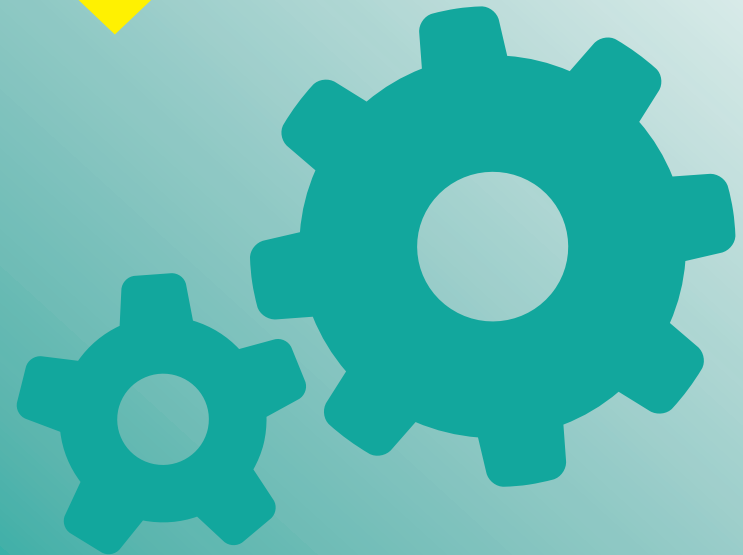
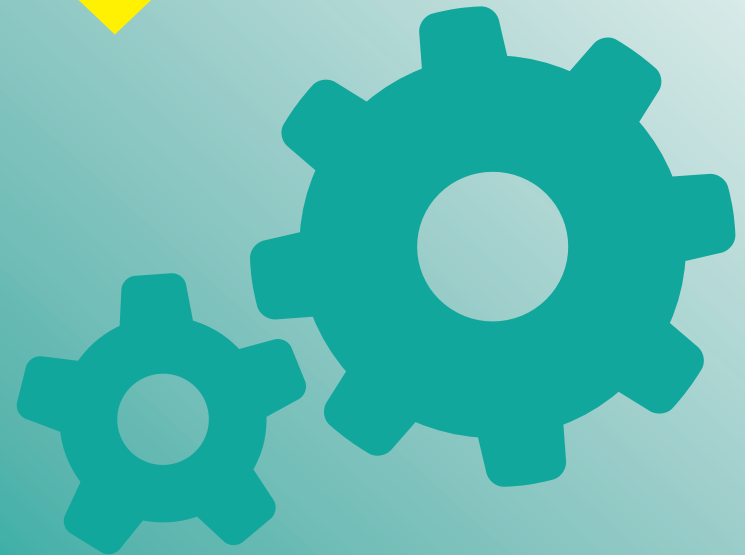




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# Maths



## Rounding

Rounding to a given number of 1 decimal places	To do this put a line in 1 <b>number</b> after the <b>decimal point</b> (after the tenths). If the <b>number</b> after this line is less than 5 <b>round down</b> , or <b>round up</b> if the <b>number</b> is 5 or above.
Rounding to 1 significant figure.	The first non zero number is the first significant figure. All numbers after this should be zero.

## Negative numbers:

Negative number- a number less than zero

$+ + = +$ $3 + + 4 = + 7$ $- 2 + + 8 = + 6$	$- - = +$ $3 - - 4 = + 7$ $- 2 - - 8 = + 6$
---	---

$+ - = -$ $3 + - 4 = - 1$ $- 2 + - 8 = - 10$	$- + = -$ $3 - + 4 = - 1$ $- 2 - + 8 = - 10$
--	--

Integer- whole number

Square number- multiply an integer by itself.

Cube number- multiply an integer by itself 3 times.

Sum- The result of adding two or more numbers.

Product- The answer when two or more values are multiplied together.

Prime- a number with 2 factors 1 and itself.

## Place value:

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Even number- divisible by 2

Odd number- not divisible by 2

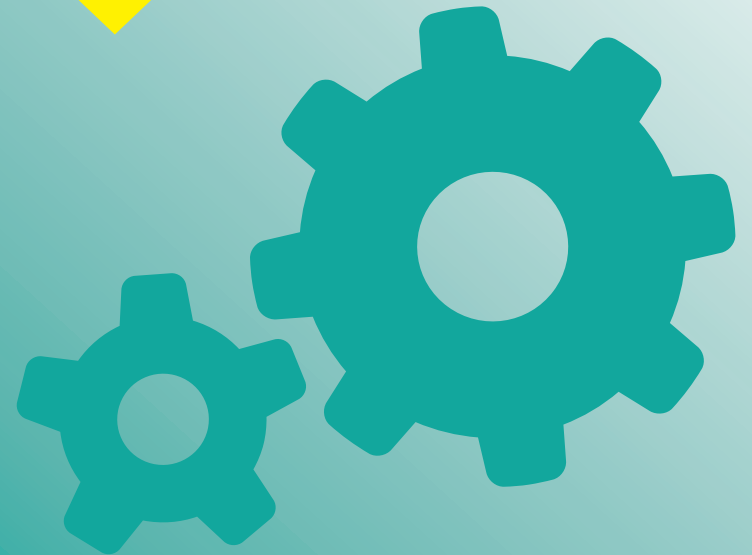
BIDMAS	
B	Brackets
I	Indices
D	Division
M	Multiplication
A	Addition
S	Subtraction

## Perimeter

The perimeter is the distance around the outside or edge of a shape or area.

It can be measured in **mm**, **cm**, **m** or **km**





# English

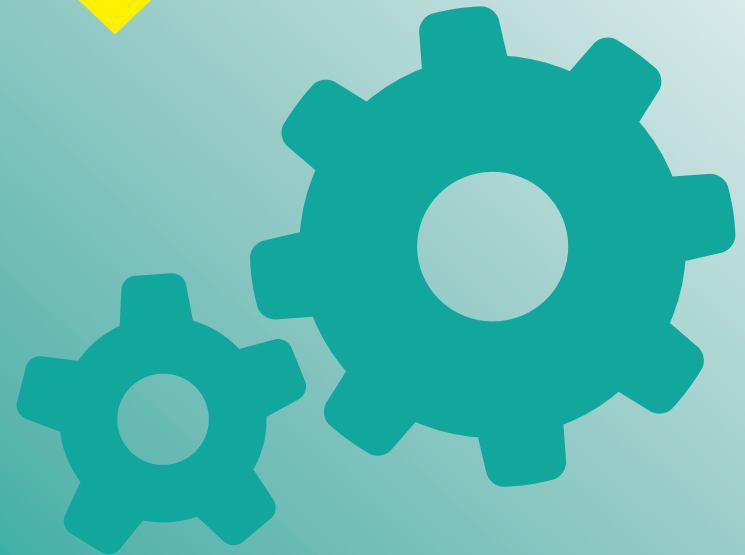


# English - My Sister Lives on the Mantlepiece - Annabel Pitcher



<p style="text-align: center;"><b>Context</b></p> <p>7/7- bombings that took place on public transport in London killing 52 people and injuring 700. They were coordinated suicide bomb attacks on the London transit system on the morning of July 7<sup>th</sup> 2005. At 8:50am explosions tore through three trains on the London Underground, killing 39. An hour later 13 people were killed when a bomb detonated on the upper deck of a bus in Tavistock Square.</p>	<p style="text-align: center;"><b>Themes</b></p> <p><b>Islamophobia</b> – The fear, hatred and hostility towards Islam and Muslims. <b>Prejudice</b> – Having an opinion or judgement which is not based on experience. <b>Grief</b> – An experience of intense sorrow, usually after a death. <b>Childhood</b> – Jamie deals with extraordinary circumstances whilst he transitions through his childhood. <b>Friendship</b> – Jamie and Sunya navigate their friendship throughout difficult situations. <b>Terrorism</b> – The use of fear or acts of violence used to intimidate people or governments. <b>Revenge</b> – Hurting or harming someone as punishment for hurting you or someone else.</p>	
<p style="text-align: center;"><b>Techniques</b></p> <p><b>Simile</b> – A comparison of two things using the key words like or as. <i>‘the moon was fat. It looked like a saucer of milk’</i> <b>Imagery</b> – Creating a mental picture for the reader through appealing to the senses (smell, touch, taste, see, hear). <i>‘I felt all light and fizzy, lemonade in my veins, and my thoughts popped and bubbled in my brain.’</i> <b>Pathetic fallacy</b> – When nature reflects human emotion (we often see this in the weather) <i>‘all the green has turned to brown and purple, as if the hills have got bruises. I like the world this way’</i> <b>Emotive Language</b> – Words which elicit an emotional reaction. <i>‘All the hurt turned into anger. With a shout of rage I jumped up and kicked the tyre marks’</i> <b>Metaphor</b> – A direct comparison of two things which is not literal. <i>‘Straight shiny hair that fell all the way down to her shoulders in a black silk curtain’</i></p>	<p style="text-align: center;"><b>Symbols</b></p> <p><b>Letters</b> are a recurring symbol throughout the novel as it symbolises the constant hope that Jamie has in his mother returning. <b>Angels and clouds</b> Jamie mentions the class reward system often within the book. We can see that the rewards chart symbolises the constant memory of Rose for Jamie. Even at school, he cannot escape the memories of his sister. The <b>Blu tack rings</b> symbolise the relationship between Sunya and Jamie and the fact that although they may have different beliefs they are brought together in their friendship and love of superheroes. <b>A Spiderman T-Shirt</b> Jamie believes that the T-Shirt is a symbol of the love of his Mum and so he continues to wear it every day in the hope that his Mum will come back for him. However, by the end of the novel, the T-Shirt becomes a symbol of Jamie’s abandonment and he feels like he has outgrown it. He realises that things cannot go back to how they were.</p>	<p style="text-align: center;"><b>Plot Summary</b></p> <p>Jamie, his sister Jas and their Dad move to the country from London after Jamie’s mother has an affair and leaves. Sitting on the Mantlepiece in their new home is the ashes of Rose, Jas’s twin sister, who was killed on September 9 in the London Bombings, five years earlier. Jas has been deeply troubled by the death of her sister, yet it doesn’t affect Jamie the same since he was too young to really know Rose. At his new school, Jamie befriends Sunya, who is a Muslim. Jamie knows his father wouldn’t approve of their friendship, as he is prejudice, hates Muslims and blames Rose’s death on the entire Muslim population.</p> <p style="text-align: center;"><b>Characters</b></p> <p><b>Jamie</b> – He is ten years old and he is the narrator of the story. He is a typical ten year old who enjoys football and superheroes. <b>Jas</b> – She is Jamie’s older sister who is fifteen. She looks after Jamie like a mother. Jas is Rose’s twin. <b>Dad</b> – He used to work in construction but has struggled with grief and alcoholism. <b>Sunya</b> – A ten year old Muslim girl in Jamie’s class at school. <b>Mum</b> – She used to be a teacher and has now left her family to live with Nigel. <b>Leo</b> – He is Jas’ punk boyfriend with green hair. <b>Nigel</b> – Nigel is Mum’s boyfriend who she met at a support group after he had lost his wife and after Mum lost her daughter Rose.</p>
<p style="text-align: center;"><b>Word Class</b></p> <p><b>Verb</b> – A word which identifies a movement – <i>run/walk</i> <b>Adverb</b> – A word which describes a movement or gives more information about a verb adjective – <i>slowly/lazily</i> <b>Noun</b> – A word that identifies a person, place or thing – <i>teacher/school</i> <b>Adjective</b> – A word that describes a noun – <i>beautiful/adorable</i> <b>Conjunction</b> – A word that connects phrases or sentences – <i>because/and/or</i></p>		

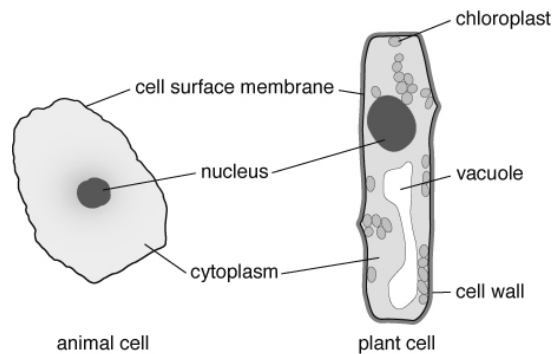
# Science





## Cells, tissues, organs and organ systems

All **organisms** carry out **seven life processes** (movement, reproduction, sensitivity, growth, respiration, excretion, nutrition). All organisms are made from **cells**:



Cell part	Function
cell surface membrane	keeps cell together and controls what goes into and out of the cell
nucleus	controls the cell
cytoplasm	where activities happen, including respiration (which occurs in <b>mitochondria</b> )
chloroplast	contains <b>chlorophyll</b> to trap sunlight for photosynthesis
cell wall	made of <b>cellulose</b> and provides support
vacuole	storage space

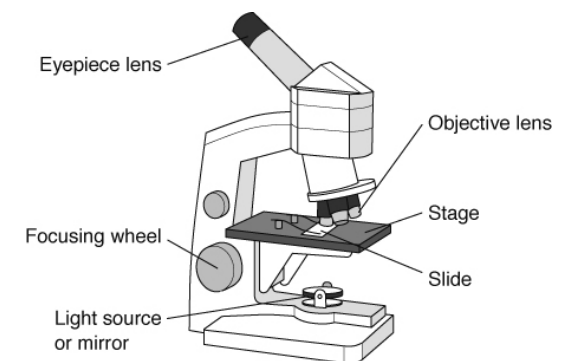
A **microscope** is used to **magnify** tiny things such as cells.

total magnification = magnification of **objective lens** × magnification of **eyepiece lens**.

The object you look at is the **specimen**. It has to be thin to let light get through it. It is placed with a drop of water onto a **slide**. A **coverslip** is carefully lowered on top, to stop the specimen drying out, hold it flat and stop it moving. A **stain** can be used to help you see parts of the cell.

To use a microscope:

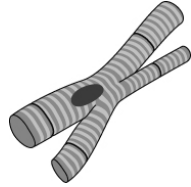
- A** Place the smallest objective lens over the hole in the stage.
- B** Turn the focusing wheel to move the objective lens close to the stage.
- C** Place the slide on the stage.
- D** Adjust the light source or mirror.
- E** Look into the eyepiece lens.
- F** Turn the focusing wheel until what you see is in focus.



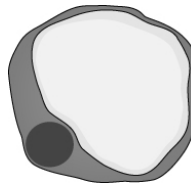


Some cells are specialised and have special functions.

### In animals

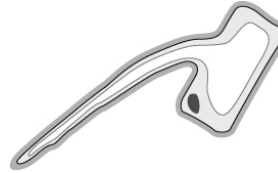


**Muscle cells** shape to move things.

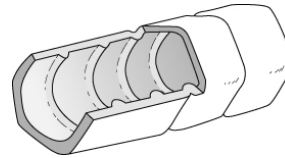


**Fat cells** in animals store fat.

### In plants



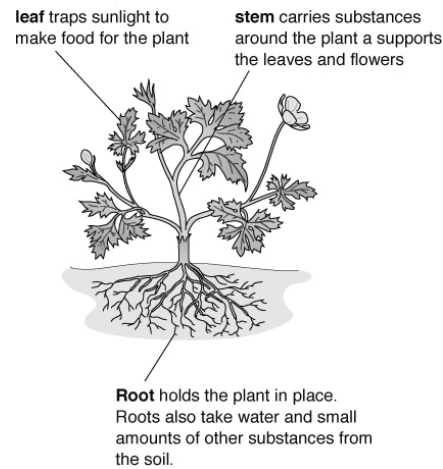
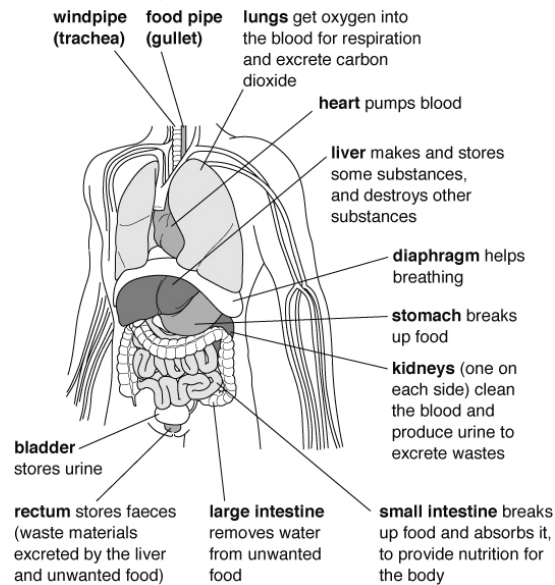
**Root hair cells** take in water.



**Xylem cells** carry water.

A group of cells that are the same, all doing the same job, is called a **tissue** (e.g. muscle tissue).

A group of different tissues working together to do an important job is an **organ**. For example, the **heart** is an organ and is made of muscle tissue and nerve tissue. Organs have important functions.



Organs often work together in **organ systems**.

Organ system	Organs	Job
breathing system	windpipe (trachea), lungs	takes air into the body and gets rid of waste gases
circulatory system	heart, blood vessels	carries oxygen and food around the body
digestive system	mouth, gullet, stomach, intestines	breaks down food
nervous system	brain, spinal cord, nerves	carries signals around the body
urinary system	bladder, kidneys	gets rid of waste
locomotor system	muscles, bones	allows movement
water transport system (plants)	roots, stem, leaves	carries water up a plant





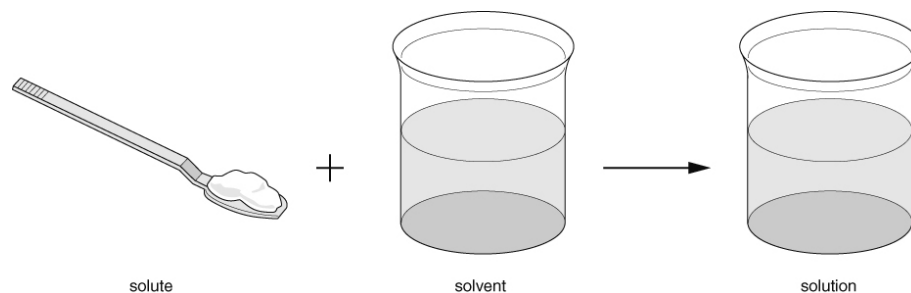
## Mixtures

A **mixture** contains two or more substances jumbled together. There are different kinds of mixture:

- **suspension**: the solids settle out of the mixture over time.
- **colloid**: the solid pieces are smaller so they don't settle out, and the mixture looks cloudy or **opaque**.
- **solution**: the solids break up into such small pieces that they are not visible, and the mixture is **transparent**.

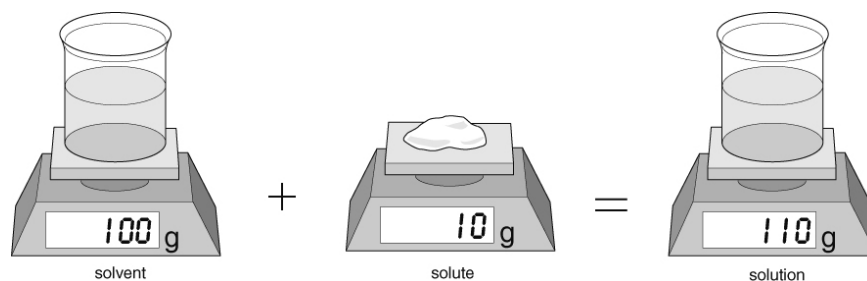
## Solutions

Some solids **dissolve** in water to make a solution. These solids are **soluble**. A solution is made from a **solute** (usually a solid) and a **solvent** (liquid). Some gases, such as oxygen and carbon dioxide, can also dissolve in water.



Substances that do not dissolve in a solvent are **insoluble**. When an insoluble substance is mixed with water, the mixture formed may be a suspension or a colloid.

The total **mass** of a solution equals the mass of solvent added to the mass of solute.



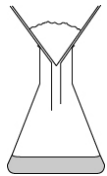
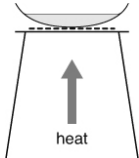
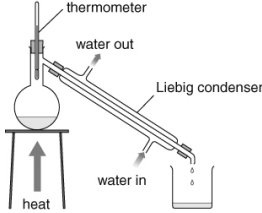
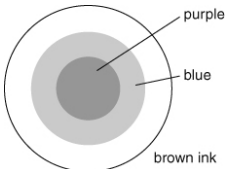
Water dissolves many different solutes. Other liquids (e.g. white spirit, ethanol) can also be used as solvents. Solutes that are insoluble in water may dissolve in other solvents.

If you keep adding solutes to a solvent, you will get to a point where no more will dissolve. The solution is **saturated** with solute. More solid may dissolve if you add more solvent (e.g. water) or increase the temperature.

The **solubility** of a solute is the amount that will dissolve in a fixed amount of solvent at a particular temperature.



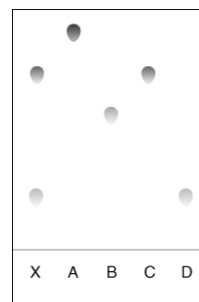
Mixtures and solutions can be separated using different methods.

Method	Used to separate	Apparatus used	Examples
<b>filtering</b> (filtration)	solids from a suspension (i.e. large pieces of solids that have not dissolved in a liquid)		<ul style="list-style-type: none"> <li>sand from a mixture of sand and water</li> </ul>
<b>evaporation</b>	solid substances from a solution or colloid		<ul style="list-style-type: none"> <li>salt from a salt solution</li> </ul>
<b>distillation</b> (evaporation followed by condensation)	liquid from a mixture		<ul style="list-style-type: none"> <li>pure water from a salt solution</li> </ul>
<b>chromatography</b>	individual solutes from a mixture of solutes in a solvent		<ul style="list-style-type: none"> <li>colours found in ink</li> </ul>

## Interpreting a chromatogram

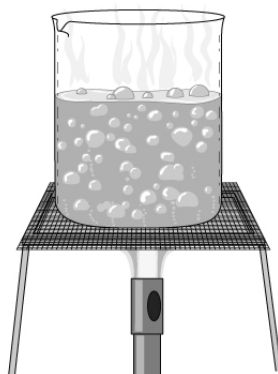
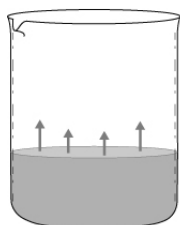
Chromatograms help to identify substances in a mixture.

This paper chromatogram shows that A, B, C and D are all single substances and that X is a mixture of C and D.





## Evaporation and boiling



**Evaporation** is when a liquid turns to a gas at its surface.

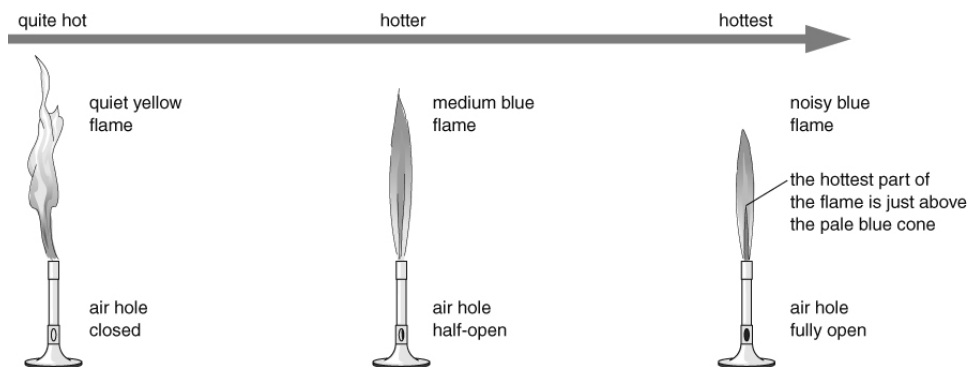
- It happens at any temperature.
- It is faster when the temperature is higher.

When a liquid **boils**, all the liquid is trying to turn into a gas at the same time.

- Boiling happens at the liquid's **boiling point**.
- Gas formed inside the liquid makes bubbles that rise to the surface.
- The boiling point of pure water is 100 °C.

## Heating with a Bunsen burner

The air hole of a Bunsen burner can be adjusted to give different kinds of flame. Each kind is useful for different things.



Safety flame: should always be used when not heating.

This flame is used for gentle heating.

This flame is used for rapid heating.



## Hazards and risks

- A **hazard** is something that could cause harm.
- A **risk** is how likely it is that the hazard will cause harm.
- You should always plan to minimise risks in experiments.

Example of hazard	How to reduce the risk from the hazard
Burns or scalds from apparatus heated by a Bunsen burner.	Use heat-resistant gloves or tongs to touch apparatus.
Spitting liquid when heating to dryness.	Wear eye protection and make sure heat is turned off before the solution is completely dry.
Shaking of distillation flask by bubbling liquid.	Add anti-bumping granules to liquid to prevent large gas bubbles forming.

## Writing a good method

Here is a **method** for lighting a Bunsen burner safely. The labels on the right show how to write a good method.

Method	
<b>A</b> Check the gas hose for breaks or holes and return the Bunsen burner and hose to your teacher if it is damaged.	The instructions are written as a set of steps in the correct order, or <b>sequence</b> , for carrying out the experiment.
<b>B</b> Tie back loose hair and any loose clothing, such as a tie or scarf.	
<b>C</b> Remove everything except what is needed for the experiment from your working area.	Each step describes one action during the experiment.
<b>D</b> Wear eye protection.	
<b>E</b> Place the burner on a heat-resistant mat 30–40 cm from the edge of the bench.	Use <b>imperative verbs</b> (command words) to keep the sentence structure simple and the language clear.
<b>F</b> Make sure the air hole of the Bunsen burner is closed.	
<b>G</b> Hold a lit splint or a long-armed sparker or lighter about 2 cm above the top of the Bunsen burner.	
<b>H</b> Turn on the gas at the gas tap to light the burner.	Use the correct names for apparatus, and correct science terms where appropriate.

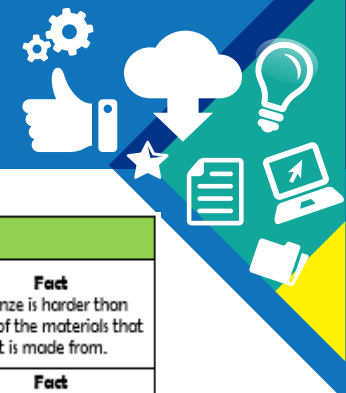
When you write up your method in your report at the end of the experiment, change the verbs to the past tense. For example:

- I made sure the air hole of the Bunsen burner was closed.



# History





### Overview

#### The Bronze Age

The Bronze Age is the name given to the time period when bronze replaced stone as the preferred material for making tools and weapons. This, along with other developments, helped to influence big changes in the ways that people lived.

The Bronze Age is the period of time between the Stone Age and the Iron Age. It is difficult to give an exact time period for when the Bronze Age occurred, as it was discovered in different places at different times. However, most experts suggest that the Bronze Age started around 3300BCE and ended in most regions by 1200BCE.

### Bronze Age Civilisations

<h4 style="text-align: center;">Ancient Egypt</h4> <p>The Ancient Egyptians are perhaps the most well-known of the Bronze Age civilisations. They settled around the Nile River (now Egypt) around 3100BCE right up until 332BCE. They built the pyramids that still exist today, and contributed a great deal to the fields of medicine, maths, and farming. They were also amongst the first to record information, using hieroglyphics drawn on paper made out of papyrus.</p>	<h4 style="text-align: center;">Mesopotamia</h4> <p>Mesopotamia is the region in which the rivers Tigris and Euphrates meet (mostly modern-day Iraq). Here, the Ancient Sumer civilisations lived – this was a number of city states which each had their own patron god/goddess and a ruling priest king. The Sumerians were around from before the Bronze Age (5300BCE) but survived right up until 1940BCE. They are credited with advancing writing, irrigation, laws and astronomy.</p>
<h4 style="text-align: center;">Mycenae</h4> <p>Mycenae was a Greek civilisation that was based around 75 miles south-west of modern day Athens. Mycenae is known for having a large palace complex, its trade with other civilisations and its pottery and jewellery. The period of Greek history between 1600BCE and 1100BCE is called Mycenaean because of the dominance of Mycenae.</p>	<h4 style="text-align: center;">Indus Valley</h4> <p>The Indus Valley or 'Harappa' civilisation was the largest Bronze age civilisation, dating from 3300BCE to 1700BCE. There is still a lot for us to learn about these peoples, as they left behind few temples, palaces, or written works, and little evidence of their rulers or priests. We can see that they were very advanced, with streets built on a grid pattern and an effective sewer system.</p>
<h4 style="text-align: center;">Shang Dynasty</h4> <p>The Shang Dynasty was the first Chinese dynasty for which there is written and archaeological evidence. It appeared towards the end of the Bronze Age, between 1600BCE and 1046BCE, before it was succeeded by the Zhou Dynasty. It originally centred around the Yellow River in north-eastern China, however moved its capital several times over the years. The Dynasty had a number of master craftsmen, which had made it famous for its bronze and jade work – many beautiful artefacts have been recovered from their tombs. They believed in a supreme god named Shang Di, and also in an afterlife. Their society was broken up into different social classes.</p>	

Life in the Bronze Age			
<b>Bronze</b>		Bronze was made by heating the metals tin and copper, and then mixing them together. They combined to form liquid bronze, which could be poured and moulded into different shapes. Bronze allowed for a greater range of tools and weapons.	<p><b>Fact</b> Bronze is harder than both of the materials that it is made from.</p>
<b>Agriculture</b>		Bronze age ploughs were more efficient than the earlier wooden ploughs, meaning that turning larger areas of soil was possible. Bronze axes were able to clear areas of forest more efficiently, meaning that larger areas could now be utilised for agriculture.	<p><b>Fact</b> Farming allowed for more people to live in areas that could survive by hunter-gathering.</p>
<b>Trade</b>		Improved sailing skills and nautical understanding, along with better sailing equipment, meant that trade could take place over long distances. Early tracks and roads were able to support carts and wagons that were drawn by animals, such as horses.	<p><b>Fact</b> Water systems, such as the Nile or Tigris, became busy trade highways.</p>
<b>Divided Society</b>		Trade in bronze and other goods meant that some people in society became extremely wealthy and powerful. Over time, this led to a divided society, with kings and priests at the top, farmers and traders in the middle, and lowly slaves at the bottom.	<p><b>Fact</b> Burial arrangements, and what people were buried with, were determined by the person's wealth.</p>
<b>Empire Building</b>		A greater range of travel options (e.g. by chariot) and weapons (e.g. armour) allowed for raids and warfare of other settlements. In time, this led to empires being built. Many had an overriding king or emperor.	<p><b>Fact</b> Amongst the largest were those in Egypt and the Indus Valley.</p>
<b>Bronze Age Britain</b>		The Bronze Age in Britain spanned from around 2500BCE until around 800BCE. One of the most common forms of Bronze Age housing in Britain was the roundhouse, which was built to a circular plan, and had walls posts built of wood or stone filled with 'wattle' and 'daub.' Spirituality grew in Britain at this time, with giant monuments (such as Stonehenge and Avebury) being erected around this time.	<p><b>Fact</b> Many historians believe that bronze was brought to Britain by the 'Beaker People' who travelled from Europe – so named as they drank from bell-shaped 'beakers.'</p>
<b>Weaving</b>		People could now weave wool into cloth. There is evidence of looms from the era, and paintings from the time show people wearing more elaborate clothing.	<p><b>Fact</b> Evidence of weaving is limited, as cloth perishes.</p>
<b>Writing</b>		Writing developed in many countries, meaning that important events and information and events could be recorded for the first time. This in turn led to the more structured establishment of laws.	<p><b>Fact</b> Egyptian hieroglyphics used pictures to represent ideas in writing.</p>
<b>Law</b>		As society developed from dispersed villages to larger, collective empires, laws were established in order to keep the peace. There is evidence of centralized governments overseeing the development of these laws.	<p><b>Fact</b> There is some evidence of capital punishment used in some societies.</p>
<b>Roles/Occupations</b>		Changes across society meant that there were now more refined jobs for different people to do. For example, some became skilled metal workers, whilst others would live their lives as tradespeople.	<p><b>Fact</b> Exceptionally skilled metal workers were celebrated in their society.</p>
<b>Clothing and Fashion</b>		During the Bronze Age, both men and women wore tunics – now deliberately weaved into shapes to cover their bodies. In many civilisations, people also began to wear hats, scarves, and leather shoes. As with many aspects of life, the clothes that a person wore depended a great deal upon their background and wealth.	<p><b>Fact</b> Primitive razors meant that most Bronze age men in the UK were clean shaven. Most men and women had long hair.</p>



## Key Dates and Events

<b>753BC</b>	The city of Rome is founded.
<b>55BC</b>	Julius Caesar leads two Roman legions to invade Britain for the first time. They went across the waters and landed on the coast of Kent. This invasion was unsuccessful and they returned to France.
<b>54BC</b>	Julius Caesar returns to invade Britain again. This time, with five Roman legions. He was much more successful this time crossing the River Thames. He left peacefully after British tribes agreed to pay tribute to Rome.
<b>43AD</b>	Emperor Claudius decided he needed to conquer a new land and make a name for himself. He sent General Plautius and four Roman legions to invade Britain. It took around 30 years for Rome to gain control of the southern part of the island.
<b>60AD</b>	It was decided that the Iceni tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.
<b>122AD</b>	<b>Hadrian's Wall.</b> The Caledonian tribes fought battles against the Romans who had tried to take their land. Hadrian, the Roman emperor ordered for a wall to be built to separate them and protect his land. The wall was 117 kilometres long
<b>410AD</b>	The Romans ruled Britain for nearly 400 years from 43 AD to 410 AD. They left Britain to defend their homeland in Italy which was being threatened by barbarians. The Western Roman Empire collapsed in 476 AD.

## The growth of the Roman Empire



## Key Vocabulary

<b>Empire</b>	A large group of states or countries ruled over by a single person.
<b>Emperor</b>	A ruler of an empire.
<b>Amphitheatre</b>	A round, open building surrounded by seats to view sports, entertainment or dramatics.
<b>Aqueduct</b>	An artificial channel for conveying water.
<b>Bath house</b>	A building containing baths for public, communal use.
<b>Temple</b>	A building used to worship god or gods.
<b>Roman Numeral</b>	Any letters representing numbers in the Roman number system.
<b>Chariot</b>	A two-wheeled vehicle pulled by horses used in races and warfare.
<b>Invalidate/ invasion</b>	To take over a country or region with an armed force.
<b>Mosaic</b>	A picture made by arranging together small pieces of stones or glass.
<b>Standard</b>	A pennant, flag or banner suspended or attached to a pole to show a Roman legion.

Mosaic in Fishbourne palace in Sussex	An aureus of Emperor Claudius	Roman soldier's shield	Roman board game	Roman soldier's helmet





## Anglo Saxon Knowledge Organiser

Time period: 410-1066



**Religion**

Paganism  
When the Anglo Saxons arrived in Britain they were Pagan, this meant they believed in lots of different Gods and Goddesses who were all in charge of different parts of life.

Anglo Saxon Gods/Goddesses  
Woden- Chief God  
Bealdor- God of Light  
Thuner- God of Thunder  
Frigg- Goddess of Love  
Tiw- God of War

Christianity  
In 597AD, the Pope sent Augustus to convert the Anglo Saxons to Christianity. Over the next 100 years, Britain gradually changed from Pagan to Christian.

Christian Belief  
One God.  
Jesus Christ is the Son of God.  
Heaven and Hell.  
Go to Church.  
Pray to God.  
The Pope in Rome is the head of the Church.

Reasons for coming to Britain

Romans had left making it easy to attack.  
Natural resources- Iron, Silver, Gold, Wood  
Power  
Expand their Empire  
Fertile Land to grow crops

**Skills**

Fighting- Swords, Axes, Spears, Javelins, Bow and Arrow, Shields.  
Building  
Farming- Growing crops and caring for animals  
Making things- Using Wood, Metal, Leather and even bone.  
Textiles- Making Clothes

**Clothes**

Usually very simple designs.  
Dyed using plants- Red, Yellow, Green, Blue, Orange.  
Made from wool or linen.

**Jobs**

Builder  
Farmer  
Blacksmith  
Leather Worker  
Weaver  
Carpenter  
Dyer  
Spinner  
Bone Worker  
Minstrel (Musician)  
Wood Cutter  
Jeweller

**Entertainment**

Music- Harp, Trumpet, Flute, Horn, Drum.  
Sport- Wrestling, Weight Lifting, Horse Racing, Swimming, Ball games.  
Story Telling- Usually fantasy involving- Heroes, Monsters, Dragons.  
Feasts  
Riddles  
Wooden Toys for Children  
Games- Dice games, Chess, Draughts.

**Food and Drink**

Bread, Pannidge  
Vegetables - carrots, parsnip, cabbages, peas, beans and onions.  
Fruit - such as apples, cherries and plums  
Fish, Meat (Boar and Deer)  
Ale and Mead - Beer made from honey



**Villages**

Usually situated by Forests as a source of wood and Rivers/Streams for fresh water.  
Usually very small- no more than a few hundred people.  
High fences around the village to keep out enemies/ wild animals.  
Would have a 'Hall' which would be where the Thane would live and for the warriors.

**Houses**

Made from wood with thatched roofs.  
Only one room in the house where everyone ate, cooked, slept and entertained their friends.  
Built facing the sun to get as much heat and light as possible.

**Key Words**

Blacksmith- Works with metal  
Carpenter- Works with wood  
Weaver/Spinner- Makes clothes  
Thane- Village leader  
Convert- To change  
Pagan- Person who worships many Gods  
Fertile land- Land good for growing food





## THE VIKINGS KNOWLEDGE ORGANISER








Diagram – Map of Viking Routes

### Map of Viking Routes

The Vikings came from the Scandinavian countries of Norway, Sweden and Denmark. The time between 787AD and 1050AD is known as the time of the Vikings. Initially, they settled in northern Scotland and eastern England, also establishing the city of Dublin in Ireland. Around 1000AD, some Vikings settled in North America, but did not stay long. They also travelled to southern Spain and Russia, and traded as far as Turkey.



### Famous Viking Leaders and Explorers

 <p><b>Ragnar Lodbrok (740/780-840 AD)</b></p> <p>Ragnar Lodbrok is a legendary Danish and Swedish Viking leader, who is largely known from Viking Age Old Norse poetry and literature (there is debate as to whether he actually existed under this name). According to these accounts, he spent the 9<sup>th</sup> Century engaged in many conflicts with the British and French leaders. He was reportedly executed by Ella of Northumbria, who cast him into a pit full of snakes.</p>	 <p><b>Ivar the Boneless (794-873 AD)</b></p> <p>Ivar the Boneless was a notoriously ferocious Viking leader and commander who invaded what is now England. He was a son of the legendary Viking Ragnar Lodbrok. It is said that Ivar and his brothers led the 'Great Heathen Army' to attack Britain to avenge the death of their father. His 'boneless' nickname could have been for a number of reasons: impotence, a physical deformity, his lack of empathy, or his large stature.</p>
 <p><b>Erik the Red (950AD-1003AD)</b></p> <p>Erik Thorvaldsson, known as Erik the Red, was a Norse explorer, famed for having founded the first settlement in Greenland. Before this, he was exiled from Iceland (around 980), reportedly for a number of violent conflicts and murders. Erik's nickname was reportedly coined as a result of his dark, flowing red hair and beard, in conjunction with his volatile temperament. Erik eventually returned to Iceland, in 986, forming a colony.</p>	 <p><b>Leif Erikson (970AD-1020AD)</b></p> <p>Leif Erikson was a Norse explorer from Iceland. The son of Erik the Red, Leif was the first European known to have set foot on continental America – hundreds of years before Christopher Columbus. He reportedly established a settlement at 'Vinland', what is now the northern tip of Newfoundland in Canada. He was reportedly a wise, strong, and considerate man, in contrast to his father's more brash, brazen personality.</p>
 <p><b>Bjorn Ironside (777BC-859AD)</b></p> <p>Bjorn Ironside was another son of the legendary Ragnar Lodbrok, who is believed to have been the King of Sweden at some point in the 9<sup>th</sup> Century. He led numerous successful raids across Europe, mostly famously in France and across the Mediterranean Sea. He is known for founding the house of Munso, who ruled for many generations in Sweden.</p>	<p><b>Eric Bloodaxe (885AD-954AD)</b></p> <p>Eric Haraldsson, nicknamed Eric Bloodaxe, was a 10<sup>th</sup> Century Norwegian ruler. He is thought to have had short reigns as both the King of Norway and twice as the King of Northumberland (c.947-948 and 952-954). He is said to have taken part in bloody raids across Europe from the age of just 12, quickly learning that violence was the best way to establish himself as distinguished Viking.</p>

### Life in the Viking Times

<b>Scandinavia</b>		The Vikings descended from all over Scandinavia (now Sweden, Norway, Finland, and Denmark). The terrain of Scandinavia was not great for farming, so Vikings left their homeland in search of more fertile lands.	<b>Where?</b> Northern Europe	<b>Key Fact:</b> The Vikings were also known by the name 'Norsemen.'
<b>Viking Longships</b>		The Vikings had advanced sailing and navigational skills for the time. They were aided by their longboats, which were long, narrow wooden vessels. These could be sailed in both deep and shallow water.	<b>When?</b> The longship first appeared in the 5 <sup>th</sup> Century	<b>Key Fact:</b> The methods used in building longships are still used today!
<b>Norse Runes</b>		The Vikings spoke in a language called Norse, and had their own alphabet system (futhork) made up of symbols called Runes. The original futhork had 24 letters, although this was later expanded. Runes were regarded as sacred.	<b>How?</b> Vikings would scribe on wood, bone and stone.	<b>Key Fact:</b> The word 'futhork' comes from the first 6 letters of the Viking alphabet.
<b>Danelaw</b>		King Alfred the Great defeated the Vikings in 878 AD, and had them sign a treaty, which governed that the Vikings stick to their own land in north and east England – this section of land became known as the Danelaw.	<b>Where?</b> North and East England	<b>Key Fact:</b> The Vikings did not give up on ruling all of England, and eventually did!
<b>Jorvik</b>		The Vikings invaded York and renamed it Jorvik. Here, a settlement was formed, which reigned prosperously for over 100 years, until Eric Bloodaxe was expelled in 954 AD.	<b>Where?</b> York, UK	<b>Key Fact:</b> Many streets in York end in 'gate', the Viking word for 'street.'
<b>Valhalla and Odin</b>		Vikings believed that when they died in battle, half of them would go to an enormous, majestic hall called Valhalla. This is where the king of the gods lived, named Odin.	<b>What?</b> Vikings believed the other half	<b>Key Fact:</b> The other half were believed to descend to goddess Freyja's field: Folkvangr.
<b>Battle of Stamford Bridge</b>		This battle took place in the village of Stamford Bridge, in the east riding of Yorkshire. King Harold of England defeated a Viking army led by Harald Hardrada	<b>When?</b> 25/09/1066 – widely considered the end of the Viking era	<b>Key Fact:</b> Harold's army was defeated only 3 weeks later at the Battle of Hastings.
<b>Viking Homes</b>		Vikings lived in long rectangular houses made with upright timbers. They used woven sticks, covered with mud, to keep out the rain. They were often one room, with a central fire.	<b>How?</b> Smoke escaped through a hole in the roof.	<b>Key Fact:</b> Animals and people often lived at different ends of the same building.
<b>Weapons</b>		According to custom, Vikings were permitted (and encouraged) to carry a weapon at all times. Weapons included bow and arrows, spears, knives, swords, axes and slings.	<b>How?</b> Bow and arrows were made from yew, ash, or elm.	<b>Key Fact:</b> Grand, well-finished weapons were seen as a sign of wealth and prestige amongst Vikings.
<b>Life for Children</b>		In old Norse society, formal schooling for children did not exist. Boys worked on farms from a young age, and girls contributed to housework. Many died young.	<b>What?</b> Viking children played with wooden toys.	<b>Key Fact:</b> Some Vikings who could not support their babies left them out to die.
<b>Food</b>		Vikings ate whatever food they could grow, hunt, or make, for example leeks, nuts, berries, bread, porridge, spinach, deer, boar, trout, chicken, eggs, sheep and pigs.	<b>How?</b> Vikings grew grains to make a number of foods.	<b>Key Fact:</b> Vikings also ate honey from bees.
<b>Clothes</b>		The Vikings were skillful weavers, and women and children often made clothes for their families. They could also use natural dyes from plants to give colour. Men wore tunics and trousers, whilst women wore long dresses.	<b>How?</b> Most clothes were made from wool and animal skins	<b>Key Fact:</b> Vikings fastened their clothes with belts and brooches.



## History - Invader and Settlers



### Research:

See if you can investigate what life was like during Roman Britain in Northwich (Condate) and explain why the town was important to the Romans.

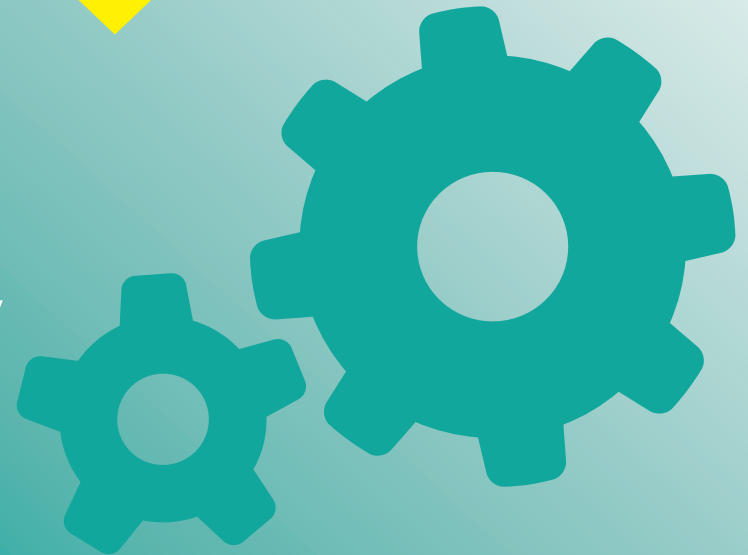
Also investigate the importance of Chester (Deva) to the Romans and write a short leaflet explaining what Roman remains still survive in the Cheshire area.

Find out what the Battle of Brunanburh was and where historians believe the battle was fought

Finally, see if you can identify any places in North West England which were invaded and settled by the Vikings. Also explain what can identify an area which was settled by the Vikings.



# Geography





**Key words:**

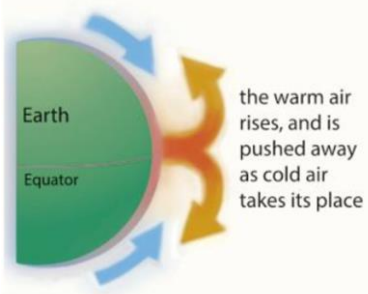
- Weather
- Climate
- Atmosphere
- Precipitation
- Celsius
- Relief
- Frontal
- Convectional
- Temperature
- Thermometer
- Depression
- Air masses
- Climate graph

**Climate** - the average atmospheric conditions over long time periods, weeks, months, years

**Weather** - what is happening in a particular place at a particular time, usually over short periods, hours or days, e.g., rain, blizzard, sunny and calm

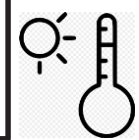
Weather can be measured using a number of instruments.

- Thermometer** for temperature
- Barometer** for air pressure
- Rain gauge** for precipitation
- Anemometer** for wind speed



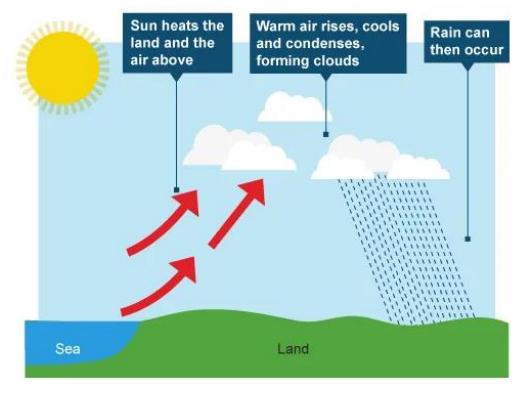
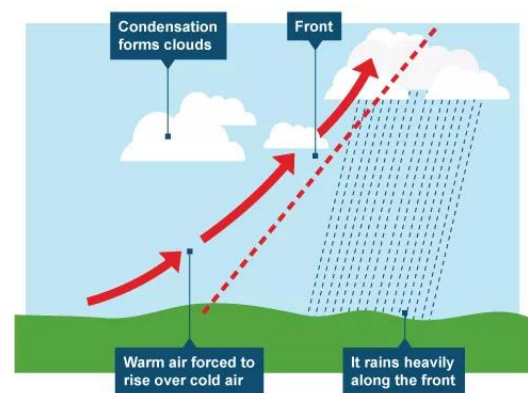
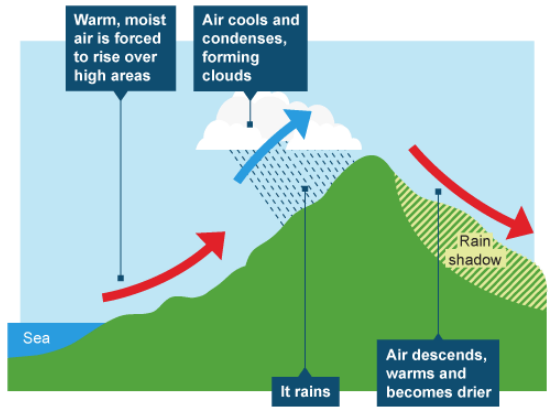
The heat from the sun powers our weather by causing warm air to rise and cool it then returns back to Earth

As air **rises** it **cools**, **condenses** and forms **clouds**. Rising air also creates **low pressure**. Where this happens around the globe there is rainfall. Where air is **sinking** there is no cooling, condensing and clouds so there is no rain. This is known as **high pressure**



**There are three main types of rainfall**

Relief rainfall is common on the west coast of the UK. The UK is affected by frontal rain as two air masses collide and heat on summer days can create convectional rainfall and thunderstorms

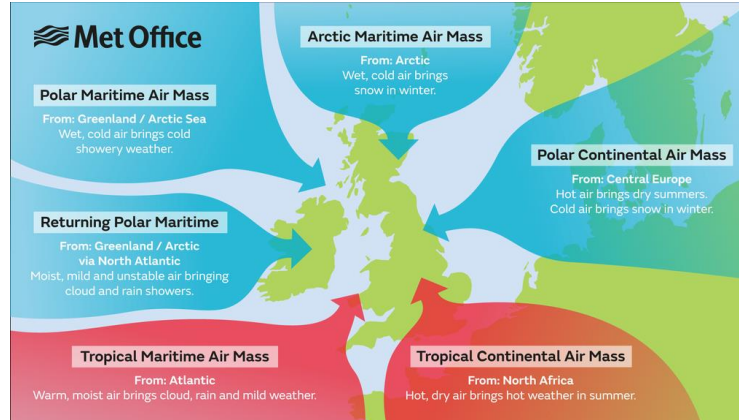


In each type of rainfall it is important to know what causes the air to rise and cool

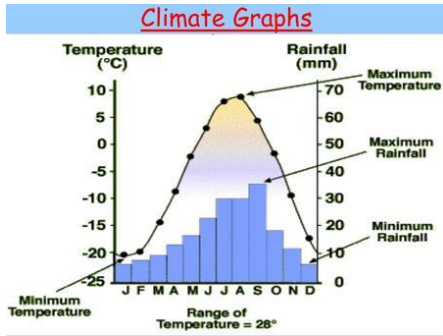




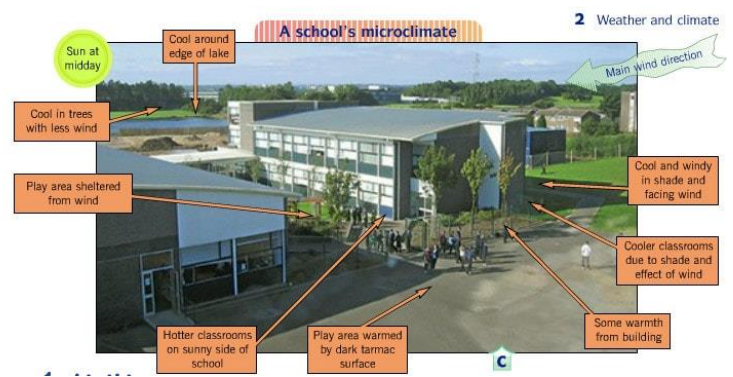
**Air masses** can affect the weather of the UK. Because we have Ocean to the West and land to the East these air masses can bring dry and wet air. If they blow from the south the temperature increases if they blow from the north the temperatures will fall



**Microclimates**  
Smaller places like our school, cities and even gardens can have a microclimate.  
**Definition** *The climate of a very small or restricted area, especially when this differs from the climate of the surrounding area:*



One way to show climate data is on a **climate graph**. This will have two vertical axis one for temperature the other for precipitation. Months are along the horizontal axis. It is important to read these axis carefully. Range of temperature = maximum temperature – minimum temperature.



**To investigate our schools microclimate** we need to.....

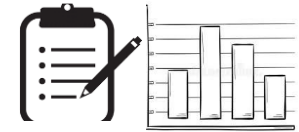
1: Collect the data. Groups were allocated an area of school and temperature, wind speed and % shade were recorded

2: Back in the classroom the data was collated and graphs drawn and placed on a map to show the data for all locations

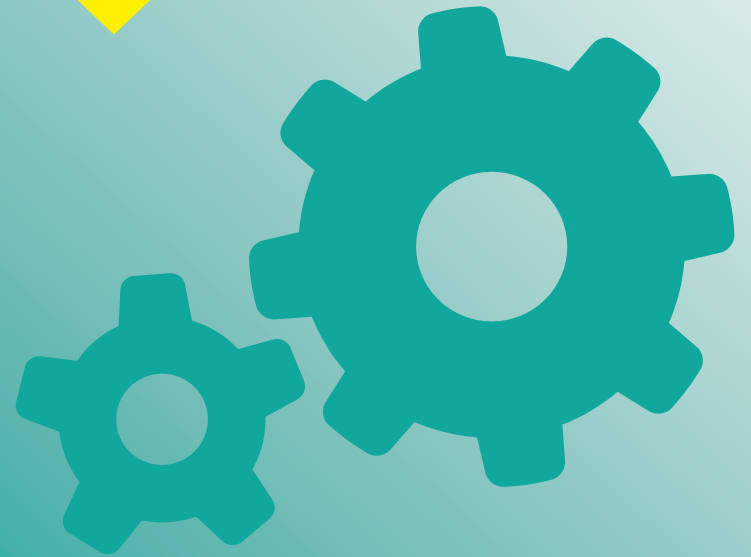
3: Our conclusion was that ...we used our data to make a decision...does our school have microclimates?

4: Evaluating the experiment. How could we make our results more reliable? Collect more data over a longer period  
Compare winter and summer  
Collect What difference would this all make to our conclusions?

**Careers Link:** Meteorologist. Climate scientist, Oceanographer, Research scientists, Hurricane hunter, Physicist, TV presenter, Broadcast journalist



# Religious Studies







## CHRISTIANITY KNOWLEDGE ORGANISER

### Overview

**Christianity** is one of the world's major religions. It is the **world's largest religion**, with about 2.4 billion followers.

Christians (like Jews and Muslims) believe in one **God**, who created the world and all that is in it.

Christians believe in the teachings of **Jesus Christ**, who was a middle-eastern preacher and healer who lived around 2,000 years ago.

Christians believe that Jesus Christ was sent down to earth to save people, by taking their punishment and dying on the cross.

The holy book in Christianity is called **the Bible**. A **church** is a building designed for Christian worship.

An artist's image of Jesus Christ giving the 'sermon on the mount.'

### Answers to Important Questions and Key Vocabulary

<p><b>Where do Christians worship God?</b></p>	<p>-Christians can pray in any place, but the most common location is in a purpose-built building called a church. Churches can be very different – old, new, plain or highly decorated. Often, the floor plans of churches are shaped in a cross.</p> <p>-Church services often include hymns, prayers, and readings from the Bible.</p> <p>-Common church features include altar tables, lecturns, pulpits, fonts and stained glass windows.</p>	<p><b>Key Vocabulary</b></p> <p>God</p> <p>Jesus</p> <p>Bible</p>
<p><b>What is the Bible?</b></p>	<p>The Bible is the holy book of Christians. It contains the Old and New Testaments. The Old Testament is similar to the Jewish Bible and was written before Jesus' birth. The New Testament contains stories about Jesus, written by those who knew him.</p>	<p>Cross/ Crucifix</p> <p>Commandments</p>
<p><b>How do Christians believe that people should live their lives?</b></p>	<p>-Christians believe that people should be compassionate to one another, and show respect to God, themselves and one another.</p> <p>-Christians believe that praying to God helps them to say sorry for the things that they have done wrong, and thank them for the blessings given to them.</p> <p>-Christians believe that God wants them to carry on the good work that Jesus did in the world.</p>	<p>Holy Trinity</p> <p>Catholic</p> <p>Protestant</p> <p>Orthodox</p>
<p><b>How many different types of Christians are there?</b></p>	<p>-There are many different denominations (types) of Christians. All Christians were once Catholics, but other groups branched off many years ago.</p> <p>-The biggest Christian denomination is still Catholicism. To Catholics, the Pope is Christ's representative on earth. Other major groups include Protestants (including Anglican/ Church of England faiths) and Orthodox.</p>	<p>Disciples</p> <p>Saint</p> <p>Church</p>

### Christian Beliefs

<p><b>God's Creation</b></p> <p>-Christians believe that God created the Earth and everything in it in 6 days, resting on the 7<sup>th</sup>.</p> <p>-The story of creation tells Christians that at first everything was dark, until God intervened and created matter.</p> <p>-Details about this are found in the Bible in Genesis 1 and 2.</p>	<p><b>The Holy Trinity</b></p> <p>-Christians believe that God can be seen in three ways, known as the Holy Trinity:</p> <p>-The Father – Creator of the world;</p> <p>-The Son – Who came to Earth as Jesus;</p> <p>-The Holy Spirit – God's power within Christians.</p>
<p><b>The Ten Commandments</b></p> <p>-In the Bible, ten 'commandments' are shared, which Christians should aim to live their lives by:</p> <p>1.You shall have no other Gods but me. 2. You shall not make for yourself any idol. 3. You shall not misuse the name of the Lord your God. 4. You shall remember and keep the Sabbath day holy. 5. Respect your father and mother. 6. You must not commit murder. 7. You must not commit adultery. 8. You must not steal. 9.You must not give false evidence against your neighbour. 10. You must not be envious of your neighbour's goods.</p>	
<p><b>The Life of Jesus Christ</b></p> <p>- Christians believe that Jesus was the son of God. He was born to ordinary parents, Mary and Joseph, in Bethlehem. Christians celebrate the birth of Jesus on 25<sup>th</sup> December – Christmas Day.</p> <p>-Jesus travelled around, teaching people about God and helping the sick. He chose 12 men to travel with him. They were his special companions and are known as the disciples.</p> <p>-Jesus was sentenced to death for calling himself the son of God. He had a final meal with his disciples (known as 'The Last Supper') before being crucified. He is said to have died for the sins of man.</p>	

### Top 10 Facts!

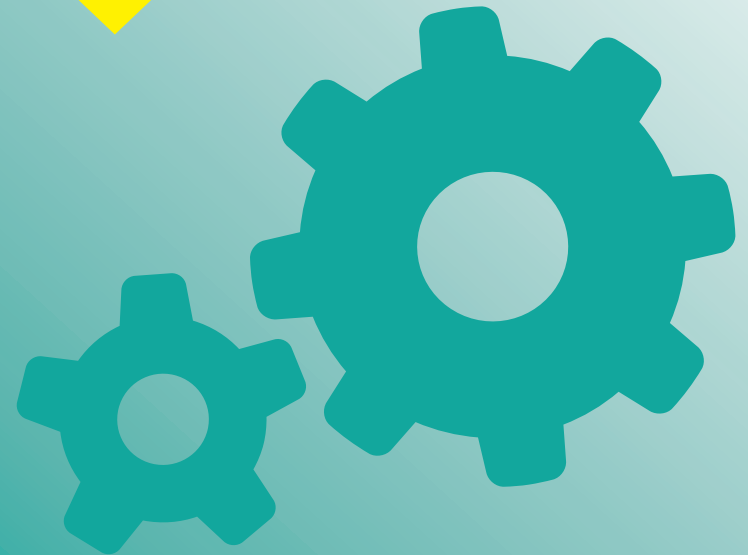
1. Christians believe that God is everywhere and sees and knows everything.	6. There is very little written about Jesus before the age of about 30, when he began preaching
2. About 1/3 of the world's population are Christian.	7. Jesus knew that he was going to be betrayed, and that he would die. He tried to warn his disciples of this at the Last Supper.
3. The word Christ comes from the Greek word meaning Messiah – God's chosen one.	8. Jesus was buried in a tomb, but the tomb was found later. He then appeared to the disciples.
4. Although Christmas is celebrated on December 25 <sup>th</sup> , no one knows exactly what date Jesus was born on.	9. Jesus eventually went back up to heaven to be with God – this is called the ascension.
5. Sunday is the holiest day in Christianity – many people meet to worship on Sunday.	10. The cross is the symbol of Christianity – a reminder that Jesus was crucified.

### Christianity Timeline

Beginning of time: God creates the world and everything in it.	Around 0 AD: Jesus is born in Bethlehem.	c.28AD: Jesus begins healing and preaching. He chooses 12 disciples.	c.30AD: Jesus feeds 5,000 with 5 loaves of bread and 2 fish!	c.33AD: Jesus holds the Last Supper. He is double-crossed by Judas.	c.33AD: Jesus is executed on the cross and then resurrects days later.	c.40AD: Church of Jerusalem – first Christian church – is founded.	c.1057AD: Orthodox Church breaks from Catholicism.	c.1534AD: Henry VIII forms the Church of England.
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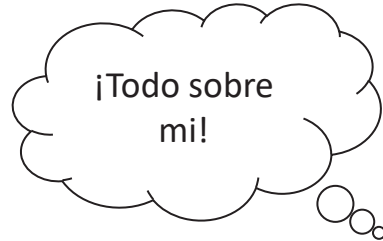


# Spanish





## YEAR 7 KNOWLEDGE ORGANISER (HT1)



Verbos	
Me llamo	My name is
Tengo	I have
Tengo _____ años	I am _____ years old
Estoy	I am (mood)
Soy	I am (permanent)
Vivo	I live

Los adjetivos	
Bien	Good
Mal	Bad
Fenomenal	Great
Regular	OK / Regular
Fata	Awful
Simpatico/a	Nice
Antipatico/a	Nasty
Feo/a	Ugly
Guapo/a	Pretty
Alto/a	Tall
Bajo/a	Short
Delgado/a	Slim
Gordo/a	Fat
Travieso/a	Naughty
Inteligente	Intelligent
Trabajador/a	Hard working
Hablador/a	Talkative
Tímido/a	Shy
Divertido/a	Fun
Tonto/a	Silly
Generoso/a	Generous
Valiente	Brave
Amable	Kind

En mi familia hay...	
Mi familia	My family
Mi madre / Mi padre	My mum/ my dad
Mis padres	My parents
Mi hermano menor	My younger brother
Mi hermana mayor	My older sister
Mi hermanastro/a	My stepbrother/sister
Mi mejor amigo	My best friend
Mi abuelo/a	My grandfather/mother
Mi tío/a	My uncle /auntie
Mi primo/a	My cousin
Mis hermanos gemelos	My twin brothers
Apellido	Surname
Apodo	Nickname
Fecha de Nacimiento	Date of birth

Los números		
1 – uno	5 - cinco	9 - nueve
2 – dos	6 - séis	10 - diez
3 - tres	7 - siete	11 - once
4 - cuatro	8 - ocho	12 - doce

Describiendo a otras personas		
Yo	Mi madre (singular)	Mis amigos (plural)
Tengo – I have	Tiene – she has	Tienen – have
El pelo largo / corto/ rizado/ liso	Long/short/curly/straight hair	
El pelo castaño/marron/ negro/ rubio/pelirrojo	Brown/ brown/ black/blond/ ginger hair	
Los ojos grandes/ pequeños	Big/small eyes	
Los ojos azules/verdes/castaños/ marroes	Blue/green/brown/brown eyes	

**Common mistakes to avoid:**

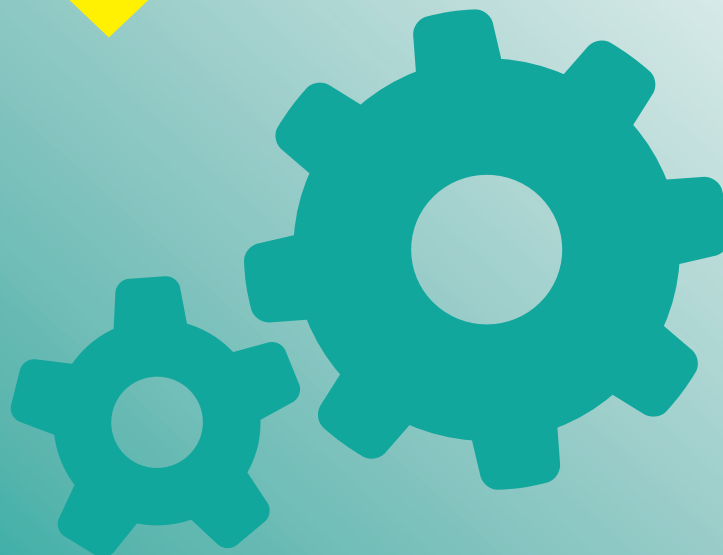
Make sure the adjectives agree:

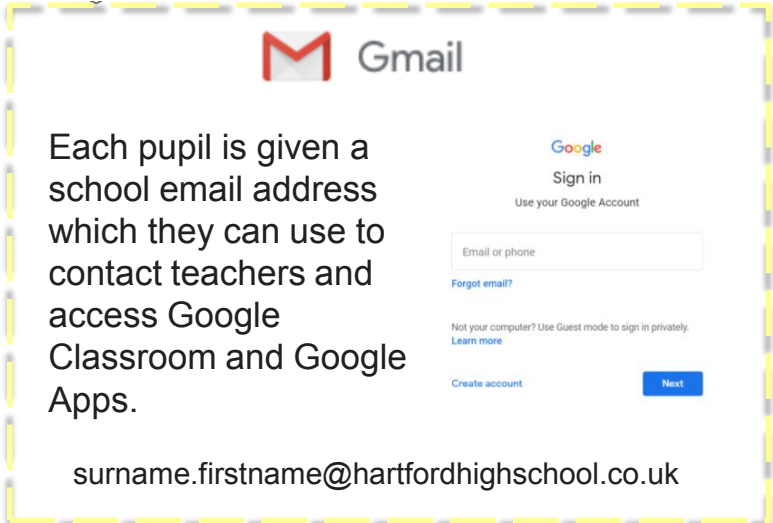
Mi madre es guapa y mi padre es alto. Mi hermana tiene los ojos marrones y el pelo castaño

Care with **mi/ mis (my)** ; **Es** – he /she is - **Son** – they are

Preguntas	
¿Cómo te llamas?	What is your name?
¿Cómo estás? / ¿Qué tal?	How are you?
¿Cuántos años tienes?	How old are you?
¿Cuál es tu nacionalidad?	What is your nationality?
¿Cuándo es tu cumpleaños?	When is your birthday?
¿Cómo eres tú?	How are you?

IT







**Gmail**

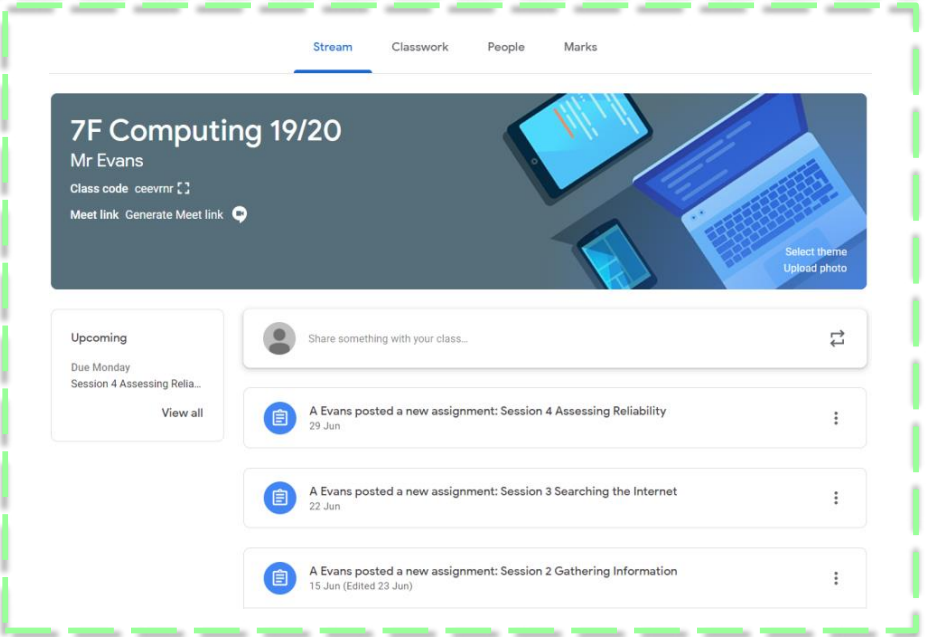
Each pupil is given a school email address which they can use to contact teachers and access Google Classroom and Google Apps.

Example email address: `surname.firstname@hartfordhighschool.co.uk`

Key terms	
Term	Definition
<b>Email</b>	Electronic mail is a method of exchanging messages between people using electronic devices.
<b>Password</b>	A string of characters that allows access to a computer system or service.
<b>Google Drive</b>	A cloud storage platform where you can store files.
<b>Docs</b>	An online text editor similar to Microsoft Word.
<b>Sheets</b>	An online spreadsheet editor similar to Microsoft Excel.



Teachers can set work on Google Classroom for you to access. Once you have signed in to your GMAIL account you will be able to load up the classroom app – on here you will see all of the classes that your teachers have invited you to and will be able to see your outstanding work on the class “stream” or in the to do list.



Stream Classwork People Marks

**7F Computing 19/20**  
Mr Evans  
Class code ceevnr  
Meet link Generate Meet link

Upcoming

- Due Monday  
Session 4 Assessing Relia...  
View all

Share something with your class...

- A Evans posted a new assignment: Session 4 Assessing Reliability  
29 Jun
- A Evans posted a new assignment: Session 3 Searching the Internet  
22 Jun
- A Evans posted a new assignment: Session 2 Gathering Information  
15 Jun (Edited 23 Jun)

Art





In Art this term you will learn how to mix colours using paint. How to recognise colour relationships and see how artists have used and applied colour in their work.

## The Colour Wheel



### Deliberate Practice –

- Apply different colour schemes to Matisse inspired artist research using pencil crayon.
- Create a colour collage colour wheel. Use different papers and magazines. How many different shades/hues of the colour can you collect?
- Complete the colour section of your skills booklet.

### Primary colours

Red

Blue

Yellow

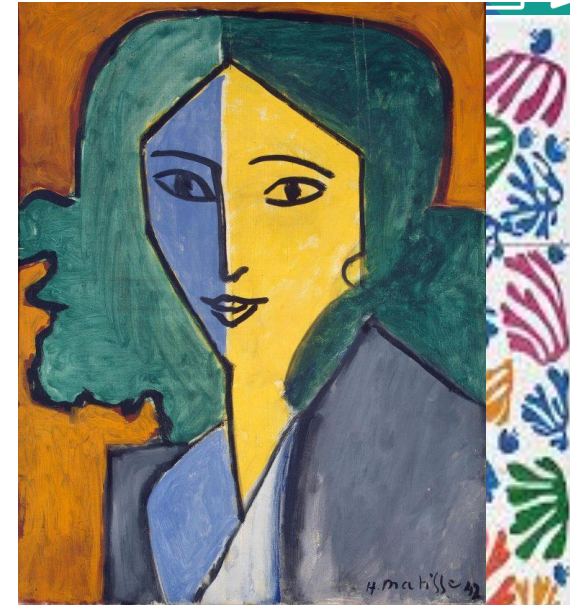
### Secondary colours

Orange (red + yellow)

Purple (blue + red)

Green (yellow + blue)

**Tertiary colours** are made by mixing a primary colour and a secondary colour together. For example green and blue would make blue green.



*Henri-Matisse*

We will be looking at the work of Henri Matisse. He was a member of the Fauvist group of artists who were very influenced by colour in their work.

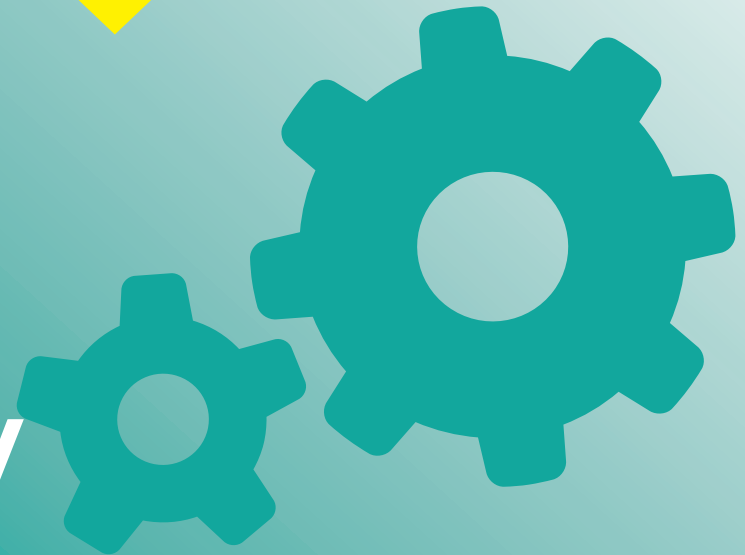
### Deliberate Practice –

- Find out about “Fauvism” where/when did it start? Who else was involved? What characteristics can you see in the work?

Monochromatic, Secondary, Harmonising, Hue, Primary, Tertiary, Complementary, Tint, Shade, Pigment, Warm, Cold, Hot, Cool.



# Design Technology







## Different Types of Sensors

Thermistor (Temperature Sensor) IR Sensor (Transmissive Type) IR Sensor (Reflective Type) Ultrasonic Sensor Gyroscope Sensor Accelerometer Sensor

Rain Sensor Soil Moisture Sensor Phototransistor (Light Sensor) Water Flow Sensor Heartbeat Sensor Alcohol Sensor

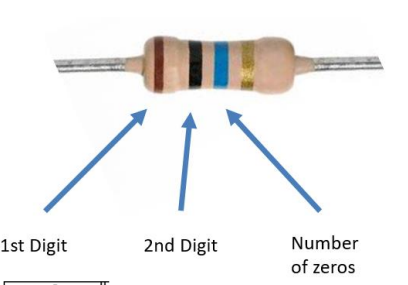
Color Sensor PIR Sensor Gas Sensor Smoke Sensor LM35 (Temperature Sensor) IR Receiver LDR (Light Sensor)

Humidity Sensor Flex Sensor Touch Sensor Solar Cell Light Sensor Metal Dedector Real Time Clock Sensor Vibration Sensor

www.electricaltechnology.org

BC548 pinout  
1. Collector  
2. Base  
3. Emitter

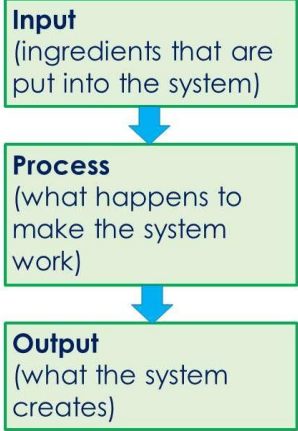
### Resistor colour codes



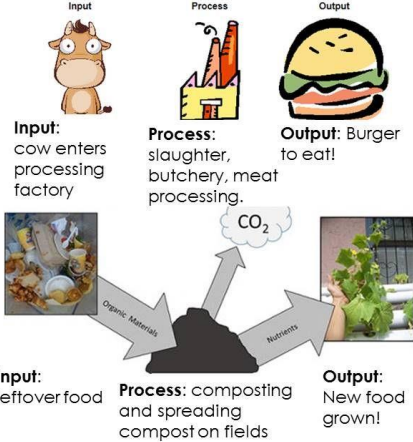
Color	Value
Black	0
Brown	1
Red	2
Orange	3
Yellow	4
Green	5
Blue	6
Violet	7
Grey	8
White	9

## Input>process>output

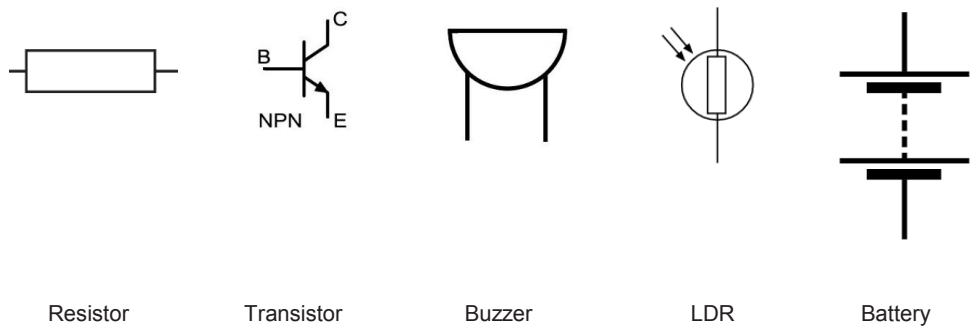
Every system has:



For example...



## COMPONENTS & SYMBOLS





## 1. Woods

### Man-Made Woods

	Has a smooth even surface & easily machined and painted. Available in water and fire resistant form. Can veneer or paint to improve appearance. Used for cheap furniture
	A very strong board constructed using layers of veneer glued together with the grains at 90 degrees to each other. Interior and exterior grades available. Uses, furniture, boats
	Made from chips of wood glued together with urea formaldehyde. Usually veneered with an attractive hardwood or plastic laminate Used for kitchen & bedroom furniture
	A very cheap particle board Can have a laminated plastic surface Used for kitchen units and furniture back panels

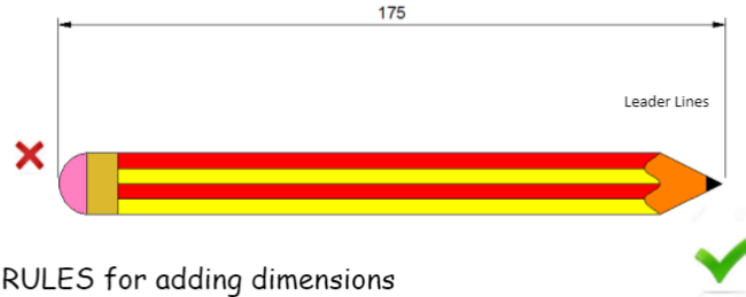
### Hard Woods

	A very strong light brown wood Open grained Very hard but quite easy to work with Used for quality furniture, beams and veneer
	Reddish brown in colour Easy to work with Used for indoor furniture, bars and veneers
	Has a straight grain & light in colour Very hard but easy to work with Can be steam bent. Used for toys, door handles etc
	Open grain & easy to work with Pale in colour and often stained black Can be laminated, by splitting into veneers and gluing together

### Soft Wood

	Pale yellow colour with dark grain lines Medium weight, stiff and stable Inexpensive Used for DIY & constructional joinery. Also for furniture
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## Adding Dimensions



### RULES for adding dimensions

- Arrow must have arrowheads
- Arrows must touch the leader lines
- Leader lines must be level with the end of the object
- There must be a gap between the leader line and the object
- The size must be in mm or state the UNIT
- The size must be on the opposite side of the arrow to the object
- The size must be written horizontally

This is the symbol for the British Standards

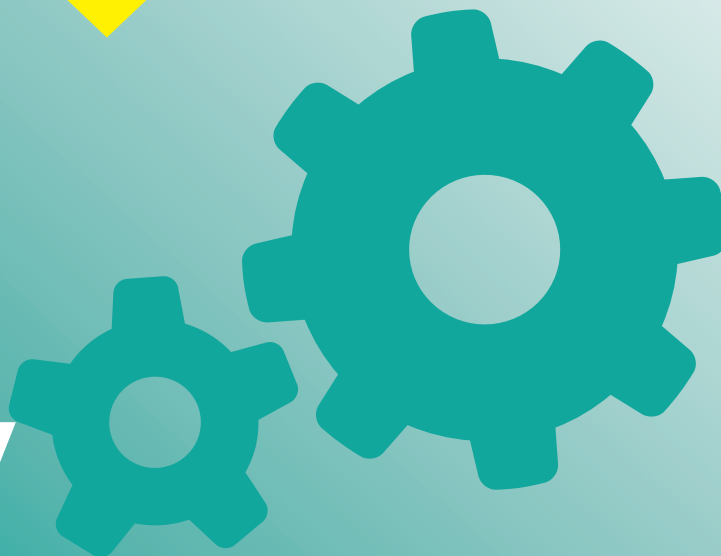


**Heartwood** is the central, supporting pillar of the tree. Although dead, it will not decay or lose strength while the outer layers are intact



Natural Timbers		Manufactured Boards
Hardwood	Softwood	
<p>Hardwoods are usually obtained from <b>deciduous</b> trees, which lose their leaves in autumn.</p> <ul style="list-style-type: none"> <li>usually grow in warmer more humid climates, mainly in South America and Asia</li> <li>grow slowly (80+ years)</li> <li>are more difficult to sustain than softwoods</li> <li>are more expensive than softwoods</li> <li>are strong and hardwearing.</li> </ul>	<p>Softwoods are usually obtained from <b>coniferous</b> trees, which keep their leaves in winter and are also known as evergreens. These grow quickly which makes them sustainable as they are renewable. This also makes them cheaper when compared to hardwoods.</p> <ul style="list-style-type: none"> <li>Usually grow in colder climates and are mainly grown in Scandinavia and Northern Europe</li> <li>Grow thin, needle-like leaves</li> <li>Grow relatively quickly (30 years)</li> <li>Are easier to sustain than hardwood trees</li> <li>Are easy to cut and shape</li> <li>Are usually cheaper than hardwoods</li> </ul>	<p>Manufactured boards are made from the waste sections of felled trees – the parts which are of little use as planks. The wood is reduced to pulp, particles or thin strips and bonded together using special adhesives or resins. Manufactured boards are made as alternative to natural timber.</p> <ul style="list-style-type: none"> <li>Come in sheet form (usually 1.2 x 2.4m)</li> <li>Are extremely stable and of uniform thickness</li> <li>Are less expensive than laminating planks of timber</li> <li>Can be covered with veneers</li> <li>Are available in a variety of thicknesses (3, 6, 9, 12, 15, 18, 22mm)</li> </ul>


# Food Technology

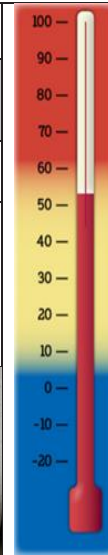






## KS3 Y7 Food Tech Knowledge Organiser

Hazards in the food room		
1. Physical hazard	2. Hygiene hazard	3. Infestation hazard
<p><b>Physical hazard:</b> can cause harm with <b>contact</b>. A door left open, spill on floor</p> 	<p><b>Hygiene Hazard:</b> microorganisms' (tiny living things) e.g. bacteria/germs</p> 	<p><b>Infestation Hazard:</b> Food left out could encourage pests e.g. mice or ants</p> 




**The 4 key Temperatures for Bacteria activity**

75°

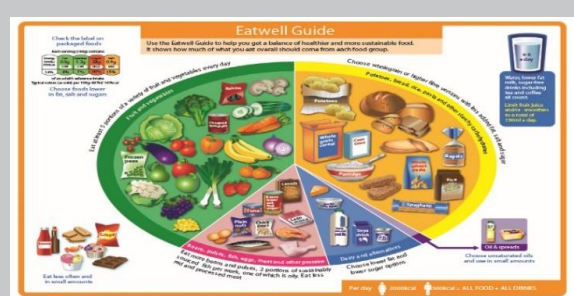
5°-63° **Danger Zone**

0°-5° **Sluggish**

-18° **Dormant**



CLEAN	SEPARATE	COOK	CHILL
<p><b>4Cs:</b> Always wash and dry your hands properly. <b>Keep everything clean</b></p>	<p><b>4Cs:</b> Keep raw meat and cooked foods apart to avoid <b>cross contamination</b></p>	<p><b>4Cs: Cook food properly!</b> You must make sure foods like 'meat' are cooked in the middle.</p>	<p><b>4Cs:</b> Store food at the correct temp. <b>Keep it chilly silly.</b></p>



The **Eatwell Guide** is based on the 5 food groups and shows how much of what you eat should come from each group.

**The 5 different groups are:**

Fruit & Veg (F&V) – Starchy Carbs (SC) – Protein (P) – Dairy & Alternatives (D&A) – Oils & Spreads (O&S)

F&V	SC	P	D&A	F&O
Vits. & Minerals	Energy	Build & Repair muscles	Calcium	Fat soluble vitamins. Insulation

**YouTube**

See FoodTech 101 for all KS3 practicals

- 5 Things bacteria need to thrive:**
1. Plenty of moisture
  2. Plenty of food
  3. Warm temperature
  4. Correct PH (not too acidic or too alkali)
  5. Enough time

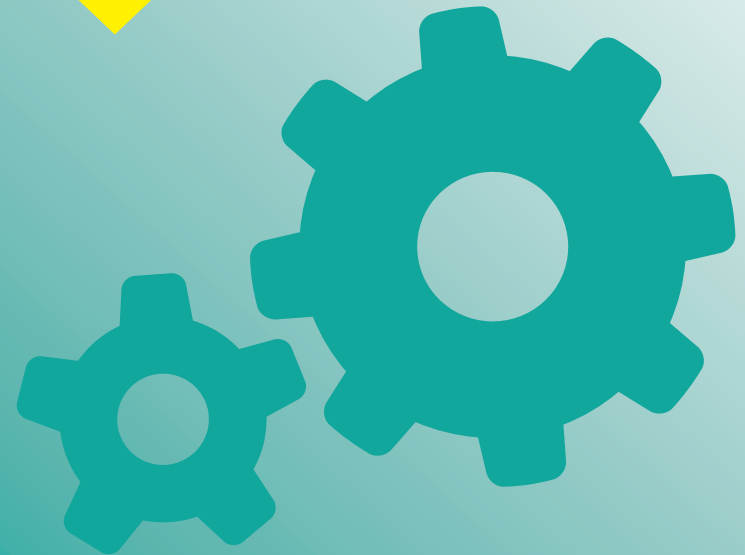


- Allergies and Intolerances:**
- Dairy
  - Eggs
  - Peanuts
  - Shellfish
  - Gluten
  - Yeast
- 

- 8 Tips for healthy eating**
1. Base your meals on starchy foods.
  2. Eat lots of fruit and veg.
  3. Eat more fish.
  4. Cut down on saturated fat and sugar.
  5. Try to eat less salt – not more than 6g a day.
  6. Get active and try to be a healthy weight.
  7. Drink plenty of water.
  8. Don't skip breakfast.

Nutrient Dense Foods=		Energy Dense Foods=	










**SDN=Special Dietary Needs & Restrictions:** Vegetarian, Vegan, Pescatarian, Lacto Vegetarian, Lactose Intolerance, Kosha, Halal



# Music



## RHYTHM – KNOWLEDGE ORGANISER

Note Value Name	Said Like This	Looks Like	Duration
Semibreve	Hold for four beats		4 beats
Dotted minim	Hold for three		3 beats
Minim	Hold two		2 beats
Crotchet	Beat		1 beat
Crotchet rest	Shh		1 beat rest
2 quavers	Quavers		$\frac{1}{2} + \frac{1}{2}$ 1 beat
4 semiquavers	Semiquavers		$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ 1 beat
2 semiquavers 1 quaver	Quarter half		$\frac{1}{4} + \frac{1}{4} + \frac{1}{2}$ 1 beat
1 quaver 2 semiquavers	Half quarter		$\frac{1}{2} + \frac{1}{4} + \frac{1}{4}$ 1 beat

Rhythm A – 2 crotchet beats in a bar



Rhythm B – 3 crotchet beats in a bar

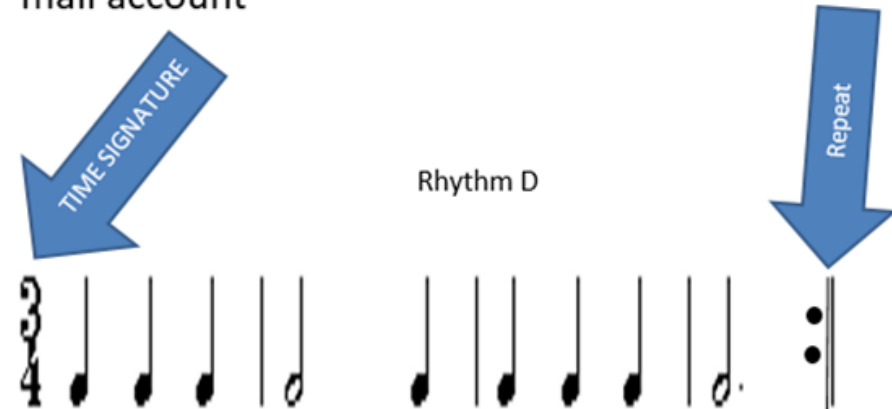


Rhythm C – 6 quaver beats in a bar



## NOTEFLIGHT- composing software

- 1) Web address: [www.noteflight.com](http://www.noteflight.com)
- 2) Go to sign in
- 3) Log in with Google
- 4) Sign in with your hartfordhighschool e-mail account



### RHYTHM D QUESTIONS

- This music has 4 bars
- What do bars 1 and 3 have in common?
- How many beats is the last bar?
- What is the time signature?

Rhythm E



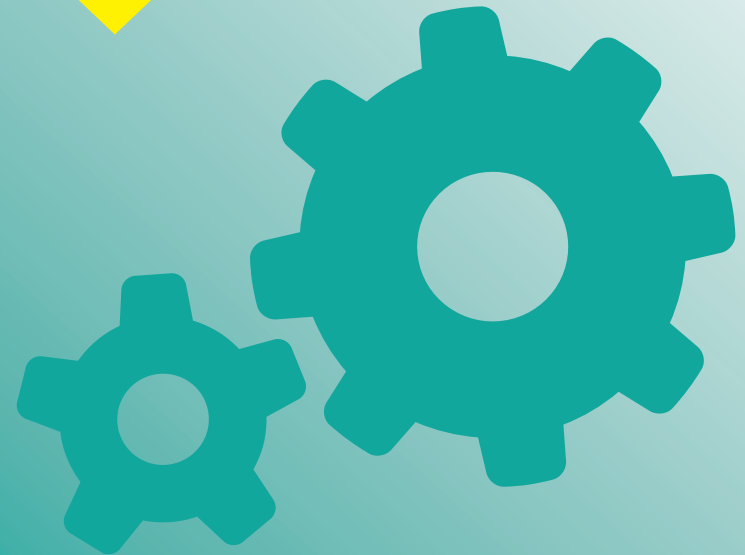


# Music - Rhythm - Topic One



Word	Definition	In a sentence	Synonyms
Accompany	Verb: occurs at the same time	The bass drum will accompany the rhythm.	Backing
Accurately	Adverb: in a way that is correct in all details; exactly.	The rhythm was accurately performed as it had a steady pulse.	Correctly
Dynamics	Noun: the varaying levels of volume of sound in different parts of a musical performance	The dynamics in section A are forte (loud) compared to section B which are piano (soft)	Volume
March	Verb: to walk in a military manner with a regular pulse  Noun: a type of movement	The music was 2/4 (2 beats in a bar) which made it easier to march to.	Wallk with a rhythmic pulse
Pulse	Noun: Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM).	There was a clear steady pulse which you could clap along to.	heartbeat
Waltz	Noun: a dance in $\frac{3}{4}$ time (3beats in a bar)	We were able to dance a waltz using the movement step, slide, slide as it clearly used three beats per bar	Rhythm
Tempo	Noun: the speed at which a passage or music is or should be played.	The tempo starts off largo (slow tempo) and accelerates to allegro (fast tempo)	Speed





# Drama



# Drama - Frankenstein



YEAR 7 <b>DRAMA</b> KNOWLEDGE ORGANISER	
HT1 - Basic Skills	
<b>Actor</b>	A performer who assumes the role of a character in a play, film, or television show.
<b>Audience</b>	The people who watch the performance; those for whom the performance is intended.
<b>Backs to the Audience</b>	Something an actor must try to avoid unless intentional.
<b>Blocking</b>	Decisions about where actors enter, exit and stand on the stage is called blocking. Blocking needs to be carefully considered so that the space is used well and everybody can see.
<b>Body Language</b>	Body language is communication coming from the movement or position of an actor.
<b>Character</b>	A person portrayed in a drama, novel, or other artistic piece.
<b>Characterisation</b>	How an actor uses their body and voice to develop and portray a character.
<b>Corpsing</b>	Where an actor breaks character. This is considered very unprofessional.
<b>Facial Expression</b>	The look on an actors face that portrays the feelings and emotions of their character.
<b>Gesture</b>	A defined movement that clearly communicates meaning, eg shaking a fist communicates anger. Gestures are usually made with the arms and hands, but not always.
<b>Mime</b>	Mime is the art of demonstrating an action with an object that doesn't exist.
<b>Neutral Position</b>	A stance that actors use to focus. Actors stand with feet shoulder width apart, hands by their side, knees are relaxed, Face is neutral and actors are silent. This stance is often used between activities or before creating characters.
<b>Polished Improvisation</b>	Polished improvisation in theatre is the playing of dramatic scenes without written dialogue but with some planning and rehearsal beforehand.
<b>Spontaneous Improvisation</b>	Spontaneous improvisation in theatre is the playing of dramatic scenes without written dialogue and with no rehearsal beforehand.
<b>Still image</b>	This is a frozen picture which communicates meaning. It's sometimes called a freeze frame or tableau. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression. <b>The rules of a still image are:</b> You must remain silent You must not move at all
<b>End On Stage</b>	Many Drama Studios are set up with end-on staging, meaning that the stage space is on one side of the room and the audience sit on the opposite side.

