Knowledge Organisers

Year 7

Summer Term

Name: _____

Instructions for how to use your Knowledge Organiser

After school, every day, you should learn knowledge from **TWO** subjects on your knowledge organiser each night. Your class teacher may set you specific tasks on Satchel One, linked to the knowledge that you will be expected to learn. The timetable below tells you which subjects you should focus on each night. It doesn't matter if you don't have that particular subject on that day, just follow the timetable for your home learning. You should spend **half an hour** on each subject. You may use your purple homework book to complete tasks neatly.

TIMETABLE OF SUBJECTS

Monday: English and Geography
Tuesday: Science and Art / DT / Food
Wednesday: Maths and History
Thursday: RE and Computer Science
Friday: MFL and Music / Drama

Reading at home

There is also an expectation that you should read a book of your choice for 30 minutes everyday. This should be signed off in your planner by a parent.

Take pride in your work!

- Each night, write the date and title and underline it neatly with a ruler.
- Label it Subject 1 and then rule off after the self-testing is completed. Then Subject 2 and self-test.
- Use a black or blue pen for your self-testing.
- These notes will then form your revision when you prepare for assessments, so you need to be able to read them!

How to learn knowledge from my knowledge organiser:

- Look at the work, cover it over, write it out again and check it.
- Look. Cover. Write. Check.
- Ask someone to test you and ask you questions about the topic
- Create mind maps on the topic
- Create flashcards on the topic
- Try writing out the key words or new vocabulary into new sentences
- Create a mnemonic
- Draw a diagram of the process
- Read further around the subject

English Year 7 Summer Term: Seminal World Literature

Tier 2 Vocabulary

- Dual identity
- Refugee
- Nomadic
- Culture
- Alienation
- Foreign

Tier 3 Vocabulary

- Stanza
- Metaphor
- Extended metaphor
- Juxtaposition
- Personification
- Dramatic monologue
- Context
- Narrative perspective

Themes

Identity and culture

The most important theme in all the extracts we will study is *identity.* What is the identity of the speaker in the poems? How is their identity defined? We will explore what makes our identity and if it is possible to feel torn between two identities.

Journeys

As a class, we will consider and explore physical and emotional journeys. We will consider if the speaker of the text has travelled from one place to another, and if they have changed as a person.

Poem	Summary
Presents from my Aunts in Pakistan	A girl has moved from Pakistan and is living in England with her family. She receives gifts that reminds her of her home country.
Search for My Tongue	A young girl feels torn between her mother tongue and her new language. At times, she feels that she is losing her native language.
Island Man	From the perspective of a Caribbean man living in London. The poem presents the contrasts between the two places.

Forms of writing: Dramatic monologue, fiction, nonfiction, autobiographical
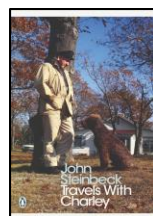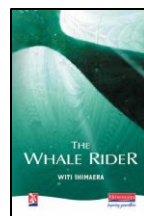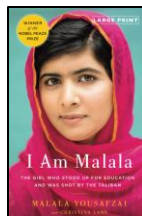
Search for My Tongue – Sujata Bhatt

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one, the mother tongue,
and could not really know the other,
the foreign tongue.
You could not use them both together
even if you thought that way.

(munay hutoo kay aakhee jeebh
aakhee bhasha)
(may thoonky nakhi chay)
(parantoo rattray svupnama mari
bhasha pachi aavay chay)

How to annotate a poem

1. Consider the title – what does the title mean? What do you think the poem is about?
2. Read the poem.
3. Who is the speaker of the poem? How do they feel?
4. Read the poem again. Highlight any words which stand out to you.
5. Summarise what the poem is about.
6. How is the poem structured? How many lines and stanzas are there?
7. Analyse the poem line by line. Can you find any language devices? What is the effect of the device?
8. Has your understanding of the poem and the speaker changed?
9. What is the message of the poem?
10. Is there a key theme in the poem?

Techniques to include:

➢ **Simile**: Using 'like' or 'as'
➢ **Juxtaposition**: The fact of two things being seen or placed close together with contrasting effect.
➢ **Metaphor**: Saying something *is* something else.
➢ **Personification**: Giving human qualities to an inanimate object.
➢ **Ambitious adjectives**: A word that describes the noun.
➢ **Extended metaphor**: A piece of writing/poetry that contains multiple metaphors or the metaphor is extended.

Key Terms	
Narrative voice	the perspective the story is told from
Character	a person represented in a movie, play, or story
Setting	Where the story takes place
Word Types	Noun: person place or thing Verb: an action Adjective: a describing word
Connotations	An idea or feeling created by a particular word
Clause: A part of a sentence	An independent clause: part of a sentence that makes sense by itself A dependent clause: part of a sentence which requires more information
Sentence Types	Simple sentence: a sentence containing one clause Complex sentence: a sentence with one independent clause and at least one dependent clause Compound sentence: two independent clauses joined by a semicolon or a comma and conjunction

What is an Exposition? An introduction to a narrative, that gives background information.

How to structure your exposition:

✓ Hook
✓ Juxtaposition (where were you, back to reality)
✓ Flashback
✓ Closing sentence, back to reality.

Type of Journeys

Mental   Physical travels   Aging

Model Exposition:

I come from a country that was created at midnight. When I almost died, it was just after midday.

One year ago, I left my home for school and never returned. I was shot by a Taliban bullet and flown out of Pakistan unconscious.

Now every morning when I open my eyes, I long to see my old room full of my things, my clothes all over the floor and my school prizes on the shelves. Instead I am in a country which is five hours behind my beloved homeland in Pakistan and my home in the Swat Valley. But my country is centuries behind this one. Here there is any convenience you can imagine. Water running from every tap, hot or cold as you wish; lights at the flick of a switch, day and night, no need for oil lamps.

When I stand in front of my window and look out, I see tall buildings, long roads full of vehicles moving in orderly lines, neat green hedges and lawns, and tiny pavements to walk on. I close my eyes and for a moment I am back in my valley – the high snow-topped mountains, green waving fields and fresh blue rivers – and my heart smiles when it looks at the people of Swat. I meet my best friend Moniba and we sit together, talking and joking as if I had never left.

Then I remember I am in Birmingham, England.

English Year 7 Summer Term: The Odyssey

Glossary – Key Vocabulary

Odyssey – journey

Divine Justice – judgement of God

Conflict – argument / fight

Siren – a mythological beast

Myth – a story created to explain

Quest – journey

Sacrifice – to give up something

Heroic – brave act

Glossary – Subject Terminology

Epic Poem – a lengthy poem

Protagonist – main character

Antagonist – villain

Rhetoric – language used to persuade

Context

HOMER

The Odyssey is a sequel to Homer's epic poem The Iliad. The epic poem focuses on one of the Greek warriors, the hero Odysseus. It tells the story of his journey home to Greece, during the ten-year period after the Greek victory over the Trojans.

Before the introduction of alphabetic writing circa 800 BCE, Greece was illiterate. Scholars date the writing of the Odyssey to about **725–675 bce**. The poem was intended originally to be performed and not just read.

Homer is the legendary author to whom the authorship of the Iliad and the Odyssey is attributed. He is regarded as one of the greatest and most influential authors of all time.

Elements of an Epic

Characters

Odysseus – The heroic protagonist of the epic poem

Telemachus – The son of Odysseus

Penelope – The wife of Odysseus

Zeus – The King of the Gods

Athena – Goddess of wisdom and battle who helps Odysseus

Calypso – an immortal goddess who holds Odysseus prisoner for 7 years

Poseidon – the main antagonist of the epic poem

Key Quotes

"Sing to me of the man, Muse, the man of twists and turns."

"Odysseus and his gallant son charged straight at the front lines, Slashing away with swords"

"Good blood runs in you, dear boy, your words are proof."

"The gods of Olympus can't be all against this man"

Themes and Symbols

❑ Fate and Justice
❑ Cunning
❑ Free will
❑ Glory and Honour
❑ Temptation
❑ Divine Justice

Odysseus bow

The sea

English Year 7 Summer Term: Descriptive Writing

Capital Letters:

It is important that you use capital letters correctly:

- The beginning of a sentence, headings, book and film titles
- Months of the year, days of the week
- Names of: people, towns, cities, places, companies, languages

Sentences:

A sentence is a group of words that expresses a complete thought

All sentences must start with a capital letter and end with a full stop.

- Each sentence should be clear and to the point.
- All sentences need a verb (a doing word), and these verbs must be in the correct tense and form.

Key Terms

Narrative voice	the perspective the story is told from
Character	a person represented in a movie, play, or story
Setting	Where the story takes place
Word Types	Noun: person place or thing Verb: an action Adjective: a describing word
Connotations	An idea or feeling created by a particular word
Clause: A part of a sentence	An independent clause: part of a sentence that makes sense by itself A dependent clause: part of a sentence which requires more information
Sentence Types	Simple sentence: a sentence containing one clause Complex sentence: a sentence with one independent clause and at least one dependent clause Compound sentence: two independent clauses joined by a semicolon or a comma and conjunction

TiP ToP Paragraphs

Paragraphs are a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing.

When writing about a new TIME period or about a different PLACE.
When writing about a new TOPIC or about or as a new PERSON.

Key Techniques

Metaphor	figure of speech that describes an object or action in a way that isn't literally true
Simile	the comparison of one thing with another thing
Rhetorical question	a question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Personification	the attribution of a **human characteristics** to something non-human
Alliteration	the same letter or sound at the beginning of words
Pathetic Fallacy	**human emotions onto non-human objects found in nature** (often the weather)
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.
Flashback	a scene in a film, novel, etc. set in a time earlier than the main story

Example:

Mount Olympus: the city of the gods. Hidden above a blanket of clouds situated in the heavens. A complex of palaces, parks and plazas housing gods and other divine creatures. An architectural wonder forged of marble; gardens, lush and flourishing with flora, as well as waterfalls gushing water into the mortal real. Sitting atop of the maze of palaces, on the peak of Olympus, was the Pantheon. The enormous halls of the gods.

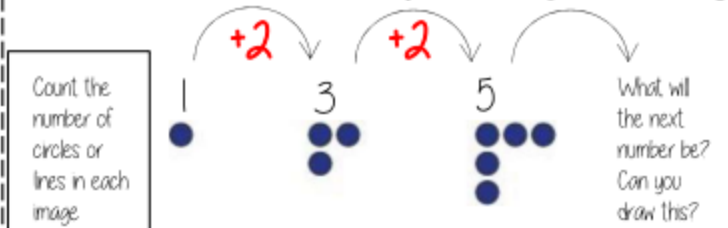# Maths Year 7 Summer Term 1: Sequences and graphs

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Topic

- Number patterns
- Growing patterns
- Spot the rule
- Work to the rule
- Linear Sequences

Key words

- Sequence
- Pattern
- Term
- Rule
- Power (Square, root and cube)
- Triangular number, Square number, Cube number
- Linear
- Arithmetic
- Non-linear
- Geometric
- Difference

Describe and continue a sequence diagrammatically

+2   +2   +2

Count the number of circles or lines in each image

1   3   5

What will the next number be? Can you draw this?

Predict and check terms

+2   +2

3   5   7

Check:

9   11   13 ✓

Predictions
Look at your pattern and consider how it will increase
e.g. How many lines in pattern 6?

Prediction – 13
If it is increasing by 2 each time – in 3 more patterns there will be 6 more lines.

Continue a linear sequence

$$7, 11, 15, 19...$$

How do I know this is a linear sequence?
It increases by adding 4 to each term.

How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference).

How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence.

n^{th} term of an decreasing linear sequence
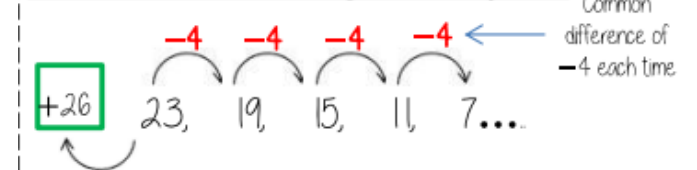
Common difference of -4 each time

-4 -4 -4 -4

$+26$ $23, 19, 15, 11, 7...$

What would have been the value of this term (term zero) this?

The nth term of the sequence above is:

Common difference of -4 each time

$$-4n + 26$$

The value of term zero

Find terms using n^{th} term

Remember this is substitution

Find terms 1, 2, 3 and 100 for the following sequence:

$$4n + 3$$

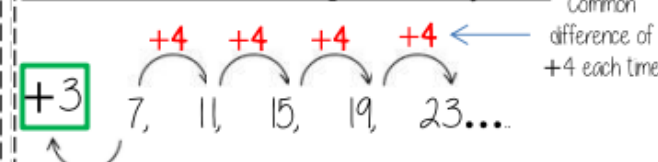We substitute the number of the term you are looking for in place of n

1st term, $n = 1$ so $(4 \times 1) + 3 = 7$
2nd term, $n = 2$ so $(4 \times 2) + 3 = 11$
3rd term, $n = 3$ so $(4 \times 3) + 3 = 15$
100th term, $n = 100$ so $(4 \times 100) + 3 = 403$

n^{th} term of an increasing linear sequence

Common difference of $+4$ each time

$+4$ $+4$ $+4$ $+4$

$+3$ $7, 11, 15, 19, 23...$

What would have been the value of this term (term zero) this?

The nth term of the sequence above is:

Common difference of $+4$ each time

$$4n + 3$$

The value of term zero

MathsWatch Clips
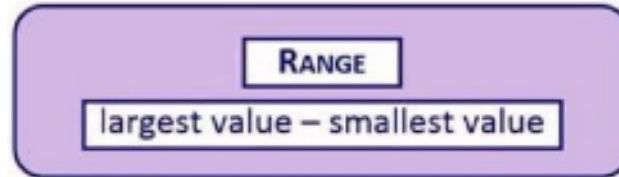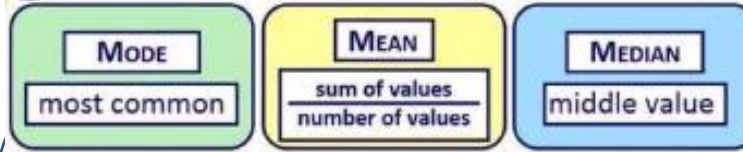
A11a, A11b, A11c, A22, N12

Maths Year 7 Summer Term: <u>Analysing and displaying Data</u>

Topic
- Comparisons
- Distributions
- Scatter graphs
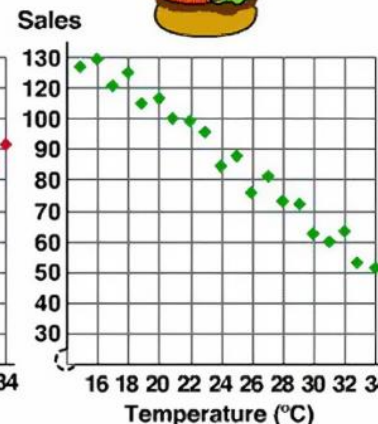- Display group data (dot plot, box plot, two-way tables and bar charts)

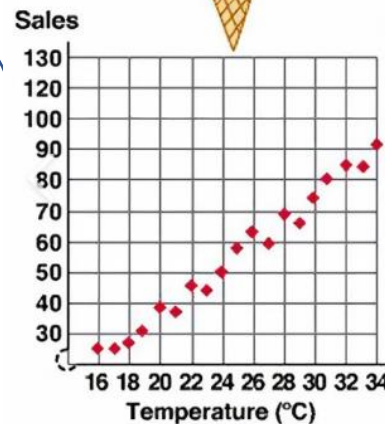## Key words
- Averages (Mode, Mean, Median)
- Spread (Range)
- Frequency
- Scatter
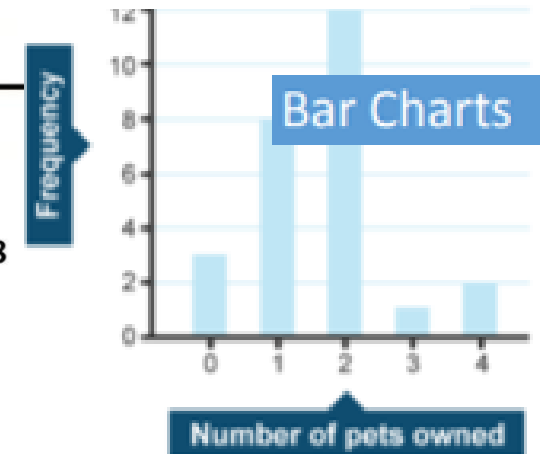- Frequency Polygon
- Box plot
- Two-way tables
- Stem-and-leaf

MODE most common

MEAN $\frac{\text{sum of values}}{\text{number of values}}$

MEDIAN middle value

RANGE largest value − smallest value

Scatter graph

Frequency Tables

Number of marks	Tally marks	Frequency
1	IIII II	7
2	IIII	5
3	IIII I	6
4	IIII	5
5	III	3
Total		26

stem	leaf
5	6
6	7, 7, 9
7	2, 4, 7, 7, 8
8	1, 2, 2, 3, 4, 8
9	0, 2, 3, 4

Key: 5|6 = 56%

Bar Charts

Number of pets owned

Line Graphs

	English	Maths	Science	Total
Girls	20	13		50
Boys		15		
Total	38		40	

Two-Way Tables
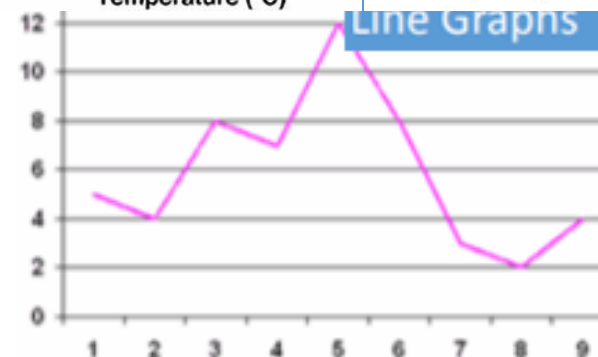
MathsWatch Clips

S6, s10a, s10b, s3, s4, s5, s2a, s2b, s8, 128b, p4

Science Year 7 Summer Term 1: Acids and alkalis, Electricity

Glossary

Acid – a solution with a pH less than 7.

Alkali – a solution with a pH of more than 7.

Indicator – changes colour depending on whether it is an acid or an alkali e.g. universal indicator.

Salt – chemicals formed by neutralisation reactions.

Neutralisation – the process of making a solution neutral.

pH – measures how acidic or alkaline a substance is.

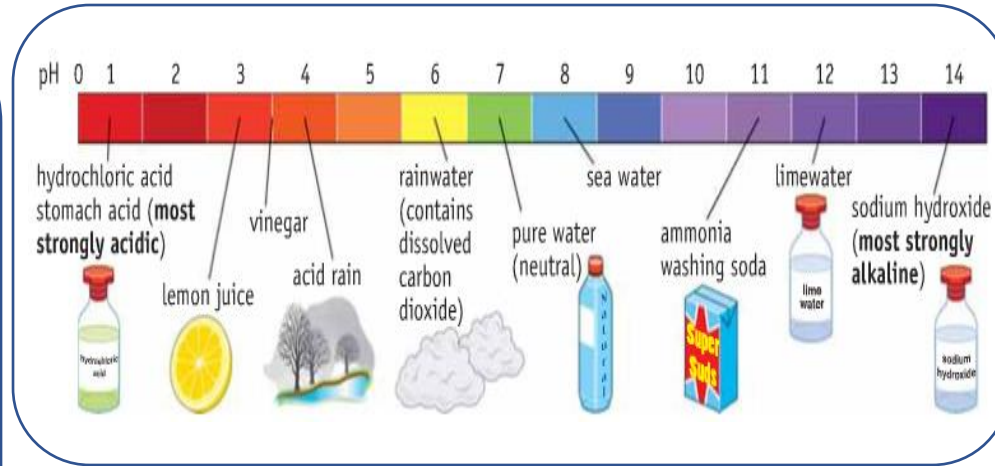**Current** – the flow of electrical charge, measured in amps (A), using an ammeter.

Voltage – measure of electrical energy, measured in volts (V), using a voltmeter.

Series circuit – components joined in a single loop.

**Parallel circuit** – circuit in which there are 2 or more paths for an electric current.

Static – unbalanced electric charges on or within a material.

**Resistance** – measure of how difficult it is for current to flow around a circuit, measured in ohms.

pH scale from 0 to 14: hydrochloric acid stomach acid (most strongly acidic), lemon juice, vinegar, acid rain, rainwater (contains dissolved carbon dioxide), pure water (neutral), sea water, ammonia washing soda, limewater, sodium hydroxide (most strongly alkaline)

Neutralisation reaction

acid + alkali → salt + water

e.g.

hydrochloric + sodium → sodium + water
acid · · · · · · · · hydroxide · chloride

Hydrochloric acid(HCl) makes salts with the second name **CHLORIDE**.
Sulphuric acid(H_2SO_4) makes salts with the second name **SULPHATE**.
Nitric Acid(HNO_3) makes salts with the second name **NITRATE**.

	symbol
cell	—┤├—
battery	—┤├┤├—
ammeter	—(A)—
voltmeter	—(V)—
motor	—(M)—
bulb	—(X)—
Open switch	—o o—
Closed Switch	—o–o—
Resistor	—▭—
Variable resistor	—⌀—
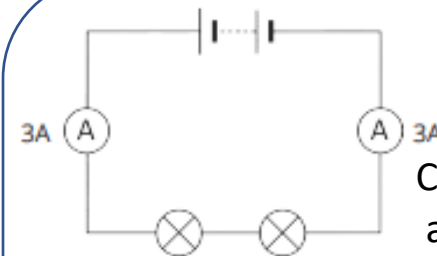
Current in a series Circuit (same)
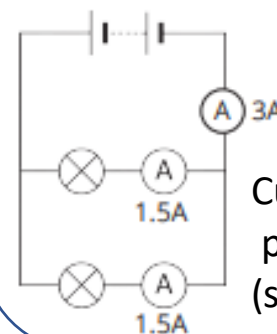
Current in a parallel circuit (splits at junction)
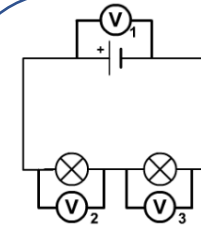
Voltage in a series circuit (splits)
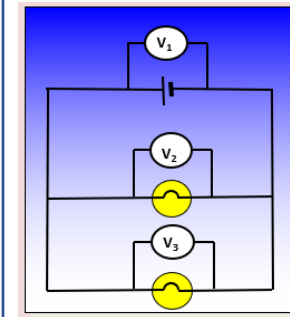
	voltage
1	3.0
2	1.5
3	1.5

Voltmeter	Voltage (V)
V_1	1.5
V_2	1.5
V_3	1.5

Voltage in a parallel circuit (same)

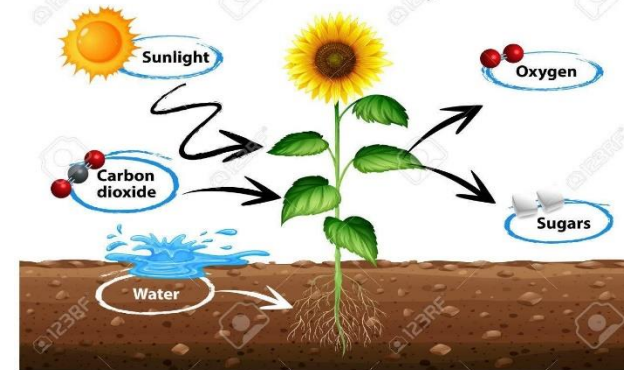ST TERESA of CALCUTTA Catholic Academy Trust

Body systems glossary

Organelle – a structure in a cell that has a specific function.

Cell – the building blocks of life.

Tissue – a group of similar cells working together.

Organ – a group of similar tissues working together.

Organ system – a group of organs working together.

Organism – an individual plant/animal or single celled life form such as bacteria.

Respiration – A chemical reaction that releases energy.

Breathing – A muscular contraction drawing air into and out of the lungs.

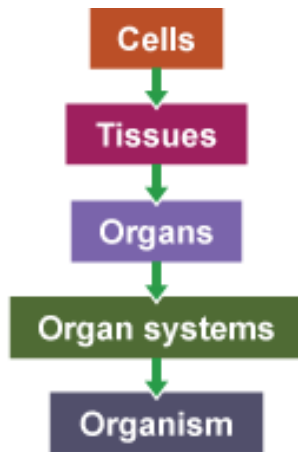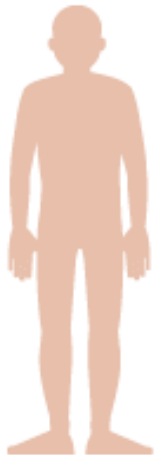**Joint** – where two bones meet.
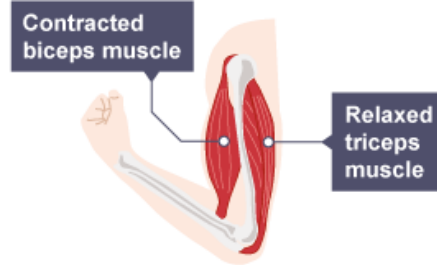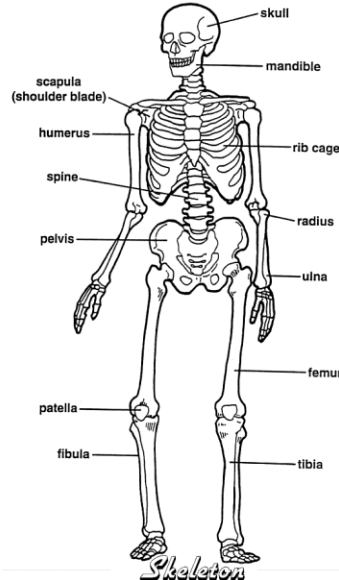
Plant life glossary

Photosynthesis – A process where plants absorb light, carbon dioxide and water to make their own food (glucose) and oxygen.

Absorption – the taking in of materials.

Chloroplasts – where light is absorbed in the plant.

Palisade cells – contain main chloroplasts where light is absorbed.

Root hair cells – where water and minerals are absorbed.

Key points...

- The leaf is one of the most important organs of a plant.
- Leaves produce food for the plant through a process called photosynthesis.
- The leaves of different plants vary widely in size, shape and colour and are adapted to carry out photosynthesis.
- Water is absorbed in a plant through the roots by cells called root hair cells.
- Root hair cells have a large surface area to absorb as much water and minerals as possible.

Skeleton — skull, mandible, scapula (shoulder blade), humerus, rib cage, spine, radius, pelvis, ulna, femur, patella, fibula, tibia

Contracted biceps muscle

Relaxed triceps muscle

Process of Photosynthesis — Sunlight, Oxygen, Carbon dioxide, Sugars, Water

Cell membrane, Chloroplast, Cytoplasm, Vacuole, Nucleus, Cell wall

Water, Root hair, Root hair cell, Soil particle

Cells → Tissues → Organs → Organ systems → Organism

Organ system	Main organs	Function
Circulatory	Heart, veins, arteries	Transports substances in the blood around the body
Respiratory	Lungs	Takes in oxygen, removes carbon dioxide
Digestive	Stomach and intestines	Breaks down food, absorbs nutrients
Reproductive	Uterus, vagina. Penis, testes	Creates offspring
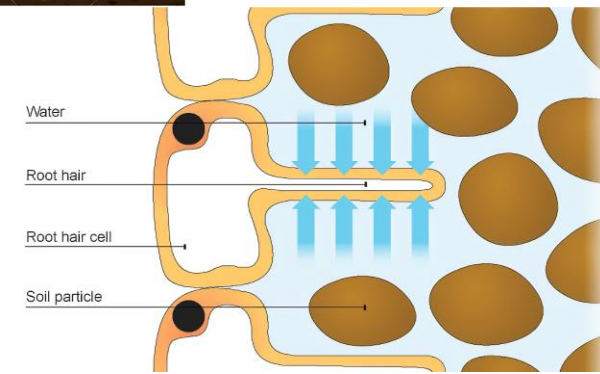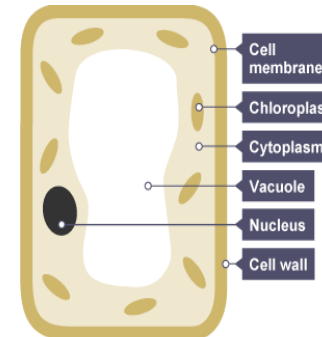
RE Year 7 Summer: Our Relationship with God

Key Words:

Rites of Passage: Special events that mark people's journey through life

Secular: Things that are separate from religion or God

Sacrament: A religious rite of passage that is a gift from God

Secular Rites of Passage:
- First tooth
- First day at school
- Moving up to high school
- Passing your driving test
- Getting your first job

Holy Orders:
- The sacrament when a man becomes a priest
- They promise to carry on Jesus' mission
- Prepare and deliver sacraments and mass.

Christian Seasons
- Advent and Christmas – the lead up to the birth of Jesus.
- Lent – the lead up to the death of Jesus where we are encouraged to give up things and make promises etc.
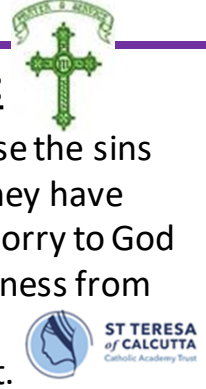- Holy Week – Palm Sunday, Maundy Thursday, Good Friday & Easter Sunday

Baptism:
- Started with Jesus' baptism (SOWA).
- Washes away sin
- Receive the Holy Spirit for the first time – welcomes you into God's family.

Holy Communion:
- Receiving the body and blood of Christ for the first time.
- When we receive the sacrament we are re-enacting the Last Supper, 'do this in memory of me' SOWA

Confirmation:
- Confirms the promises made at Baptism.
- Turning away from sin and towards God.
- Receive gifts from the Holy Spirit to live a good life.

Marriage:
- Public declaration of love in front of God.
- Starting a new life together as a couple.
- Rings symbolise eternity
- Allows a person to carry on their faith with their family.

Reconciliation:
- People recognise the sins and mistakes they have made and say sorry to God
- Receive forgiveness from God.
- It's a fresh start.

Anointing of the sick:
- Following the example set by Jesus when he healed the sick.
- Gives a person strength and comfort.
- Sins are forgiven so a person can achieve salvation.

Pilgrimage:
Pilgrimages are special, religious journeys.

Places of Pilgrimage
- Lourdes
- Walsingham
- Rome
- Holy Lands

Why do people go on a pilgrimage?
- Become closer to God
- In hopes of being healed
- Come together as a Christian community
- Understand their faith better

RE Year 7 Summer: Buddhism

Key words:

Buddha: The founder of Buddhism

Vihara: Buddhist place of worship

Shrine: a dedicated place of worship. Usually with a statue of the Buddha.

Meditation: An act of thinking deeply with a clear mind.

The Four Noble Truths: the basic truths of life

5 moral precepts: the five rules to live life by

The Eightfold Path: The path to take to be free from suffering

Enlightenment: The state of knowing the truths of life and being free from rebirth.

The Four Noble Truths

1. Life is full of suffering
2. Suffering is caused by desire
3. Suffering can be ended by overcoming desire
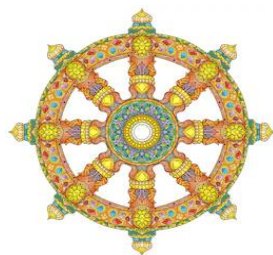4. The way to end suffering is by taking the middle path through life.

5 Moral Precepts

1. **Avoid taking life** – both humans and animals
2. **Avoid taking what is not given** – including ideas
3. **Avoid sexual misconduct** – sex should only be in a long term relationship
4. **Avoid speaking falsely** – no lying, gossiping etc.
5. **Avoid drink and drugs** that can cloud the mind – drugs for medical reasons are OK.

The Eightfold Path

Right Understanding

Right Thought

Right Speech

Right Action

Right Livelihood

Right Effort

Right Mindfulness

Right Concentration

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The Afterlife

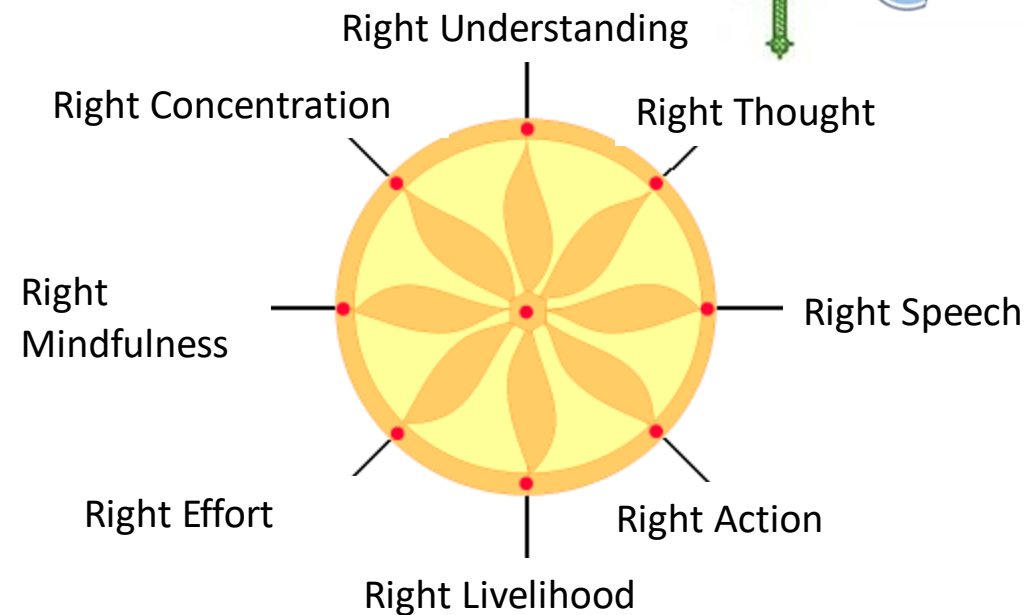**Samsara** – Life is a cycle of birth, old age, death and rebirth

Nirvana – this is achieved when anger, greed and ignorance has been overcome. It is a state of perfect peace where we no longer have desires.

The Story of the Buddha

Siddhartha was born as a prince of a royal family. His Father wishing for his son to be a great king is said to have shielded him from the knowledge of human suffering. However, at the age of 29 he left the palace against his father's wishes and he sees an old person, for the first time he saw old age. Whilst outside the palace he sees someone ill and someone dead for the first time. On his way back to the palace he sees a holy man who owned nothing but seemed at peace. This was a great turning point in his life– he wanted to know what the meaning of life was.. He decided to live as a holy man, totally neglecting his body, but he nearly died. He meditated under a tree until he found the answer. He reached enlightenment and found that you need suffering to find happiness.

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Timeline: Key Events

1154	Henry II became King of England.
1162	Henry II make his best friend, Thomas Becket, the Archbishop of Canterbury.
1170	Archbishop Thomas Becket is murdered in Canterbury Cathedral by four knights
1215	King John is forced to sign the Magna Carta at Runnymede.
1258	Henry III was forced to sign the Provisions of Oxford. This was like an extension of the Magna Carta.
1263	Barons rebel under Simon du Montfort.
1265	Meeting of the Great Council. The "Commons" are invited. The first Parliament.
1348-49	The Black Death hits England. This epidemic killed about 30-40% of the population.
1381	The Peasant's Revolt. This is the first time those at the bottom of society challenge royal authority

Medieval

Causes and consequences of events

1. More than one cause and consequence

2. Causes and consequences can be linked

3. Not all causes and consequences are equal

4. Both can be sorted in to factors (categories) Political, economic, social, cultural,

Challenges to Power

1. 1162-1170 Archbishop Becket refused to change the Church courts and he excommunicated all the bishops who helped King Henry

2. 1215 King John I had angered the barons and church by losing land in France, demanding high taxes, closing the churches for 7 years, disrespecting the barons.

3. 1265 Simon de Montfort called a meeting of the Great Council including two ordinary wealthy people (burgesses) from each town after capturing King Henry

4. May 1381 the peasants were angry with King Richard II's new poll tax, work service (working for 2-3 days for no money) and the Statute of Labourer's law (this stopped peasants for asking for higher wages). Peasant rebels led by Wat Tyler meet the King at Smithfield.

The consequences

King Henry II lost his temper, crying "who will rid me of this troublesome priest?". Four of the King's knights murdered the Archbishop on 29th December 1170 in Canterbury Cathedral. They believed he had committed treason (gone against the King). Fearing he might be excommunicated, Henry asked the Pope for forgiveness and he abandoned his plans to change the church. This showed that the King was still answerable to the Pope.

In 1215 40 barons put together an army and marched to London. The Barons listed 63 rights that they wanted – the great charter was called the Magna Carta. King John agreed to the Magna Carta and the barons agreed to be loyal. He agreed to not ask for extra taxes without consulting the Great Council. The Magna Carta was important in the long term because it introduced the idea that certain laws and rules that even monarchs had to obey. Today it is known as one of the first steps towards Britain becoming a democracy.

The King and Prince Edward fought back and de Montfort's army was defeated. However, when Edward became King in 1272 he didn't want to risk war so kept the idea of Parliament. The King now had to ask Parliament if he wanted to raise taxes, in return Parliament asked the King to introduce new laws. This gave those in Parliament increased power over the King.

On the way to London the peasants burnt buildings and important documents books and papers. They also killed Archbishop of Canterbury and the King's treasurer. King Richard II agreed to meet the peasants but during the meeting Wat Tyler was killed by the Mayor of London. To stop any attack the King spoke to the rebels and promised to listen to their demands. The King didn't keep his promise and the leaders were hunted down and killed. However, the poll tax was scrapped. Over the next 50 years Parliament stopped trying to control the Peasants wages. Many peasants bought land with their new wealth so didn't have to rely on their Lord for work, so the nobility had less control over their every day lives.

Political consequence
The start of democracy – a system of government where the people have a say in how the country is run.

Glossary:

Archbishop of Canterbury	The most important bishop in England, and a very important position, especially in the Middle Ages.
Magna Carta	The Great Charter. A list of 65 restrictions placed on the English monarch by the barons. It gave the barons more power, but didn't do anything for the peasants of England. It was the first time that the power of Medieval monarchs had been restricted.
Great Council	A group of barons chosen to advise the King. After Magna Carta, the King had to call the Great Council if he wanted to raise taxes or make any other big decisions. This was the beginning of Parliament as we know it today.
Lords	The barons and bishops who made up part of parliament.
Commons	The knights and burgesses who were called to parliament for the first time by Simon De Montfort.
Parliament	Controls the country and is made up of the King, the House of Lords and House of Commons

Geography Year 7 Summer Term
# 'Can we Learn to Live with Natural Hazards - Volcanoes?'

Key Questions		
To name the four layers of the earth and give facts about each.	To know what tectonic plates are and how they move.	To describe and explain how volcanoes form
To compare the three types of volcanoes.	To describe the hazards of a volcano.	To name and label the main features of a volcano.

Diagrams / Maps

Key Words	
Plate boundary	Where two plates meet.
Oceanic crust	Part of the earth's crust which has oceans above it- it is dense.
Continental crust	Part of the earth's crust which has land above it- it is less dense.
Destructive Plate Boundary	One plate is forced underneath another causing pressure to build.
Constructive Plate Boundary	Plates move apart allowing magma to rise through.
Mantle	Not allowing liquid to pass through something e.g. concrete
Crust	Allowing liquid to pass through something e.g. the rock.
Parasitic cone	A secondary vent in a volcano.
Pyroclastic flow	Ash and gas running down the volcano at high speeds.
Crater	The depression (dip) at the top of the volcano.
Magma	Hot molten rock below the earth's surface. Known as lava on top of the surface.
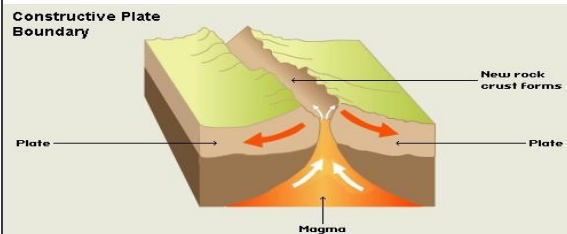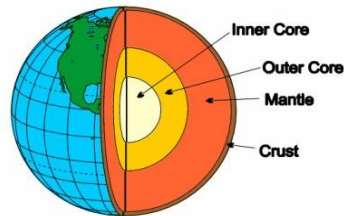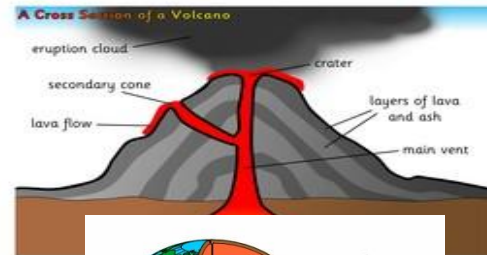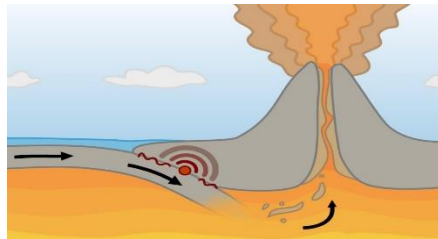
Geography Year 7 Summer Term
'How Can we Use Geography to Fight Crime?'

Key Questions

What is the difference between a victim and an offender?	Are there certain areas that a prone to crimes occurring? Why is this?	To complete fieldwork around the school to understand the safety procedures.
What are the different crimes?	What are the different responses to crime?	What is crime?
Why do people commit different crimes?	What are the different crimes committed in certain countries?	Mapping different crimes around the United Kingdom.

Key Words

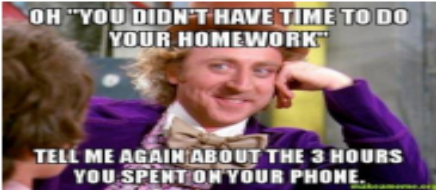| Crime	An act punishable by law.
Offender	The person who committed the crime.
Victim	Someone who has been hurt by another person's actions or words.
Target Hardening	Installing things that make it harder for criminals to get to their targets (e.g. steel shutters).
CCTV	Closed Circuit Television. Used in shops, businesses and on the streets to fight crime.
Built Environment	All the buildings around us: buildings, bridges and so on (not the natural environment).
Defensible Space	A space that people can watch over and protect areas from criminals e.g. Neighbourhood Watch.
Suspects	People who have an idea or impression of the existence, presence, or truth of (something) without certain proof.
Stakeholder	A person with an interest or concern in something e.g. a project or crime.

Diagrams / Maps

Key
- Main origin of opium
- Main flow of heroin
- Key trafficking countries
- Main consuming countries

	BURY COUNCIL	AVERAGE
Population	182,600	-
Households	76,700	-
Burglary	10.9	9.6
Criminal damage	13.9	12.7
Drug offences	3.2	4.2
Fraud and forgery	3.8	2.7
Offences against vehicles	8.6	8.2
Other offences	1.1	1.2
Other theft offences	16.4	19.3
Robbery	1.1	1.4
Sexual offences	1.0	1.0
Violence against the person	12.2	14.8

Data is supplied by the Home Office based on data collected by police forces in England and Wales between 2010 and 2011.

Spanish Year 7 Summer Term

EN MI INSTITUTO 🇪🇸

School subjects

Estudio – I study
Me encanta – I love
Me gusta – I like
Prefiero – I prefer
Odio – I hate
No me gusta – I don't like
No soporto – I can't stand

el inglés – english
la educación física – pe
la historia – history
la geografía – geography
la música – music
la religión – respect
el español – spanish
el francés – french

el alemán – german
la biología – biology
la química – chemistry
el dibujo – art
el teatro - drama
la física – physics
la tecnología – technology
la informática – computing

las matemáticas – maths
las ciencias – science

2 subjects e.g. el inglés y el dibujo – English and art

OH "YOU DIDN'T HAVE TIME TO DO YOUR HOMEWORK"
TELL ME AGAIN ABOUT THE 3 HOURS YOU SPENT ON YOUR PHONE.

porque es – because it is…

porque no es – because it isn't

porque (no) son – because they are(n't)

interesante – interesting
aburrido - boring
importante – important
bueno – good
divertido – fun
activo – active
fácil – easy
relajante - relaxing
difícil – hard
entretenido – entertaining
útil – useful
creativo - creative
inútil – useless
práctico – practical

Teachers

Mi profe de _____ .

My _____ teacher

es - is
paciente – patient
antipático – mean/unpleasant
gracioso – funny
raro – weird
aburrido – boring
simpático – nice/pleasant
severo – strict
divertido – fun

nos da muchos deberes – he/she gives us lots of homework
grita mucho – he/she shouts a lot
explica bien – he/she explains things well
tiene buen sentido del humor – he/she has a good sense of humour

My school

(En) Mi insti – (in) my school

es - (is)
no es – (it's not)
hay - (there is)
no hay - (there isn't)
tiene - (it has)
no tiene - (it doesn't have)

antiguo – old
pequeño – small
un laboratorio – a science lab
un campo de fútbol – a football pitch
un salon de actos – a theatre
una pista de tenis – a tennis court
un patio – a yard/playground
una clase de informática – an IT room

moderno – modern
horrible – horrible
una aula – a classroom
una piscina – a pool
un gimnasio – a gym
una biblioteca – a library
una cafetería – a canteen
un comedor – a dining room

bonito – nice
grande – big
feo - ugly

Let's show off

En el futuro voy a estudiar… – in the future I'm going to study…

Es pan comido – It's a piece of cake

Siempre me ha gustado - I've always liked

Key questions

¿Qué estudias? - What do you study?
¿Cuál es tu día favorita? – What is your favourite day?
¿Por qué? – Why?
¿Te gusta(n)…? – Do you like…?
¿Qué hay en tu insti? – what is there in your school?
¿Cómo es tu insti? – What is your school like?
¿Qué haces durante el recreo? – What do you do during breaktime?

Look at this model text about school – do you think you could replicate it with your own information?

Me gusta mi insti	I like my school
porque es moderno	because it's modern
y tiene una piscina enorme.	and it has an enormous pool.
Estudio diez asignaturas incluso	I study ten subjects including
las matemáticas, el inglés, y la música.	maths, English and music.
Me encanta la música porque es divertida	I love music because it's fun
y mi profe es paciente y gracioso	and my teacher is patient and funny
pero prefiero el inglés porque es pan comido.	but I prefer English because it's a piece of cake.
No soporto las ciencias porque son	I can't stand science(s) because it is (they are)
difíciles y aburridas.	difficult and boring.
También, mi profe nos da muchos deberes.	Also, my teacher gives us lots of homework.
En el futuro voy a estudiar la tecnología	In the future I'm going to study technology
porque es entrentenida.	because it's entertaining.

Adjective agreements

In Spanish, we must change our adjectives to match the thing we are describing by changing the ending. (Masculine, feminine or plural)

Nouns that are masculine start with "el" or "un"
Nouns that are feminine start with "la" or "una"
Nouns that are masculine and plural start with "los" or "unos"
Nouns that are feminine and plural start with "las" or "unas"

	M	F	MP	FP
Adjectives that end in "o"	-o	-a	-os	-as
Adjectives that end in "e"	-/	-/	-s	-s

el inglés es divertido
los deberes son divertidos
la música es divertida
las ciencias son divertidas

4.

Spanish Year 7 Summer Term

MI FAMILIA 🇪🇸

Family

En mi familia hay... – In my family there is

mis padres – my parents	mi abuela – my nan
mi madre – my mum	mi abuelo – my grandad
mi padre – my dad	mi tío – my uncle
mis abuelos – my grandparents	mi tía – my aunty

Appearance

Tengo – I have
Tiene – he/she/it has
Tienen – they have

los ojos – eyes:
- azules – blue
- marrones - brown
- verdes – green
- grises - grey

el pelo – hair:
- castaño – brown
- rubio – blond
- negro – back
- liso – straight
- rizado – curly
- largo – long
- corto – short

- pecas – freckles
- barba – a beard
- bigote – a moustache

Soy – I am
Es – he/she/it is
Son – they are

- calvo – bald
- pelirrojo – a redhead
- alto – tall
- bajo – short
- gordo – fat
- delgado - slim
- joven – young
- viejo – old

Llevo – I wear
Lleva – he/she wears
Llevan – they wear

gafas - glasses

My house

Vivo en – I live in...

- una casa – a house
- un piso – a flat
- antiguo/a – old
- bonito/a – nice
- cómodo/a – comfortable
- pequeño/a – small
- grande – big
- moderno/a – modern

Está en – it's in

- el campo – the countryside
- la costa – the coast
- una ciudad – a city
- el desierto – the desert
- la montaña – the mountains
- un pueblo – a village
- el norte – the north
- el sur – the south
- el este – the east
- el oeste – the west
- el centro – the centre

Key questions

- ¿Cuántas personas hay en tu familia? – how many people are there in your family?
- ¿De qué color son tus ojos? – What colour are your eyes?
- ¿Cómo tienes el pelo? – What is your hair like?
- ¿Cómo es? – What is he/she like?
- ¿Cómo es tu casa o tu piso? – What is your house or flat like?
- ¿Dónde está? – Where is it?

Let's show off

Ojála tuviera un hermano/una hermana – If only I had a brother/sister

Nos peleamos como el perro y el gato – we fight like cat and dog

Me parezco mucho a mi madre/mi padre – I really look like my mum/dad

Larger numbers

- 20 – veinte
- 30 – treinta
- 40 – cuarenta
- 50 – cincuenta
- 60 – sesenta
- 70 – setenta
- 80 – ochenta
- 90 – noventa
- 100 – cien

Remember! ⚠️

When we want to form numbers from 30 – 99, we have to use "y"

e.g.
treinta y cinco – thirty and 5 (35)
setenta y dos – seventy and two (72)
ochenta y uno – eighty and one (81)
cuarenta y ocho – forty and eight (48)

WE ARE FAMILY !!!

Look at this model text about family – do you think you could replicate it with your own information?

Hola. Me llamo **Julia** y tengo **once** años.	Hello. My name is **Julia** and I am **11** years old.
Soy bastante **alta** y **delgada**	I am quite **tall** and **slim**
y tengo los ojos **marrones**.	and I have **brown** eyes.
Tengo el pelo **rubio** y **largo**	I have **long**, **blond** hair
y llevo **gafas**.	and I wear **glasses**.
¡Me parezco mucho a **mi madre**!	I really look like **my mum**!
Vivo en una casa **pequeña**	I live in a small **house**
que está en el **campo**.	which is in the **country**.
Mi casa es **antigua**	My house is **old**
pero es muy **cómoda**.	but it's very **comfortable**.
En mi familia hay **cinco** personas.	In my family there are **five** people.
Hay mi **madre**, mi **padre**, mi **hermano**, mi **hermana** y yo.	There is my **mum**, my **dad**, my **brother**, my **sister** and me.
Mi hermano tiene el pelo **castaño**	My brother has **brown** hair
y es bastante **bajo** y **gorda**.	and he's quite **short** and **fat**.
Es muy **tonto**	He's really **silly**
y nos pelamos como el perro y el gato.	and we fight like cat and dog.

5.

Spanish Year 7 Summer Term

MI CIUDAD 🇪🇸

My town

En mi – In my

ciudad – city
pueblo – town
barrio - neighbourhood

hay – there is
no hay – there isn't

un castillo – a castle   un estadio– a stadium
un mercado– a market   un museo– a museum
un parque– a park   una piscina– a swimming pool
una plaza– a square   una tienda– a shop
un restaurante– a restaurant
una universidad– a university
un centro commercial– a shopping centre
un polideportivo–a sports centre

no hay nada (que hacer) – there is nothing (to do)

Activities

Voy – I go

al cine – to the cinema
al parque – to the park

a la bolera – bowling
a la cafeteria– to the cafeteria
a la playa– to the beach

de paseo – for a walk
de compras - shopping

Salgo con mis amigos – I go out with my friends
No hago nada – I don't do anything

Key questions

¿Qué hay en tu ciudad? – What is there in your town?

¿Qué haces en la ciudad? – What do you do in town?

¿Qué vas a hacer? – What are you going to do?

At the café

Quiero – I want
Me gustaría – I would like

Bebidas – drinks
un batido de fresa/ de chocolate – a strawberry/chocolate milkshake
un café – a coffee
una Coca-Cola – a coke
una Fanta limón – a lemon Fanta
un granizado de limón – an iced lemon drink
un té – a tea

Raciones – snacks
calamares - squid
croquetas - croquettes
gambas - prawns
jamón - ham
pan con tomate – tomato bread
patatas bravas – spicy potatoes
tortilla – spanish omelette

¿Qué quieres? – What do you want?
¿Algo más? – Anything else?
¿Y de beber? – And to drink?
¿Cuánto es? – How much is it?

Future plans

Este fin de semana – This weekend
El sábado por la mañana – On Saturday morning
El domingo por la tarde – On Sunday afternoon/evening
Primero - first
Luego - then
Finalmente - finally
A las tres de la tarde – at three o'clock in the afternoon
(Un poco) más tarde – (a little) later

voy a – I'm going
vas a – you're going
va a – he/she/it's going
vamos a – we're going
vais a – you lot are going
van a – we're going

salir con mis amigos – to go out with my friends
ver la television – to watch TV
ir de paseo – to go for a walk
jugar al voleibol – to play volleyball
chatear – to chat online
hacer los deberes – to do my homework

Look at this model text about your city – do you think you could replicate it with your own information?

En mi ciudad hay un estadio, unos museos	In my city there is a stadium, some museums
y un centro comercial grande	and a big shopping centre
sin embargo no hay mercado.	however there isn't a market.
Normalmente voy a la bolera	Normally I go bowling
con mis amigos o	with my friends or
voy de compras con mi madre	I go shopping with my mum
pero nunca voy a la playa	but I never go to the beach
porque es aburrido.	because it's boring.
Este fin de semana voy a salir con mis amigos	This weekend I'm going to go out with my friends
y vamos a jugar al voleibol.	And we're going to play volleyball.
¡Qué divertido!	How fun!

un	a (masculine)	unos	some (masculine)
una	a (feminine)	unas	some (feminine)

Camarero: Hola. ¿Qué quieres?
Cliente: Quiero gambas y patatas bravas por favor.
Camarero: ¿Y para beber?
Cliente: Me gustaría un batido de fresa.
Camarero: ¿Algo más?
Cliente: Una Fanta limón, por favor. ¿Cuánto es?
Camarero: Diez euros cincuenta.
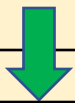
6.

Art Year 7 Summer Term Topic 3: Branded Pop Art Sculpture

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Glossary

Primary Colours – Red, Yellow and Blue. These colours are seen a lot in Pop Art

Pointillism – Is a technique of painting in which small distinct spots and dots of colour are applied to create pattern to create a form or an image

Repetition – In a similar manner to rhythm helps to create a sense of movement within an artwork

Helpful video links

https://m.youtube.com/watch?v=6qr7cdpGDRo

https://m.youtube.com/watch?v=kZV8eubKEYc

https://m.youtube.com/watch?v=DhEyoDCTSDQ

https://m.youtube.com/watch?v=y0g89q9nR3E

Burton Morris

Pop art

OH, JEFF.. I LOVE YOU, TOO.. BUT...

Pop Art, noun: A type of modern art that started in the 1960s and uses images and objects from ordinary life.

Things to look for in a Pop Art painting: Bright colours, patterns, bold outlines repeat patterns, faces, food and words.

Pop Art was the art of popular culture. It was the visual art movement that characterized a sense of optimism during the post war consumer boom of the 1950's and 1960's. It coincided with the globalization of pop music and youth culture, personified by Elvis and the Beatles. Pop Art was brash, young and fun and hostile to the artistic establishment. It included different styles of painting and sculpture from various countries, but what they all had in common was an interest in mass-media, mass-production and mass-culture.

Useful Websites:

www.pinterest.com

www.moma.org/popart

Some Artists to look at:

Andy Warhol

Roy Lichtenstein

Keith Haring

Claes Oldenburg

Jasper Johns

Pop Art appreciates popular culture, or what we also call "material culture." It does not critique the consequences of materialism and consumerism; it simply recognizes its pervasive presence as a natural fact.

Try

Quiz

Scratch

Scratch is an example of a visual programming language. It's designed to be accessible to people who have never done any programming before, and it's very useful for making simple games.

To start creating code, select what you want the code to apply to (usually a sprite), click the code tab and start dragging the blocks from the block palette. Each joined up bit of code is called a script. You can click on a script to run it. A script should normally start with a hat block that says when to run it

📖 Key Terms

Programming: writing computer code to create a program, to solve a problem

Visual Programming: Programming using graphical blocks rather than text

Script: The set of instructions that is used to program in Scratch is called a script

Sequence: Sequence means to set down instructions one after another for the computer to run

Algorithm: This sets out a sequence of steps, that, when ran , will carry out a specific task.

Loop: Repeatedly doing a piece of code

Selection: Choosing between possible actions

Variable: A piece of data that you can alter

Blocks of code
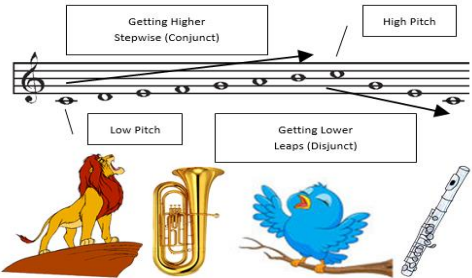
Code is repeated 10 times

Sprite moves forward

Sprite turns around

Sprite goes to a certain point

When Green flag is clicked Script will run

Errors

If there is an error in your code it will either not work, or work but not in the way that you want it to. This could be the smallest of errors

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Music Year 7 Elements of Music & Graphic Scores

Pitch: The **highness** or **lowness** of a sound

Getting Higher Stepwise (Conjunct)
High Pitch
Low Pitch
Getting Lower Leaps (Disjunct)

Tempo: The **speed** of a sound or piece of music

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

Dynamics: The **volume** of a sound or piece of music

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*

Duration: The **length** of a sound

SHORT ⟶ LONG

Texture: How much sound we hear

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

**Timbre**: The unique sound or tone quality of different instruments voices or sounds

Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

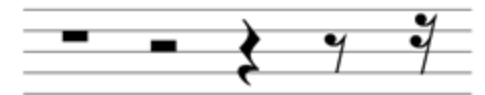**Articulation**: How individual notes or sounds are played

LEGATO – playing notes in a long, smooth way shown by a SLUR.
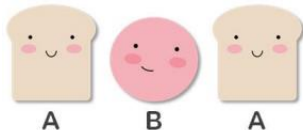
STACCATO – playing notes in a short, detached, spiky way shown by a DOT.
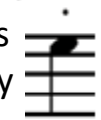
Silence: The opposite or absence of sound, no sound. In music these are RESTS
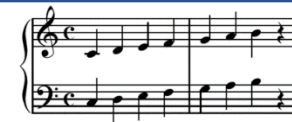
Structure: How a piece of music is organised into different sections or parts

A B A

Notation: How music is written down.
STAFF NOTATION – music written on a STAVE (5 lines and spaces)
GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.

Music can create an **atmosphere** or **ambience**. Music can also create an **image** e.g., in response to art, a story, a poem, a character, a situation – this is called **PROGRAMME MUSIC.**

Physical Education Year 7

Learning to love PE

- Basic Motor skills/techniques
- Expectations/Standards
- Isolated skill practice

Health Related Fitness - Benefits of Physical Activity

- Short term Effects of Exercise
- Anatomy Vocabulary
- Balance, Speed, Strength, Cardiovascular Fitness

Dance

- Knowledge of techniques, styles and forms.

Sports/Activities taught

Netball
Football
Hockey
Handball
Cricket
Rounders
Basketball
Table Tennis

Strategies to overcome opponents in competitive sport (Games)

- Teamwork
- Rules & regulations
- Fundamentals of Movement

Develop techniques and improve performance in other competitive sport. (Individual)

- Athletics: Hitch kick
- Gymnastics: Travel, core skills, small apparatus

Outdoor & Adventurous Activities

- Team building
- Problem solving
- Oracy & Communication Skills

Wider Curriculum Competitive Sports & Activities

- Extra Curricular
- Inter-form
- Sports Day
- Community Links

- Desire to Improve: assessments will demonstrate improvements to achieve your personal best.
- Commitment, Resilience & Respect across the learning journey.

DT Textiles Year 7 – Make do and mend

Glossary

Make do and mend

From June 1941 until 1949, buying new clothes was rationed in Britain. 'Make Do and Mend' was part of the Government's campaign urging people to repair, reuse and reimagine their existing clothes during the Second World War.

Sustainability

The avoidance of the depletion of natural resources in order to maintain an ecological balance:

Embroidery

Embellishment of a product using decorative hand stitiches.

Fashion recycling: Why 'make do and mend' is the hottest new trend

Meet the sewing queen bees who are repairing clothes – and doing it in style

Orsola de Castro – a designer who is well known for re-purposing clothing items.

Rationing forced people to think about how they spent their clothing coupons - and to find ways to avoid doing so. Making clothes was usually cheaper and needed less coupons than buying ready-made garments. Old blankets and un-rationed materials, like fabric for blackout curtains, were transformed into dresses.
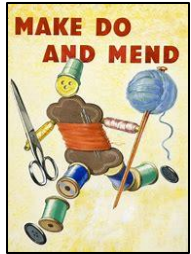
Fashionable clothing can be created from recycled products. Look at the use of ties and newspapers to make dresses.

MAKE-DO AND MEND says Mrs. Sew and Sew

MAKE DO AND MEND

STRAIGHT STITCH
Step 1   Step 2
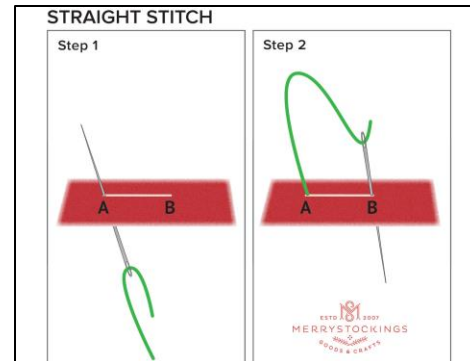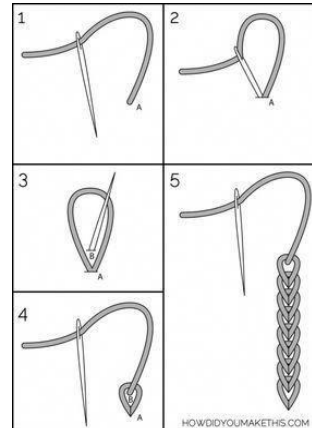
Hand embroidery stitches can be used to decorate/patch an item of clothing to make it more sustainable.

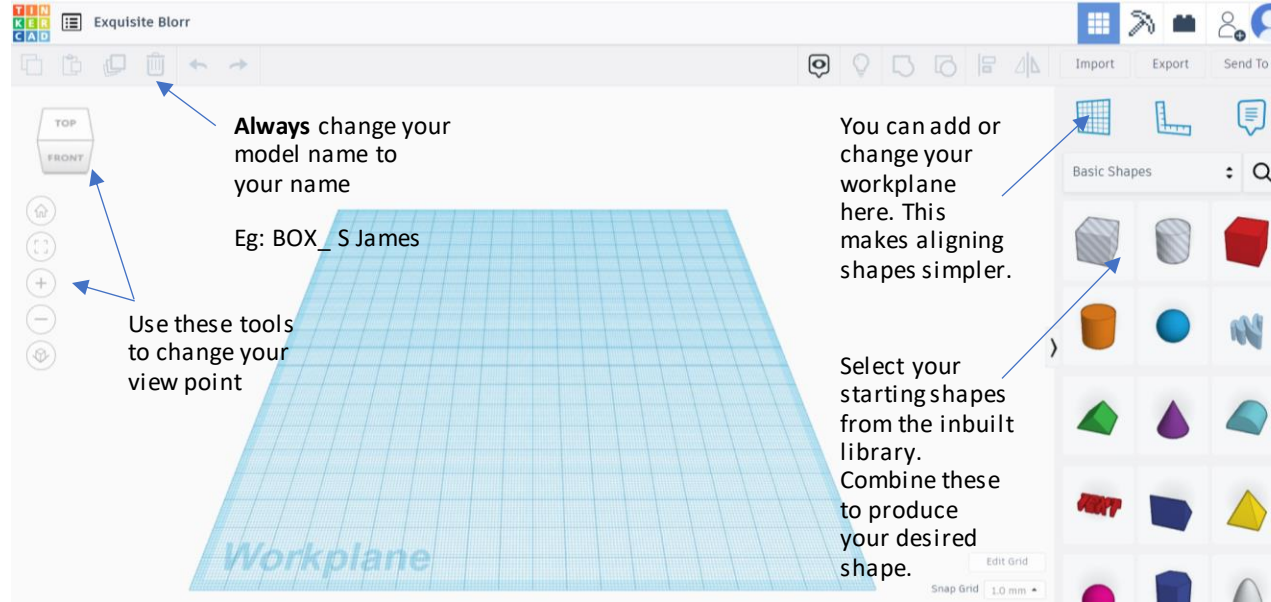# DT Textiles Year 7 Programming - Tinkercad

Glossary

C.A.D

Computer Aided Design is the use of computer software to communicate design solutions. This may take the format of technical drawing, electronic simulations or 3D modelling. The major benefit of CAD is the time saving and ease of changes. Any changes would have taken a traditional draughtsman hours to make whereas CAD software allows immediate changes. Several drawings can also be linked so that changes on one drawing will appear on multiple, again a huge time saving on traditional methods.
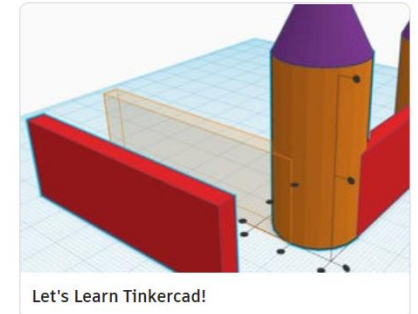
C.A.M

Computer Aided Manufacture used CAD files to programme computerised manufacturing equipment such as 3D Printers, laser cutters, CNC Machines, routers and milling machines. They operate using code which the software feeds to it from the drawing. Some CAM machines work by adding material, and some work by removing material.

3D Printers **ADD** material to produce the product.

Milling machines **REMOVE** material to produce the product.

The Workspace.

Always change your model name to your name

Eg: BOX_ S James

Use these tools to change your view point

You can add or change your workplane here. This makes aligning shapes simpler.

Select your starting shapes from the inbuilt library. Combine these to produce your desired shape.

Getting started.

Beginning your TINKERCAD Work

LEARNING CENTRE
The learning centre provides 11 Self Led tutorials for you to begin a. the aim of these is to introduce you tot eh basic functions & procedures you can do in Tinkercad.

Developing your skillset.

Let's Learn Tinkercad!

1. Getting Started - Navigation and Menus

2. Testing Your New Navigation Skills

3. Moving, Rotating, and Scaling Objects

4. Making and Manipulating Grouped Objects

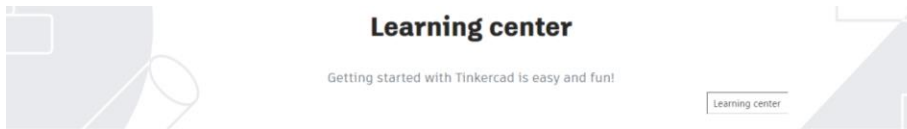5. Use the Align Tools and the Workplane Helper

Developing your TINKERCAD Skills

The five 'lesson' here will take approximately 2 hours to complete. You can stop and continue as you please- your progress will be recorded ready for the next time you log in.

Food and Nutrition, Health and Safety/Food Safety

Glossary of Keywords

- Seneca Online Learning - AQA Food and Nutrition - Class code: b797g0nf2i
- https://www.foodafactoflife.org.uk/
- BBC Food
- Food Standards Agency - https://www.food.gov.uk/food-safety
- https://www.ifst.org/lovefoodlovescience
- https://www.nutrition.org.uk/
- https://quizlet.com/240309265/gcse-food-preparation-nutrition-keywords-flash-cards/

Research the Key Words below and write an explanation for each

- **Health and Safety**
  _____
  _____
  _____

- **Food Safety**
  _____
  _____
  _____

- **Cross Contamination**
  _____
  _____
  _____

- **Food Poisoning**
  _____
  _____
  _____

- **Bacteria**
  _____
  _____
  _____

Key Knowledge:

- Know the difference between Health and Safety and Food Safety
- Describe how to keep food safe Bacteria)
- Know and understand how to prevent bacterial contamination.
- Recognise the symptoms of food poisoning.
- Understand the food safety principles when storing food.
- Describe the term cross contamination and how it occurs.

Quick Test (use the internet to research the answers)

1. What are bacteria?
2. What would happens if food is prepared incorrectly and then eaten?
3. On food packaging what do you need to check before buying the food?
4. Explain the term cross contamination.
5. What is the bacteria found in chicken called?
6. Can food poisoning be deadly?