



Cliff Park

ORMISTON ACADEMY

YEAR 7

HOMEWORK WEEK 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATHS	ENGLISH	SCIENCE	CREATIVE	HISTORY

HOMEWORK WEEK 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PE	DRAMA/MUSIC	MFL	GEOGRAPHY	COMPUTING

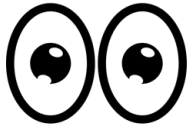
NAME:

TUTOR:

KNOWLEDGE ORGANISER

Ways to use your Knowledge Organisers to help you remember more

Look, Cover, Write, Check



STEP 1

Look at and study a specific area of your KO



STEP 2

Cover or flip over your KO and write down what you can remember



STEP 3

Check what you have written down. Correct mistakes in red and add anything missed. Repeat.

Definitions of Key Words



STEP 1

Write down the key words and definitions.



STEP 2

Try not to use your KO to help you.



STEP 3

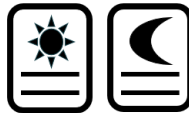
Use your red pen to check your work.

Flash Cards



STEP 1

Use your KO to condense and write down key facts or information onto flash cards.



STEP 2

Add pictures to help support. Then self-quiz using the cards. You could write questions on one side and answers on the other



STEP 3

Ask a friend or family member to quiz you.

Self Quizzing



STEP 1

Use your KO to create a mini quiz. Write down your questions using your KO.



STEP 2

Answer the questions and remember to use full sentences.



STEP 3

Ask a friend or family member to quiz you.

Mind Maps



STEP 1

Create a mind map with all the information you can remember from your KO.



STEP 2

Check your KO to see if there are any mistakes on your mind map.



STEP 3

Try to make connections, linking the information together.

Paired Retrieval



STEP 1

Ask a friend or family member to have the KO or flash cards in their hands.



STEP 2

They can test you by asking you questions on different sections of your KO.



STEP 3

Write down your answers.

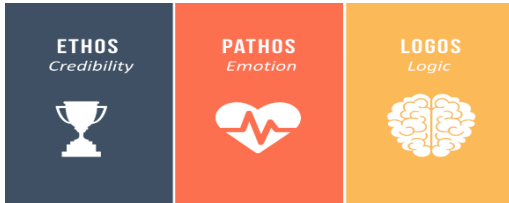
English Knowledge Organiser: The Art Of Rhetoric

Rhetorical language is how we form our arguments, views and put across our ideas in a convincing way. This unit will explore the ancient art of rhetoric, using extracts from *Julius Caesar* to demonstrate technique and effect.

The Aristotelian Triad

Where is rhetoric often used and for what purpose?

Greek thinker Aristotle believed that there were three key elements to effective persuasive writing.



Speech	Speaking formally to an audience. A speech will open using a powerful image, anecdote or pose a question to the audience. The most effective speeches end with a powerful message.	Action	The purpose of a piece of writing could be to demand that action be taken to change or stop something happening.
Poem	Poems are a form of literature that can be used to share ideas or opinions about society. Polemic poetry is poetry used to create a debate or highlight problem.	Injustice	If something feels unjust, it means it is unfair or undeserved. It may be that a person has chosen to use rhetoric to highlight the poor treatment of a particular group of people.
Article	A news article discuss current or recent news. This can be general news that will appeal to most readers, or on a specific topic for a particular audience.	Motivation	Motivating people is to make them feel enthusiastic or driven to believe an idea, or to take action. It may be that the speaker or writer is trying to give people hope or an optimistic outlook.
Letter	A written form of communication, this are usually a formal way of outlining and issue, applying for a job or writing in response to share your opinion.	Change	Sometimes, speakers or writers are highlighting key issues in such a way that they provide ways in which these issues could be resolved. They will provide a range of ways that people can solve the problem within the speech, letter, article or poem.

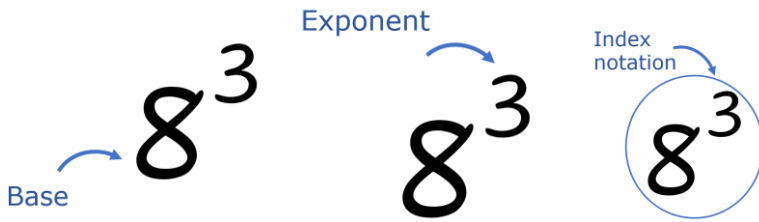
Key Vocabulary:

Alliteration	Repeating the same sound at the start of consecutive words.	Emotive language	Words or phrases that encourage the reader or audience to feel a particular emotion.	Pathos	Pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something.
Anecdote	A short amusing or interesting story about a real incident or person.	Ethos	Credibility. "You should believe my argument because you believe <i>me</i> ." or perhaps "...believe <i>in me</i> ."	Polemic	A written debate or dispute.
Anaphora	Starting each sentence with the same words.	Hyperbole	Exaggeration to emphasise a point or idea.	Proof	Evidence to support your ideas or opinions.
Antithesis	Direct opposites .	Hypophora	A question followed by the answer.	Purpose	The reason the writer is writing.
Dialysis	'Don't do this, do that.' Presenting an alternative argument.	Injustice	If something is unfair.	Rhetorical question	A question that doesn't require an answer, but is instead used to make a point.
Direct address	Use of a proper noun (you) to address the audience.	Logos	Using logic and reasoning as your appeal: facts and figures.	Tricolon	Use of a list of three, or repetition of something three times, to emphasise a point.

How is rhetoric used in *Julius Caesar*?

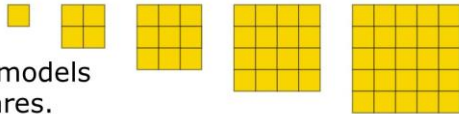
<i>The fault, dear Brutus, is not in our stars, But in ourselves, that we are underlings. Brutus and Caesar: what should be in that 'Caesar'?</i> <i>Why should that name be sounded more than yours?</i>	<i>As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him: but, as he was ambitious, I slew him.</i>	<i>If then that friend demand why Brutus rose against Caesar, this is my answer: not that I loved Caesar less, but that I loved Rome more.</i>	<i>Friends, Romans, countrymen lend me your ears</i>
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Year 7 – Maths Knowledge Organiser HT5



The base number is the number that gets multiplied when using an exponent.

Square Numbers



Their area models are squares.

When we multiply a number by itself, we call this squaring the number.

1, 4, 9, 16, 25, 36, 49, 64, ...

Cube Numbers



Their volume models are cubes.

When we multiply a number by itself, and then again, we call this cubing the number.

1, 8, 27, 64, 125, 216, 343, ...

Square Root

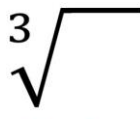
The opposite of squaring a number is called the square root



Square Root symbol

Cube Root

The opposite of cubing a number is called the cube root.



Cube Root symbol

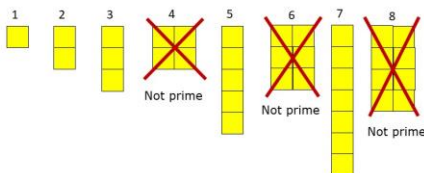
Exponential Growth

When we repeatedly multiply, the size of the powers grows very quickly.

This is called exponential growth.



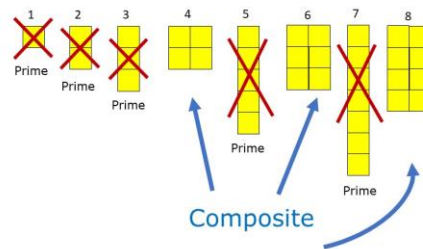
Prime Numbers



They have exactly two factors 1 and the number.

Two is the only even prime number.

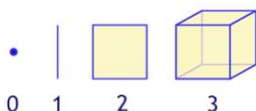
Composite Numbers



Composite numbers are the inverse of Prime Numbers.

Dimension

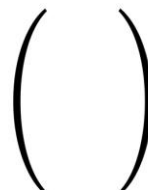
A measurement of length in one direction.



Examples: width, depth and height are dimensions

Bracket(s)

By putting brackets () in a calculation, we mean



“break the order, do this first”



Y7 Science - Healthy Lifestyle

Food Groups

Carbohydrate – energy

Protein – growth and repair

Fat – energy

Vitamins & Minerals – stay healthy

Fibre – help with digestion

Water – chemical reactions



Key Definitions

A balanced diet contains all of the main food groups in the correct amounts to keep us healthy.

Malnourished – too little of a correct food group.

Obese – extremely overweight.

Starvation – extreme case of not eating sufficient food.

Deficiency – lack of a particular food group – vitamin or mineral.

Teeth

Herbivore – eat plants

Carnivore – eat meat

Omnivore – eat meat and plants

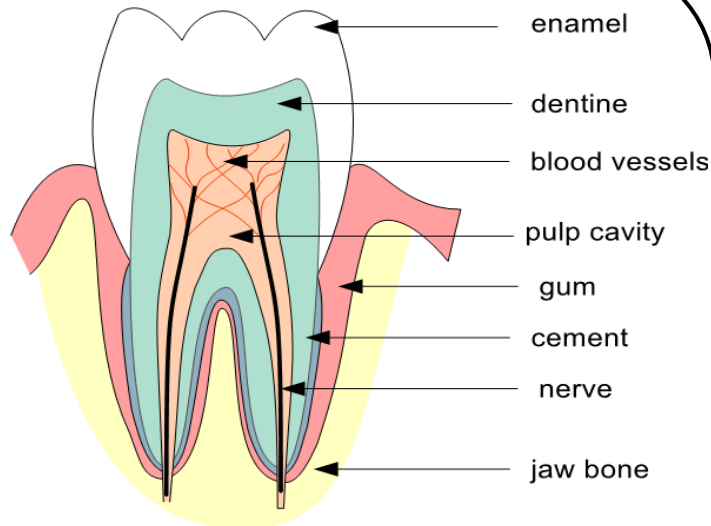
Animals with different diets have different kinds of teeth:

Incisors – for biting

Canines – for ripping

Molars – for grinding and chewing

Tooth decay is caused by bacteria which feed on sugary material in our mouth. To avoid tooth decay, brush teeth twice a day and visit a dentist regularly.



Drugs – A drug is a substance which has an effect on your body.

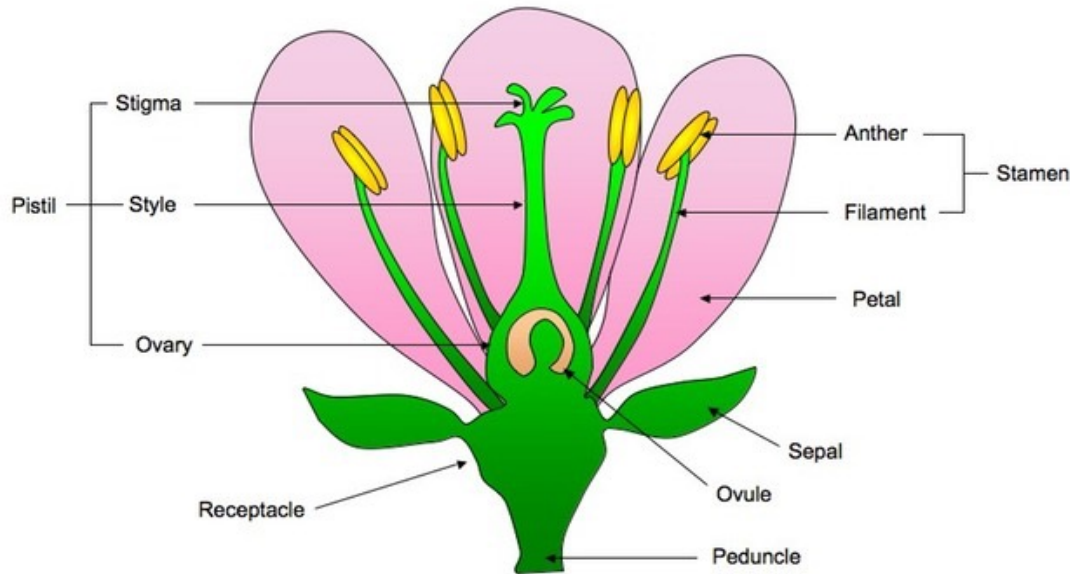
Drugs can be legal e.g. paracetamol or illegal e.g. cannabis.

Smoking – smoking causes the cilia in the trachea from moving, so dust and particle can cause an infection.

Smoking also reduces the amount of oxygen that gets into your body. It also causes lung cancer.

Y7 Science - Reproduction

Parts of an Insect-Pollinated Flower



Stamen – Male reproductive organ of the flower.

Anther – contains pollen.

Filament – stem-like portion of the stamen that holds the anther up.

Carpel – Female reproductive organ of the flower.

Stigma – sticky end of the carpel for pollen to attach to.

Style – the stalk that raises the stigma out of the flower.

Ovary – area in which the ovules are kept.

Fertilisation

When the pollen grain lands on a stigma it grows a **pollen tube** down through the **style** to fertilise the ovule. The **ovule** forms the **seed** and the **ovary** forms a **fruit**.

Germination

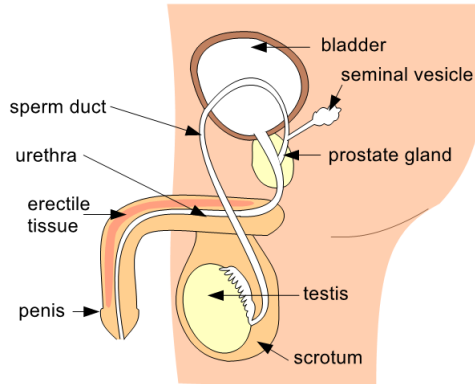
A seed needs **water, oxygen and warmth** to germinate into a new plant. The seed grows from an embryo, protected by a seed coat and with a food store.

Seed Dispersal

Seeds are distributed by wind, explosion, water, by being eaten by animals and by being carried on the outside of animals.

Y7 Science - Reproduction

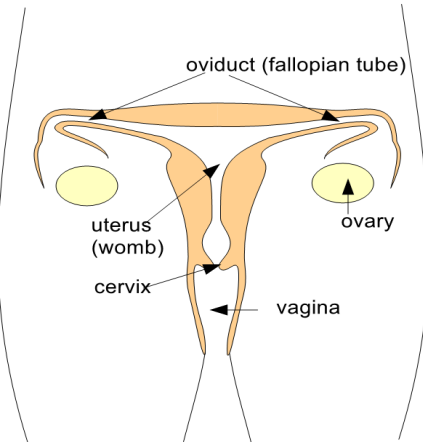
Male Reproductive System



Adolescence – the time when you change from a child to an adult.

Puberty – the physical changes which occur during adolescence.

Female Reproductive System



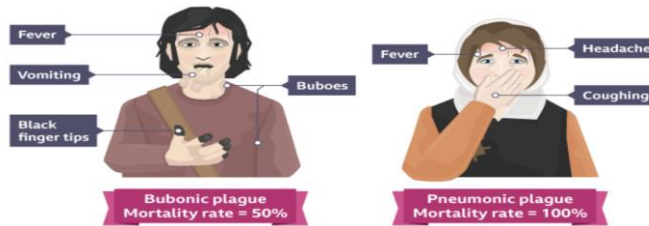
Changes in Puberty

Male	Female	Both
Voice breaks	Breasts develop	Pubic hair grows
Testes produce sperm	Ovaries begin to release eggs	Body odour changes
Testes and penis get bigger	Periods start	Growth spurt
Shoulders widen	Hips widen	Emotional changes
Hair grows on face and chest		

HISTORY – HOW DIFFICULT WAS MEDIEVAL LIFE?

Between 1348-1351 Historians think the Black Death killed nearly half of the British population.

The Black Death 1348



Impact of the Black Death

Changing attitudes

People became obsessed with death and the after life:
the wealthy gave money to churches and monasteries, towns performed more religious plays, people prayed to saints and went on **pilgrimages (religious journeys to a religious place)** and chantries (chapels) well built by wealthy people for priests to pray for their souls.

Daily lives

Prices and wages-

The falling population led to less demand for food and goods so prices fell. Shortage of labourers meant that wages went up.

New opportunities –

Survivors were able to buy or rent land of the dead. Peasants began to farm more land and became richer. Peasants built new and more comfortable houses and were able to buy better food and more expensive clothes.

Freedom –

Many peasants could not leave their manors to look for better paid work. Some Lords tried to stop their vassals from renting new lands and buying their freedom. However the **Peasants Revolt** made Lords realise they could not keep people as Villeins forever. By **1400** almost all peasants were free.



The Peasants Revolt 1381

Key terms

Revolt-A rebellion of the poor against the government/King

Freemen- Peasants who were free to move to look for work

Villeins- were peasants who were not free to move from their manors to look for other work.

Events

King Richard II **made a law** saying:

“Villeins (peasants) could not be freed”

“Freemen (paid peasants) had to work for the same wages as before the Black Death.” This **stopped Peasants from becoming more wealthy and improving their lives.**

In 1381 peasants in the south began a revolt and they attacked Manor houses and burned the records that showed who was a villein. A large group of Peasants marched on London. The **King met them and agreed to all the Peasants demands. However,** The Peasant leader, Wat Tyler, was killed under mysterious circumstances and **the leaders of the revolt were arrested and executed.** Many historians claim that this was the first time that “ordinary” people had rebelled against the government in large numbers in Britain. In the **short term** little changed for the peasants. In the **long term** (within 50 years) many of the **Peasants were allowed to buy their freedom and so could move about** the country without restriction.

What was it?

•The Black Death was an outbreak of the **bubonic plague**. The bacteria were carried in fleas who arrived on rats on merchant ships. The main symptom were **buboes (a swelling in the armpit or groin filled with pus)**

What did people think caused it?

•**Natural** – people believed it was caused by **miasma (Bad air/smells)** which some thought came from earthquakes or volcanoes.

•**Supernatural** – people believed it was God deserting mankind – it was a punishment for mankind’s sins! In 1345 astrologers saw an unusual positioning of the planets Mars, Jupiter and Saturn which was seen as something wonderful or terrible about to happen.

How did people try to treat it?

•**Natural** – physicians tried bleeding and purging and strong smelling herbs. They thought lighting a fire and boiling vinegar could drive off the bad air.

•**Supernatural** – recommendation was to confess sins and ask for forgiveness, but if someone caught the disease there was an idea that they were being punished so should die.

•The **lack of medical knowledge** about what caused it made it impossible to know how to cure it.

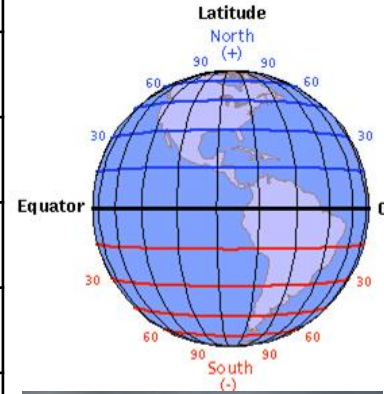
How did people try to prevent it?

•**Natural** – leave cities and the bad air, or carry a posy of flowers. Avoid bathing as it was thought to open pores.

•**Supernatural** – **pray or fast, go on pilgrimage**, or show God how sorry you are by **self-flagellation (whipping yourself)**. Large groups of flagellants wandered around London chanting and whipping themselves.

•**Government** – The government set up **new quarantine laws to stop people moving around.** People new to an area had to stay away from others for 40 days. They quarantined houses where plague had broken out.

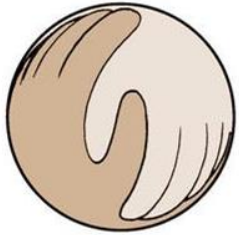
Geography: Africa Key Terms



Continent	A continuous expanse of land
Relief	The shape of the land, including height and steepness
Line of Latitude	Imaginary lines that run horizontally across the earth.
Ecosystem	An area where vegetation and animals interact.
Stereotype	A commonly held belief that is not true
Fairtrade	A company that helps poorer countries traded fairly.
Social	Processes that involve people
Economic	Processes that involve economies and/or money
Environmental	Process that involve nature and the physical land
Conflict	A serious disagreement between two groups.
Refugee	Someone is forced to migrate, often due to war
Tourism	The movement of people for more than 24hours for the purpose of business or leisure
Wildlife Trade	The illegal trade of animals between countries



The Continents



Social



Environmental



Economic

Africa



Victoria Falls is the world's largest waterfall. More water crashes over its cliffs than any other waterfall on earth. Because of this, it is a popular tourist destination.



African Ecosystems

Ecosystems
A geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life.

Mediterranean
Characterised by cool, wet winters and warm, dry summers

Desert
Barren area of landscape where little precipitation occurs and, consequently, living conditions are hostile for plant and animal life

Savannah and Grassland
A plain characterised by coarse grasses and scattered tree growth, grading into either open plain or woodland

Tropical Rainforest
a tropical woodland with an annual rainfall of at least 100 inches (254 centimeters) and marked by lofty broad-leaved evergreen trees forming a continuous canopy



Fairtrade

Fairtrade
Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

Why is Fairtrade needed?
Fair trade has lots of benefits. It means workers in LICs will get a fair wage and not have to work unreasonable hours. It also improves equality and reduces conflict.



Important Misconceptions

Africa is a country	FALSE – Africa is a continent
Everyone in Africa is poor	FALSE – Africa is a diverse continent, it has some of the poorest areas in the world, but not everyone is poor.
Africa is one big desert	FALSE – Africa has a huge range of massive ecosystems we call Biomes
Everyone in Africa has disease	FALSE – not everyone is ill with disease in Africa. Many urban areas are like the UK.
There is no water in Africa	FALSE – only 25% of Africa suffer from water shortage
Everybody speaks African	FALSE – there is no such language. There are more than 2,000 languages in Africa
No one ever goes to Africa	FALSE – Africa is becoming a hugely popular tourist destination. Check out the sandy beaches of Zanzibar below.



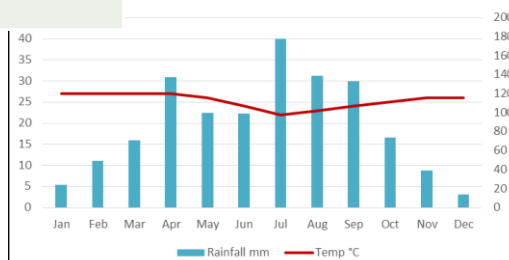
What is development?

Development	An improvement in living standards through better use of resources.
Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.

Development

Developed	High human development (long life, good education, richer, healthier). We refer to these countries as HICs (High Income Countries)
Emerging	Moderate human development (rising life spans, improving education, growing economy,). We refer to these countries as NEEs (Newly Emerging Economies)
Developing	Low human development (short life expectancy, low education, more poverty, poor quality of life). We refer to these countries as LICs (Low Income Countries)

Ethiopia



Climate Graphs

Temperature
Shown using a line graph, often coloured red and measured in °C

Precipitation
Displayed as a bar chart, often coloured blue and measured in mm

Migration and conflict

Migration
Movement of people from one place to another. Migration happens for a range of economic, social, political or environmental reasons.

Conflict
Conflict means a disagreement between two or more people. In Africa, conflict often means a war within a country, and is the reason most people migrate.




Economic Migration
Someone who emigrates from one region to another, seeking an improved standard of living

Refugee
An individual who has left his or her native country and is unwilling or unable to return to it because of persecution or fear of persecution



Year 7 French Knowledge Organiser: Ma famille et Où J'habite (My Family and Where I Live)

Key Vocabulary – Ma famille (My Family)

Voici... Here/this is... Here/these are... 		mon (masculine)/ ma (feminine)/mes (plural) my 		son (masculine)/ sa (feminine)/ses (plural) his/her 	
mère (f) mother	père (m) father	frère (m) brother	sœur (f) sister		
grand-père (m) grandfather	grand-mère (f) grandmother	mari (m) husband	femme (f) wife		
cousin (m)/cousine (f) cousin (male/female)	oncle (m) uncle	tante (f) aunt	neveu (m) nephew		
nièce (f) niece	petit-fils (m) grandson	petite-fille (f) granddaughter	grands-parents (m pl) grandparents		
fils (m) son	filles (f) daughters	parents (m pl) parents	enfants (m pl) children		

Les animaux domestiques (Pets)

une tortue (f) 	un chien (m) 	un chat (m) 
un cochon d'Inde (m) 	un cheval (m) 	un hamster (f) 
un lapin (m) 	une souris (f) 	un serpent (m) 
un oiseau (m) 	un poisson (m) 	un poisson rouge (m) 

Voici la famille de Pierre.

This is Pierre's family.



Voici son grand-père.

This is his grandfather.

Voici sa sœur.

This is his sister.

Key Vocabulary – Adjectives

gentil/gentille kind	égoïste selfish	 paresseux/paresseuse lazy
méchant/méchante mean	amusant/amusante funny	sympa nice/cool

Key sentence structures using 'Il y a' (There is/There are)

Il y a quatre personnes dans ma famille. (There are four persons in my family.)







Il y a cinq pièces dans ma maison. (There are five rooms in my house.)

Key sentences using Masculine and feminine

Mon oncle est **gentil**. (My uncle is kind.)


Ma tante est **gentille**. (My aunt is kind.)

Ma famille et Où J'habite

Key Vocabulary – Où J'abite -Where I live		
J'habite dans... I live in...		
un appartement (m)	une maison (f)	un château (m)
		
une chaumière (f)	une ferme (f)	une caravane (f)
		



Key Vocabulary – Adjectives		
grand/grande big	de taille moyenne medium-sized	petit/petite small

J'habite dans une grande maison.
I live in a **big** house.



J'habite dans un petit appartement.
I live in a **small** flat.

J'habite dans une chaumière de taille moyenne.
I live in a **medium-sized** cottage.

Key Vocabulary – Dans ma Maison (In My House...)					
le jardin (m)		le salon (m)		la cuisine (f)	
la salle de bain (m)		la chambre (f)		le grenier (m)	

Le fauteuil est dans le salon.
The armchair is in the living room.



Le four est dans la cuisine.
The oven is in the kitchen.



Le lit est dans la chambre.
The bed is in the bedroom.



Key Language in Context with Key Verbs

Je m'appelle (I am called)
Je suis fils/fille unique. (I am an only child.)
Je suis sympa. (I am nice.)

J'ai les cheveux noirs. (I have black hair)
J'ai deux chats. (I have two cats)
Je n'ai pas d'animaux. (I do not have any animals.)

Il/elle s'appelle.....(He/she is called....)
Ils/elles s'appellent.....(They are called....)
Il/elle est égoïste. (He/she is selfish)
Il/elle a les yeux bleus. (He/she has blue eyes.)
Il/elle a un chien. (He/she has a dog.)
Il/elle n'a pas de chats. (He/she does not have any cats.)

Let's practise!

<https://www.linguascope.com/secure/students/beginner/french.php>

	1st	2nd	3rd	4th
5	→	↗	↘	↙
4				
3				
2				
1				
	妈 mā Mother	麻 má Numb	马 mǎ Horse	骂 mà To scold

NOTE: there is also a 5th neutral tone

Year 7 Mandarin

汉字笔画名称表

点	横	竖	撇	捺	提	横折	横撇
横钩	横折钩	横折提	横折弯	横折折	横斜钩	横折弯钩	横撇弯钩
横折折撇	横折折折	横折折折钩	竖提	竖折	竖钩	竖弯	竖弯钩
竖折撇	竖折折	竖折折钩	撇点	撇折	斜钩	弯钩	卧钩

Teaching Mandarin in the four skills is essential at CPOA. The focus of Mandarin learning is to understand the basics of the language and develop the four skills. By 'the basics of the language,' it means the following:

Pinyin Hanyu *pinyin*, the phonetic symbols for Chinese characters, is the system to transcribe Mandarin Chinese sounds into a Latin alphabet. Drillings of pinyin and tones should be the priority throughout the lessons. It is essential to teach pupils how to mark the tonal marks as well.

Tones Mandarin Chinese is a tonal language. To differentiate meaning, the same syllable can be pronounced with different tones. It is essential to teach the tones at CPOA. This means that when new words are taught, tones should be drilled until pupils can pronounce the words with accurate tones.

Strokes Strokes are a series of lines that make up a character. There are a limited number of strokes. Each type of stroke is always written in the same direction, such as from left to right for a horizontal stroke. Names of basic strokes should be taught together with stroke order and stroke number.

Radicals Radical are parts of Chinese characters which can give you clues about the meaning of the character. It is essential to introduce radicals or component(s) when teaching a new character. With vocabulary tests, radicals should be included when necessary.

Grammar

Measure words Chinese requires specific measure words for different types of nouns. These measure words indicate the quantity, shape, or some other characteristic of the noun they accompany. 个, 岁, 年, 只, 天, 本, 口; with 每 to mean 'every'.

Verbs the verb 是 (to be), positive and negative; the verb 有 (to have), positive and negative; attitude: 喜欢, 爱.

Pronouns all personal pronouns, singular and plural; demonstrative pronouns 这, 那.

Interrogatives questions using 吗; questions using the following interrogatives: 什么, 谁, 哪, 多大, 几岁.

Conjunctions joining nouns to nouns: 和.

Culture Experience



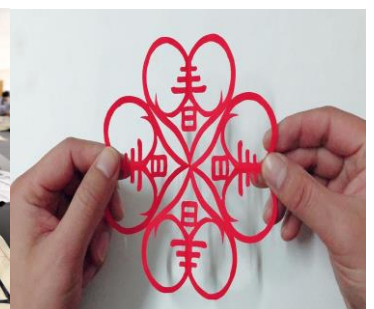
Taiji



Chopsticks



Chinese Calligraphy



Chinese paper cutting



Year 7 Figure Project (3D Sculpture)

Unit 7A Art Brief: The local James Paget Hospital would like you to create a human free-standing clay sculpture in the style of sculpture artist Henry Moore.



Who is he!

Sculptor Artist: **Henry Moore**
Nationality: **English (Castleford)**
Dates: **1898 to 1986**

- Henry Moore is one of the most significant British artists of the twentieth century.
- In 1919, Moore became a student at the Leeds School of Art. He went on to attend the Royal College of Art in London in 1921. Moore later taught at the College
- Moore was recruited as an official war artist of people sheltering in the London Underground during the Blitz.
- International success characterised Moore's career from the 1950s onward. In 1977 he established the Henry Moore Foundation to encourage wider enjoyment and opportunities in the arts.



Henry Moore Art Style:

- **Bold**
- **Dull colours**
- **Creative**
- **Simple**
- **Large scale**
- **Holes**
- **Smooth**
- **Rounded**
- **Outside**
- **Figures**
- **Abstract**

Watch this!

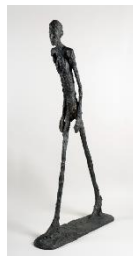
Useful Clips on YouTube about sculpture and Henry Moore:

- History of Sculpture
- Henry Moore 500 years of British Art

HENRY MOORE

Other Sculpture Artists:

Alberto Giacometti, Tim Burton & Antony Gormley



3D Key words and definitions

1. **Sculpture** - The art of carving, modelling, or welding materials into three dimensions objects.
2. **Three dimensional (3D)** An object or shape which has the dimension of depth as well as width and height
3. **Mannequin** - A wooden figure or model of a human figure used by tailors and dress designers
4. **Abstract Art** - Abstract Art does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colours, forms, and gestural marks to achieve its effect.
5. **Kiln** - A furnace or oven used to fire ceramic objects and artwork.
6. **Clay slip** - A slurry of clay and water used in the production of clay objects and pottery.
7. **Wedge** - Wedge means to cut clay into manageable pieces and push and press on clay with your hands to expel all air bubbles trapped in the clay.
8. **Biscuit** - Biscuit (also known as bisque) refers to pottery that has been fired but not yet glazed or painted.

Human person + Shell + Bones = Moore Sculpture



Student
Final
Henry
Moore
clay piece



Knowledge Organiser

Types of Photography

Portrait

Landscape

Nature

Wildlife

Wedding

Sports

Scientific

Fashion

Macro

Documentary

Aerial

Commercial

Core Vocabulary

DSLR Camera - 'Digital single-lens reflex camera'. A camera is a device for recording visual images.

Composition - The way the visual elements are arranged within the photograph.

Tone - The lightness or darkness of a colour, hue or shade.

Nature - The physical world collectively, plants, animals, landscape and other features of the earth.

Wildlife - Living things and especially mammals, birds and fishes that are neither human or domesticated.

Landscape - Landscape photography is the technique of capturing images of nature to bring your viewer into the scene.

Cross-Curricular Photography Skills

- You will develop technical and digital skills that will support you across the curriculum
- It allows you to share your perspective with the world
- You will get the opportunity to develop your creativity and produce creative outcomes.
- You will use industry level equipment and software

Key Links

How to take good photos

<https://www.adobe.com/creativecloud/photography/discover/how-to-take-better-photos.html>

Beginners guide to Photoshop

<https://photographylife.com/photoshop-beginner-guide>

Photographers

Ansel Adams - Landscape, monochrome, contrasting

Anna Atkins - Nature, Cyanotypes, botanicals

Dorothea Lange/Steve McCurry - Portraits, documentary

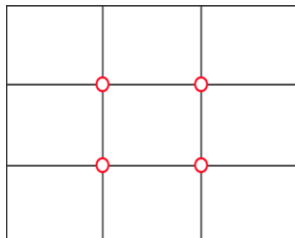
Sebastian Magnani - Nature, symmetrical, reflections

Florence Schwarz - Nature, landscapes, natural lighting

Core Photoshop Knowledge

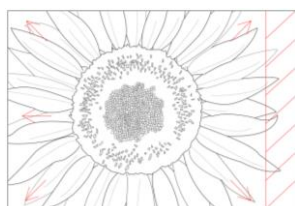
- **Brightness and Contrast** allow you to make simple adjustments to the brightness and contrast levels within your photo.
- **Hue and Saturation**, allows you to change the overall colour hue of your image, as well as how saturated the colour is.
- **Colour Balance** is used to change the overall mixture of colours in an image and works well for colour correction.
- **Black and White** allows you to easily take your images to a grayscale version or apply a color tint entirely.

Composition



Rule of Thirds

The composition used most often in photography is the Rule of Thirds, which uses a 3x3 grid to create nine equal sections with four points of interest. One technique includes placing your main subject in one third of the grid, leaving two thirds open as demonstrated below. Another technique is to place your subject in two thirds of the grid, leaving one third open.



Fill the Frame

Filling the frame is the technique of composing an image so that positive space (the object) takes up most or all of the frame. The single subject, is framed close up so that it literally fills the frame, and you can see all the details.



Rule of Thirds



Positive Space



Leading Lines



Rule of Odds



Using Triangles



Pattern



Depth of Field



Unit 7A Architecture Project (2D mixed media)



About...

Art movement: **BAUHAUS**

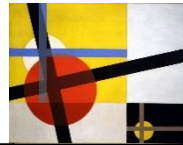
Dates: 1919 to 1932.

Bauhaus originated as a German school of the arts in the early 20th century founded by architect Walter Gropius.

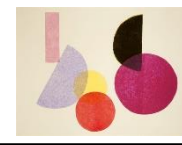
Bauhaus means "Construction House" in German.

Painting, typography, architecture, textile design, furniture-making, theatre design, stained glass, woodworking, metalworking—these all found a place there.

Today, its influence can be found in art and design all over the world.



BAUHAUS



BAUHAUS Art Style:

- Geometry
- Colour theory
- Minimalism
- Functionality
- Primary colours
- Graphic design
- Typography
- Simple lines
- Abstract shapes

BAUHAUS STYLE ARCHITECTURE AT CPOA



Watch this!

BAUHAUS IN 7 MINUTES:
<https://www.youtube.com/watch?v=Y69wOKg6yp4>

STUDENT INSPIRED ARTWORK:



BAUHAUS ARTIST 1

JOSEPH ALBERS
(19th March 1888 – 25th March 1976)

- Albers worked in several disciplines, including photography, typography, murals, and printmaking.
- Albers made hundreds of paintings and prints of squares that make up the series *Homage to the Square*.



BAUHAUS ARTIST 2



WASSILY KANDINSKY
(16th December 1866 – 13th December 1944)

- Geometrical shapes formed a large part of his art using semi circles angles, straight lines, and curves.
- Kandinsky's paintings look mathematical and musical combining shapes and musical elements.

BAUHAUS ARTIST 3



LÁSZLÓ MOHOLY-NAGY
(July 20, 1895 – November 24, 1946)

- He was a Hungarian painter and photographer as well as a professor in the Bauhaus school.
- He was highly influenced by constructivism and a strong advocate of the integration of technology and industry into the arts



Core Knowledge

1. **Computer Hardware Components:** Understanding of the various hardware components inside a computer, including the CPU, RAM, storage devices (HDD, SSD), motherboard, and expansion cards.
2. **CPU Operations:** Knowledge of how the Central Processing Unit (CPU) functions as the brain of the computer, including concepts such as CPU speed, cores, cache memory, and instruction processing.
3. **Memory and Storage:** Understanding the difference between RAM (Random Access Memory) and storage devices, as well as knowledge of primary and secondary storage and their respective roles in data processing and storage.
4. **Motherboard and Expansion:** Knowledge of the motherboard's components, such as CPU socket, RAM slots, and expansion slots, and understanding the purpose of expansion cards in enhancing a computer's capabilities.

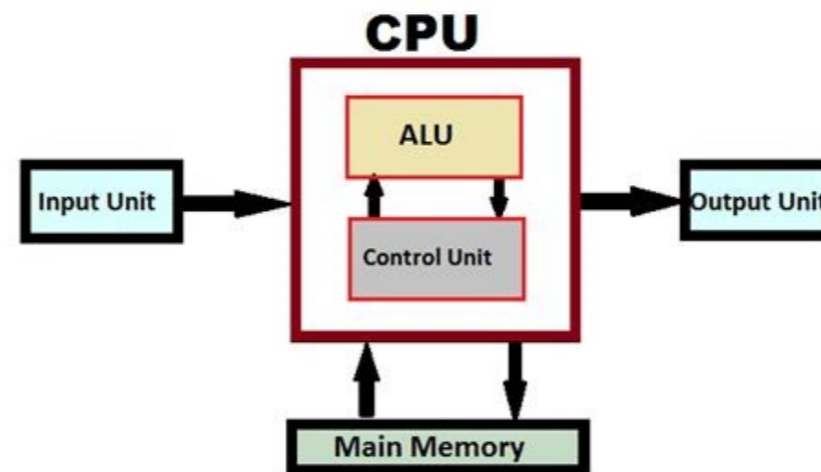
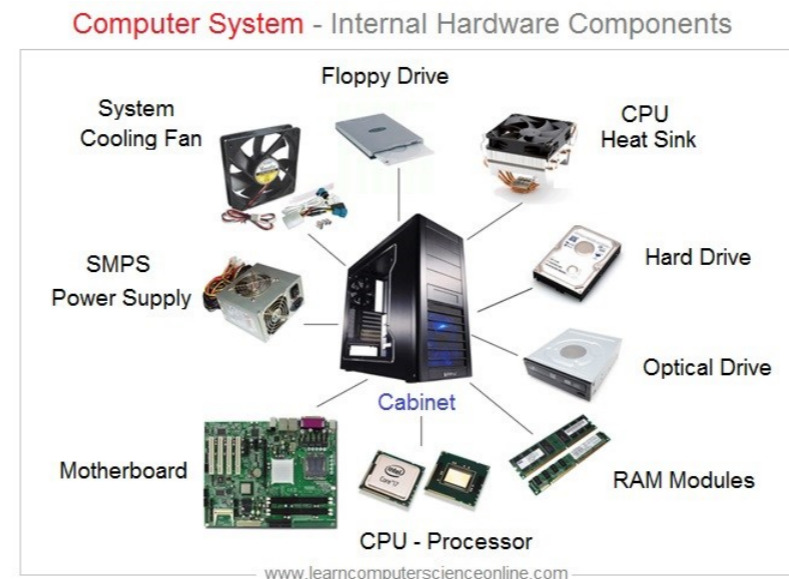
Computer Assembly and Disassembly: Practical knowledge of assembling and disassembling a computer system, including the correct handling of hardware components and connections.

Core Skills

1. **Identification and Labelling:** The ability to identify and label computer hardware components on diagrams or physical hardware.
2. **Comparison and Contrast:** Skill in comparing and contrasting different types of hardware components or storage devices based on their features, capacity, and speed.
3. **Problem Solving:** Ability to troubleshoot hardware issues and solve problems related to computer assembly and disassembly.
4. **Critical Thinking:** Capacity to analyse the function and significance of computer hardware components in relation to overall system performance and functionality.

Research Skills: Ability to conduct research on specific hardware components or technologies and synthesize information from multiple sources.

Supporting Diagrams/pictures



Key Terminology

1. **CPU (Central Processing Unit):** The primary component responsible for executing instructions and processing data in a computer system.
2. **RAM (Random Access Memory):** Volatile memory used for temporary storage of data and instructions that the CPU needs to access quickly.
3. **Storage Devices:** Devices used to store data permanently or semi-permanently, such as Hard Disk Drives (HDDs), Solid State Drives (SSDs), and USB Flash Drives.
4. **Motherboard:** The main circuit board of a computer, which houses the CPU, RAM, and other essential components, and provides connections for peripherals.
5. **Expansion Cards:** Additional circuit boards inserted into expansion slots on the motherboard to add functionality to a computer system, such as graphics cards or network adapters.
6. **Cache Memory:** High-speed memory located on the CPU or between the CPU and RAM, used to temporarily store frequently accessed data for faster retrieval.
7. **Primary Storage:** Storage that holds data temporarily during processing, such as RAM.
8. **Secondary Storage:** Storage that retains data even when the computer is turned off, such as HDDs and SSDs.
9. **Assembly and Disassembly:** The process of putting together or taking apart computer hardware components to construct or deconstruct a computer system.

Key links—further study:

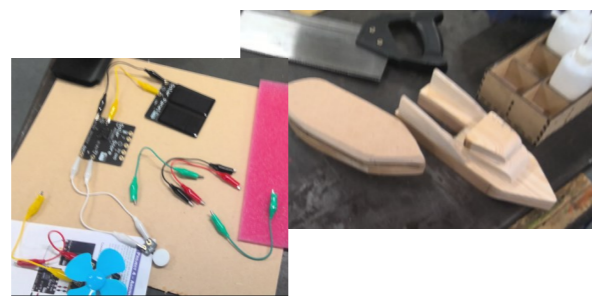
[Computer devices - Digital devices - KS3 Computer Science Revision - BBC Bitesize](#)

[What is the purpose of the CPU? - The CPU and the fetch-execute cycle - KS3 Computer Science Revision - BBC Bitesize](#)

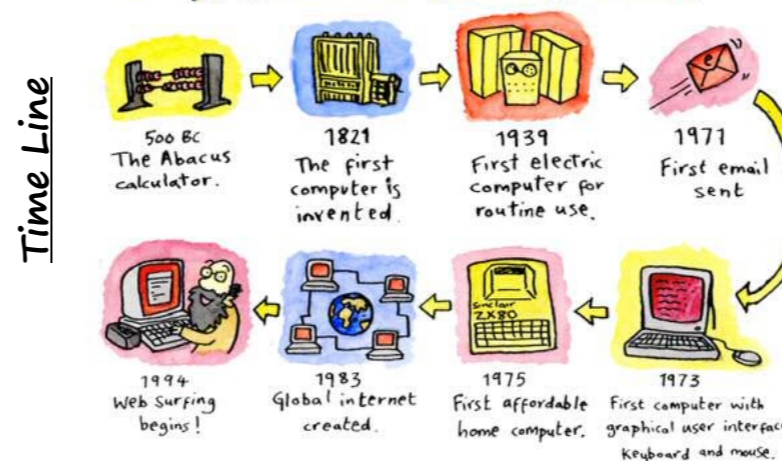
Maritime links

Renewable energy used to power boats

Solar and Aeolic energy



Techie Timeline



Revision Checklist

- I understand how Computers work
- I can recognise and describe Internal hardware components
- I can discuss suitability of the hardware depending on the scenario
- I can organise my files and keep my information safe..
- I can advise on the best hardware option for a gaming computer

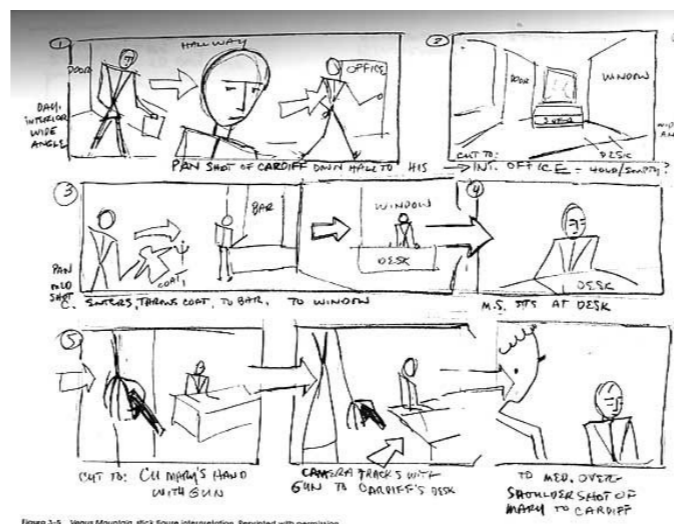
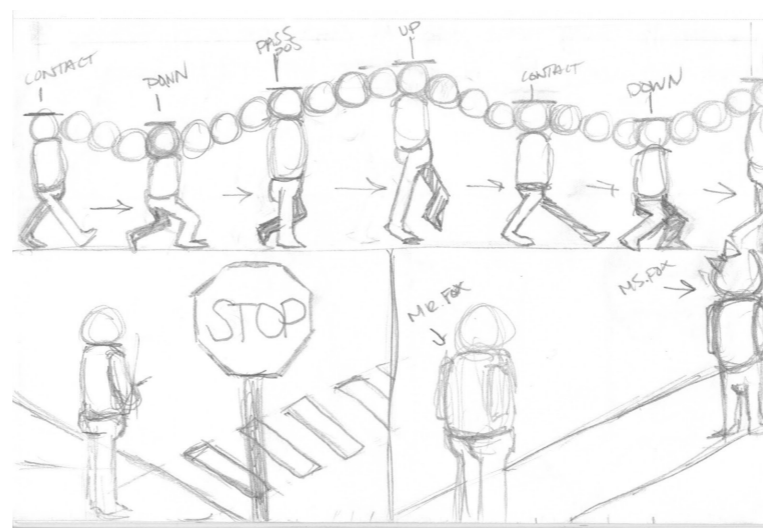
Core Knowledge

1. Stop Frame Animation Fundamentals: Understanding the basic principles of stop frame animation, including frame rate, keyframes, and sequencing.
 2. RNLI and Maritime Safety: Knowledge of the Royal National Lifeboat Institution (RNLI) and its mission to save lives at sea. Understanding key concepts related to maritime safety, such as distress signals, lifeboat operations, and water safety procedures.
 3. Storyboarding: Knowledge of how to create a storyboard, including framing shots, depicting action sequences, and organizing scenes.
 4. Character Design: Understanding the process of character design, including creating distinctive features, expressions, and personalities for animated characters.
 5. Prop Making: Knowledge of prop design and construction techniques, including materials, scale, and functionality.
 6. Animation Techniques: Familiarity with basic animation techniques such as movement, timing, easing, and anticipation.
 7. Filming and Editing: Understanding how to set up and operate cameras for stop frame animation, as well as basic editing techniques using software.
- Sound Design: Knowledge of sound recording and editing techniques, including capturing and manipulating sound effects to enhance storytelling.

Core Skills

1. Creativity: Ability to generate original ideas and concepts for animations, characters, and props.
2. Collaboration: Working effectively in a team, sharing ideas, and contributing to the group's overall success.
3. Problem-Solving: Identifying and addressing technical and creative challenges encountered during the animation process.
4. Communication: Clearly expressing ideas, giving and receiving constructive feedback, and presenting finished work to an audience.
5. Technical Proficiency: Developing proficiency in using animation equipment, software, and tools for filming, editing, and sound design.
6. Attention to Detail: Paying close attention to details such as character movements, prop placement, and scene composition to ensure a high-quality animation.
7. Time Management: Planning and organizing tasks effectively to meet project deadlines and milestones.

Supporting Diagrams/pictures



Key Terminology

1. **Frame Rate:** The number of individual frames or images displayed per second in an animation.
2. **Keyframe:** A specific frame in an animation sequence where a significant change in position, scale, or rotation occurs.
3. **Storyboard:** A sequence of drawings or images representing the key scenes and actions of an animation or film.
4. **Character Design:** The process of creating and developing characters for use in animation, including their appearance, personality, and backstory.
5. **Prop:** An object used in an animation scene to enhance storytelling or provide context.
6. **Animation Techniques:** Various methods used to create movement and bring characters and objects to life in animation, including squash and stretch, anticipation, and follow-through.
7. **Editing:** The process of selecting, arranging, and modifying video and audio clips to create a cohesive narrative in an animation.
8. **Sound Design:** The process of creating and manipulating audio elements, including dialogue, music, and sound effects, to enhance the overall impact of an animation.
9. **Maritime Safety:** Practices, procedures, and regulations designed to ensure the safety of people and vessels at sea, including the use of lifeboats, distress signals, and emergency protocols.

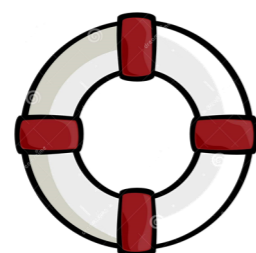
Key links—further study:

- [Animation - Graphics software - KS3 ICT Revision - BBC Bitesize](#)
- [Easy Stop Motion Animation for Beginners - Parents Toolkit - BBC Bitesize](#)

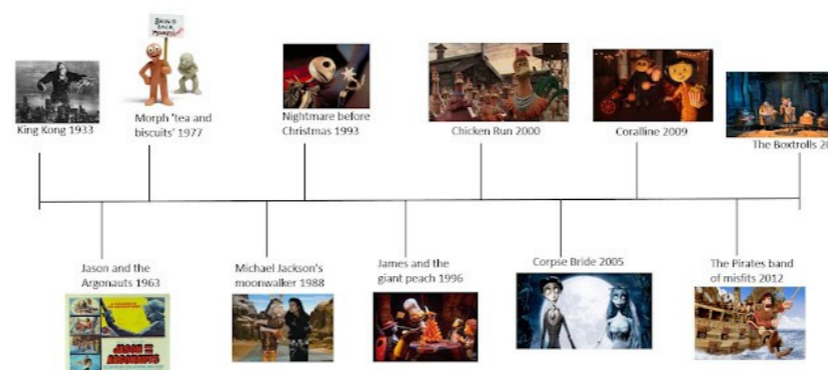
Maritime links



Renewable energy used to power boats
Solar and Aeolic energy



Time Line



Revision Checklist

- I understand how Stop animation works
- I can create a story board that reflects client brief
- I can identify the different file types
- I Can explain the purpose of pre-production documents (Storyboard, Spider diagram, visualisation diagram and mood board)
- I Can evaluate my work and provide constructive feedback

Year 7 Drama Knowledge Organiser

Physical Theatre

Key Terms	Definition
Physical Theatre	A style of theatre where the actor uses their body as the primary tool for performance
Body As Prop/Object	The actor creates the shape and form of a prop or object. This replaces the use of set/props and/or physical objects on stage
Soundscape	Using the body to create sounds that establish the environment/atmosphere. This could be vocal delivery (using the mouth to create sounds) or percussive (tapping different parts of the body to create sound eg clapping, clicking fingers, stamping feet)
Mime	A physical performance that uses non-verbal performance skills to communicate meaning to the audience. The actor uses their facial expressions, gestures, body language and movement to communicate meaning – no spoken words are used.
Movement in Unison	All of the actors move in the same way, at the same time.
Ensemble	The term given to a group of actors who work closely together.
Physical Tension	The actor uses their muscles to create physical tension within their body. This gives the performance precision and accuracy for movement and positioning.

Physical Theatre Practitioners: Stomp! DV8 Frantic Assembly Splendid Theatre Complicite Push	Physical Skills: Facial Expressions – smile, frown, wincing, furrowed brow Body Language – closed, open, tall, withdrawn, imposing Gestures – use of hands to create meaning – wave, point, thumbs up Walk (Gait) – attitude of walk – purposeful, urgent, erratic
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Core Knowledge

Design Context

Boats are vessels for travelling over water, propelled by oars, sails, or an engine. They are used for pleasure, transport (someone or something) in industry and in the armed forces. Where you live, Great Yarmouth and Gorleston have played an important part in the shipping industry. You may have seen some of the boats that use the port.

Design Brief

You are going to design and make a water vehicle, that will be based on biomimicry and aerodynamics (we will look at what these words mean). Your boat will be creative and combine different materials, and we will test them to see which one is the best design.

Biomimicry

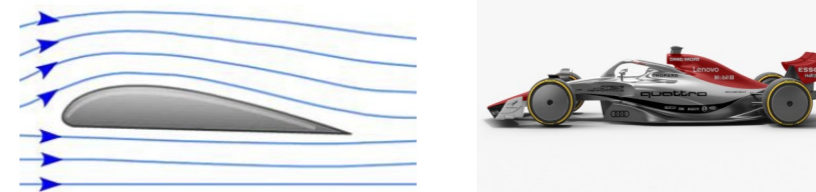
Biomimicry is when people use ideas from nature to solve problems. Plants and animals have different ways to solve problems that have inspired a wide variety of inventions.

Below you can see a few designs inspired by nature including the bullet train, one of the fastest trains in the world was inspired by the kingfisher's beak. Other inventions include swim suits inspired by shark skin, burr seeds inspired Velcro, whale fins inspired wind turbine blades and bee honeycomb for building designs (space saving & strength).

Technical Understanding

Friction is a force that slows objects down and it can occur when an object moves through water or air. Air resistance is a type of friction between air and another material. Objects with a large surface area create more air resistance so they move more slowly through air. That is why sky divers use parachutes. It's the same for an object moving through water. If you go swimming, there is friction between your skin and the water. This is known as water resistance.

Shapes The shape of a vehicle is very important. Vehicles can be streamlined to produce less air resistance when they move. Aerodynamic shapes include the aerofoil, the shape of an airplane's wings. Airplanes' wings are curved on top and flatter on the bottom. The aerofoil shape makes air flow over the top faster than under the bottom. An example of a shape that is not aerodynamic is a square.



Boat Designs The fastest boat in the world reached 317 MPH. For a boat to be able to float and move through water the design and weight of the boat are vital. If an object floats on water it is called buoyancy. The materials the boat is made from will mean the boat might float or sink. Materials that float (these are less dense than the water) include: Cork, wood, plastic and ice. Materials that sink (these are more dense than the water) include: Glass, concrete, coal and gold.

Key Terminology

Biomimicry: to copy or be inspired by nature.

Aerodynamics: is the way objects move through air.

Hydrodynamics: How an object moves through water.

Tool: a piece of equipment that you use with your hands to make or repair something.

Material: the matter from which a thing is or can be made

Design Ideas: Creation of new things to solve a problem.

Friction: occurs when objects move through water or air.

Air resistance: is a type of friction between air and another material.

Aerofoil: a shape that is curved on top and flatter on the bottom that is commonly used for aeroplane wing design.

Key links—further study

www.bbc.co.uk/bitesize/articles/z33d7v4#z8c2p9q (how boats float)

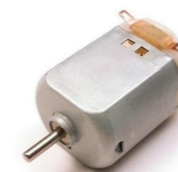
www.bbc.co.uk/bitesize/topics/zvb76v4/articles/zbmkhbk (Aerodynamics)

Maritime links

Boat design and the local ship building industry.

How boats work, travel and float.

Supporting Diagrams/pictures



Revision Checklist

- I understand how animals can be used as inspiration for design ideas.
- I can recognise and aerodynamic shapes when designing.
- I can discuss materials that are suitable for boat design.
- I can use nature and the environment around me to inspire my design ideas.

Year 7 Food Technology Knowledge Organiser



Eat 5 A DAY!

Fruit and vegetables are an important part of a **healthy, balanced diet**.

Some types are good sources of **fibre**, as well as providing lots of essential **vitamins and minerals**.

Eating lots of fruit and vegetables can help you **maintain a healthy weight** (as they are naturally low in calories) and having your 5 A DAY could reduce your risk of some diseases.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Eat a food from this group at every meal. Go for wholegrain varieties.
- Carbohydrates give you energy, and they help with digestion.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and saturated fats are usually from animal sources
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a

5-63°C – the danger zone where bacteria grow most readily.

Food poisoning is an illness caused by eating contaminated food. This can happen if food:

- is not cooked or reheated thoroughly
- is not stored correctly
- is left out for too long
- is handled by someone who's ill or has not washed their hands
- Is eaten after it's 'use by' date

- Always hold the **handle**, never the blade
- Have the blade **facing down** and not upwards
- Hold the knife **close to the body** when carrying
- **Warn** other people that you are carrying a knife
- Always use the **bridge hold** and the **claw grip**

Key Terminology

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

The danger zone: where bacteria grow rapidly

Bacteria: Small living organisms that can reproduce to form colonies.

Cross-contamination: The transfer of bacteria from one source to another.

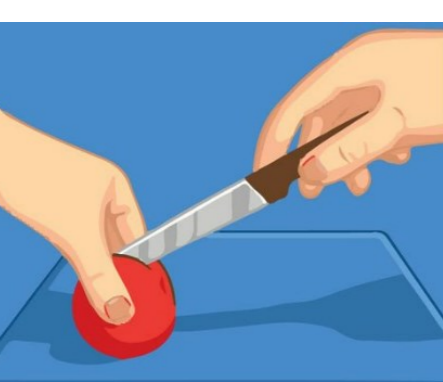
Food poisoning: Illness caused by eating contaminated food.

Fats: saturated & unsaturated

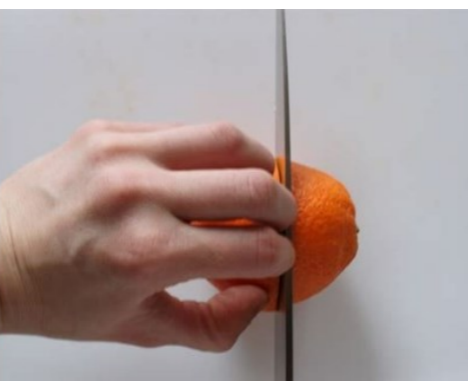
Hydration: The process of replacing water in the body.



The rubbing in method is where you rub in flour and butter with your fingertips until it resembles breadcrumbs.



The bridge hold is where you hold your fingers one side and your thumb the other side and the knife slices through your hands under the bridge



The claw grip is where you hold your fingers in a claw with your thumb out of the way and slice in front of your hand

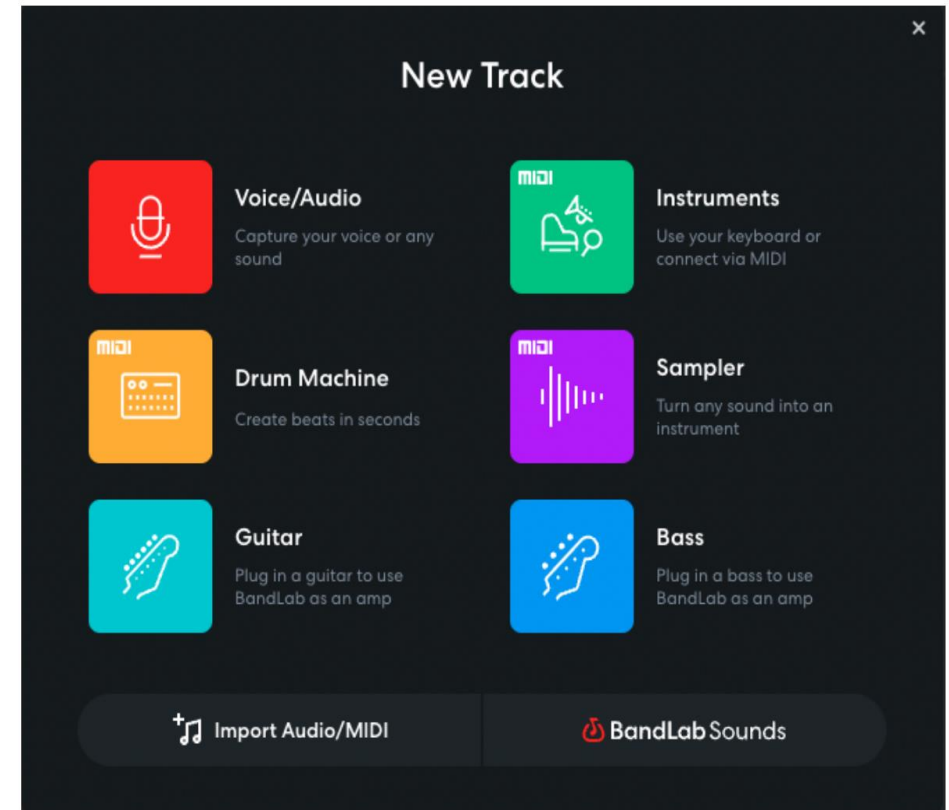
- ### Revision Checklist
- The Eatwell guide
 - Health & safety in the classroom
 - The bridge hold & claw grip
 - Knife safety
 - Rubbing in method
 - Fruit & vegetables in the diet
 - Carbohydrates in the diet
 - Fat in the diet
 - The danger zone
 - Food poisoning
- [Eat well \(11-14 Years\) - Food A Fact Of Life](#)

MUSIC KNOWLEDGE ORGANISER

Composing	Creating and planning your own music
Manipulating	Moving and changing sound to improve it
Editing	Cut/Copy and Paste using the edit menu
Loops	Repeated patterns already recorded within the software
MUSIC TECHNOLOGY	The use of computer programmes to create and manipulate sound
Texture	<i>Layers of sound build up together</i>
Structure	.How we organise musical ideas - AB (Binary) ABA (Ternary) ABACA (Rondo)
BPM	Beats per Minute (standard BPM is 120)

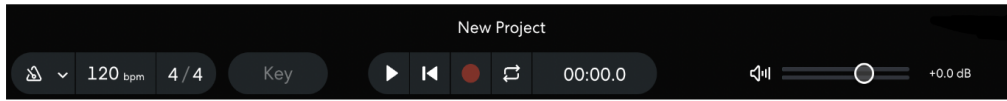


- 1 Click on **+ Create** at the top-right corner of the page to create a new project
- 2 You will be prompted to the **New Track** screen, where you can choose from these eight options to start with:

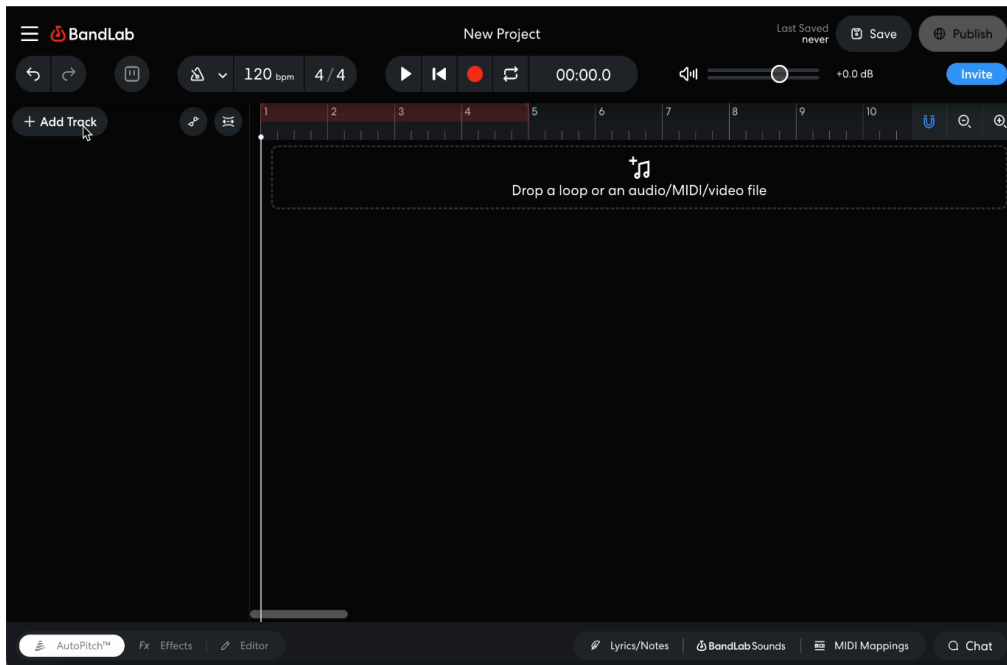


- Instruments** - Use your desired **MIDI instruments** with your keyboard or via MIDI
- Voice/Mic** - Capture your voice or any sound and try out our **AutoPitch**
- Drum Machine** - For creating groovy beats in seconds
- Guitar/Bass** - Plug in a guitar to use BandLab as an amp
- Sampler** - Create your Sampler Kits by selecting or recording your sounds
- Import Audio/MIDI** - Import audio (MP3, M4A, or WAV file) or MIDI files from your computer
- BandLab Sounds** - Browse our Loop Pack library, sorting them by genres and instruments you're interested in

- After creating the track, make sure to key in your project's **Name, Key, Tempo, Time Signature** and adjust the **Metronome Settings** and the **Master Volume** if you want to, at the top of the Studio:



- Before recording:
 - Click on **Source** at the bottom-left corner of the Studio
 - Select the desired input source
 - Test the input (You will know everything is set when the volume meter is moving)
- Once everything is set, click on **Record** at the top (shortcut **R**) to start recording. Click **Record** again or hit **Spacebar** on your keyboard to stop recording
- Click on **+ Add Track** to add another **Voice/Audio** track or any other type of track you want
- Click on **Save** or **Publish** at the top-right corner of the screen to save your project privately or immediately publish your project to your feed!



MUSIC KNOWLEDGE ORGANISER

Composing	Creating and planning your own music
Manipulating	Moving and changing sound to improve it
Editing	Cut/Copy and Paste using the edit menu
Loops	Repeated patterns already recorded within the software
MUSIC TECHNOLOGY	The use of computer programmes to create and manipulate sound
Texture	<i>Layers of sound build up together</i>
Structure	.How we organise musical ideas - AB (Binary) ABA (Ternary) ABACA (Rondo)
BPM	Beats per Minute (standard BPM is 120)



Year 7 Physical Knowledge Organiser— Summer Half Term 1

HEAD

HD2— **Be able to lead small groups in part or all of warm up**

Possible Activities for each section of warm ups.

Pulse Raiser—Jogging/Continuous relays/Shuttle runs/Skipping

Mobilisers—High knees/Heel Flicks/Side steps/walking hamstring stretch/sumo squats/arm rotations

Preparation Stretches—stretches of 5 key muscles

More information—[HERE](#)

Other things to consider

Duration—each section should be at least 2 minutes long

Be prepared—plan your session so you know what you are going to do

Communication—Be clear with your instructions

Modelling—do demonstrations so you participants know what to do

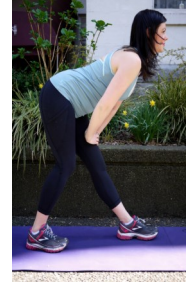
Sport Specific Activities—Are there any sports specific movements you could include -

Hands

HT2—**To use names of regularly stretched muscles.**



Quadricep



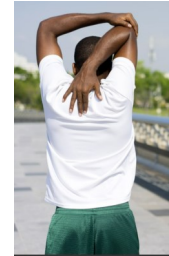
Hamstring



Gastrocnemius



Deltoid



Tricep

Hands

HS2—**Develop skills techniques and tactics in closed situations and SSG**

Skills—learned abilities that athletes acquire through training and practice

Techniques— practical movements applied to a particular task

Closed drill— a practice where distractions such as defenders and or competition is removed allowing you to focus on the task.

SSG—small sided games—this gives you more time to practice as there are fewer players competing against you.

Skills should introduced gradually starting by breaking it down into smaller chunks to practice. These should be attempted without opposition in a non-competitive situation before bringing in opposition or competition . This reduces pressure

Your activity this half term is Athletics

You will take part in...

Running—sprints/middle distance/Relays

Jumps—High jump/Long Jump/Triple jump

Throws—Shot/Javelin/Discus

Key Terms for Athletics

Speed

Co-ordination

Flexibility

Power

Cardio-vascular Fitness