

Working together to turn  
your child's potential  
into reality.



# Year 7 Autumn Knowledge Organiser



# Homework Principles 2024-2025

Our Homework Principles are based on current, influential research:

At The Royal Sutton School we set homework which supports students' understanding of their carefully sequenced curriculum as well as developing their committed and self-disciplined approach to their own academic studies. We know that homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, learn key vocabulary, prepare for lessons, or revise for exams.

The Education Endowment Fund suggests that setting homework at Secondary School can accelerate learning by up to 5 months, however it is the quality of tasks set rather than quantity which enhances progress, which is why we are clear in our principles when planning homework against our curriculum implementation.

## ACCESSIBLE

- A new Knowledge Organiser will be issued to all students at the start of each term. This will form the basis for most homework so that students have the resources at hand
- Homework tasks should be short and focused ensuring accessibility for all students
- Students will be set homework weekly for most subjects with adequate time for completion
- Students will be taught independent learning strategies as well as explicit teaching of our virtues and school routines to build learning habits

## ACCESSIBLE

## PRECISE

- Tasks have a defined and exact outcome
- Students will be directed to practise or retrieval or embedding the curriculum
- The way this will be assessed is communicated to students, as well as when this will happen
- Homework is designed to link to classroom learning, with clear signposting to prior, current or future knowledge
- Teachers are asked to plan homework tasks for the term in line with long term plans and summative assessments- this will be shared with students and parents

## PRECISE

## INFORMATIVE

- Teachers use homework as part of their formative assessment to adapt teaching to better respond to student need in terms of what students know and what they don't know yet
- Teachers will gather data through a variety of quality first teaching routine techniques which may include: Do Now Activities, Exit Tickets, Deliberate Practice; Questioning, Mini Whiteboards
- Student engagement is monitored as well as progress and attainment

## INFORMATIVE

# TRSS

## Year 7

### Knowledge Organisers

### Contents

## Year 7 Subjects

**Art and Design**

**Drama**

**English**

**Geography**

**History**

**Information Technology**

**Modern Foreign Languages**

**Music**

**Physical Education**

**Religious Education**

**Science**

**Technology**

**Mathematics**

# Contents

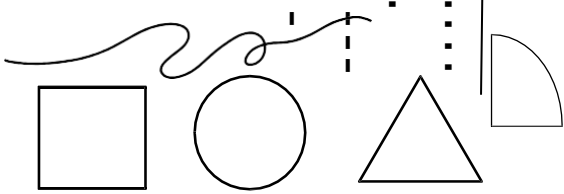
# Art & Design: The Royal Sutton Bake Off

## The Formal Elements

The **formal elements** are the key ingredients when creating any piece of artwork. They are known as **line, tone, texture, shape, form, pattern, space** and **colour**.

**Line:** a mark or stroke, such as dashed, dotted, straight, curved etc.

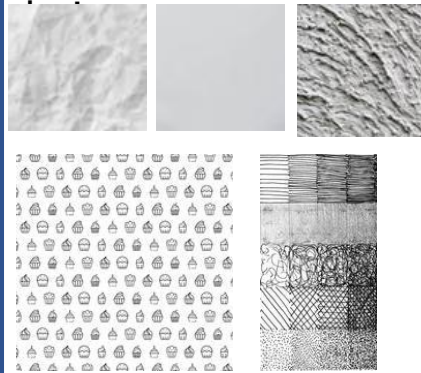
**Shape:** the outline of something.



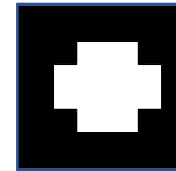
**Texture:** the look or feel of a surface such as rough, smooth, bumpy etc.

**Space:** the area an object takes up.

**Pattern:** a repeated or decorative



**Positive**  
The inside  
of a shape.



**Negative**  
The area  
surrounding  
a shape.

## WOW Words

Formal Elements  
Line, Tone, Texture  
Shape, Space, Colour  
Form, Pattern  
Pressure  
Proportion  
Primary Observation  
Secondary Observation

Draw light until  
you get it right!

## The Formal Elements

**Tone:** the lightness or darkness of a colour. This can be used to show shadows and highlights.

**Form:** a three dimensional object.

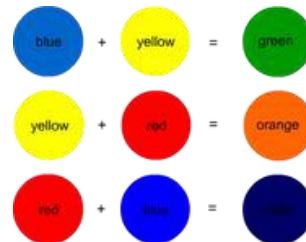


## Colour

**Colour:** the quality of something created by the reflection of light.

**Primary:** a colour that cannot be made (Red, yellow and blue).

**Secondary:** a colour made by mixing two primary colours together.



**Tertiary:** a colour made by mixing a primary and secondary colour together.  
Yellow + green = yellow green





## KNOW IT

- 1. Line** is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.
- 2. Shape** is a two-dimensional area. Shapes have height and width but not depth.
- 3. Texture** means how something feels. There are two types of texture: actual texture and visual texture.
- 4. Tone** is the lightness or darkness of a colour. This can be used to show shadows or highlights.
- 5. Forms** have three dimensions, height, width and depth.
- 6. Space** can refer to objects and to the area around them.
- 7. Pattern** is a design in which lines, shapes, forms or colours are repeated.



## THINK IT

- How many types of **line** could you draw? For example:- Straight, curvy, zig-zag, wavy? Think of six more.
- How many **shapes** could you trace with your finger in the air? Example:- Circle, diamond. Try doing six more.
- Imagine the **texture** of a sieve which you could find in the kitchen. Feel the texture of ten different objects around the house and describe them to someone.
- Research and look at the paintings of **Wayne Thiebaud**. Describe the colours he uses in his paintings. Name six of those colours.
- What is **Tom Hovey** famous for? Search his artwork and describe to someone how he uses space and pattern in his work. Example:- Background, repeat pattern.



## GRASP IT

- 1. Line:** Draw a chocolate bar wrapper using line only. Be sure to include the detail of the wrinkles in the wrapper and the lettering.
- 2. Shape:** Fill a page with outline shapes. Explore with scale, overlapping and composition.
- 3. Texture:** Find objects and surfaces with unusual texture. Place a sheet of paper over the top and create a series of rubbings using a range of material such as pencil, charcoal, pastel etc.
- 4. Tone & form:** Draw a kitchen utensil that is used to bake a cake e.g. a spoon, a whisk. Start with the outline and add tonal shading.
- 5. Space:** You will need 3 complimentary colours pieces of paper (2 x orange and 1 x blue). On the first sheet (blue), using one half, draw the outline a cupcake. Cut it out and stick it on the second sheet (orange). The remaining cut (blue) should be stuck on the other orange sheet. You now have a positive and negative space image.
- 6. Pattern:** On a 10x10cm piece of tracing paper, create an outline drawing of a slice of cake. Cut a piece of paper to 20cmx20cm. Now trace your cake drawing four times next to one another, reversing as you go. Now you have made your very own repetitive pattern. Add primary colours to the first and third sections and secondary colours to the second and fourth section.



# Drama: Introduction to Drama



## 1. What do we do in Drama?

- When we talk about Drama, we focus on three main elements in our lessons.
- There is the Rehearsal process, where we create, devise and improve practical work.
- There is the Performance, where we perform our work to others, carefully considering impact on audiences.
- There is then reflection and analysis, where we discuss and evaluate our work and the work of others.

## 2. What do we need to know in our first term?

- We need to know that **POSTURE** is the way you hold and use your body and that it can most easily show **WHO** we are.
- We need to know that **GESTURE** is a movement that does not take us anywhere. It can be with any of your limbs, and most easily shows **WHAT** we are doing.
- We need to know that **FACIAL EXPRESSION** is how we move our heads and face. It can most easily show our **EMOTIONS**.
- We need to know that **MOVEMENT** and **VOICE** are pretty obvious... But that they can show **EMOTION**, **SITUATION** or **CHARACTER**.

## 3. WOW WORDS

**POSTURE**  
**GESTURE**  
**FACIAL EXPRESSION**  
**MOVEMENT**  
**VOICE**  
**STILL IMAGE**  
**SCULPTING**  
**THOUGHT TRACKING**  
**MIMING**  
**REHEARSAL**  
**PERFORMANCE**  
**AUDIENCE**  
**STAGE**  
**POSITIONING**

## 4. Key rules

- Beyond the normal rules for the classroom, there are some simple rules worth considering for Drama.
- 1) Performing is hard, being in the audience is easy, do your best to support performers
- 2) Failure is a really important step for any performer, embrace it!

## 5. How we use REHEARSAL strategies

- Rehearsal strategies are like a coaching session in a sport. They are used to focus our attention on the elements of a performance that need improving, without the unnecessary distractions of other parts of a performance.
- Example: If someone is struggling with finding the right voice for their character, we might use the rehearsal strategy **MIME** to check their **POSTURE**, **FACIAL EXPRESSION**, **MOVEMENT** & **GESTURES** are correct first.

## 6. Rehearsal Strategy list

These are what we can use in Y7 and what they can help actors assess and improve!

Still Image – Posture, Gesture, FE, Positioning  
Sculpting – Posture, Gesture, FE  
Mirroring – Posture, Gesture, FE, Positioning  
Thought Track – Character Understanding  
Hot Seating – Character Understanding  
Clowning – Larger, exaggerated character  
Mime – Posture, Gesture, FE  
Talking Heads – FE, Voice  
Jibberish – Voice, Gesture, Facial Expression  
(\*FE – Facial Expression!)



## KNOW IT

1. Do I know what the characterisation elements Posture, Gesture, Facial Expression, Movement and Voice are?
2. Do I know what they change about a character?



## THINK IT

- We need to know that POSTURE is the way you hold and use your body and that it can most easily show WHO we are.
- We need to know that GESTURE is a movement that does not take us anywhere. It can be with any of your limbs, and most easily shows WHAT we are doing.
- We need to know that FACIAL EXPRESSION is how we move our heads and face. It can most easily show our EMOTIONS.
- We need to know that MOVEMENT and VOICE are pretty obvious... But that they can show EMOTION, SITUATION or CHARACTER.



## GRASP IT

### Challenge

Stand in front of a mirror and;

- Change your posture to show >3 different types of character
- Use >5 gestures to show different actions
- Use >5 different facial expressions, trying to show different emotions
- Have a look at the world around you and;
- See if you can observe and compare the way that different people walk
- Listen to the television and radio for different accents and uses of voice
- Try on your own to change your own movement and voice to match voices and movements you've seen!



# Drama

# Introduction to Drama

# English: Oliver Twist



## 3. Plot Summary

Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving. He is kicked out of the workhouse and given away to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up. Oliver runs away to London, meets Dodger and is introduced to Fagin's gang. Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft. The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them. Oliver is abducted by the gang whilst running an errand for Mr. Brownlow. Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie. When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him. Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away. Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

## 4. Social and Historical Context

### Victorian London

- Lots of people lived in poverty, unable to buy food or rent a house.
- Jobs were hard to find and often paid too little to live on. There was a lot of disease and the poor could not afford treatment (no free healthcare).
- Nearly half of all children died before the age of five. Childbirth was very dangerous for women. Lots died whilst giving birth.
- **The Poor Law: 1834**
- The government wanted to stop people begging on the streets.
- It made it illegal for the poor to be given food or money and created workhouses instead.
- **The Workhouses**
- Workhouses were so horrible that no one wanted to go there unless they were desperate.
- People worked for their food and shelter, not for money.
- The work was very hard and often dangerous.
- They were given hardly any food. They were given gruel, a thin liquid of oats and water.
- Punishments for disobeying the rules were extremely harsh.
- **Charles Dickens**
- Dickens had a strong social conscience. His writing criticised economic, social, and moral issues in the Victorian era.
- He showed compassion and empathy towards the vulnerable and disadvantaged people in English society.
- Dickens himself had a traumatic childhood; his father was imprisoned for debt and he was forced to work in a shoe-blackening factory at 12 years old.
- In 'Oliver Twist', Dickens draws attention to the deprivation of the lower classes, the appalling way that paupers were treated, and the conditions they were forced to endure.

## 1. Character List

**Oliver Twist** – an orphan  
**Mr Bumble** – runs the workhouse where Oliver is  
**Mrs Bumble** – Mr Bumble's wife  
**Mr Sowerberry** – an undertaker: takes Oliver as an apprentice  
**Mrs Sowerberry** – Mr Sowerberry's wife  
**Noah Claypole** – Sowerberry's apprentice, who bullies Oliver  
**Mr Brownlow** – a kindly gentleman: takes Oliver in  
**Fagin** – a fence  
**Bill Sikes** – a professional burglar  
**Nancy** – Bill Sikes's girlfriend  
**The Artful Dodger** – Fagin's most effective pickpocket  
**Rose Maylie** – Oliver's second benefactor, later found to be his aunt

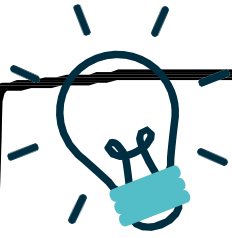
## 2. Key Words

**orphan** a child whose parents are dead.  
**brutal** savagely violent.  
**moral (n.)** a lesson that can be taken from a story or experience.  
**vulnerable** exposed to the possibility of being harmed, either physically or emotionally.  
**corrupt** acting dishonestly in return for money or personal gain.  
**villain** a character whose evil actions or motives are important to the plot.  
**malicious** intending to do harm.  
**victim** a person harmed or killed as a result of a crime, accident, or other event or action.  
**naïve** showing a lack of experience, wisdom, or judgement.  
**context** real life factors that explain why a text was written.  
**phonics** matching the sounds of spoken English with individual letters or groups of letters.  
**pronunciation** the way we say a word.  
**dialogue** a conversation or discussion between two or more people.  
**punctuation** the set of symbols used to separate sentences and make the meaning of them clear.  
**inference** making an educated guess based on the information available

## 5. Themes

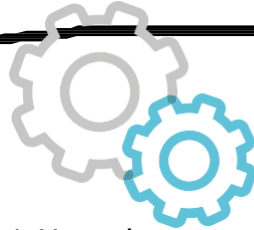
**Poverty**  
**Crime**  
**The Law**  
**Good and Evil**





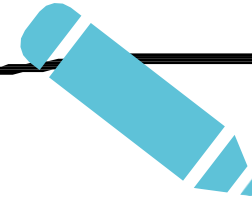
## KNOW IT

1. Give a definition of each key word.
2. List all the characters in the text.
3. List all the figurative language techniques that you can recall.
4. What does PETAL stand for?
5. How are the characters related to each other?
6. Can you summarise the plot in 50 words?
7. Can you list the 10 most important plot points?
8. Can you put the main plot points into chronological order?
9. Which 5 words best describe the protagonist?
10. Which 5 words would you use to describe other key characters?
11. What are the main themes in the text?
12. What are the social and historical links to the text?
13. How did Charles Dickens feel about Victorian society? Why?



## THINK IT

1. How do you use the PETAL paragraph structure to write a character analysis?
2. Why is the context of a play/novel important?
3. How do the main themes link to the protagonist?
4. How do the main themes link to other characters in the text?
5. Is the author challenging, endorsing, or simply reflecting the dominant ideas and assumptions of the time and place in which they are writing?
6. Write a paragraph explaining the difference between bullying in the Victorian era vs. the modern day.



## GRASP IT

1. What is the impact of the opening of the text?
2. What is the impact of figurative language use within the text?
3. Why are the key themes important for the reader/audience to understand?
4. Why might a modern-day audience or contemporary reader criticise the author's intended message?
5. Write a letter to Oliver outlining why he should and should not run away. End by giving your own opinion and explaining why this is the better decision.
6. What should be the consequences of Fagin's actions? Why? Write 100 words explaining your opinion.

### 6. Links to Prior Learning

1. The use of dialogue to help a reader understand a character's personality.
2. The use of phonics to help with pronunciation of unfamiliar words.
3. The use of a variety of punctuation marks and the way that these can add or change the meaning of words.
4. The use of inference on character's thoughts, feelings and actions – finding evidence to support these inferences.



# Geography: Hazardous World



## 1- Japan



### Where is Japan?

Japan is in Asia and is made up of 4 main islands; Honshu, Hokkaido, Kyushu and Shikoku. The capital city is Tokyo. Japan is home to many major global companies including Honda, Nissan and Toshiba.

### Why is Tokyo important to Japan?



**Local** – there are 15 hospitals in Tokyo.



**National** – Tokyo is at the centre of Japan's transport system with the busiest metro system in the world.



**International** – over 2000 international companies



have their headquarters located in Tokyo.

## 2- Earthquakes

An earthquake happens when tectonic plates move. It is the sudden release of energy that creates seismic waves that are felt as vibrations.



There are 3 ways that earthquakes can be measured:

- **The Richter scale** measures the magnitude of a tremor using a seismograph.
- **Moment magnitude scale** is a measure of an earthquake's magnitude based on its seismic moment.
- **The Mercalli scale** measures how much damage is caused by earthquakes based on observations.



## Tsunamis

A tsunami is a very large ocean wave that is caused by an underwater earthquake. The Tohoku earthquake in Japan happened on 11<sup>th</sup> March 2011 causing a devastating tsunami which reached heights of 135 ft. There were many impacts and responses to this natural disaster which can be categorized into social, economic and environmental.

## 4- Plate boundaries



**Constructive** – plates move away from each other causing earthquakes and volcanoes.



**Destructive** – oceanic plate descends underneath continental plate causing earthquakes and volcanoes.



**Conservative** – plates move past each other causing earthquakes.



**Collision** – two continental plates move towards each other causing earthquakes.

## 5- WOW Words

**Social** = effects on people

**Economic** = effects on money/jobs

**Environmental** = effects on land/atmosphere/animals

**Nuclear power plant** = a thermal power station in which the heat source is a nuclear reactor.

**Aid** = providing help to another country

## 3- Why is Fukushima deserted?

The 2011 tsunami toppled sea defences at Tohoku protecting Fukushima nuclear power station and the flooding caused a power



## 6- How can we respond to natural disasters?

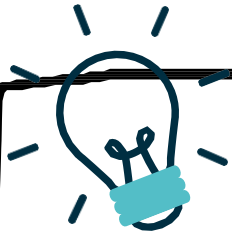


**Emergency relief** – gives immediate help by providing rescue, safety and emergency food/water/medical supplies.

**Short-term relief** – helps give support in the first few weeks and months. Provides shelter, food, clothes, water and medical care.

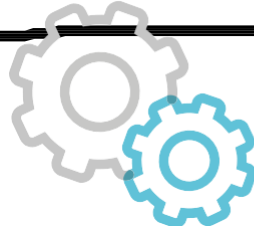


**Long-term aid** – helps get people back to normal. It involves repairing roads, providing jobs and preparing disaster plans for the future.



## KNOW IT

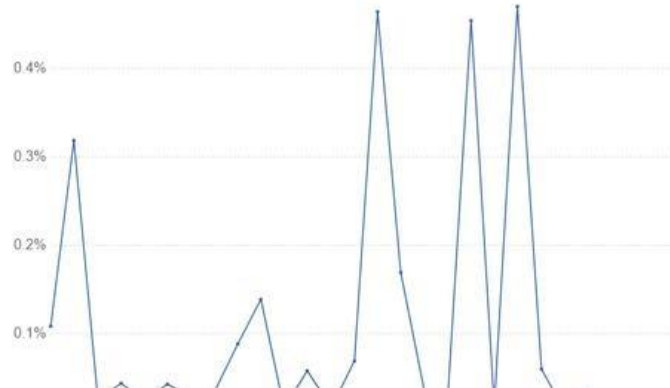
1. What continent is Japan on?
2. Give one reason why Tokyo is important internationally.
3. How many plate boundaries are there?
4. Which plate boundaries will you find volcanoes?
5. Which plate boundaries will you find earthquakes?
6. Name the 3 ways that you can measure an earthquake.
7. When did the tsunami in Tohoku happen?
8. Why is Fukushima deserted?
9. What is the difference between short-term and long-term relief?
10. Give an example of emergency relief.



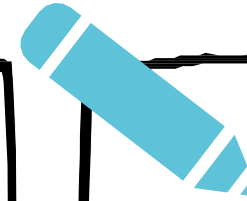
## THINK IT

Deaths from natural disasters as a share of total deaths

Our World in Data



1. Are natural disasters getting worse? Or are we just getting better at recording them? Use the graph above and your own research to support your answer.
2. Does a country's wealth have an impact on how it can deal with natural disasters? Explain your answer and use real life examples to support.
3. Do you think Fukushima will ever be able to re-open? Think like a geographer and support your answer with evidence.

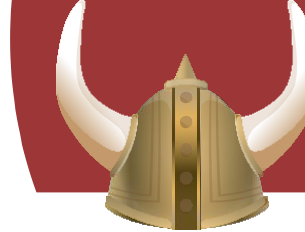


## GRASP IT

1. Which responses to the 2011 tsunami do you think were the most effective? Explain your reasons why.
2. Research the boxing day tsunami that hit Thailand in 2002. What were the differences in that natural disaster to Tohoku in 2011?
3. Write a newspaper article reporting on the Fukushima nuclear disaster. Include the causes, impacts and responses.



# History: The Norman Conquest



## 1. The Contenders

**William of Normandy**- He was also promised the throne by Edward. Already the ruler of Normandy.

**Harold Godwinson**: He was English and the Witten's favourite candidate (the King's council of men). He was promised the throne by Edward. Harold Godwinson swore an oath in front of Edward to say he would be King. Had the support of the English people.

**Harald Hardrada**- A Viking. Believed he had a claim to the throne and he wanted to take the crown for himself

## 4. WOWWORDS

**Crisis**: A time of intense difficulty or danger

**Successor**: A person who follows next in order or a thing or person that immediately replaces something or someone

**Contender**: A person competing with others to achieve something.

## 2. Why did William win the Battle of Hastings?

**Luck** - The weather changes to William could sail across the English channel. At a key moment in the battle Harold was killed.

**William's bravery and leadership** - William skilfully arranged his army in rows. He ordered his men to retreat which cleverly made the English come down from the hill. Then the Normans surrounded and killed them.

**Harold's mistakes** - Harold didn't let his men rest when marching back from the North. During the battle, Harold fought in a shield wall with his troops which made it difficult to give orders.

**William's preparations** - William had assembled a great army and a great store of weapons. William built many ships to carry his forces across the sea.

## 5. Key Themes



**Luck**



**Bravery**

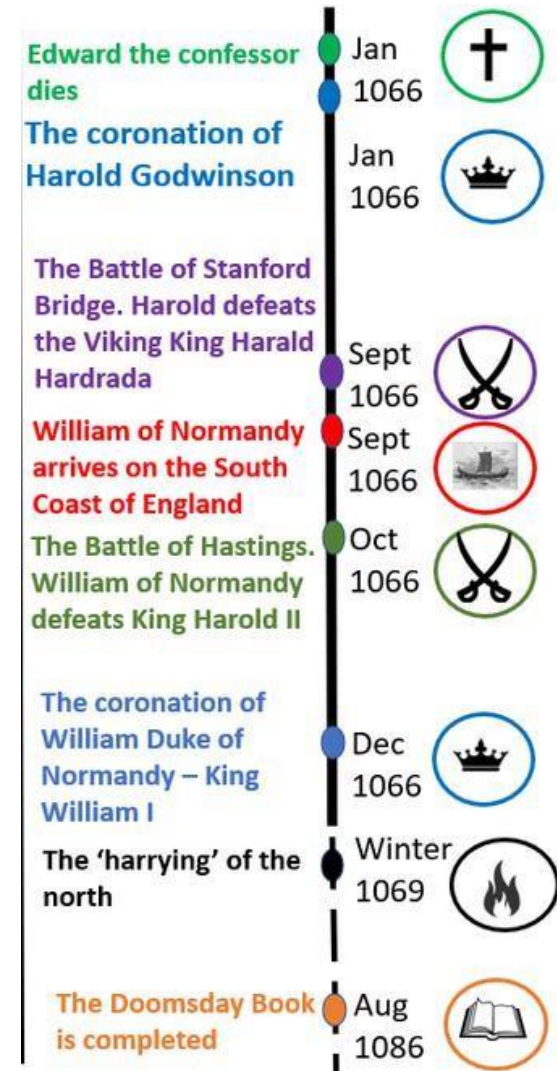


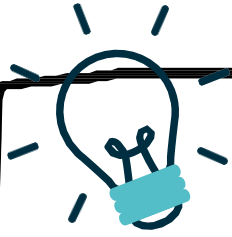
**Mistakes**



**Preparations**

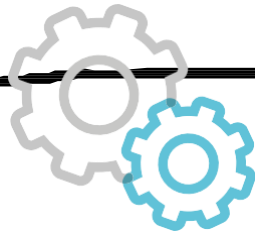
## 3. Key Events





## KNOW IT

1. Who died in 1066?
2. What did he leave the country without?
3. Name the 3 men who wanted to take the English throne.
4. Why were Godwinson's army so unprepared for the Battle of Hastings?
5. Why were William's army more prepared?
6. Give four reasons why William won the Battle of Hastings.
7. When was the Domesday Book completed?



## THINK IT

Why was 1066 a 'crisis'?  
Did Harold Godwinson make the right decisions?  
Do you think William the Conqueror would be accepted by the people of England as the new King?



## GRASP IT

Design a storyboard showing the order of events from:

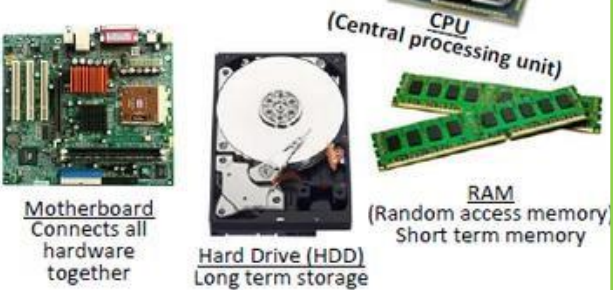
- Edward the Confessor's death
- Who should be King
- The Battle of Stamford Bridge
- The Battle of Hastings
- What William did after he won
- How William established control



# Information Technology: Computer Systems and Data Representation

## A: Computer Systems

Every computer system takes an input, processes it to give an output.



## C: Storage Units

Units	Capacity
Bit	1 or 0 (Smallest unit of data)
Byte	8 bits
Kilobyte	1000 bytes
Megabytes	1000 Kilobytes
Gigabytes	1000 Megabytes
Terabytes	1000 Gigabytes

## D: Binary Conversion

Binary to Decimal

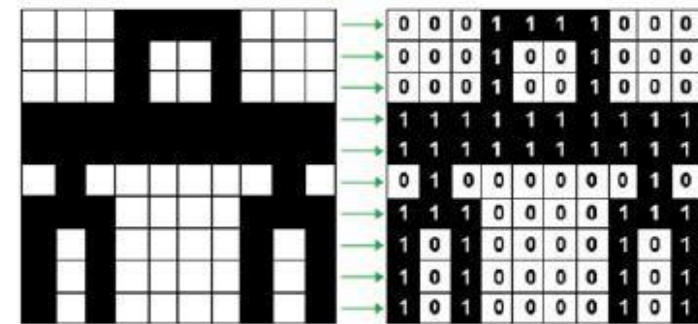
128	64	32	16	8	4	2	1
0	0	0	1	0	1	0	1

Adding these together gives 21

Decimal to Binary

64	32	16	8	4	2	1	
0	1	0	1	0	0	1	0

18                      2                      0

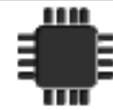


## E: Bitmap Images

## B: Hardware and Software



## F: Keywords



**Hardware:** The physical components that make up a computer.



**Software:** The programs installed on a computer.



**Input:** Putting data into a computer system. E.g. Text, click a button



**Process:** The action that is taken with the input data. E.g. a calculation, loading.



**Output:** Data that is given by the computer system. E.g. sound, image



**Storage:** An area that saves data and documents.



**Peripheral:** A device connected to a computer to allow inputs or outputs.



**Decimal:** Base 10 number system used by humans.



**Binary:** Base 2 number system used by computers.



**Bitmap:** An image made up of pixels represented by binary.

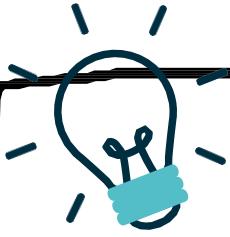
**Pixel:** Smallest part of a bitmap image.

**Resolution:** How many pixels are in a bitmap image.

**Bit depth:** How many bits are used in each pixel.

# Title

KNOW  
IT

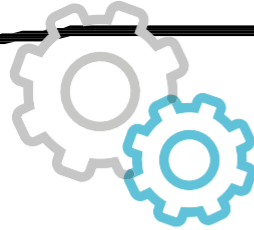


## **Computer Systems and networks**

### **Know**

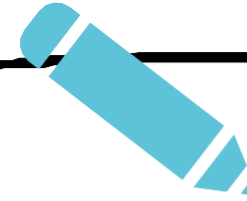
- What a computer system is
- How technology has developed over time
- The purpose of the CPU
- What hardware and software is
- Key figures in computing history

THINK  
IT



- Label the parts of a computer diagram
- Can complete grid with new jobs due to advancement of technology
- Can correctly identify by labelling computer components as hardware and software
- Can create a fact file on key historical computing figures

GRASP  
IT



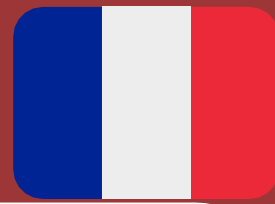
- Explain the functions of different parts of a computer
- Analyse the difference technology has made to the world we live in
- Evaluate how different pieces of hardware are used as input devices and output devices



Computer Systems  
and Data  
Representation

# Information Technology

# Modern Foreign Languages: Avant Le Départ



## 1. JEM'APPELLE

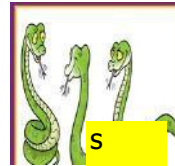
Je m'**appelle**



Je m'**appelle** Théo et j'ai treize ans.  
Je viens de la France et j'habite à  
Toulouse.

My name is Théo and I am 13  
years old. I come from France and  
I live in Toulouse.

## 2. KEYPHONICS



## 3. STARWORDS

Comparative:

Il est **plus** sportif **que** mon frère  
He is **more** sporty **than** my brother  
Ne ... plus  
Il **n'est plus** paresseux  
Giving opinions  
Je pense que – I think that  
Je dirais que – I would say that  
Mes parents pensent que – My  
parents think that  
Mes parents pensent que je suis  
bavard  
My parents think that I'm chatty

## 4. LES ADJECTIFS

j'ai  yeux bleu**S**  
 cheveux blond**S**

Je suis de taille moyenne. J'ai **les**  
cheveux bruns et les yeux verts.

I am average height. I have  
brown hair and green eyes.

## 5. LE NEGATIF

**ne verb pas**

je **ne suis pas** petit  
il **n'est pas** actif  
ce **n'est pas** mon  
truc

Il est bavard et drôle, mais il **n'est pas** actif. Il  
déteste la natation.

He is chatty and funny, but he is **not** sporty. He  
hates swimming.



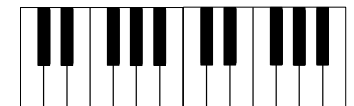
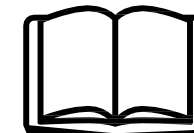
## 6. C'EST = IT IS

J'adore tchatter, parce que   
divertissant.

J'aime lire parce que **c'est** relaxant.

Cependant je déteste jouer du piano  
I love reading because it's relaxing.

However, I hate playing piano.





# Modern Foreign Languages: Avant Le Départ



## KNOW IT

1. Translate:

Je m'appelle Théo et j'ai treize ans. Je viens de la France et j'habite à Toulouse.

2. Translate:

Je suis de taille moyenne. J'ai les cheveux bruns et j'ai les yeux marron.

3. Translate:

Mes parents pensent que je suis très travailleur, mais je ne suis pas d'accord!

4. Translate:

Mon meilleur ami s'appelle Bruno. Il a les cheveux roux et les yeux verts. Il a quatorze ans.

5. Translate:

Il est bavard et drôle, mais il n'est pas actif. Il déteste la natation.

6. Translate:

J'aime lire parce que c'est relaxant. Cependant je déteste jouer du piano.

7. Translate:

Ce n'est pas mon truc. Je pense que faire du sport est plus divertissant que regarder la télévision.



## THINK IT

1. Adapt sentence 1 to write:

My name is Maria et I am 11 years old. I come from England and I live in Birmingham.

2. Adapt sentence 2 to write:

I am short. I have blond hair and blue eyes.

3. Adapt sentence 3 to write:

My dad thinks that I am lazy and I agree!

4. Adapt sentence 4 to write:

My best friend is called Laura. She has long hair and brown eyes. She is twelve years old.

5. Adapt sentence 5 to write:

She is shy and sporty, but she is not chatty.

6. Adapt sentence 6 to write:

I love to listen to music because it is fun, but I hate horse riding.

7. Adapt sentence 7 to write:

I think that playing video games is more exciting than playing football – it's my thing.



## GRASP IT

1. Use the structures in sentence 1 to write a sentence about yourself.

2. Use the structures in sentence 2 to write a physical description of yourself.

3. Use the structures in sentence 3 to write about your personality.

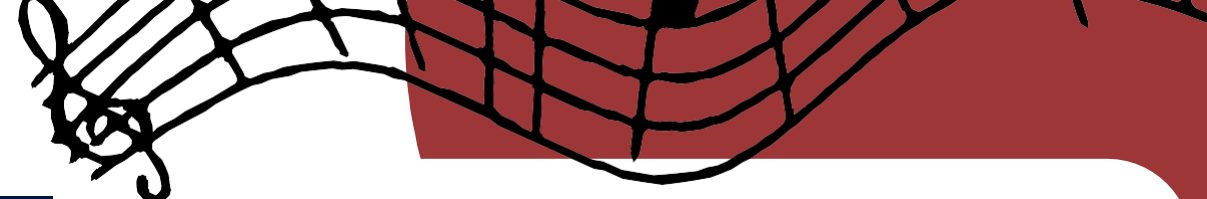
4. Use the structures in sentence 4 to describe the physical appearance of a friend.

5. Use the structures in sentence 5 to add detail about your best friend.

6. Use the structures in sentence 6 to write about what you like to do in your free time.

7. Use the structures in sentence 7 to add details about what you do in your free time.

# Music: I've Got Rhythm



## 1. KEYWORDS

**PULSE** – A regular **BEAT** that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns e.g.

1 2 3 4, 1 2 3 4 = a 4-beat pulse

1 2 3, 1 2 3 = a 3-beat pulse (often called a **WALTZ**)

1 2, 1 2, 1 2 = a 2-beat pulse (often called a **MARCH**)

**RHYTHM** – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse.

Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse:

Music is my favourite



**ACCENT** – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

**DURATION** – The length of a sound – long/short

**TEMPO** – The speed of a sound or piece of music – fast/slow

**TEXTURE** – Layers of sound or how much sound is heard – thick/thin

**STRUCTURE** – The organisation of sound or how sounds are ordered

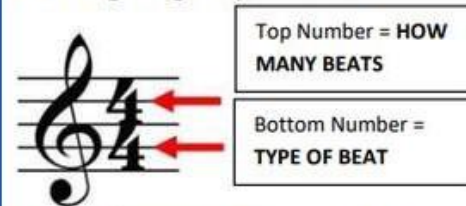
**SILENCE** – The absence of sound or no sound, shown in music by **RESTS**.

**RHYTHM GRID NOTATION** – A way of writing down and recording rhythms using boxes



## 2. TIME SIGNATURES

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.



2/4 = TWO CROTCHET beats per BAR



e.g. a **MARCH**

3/4 = THREE CROTCHET beats per BAR



e.g. a **WALTZ**

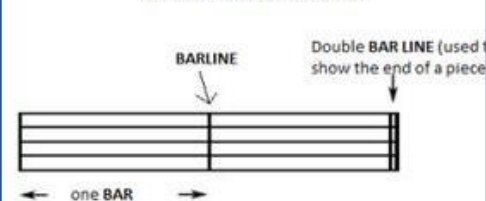
4/4 = FOUR CROTCHET beats per BAR



Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

### BARS AND BARLINES



← one BAR →

## 3. OSTINATOS, CYCLIC AND POLYRHYTHMS

**RHYTHMIC OSTINATO** – a short repeated pattern made up of notes of different lengths but without a particular pitch.

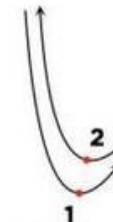
**CYCLIC RHYTHM** – a rhythm which is repeated over and over again (in a cycle) many times.

**POLYRHYTHM** - the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**. A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a "3 against 2 Polyrhythm"

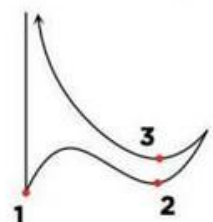
3 beat rhythm	X	X	X	X	X	X	X
2 beat rhythm	X		X		X		X

## 4. CONDUCTING PULSES AND BEATS

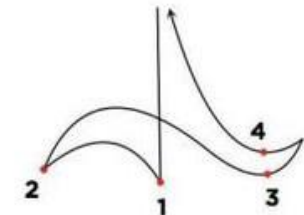
Conducting a 2-beat Pulse/Beat (e.g. a March)



Conducting a 3-beat Pulse/Beat (e.g. a Waltz)



Conducting a 4-beat Pulse/Beat



## 5. NOTE VALUES

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



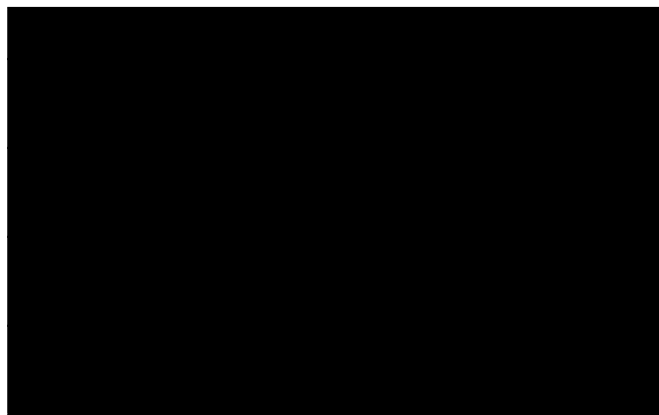
## KNOW IT

1. Define rhythm.
2. Define pulse.
3. What is an accent? Can you draw the symbol?
4. What is rhythm grid notation?
5. What is the note value of a crochet?
6. What is the note value of a quaver?
7. What is the note value of a minim?
8. Define dynamics
9. What is articulation?
10. Can you explain the difference between tuned and untuned percussion?
11. What is an ostinato?
12. State the four instrumental families.



## THINK IT

1. Can you explain the difference between rhythm and pulse?
  2. Can you devise a short piece using the rhythm grid below? Choose four actions e.g. clap and draw an appropriate symbol to represent each one.
  3. Can you identify the note values of a minim, crochet and pair of quavers and draw the note symbols on the line below?
- 



## GRASP IT

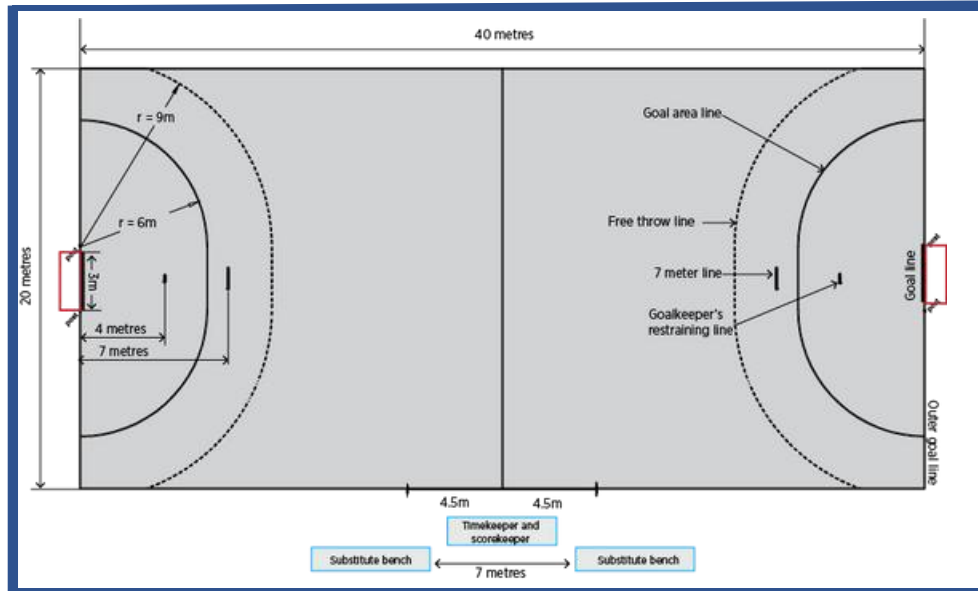
1. Listen to a piece of music of your choice and clap along with the pulse.
2. Listen to a piece of music of your choice and clap along with the pulse, adding in an accent on the first beat of each bar. How many beats are in each bar?
3. Can you explain the term timbre and give an example for each of the instrumental families?  
E.g. The clarinet has a mellow timbre.

# Physical Education: Handball

## Rules

- **Travelling:** take a maximum of three steps when in possession of the ball, after this you must bounce it.
- **Contact/Hitting:** You must not hit the ball out of the hands of an opponent
- **Restraining/holding:** you must not hold, push, run or jump into an opponent
- **Illegal dribble:** you must not bounce the ball, catch it then bounce it again when moving. This is called double dribble.
- **You can hold the ball for three seconds.** After that, you must dribble three times or take three steps. If you hold it for longer it is a foul.
- Only the goalkeeper is allowed to come into contact with the floor of the goal area.

## Court



## Wow words

**Attack Deception**

**Defence**

**Dribbling Free throw**

**Goalkeeping Jump**

**shot**

**Passing Left side**

**Right side Travel**

**7m penalty throw**

**Zonal**

## Game Regulations

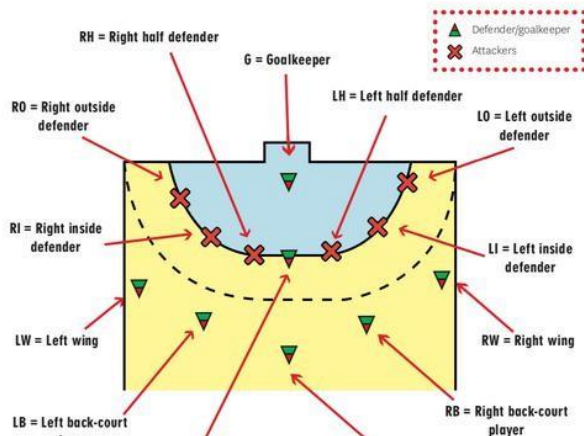
- Junior Players use a size 1 ball up to 14, then a size 2 ball up to 16.
- Each team consists of **7 players**; a goalkeeper and 6 outfield players.
- Outfield players can touch the ball with any part of their body that is above the knee
- The playing court is 40m long and 20m wide, with two goal areas and a playing area.
- The goals are 2m high and 3m wide.

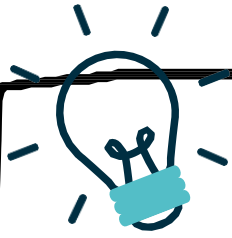
## Extra-curricular/satellite club links

Birmingham Handball Club have both boys and girls Under 16's sides.



**ENGLAND  
HANDBALL**





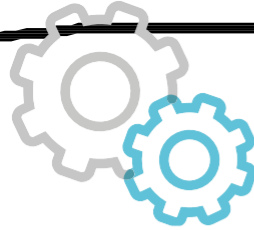
## KNOW IT

### Technical

1. How must you move with the ball?
2. How many seconds can you hold the ball for?
3. How can I attack space effectively?
4. What methods can I use to intercept the ball?
5. Where can an outfield player not go?
6. Which player can use their feet?

### Health, Fitness & Well-Being

7. How can exercise help my well-being?
8. Why do we warm up?
9. How can I train for invasion sports?
10. What are the principles of training?



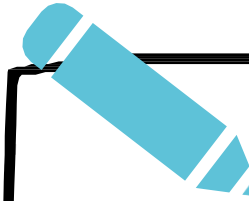
## THINK IT

### Technical

1. What do we call it when bouncing the ball?
2. Describe three things a player can do when they have the ball.
3. Why is attacking space important?
4. Where should you be to intercept a pass?
5. Give an example of creating space for your sport.
6. Why is this person allowed to use their feet?

### Health, Fitness & Well-Being

6. What mental benefits do you get out of playing invasion games?
7. What 3 components of a warm-up should be used?
8. How will this develop my body to give me an advantage?
9. How can they be applied to your training?



## GRASP IT

### Technical

1. What happens if you dribble the ball, stop, then dribble the ball again?
2. What are your three main options when you receive the ball?
3. Explain a situation where you might do each answer you gave in the question above.
4. Why is there a 7m line?

### Health, Fitness & Well-Being

5. How do you think sport will help you improve your physical literacy?
6. Explain a warm-up plan for you to use before a match.
7. Why is muscular endurance a benefit for invasion sports?
9. What will happen to your body if I keep practising my training?



# Physical Education: Football

## Rules

- **Offside (offence):** when a player goes behind the line of opposing defenders before the ball
- **Handling the ball:** Players are not allowed to use their hands or arms to control the ball unless they are the goalkeeper
- **Throw in:** a throw in occurs when the ball have completed passed the touchline
- **A comer kick** is awarded when the defencing team kicks the ball over the goal line
- **A goal kick** is awarded when a ball passes wholly over the goal line, having last touched an attacking team player has been kicked to them
- **A free kick** is awarded to the opposing team when a player is guilty of an offence
- **A penalty kick** is awarded if a player commits a direct free kick offence inside their penalty area. Goals may be scored directly from a penalty kick.

## Positions



## Wow Words

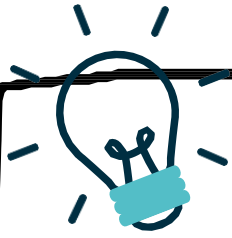
**Attacking Balance**  
**Coordination Crossing**  
**Defending**  
**Dominant/ non-dominant**  
**foot**  
**Dribble Free Kick**  
**Lofted pass Penalty Shoot**  
**Tackle Throw-in**

## Regulations

- 2 teams, each with a maximum of eleven players; one must be the goalkeeper
- A match is usually played in two halves, lasting up to a maximum of 45 minutes. This depends on your age.
- A kick-off starts both halves or to restart after a goal is scored.

## Extra-Curricular/ Satellite Club Links

- Holly Lane United,
- Sutton United FC,
- Boldmere St Michaels FC,
- Boldmere Falcons FC,
- Sportsco FC,
- Aston Villa KICKS programme
- Find a team near you:  
<http://www.birminghamfa.com/players/youth>



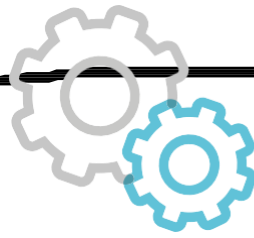
## KNOW IT

### Technical

1. How do I pass effectively?
2. How can I receive the ball?
3. How can I attack space effectively?
4. What methods can I use to score?
5. How do I create space?

### Health, Fitness & Well-Being

6. How can exercise help improve my well-being?
7. How do we warm up?
8. What physical benefits does a warm-up bring?
9. How can I train for invasion sports, like football?
10. What are the principles of training?



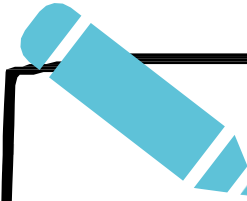
## THINK IT

### Technical

1. What type of pass is most appropriate in small spaces?
2. Describe three things a player should do to show they are ready to receive the ball.
3. Why is attacking space important?
4. Where should you aim when shooting in football?
5. Give an example of creating space for your sport.

### Health, Fitness & Well-Being

6. What benefits do you get out of playing invasion games?
7. What 3 components of a warm-up should be used?
8. How will this develop your body to gain an advantage?
9. How can this be applied to your play?



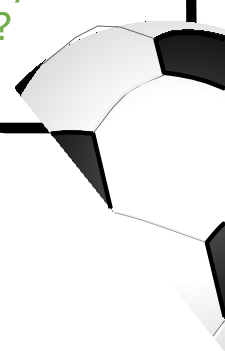
## GRASP IT

### Technical

1. Why is it important to give a pass appropriate accuracy and power?
2. How can signally be used to receive the ball in a game situation?
3. What are your three main options when you receive the ball in space?
4. Explain 3 ways to score points in rugby.
5. Why is good \_\_\_\_\_ at creating space in the game?

### Health, Fitness & Well-Being

6. How do you think sport will help you at school?
7. Create a warm-up plan for you to use before a competitive match.
8. Why is muscular endurance a benefit for invasion sports?
9. What will happen to my body if I keep overloading my training?



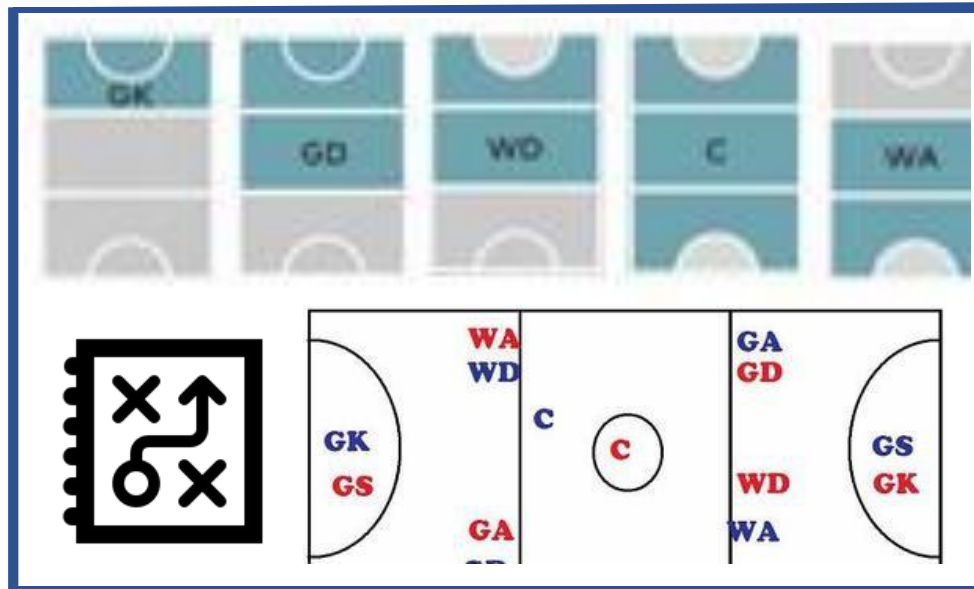
# Physical Education: Netball

## 1. RULES

- **Centre pass:** After each goal is score, play restarts with a centre pass.
- **Contact:** you must not interfere with play by touching, or pushing an opponent.
- **Footwork:** You must not move your landing foot or take 3 steps whilst in possession of the ball
- **Held ball:** You can only hold the ball for 3 seconds
- **Obstruction:** You must be 1 metre away from your opponent before your arms go up and over the ball.
- **Offside:** If you go in an area you're not allowed in, the umpire will call you offside
- **Replaying the ball:** You must not pick the ball up or bounce the ball if you have dropped it.



## 2. COURT & POSITIONS



## 3. WOW WORDS

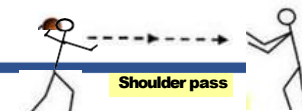
Passing  
Contact  
Defence  
Dodging  
Footwork  
Held Ball  
Interception  
Landing  
Offside  
Pivot  
Replaying the ball  
Shoulder pass  
Change of direction  
Marking  
Obstruction

## 4. REGULATIONS

- 2 teams of 7 players
- A netball court is 30.5m long and 15.25m wide. The longer sides are called the side lines and the shorter sides the goal lines.
- **Scoring** 1 goal each time the ball passes through the net
- Each team will have the following position;  
GK- goal keeper, GD- goal defence, WD- wing defence,  
C centre, WA- wing attack, GA- goal attack GS- goal shooter

## 5. EXTRA CURRICULAR ROUTES

- Sutton Town Netball Club;
- [SUTTON TOWN home page \(hitssports.com\)](http://hitssports.com)
- Birmingham Netball Association (15+)
- [Senior Clubs - Birmingham Netball](#)
- Sutton Royals Netball Club
- [Home - Sutton Royals Netball Club](#)
- Wyndley Netball Club
- [Wyndley - Netball West Midlands](#)







## KNOW IT

### Technical

1. What are the three types of pass?
2. How can I receive the ball?
3. How can I attack space effectively?
4. What players can I use to score?
5. What player can go in all three thirds of the pitch?

### Health, Fitness & Well-Being

6. How can running help improve my well-being?
7. How do we warm up for netball?
8. What physical benefits does a warm-up bring?
9. How can I train for invasion sports, like netball?
10. What are the principles of training?



## THINK IT

### Technical

1. What type of pass is most appropriate in small spaces?
2. Describe three things a player should do to show they are ready to receive the ball.
3. Why is attacking space important as a goal attack?
4. What order of play should you go through? Start from the GK.
5. Give an example of creating space for your sport.

### Health, Fitness & Well-Being

6. What benefits do you get out of playing invasion games like netball?
7. What 3 components of a warm-up should be used?
8. How will this develop your body to gain an advantage in netball?
9. How can this be applied to your game?
10. What is your favourite position & why?



## GRASP IT

### Technical

1. Why is it important to give a pass appropriate accuracy and power?
2. How can signaling be used to receive the ball in a game situation?
3. Who are your main options when you restart from a centre pass?
4. Explain 3 patterns to score points.
5. Why do GS need to be good creating space in the game?

### Health, Fitness & Well-Being

6. How do you think this sport will help you at school?
7. Create a warm-up plan for you to use before a competitive match.
8. Why is muscular endurance a benefit for invasion sports?
9. What will happen to your understanding if you play in all the different positions?



# Religious Education: Who am I?

## 1. Who Am I?

- ♦ **Fact:** a thing that is known or proved to be true. E.g. the bible is a holy Christian book.
- ♦ **Opinion:** a view or judgement formed about something, not necessarily based on fact or knowledge. E.g. it is wrong to live with your partner prior to marriage.
- ♦ **Belief:** an acceptance that something exists or is true, especially one without proof. E.g. prayer can make things happen.

## 2. Who Is My Neighbour?

- A person who lives very close to you.
- The **Parable of the Good Samaritan teaches children a vital lesson in kindness and generosity.**
- This story illustration will help children remember the importance of helping those who are having a hard time whether they are like us or not.



## 3. What Is My Community?

Community cohesion refers to the aspects of togetherness and bonding exhibited by members of a community, the 'glue' that holds a community together.

**In the Islamic faith Ummah** or Umma **means** community or people. When it comes to **Islam**, it **means** the whole community of Muslims bound together by ties of religion

## 4. WOWWORDS

**Christianity:** Churches

**Islam:** Mosque

**Judaism:** Synagogue

**Sikhism:** Gurdwara

**Hinduism:** Mandir

**Buddhism:** Vihara

## 5. Belonging

- Belonging is about having a secure relationship with or a connection with a particular group of people.  
Belonging:
- Helps form your identity
- Help you feel part of something bigger and more important
- Is a human need, just like food, water and shelter
- Is a sense of fitting in, like you are a member of an important group.
- Not belonging can lead to isolation and depression.

## 6. How Will I Be Remembered?

- A eulogy, or funeral speech, is an **opportunity to pay tribute to the person who has died**, by giving a short speech about their life and what they meant to you. It's regarded as an honour to be asked to give a eulogy for a loved one or friend.



## KNOW IT

1. What are the definitions of fact, opinion and belief?
2. Why is belonging important to people?
3. What is Sukkot to a Jewish person?
4. What is the lesson that can be learnt from the parable of the 'Good Samaritan'?
5. What is a eulogy?
6. Where would you go to practice the following faiths?
  - ♦ Christianity
  - ♦ Buddhism
  - ♦ Islam
  - ♦ Hinduism
  - ♦ Sikhism
  - ♦ Judaism
7. What is Ummah?
8. What can bring a community together?



## THINK IT

Why is giving a eulogy an honour?  
Why is belonging very important for everyone?  
What does the parable of the Good Samaritan teach us?

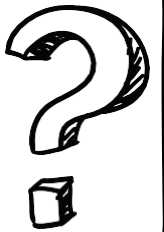


## GRASP IT

1. Identify all of the different groups that you belong to.

**For one of the groups that you have identified:**

2. Why are you a member of this group?
3. What do the members of this group all have in common?
4. How does it make you feel to be part of this group?
5. How would it make you feel if you could no longer be part of this group?



# Science: Cells and Organisation

## 1. The Skeletal System

Together all the **bones** in your body make up your **skeleton**. Bone is a living tissue. The skeleton has four main functions: 1) support 2) protect vital organs

3) help the body move 4) make blood cells  
**Joints** occur where two or more bones join together.

Three types of joint are: 1) **hinge** joints 2) **ball and socket** joints 3) **fixed** joints. To stop bones rubbing together they are covered with **cartilage**. Bones are held together by **ligaments**.

Muscles are a type of tissue which is made up of lots

of muscle **cells**. They are attached to bones by **tendons**. Antagonistic muscles are muscles that work together in pairs e.g. biceps and triceps.

When one muscle **contracts**, the other **relaxes**.

All living organisms are made of **cells**. They are the smallest units found in an **organism**.

## 2. Cell Structure

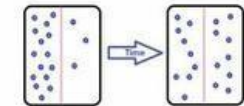
Structure	Function	Animal Cells	Plant Cells	Bacterial Cells
1. Nucleus	Contains the <b>genetic information</b> that controls the functions of the cell.	Y	Y	
2. Cell Membrane	Controls what <b>enters &amp; leaves</b> the cell.	Y	Y	Y
3 Cytoplasm	Where many cell activities & reactions happen.	Y	Y	Y
4 Mitochondria	Provides energy from aerobic respiration.	Y	Y	
5 Ribosomes	Make proteins- site of <b>protein synthesis</b> .	Y	Y	Y
6 Chloroplast	Where <b>photosynthesis</b> occurs.		Y	
7 Vacuole	Use to store water & other chemicals as <b>cell sap</b> .		Y	
8 Cell Wall	<b>Strengthens &amp; supports</b> the cell (made of cellulose in plants)		Y	Y
9 DNA Loop	A loop of DNA <b>NOT</b> in a nucleus.			Y
10 Plasmid	A <b>small circle of DNA</b> , may contain genes associated with antibiotic resistance.			Y

## 3. WOW WORDS

Substances move in and out of cells by **DIFFUSION**.

Diffusion is the movement of **PARTICLES** from a place where they are in a high **CONCENTRATION** to a place where they are in a low concentration.

The concentration of a substance means the number of particles of a substance present in an area.



## 4. Microscopes and Magnification

To see a very small object in detail, you need to use a **microscope**. This **magnifies** the image using lenses. Looking carefully and in detail at an object is called making an **observation**. To calculate total magnification:

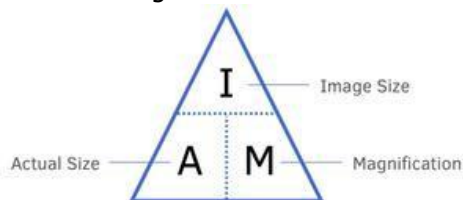
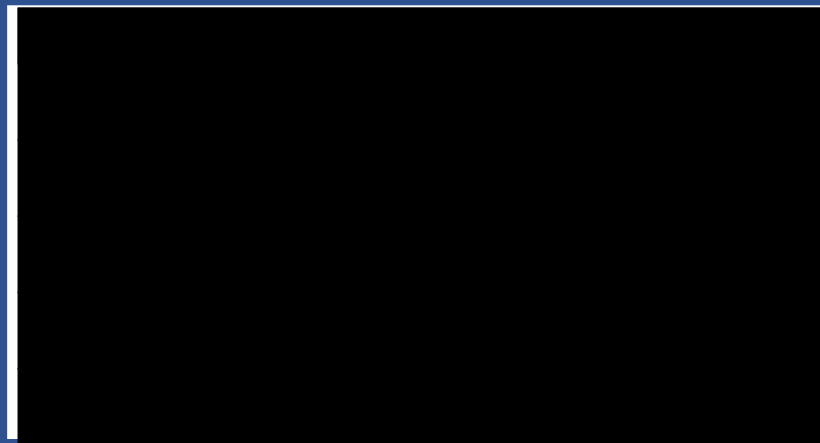
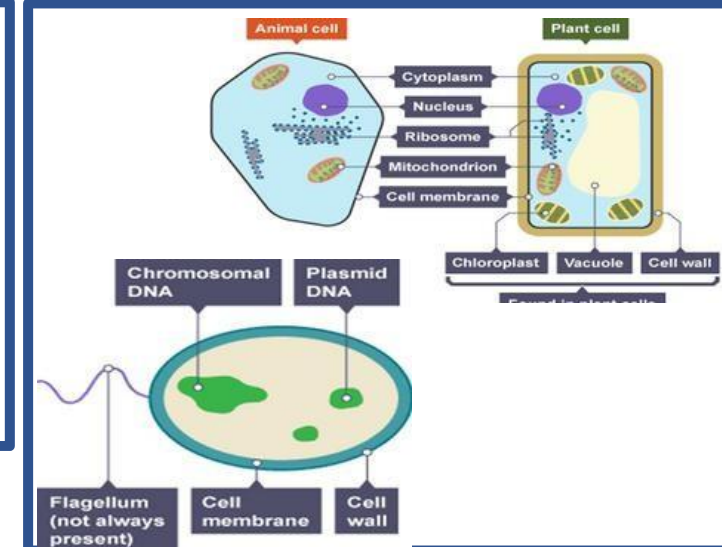


Fig 2. Formula Triangle for Magnification.

## 5. Specialised Cells



## 6. Labelling Cells





## KNOW IT




## THINK IT

1. Explain how a root hair cell is adapted for its function.
2. Explain how a sperm cell is adapted for its function.
3. Explain how a palisade cell is adapted for its function.
4. Describe what diffusion is.
5. Describe the the factors that could affect the rate of diffusion.
6. Describe two examples of diffusion in plants and animals.
7. Describe how you would view plant cells under the light microscope.
8. Explain why iodine is added to your plant cell sample when viewing plant cells under the microscope.
9. Write the equation for calculating magnification.
10. State the names of the three types of joints in the human body



## GRASP IT

1. Describe the organisation of a multicellular organism
2. Explain how a cell becomes specialised.
3. Explain why plant cells contain organelles that animal cells do not.
4. Write a comparison of plant cells, animal cells and bacteria cells.
5. Compare the light microscope and the electron microscope.
6. Explain the importance of diffusion in animal or plant cells
7. Explain why root hair cells do not contain chloroplasts.
8. Describe the importance of ligaments.
9. Explain two examples of cells which have high numbers of mitochondria.
10. Explain how antagonistic muscles work

# Science: Forces

## Forces Section 1

Forces can be measured using a newton meter. Forces are measured in newtons (N).

Contact forces occur when objects are touching, for example:

- friction
- drag forces (air resistance and water resistance)
- support forces (e.g., reaction forces)

Non-contact forces work at a distance, for example:

- gravity
  - magnetic force
  - electrostatic force
- Forces always occur in pairs. The pairs are called interaction pairs.

## Section 3 Floating and sinking

If the upthrust is larger than the weight of the object, the object will rise.

If the upthrust is less than the weight of the object, the object will sink.



## Section 2 Balanced and unbalanced forces

When forces acting on an object are the same size, but acting in different directions, we say that they are balanced

When forces are balanced, the object is either not moving (stationary) or moving at a constant speed

When the two forces acting on an object are not the same size, we say that the forces are unbalanced

When forces are unbalanced, the object will either be in acceleration or deceleration

The resultant force is the difference



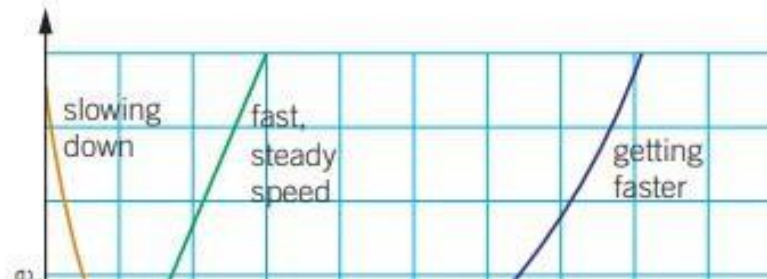
## Section 4 Speed distance graphs

Speed is a measure of how quickly or slowly that something is moving.

We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds

We calculate speed with the following formula:  $\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$

Distance-time graphs tell the story of a journey, they show how much distance has been covered in a certain period of time



## 3. WOW WORDS

**Forces:** Forces can make things speed up, slow down, change direction or change shape

**Newtons:** The units for measuring forces **Mass** The amount of matter something is made of

**Weight:** The force that acts on a mass because of gravity:

**Balanced forces:** When opposing forces on

an object are equal.

**Unbalanced force:** When opposing forces on an object are unequal

**Resultant forces:** The overall result of the forces on an object – It is represented as a number/arrow

## Section 5 Weight and mass

Weight and mass

Mass is the amount of 'stuff' something is made of – it is measured in kilograms (kg). Weight is a force so it is measured in newtons.

$\text{weight (N)} = \text{mass (kg)} \times (\text{N/kg})$

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

Your weight depends on the gravitational field strength but your mass

is the same everywhere.



## KNOW IT

1. What are units for force?
2. What instrument is used to measure force?
3. Identify forces?
4. Describe the effect of forces on objects?
5. Describe the difference between contact and non-contact forces?
6. Identify some contact forces?
7. Identify some non-contact forces?
8. Describe the difference between a balanced and an unbalanced force?
9. What is the equation used to measure speed?
10. How are forces represented in diagrams?
11. Describe what arrows show on force diagrams?
12. Identify variables.
13. Describe the difference between variables?



## THINK IT

1. Describe why objects float?
2. Describe why objects sink
3. What is meant by the resultant force?
4. Explain the difference between mass and weight?
5. Describe the motion of the following object:
  - a.) the forward thrust on a car is greater than air resistance?
  - b.) the air resistance is greater than forward thrust?
  - c.) the forward thrust and air resistance are equal.
6. Calculate the speed of the following objects:
  - a) Calculate the speed of a sprinter who ran 100m in 15 seconds.
  - b) A car travels a distance of 100 metres in 20 seconds. What is the speed of the car?
  - c) A bike travels at a speed of 20 m/s for 20 seconds. How far does the bike travel in this time?

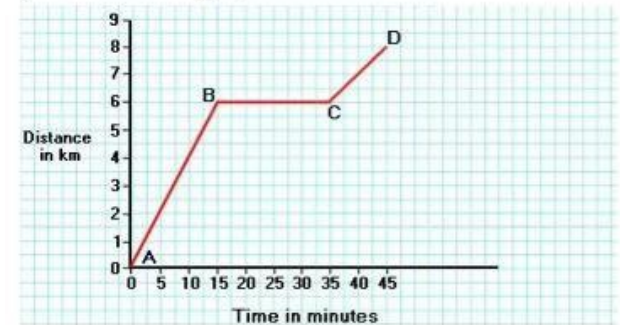


## GRASP IT

1. What is density?
2. How is density calculated?
3. Calculate the density of the different objects

Object	Mass (g)	Volume (cm <sup>3</sup> )	Density (g/cm <sup>3</sup> )	Sink/float
Iron	140	60	2.33	
Cork	0.9	1.9	0.47	
Polystyrene	1.1	2.3	0.48	
Perspex	50.7	30.2	1.67	
Wood	0.7	1.2	0.58	
	67.8	41.0	1.65	

4. Explain the journey of the car, at point A-D on the speed distance graph?



5. Calculate the average speed?
6. At which point will the car travel the fastest?

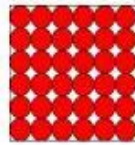
# Science: Particles

## 1. The Three State of Matter

Materials come in 3 different forms - solid, liquid and gases. These are what we call the 3 states of matter. The particles in a solid are held by strong forces of attraction. They cannot move, they vibrate around a fixed position. Liquids are also held together by strong forces of attraction between the particles. They can move so they don't have a fixed shape. They can fill the bottom of the container. The particles in a gas have weak forces between the particles.

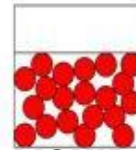
## 2. Properties of the States of Matter

The solids, liquids and gases can be recognised by their different properties. A property describes what a substance looks like or how it behaves.



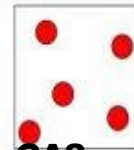
**SOLID**

Fixed shape  
Fixed volume  
Cannot be compressed



**LIQUID**

Can flow  
Fixed volume  
Take the shape of the container  
Cannot be compressed



**GAS**

Take the shape of the container  
Can be compressed  
Hard to store

## 3. WOW WORDS

**Melting** = A solid turning into a liquid.

**Evaporation** = A liquid turning into a gas.

**Freezing** = a liquid turning into a solid.

**Condensing** = a gas turning into liquid.

**Property** = describes what something looks like or how it reacts.

**Atom** = the basic unit of matter.

**Molecule** = Two or more atoms chemically joined together.

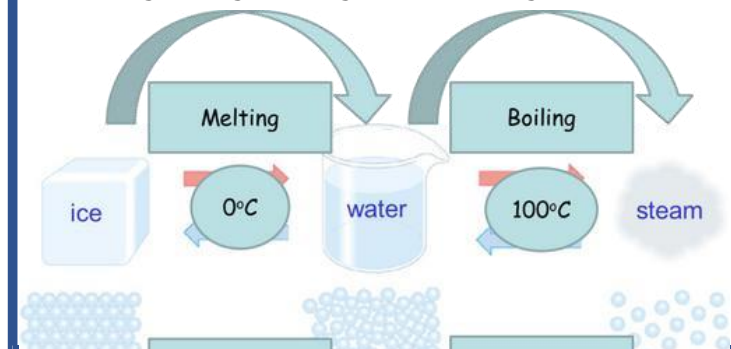
## 4. Physical changes

Solids, liquids and gases can change state e.g. a solid can change into a liquid and back again. When a solid is heated, it makes the particles move more and weakens the forces holding the particles together and eventually they break free forming a liquid. If we continue heating it, the particles move even faster and the forces holding the liquid together weaken and break free forming a gas.

When you freeze water, the particles **expand**. The particles within it **slow down** due to the decrease in temperature.

## 5. Changing state

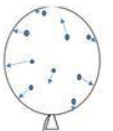
The model shows the four process of changing state. They are melting, boiling, freezing and condensing.



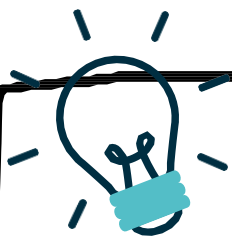
## Diffusion and Gas Pressure

Gas Pressure is due to the particles hitting a surface. Increasing the temperature can increase the pressure because the particles move more and hit the wall harder. The gas particles have lots of energy and can move freely. These push against the sides of the balloon.

Diffusion is the particles spreading out. The particles move from an area of high concentration to low concentration. An example of this is smell spreading through a room. The factors that can increase diffusion are temperature, concentration and surface area.

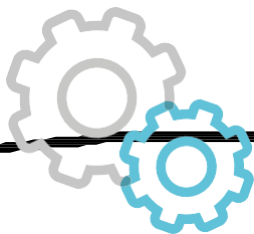






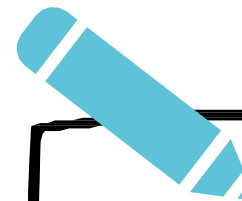
## KNOW IT

1. What is a molecule?
2. Draw a model of a solid.
3. Draw a model of a liquid.
4. Draw a model of a gas.
5. What happens to the particles when energy is given?
6. Identify the name of the process when a solid turns to a liquid.
7. Identify the name of the process when a gas turns to a liquid.
8. Identify the name of the process when a liquid turns to a gas.
10. Identify the name of the process when a solid turns to a gas.



## THINK IT

1. Describe the arrangement of particles in a solid.
2. Describe the arrangement of particles in a liquid.
3. Describe the arrangement of particles in a gas.
4. Describe the movement of particles in a solid.
5. Describe the movement of particles in a liquid.
6. Describe the movement of particles in a gas.
7. Explain how gases exert pressure
8. Describe how particles move via diffusion
9. Explain how particles change state from solid to liquid with reference to energy.
10. Explain how particles change state from gas to liquid with reference to energy.



## GRASP IT

1. Explain whether you think slime is a solid or a liquid.
2. Explain how increasing the number of particles in a container increases the pressure.
3. Explain why higher temperature increases the rate of diffusion.
4. What is the difference between evaporation and boiling.
5. Research three examples of substances that sublime.
6. Explain why particles in gaseous state diffuse quicker than those in a liquid state
7. Explain why placing an empty bottle with the lid on in a freezer makes it collapse?
8. Explain how pressure increases with an increase in temperature.
9. Explain why a balloon increases in size when you blow more air into it.
10. Explain why race car technicians put a lower air pressure into their tyres before a race.

# Science: How Science Works.

## SECTION 1: Variables

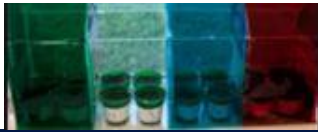
Before you start an experiment, you need to know what you are trying to find out and work out what your variables are. We need to change and control the right variables to get valid results. Look at the example below:

In this experiment I want to see how different coloured light affects plant growth.

**Independent variable** – colour of light

**Dependent variable** – growth of plant (e.g. I could measure the height of each plant every week)

**Control variables** – I need to make sure that nothing apart from the light is affecting the plants growth so I need to control other factors such as room temperature, soil type and amount of water they are given.



## SECTION 2: Writing a suitable method

It is important to write detailed step-by-step methods for all scientific experiments. This is so that other scientists can repeat your experiments later to see if your data is reproducible.

For this experiment the method might look like this:

1. Collect the 4 different coloured Perspex containers and place them in the same part of a room so that the temperature is the same in each box
2. Number each plant pot with a different number from 1-16. Measure the height of each plant and record the results (they should all be roughly the same height)
3. Place 4 plant pots into each coloured Perspex container. Give each plant 30ml of water per day.
4. Measure and record the height of each plant at the same time every week for 6 weeks.

## 3. WOW WORDS

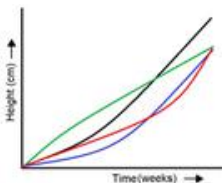
- ◆ **Variables** – things that can change during your experiment
- ◆ **Independent variable** – the thing you deliberately change to see its effect
- ◆ **Dependent variable** – this changes depending on your independent variable, this is the variable that you measure
- ◆ **Control variable** – these are the things that you try to keep the same throughout the whole experiment so that your test is reproducible.
- ◆ **Diagram** – a labelled scientific drawing
- ◆ **Method** – a list of step-by-step instructions that tell you how to do an experiment
- ◆ **Results** – your results are your observations and measurements of your dependent variable
- ◆ **Analysis** – once you have your results you should look for patterns or trends. It is often useful to draw a graph to make it easier to spot these. This is called your analysis
- ◆ **Conclusion** – a conclusion explains what we have learnt from an experiment, for example, how the independent variable affects the dependent variable
- ◆ **Evaluation** – your evaluation should discuss the strengths and limitations of your experiment and suggest how you could improve your results or take your research further.

## SECTION 3: Analysing data and drawing conclusions

We need to **analyse** our results to understand what they mean. In this experiment we had 4 plants in each coloured box so we could calculate the average height for the plants in each box (by adding their heights together and dividing by 4) each week. Or we could work out the amount of growth each week rather than the total height, and again average it for each colour.

Finally, we can display our results in a chart or graph. The graph below shows the average plant height against time for plants in each coloured block.

From these results we can see that plants grow quicker in green light at first. Growth in red and blue light is slower to start with but speeds up later and plants in the clear block grew tallest overall.



## SECTION 4: Evaluating your work

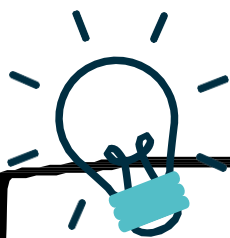
Once you have analysed your results it is important to think about your next steps. Let's look at this experiment again.

The **control variables**: To make this test fairer we could control more of the environmental variables such as:

**Temperature** (by measuring the temperature in each box at set intervals to ensure that they are the same, and taking steps to correct it if they are not)

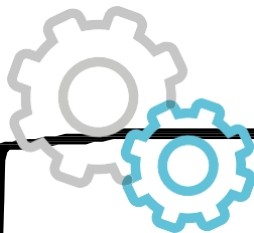
**Amount of light** (by using an electric light source in an otherwise dark room for example rather than sunlight which can vary)

**Our next steps**: We could use our observations about the different coloured light to design a new experiment where we try to achieve maximum plant growth by changing the light colours at different development stages.



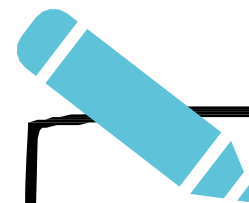
## KNOW IT

1. What is the independent variable?
2. What is the dependent variable?
3. List any control variables
4. Write a simple method
5. Draw a simple results table
6. How many times do you think you should do the experiment?
7. What kind of chart or graph could you use to display your results?
8. How could you improve this experiment?



## THINK IT

1. List as many control variables as you can and explain how we will control them
2. How will we accurately measure the dependent variable?
3. Explain why it is important to repeat the experiment more than once.
4. Write a step-by-step method for this experiment that could be accurately followed by someone else, include all measurements.
5. Draw a results table, make sure you include room for working out the mean average for your results.
6. Explain how you will display and analyse the results from your experiment.
7. How can you make sure that your results are repeatable?
8. How can you make sure that your measurements are precise and accurate?



## GRASP IT

1. Find out what the following key terms mean: Precise, accurate, repeatable, reproducible, systematic error, random error. Write definitions for each of these terms and give an example relating to this experiment.
2. Design a complex results table capable of recording several different surface areas (such as halved and quartered tablets as well as powdered) and multiple repeats for calculating a mean average.
3. Carry out research to find out why increasing the surface area of a solid affects the rate of a reaction (link to particle theory)
4. Think about some of the variables you have said you are going to control. Carry out research to see how your experiment might be affected if you don't control them.
5. Carry out research to find out why crushing a solid increases its surface area (link to particle theory)
6. Will your experiment yield categoric or continuous data? What is the best way to display this type of data? Why?

# Technology: Technical Drawing

## 1. Technical Drawing

**Technical drawing** is a style of drawing used by **designers** and **engineers** to **communicate** design ideas to a **client** or **manufacturer**.

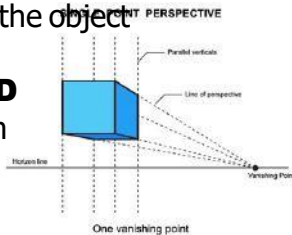
It is used to produce **3D** and **realistic** drawings. You will learn 2-point perspective, 1-point perspective and Isometric style. To draw complex **3D** shapes you must be able to draw simple **2D** shapes accurately.

We **measure** using **millimeters** in design and technology for accuracy. Specialist tools and equipment: **ruler**, **protractor**, **set square** and **isosketch**.

## 4. 1-Point Perspective

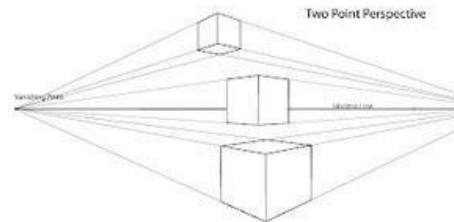
**1-Point perspective drawing rules:** draw the **horizon line**, plot the **vanishing point**, draw the **frontal plane**, draw lines from **corners/edges** of the front plane to **recede** back to the VP, add **depth** to the object.

- Make it **3D**.  
Objects appear **3D** and **realistic** from the **viewpoint** of **one person**.



## 2. 2-Point Perspective Drawing

**2-Point perspective drawing rules:** draw the **horizon line**, plot the **vanishing points**, draw the **front edge** of the shape, draw lines from the top and bottom of the front edge to **recede** back to **both VP's**, add **depth** to the object – make it **3D**. Objects appear **3D** and **realistic**.

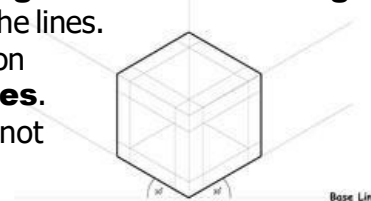


They can be drawn at **different levels: above, on or below** the horizon line to show different **views** of the product. These **rules/guidelines** can be followed for drawing both **shapes** and more **complicated products**.

## 5. Isometric Drawing

**Isometric drawing rules:** draw a reference line **horizontally**, draw the front edge **vertically**, mark out **30 degrees** and draw a line through, draw a "Y" shape, by marking out **30 degrees** in the other direction, draw **two straight lines** the **same length** as the **front edge**, join the lines.

All lines will be **parallel** on the same drawing **planes**. Objects will look **3D** but not **realistic**.



## 3. WOW WORDS

**Horizon Line** = A temporary horizontal line drawn across the page to set the height the viewer will see your drawing.

**Vanishing Points** = The point where all lines converge and disappear.

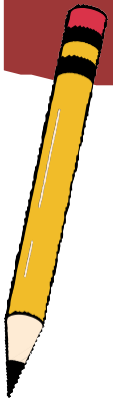
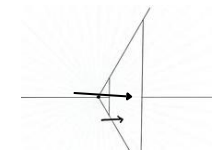
**Parallel** = Two lines that will never meet.

**Construction lines** = Lines which are drawn to help build the shape, these should be drawn lightly so that they can be removed.

**Isometric** = equal measurements or dimensions.

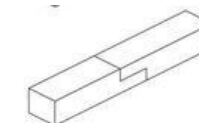
**Millimeters** = 10mm = 1cm

**Plane** = A face of a shape/ an axis to draw on

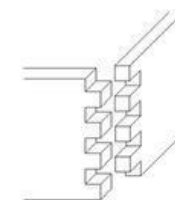


## 6. Wood Joints

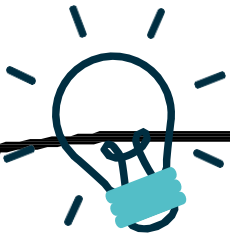
Wood joints are a traditional method of **joining timber**. There are a range of different joints that can be used for different situations that provide a variety of levels of **strength**. Joints are often **glued** to make them **secure** and **permanent**.



Half-lap joint

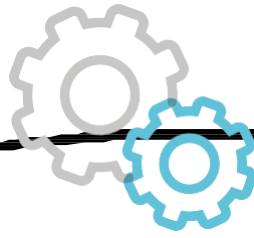


Finger/comb joint



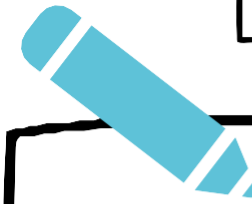
## KNOW IT

1. Explain what technical drawing is.
2. Explain what industries use technical drawing and why.
3. Measure and draw out 2D shapes accurately.
4. State the rules of 2-point perspective drawing.
5. State the rules of 1-point perspective drawing.
6. State the rules to draw in isometric.
7. State the angles associated with isometric drawing.
8. State the names of specialist tools and equipment needed to complete these drawings.
9. State how to measure using a ruler and in what measurements we use in design and technology.
10. How to work out the area of a shape.
11. How to convert centimetres into millimetres.
12. How to use angles on a protractor.



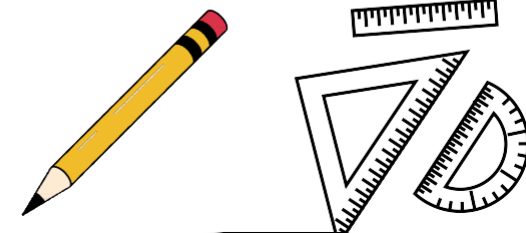
## THINK IT

1. Can you draw out basic shapes in 2D accurately?
2. Can you follow the rules of 2-point perspective drawing to draw basic shapes in different dimensions: 40mm cube, 20 x 60mm cuboid?
3. Can you follow the rules of 1-point perspective drawing to draw basic shapes in different dimensions: 10mm cube, 15 x 35mm cuboid, 50mm triangular prism?
4. Can you follow the rules of isometric drawing to draw basic shapes in different dimensions? Cube: 50, 65, 90mm.
5. Can you render (colour using shade and tone) basic shapes in 3D to show light, dark and shade on a 3D object?
6. Consider the purpose of 2-point perspective drawing?
7. Consider the purpose of 1-point perspective drawing?
8. Consider the purpose of isometric drawing?



## GRASP IT

1. Draw out a 2D square in 20mm, 40mm 65mm.
2. Break down complex shapes into simple shapes and follow the rules of 2-point perspective to draw products, draw a table.
3. Break down complex shapes into simple shapes and follow the rules of 1-point perspective to draw to products, draw a chair.
4. Break down complex shapes into simple shapes and follow the rules of isometric to draw products, draw a mobile phone.
5. Add detail, material finish (timber, plastic, metal), patterns and logos to products in the correct drawing style following the relevant rules.



# Mathematics: