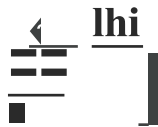


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# Independent Study Booklet

## Year 7 Terms 5 & 6



### Independent study:

Completing Independent Study work that is linked to the learning in your lessons can increase the progress you make at school by an average of five months. (Education Endowment Foundation, 2001)



### At MWA students must:

- Complete independent study tasks to the best of your ability
- Submit work by the deadline set by your teacher
- Ask your teacher if you don't understand what to do
- Attend any support sessions offered by your teacher



### Your teachers will:

- Set independent study tasks on **Class Charts** for you to complete
- Check that you know how to complete independent study tasks.
- Award positive points for completed tasks



### Your parent/guardian could:

- Check what independent study you've been set
- Support you to complete your independent study at home
- Help you find a quiet space at home to complete your independent study

## Independent Study at MWA by subject:

Subject	What sort of Independent study tasks will be set on ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
English	Approximately 30 minutes per week. You should work independently to learn new vocabulary and revise core knowledge	<ol style="list-style-type: none"> <li>1. Read a wide variety of texts</li> <li>2. Build a portfolio of creative writing pieces</li> <li>3. Use Seneca to consolidate learning</li> </ol>	Use the knowledge organisers and your books to revise core knowledge and skills.
Maths	Approximately 1 hour per fortnight (30 minutes each week). Your Maths teacher will always set a study task on SPARX	<p>Complete the extra tasks on the SPARX landing page:</p> <ol style="list-style-type: none"> <li>1. XP Boost-extra questions at the same level of difficulty</li> <li>2. Target- extra questions at a higher level of difficulty</li> </ol>	You will be able to find a revision list for your next assessment on ClassCharts. The list contains some codes that you can enter in the independent learning section on SPARX
Science	Approximately 30 minutes per fortnight. Complete the fortnightly key word and questions sheet.	Self-quizzing using the Science knowledge organisers	Self-quizzing using the Science knowledge organisers
Geography	Approximately 30 minutes per fortnight -you should focus on learning the key words in the Geography knowledge organiser	<p>Complete the following courses on Seneca  <a href="https://www.seneca.co.uk/learn/igcse/igcse-geography/igcse-geography-1">https://www.seneca.co.uk/learn/igcse/igcse-geography/igcse-geography-1</a></p> <ol style="list-style-type: none"> <li>1. Geography skills</li> <li>2. Geography of the world</li> <li>3. Glaciers</li> <li>4. Rivers</li> <li>5. Analysis of Russia</li> </ol>	Learn key words from the knowledge organiser. Look over the content list and revision materials provided on ClassCharts.

Subject	What sort of Independent study tasks will I be set on ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
History	Spend approximately 30 minutes a fortnight using your knowledge organiser to make flashcards to help prepare for the in-lesson quiz	Use BBC Bitesize or youtube videos to improve your knowledge of your current topic. Links can be found on Classcharts	Use the revision PowerPoints on Classcharts to make mindmaps and flashcards. Learn the keywords and events on the knowledge organisers
Languages	Spend at least 30 minutes per fortnight learning phrases from the knowledge organiser which we have studied in class	Spend some time practicing French or Spanish on Linguascope. <a href="http://www.lingo360.com">www.lingo360.com</a>	Revise the vocabulary from the knowledge organiser using mind maps and flashcards
		Username: mwa Login: happyhippo88	
DT/Food	You should be measuring and weighing your ingredients in preparation for your next food practical lesson	Use your knowledge organiser to help you revise for your next assessment	Use your knowledge organiser to help you revise for your next assessment
Art	For approximately 30 minutes every fortnight complete extension and embedding tasks or preparation tasks for your next art lesson	Improve your drawing skills - start with simple exercises, like sketching basic shapes or practicing shading then move onto simple still life arrangements	Continue practicing your drawing - it will strengthen your hand-eye coordination and fine motor skills
Music	For approximately 30 minutes per fortnight use the knowledge organisers to revise for music quizzes	If you have an instrument at home - practice! Use BBC Bitesize Music resources to explore as broader range of music as possible.	Book a practice room during social times to rehearse and prepare for performance assessments (the rooms are popular so be quick)
Dance & Drama	Drama - you will be expected to learn lines and rehearse performances Dance - you will be expected to rehearse choreography to prepare for performances	Approach Mrs Gwilliam (Dance) or Mrs Coomer (Drama). Use BBC Bitesize to access additional online revision.	Use the knowledge organisers to revise key content in preparation for a test

# Monkton Wood Maths Department

**Sparx**

## Independent Study

For all Independent study at both KS3 and KS3 we use an online platform called Sparx.

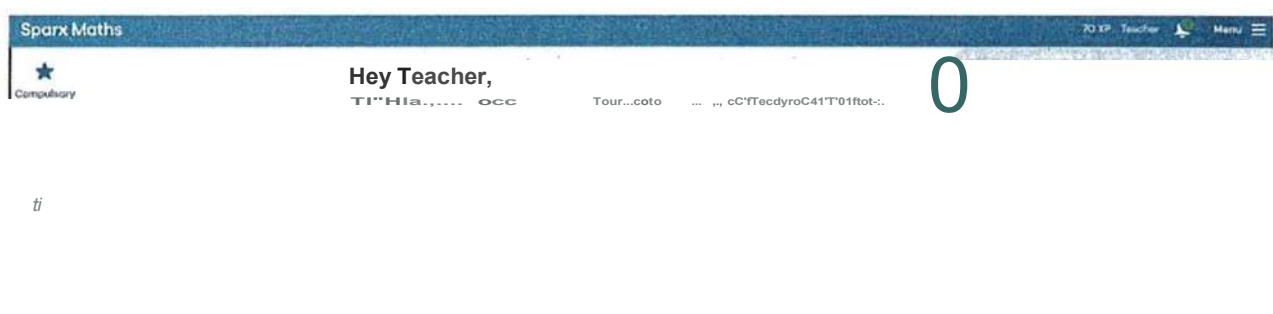
Students have been created their own personal account using their name and date of birth and will have created their own password. Students are able to request a password reset should they forget their details.

Sparx is an intelligent online platform that sets the students work based on topics that they have previously covered in lessons. So that students continue to build on their previous knowledge it sets 40% of the questions on previously taught retrieval practice and 60% of the questions cover the most recent topic.

Sparx calculates what 1 hour of differentiated homework looks like for each student and will set them a range of questions that it deems to be at an appropriate level for the students. Week by week it adapts based on the work that they have completed.

We have seen that if parents are 'too helpful' with completing the tasks then it will instinctively increase the difficulty in the following weeks.

Every question on the platform comes with an associated help video, that gives the students modelled examples to support them if they get stuck.



The landingpage will allow the students to access a range of tasks.

- Compulsory is the homework that **must** be completed. **The students need to get 100% of the questions correct to successfully complete their independent study.**
- XP Boost is an optional set of questions for additional practice at the same level.
- Target is an optional set of questions at a higher level.

If students struggle, we ask them to speak to their Maths teacher, who can find ways to help them complete these tasks.

Please email any enquiries about this to:

**maths.mwa@mwa.clf.uk**



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## Maths: Year 7 - T5 and T6

APRIL					MAY			JUNE	
Wk32	Wk33	Wk34	Wk35		Wk36	Wk37	Wk38	Wk39	
HOLIDAY	Units of measure	Properties of shapes the symmetry			Perimeter & area		HOLIDAY	Circle area and circumference	AP3 Written Assessment
JUNE					JULY				
Wk41	Wk42	Wk43	Wk44	Wk45	HOLIDAY				
Reteach	Circle area and circumference		Coordinate grids & horizontal/vertical line graphs						
APJ Written Assessment	(AP3 - Data drop 3/7/25)								

Units of measure: Learning objectives	Sparx code
Using appropriate units	M487
Estimating and measuring length	M443
Estimating and measuring mass	M924
Estimating and measuring capacity	M454
Estimating and measuring length, mass and capacity	M828
Converting units of time	M515
Converting units of length	M772
Converting units of mass	M530
Converting units of capacity	M530
Properties of shape: Learning objectives	Sparx code
Properties of parallel and perpendicular lines	M814
Properties of triangles and quadrilaterals	M276
Line symmetry and rotational symmetry	M523
Perimeter and area: Learning objectives	Sparx code
Perimeter using grids	M920
Perimeter of 2D shapes	M635
Perimeter of compound shapes	M690
Area using grids	M900
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapeziums	M705
Area of compound shapes	M269
Circle area and circumference: Learning objectives	Sparx code
Identifying parts of a circle	M595
Circumference of a circle	M169
Area of a circle	M231
Coordinate grids and line graphs: Learning objective	Sparx code
Reading and plotting coordinates	M618
Solving shape problems with coordinates	M230
Plotting horizontal, vertical and diagonal lines	M797

### 1. What is science?

- Science is about finding explanations for why things happen or what makes things work.
- An explanation is not a guess, there has to be some basis for it.
- Careful observation, including measurement where possible, can suggest what may be happening.
- In some cases it is possible to make a change and observe what happens.

### 4. Repeats, repeatable and reproducible

**Repeating** an experiment enables us to calculate an **average** and shows the experiment is **repeatable**. A measurement is **repeatable** if the same scientist uses the same method and gets the same result.

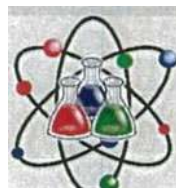
- What people expect to happen can influence what they observe. It is good for the same experiment to be **repeated** by a different person. If they get the same result then the measurement is **reproducible**.

### 6. Graphs

- Data can be displayed in a graph to help identify trends or correlations. Data points should be marked with a cross. The plotted points should fill at least half the paper. Axes should be labelled with the variable and the unit. The line of **best fit** can ignore anomalous data and can form a curve, not just a straight line.

### 2. Hypothesis and prediction

- A **hypothesis** is a possible **explanation** or reason for why something happens. A prediction is what a scientist thinks will happen if the independent variable in an experiment is changed.



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*Ks3 Science*  
**Scientific method**



### 7. Averages and decimal places

- Calculating an **average** in science usually involves finding the **mean**, but can also include the **mode** or **median** value.
- When calculating a mean, make sure the answer never has more decimal places than any of the data values you used.
- When rounding up, use the deciding digit to decide whether to round up or down.

### 3. Variables

- The **independent variable** is the variable the scientist changes to observe what happens.
- The **dependent variable** is the one which is measured to see if changing the independent variable had an effect.
- The **control variables** are kept constant so that the result can only be the effect of changing the independent variable.

### 5. Recording data

- Data should be recorded during any practical work; this is normally in a table. Tables should have:
  - **Clear headings** with **units**
  - **Independent variable** in the first column
  - **No units** in the body of the table
  - Consistent number of **decimal places**

### 8. Conclusion and evaluation

- A conclusion contains a description and explanation of any trends or patterns in the data. It also looks back at the hypothesis and related prediction to see if they were correct.
- An evaluation looks at the data to see how precise or accurate it is. It identifies any anomalous data and identifies sources of error in the method.



## 1. Magnetic Materials

Most materials are not **magnetic**, but some are. A magnetic material can be magnetised or will be attracted to a magnet. These metals are magnetic:

- Iron
- Cobalt
- nickel

Steel is mostly iron, so steel is magnetic too.

26	27	28
<b>Fe</b>	<b>Co</b>	<b>Ni</b>
Iron	Cobalt	Nickel

## 2. Permanent magnets

A bar magnet is a permanent magnet. This means that its magnetism is there all the time and cannot be turned on or off. A bar magnet has two magnetic poles:

- north pole (or north-seeking pole)
- **south pole** (or south-seeking pole)



## 3. Attract or repel?

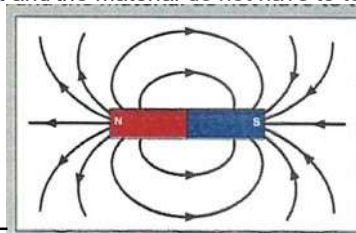
Magnets have two poles, a North pole (N) and a South pole (S).

- opposite poles attract (N and S)
- like poles repel (N and N, ORS and S)

How can you test if a piece of metal is actually a magnet? Seeing if it sticks to a magnet is not a good test, because unmagnetised iron, steel, cobalt and nickel objects will also do this. So you can only show that an object is a magnet if it **repels a known magnet**.

## 4. Magnetic fields

A magnet creates a magnetic field around it. You cannot see a magnetic field, but you can observe its effects. A force is exerted on a magnetic material brought into a magnetic field. The force is a **non-contact force** because the magnet and the material do not have to touch each other.



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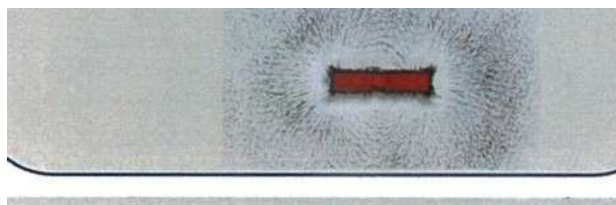
*KS3 Science*  
**Magnetism**



## 5. More Magnetic Fields

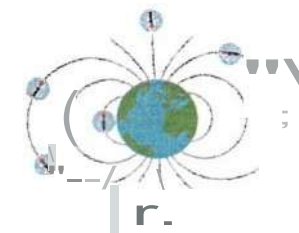
Although we cannot see magnetic fields, we can detect them using iron filings and plot them with a plotting compass

- field lines point from north to south pole
- field lines are more concentrated at the poles.
- The magnetic field is strongest at the poles, where the field lines are most concentrated.



## 6. The Earth's Magnetic Field

The Earth behaves as if it contains a giant magnet. It produces a magnetic field in which the field lines are most concentrated at the poles. This magnetic field can be detected using magnetic materials or magnets.



## 7. Navigating with a compass

A compass comprises:

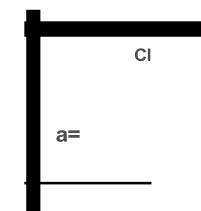
- a magnetic needle mounted on a pivot (so it can turn freely)
- a dial to show the direction



The north pole (north-seeking pole) of the compass needle points towards the Earth's north pole. If the needle points to the N on the dial, you know that the compass is pointing north. This lets you navigate outdoors using a map.

## 8. Electromagnets - extra content

When an electric current flows in a wire, it creates a magnetic field around the wire. This effect can be used to make an **electromagnet**. A simple electromagnet comprises a length of wire turned into a coil and connected to a battery or power supply.



## 1. Electric current

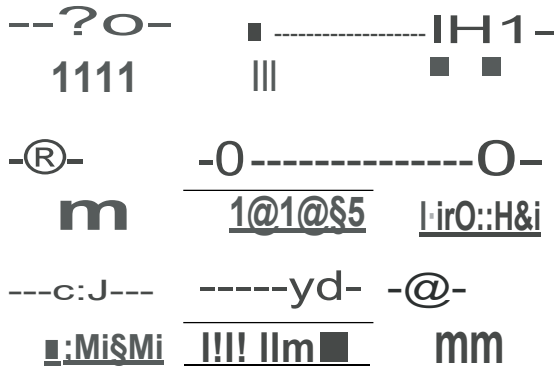
An **electric** current is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:

- something to transfer energy to the electrons, such as a battery or power pack
- a complete path for the electrons to flow

To do something useful with the electric current, you need to put an electrical component into the circuit (such as a lamp), that can use the current in a useful way



## 2. Circuit symbols



## 3. Current

Current is a measure of how much electric charge flows through a circuit. The more charge that flows, the bigger the current.

Current is measured in amperes (amps), the symbol is A.

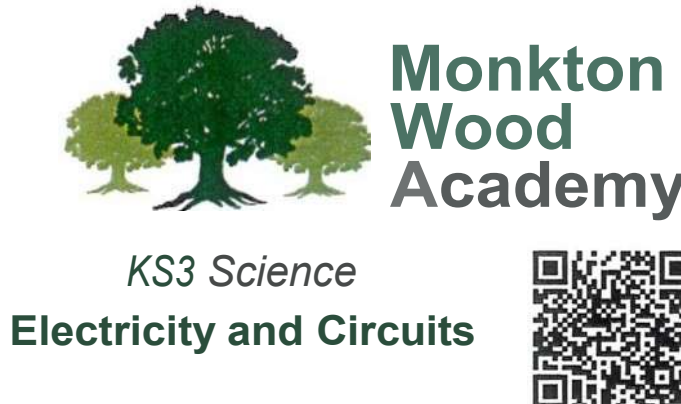
To measure the current flowing through a component in a circuit, you must connect the ammeter in **series** with it.

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D

## 4. Potential difference

Potential difference is a measure of the difference in energy between two parts of a circuit. The bigger the difference in energy, the bigger the potential difference. Potential difference is measured in **volts**, the symbol is V. Potential difference is measured using a device called a **voltmeter**, unlike an ammeter, you must connect the voltmeter **in parallel** to measure the potential difference across a component in a circuit.

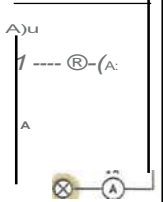


## 6. Parallel Circuits

Components in parallel circuits are connected on different branches of the circuit.

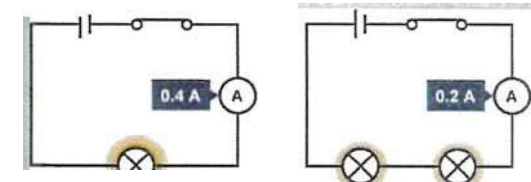
If one component connected in parallel fails, the other components are not affected. Current is shared between the components in a parallel circuit.

Parallel circuits are useful if you want to switch components on and off independently, our homes are wired this way.



## 7. Resistance

The wires and the other components in a circuit reduces the flow of charge through them. This is called resistance. The unit of **resistance** is the **ohm**, and it has the symbol  $\Omega$ . Resistance increases if you add more components to a circuit.



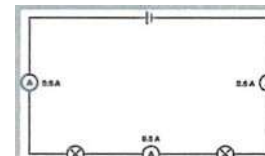
## 5. Series circuits

A series circuit contains components connected one after the other, like the episodes of a series on TV.

In series circuits, if one component fails, all the components stop working.

Current is the same everywhere in a series circuit.

Current is shared between the Components in a series circuit. Series circuits use less **wire** than parallel circuits.

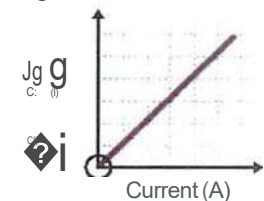


## 8. Calculating resistance

The equation for calculating resistance is:

**Resistance = current x potential difference**

If you plot a graph of current against potential difference for a wire, you get a straight line.





## 1. Safety



Irritant

Corrosive

- When handling acids and alkalis in the lab we need to take safety precautions, for example wearing goggles.
- Concentrated Acid is corrosive, and will destroy skin cells.
- Dilute acids have lots of water added, they are an irritant and cause redness or blistering of the skin.

## 2. Acids {pH 1-6}



- Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen ( $H^+$ ) ions.
- Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

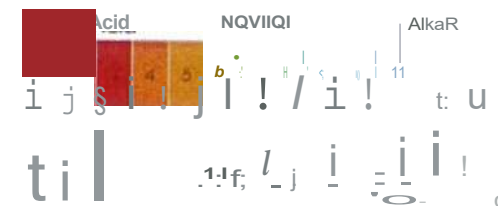
## 3. Alkalis {pH 8-14}



- Alkalis, are a family of chemicals that have a soapy feel, they are also corrosive, examples of these are toothpaste, soap and oven cleaner.
- Alkalis contain Hydroxide ( $OH^-$ ) ions.
- Alkalis are bases that dissolve in water. Therefore not all bases are alkalis.

## 4. pH Scale

- The pH scale measures the strength of acids and alkalis, it runs from 0-14
- neutral solutions are pH 7 exactly
- acidic solutions have pH values less than 7
- alkaline solutions have pH values more than 7
- the closer to pH 0 you go, the more strongly acidic a solution is
- the closer to pH 14 you go, the more strongly alkaline a solution is



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Acids & Alkalis



## 5. pH Indicators

- Indicators** are chemicals that show whether a substance is an **acid** or an **alkali**
- There are many different indicators, for example **litmus paper** and **universal indicator**
- There are also natural indicators such as red **cabbage**



Litmus Paper



Liffila Ulln.dwtlin u...p .....  
...1111r1NMcsawIDIII oppe,n,,...



## 6. Neutralisation

- A chemical reaction happens if you mix together an acid and a base. The reaction is called **neutralisation**. A neutral solution is made if you add just the right amount of acid and base together.
- Neutralisation reactions form **salts** the name of the salt depends on the name of the acid, and the metal in the base
- Hydrochloric acid makes "chlorides", Nitric acid make "nitrates", Sulphuric acid makes "sulphates"

General equations for neutralisation reactions:

Acid + Metal Hydroxide → Salt + Water

Acid + Metal Oxide → Salt + Water

Acid + Metal Carbonate → Salt + Water + Carbon dioxide

Farmers use lime (calcium oxide) to neutralise acid soils. Your stomach contains hydrochloric acid, too much of this causes indigestion. Antacid tablets contain bases to neutralise the extra acid. Wasp stings are alkaline, they can be neutralised using vinegar.

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## Mali

<b>50s onwards</b> Islam spreads to areas of Africa with some parts converting, following the death of Muhammad	<b>1235</b> Kingdom of Mali founded by Sundjata Keita	<b>1255</b> Sundjata Keita dies	<b>1312</b> Mansa becomes Mansa (which means ruler)	<b>1324</b> Mansa Musa gains global recognition by performing Hajj - a pilgrimage to Makkah that all Muslims must do if they can	<b>1337</b> Mansa Musa dies and Mali starts to get weaker. People inside fight for control and it is attacked from outside.	<b>1469</b> The Kingdom of Songhay captures the city of Timbuktu from Mali
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## Geography: Year 7 - Unit 3

### How do rivers change the landscape of the UK?

<u>Word</u>	<u>Meaning</u>	<u>Word</u>	<u>Meaning</u>	<u>Word</u>	<u>Meaning</u>
<b>Evaporation</b>	water changing from a liquid to a gas (water vapour)	<b>Attrition</b>	material carried by a river hits each other and breaks down.	<b>Gorge</b>	created as a waterfall retreats. A vertical sided valley
<b>Condensation</b>	water changing from a gas to a liquid (water droplets)	<b>Solution</b>	rock dissolves due to a chemical action.	<b>Oxbow lake</b>	created when a meander is cut off
<b>Precipitation</b>	water falling from the atmosphere to the earth's surface (rain, hail, snow)	<b>Deposition</b>	when a river drops material	<b>Urbanisation</b>	towns and cities expanding in population
<b>Infiltration</b>	water soaking into soil	<b>Flood</b>	when a river bursts its banks	<b>Impermeable rock</b>	rock that doesn't let water through
<b>Interception</b>	Transpiration	<b>Hard engineering</b>	manmade structures to stop floods.	<b>Saturated ground</b>	ground that cannot hold any more water
<b>Ground water flow</b>	water moving underground in soil or rock	<b>Soft engineering</b>	working with nature to protect from flooding.	<b>Climate change</b>	enhanced by people. Warmer temperatures over time from greenhouse gases entering the atmosphere
<b>Surface runoff</b>	water flowing over the ground e.g. rivers	<b>Fluvial</b>	To do with rivers	<b>Flood storage area</b>	a field/ green area that is flooded instead of houses and businesses
<b>Source</b>	the start of a river	<b>Habitat</b>	- a location where there is a lot of plant and animal species	<b>Floodplain zoning</b>	having a green space next to the river that floods instead
<b>Mouth</b>	where a river meets the sea or a lake	<b>Leisure (or recreation)</b>	using an area for pleasure, like paddle boarding	<b>Weir</b>	a man made drop in a river to slow the flow downstream
<b>Watershed</b>	the outer edge of a drainage basin.	<b>Economic</b>	to do with money	<b>Embankments</b>	raised river banks to increase capacity
<b>Drainage basin</b>	the area of land drained by a river and its tributaries	<b>Environmental</b>	to do with the landscape	<b>River straightening</b>	removing meanders to get water away faster
<b>Tributary</b>	a small river that joins a larger river.	<b>River Long Profile</b>	how the river changes downstream	<b>Culvert</b>	an underground tunnel to take water away
<b>Erosion</b>	the wearing away of the land.	<b>Thalweg</b>	the fastest flow in a river		
<b>Hydraulic action</b>	the sheer force of the water eroding the land.	<b>Slip off slope / point bar</b>	deposition on the inside of the river bend		
<b>Abrasion</b>	material carried by a river hits the rock and breaks it	<b>Waterfall</b>	a landform created by a layer of hard rock on top of soft rock		

WHAT will PROGRESS look like in this unit?

Deepening- independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

- ☐ Accurately use 6 figure grid references and the key to locate physical features of a river and its human uses.
- ☐ Suggest valid reasons for human uses in each course of the river, linking it to the physical environment using contours and map symbols.
- 0 Explain in detail the link between human and physical causes of an increase in flood risk.
- 0 Evaluate the use of river management on a named river and make a well informed decision about the most appropriate strategies used.

On track- relative accuracy with occasional support

- 0 Accurately explain the processes that make up the hydrological cycle, evaporation, condensation, precipitation, interception, infiltration, transpiration and movement of water through the cycle.
- 0 Accurately identify and locate on a diagram the main features of a drainage basin such as watershed, mouth, source, tributary, confluence.
- 0 Accurately describe the processes of erosion and deposition on a river including attrition, hydraulic action, abrasion, and solution.
- 0 Accurately identify and explain the formation of the features of a river (including waterfalls, meanders)
- 0 Accurately identify the changes of the long profile of a river on an OS map (Upper, middle, lower), using a named river as an example and identifying both physical features and human uses.
- 0 Accurately use 4 figure grid references and the key to locate physical features of a named river and its human uses.
- 0 Explain the human and physical causes of flooding. (Heavy rain, steep slopes, impermeable rock, baked and saturated ground, urbanisation, deforestation).
- ☐ Describe the causes and impacts (social, economic, environmental) of flooding on a named river.
- ☐ Accurately explain the difference between hard and soft engineering.
- ☐ Accurately recognise and name examples of hard and soft engineering.
- ☐ Suggest why hard or soft engineering strategies may be more appropriate on a named river.

Yet to be on track- not independent and will require regular support

Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.

In addition, students may have needs around: numerical skills and literacy.

# Geography: Year 7 - Unit 4

## the geography of Russia

### What does it fit?

<u>Word</u>	<u>Meaning</u>	<u>Word</u>	<u>Meaning</u>	<u>Word</u>	<u>Meaning</u>
<b>Eurasia</b>	a term used to describe the combined continental landmass of Europe and Asia.	<b>Population density</b>	the number of people on average in a given area (usually 1 square km)	<b>Prevailing winds</b>	The most common wind direction
<b>Arctic Circle</b>	line of latitude at 66 degrees north of the equator.	<b>Sparsely</b>	few people live there.	<b>Industrial structure</b>	Amount of people employed in different job sectors such as primary, secondary etc.
<b>Biome</b>	Large community of plants and animal found in a major habitat such as the rainforest	<b>Densely</b>	lots of people live there.	<b>Climate change</b>	Greenhouse gasses causing the enhanced greenhouse effect, causing our Earth to warm
<b>Climate</b>	the average weather conditions over 30 years	<b>Economic activity</b>	something that makes money.		
<b>Climate graph</b>	a graph showing the temperature and rainfall for a location over a year.	<b>Opportunity</b>	something good - positive factors		
<b>Vegetation</b>	plants	<b>Challenge</b>	something bad - negative factors.		
<b>Range</b>	the difference between the highest and lowest	<b>Steppe</b>	a large area of flat unforested grassland in south-eastern Europe or Siberia.		
<b>Nature reserve</b>	an area of land managed to protect its physical features.	<b>Tundra</b>	a vast, flat, treeless Arctic region of Europe, Asia, and North America in which the subsoil is permanently frozen.		
<b>Biodiversity</b>	the number of different plant and animal species in an area.	<b>Deciduous forest</b>	deciduous trees which lose their leaves seasonally		
<b>Adaptation</b>	how plants and animals have changed to survive in a particular environment.	<b>Taiga forest</b>	coniferous forests consisting mostly of pines, spruces, and larches		
<b>Permafrost</b>	a layer of permanently frozen ground.	<b>Distribution</b>	The spread of something, where it is		
<b>Population distribution</b>	the spread of people in an area	<b>Altitude</b>	How high up something is		

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

- ☐ Create their own valid animal/plant and explain how its characteristics allow it to survive in the tundra biome.
- ☐ Have an extensive knowledge of Russia's physical geography to explain why people live where they do.
- ☐ To assess how the physical geography of Russia has influenced its human geography.
- ☐ Evaluate the physical and human geography of Russia and explain how they link to provide both opportunities and challenges.

On track - relative accuracy with occasional support

- ☐ Accurately name examples of Russia's neighbours, physical features and human features.
- ☐ Explain the relationship that Russia's physical features has on its human landscape.
- ☐ Know and recognise the 5 major types of biome in Russia - tundra, taiga, Steppe, Semi-arid, deciduous forests.
- ☐ Accurately interpret climate graphs to work out the temperature range and total annual rainfall.
- ☐ Understand which factors affect climate - altitude, latitude, ocean currents and distance from the sea.
- ☐ To assess the importance of different environments in Russia.
- ☐ Accurately locate, describe and assess the importance of a variety of landscapes in Russia and their need for protection.
- ☐ Describe and explain at least 5 characteristics that will allow a plant and animal to survive in the tundra biome.
- ☐ Explain how the size of Russia provides opportunities and challenges for the population and economy.
- ☐ Accurately use a choropleth map to describe the population distribution of Russia
- ☐ Explain why the size and climate of Russia has an impact on its economic growth due to resources, industry type and transportation
- ☐ Assess the physical and human geographical opportunities and challenges for Russia.

Yet to be on track - not independent and will require regular support

Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.

In addition, students may have needs around: numerical skills and literacy.



# The Tempest by William Shakespeare

Sebastian	Alonso's brother
	Alonso's son
Antonio	Prospero's brother. Antonio stole Prospero's title as Duke of Milan.
	the old counsellor to the King of Naples
W	a drunken butler
Trinculo	a jester
-	the rightful Duke of Milan
-	Prospero's daughter
Ariel	an airy spirit; a slave of Prospero's who earns his freedom
Caliban	a savage and deformed slave of Prospero's; a native of the island

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the **Jacobean** era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras. This play was written for James I so he would have been trying to please him as his patron.

fil

"in my false brother/  
Awaked an evil  
nature." (Prospero,  
I.ii)

Prospero's disappointment and hurt after his brother's betrayal is apparent through the use of the adjective "false." At a time when religion was so central to life, the adjective "evil" reinforces this hatred, linking Antonio's actions to those of the devil.

## Key Vocabulary

### colonialism

when one country establishes itself in another country. When someone **colonises** a new country, they are called a **coloniser**. The original inhabitants of the land are called **natives**.

### usurp

to take control of someone else's power when you do not have the right to. Someone who usurps is called a **usurper**.

### tempest

a violent storm.

### treason

a crime that harms your country or government. Someone who commits treason is a **traitor**.

### nurture

to encourage or support the development of someone or something.

### callous

when someone is cruel and does not care about other people.

### pathos

a situation that makes us feel sympathy or sorrow.

### dual nature

having two sides to your 'nature' or personality

### tragicomedy

a play that has some features of a tragedy and some features of a comedy.



"Be not afeard.  
The isle is full  
of noises,  
Sounds, and  
sweet airs, that  
give delight  
and hurt not."  
(Caliban, III.ii)

Most people in the Jacobean audience would have never travelled, let alone abroad, thus the island upon which the play is set is exotic and exciting. The "noises" native to the island would have been foreign to the audience in a similar way to Stephano and Trinculo. The use of sibilance adds a sinister undertone as the unknown and 'other' were perceived as dangerous and scary. This could also reflect the supernatural living on the island.



## Key Themes

### Justice

The play is focused around the key storyline of the protagonist seeking justice for being usurped by his own brother in Milan. However, Prospero is hypocritical as he finds no injustice in usurping Ariel and Caliban and enslaving them on the island. Prospero uses magic and manipulation to encourage the audience to sympathise with him and ultimately manages to achieve justice without any bloodshed by the denouement of the play. At this point, he embraces the Christian value of forgiveness before reasserting his place as Duke of Milan.

### Supernatural

Prospero's thirst for knowledge about magic is what lost him his position as Duke of Milan. His cloak, books and staff symbolise his knowledge and power and are ultimately destroyed at the denouement of the play to symbolise his reintegration to civilised society. Prospero uses his knowledge to control the magical sprite Ariel to commit a number of magical acts in the name of justice, from starting the tempest to becoming a harpy. King James I would have been particularly interested, having written a book about the power of the supernatural in *'Deamonologie'*.

### Social status

Jacobean society relied heavily on the feudal system, which placed wealthy Kings and noblemen above women and the working class. Being a black, deformed character from a foreign land would have made Caliban a member of the underclass, deserving no more respect than a beetle. The ignorance of Jacobean society meant there was little chance of moving up in social status, which is why Stephano is so excited to have a servant in Caliban. Colonisation made this possible, as men of varying classes went on explorations to New Worlds that they could take over and rule, imposing their own European cultures on natives.



"You are three men of sin, whom  
Destiny,  
That hath to instrument  
this lower world...  
Hath caused to belch up you;...  
...you 'mongst men Being most  
unfit to live." (Ariel III.iii)

Taking a Godly status in the play, Prospero uses Ariel in the climax of the play to commit his ultimate act of judgement. Appearing in the form of a harpy (a creature from Greek mythology who carried souls to the underworld), Ariel reminds Antonio, Alonso and Sebastian of their wrongdoings against Prospero and warns them that they shall be punished for their actions. After this, Prospero is able to forgive and move on.

**In patriarchal, Jacobean England**, a woman's role was to find a suitable husband and bear children. Aristocratic fathers would select the best match for their daughters based on who would benefit them the most. Social status was important, as was maintaining and increasing your family's fortune!

**Italian city states - A**  
city-state is an area that  
is ruled by a major city.  
During the Elizabethan  
and Jacobean era, Italy  
wasn't one unified  
country, but a number  
of small independent  
city-states.

## The Tempest (I.i)

Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

## After the Storm (I.ii)

From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

## Ariel and Caliban (I.ii, cont./11.i)

Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

## Kind Alonso (11.i)

King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.

## Caliban, Stephano and Trinculo (II.ii, III.ii)

The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.

## Ferdinand and Miranda (I.ii, 111.i)

Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

## The End (IV.i, V.i)

A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.

## Epilogue

Prospero dedares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.



"You taught me language, and my profit on't Is I know how to curse." (Caliban to Prospero, I.ii)

When colonising New Wor1ds, Europeans imposed their own cultures and languages on the natives, considering them to be far superior. This caused tension between the colonisers and the colonised who were becoming displaced on their own homelands. This is reflected through the relationship between Caliban and Prospero.

Sea exploration was booming in the Elizabethan era as P.eople 'discovered' new P.arts of the world. Queen Elizabeth I was obsessea with their discoveries and was happy to gavy for their travels. Led by her example, the rest of tfe country were also fascinated by their stories and goods.

## Year 7 Drama - Live Theatre Evaluation

This term you will discover how to Describe, Explain, Analyse and Evaluate a piece of Live Theatre from a Drama point of view.

### Physical Skills

### Description

- 1 **Gesture** A wave or a point
- 2 **Mannerisms** Habits that a particular character has.
- 3 **Body Language** Closed or open to show emotion
- 4 **Facial Expressions** Showing and emotion with the face
- 5 **Proxemics** The distance between two characters, tells the audience how they feel
- 6 **Gait** The way a character walks e.g. narrow or wide
- 7 **Posture** Are they standing tall and confident, or are they hunched
- 8 **Eye Contact & Eye Line** Looking into another character's eyes. Where the character is looking.

### Vocal Skills

9	<b>Accent</b>	shows where the character is from
10	<b>Volume</b>	How loudly or softly you speak
11	<b>Diction/clarity</b>	How clearly you speak
12	<b>Tone</b>	How the voice conveys emotion
13	<b>Pitch</b>	High or low voice
14	<b>Pace</b>	Speed of delivering dialogue
15	<b>Pause</b>	A gap in the dialogue (line) used for dramatic or comedic effect
16	<b>Intonation</b>	where the pitch goes up at the end of a sentence e.g. a question
17	<b>Timing</b>	considered carefully for effect
18	<b>Emphasis</b>	where a word or sound is exaggerated for effect

### Stage

This is the different parts of the stage. Stage Positions are always from the actor's point of view.

### Positions

This is the different types of staging used for a performance.

### Still Image

This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.

### Thought Tracking

This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.

### Stock character

This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.

### Split-stage

This is where the stage is split in two to show a different location or time.

### Narration

This is where a narrator tells the audience what is happening in a scene or performance.

UR UC

Rd  
DRO L

Audience

Proscenium Arch Thrust Stage Theatre in the Round

Traverse

Prom nad

Genre

- 27 **Naturalistic** Realistic performance
- 28 **Physical Theatre** Performance where the body is at the heart of the storytelling
- 29 **Musical Theatre** Performance that involves singing, dancing and acting.
- 30 **Docu Drama** A piece of theatre based on a real life event
- 31 **Tragedy** A sad or shocking performance
- 32 **Historical** A performance set in a particular time period

# Knowledge Organiser ..... Year 7

## Nutcracker! By Matthew Bourne

Choreographer - Matthew Bourne

Dance Company - New Adventures

First Performed - 1992

Themes - Love, Fantasy, growing up and dreams

Accompaniment - Classical music, played by an orchestra, composed by Tchaikovsky

Costumes - designed by Anthony Ward

Set - designed by Anthony Ward

Lighting - designed by Howard Harrison

Number of dancers - 24

Dance style - Contemporary & Ballet

Choreographic style - A reworking of the traditional ballet, narrative & comic, influenced by film & theatre.



Choreographic processes - how we make a dance

Generating  
Developing  
Structuring

Structuring devices and form

Beginning/  
middle/end  
Logical  
sequence  
Transitions

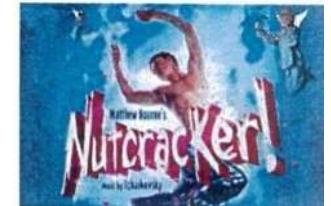
Communication of choreographic intent - what does the choreographer want the audience to see?

Mood(s)  
Meaning(s)  
Idea(s)  
Theme(s)  
Style/ Style fusion(s)

Choreographic devices - how we develop a dance

Motif and development  
Repetition  
Unison and canon

Motif - a phrase of movement that communicates a theme or idea!



**Actions- WHAT the body does**

Travel  
Turn  
Elevation/Jump  
Gesture  
Stillness  
Use of different body parts  
Floor work  
Transfer of weight/Balance

**Relationships - WHOM we dance with**

Lead and follow  
Mirroring  
Contact  
Formations

**Space - WHERE the body moves**

Levels  
Directions  
Size  
Pathways

**Dynamics - HOW the body moves**

Fast  
Slow  
Strong  
Light  
Flowing  
Abrupt



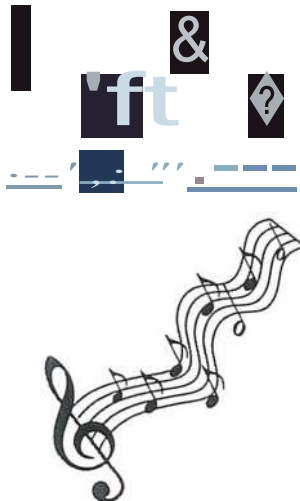
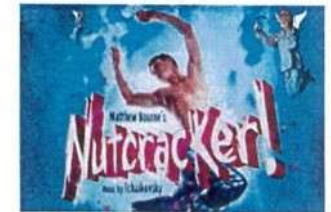
# What we need to know about how professional choreographers create their work\

Performance environments - where dances are performed

Proscenium Arch (traditional theatre)  
End Stage (audience on one side only)  
Site-Sensitive (performed in non-theatre spaces)  
In-the-round (audience sits in a circle around the performance)

Features of production - the elements that complete a performance

Staging/set - what we see on stage or in the performance  
Lighting- e.g. colours  
Costumes - footwear, masks, make up and accessories  
Dancers- number and gender  
Dance for camera - e.g. angle, special effects



Aural settings - what we hear

Song  
Instrumental  
Orchestral  
Spoken word  
Silence  
Natural sound  
Found sound  
Body percussion

Effects on choreography

.Mood and atmosphere  
Contrast and variety  
Structure  
Relationships to theme/ idea



## 7.2 People around me French Vocab List

ue	!...se s:tu?	.What do you think?
J'ado-reOO -		I love
J'alme 0		I like
Je n'alme pas Q		I don't like
Je teste Q Q		I hate
Amon avis		In my opinion
Je pense que		I think that
Je crois que		I believe that
Seton moi		According to me

Tu escommenJI	e a...	I have... He has /she has...
les cheveux		hair
longs		long
courts		short
raides		straight
boucles ondules		curly wavy
Afro/crepus blonds		afro blond
chatains		light brown
les yeux		eyes
brun		brown
verts fonces noirs grls		green dark black grey
Je suis...		I am ...
Il/ elle est		He/she is...
grand (e)		tall
pétit (e)		short
gros(-se)		fat
mince		thin
de taille moyenne		medium size

### Tues comment?

#### Decris-toi

Je suis...

Gentil (-le)

**Agréable**

Joyeux (se)

Bavard(e)

Beau/belle

Amusant (e)

Fort (e)

**Mignon(ne)**

Joli(e)

Jeune

Parfait (e)

Rapide

Riche

**Sage**

Timide

**Travailleur(se)**

Triste

**Vieux (vleille)**

Ennuyeux(se)

**Casse-pieds****Sérieux (se)**

Difficile

**Severe****Moche****Bruyant**

Impoli(e)

Horrible

**Paresseux(se)****Gourmand(e)****Sportif(ve)****Sympa**

### What are ou like?

#### Q escri yourself

I am ...

Kind

Pleasant

Happy

Chatty

Beautiful

Fun

Strong

Cute

Pretty/Handsome

Young

Perfect

Fast

Rich

Wise

Shy

Hard working

Sad

Old

Boring

Annoying

Serious

Difficult

Strict

Ugly

Noisy

Rude

Horrible/ Awful

Lazy

Greedy

Sporty

Nice

### Extra detail

Je porte

J'ai

Des lunettes

Despierings

Le voile

Des lentilles

Des taches de

rousseur

Une cicatrice

Une barbe

Une moustache

### Extra detail

I wear

I have

glasses

piercings

a hijab

contact lenses

freckles

a scar

a beard

a moustache

### Connectives

Mais

Pourtant

Aussi

En plus

Parce que/car

Et

### Connectives

But

However

Also

Furthermore

Because

And

### Quelle est ta nationalite?

Je suis...

Anglais(e)

Fran is(e)

**Beige**

Suisse

Allemand(e)

Espagnol(e)

Somalien(ne)

Polonais(e)

Portugais(e)

Bangladais(e)

Chinois(e)

Italien(ne)

Gallois(e)

Pakistanais(e)

Cossais(e)

Irlandais(e)

Américain(e)

### What is our nationalite?

I am ...

English

French

Belgian

Swiss

German

Spanish

Somalian

Polish

Portuguese

Bangladeshi

Chinese

Italian

Welsh

Pakistani

Scottish

Irish

American

### Intensifiers

Tres

Assez

Unpeu

Trop

Extremement

Tellement

### Intensifiers

very

quite

a bit

too

extremely

really



## People around me 7.2 Knowledge Organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets,



<u>Pronouns</u>	<u>Avoir - to have</u>	<u>être - to be</u>
Je (I)	J'ai (I have)	Je suis (I am)
Tu (you)	Tu as (you have)	Tu es (You are)
il (he), elle (she)	il a (he has), elle a (she has)	il est (he is), elle est (she is)
Nous (we)	Nous avons (we have)	Nous sommes (we are)
Vous (you) (pl)	Vous avez (you have) (pl)	Vous êtes (you are) (pl)
ils /elles (they)	ils ont /elles ont (they have)	ils / elles sont (they are)

To say "my" in French we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male or female doesn't change which word you use.

### Examples:

Mon père = my dad

Ma mère = my mum

Mes parents = my parents

	<u>Masc</u>	<u>Fem</u>	<u>Plural</u>
<b>my</b>	mon	ma	mes
<b>your</b>	ton	ta	tes
<b>his/her</b>	son	sa	ses

<u>Comparisons</u>	
Plus - more	Jean est plus intéressant que Paul
Moins - less	Paul est moins intéressant que Jean
<u>Superlative</u>	
Le /la plus- the most	Jean est le plus intelligent
Le /la moins - the least	Marie est la moins sympa
Je m'appelle - My name is / I am called	
Elle s'appelle - she is called	
Il s'appelle - he is called	
Ils s'appellent- they are called	

### Adjective agreement.

Remember adjectives have to agree with the noun. Normally you would add an 'e' to make the adjective feminine but check out the following rules...

est paresseux - elle est paresseuse  
 est sportif - elle est sportive  
 est travailleur- elle est travailleuse  
 est gentil - elle est gentille  
 est mignon- elle est mignonne  
 est **beau** - elle est **belle**  
 est **vieux** - elle est **vieille**  
 est sympa - elle est sympa

Qu'est-ce que tu aimes faire?	What do you like to do?
(i) Regarder la television	To watch TV
J) Ecouter de la musique	To listen to music
S Aller au cinema	To go to the cinema
Lire un livre	To read a book
Fol Faire du shopping	To go shopping
Aller au parc	To go to the park
W Aller au gymnase	To go to the gym
,l,i,i. Rencontrer des amis/copains	To meet up with friends
11111 Jouer du piano	To play the piano
Visiter ma famille	To visit family
.1111 Aller en ville	To go to town
I' Faire de la cuisine	To cook
.I Chanter	To sing
Nager	To swim
Faire mes devoirs	To do my homework
,/J Telecharger de la musique	To download music
I;J Surfer sur Internet	To surf the Internet
II Jouer aux jeux-videos	To play video games
Tchatter avec mes amis	To chat with my friends
m Prendre des photos	To take photos
g Regarder des videos marrantes	To watch funny videos
Envoyer des textos	To send texts
1<91 Acheter en ligne	To buy online
You(B Regarder des clips YouTube	To watch YouTube videos
Ecrire un email	To write an email
(;li Utiliser mon portable	To use my mobile phone

## 7.4 Free time FRENCH

Quel sport aimes-tu?
(i) Jouer au foot
o Jouer au rugby
Jouer au tennis
Jouer au golf
@ Jouer au volley
Jouer au basket
Faire du velo
Faire du ski
Faire du patin à glace
..ft_ Faire de la natation
Faire de la gymnastique
Faire de l'équitation
Faire de l'athlétisme
Qu'est-ce que tu aimes regarder?
J'aime regarder
Les actualités
riJ Les comédies
Les dessins animés
-- Les documentaires
(; Les émissions
M Les feuilletons
1&1 Les films d'amour
CU Les films d'action
Les films d'horreur
Les films policiers
Les jeux télévisés
i Les séries

What sport do you like?
To play football
To play rugby
To play tennis
To play golf
To play volleyball
To play basketball
To do some cycling
To do some skiing
To do some ice skating
To do some swimming
To do some gymnastics
To do some horse-riding
To do some athletics

### What do you like to watch?

I like to watch
The news
Comedies
Cartoons
Documentaries
Programmes
Soap operas
Romantic films
Action films
Horror films
Detective films
Game shows
Series

Cabot  
learning  
Federation



JIQ>/PG  
? ? • O  
CH@'''

### Normalement

### D'habitude

### Tous les jours

### Deux fois par semaine

### De temps en temps

### Rarement

### Souvent

### Quelquefois / parfois

### When?

Normally

Usually

Every day

Twice a week

From time to time

Rarely

Often

Sometimes

fait beau

fait chaud

fait froid

fait 25 degrés

fait mauvais

pleut

neige

il y a du vent  
il y a des nuages

il y a des orages

il y a du brouillard

il y a du soleil

### What is the weather like?

It is good weather

It is hot

It is cold

It is 25 degrees

It is bad weather

It is raining

It is snowing

It is windy  
There are clouds

There are storms

It is foggy

It is sunny

Sports and other hobbies with opinions+ infinitives including jouer and faire Weather.



Pronouns	Finir- to finish	Jouer - to play	Vendre- to sell	Faire -to do
je(I)	Je finis- I finish	Je joue- I play	Je vends- I sell	Je fais - I do Tu fais -you do Il/elle/on fait - he/she does/we do Nous faisons -we do Vous faites -you (pi) do Ils/elles font - they do
tu (you)	Tu finis- you finish	Tu joues -you play	Tu vends- you sell	
il (he), elle (she), on (we)	il/elle/on finit - He/she/we finishes	il/elle/on joue - He/she/we play	il/elle/on vend- he/she/we sell	<p>Now you should be able to create some of your own questions using the question words below.</p> <p>Quand?-When? Qui?-Who? Où?-Where? Combien?- How many? Qu'est-ce que...? What? Comment? - How? Pourquoi?-Why? Que?-What? Quel(le)?-Which?</p>
nous (we)	Nous finissons- we finish	Nous jouons - we play	Nous vendons- we sell	
vous (you) (pl. or formal)	Vous finissez- you finish (pl. or formal)	Vous jouez -you play (pl. or formal)	Vous vendez- you sell (pl. or formal)	
ils/elles (they)	ils/ elles finissent- they finish	ils/ elles jouent- they play	ils/elles vendent- they sell	

When writing in French, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. tres, assez
- Comparisons
- Rather than just using 'je', write verbs using other pronouns

## 7.2 People around me

### Spanish Vocab List

Me encanta QΩ  
Megusta Q  
Nomegusta Q  
Odlo/detesto Q Q  
En mi opinion  
Piensoque  
Creo que

What I love  
I like  
I don't like  
I hate  
In my opinion  
I think that  
I believe that  
According to me

Segunyo

¿Cómo eres?	What are you like?	
Tengo / Tiene	I have...	He/she has...
El pelo	hair	
Largo n	long	
Corto	short	
Liso @	straight	
Rizado @	curly	
Ondulado	wavy	
Afro n	afro	
Rubio	blond	
Castano	light brown	
Losojos @®	eyes	
Azules	blue	
Marrones ••	brown	
Verde ✖ <ll' -1t	green	
Oscuros 00	dark	
Negros 00	black	
Grises	grey	
Soy...	I am ...	
El es / ella es... I	He/she is...	
Alto/a II	tall	
Bajo/a ft.	short	
Gordo/a ♦	fat	
Delgado/a f	Thin	

¿Cómo eres?

Describe

Soy  
Amable/simpatico/a

Agradable

Contento/a

Hablador/a

Guapo/a

Divertido/a

Fuerte

Mono/a

Bonito/a

Joven

Perfecto/a

Rapido/a

Rico/a

Sabio/a

Timido/a

Trabajador/a

Triste

Viejo/a

Aburrido/a

Pesado/a - molesto/a

Serio/a

Ditcil

Estricto/a

Feo/a

Ruloso/a

Maleducado/a

Horrible

Perezoso

Goloso/a

Deportivo/a

Emocionante

What are you like?

/Q yourself

I am ...

Kind

Pleasant

Happy

Chatty

Beautiful

Fun

Strong

Cute

Pretty/Handsome

Young

Perfect

Fast

Rich

Wise

Shy

Hard working

Sad

Old

Boring

Annoying

Serious

Difficult

Strict

Ugly

Noisy

Rude

Horrible/Awful

Lazy

Greedy

Sporty

Exciting

Extra detail

Llevo  
Tengo  
Gafas  
Piercings  
El hiyab  
Lentillas  
Pecas

Una ckatrlz  
Una barba  
Un bigote

Extra detail

I wear  
I have  
glasses  
piercings  
a hijab  
contact lenses  
freckles

a scar  
a beard  
a moustache

¿Cual es tu nacionalidad?

Soy  
Ingles/a  
Frances/a  
Belga  
Suizo/a

Alemcin/a  
Espanol/a  
Somali  
Polaco/a  
Portugues/a  
Bangladesi  
Chino/a

Italiano/a  
Gales/a  
Paquistani  
Escoces/a  
Irlandes/a  
Americano/a

What is your nationality?

I am ...

English  
French  
Belgian  
Swiss

German -  
Spanish  
Somalian  
Polish  
Portuguese -  
Bangladeshi -  
Chinese -

Italian  
Welsh  
Pakistani  
Scottish  
Irish

American

Connectives

Pero  
Sin embargo  
Tambien  
Ademas  
Porque  
y

Connectives

But  
However  
Also  
Furthermore  
Because  
And

Intensifiers

Muy  
Bastante  
Un poco  
Demasiadamente  
Realmente

Intensifiers

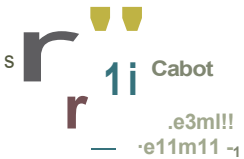
very  
quite  
a bit  
too  
extremely  
really

## People around me Year 7.2 Spanish

### Knowledge Organiser

Describe yourself (appearance and personality). Family, friends

(describing others), pets.



<b>Pronouns</b>	<b>Ser-to be</b>	<b>Tener - to have</b>	To say "my" in Spanish we must change how we say it to match the noun (whether it is singular or plural).		
yo (I)	soy -I am	<b>tengo</b> • I have	<b>My (masculine)</b> = e.g. <b>mi</b> padre		
tu (you)	<b>eres</b> -You are	<b>tienes</b> - you have	<b>My (feminine)</b> = e.g. <b>mi</b> madre		
el (he), ella (she)	es• He is/she is	tiene- he/she has	<b>My (plural)</b> = e.g. <b>mis</b> padres		
<b>Nosotros/nosotras</b> (we)	somos- we are	tenemos- we have		Singular	Plural
<b>Vosotros/vosotras</b> (you) (pi)	sois -you are (pi)	teneis • you have (pi)	my	mis	mis
ellos/ellas (they)	son- they are	tienen - they have	your	tu	tus
			his/her	SU	sus
To say "I like" in Spanish we must change how we say it to match the noun (whether it is singular or plural)					
For singular nouns= <b>me gusta</b> e.g. me gusta mi madre					
For plural nouns= <b>me gustan</b> e.g. me gustan mis padres					
<b><i>This is the same for the verb 'I love'</i></b>					
For singular nouns = <b>me encanta</b> e.g. me encanta mi abuelo					
For plural nouns = me encanta.n e.g. me encantan mis hermanos					

<b><u>Comparisons</u></b>		
mas	• more	Juan es mas interesante que Pablo
menos	• less	Pablo es menos interesante que Juan
tan...como	- as...as	Pablo es tan interesante como Juan
<b><u>Superlative</u></b>		
El/la mas	-the most	Juan es el mas inteligente
El/la menos	-the least	Maria es la menos simpatica
Me llamo- My name is/ I am called		
Se llama - he/she is called		
Se llaman - they are called		

¿Que te gusta hacer?	What do you like to do?
ci Ver la television	To watch TV
J) Escuchar musica	To listen to music
Ir al cine	To go to the cinema
C, Leer un libro	To read a book
Ir de compras	To go shopping
Im Ir al parque	To go to the park
H Ir al gimnasio	To go to the gym
Ir al polideportivo	To go to the sports centre
Salir con mis amigos	To go out with my friends
11111 Tocar et piano	To play the piano
'11 Visitar mi familia	To visit family
1fitt1, Ir al centro	To goto town
W Hacer la cocina	To cook
/ Cantar	To sing
Nadar	To swim
C Hacer mis deberes	To do my homework
J) Descargar musica	To download music
0 Navegar por Internet	To surf the Internet
li Jugar a los videojuegos	To play video games
Q Chatear con mis amigos	To chat with my friends
a Sacarfotos	To take photos
ea Ver los videos divertidos	To watch funny videos
X Mandar mensajes	To send texts
Comprar en lfnea	To buy online
You(!!!m Ver los videos de youtube	To watch Youtube videos
Escribir un correo electr6nico	To write an email
ij Usar mi m6vil	To use my mobile phone

## 7.4 Free time

### SPANISH

¿Que deporte te gusta?	What sport do you like?
@ Jugar al futbol	To play football
A Jugar al rugby	To play rugby
Jugar al tenis	To play tennis
if Jugar al golf	To play golf
@ Jugar al voleibol	To play volleyball
Jugar al baloncesto	To play basketball
t Hacer ciclismo	To do some cycling
Hacer esqui	To do some skiing
Hacer patlnaje	To do some ice skating
J._ Hacer nataci6n	To do some swimming
Hacer gimnasia	To do some gymnastics
Hacer equitaci6n	To do some horse-riding
Hacer atletismo	To do some athletics

¿Que te gusta ver?	What do you like to watch?
Me gusta ver	I like to watch
Las noticias	The news
gj Comedias	Comedies
11..8 Dibujos animados	Cartoons
101 Documentales	Documentaries
Programas	Programmes
Telenovelas	Soap operas
Pelfculas romanticas	Romantic films
CD Pelfculas de acci6n	Action films
Pelfculas de terror	Horror films
Pelfculas polidacas	Detective films
Concursos	Game shows
Series	Series



¿cuando?	When?
Normalmente	Normally
Generalmente	Generally
Todos los dias	Every day
Dos veces a la semana	Twice a week
De vez en cuando	From time to time
Rara vez	Rarely
Cuando puedo	When I can
Jamas/nunca	Never
A veces	Sometimes

	What is the weather like?
Hace buen tiempo	It is good weather
Hace calor	It is hot
Hace sol	It is sunny
Hace frio	It is cold
3. Hace 25 grados	It is 25 degrees
Hace mal tiempo	It is bad weather
Llueve	It is raining
Nieva	It is snowing
Hay viento	It is windy
Hay nubes	There are clouds
a, Hay tormenta	There are storms



## 7.4 Spanish Free Time Knowledge Organiser

Sports and other hobbies with opinions + Inf. Including: jugar, and hacer Weather.



Llevar, vivir & comer are a regular verbs which follow the pattern below. The verbs "jugar" and "hacer" are irregular but important verbs, especially for this topic on sports.

Pronouns	Estudiar - to study	vivir- to live	comer- to eat	Hacer-to do
Yo (I)	Estudio - I study	Vivo-I live	Como-I eat	Yo hago - I do Tu haces -you do El/ella hace - he/she does Nosotros hacemos -we do Vosotros haceis- you (pi) do Ellos hacen- they do
tu (you)	Estudias- you study	Vives- you live	Comes- you eat	
el (he), ella (she),	Estudia - He/she studies	Vive - He/she lives	Come - he/she eats	Jugar- to play Yo juego- I play Tu juegas -you play El/ella juega - he/she plays Nosotros jugamos -we play Vosotros jugais -you (pi) play Ellos/ellas juegan -they play
nosotros (we)	Estudiamos -we study	Vivimos - we live	Comemos- we eat	
vosotros (you) (pl. or formal)	Estudiais- you study (pl. or formal)	Vivis-you live (pl. or formal)	Comeis-you eat(pl. or formal)	
Ellos/ellas (they)	Estudian - they study	Viven - they live	Comen - they eat	

Now you should be able to create some of your own questions using the question words below. Don't forget the upside down question mark at the beginning of a question.

### How to improve your writing?

When writing in Spanish, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. muy, bastante
- Comparisons
- Rather than just using 'yo', write verbs using other pronouns

¿Cuándo?-When?  
¿Quién?-Who?  
¿Dónde?-Where?  
¿Cuántos? - How many?  
¿Qué?What?  
¿Cómo?- How?  
¿Por qué?-Why?  
¿Cuál?-Which?

## Glastonbury 1: Key Terms

**Chord:** 2 or more notes played at the same time

**Lead sheet:** Lyrics and chords on one page

**Texture:** The layers that make up the music

**Cover song:** A version of a song performed by someone else

**Melody:** The main tune of a song

**Accompaniment:** The music that supports the main tune

**Structure:** How a piece of music is organised into sections

**Strophic:** Where a section of the music is repeated continuously throughout the piece

**Binary form:** Where a piece of music is built around two alternating sections

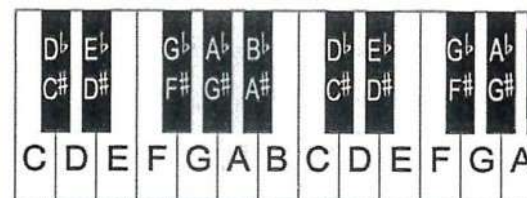
**Through composed:** Where a piece of music continuously changes without repetition

**TAB:** Short for tablature, it is a way of writing music for guitar, bass guitar and ukulele using lines to represent the strings of the instrument

## Y7 Music

### Glastonbury 1

Symbol	Symbol
mib!V!	4
Minim	2
Crotch,et	%
ouaver	1
Semiqu,vor	¼



## Dynamics -The strength of the music

ITALIAN	SIGN	ENGLISH
Piano	<i>p</i>	Soft
Forte	<i>f</i>	Loud
Mezzopiano	<i>mp</i>	Moderately Soft
Mezzoforte	<i>mf</i>	Moderately Loud
Pianissimo	<i>pp</i>	Very Soft
Fortissimo	<i>ff</i>	Very Loud

## Pitch - How high or low the sound is

Treble

Treble aef Notes

1JJJJWrrrrrrrr

CD E F GABCD EFGA

lloru011thelinesare: Notesin the spacesare:

E G B D F F A C E

Bass Clef Notes

0

G A B C D E F G A

Lino Notes: Space Notes:

G B D F A A C E G

### STRINGS



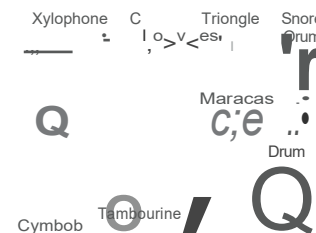
### WOODWIND



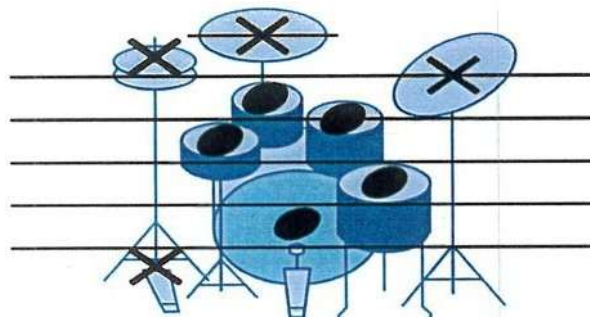
### BRASS

Trumpet Trombone

### PERCUSSION



## DRUMKIT

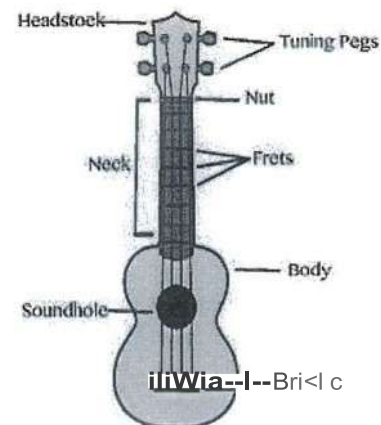


11 FJPFJfJ1pJef JfJ1

Bass drum Snare

## Y7 Music Glastonbury 1

## UKULELE



C Am F G

000 000 0 0 0

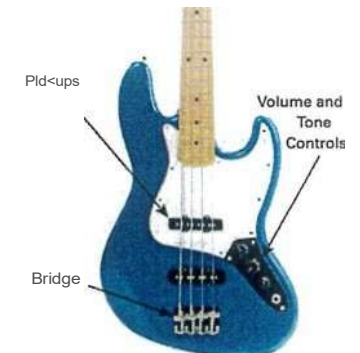
G I i i

## BASS GUITAR

Tuning  
keys  
Nut

Frets -----

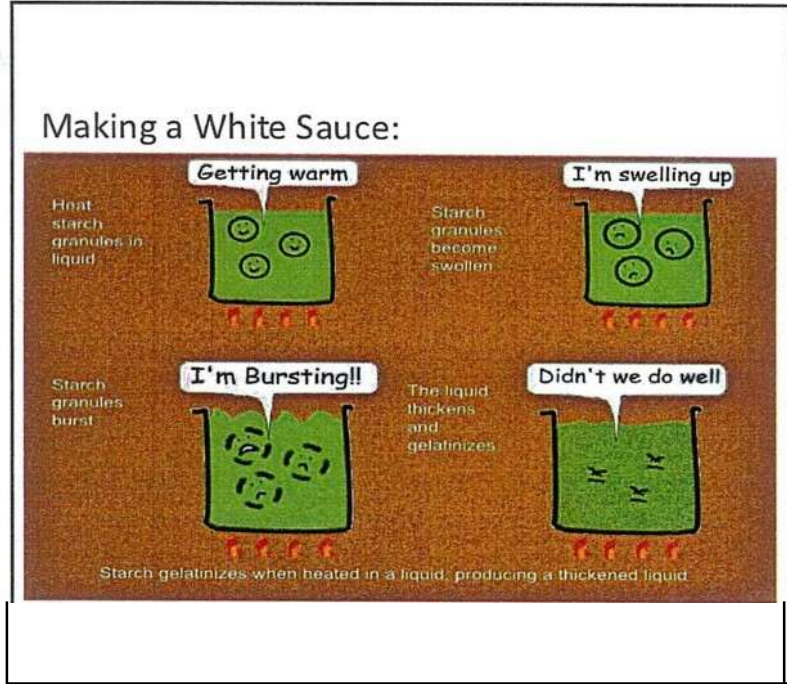
Fretboard -----



**YEAR 7 FOOD**  
Summer Term: AP3 revision

**YEAR 7 FOOD**  
Summer Term: AP3 revision

<u>Key Word/term</u>	<u>Definition</u>
<b>Macro nutrients</b>	Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body. Energy is provided by carbohydrate, fat and protein.
<b>Fat</b>	Fat is needed for health, but in small amounts.. Saturated fats, if eaten in too large a quantity can increase risk of health issues
<b>Saturated Fat</b>	Saturated fats, if eaten in too large a quantity can increase risk of health issues
<b>Unsaturated Fat</b>	Unsaturated fats are healthier fats that are usually from plant sources.
<b>Seasonality</b>	The times of year when a given type of food is at its peak, either in terms of harvest or its flavour.



MACRO Nutrient	Functions	Sources
CARBOHYDRATES	Provide Energy	Wheat (Bread, Pasta), Rice, Potato
FAT	Provide Energy, Insulate Organs, Provide Vitamins ADEK	Butter, Milk, Cheese, Oil
PROTEIN	Growth, Repair and Maintenance (GRaM)	Milk, Eggs, Fish, Meat, Soya Beans, Tofu

**Z**  
**tD**  
:**e**  
-**C**  
"**O**"**J**  
**n**,...  
**n**<sup>-</sup>  
**OJ**

**0**  
**C.**  
v)  
...)-  
...),  
**=**  
**=**  
v)

## YEAR 7 FOOD

Summer Term: AP3 revision

### Seasonality:

Fruit and vegetables naturally grow in cycles and **ripen** during a certain **season** each year.

When they are in season they are **harvested**.

We mostly think of fruit and vegetables as seasonal however, some fish and meat can also be seasonal.

### Seasonal Food:

- is fresher
- will last longer
- is a lower cost
- supports local growers
- has the best flavour, texture and colour
- has optimum nutritional value
- reduces amount of energy needed to grow and transport ingredients and food

WHAT'S IN SEASON WHEN?			
SPRING	SUMMER	AUTUMN	WINTER
ASPARAGUS	BETROOT	APPLES	APPLES
CARROTS	BLUEBERRIES	BLACKBERRIES	BRUSSELS SPROUTS
CELERIAC	BROAD BEANS	ELDERBERRIES	CABBAGE
CUCUMBER	CARROTS	MUSHROOMS	CARROTS
CURLY KALE	CONVOGETTES	POTATOES	CELERIAC
GOOSEBERRIES	CUCUMBER	PLUMS	CURLY KALE
SPROUTING BROCCOLI	POTATOES	PUMPKIN	LEEKs
SPINACH	PLUMS	ROCKET	PARSNIPS
RHUBARB	STRAWBERRIES	SQUASHES	POTATOES
WATERCRESS	TOMATOES	SWEETCORN	SWEDE

### Food Miles:

Ingredients and food are generally available throughout the year because they have been imported from other countries where they are in season at different times of the year.

This means that the ingredients and foods may have travelled a long way-we call this *Food Miles*.

*Food Miles produce Carbon Dioxide Emissions which add to global warming/climate change.*

### Foods we import:

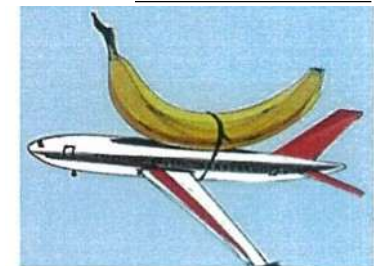
**Fruits** such as bananas, which need a warmer climate to grow

**Tea** which needs a warmer climate to grow

**Fruits and Vegetables** when they are out of

**season here** eg.

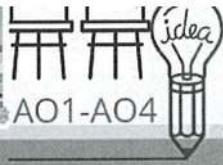
Strawberries in the winter







Skills  
Knowledge  
Contextual  
Links



Paper released Jan

AO1-AO4 continued:

Unit 2: Externally Set Task  
Independent Project

Unit 1b:  
Portfolio  
cont..

10-hour supervised time

GCSE  
Assessment  
Objectives



AO1:  
Contextual  
links and  
inspiration

AO2: Reflect  
and Refine

AO4:  
Realisation

Unit 1a: Portfolio of Work

Unit 1b:  
Portfolio

AO3: Record

AQA



Cultural Capital

YEAR 10



Adekunle  
Adeleke



Jordan  
Andrew Keith  
Carter



Signs of  
the times



Banksy

Identity &  
Portraiture

Drawing/Painting  
Proportions of the face

Silk Screen Printing  
Form



History of  
modern art



Travis Mullins...

Boris  
Draschoff



Rebecca Vincent

Landscape

YEAR 9



Colour Theory



Sean Charmatz

Colour  
Tone

Colour mixing

Construction

Tone & Contrast

Mark making

Composition

YEAR 8

Cultural /  
Ethnology

Visual  
Elements  
Line

Natural  
Form

Shape  
Pattern

Drawing/Painting

Lino Printing



Angie Lewin

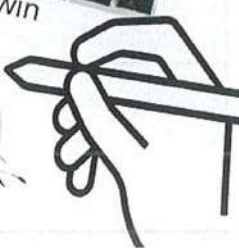
Cultural  
Capital



Hamsa  
Hand

Basic Colour  
mixing

YEAR 7





## Year 7

Theme: Ethnology

Visual element: Pattern

Technique: painting and drawing

Artist: Greek pottery and pattern



In this project you will be exploring **ethnology** and how **cultures** are represented through Art. Cultures are often represented through symbols and **pattern**. You will be looking into the influence of **Ancient Greeks** and how **mythology** has influenced art. You will be inspired by the traditional pattern found within Greek pottery. From this research you will take inspiration from pattern to produce a final outcome of a drawing/painting of a vase that models the features within Greek pottery. Along the way in this project you will learn theory based techniques such as colour theory and contour lines and. These techniques will be demonstrated in your own work in turn helping you build upon your drawing skills.

**TASK 1:** A02- What is ethnology? Learn about Ethnology and culture and how it is represented in Art.

**TASK 2:** AOI- Contour lines. You will learn how to apply contour lines to create form in your drawing.

**TASK 3:** AOI-Tonal drawing of vase (2 lessons+ H/W)

(Independent study) collect images of Greek pottery/vases art that models traditional patterns .present as visual mindmap.

**TASK 4:** A02 - Learn about Greek mythology and Ancient Greeks and the meaning behind patterns and symbols.

**TASK 5:** AOI- Critical study-Greek pottery/ Greek patterns/Greek mythology.

Create a double page presenting your findings on Greek pottery. Complete a copy of a piece of Artwork that has inspired you. Include images of their work, a written description, your thoughts and how it will influence you.

**TASK 6:** A03- Colour theory- you will learn about colour theory, learning how to mix colours and create tints and shades.

**TASK7:** A02 -Designs- create 2 designs of vases inspired by Greek patterns and pottery refer to contour lines and apply this in your work. Include symbols and patterns that work best with your contour lines.

**SPOTLIGHT ASSESSMENT: TASK 8:** A03 - Produce an A4 drawing of your Greek inspired vase based upon your best design. You will practice your application of colour.

**TASK 9:** A04 - begin working on final outcome- A3 painting of vase. This lesson will focus on the structure of your drawing applying contour lines. You will then use these lines to draw your patterns in.

**TASK 10:** A04- painting- you will begin to apply colour to your vase creating tints and shades to create the illusion of form in your vase. (1 base colour painted)

**TASK 11:** A04- use colour pencil to colour in your patterns.

**TASK 12:** A04- final evaluation of your work. Reflect on the

**REMEMBER** all work that you produce is building up towards your final piece. Therefore, you must complete all work and the independent study that is set.

### KNOWLEDGE: Keywords

**MEDIA-** materials used to create art.

**VISUAL ELEMENT-** The Visual Elements of art are the building blocks used by artists to create a work of art.

**PATTERN-** A design where other visual elements such as lines or shapes are repeated.

**REPETITION-** The repeated use of an image or shape to create a sequence or pattern.

**ETHNOLOGY-** Identifying the characteristics of a particular culture or ethnic group.

**CULTURE-The** shared attitudes, goals and beliefs of a race, religion, or group.

**GREEK MYTHOLOGY-** Myths told by the ancient Greeks based around the nature of the world.

**CONTOUR LINES-** The lines that follow the outline of a subject emphasizing its shape and form.

