above carbon in the reactivity series, **electrolysis** can be used, this involves separating the metal by using electricity

### Reactivity series

magnesium  
aluminium  
carbon  
zinc  
iron  
lead  
copper



## Recycling

- Recycling** is the collecting and processing of materials that have been used so that the resources can be used again
- Recycling can have both advantages and disadvantages:

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>Resources will last longer</li> <li>It uses less energy than extracting new materials</li> <li>It reduces waste and pollution</li> </ul>	<ul style="list-style-type: none"> <li>Separating rubbish can be seen as a nuisance</li> <li>The lorries collecting recycling produce pollution</li> <li>Some materials are easier to recycle than others</li> </ul>

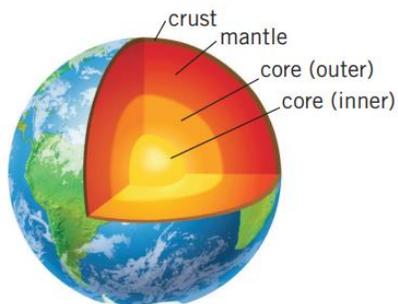


## Climate change

- Long term changes to weather patterns are known as **climate change**
- This can cause the ice caps to melt, leading to sea levels rising and flooding of low level land
- Graphs alone cannot confirm that humans are the cause, but the majority of scientists now believe that human activity is a very likely cause
- We can help to prevent climate change by:
  - Using renewable energy resources
  - Using cars less
  - Buying and wasting less resources

5

## The Earth



The Earth has three main layers:

- The **crust** is rocky and solid
- The **mantle** is made from mainly solid rock but this can flow
- The **outer core** is liquid metal and the **inner core** is solid

6

## Types of rock

Type of rock	How it is formed	Properties	Uses
<b>sedimentary rock</b>	<ul style="list-style-type: none"> <li>sediment piles up in one place and, over many years, sticks together by compaction or cementation</li> <li><b>compaction:</b> weight of sediments above squeeze them into rocks</li> <li><b>cementation:</b> another substance sticks the sediments together</li> </ul>	<ul style="list-style-type: none"> <li><b>porous:</b> made of small grains stuck together so there are holes that water can pass through</li> <li>soft: easy to break apart the sediments</li> </ul>	building materials (e.g. <i>sandstone</i> and <i>limestone</i> )
<b>igneous rock</b>	<ul style="list-style-type: none"> <li>when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together</li> <li><b>magma:</b> liquid rock underground-cools slowly and forms large crystal</li> <li><b>lava:</b> liquid rock above the ground-cools quickly and forms small crystals</li> </ul>	<ul style="list-style-type: none"> <li><b> durable</b> and hard (difficult to damage): the crystals are locked tightly together</li> <li>not porous: there is no space between crystals</li> </ul>	pavement rail tracks
<b>metamorphic rock</b>	<ul style="list-style-type: none"> <li>other rocks under that Earth are heated and put under pressure</li> <li>over time, these rocks become metamorphic</li> </ul>	<ul style="list-style-type: none"> <li>not porous: there is no space between crystals</li> </ul>	marble used for kitchens slate used for roofing tiles

This Learning Programme you will be learning how to complete a hand stitched letter, completing your practical and evaluating your stitching skills.

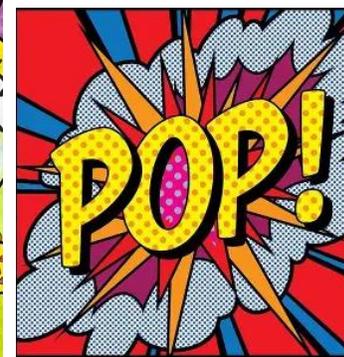
1. Practical – stitching
2. Evaluate techniques
3. Compare practical to design brief
4. Use ACCESS FM efficiently

**A04** OUTCOME

**PRESENT FINAL IDEAS**

DEVELOPED AS PLANNED  
CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION  
CONCLUSION



**Andy Warhol**

Warhol's style has been imitated many times such as in this google banner.

Warhol created art in many ways, including painting, silk-screen printing, photography, film, and sculpture.

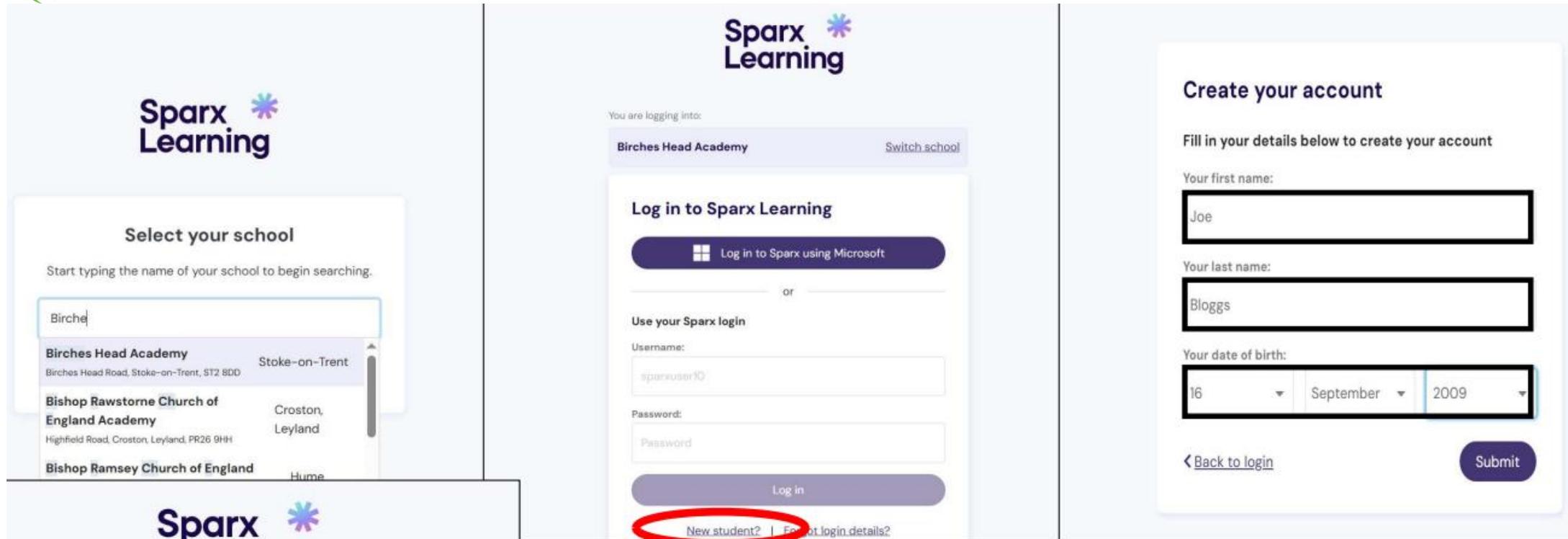
Warhol was credited as saying "In the future, everyone will be world-famous for 15 minutes" (some experts do not agree it was him who said it though).

Andy Warhol used the most famous people and objects of the time in his artwork, including Marilyn Monroe, Elvis Presley, Mickey Mouse, Campbell's Soup and Coca-Cola.

Keyword	Definition
Evaluate	To judge how successful a piece of work is and explain what works well and what could be improved.
ACCESS FM	A Design & Technology tool used to help analyse or design a product. It stands for: Aesthetics, Cost, Customer, Environment, Safety, Size, Function, Materials.
Textiles	Materials made from fibres — such as fabric, thread, felt, or yarn — used for sewing, weaving, or fabric-based projects.
Design Brief	A short statement that explains what needs to be designed, who it is for, and what it must do.
Evaluation	A written summary of how well a product or piece of work meets its purpose, including strengths and improvements.
Iteration	Making repeated versions of a design, improving it each time based on testing, feedback, or reflection.

**ACCESS FM**

AESTHETIC COST CUSTOMER ENVIRONMENT SAFETY SIZE FUNCTION MATERIAL



**Sparx Learning**

### Select your school

Start typing the name of your school to begin searching.

Birche

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- Bishop Rawstorne Church of England Academy** Croston, Leyland  
Highfield Road, Croston, Leyland, PR26 9HH
- Bishop Ramsey Church of England** Hume

**Sparx Learning**

You are logging into:

**Birches Head Academy** [Switch school](#)

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or

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sparxuser10

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Joe

Your last name:  
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Your date of birth:  
16 September 2009

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**Sparx Learning**

### Step 1. Remember your username

This is your username, you'll use this each time you log in to Sparx.

**joebloggs**

Make sure you remember your username – you might even want to write it down somewhere.

[Set a password >](#)

1. Go to [maths.sparx-learning.com/student](https://maths.sparx-learning.com/student)
2. Select your school and click 'Continue'
3. Click 'New user' underneath the login fields
4. Follow the steps to create your account:
5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)

# THE ORACY COMPASS



Are you thinking about the speed and volume of your voice?

Are you using expression to make your point?

Are you using gestures to show you are listening?



'I would like to start by saying...'

'I agree and would like to add...'

'To challenge you X, I think...'

Are you facing who you are speaking to?

Do you appear to be talking confidently?



Are you being respectful and responding appropriately?

Are you taking turns to talk?

Are you inviting others to share their opinions?



'Could you provide an example'

'Could you clarify what you mean by...'

'The main points raised today were...'

