

# Knowledge Organiser

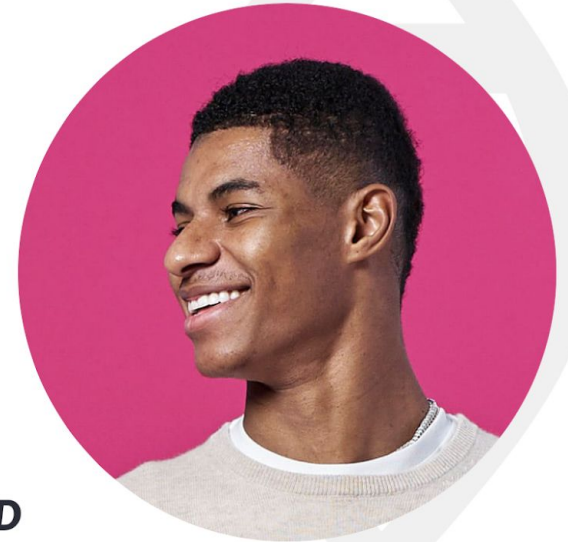
YEAR

7



“Train hard, work  
harder, never give  
up, never give in  
and believe in you.”

M A R C U S R A S H F O R D



THE ENGAGED **MIND STAYS SHARP.**  
BE ENGAGED IN THE HERE AND NOW.

# Knowledge Organisers at Redmoor Academy

## WHY?

### **Why do we have knowledge organisers?**

Your knowledge organisers help you to be successful in many ways. Firstly, they make clear the key elements needed in a topic to have an excellent understanding of it. If you know these elements, your teacher will help you to understand them.

## WHAT?

### **What are my teachers' expectations of me?**

In year 7 and 8 your teachers will give you homework that means you will be spending 20 minutes a week learning information from your knowledge organiser for each subject. In year 9 this will be 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Your knowledge organiser exercise book is where you will complete your practising. Each time you revise and practise, you should put the subject as the title and the date. Rule off when you have completed your revising for that subject. Teachers and form tutors will be regularly checking that you are revising.

## HOW?

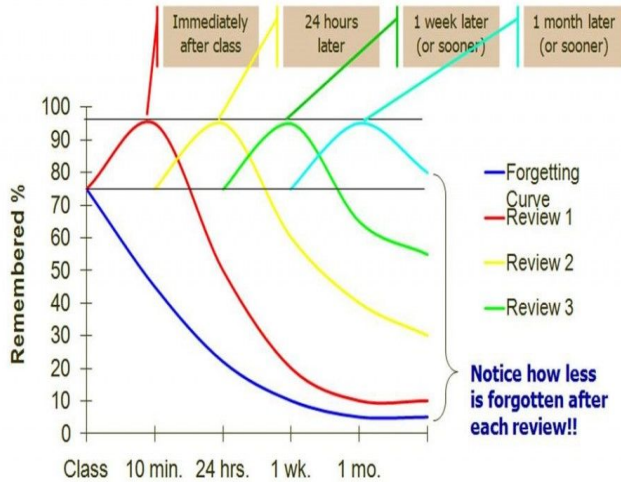
### **How will my teachers use them?**

Each subject will set homework once a week that will help you to learn your knowledge organiser. They will also test you once a week on certain parts to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure that the knowledge stays in your memory. Over time you will build on this knowledge to make sure that you know everything you need to for your subject. Sometimes you may have high stakes quizzes, where teachers will set a certain score that you have to reach to be successful.

### **How will they help me revise?**

When it comes to GCSEs, you have lots of information to remember. Your knowledge organisers will gradually build up this knowledge over 5 years to help support you in year 11 so that when you revise, you are just recalling knowledge that you have already stored. Also, you will have practised lots of revision techniques whilst revising your knowledge organisers over the past 5 years, which will help prepare you for the final exams.

# How we learn at Redmoor



## Why reviewing your learning is so important

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it. So we need to be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resource summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts



## Retrieval practice

Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: [Link to the Learning Scientists](#)

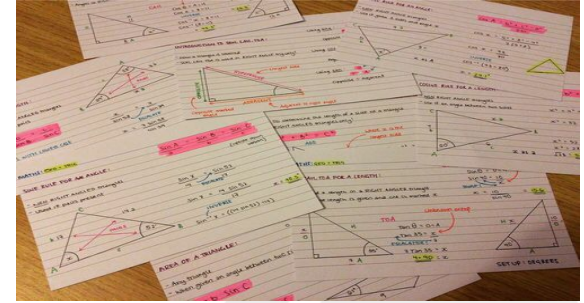
# How we learn at Redmoor

## Flash cards

Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.

Once you have created your flash cards, you need to think about how you will use them effectively. There is a link below to Leitner system of using flashcards:

[YouTube: The Leitner Method](#)



## Dual coding



**Dual coding** is the process of combining verbal materials with visual materials.

Simply take information that they are trying to learn, and draw visuals to go with it

Learn more about dual coding here:

[Link To The Learning Scientists](#)

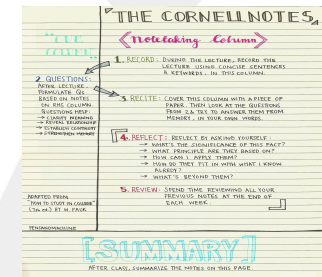
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

## Cornell Notes

This method can be used in your revision books as a great method to get you to 'think' about your revision.

Simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary



**THINK HARD, WORK HARD, GO FAR**

# How we learn at Redmoor

## Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

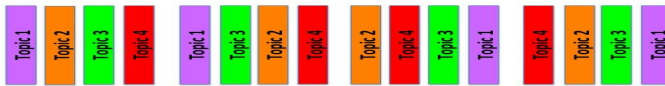
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

### Massed presentation



### Spaced and interleaved presentation



## Mind Maps

**Mind mapping** is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

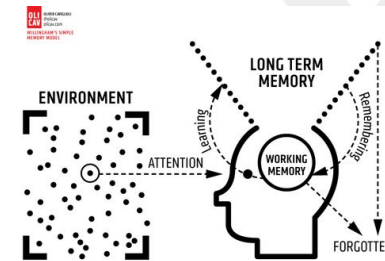
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



## Useful links:

- The learning scientists: <https://www.learningscientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb>
- Seneca: <https://www.senecalearning.com/>



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## Equipment

all students must have...



Mobile phones are not to be used in lessons without staff permission  
 No photos or videos to be taken without permission  
 No school related images or videos to be uploaded on to social media

- Black or blue pen
- Pencils
- Ruler - 30cm
- Protractor
- Compass
- Rubber
- Pencil Sharpener
- Purple pen
- Scientific calculator
- Coloured crayons
- Student Organiser
- Knowledge Organiser
- Locker Key

# REDMOOR ENGLISH DEPARTMENT: WHAT ARE MYSTERY NARRATIVES?

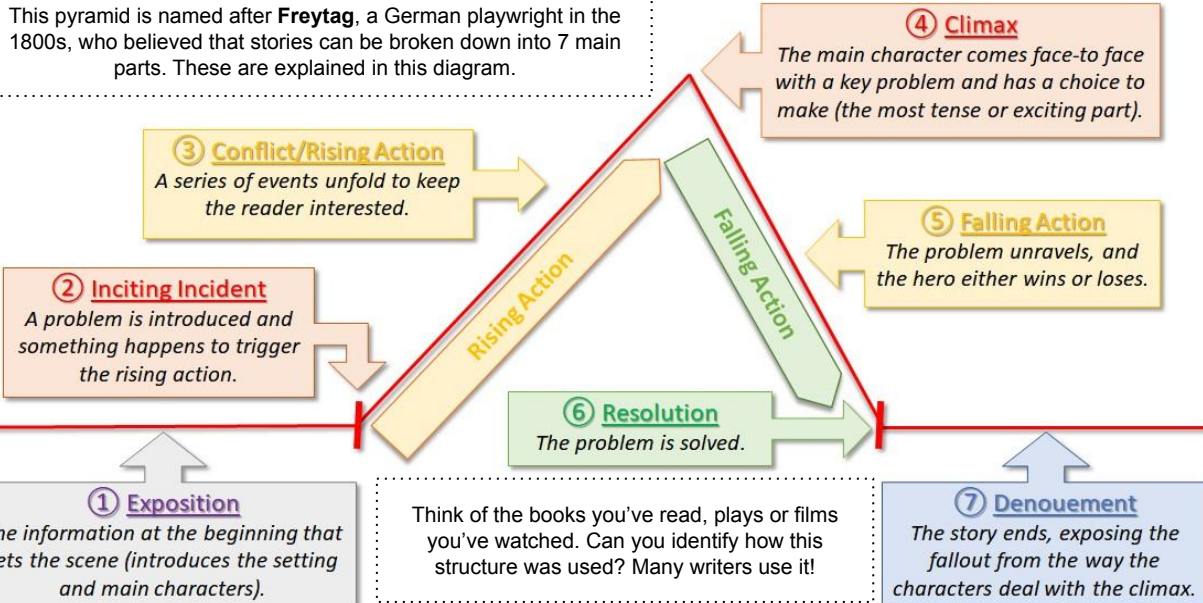
What is Narrative Writing?	
<b>Narrative writing</b>	A narrative is a piece of text or prose that focuses on telling a story. We refer to a story as a narrative. Novels are the most common form (type) of narrative writing.
<b>Genre</b>	Genre comes from the French word 'type.' If a writer wants to write a certain type of book, they need to know its main features, known as genre conventions. Popular genres include crime, science fiction and fantasy.
<b>Plot</b>	A <b>plot</b> is the name given to the main events in a play, novel, film or similar work. Narratives typically follow the same plot structure with 7 main parts. These can be seen on the diagram below.
<b>Setting</b>	A setting is where or when a story is set. It is usually introduced at the exposition (beginning) of a story along with the characters. .
<b>Character</b>	A character is a person, animal or being within a story. Writers use characters to perform the actions and speak, moving the story along the plot line.

The Mystery Genre	
<b>What is the mystery genre?</b>	Mystery is a genre of literature whose stories focus on a <b>puzzling crime</b> or situation that needs to be <b>solved</b> . Many mysteries involve a ' <b>whodunit</b> ' scenario, meaning that the mystery revolves around an <b>investigation</b> into uncovering a <b>culprit</b> or criminal. There are always a set of <b>suspects</b> who come under suspicion before the crime is <b>resolved</b> at the end.
<b>When and why did mystery stories appear?</b>	Mystery stories appeared in the 1800s. At this time, people began to crowd into cities and there was more crime. As the need for detectives emerged, the mystery genre emerged. One of the first mystery writers was the American Edgar Allen Poe. In the 1860s, novels like <i>The Moonstone</i> by Wilkie Collins became popular. Perhaps the most famous mystery writer is Arthur Conan Doyle. He created Sherlock Holmes in 1887.
<b>Genre conventions</b>	<p><b>Plot:</b> the mystery story typically begins with a <b>crime</b> or murder, after which readers follow the detective as he or she conducts an investigation.</p> <p><b>Key features:</b> the author may hide clues and motives, revealing information as the story progresses. <b>Red herrings</b> are false clues that lead the reader and the detective away from the true culprit.</p> <p><b>Character:</b> the central character will often be a detective, like Sherlock Holmes, who eventually solves the crime by using his/her great mind, becoming a <b>hero</b>. Mystery novels always feature a <b>villain</b> who tries to cover up their crime.</p>



## How Narratives are Typically Structured

This pyramid is named after **Freytag**, a German playwright in the 1800s, who believed that stories can be broken down into 7 main parts. These are explained in this diagram.



## Commonly Used Storylines

The same old story? In 2004, Charles Booker wrote a book in which he claimed that there were only seven basic story plots and that all literature, films, video games and plays use. Knowing these plots will help you think about archetypal stories (typical ones).

**1. Overcoming the Monster:** the protagonist (hero) sets out to defeat an antagonist (enemy) which threatens the hero or their homeland.

**2. Rags to Riches:** the poor protagonist acquires power, wealth, loses it all and gains it back, growing as a person as a result.

**3. The Quest:** the protagonist and companions set out to acquire an important object or to get to a location. They face temptations and other obstacles along the way.

**4. Voyage and Return:** the protagonist goes to a strange land and, after overcoming the threats it poses or learning important lessons unique to that location, they return with experience.

**5. Comedy:** light and humorous character with a happy or cheerful ending; a comedy is a dramatic work in which the central motif (recurring idea) is the triumph over adverse circumstance, resulting in a successful or happy conclusion.

**6. Tragedy:** the protagonist is a hero with a major character flaw or great mistake which leads to their downfall (ruin / death). Their unfortunate end leads to pity.

**7. Rebirth:** an event forces the main character to change their ways and often become a better individual.

# REDMOOR ENGLISH DEPARTMENT: HOW CAN I WRITE WELL?

## Writing effective openings

### Narrative Voice

Every narrative must have a narrator: someone who exists as the voice of the story or description, the reader's lens to observe the characters and events. They are not the writer but the writer's construct, sometimes used to voice the writer's ideas and opinions and sometimes as a character in their own right. Who your narrator is and their feelings will shape their choice of language used to describe different characters and events.

### 1<sup>st</sup> person perspective:

written as if the narrator is a character, observing or taking part in the story.

### 2<sup>nd</sup> person perspective:

written as if the narrator is talking directly to the reader.

### 3<sup>rd</sup> person perspective:

written as if the narrator is talking about the characters and events, but not necessarily a character in them.

### Limited narrator:

a narrator aligned to a specific character, knowing nothing outside of that character's thoughts and interactions with the world and story.

### Omniscient narrator

a narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.

Always think about who your narrator is, what their narratorial voice is like and what their connection to the story and characters is.

## Starting Well: Using a Narrative Hook to Open

### Puzzling hook

This opening generates questions about the story or situation, causing the reader to feel intrigued.

### Comical hook

An opening that appeals to the reader's sense of humour.

### Visual hook

An opening that focuses on the sense of sight in creating a strong visual description, for example of a setting or character.

### Direct speech hook

This start focuses on a conversation to plunge the reader straight into the story.

### Atmospheric hook

The start of the story sets the tone or mood - e.g. makes a dark mood clear.

### Direct address hook

In this opening a writer speaks to the audience directly using 'you' or 'your'.

## Direct and Indirect Characterisation



Characters are the lifeblood of creative writing, driving the plot and representing the human interest element for the reader to care about. There are two forms of characterisation, **direct** and **indirect**.

**Direct:** this is where the narrator explicitly tells the reader details about the character; i.e.:

*'Mr. Ramsay? He is absorbed in himself, he is cruel, he is unjust...'*

**Indirect: Indirect characterisation** means that the narrator implicitly reveals (shows) the reader the character's traits

*'He dragged the last smoke from his cigarette and then, with calloused thumb and forefinger, crushed out the glowing end.'*

## Creating engaging characters

### Protagonist

The protagonist is the main character in the story. At the end they are usually the hero.

*In mystery novels, this is the detective or amateur sleuth (someone who is not a professional detective but ends up investigating a crime and solving it).*

### Antagonist

The antagonist is the bad character in the story. They are usually involved in conflict with the protagonist.

*In mystery novels, the antagonist is the criminal, usually a murderer.*

## Indirect Characterisation

Indirect characterisation is always preferable because it involves the reader, forcing them to draw their own conclusions. You can help your readers to infer or deduce things about a character's personality in five different ways, represented by the acronym **STEAL**.

# S

### Speech (dialogue)

What is the character saying?  
How are they saying it?  
Is there a dialect (accent)?

# T

### Thoughts (& feelings)

What are the character's innermost thoughts?  
Are they good or evil?  
Think about what you can reveal by focusing on a character's thoughts and feelings.

# E

### Effect (on others)

Consider what can be revealed by writing about the way the character affects other people.  
How do other characters feel or behave in response to the character?

# A

### Actions (& behaviours)

What does the character do?  
How does the character behave?  
How does the character move?  
The character's true nature will show through the way they act.

# L

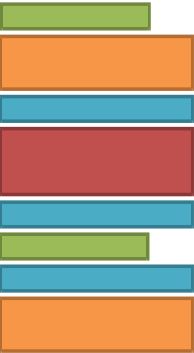
### Looks (appearance)

What does the character look like?  
How does the character dress?  
Think about the physical features of your character and what they reveal about their personality.



# REDMOOR ENGLISH DEPARTMENT: KEY KNOWLEDGE

TiPToP Paragraphing
Paragraphs are just 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 <b>TIME</b> or about a different <b>PLACE</b> . When writing about a new <b>TOPIC</b> or about or as a new <b>PERSON</b> .

Varying your Paragraphs and Sentences
<p>Effective, engaging writing is not thoughtless. Paragraphs and sentences must be used for effect: to guide the reader and develop the narrative.</p> 
<p>Shorter sentences can alter the pace of your writing. Description can alter the rhythm.</p>
<p>For single, sudden ideas you want to draw attention to, (a single sentence or single word paragraph works brilliantly.</p>

Key Punctuation to Revise
<b>Apostrophes, colons, commas, dashes, semicolons and speech marks.</b>
You can use the <b>BBC KS3 English Punctuation Guide</b> to revise and practice your punctuation. You need to know how to use each of these punctuation marks accurately.

Language	Definition and Example
<b>Adjective</b>	Adjectives are describing words. In the phrase 'the red balloon', the word 'red' is an adjective.
<b>Adverb</b>	An adverb is simply a word that describes a verb (an action or doing word). In 'he ate his breakfast quickly' the word 'quickly' is an adverb.
<b>Noun</b>	A noun is the name of a thing, such as an object, place or person. They are often named as naming words and are split into 4 categories: common nouns, abstract nouns, collective nouns and proper nouns. <b>Table, Wednesday and love</b> are all nouns.
<b>Pronoun</b>	A pronoun takes the place of a noun in a sentence. Examples are <b>him, her and they</b> .
<b>Verb</b>	A verb is a word used to describe an action (doing something), a state of being (feeling something) or an occurrence (something that's happening) Examples are: <i>the rabbit was jumping in the field; the monster likes rollercoasters; the caterpillar became a butterfly.</i>

Sentence	Definition and Example
<b>Simple</b>	Have just one verb, for example: <b>He walked quickly back to the house.</b> These sentences are important for making clear points and for building tension. However, too many make your writing disjointed!.
<b>Compound</b>	A compound sentences has more than one verb and clause. The two or more clauses should make sense on their own. They often use coordinating conjunctions, such as <b>but, and</b> and <b>so</b> .
<b>Complex</b>	Have at least one subordinate clause that adds more detail and information to the sentence. A subordinate clause needs a main part of the sentence to make sense. <i>George wanted to stay outside, despite the driving rain.</i>
<b>Embedded clause</b>	Here, the subordinate clause goes into the middle of the sentence. <i>Sam, even though it was getting dark, wanted to go for a walk.</i>
<b>Fronted adverbial</b>	Is when the adverbial words or phrase is moved to the front of the sentence. Adverbials give more information to the sentence. <b>earlier today.</b> The full sentence might be: <b>Earlier today, I ate three pizzas.</b>

Sentence Upgrades	
<b>-ing</b>	Grabbing her bag, the woman stormed out of the shop.
<b>Similes</b>	Like a predator stalking its prey, the thief approached the boy.
<b>Preposition</b>	Under the dark clouds, the lamppost gleamed.
<b>Adverb</b>	Cautiously, the girl reached out to grab the gun.
<b>Connective</b>	Despite the weather, the girl went outside.
<b>-ed</b>	Petrified, the woman stood fixed to the spot.
<b>Pair of adjectives</b>	Strong and bright, the sun shone onto the forest below.
<b>Verb adverb</b>	Perched precariously on the branch, the bird sang.
<b>Triple noun</b>	Owls, crickets, mice: the woods were alive with noise.
<b>Triple adjective</b>	Thin, bare, skeletal: the trees hung over her.

Technique	Definition and Example
<b>Simile</b>	A <b>simile</b> compares two things using the words 'like' or 'as'. A <b>simile</b> describes something by comparing it to something else, using like or as. <b>The snake moved like a ripple on a pond.</b>
<b>Metaphor</b>	A metaphor is a word or phrase used to describe something as if it were something else. For example, <b>A wave of terror washed over him.</b> The terror isn't a wave, but a wave!
<b>Personification</b>	Personification is giving an inanimate object human feelings or actions. <b>The thirsty flowers seemed to reach out and beg for water.</b> The flowers cannot 'reach' or 'beg'. This makes their need seem human and emphasises how badly they needed water.
<b>Pathetic fallacy</b>	This is the personification of nature to give it feelings. This can help suggest a suitable atmosphere or imply what the mood of the characters is at a certain point.
<b>Symbolism</b>	We grow up learning lots of symbols and these can be used in stories to convey meaning and feeling from single image. E.g a red rose can symbolise romantic love.
<b>Flashback</b>	<b>Flashback</b> is a device that moves an audience from the present moment in a chronological narrative to a scene in the past.
<b>Foreshadowing</b>	Is a hint at something that will come later and have greater importance.
<b>Cliffhanger</b>	A <b>cliffhanger</b> is when a story or plotline ends suddenly or a large plot twist occurs and is left unresolved.
<b>Cyclical structure</b>	This is where your writing comes 'full circle' and ends with a link back to the beginning.

# REDMOOR ENGLISH DEPARTMENT: THE RUBY IN THE SMOKE

## An Overview

**Written:**  
1985

**Genre:**  
Mystery Detective

**Set:**  
1872

### Summary:

After the sudden death of her father, Sally Lockhart is forced to go to live in London with an obnoxious cousin. There, she receives an anonymous letter containing a warning so dire that it makes a man die of fear at her feet. Determined to discover the truth about what happened to her father, Sally is soon plunged into a dangerous and terrifying adventure that takes her to the dark heart of Victorian London.



### Philip Pullman

Born in Norwich in 1946, father was in the RAF - died when Pullman was 7. Brought up by his mother & stepfather in Wales.

Spent a lot of time as a child with his grandfather who was a kindly clergyman - Pullman is now 'technically agnostic'.

Became an English teacher in Oxford after leaving Oxford University in 1970, he also began writing stories for children.

Knighted in 2019 for his services to literature he is now Sir Philip Pullman

Pullman believes authors should not comment on the meanings of their texts - he strongly believes it is up to readers to interpret & read these meanings.

His work often presents strong female protagonists.

## Key Context: Victorian England

### Life in Victorian England

Women were considered the 'property' of their fathers and later, when married, their husbands. They had no rights to property, personal income or to sue in court. They could not vote. Their role was considered domestic and ornamental.

There was a strict class system in place: upper class, middle class and working class. The working class were considered a criminal underclass and there were slums and little in the way of help or sympathy. After the 1834 Amendments to the Poor Act the workhouse or prison were considered the correct treatment for poverty.

A police force was introduced in Britain in 1829 by Sir Robert Peel, the first policemen were called 'Peelers' or 'Bobbies' after him

### The Industrial Revolution 1760-1840

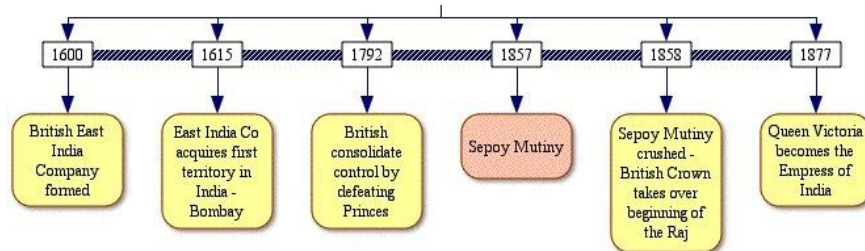
During the Industrial Revolution, Britain moved from a mainly agrarian, rural farming society to an industrialised, urban society

The Industrial Revolution brought about phenomenal change to all areas of the British way of life: the way we lived was changed forever.

Although the novel is set in 1872, after the first Industrial Revolution, many of the changes of this way of life can be seen in the novel - mainly in the slums, poverty and crime witnessed by Sally in London.



## Timeline of British India



## Key Context: Victorian England

### The Indian Mutiny 1857-1858

- A mutiny against the ruling of the East India Trading Company which was ultimately successful. The Company acted as a sovereign power in India on behalf of the British Crown - Queen Victoria later went by the name Empress of India
- The rebellion began on 10th May 1857 in the form of a mutiny of Sepoys who were in the Company army, it then spread across the country leading to other revolts and rebellions against the Company.
- Both sides committed atrocities with British women and children being murdered by rebelling Indians - but also whole villages of women and children being wiped out by British reprisals.
- It led to The Government of India Act of 1858 which led to the British Raj and India being governed by the British Government and not the Company.

### The East India Trading Company and the Opium trade

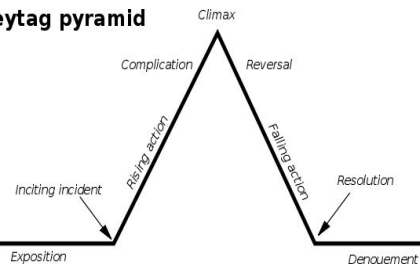
- The East India Trading Company, began in 1600, was a trade company which established British Imperialism around the World, it had huge influence and power - even having its own army in India twice the size of the British army - and is associated with a time of past glory when 'Britain Ruled the World'. It was at the height of its power and influence during the early 1800's
- In order to trade with China, uninterested in trading manufacturing goods, & who produced tea and other goods that were very popular in Britain, the Company traded opium grown in India. This had a terrible effect on Chinese society & way of life & led to several Opium Wars with China that Britain eventually won - leading to Hong Kong being given to the British for 156 years.
- The Company was dissolved in 1874 after the Indian Mutiny of 1858 effectively brought about the abolishment of the Company in India.

### Imperialism and our Empire Building past

- Britain, like Japan and Russia, pursued an aggressive empire building policy of Imperialism from the 1870's onwards
- Empire building countries exploited the resources of the countries they subjugated and added to their empires
- The 1980's - when Pullman wrote Ruby - was a time when Britain was entering a new post-colonial phase in its history. 1982 saw the last Imperial war with Argentina over the Falklands Isles.
- Recently, in 2020, as a consequence of the death of George Floyd in America, campaigners such as Black Lives Matter have once again raised the spectre of British Imperialism - questioning the statuary that honours the lives of slave-traders, white oppressors or white supremacists such as that of Cecil Rhodes in Oxford and Edward Colson in Bristol.

# REDMOOR ENGLISH DEPARTMENT: THE RUBY IN THE SMOKE

## Freytag pyramid



This pyramid is named after Freytag, a German playwright in the 1800s, who believed that storytelling could be broken down into 7 parts.

## Freytag's Pyramid

**Exposition:** Sally's father's ship is sunk he writes a letter warning of the Seven Blessings. There is a mysterious ruby.

**Inciting incident:** Sally's room is robbed.

**Rising action:** Sally is attacked twice she fears for her life. Frederick and Bedwell break into Mrs Holland's house to free Matthew, they escape with Matthew and Adelaide

**Climax:** Mrs Holland attacks and recaptures Adelaide. Sally and Mrs Holland meet on the bridge and the ruby is thrown away.

**Falling action:** Sally is kidnapped by Ah Ling. Sally shoots him and lives.

**Resolution:** Sally finds the ruby and uses the money to set up her own agency and help out invest in Frederick's business.

**Denouement:** Sally's father was Major Marchbanks and he exchanged her for the ruby.

## Archetypal Plot Structure / Conventions of Genre

The same old story? In 2004, Charles Booker wrote a book in which he claimed that there were only seven basic story plots and that all literature, films, video games and plays use. Knowing these plots will help you think about archetypal stories (typical ones) and the way that we humans like familiar narrative structures.

### 1. Overcoming the Monster

The protagonist (hero) sets out to defeat an antagonist (enemy) which threatens the hero or their homeland.

### 2. Rags to Riches

The poor protagonist acquires power, wealth, loses it all and gains it back, growing as a person as a result.

### 3. The Quest

The protagonist and companions set out to acquire an important object or to get to a location. They face temptations and other obstacles along the way.

### 4. Voyage and Return

The protagonist goes to a strange land and, after overcoming the threats it poses or learning important lessons unique to that location, they return with experience.

### 5. Comedy

Light and humorous character with a happy or cheerful ending; a comedy is a dramatic work in which the central motif (recurring idea) is the triumph over adverse circumstance, resulting in a successful or happy conclusion.

### 6. Tragedy

The protagonist is a hero with a major character flaw or great mistake which leads to their downfall (ruin / death). Their unfortunate end leads to pity.

### 7. Rebirth

An event forces the main character to change their ways and often become a better individual.

## Plot Summary

1	Sally Lockhart has struck a man dead with just three words: The Seven Blessings. They were sent to her in a message from her father, just before he drowned in the South China Seas. Sally meets Jim at her father's offices. Sally lives with her Aunt Caroline who is not kindly.
2	Sally receives a letter from Major Marchbanks, a friend of her father's, inviting her to visit. When she arrives, he tells her that a woman named Mrs Holland is in his house and she is extremely dangerous. He hands Sally a parcel and tells her to leave immediately. Sally escapes the seaside town with the help of a young photographer, Frederick. On the train home, Sally opens the parcel and discovers Marchbank's diary. She falls asleep & a man steals the diary from her leaving behind a single page containing mysterious instructions hinting at the location of something.
3	At Mrs Holland's house in London, a man named Matthew Bedwell comes to stay. Mrs Holland is drugging him with opium to keep him in the house. Bedwell manages to persuade Mrs Holland's servant, Adelaide, to take a message to Sally. Mrs Holland hires a man to attack Sally and steal the missing paper from the diary. He does - but is immediately attacked and killed. Sally realises she is not safe. She withdraws all of her money from her account and finds Frederick, who offers to let her live with him and his sister Rosa. In exchange, Sally can help them with their business.
4	Frederick and Sally go to London to help Matthew Bedwell, seeking out his brother. The three of them go to an opium den in order to secure a supply of the drug to wean Matthew off the drugs Mrs Holland has been giving him. Sally accidentally breathes in the fumes and has a vision of her childhood, hinting that her father was more than just a businessman. Mrs Holland learns of the whereabouts of the man who stole the riddle from her thug and sets out to retrieve it. Bedwell's brother and Frederick break into her house to rescue Matthew, taking Adelaide with them. Matthew tells Sally that her father was murdered by a criminal called Ah Ling, who is the head of a Chinese triad known as The Seven Blessings. Sally gets a gun.
5	Mrs Holland solves the riddle, but the ruby has already been taken. She kidnaps Adelaide and Frederick and Jim go to rescue her. There is a fight and although Jim and Frederick escape - Mrs Holland takes Adelaide. Sally takes more opium in order to have more visions. Jim admits that he found the ruby and hid it, thinking this would keep Sally safe. Sally arranges to meet Mrs Holland on a London bridge, she tells Sally that she was promised the ruby by the Indian Maharajah but her father gained it instead and gave it to Mr Marchbanks in exchange for his daughter - Sally. Sally throws the ruby into the ruby and Mrs Holland dives in after it.
6	Sally is kidnapped by a mysterious man who reveals he is Ah Ling. He tells Sally that he murdered her father because he was trying to interfere with his business selling opium. He attacks Sally with a knife, but she shoots him with a gun & escapes. At home, Sally receives a message telling her where to find the profits from her share of the business and discovers a fortune hidden away. She uses the money to help Frederick with his business & to launch a search for poor Adelaide, who sadly remains missing.

# REDMOOR ENGLISH DEPARTMENT: THE RUBY IN THE SMOKE

## Propp's 7 Characters

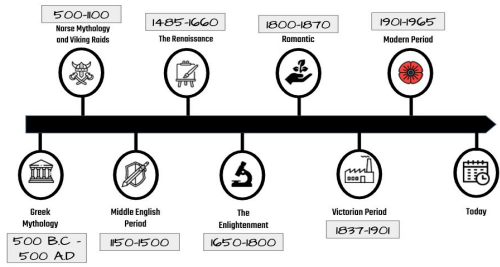
Vladimir Propp was a folklorist researcher interested in the relationship between characters and narrative. Propp argued that stories are character driven and that plots develop from the decisions and actions of characters and how they function in a story. Propp claimed characters could be classified into certain roles that progress a story. Many of these characters have become stereotypes of storytelling.

- 1) *The Princess Prize*
- 2) *The Villain*
- 3) *The Hero*
- 4) *The Father;*
- 5) *The Dispatcher*
- 6) *The (magical) Helper*
- 7) *The Donor.*

Propp's ideas are interesting with regards to 'The Ruby in the Smoke' because Pullman plays with the stereotype of the Princess Prize and the Hero as well as including other roles like The Villain, The Father, The Dispatcher and The Helper.

Structure	How it is used
Flashback	Sally has flashbacks to a time when she was a young child. This is later revealed to be the moment when the ruby/baby exchange took place during the Indian Mutiny of 1857. Each flashback reveals a bit more of the story to the reader and helps us to work out the mystery of the ruby in the smoke.
Protagonist	The protagonist is the heroine and main character of the novel - the protagonist is Sally Lockhart.
Antagonist	The antagonist is the character who tries to stop the protagonist, the villain in this novel is Mrs Holland and, later, Ah Ling
Mystery/detective genre	A genre that is revealed to contain 7 main elements: a mysterious death; several possible culprits; a detective who investigates the case; detective collects evidence; detective interviews possible culprits; detective solves the case; culprit is brought to justice or is dealt with justly.
Language	How it is used
Apronym	Sally Lockhart - lock and heart. Like Dickens, Pullman has used an apronym of Sally's name to tell us something about her character - she keeps her feelings and emotions locked away.
Imagery	Visually descriptive language. Often helps the reader to visualise (picture) the scene, character or description in their mind.
Symbolic	The ruby is a symbol of British Imperialism and the way that resources and riches from foreign lands were seized and mistreated by the British.
Semantic Field	Word groups. Writers often use synonyms or groups of words or phrases to produce an accumulative effect on the reader.

Character	Analysis	Key Quotations
Sally Lockhart	Sally is not a typical Victorian girl: she has been brought up to be resourceful, independent and astute with figures. She has been trained in the use of guns by her father. Sally finds it hard to show her feelings and is quite reserved and not easy to get to know.	"Her upbringing had given her an independence of mind that made her more like a girl of today than one of her own time
Frederick	Frederick is a bohemian photographer who is also very independent and free-spirited. He has a very likeable personality and people instinctively trust and warm to him. He is open and extrovert.	'He looked an amiable young man.'
Jim	Jim is a working class lad who works initially for Sally's father's company. Jim reads Penny Dreadfuls and is canny and resourceful, he is loyal, likeable, funny and warm. Jim is also clever and sharp witted.	"Jim looked up and released a jet of language that might have blistered a battleship.'
Mrs Holland	Mrs Holland is the main antagonist or villain of the novel, she was a beautiful woman in her younger years but is now a bitter and cruel criminal mastermind. She keeps Bedwell hooked on opium and treats Adelaide very cruelly; she also intends to kill Sally.	"She was a wizened old woman, with sunken cheeks, pinched lips and glittering eyes.'
Adelaide	Adelaide is a working class orphan servant of Mrs Holland. Even though she is terrified, Adelaide is very kind to Bedwell and at great risk to herself takes a message to Sally. Adelaide's fate is unknown at the end of the novel.	'...a child whose only feature seemed to be...a pair of enormous dark eyes.'
Matthew Bedwell	Matthew is addicted to opium and is captured and kept prisoner by Mrs Holland as she believes that he has information that will lead her to the discovery of the ruby. Matthew has a twin brother who is a vicar. Comparison with the twin brother allows the reader to see the damage that opium has caused. Bedwell is later murdered after his escape.	He was delirious, alternately sweating with pain and raving at the visions which crowded in from the dirty walls. Mrs Holland listened patiently; supplied a little of the drug; listened again, and provided more opium in exchange for details about the things he said in his madness.
Major Marchbanks	Major Marchbanks was also addicted to opium when he was younger, so obsessed was he - and so greedy for money - that he swapped his young baby daughter for possession of the ruby. He lives the rest of his life in deep regret at this exchange.	'His complexion was shallow, and his clothes hung loosely on him. His eyes were dark and fine, though sunk in deep hollows.'



**Key Themes**

**Mystery genre**  
 The 'Ruby in the Smoke' is a homage to Victorian mystery writers such as Wilkie Collins (one of Dickens' best friends), who wrote arguably the first two detective mystery novels, 'The Moonstone' and 'The Woman in White'. 'The Moonstone' in particular shares many features with 'The Ruby in the Smoke' and both include many of the features of the mystery genre. Pullman uses setting cleverly to create mystique and threat - whether this be an opium den, a Victorian slum or a darkened sinister Victorian street. The rich settings of the Victorian urban landscape provide Pullman with plenty of fertile descriptions for our imaginations.

**Gender Stereotypes**  
 Sally Lockhart does not conform to the stereotypical idea of a girl during the Victorian period, she is strong, independent person and knows about how to invest money and how to shoot a gun. Pullman is retrospectively exploring the world of Victorian society through a more modern vision of a female role model. In 1985 when Philip Pullman wrote the novel there was a female Prime Minister for the first time in Britain - when the book is set, women did not even have the right to vote in General Elections. Sally does not conform either to Propp's idea of the Princess/Prize and is more like the stereotypical idea of the hero.

**Opium and British Imperialism**  
 The British exploited the addiction of millions of Chinese to opium in order to set up a trade deal with China that provided them with tea, silks and porcelains for their homes. This is British Imperialism at its worst. It ultimately destroyed the Qing dynasty in China. The novel explores the role that British Imperialism has played, including exploring some of the effects of the Indian Mutiny in India. The ruby itself could be said to be a symbol of British Imperialism - stolen as it was from an Indian maharajah: it is representative of the resources and goods that the British have plundered India and China of in the past.

**Why Philip Pullman wrote this novel**

**Philip Pullman wrote this novel for a purpose and uses the story and characters to send a message to his readers / audience.**

**To encourage...** readers of children's literature to see girls as strong leading characters - not just the Princess waiting to be rescued by a male.

**To reveal...** Pullman reveals the impact of the opium trade and the consequences of drug addiction. This trade was cynically encouraged by the activities of the East Indian Trade Company.

**To celebrate...** the imagery and richness of the Victorian setting, nostalgically writing in homage to writers such as Wilkie Collins in 'The Moonstone.'

**To explore...** the features of the mystery detective genre in an exciting Victorian context

**To expose...** the injustices of British Imperialism during the 1870's and the effects of the exploitation of the opium trade by the East Indian Trade Company

**The text is relevant today as...** The British Imperialist past is still a contentious issue as we saw during the Corona Virus Lockdown...it is important to present female protagonists in strong, heroic roles subverting the stereotype of girls as weak and passive.

Word	Definition	The word in use
<b>Novel</b>	A piece of prose writing of length that contains a story and characters.	Philip Pullman wrote the novel 'The Ruby in the Smoke.'
<b>Orientalism</b>	The representation of Asia (and China) in a stereotypical way	The fact that each and every Chinese character in 'The Ruby in the Smoke' is somehow associated with the opium trade is orientalism.
<b>Wizened</b>	Shriveled or wrinkled with age	Mrs Holland was a wizened old woman.
<b>Stereotype</b>	A commonly accepted but fixed and overly simplified image or idea of a certain person or thing.	The stereotypical idea of a hero in a story would be a young, handsome man.
<b>Imperialism</b>	A policy of extending a country's power and prestige through colonisation and other means.	The British had pursued a policy of Imperialism from the 1600's but this had been one of mainly trade. From the 1870's onwards, this pursuit of Imperialism became more aggressive and ambitious.
<b>Monopoly</b>	The exclusive possession or control of the rights of or trade in a commodity or service	The East India Trading Company (the Company) had a huge trade monopoly with all trade with India and China.
<b>Context</b>	The circumstances that form the background, the setting for an event, story, idea and in terms of which it can be fully understood.	We need to understand the context of Victorian England & British Imperialism in order to understand completely 'The Ruby in the Smoke.'
<b>Feminist</b>	A person who advocates women's rights and the equality of the sexes.	'The Ruby in the Smoke' could be described as a feminist novel.
<b>Genre</b>	A style or category of art, literature or music.	'The Ruby in the Smoke' is a novel that fits into the mystery detective genre.
<b>Gender Equality</b>	When access to rights or opportunities is not adversely affected by one's gender (by what sex you are)	'The Ruby in the Smoke' could be said to promote gender equality as Sally Lockhart is a strong female protagonist.
<b>Archetypal</b>	A typical example.	Sherlock Holmes is the archetypal detective.
<b>Bohemian</b>	A socially unconventional person, especially someone who is involved in the arts.	Rosa and her brother Fred lived a Bohemian lifestyle together.

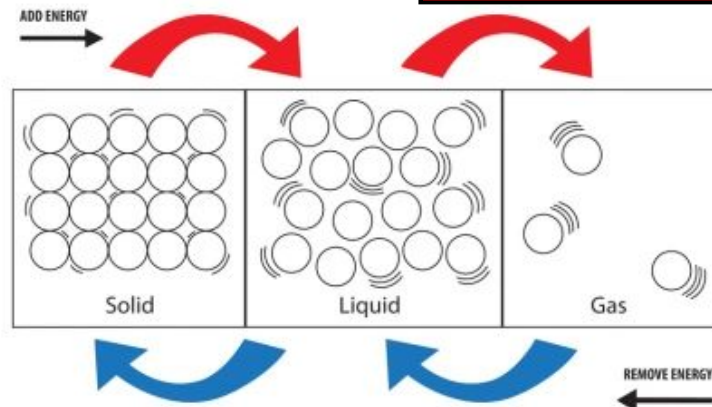


# Chemistry 5.1 – Matter

Keyword	Definition
<b>Boiling point</b>	The temperature that a substance boils at.
<b>Change of state</b>	The process where a substance changes from one state to another.
<b>Condense (condensation)</b>	The change of state from a gas to a liquid. It can happen at any temperature below the boiling point.
<b>Density</b>	The mass of a material in a certain volume.
<b>Diffusion</b>	The process where particles in liquids or gases spread out randomly from a place where there are many particles to a place where there are fewer.
<b>Evaporation</b>	When the particles at the surface of a liquid turn into a gas.
<b>Gas pressure</b>	The force applied on a certain area, on walls of a container. It is caused by collisions of particles with the walls.
<b>Melting point</b>	The temperature at which a substance melts,
<b>Particle</b>	A very tiny object, such as an atom or molecule, that materials are made from. They are too small to be seen with a microscope.
<b>Particle model</b>	A way to think about how different substances behave in terms of small, moving particles.
<b>Atom</b>	Smallest part of an element that can exist
<b>Compound</b>	Substance made up of 2 or more elements chemically bonded together.
<b>Element</b>	A substance that cannot be broken down into other substances. They are made up of just 1 type of atom

## Changes of state

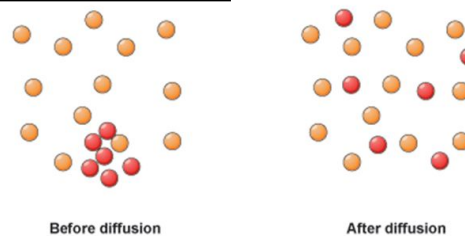
Identify the names of the 4 different changes of state. Add them to the diagram.



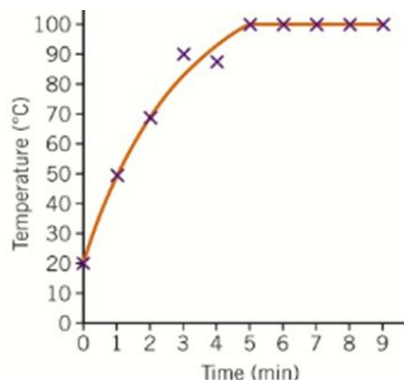
Sublimation is a change of state from a solid to a gas. The reverse is called resublimation.

Explain what happens to the particles when a liquid freezes.

## Diffusion



Diffusion is the movement of one type of particle into and through another. Particles move from a high concentration to a low concentration



The graph shows the temperature of a liquid as it is heated. The temperature holds at the boiling point as it takes time for all of the particles to get enough energy to form a gas.

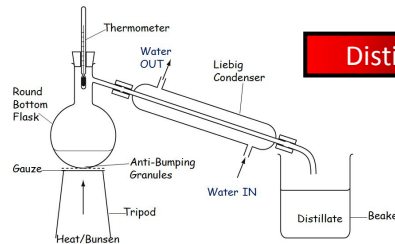
How do you know from the graph what the boiling point is?



# Chemistry 5.1 – Matter - Separating Mixtures

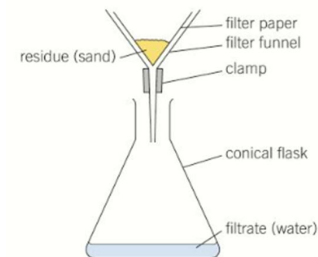
Keyword	Definition
<b>Chromatogram</b>	An image made from chromatography.
<b>Chromatography</b>	A way to separate mixtures of liquids that are soluble in the same solvent.
<b>Dissolve</b>	When a solute and a solvent completely mix together to make a solution.
<b>Distillation</b>	When a solvent is separated from a solution using evaporation and condensation.
<b>Filtrate</b>	This is the liquid or solution that collects in the container after filtering a mixture.
<b>Filtration</b>	This is a way of separating pieces of solid that are mixed in a liquid by pouring it through filter paper.
<b>Pure substance</b>	A single material with no other substances mixed with it.
<b>Residue</b>	This is the solid that collects in the filter paper during filtration.
<b>Saturated solution</b>	A solution that can dissolve no more solute.
<b>Solubility</b>	This is the maximum mass of solute that will dissolve in a certain volume or mass of solvent.
<b>Solubility curve</b>	This is a graph that shows the change in solubility of a substance as the temperature changes.
<b>Soluble/Insoluble</b>	A soluble substance can dissolve in a given solvent. An insoluble substance cannot dissolve in a given solvent.
<b>Solute</b>	The solid or gas that is dissolved in a liquid.
<b>Solution</b>	A mixture of a solute dissolved in a solvent. All parts of the mixture are the same.
<b>Solvent</b>	A substance, normally a liquid, that dissolves another substance.
<b>Substance</b>	A material that is not a mixture. It has the same properties all the way through.

## Separation Techniques



## Distillation

## Filtration

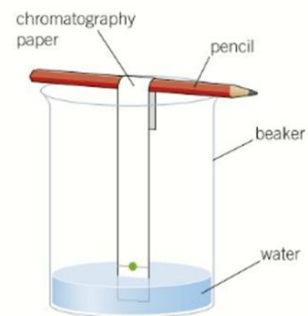


## Evaporation

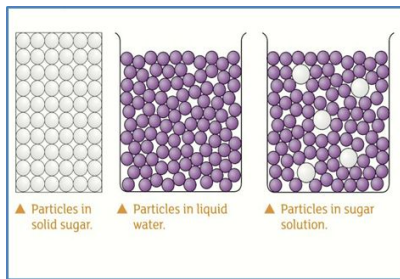


What types of mixtures could the different techniques be used to separate? How do they work?

## Chromatography



## Dissolving



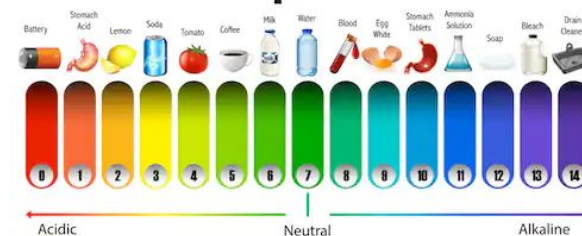
When a solute dissolves in a solvent the particles in the solute fit into the gaps in the solvent. This will happen until all of the gaps are filled up (saturated solution)



# Chemistry 6.1 and 6.3 Chemical Reactions

## pH Scale

### The pH Scale



## Reactivity Series

reactive  
potassium  
sodium  
lithium  
calcium  
magnesium  
aluminium  
zinc  
iron  
lead  
copper  
silver  
gold  
unreactive

## Metal Reactions

Metal	Reaction with dilute acid	Reaction on heating in air	Reaction with water
potassium	Explode.	Burn vigorously. Products are metal oxides.	React vigorously. Products are a metal hydroxide solution and hydrogen.
sodium	Products are metal salts and hydrogen.		
lithium	Products are metal salts and hydrogen.		
calcium	React, making bubbles.	Do not burn. Form oxide layer on surface.	React with steam. Products are hydrogen and a metal oxide.
magnesium	Products are metal salts and hydrogen.		
zinc	Do not react.	Do not react.	Do not react.
iron			
lead			
copper			
silver			
gold			

Keyword	Definition
<b>Chemical Reaction</b>	A change in which atoms are rearranged to make new substances.
<b>Reversible</b>	A change in which it is possible to get back to the original substances.
<b>Physical Change</b>	A change that is reversible in which no new substances are made.
<b>Acid</b>	A solution with a pH value less than 7
<b>Alkali / base</b>	An alkali is a soluble base. A base is a substance which neutralises an acid.
<b>Concentration</b>	A measure of the number of particles in a given volume.
<b>Indicator</b>	Substances used to identify whether something is acidic or alkaline.
<b>pH Scale</b>	Measure of how acidic or alkaline something is
<b>Neutral</b>	Neither acidic or alkaline. Have a pH of 7.
<b>Neutralisation</b>	In a neutralisation reaction an acid cancels out a base or a base cancels out an acid.
<b>Physical Property</b>	A property of a material which you can observe or measure.
<b>Chemical Property</b>	How a substance behaves in a chemical reaction.
<b>Oxidation</b>	A chemical reaction in which a substance combines with oxygen
<b>Displacement</b>	Reaction in which a more reactive metal takes the place of a lesser reactive metal in a compound.

## Making Salts



1. React an acid with an excess of metal, metal oxide, hydroxide or carbonate until no more reacts.



2. Filter the mixture to get a solution of the salt with the excess solid left behind



3. Heat the solution to start evaporating the water from the solution.



4. Turn off the heat and leave until all of the water has evaporated, leaving the solid salt behind.

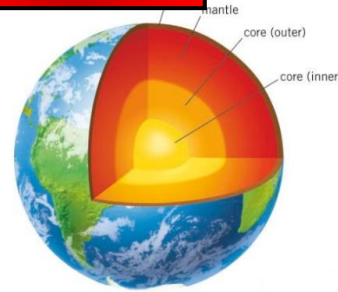




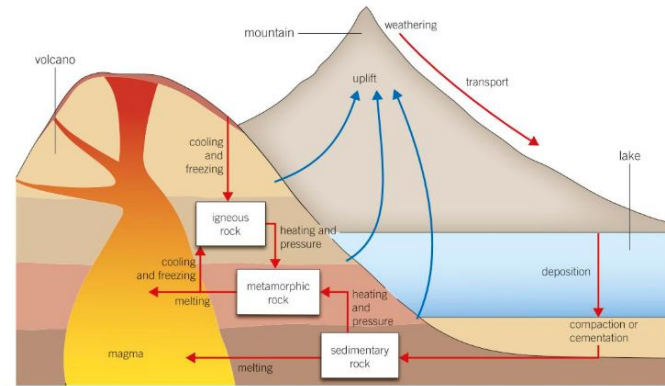
# Chemistry 7.1 - Earth

Keyword	Definition
<b>Minerals</b>	Chemicals that rocks are made from.
<b>Porous</b>	A porous material has small gaps that may contain substances in their liquid or gas states. Water can soak into a porous material.
<b>Weathering</b>	The breaking down of rock into smaller pieces.
<b>Sediments</b>	Pieces of rock that have broken away from their original rock.
<b>Erosion</b>	The breaking of rock into sediments and their movements away from the original rock.
<b>Transport</b>	Movement of sediments far from their original rock
<b>Deposition</b>	The settling of sediments that have moved away from the original rock.
<b>Strata</b>	Layers of Sedimentary rock
<b>Magma</b>	Liquid rock beneath the Earth's surface
<b>Lava</b>	Liquid rock that is above the Earth's surface
<b>Rock Cycle</b>	Sequence of processes where rocks change from one type into another, over a timescale of millions of years.
<b>Ceramics</b>	A compound such as a metal silicate or oxide that is hard, strong and has a high melting point.

## Structure of the Earth



## Rock Cycle



## Rock Types

	Igneous Rock	Sedimentary Rock	Metamorphic Rock
Examples	Granite, Basalt and Obsidian	Limestone, Chalk, and Sandstone	Marble, Slate and Schist.
How it is formed	When liquid rock (lava or magma) cools and freezes.	When layers of sediment build up and get compacted over time.	From existing rocks exposed to heat and/or pressure over a long period of time.
Properties	Interlocking crystals, Hard, Durable	May contain fossils, layers, porous, soft	Not porous, Hard

## Ceramics

Ceramics such as pottery are compounds including metal silicates, metal oxides, metal carbides and metal nitrides. They have the following properties:

- Hard
- Brittle
- Stiff
- High melting points
- Strong when forces press on them
- Easy to break when stretched
- Electrical Insulators
- Do not react with water, acids or alkalis

## Weathering

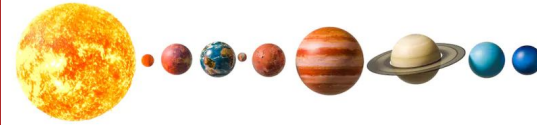
Physical weathering: happens due to temperature changes e.g. freeze-thaw  
 Chemical weathering: when rain falls on rocks e.g. acid rain  
 Biological weathering: when plants and animals break up rocks



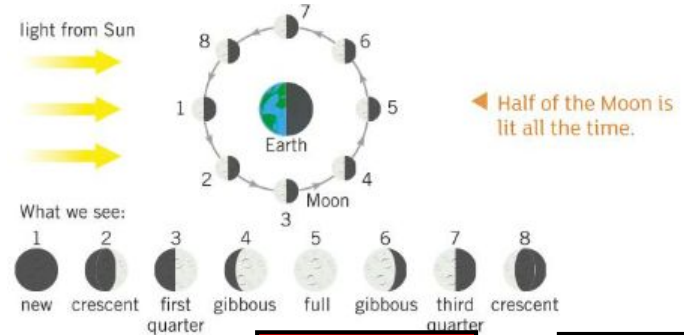
# Chemistry 7.1 - Earth

Keyword	Definition
<b>Orbit</b>	Path taken by one object moving around another larger object e.g. a satellite around the Earth.
<b>Artificial Satellite</b>	A man made spacecraft
<b>Natural Satellite</b>	A moon in orbit around a planet.
<b>Planets</b>	Any large body that orbits a star in a Solar System.
<b>Solar System</b>	The Sun and the planets and other bodies in orbit around it.
<b>Galaxy</b>	Collection of stars held together by gravity. E.g. Milky Way
<b>Exoplanets</b>	Planets that orbit a star outside our solar system
<b>Light Year</b>	The distance light travels in a year (over 9 million, million kilometres)
<b>Asteroid</b>	Lumps of rock orbiting the Sun left over from when the Solar System was formed.
<b>Day</b>	The time it takes a planet to make one full spin on its axis
<b>Year</b>	The length of time it takes for a planet to orbit the Sun.
<b>Axis</b>	The imaginary line that the Earth spins around.
<b>Season</b>	Changes in the temperature during the year as the Earth moves around the Sun
<b>Constellation</b>	A collection of stars that make up a pattern in the sky.
<b>Geocentric Model</b>	A model of the solar system with the Earth at the centre.
<b>Heliocentric Model</b>	A model of the solar system with the Sun at the centre.
<b>Phases of the Moon</b>	Shape of the Moon as we see it from Earth because it reflects light from the Sun.

List the planets in order of Planets from the Sun

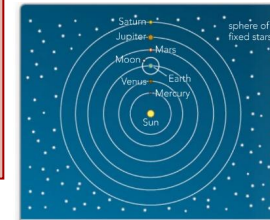


Phases of the Moon

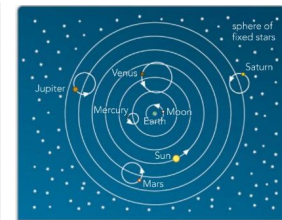


Compare the 2 models of the solar system. How are the similar and different. Why did our ideas change?

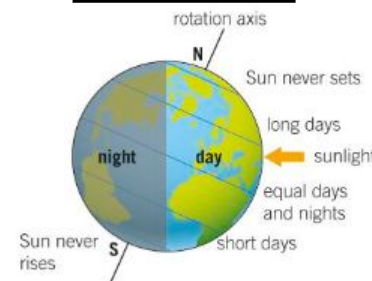
Heliocentric Model



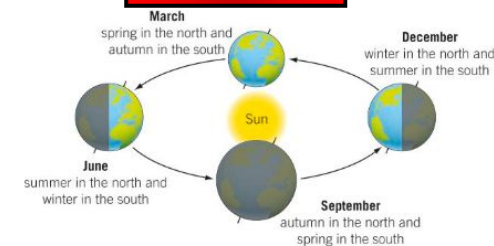
Geocentric Model



Day and Night



The seasons



# FRENCH

## Phonics (1)

on/om [on]

aire/erre [air]

oi [wa]


eau [oh]

ui [we]

in/ain [an]

ou [oo]

eu [uh]

Sentence starter	PVS + Noun (2)	
<p><b>Dans ma famille, il y a</b> (In my family, there is)</p> <p><b>Dans ma famille j'ai</b> (In my family, I have)</p> 	<p><b>ma mère</b> (my mum) <b>mon père</b> (my dad) <b>mon frère</b> (my brother) <b>ma soeur</b> (my sister) <b>mon grand-père</b> (my granddad) <b>ma grand-mère</b> (my grandma)</p>	<p><b>mes grands-parents</b> (my grandparents) <b>mon oncle</b> (my uncle) <b>ma tante</b> (my aunt) <b>mon cousin</b> (my cousin m) <b>ma cousine</b> (my cousin f)</p>

**Je suis fils/fille unique**  
( am an only child)  
**Je n'ai pas de frères ni de soeurs** ( I don't have any brothers or sisters)

Verb (9)	Noun (10)	Adjective (11)
<p><b>J'ai</b> (I have) <b>Je voudrais</b> (I would like) <b>J'avais</b> (I used to have)</p> <p><b>Je n'ai pas de</b> (I don't have) you don't need to use <b>un or une</b> after this)</p>	<p><b>un cochon d'Inde</b> (a guinea pig) <b>un chat</b> (a cat) <b>un lapin</b> (a rabbit) <b>un chien</b> (a dog) <b>un poisson</b> (a fish) <b>un serpent</b> (a snake) <b>un oiseau</b> (a bird) <b>un hamster</b> (a hamster) <b>une souris</b> (a mouse) <b>une tortue</b> (a tortoise) <b>une araignée</b> (a spider)</p>	<p><b>jaune/jaune</b> (yellow) <b>rouge/rouge</b> (red) <b>rose / rose</b> (pink) <b>bleu (e)</b> (blue) <b>vert (e)</b> (green) <b>noir (e)</b> (black) <b>gris (e)</b> (grey) <b>blanc (he)</b> (white) <b>violet (te)</b> (purple) <b>marron / marron</b> (brown) <b>orange / orange</b> (orange)</p>

## Opinion (3)

## Noun (4)

## Connective

## Quality Vocab (5)

## Verb (6)

## Intensifier (7)

## Adjective (8)

**J'aime**  
(I like)  
**Je n'aime pas**  
( I don't like)  
**Je déteste**  
(I hate)  
**J'adore**  
(I love)  
**J'aime assez**  
(I quite like)  
**J'aime beaucoup**  
(I really like)  
**Je préfère**  
(I prefer)  
**Je ne supporte pas**  
(I can't stand)

**ma mère** (my mum)  
**mon père** (my dad)  
**mon frère** (my brother)  
**ma soeur** (my sister)  
**mon grand-père** (my granddad)  
**ma grand-mère** (my grandma)  
**mes grands-parents** (my grandparents)  
**mon oncle** (my uncle)  
**ma tante** (my aunt)  
**mon cousin** (my cousin m)  
**ma cousine** (my cousin f)

**car** (because)  
**parce que**  
(because)

**à mon avis**  
(in my opinion)  
**je pense que**  
(I think that)  
**je crois que**  
(I believe that)  
**selon moi**  
(according to me)  
**je trouve que**  
(I find that)

**il est**  
(he is)  
  
**elle est**  
(she is)  
  
**ils sont**  
(they (m) are)  
  
**elles sont**  
(they (f) are)

**très**  
(very)  
**trop**  
(too)  
**vraiment**  
(really)  
**extrêmement**  
(extremely)  
**assez**  
(quite)  
**un peu**  
(a bit)  
**complètement**  
(completely)  
**totalemt**  
(totally)

**bavard(e)** (chatty)  
**drôle** (funny)  
**égoïste** (selfish)  
**gentil(le)** (kind)  
**généreux/généreuse**  
(generous)  
**intelligent(e)** (intelligent)  
**optimiste** (optimistic)  
 **paresseux/paresseuse**  
(lazy)  
**sportif/sportive** (sporty)  
**têtu(e)** (stubborn)  
**timide** (shy)  
**stricte** (strict)  
**travailleur/travailleuse**  
(hardworking)  
**patient(e)** (patient)

# Yr 7 HISTORY: NORMAN CONQUEST & CASTLES



## HISTORICAL CONCEPTS

Assessment Objective 2:  
**Explaining**

Assessment Objective 3:  
**Sources & Interpretations**

**Causation:** why events happened.  
**Consequence:** what happened as a result of an event  
**Change:** what was different  
**Continuity:** what stayed the same  
**Importance/significance:** explaining why something mattered  
**Analytical Narrative:** explaining how a series of events were connected  
**Evaluate:** to come to a reasoned judgement

**Inference:** making judgements from sources  
**Message:** what a source says  
**Purpose:** why a source was created  
**Nature:** the type of source  
**Origin:** who created a source  
**Reliability:** trustworthy  
**Bias/biased:** one-sided  
**Utility:** what a source is useful for  
**Interpretation:** a view or opinion on the past

## WHO SHOULD BE KING?

**5<sup>th</sup> January 1066:** Edward the Confessor dies, leaving no heir. **Heir:** The next in line to the throne.  
**Edgar the Atheling:** Blood relative of Edward the Confessor. His father was promised the throne.  
**Harold Godwinson:** An Englishman & a powerful leader. His sister was married to Edward the Confessor.  
**William of Normandy:** A Norman and Duke of Normandy in France, cousin of Edward the Confessor.  
**Harald Hardrada:** A Viking, King of Norway. Most feared warrior in Europe. Claimed he was promised the throne.  
**6<sup>th</sup> January 1066:** Harold Godwinson is crowned King of England.  
**20 September 1066:** Harald Hardrada invades England with more than 10,000 men in 200 longships.  
**25 September 1066:** Harold Godwinson, defeats and kills Harald Hardrada at the Battle of Stamford Bridge.

## CASTLES:

**Motte and Bailey:** A wooden castle built of top of a hill with a wooden fence around an area at the bottom.  
**Stone/Square Keep:** A castle with a stone rectangular keep.  
**Concentric:** A castle with two or more curtain walls.

## CASTLE DEFENCE:

**Keep:** A tower built by wood or stone within the castle walls.  
**Moat:** Ditches around the castle filled with water.  
**Round towers:** A circular stone tower ranging in height.  
**Curtain Wall:** A thick stone wall around the castle for protection,  
**Machicolation:** Stone boxes that stuck out from the castle walls that had holes in for the floor for dropping hot oil or stones on attackers.  
**Arrow Slits:** A thin hole in the castle wall to fire arrows through.  
**Hoarding:** A covered wooden ledge around the top of the castle walls.

## THE BATTLE OF HASTINGS:

**27th September 1066:** William Duke of Normandy invades in the south of England.  
**14 October 1066:** The Battle of Hastings. William's army is victorious.  
**Fyrd:** Local, untrained peasant farmers who fought for Godwinson's army,  
**Housecarls:** Well-trained, experienced full-time fighters of the Godwinson's army.  
**Mercenaries:** Soldiers who fought for William because he had paid them to. Included:  
**Infantry:** Well trained, experienced full-time fighters.  
**Cavalry:** Highly trained full-time fighters & rode large, trained warhorses.  
**Archers:** Highly trained with a bow and arrow.  
**25th December 1066:** William was crowned.

## METHODS OF ATTACK:

**Fire arrows:** Arrows on fire.  
**Battering Ram:** A heavy object, swung or rammed against a door/wall.  
**Belfry Tower:** A covered ladder that provided shelter for attackers.  
**Catapult:** A device to shoot objects over or through castle walls.  
**Siege:** Surrounding the castle & cutting off vital supplies.  
**Mining:** Digging under the castle walls, usually the corners.

## Types of Geography

**Human geography** The impact of people on the earth

**Physical geography** The natural world without people

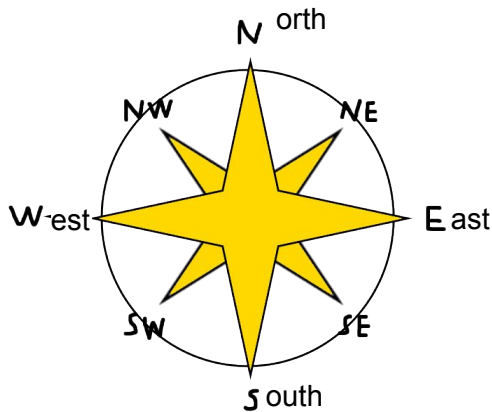
**Environmental geography** Human interaction with nature

## What is geography?

“**Geography is the study of the Earth’s landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in.**”

Geography is part of your everyday life; you use it every day without even realizing!

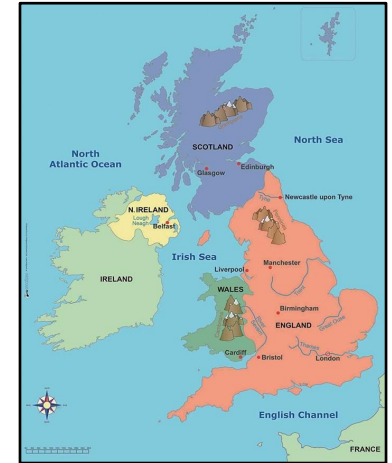
## Compass Points



## Where is the UK? The UK

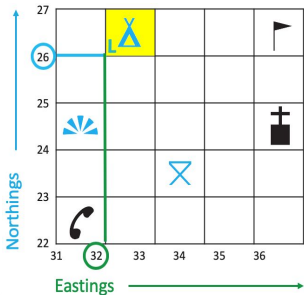


The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.



## 4 figure Grid references

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

Remember.... eastings then northings!

Along the corridor and up the stairs!

## Map Symbols

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



## Atlas skills

There are generally three main types of maps shown in an atlas:



**Physical maps** these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

**Political maps** these show country borders, cities, transport links etc.

**Thematic maps** these show information such as climate data, agriculture types etc.

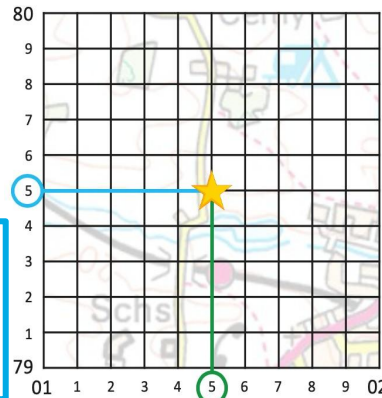
## 6 Figure Grid References

We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example: 015 795

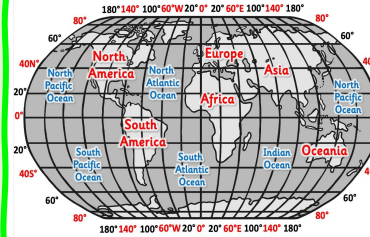
The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



## Longitude and Latitude

Unlike grid lines where we go along the corridor and the stairs, here we go **UP** and **ACROSS**



**Latitude**  
Flat lines. Flat-itude!

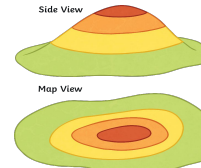
**Longitude**  
Long lines – up and down

## Height and relief

**Relief** the difference between the highest and lowest heights of an area.

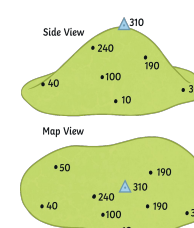
**Topography** the surface features of the earth like hills, mountains, valleys etc..

### Layer Shading



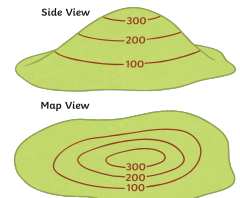
Height in metres (m) above sea level  
 More than 300    100 - 200  
 200 - 300    Less than 100

### Spot heights



The exact height of a place above the ground is measured and written onto a map.

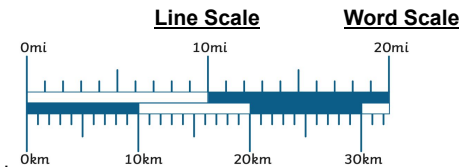
### CONTOUR LINES



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

## SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.



**One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)**

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.

## Keywords

Space				
Place	east	Distance	Relief	North
scale	south	Scale	west	contour
				Topography

# Our Island Home

## Introduction to the UK



## Great Britain



**Great Britain**, the largest island, consists of three countries – England, Wales and Scotland. Ireland is split into two – Northern Ireland and the Republic of Ireland

## What is the UK?



**The British Isles** consist of two large islands. These islands are called Britain and Ireland.

## United Kingdom



**The UK** consists of the four countries of England, Northern Ireland, Republic of Ireland is a separate country.

## Flag



Northern Ireland



Scotland



Wales



Ireland



England



European Union



**The United Kingdom (UK)**, is located to the north-west of the continent of Europe. It has recently voted to leave a group of other countries known as the **European Union** - or the EU for short.

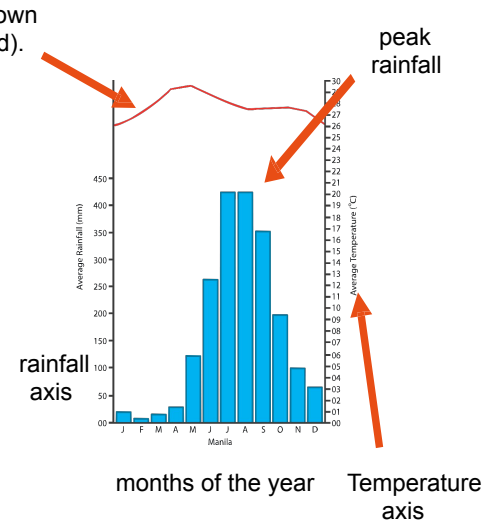
## Weather and Climate in the UK

**Weather** The conditions of the atmosphere, such as temperature and presence of rain and cloud. Weather changes daily.

**Climate** The average weather conditions of location over a long period of time.

## Climate Graph

### Climate Zones of the UK



## Key Words

Precipitation

United Kingdom

Climate Graph

Wales

Scotland

British Isles

Great Britain

England

Northern Island

SCAN ME



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### Why were computers invented?

Computer (job)	A computer used to be a job for a human. In their job they would be given calculations which they would have to work out and return the answers. This is exactly what a modern computer does except it is done by a machine.
Cipher	A secret way of writing where all the letters have been coded or disguised
Enigma Code	A cipher that was used by the Nazis in WWII. A machine called the 'Enigma machine' was used to scramble and unscramble the messages
The Bombe Machine	A machine that was invented to crack the Enigma code by the mathematician Alan Turing. Alan Turing's ideas about how this and other of his machines worked were used to create the first computers

### Different Types of Computer

Desktop	<p>Embedded Devices</p> <p>Embedded devices are machines that aren't normally thought of as computers but have a computer chip in them to help them do their job better.</p> <p>Examples: Smartphone, Smart doorbell, Dishwasher, Digital Microwave, Smart Fridge, Car Sat Nav</p>
Laptop	
Tablet	
Server/ Supercomputer	
Games Console	

### A Computer is made up of...

Hardware	Anything to do with the computer that can be touched. E.g. Disks, monitor, keyboards, motherboard.
Software	Code that makes the hardware do something useful.
Input device	A device that allows a person to put data into the computer. E.g. Mouse, keyboard.
Output device	A device that allows a person to get data from a computer. E.g. printer, speakers.
Storage device	A device that saves your data long term

### Internal Parts of a Computer (Inside the box)

Motherboard	The main circuit board of a computer that holds all of the other parts together
Processor/CPU	This carries out all the instructions in the computer..
Random Access Memory (RAM)	Short term storage for the computer. It stores things you haven't saved and apps you have open.
Hard Drive	A storage device that holds data permanently for when the computer is switched off.
Graphics Card	Is in charge of what appears on your screen. Any instructions or code to do with the video or picture on your screen is done by the graphics card



SCAN ME

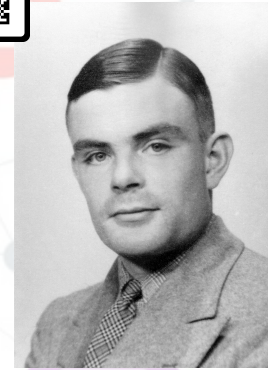


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### Units of Data

Bit	A single binary digit. A 0 or a 1.
Nibble	4 bits
Byte	8 bits
Kilobyte	1000 bytes
Megabyte	1000 kilobytes
Gigabyte	1000 megabytes
Terabyte	1000 gigabytes
Petabyte	1000 terabytes



Alan Turing was a British Mathematician and his ideas were used to invent the first computers. His work during WWII as a codebreaker is said to have shortened the war by as much as 2 years and saved millions of lives. Alan Turing's work was kept top secret until long after his death, so no one knew who this hero was or what he did during the war

### Number Systems

Denary	The number system we regularly use and you have been learning to use since you first discovered numbers. Has the symbols 0 to 9
Binary	A number system that can only use the symbols 0 and 1. We can convert any of our normal numbers into binary

### Why Binary?

Transistor	A transistor is a tiny switch in the CPU that can be turned off or on. The digits 1 and 0 used in binary are used because of the on and off states of a transistor.
CPU/Processor	The circuits in a computer's processor are made up of billions of transistors that can be combined together to make any number and lots of different types of data
Machine Code	The language your computer's language speaks is machine code. Machine code just looks like 1s and 0s

$$\begin{array}{r}
 128 \ 64 \ 32 \ 16 \ 8 \ 4 \ 2 \ 1 \\
 | \quad | \quad | \quad | \quad | \quad | \quad | \\
 1 \ 0 \ 0 \ 1 \ 1 \ 0 \ 1 \ 1 \\
 \hline
 128 + 0 + 0 + 16 + 8 + 0 + 2 + 1 \\
 = 155
 \end{array}$$

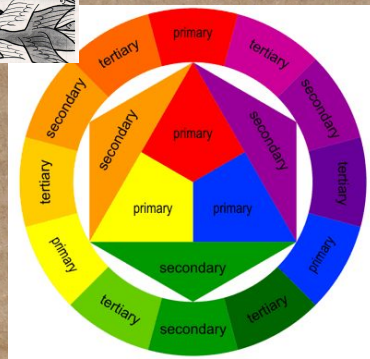
# YEAR 7 ART AND DESIGN NO. 1

## Theme for the Project - Visual Art Elements

### Escher

#### 5 facts about the artist

1. Escher (1898-1972) is one of the world's most famous graphic artists. His art is enjoyed by millions of people all over the world.
2. His work features mathematical objects including impossible objects, reflection, symmetry and perspective.
3. Early in his career, he drew inspiration from nature, making studies of insects, landscapes, and plants. The prints Escher produced from 1941 on are his most well-known. He continued experimenting with repeating patterns and geometric mathematical concepts.
4. The prints Escher produced from 1941 on are his most well-known. He continued experimenting with repeating patterns and geometric mathematical concepts.
5. More recently, Escher's mind-bending visions have provided inspiration for the film Labyrinth 1986



The colour wheel helps us understand the relationships between colours.

The **primary colours** are red, yellow and blue. They cannot be made by mixing other colours together. All other colours can be mixed from red, yellow and blue.

**Secondary colours** are made by mixing equal amounts of primary colours together:

- Blue and red mixed together make purple
- Yellow and red mixed together make orange
- Blue and yellow mixed together make green

A **tertiary colour** is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours.

**Harmonious colours** sit beside each other on the colour wheel. These colours good for mixing together.

**Complementary colours** sit across from each other on the colour wheel. These are often referred to as opposite colours and even contrasting colours.

A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.

A **shade** is where an artist adds black to a colour to darken it down.

### Drawing Style/Skill/Technique

The Visual Elements of line, shape, tone, colour, pattern, texture and form are the building blocks of composition in art. When we analyse any drawing, painting, sculpture or design, we examine these component parts to see how they combine to create the overall effect of the artwork.

<b>Line</b>	<b>Line</b> is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
<b>Shape</b>	<b>Shape</b> can be shown in a number of ways. Sometimes we can recognise the shapes, at other times, they can look like something we haven't seen before. This could be called 'abstract'.
<b>Tone</b>	<b>Tone</b> is the lightness or darkness of a color. Tone can be changed by using white or black to make a colour lighter or darker.
<b>Colour</b>	<b>Colour</b> is the visual element that has the strongest effect on our emotions. We use color to create the mood or atmosphere. For example, artwork that uses mainly reds and oranges, might make you feel angry.
<b>Pattern</b>	<b>Pattern</b> is made by repeating parts of the work. There are two basic types of pattern in art: <b>Natural Pattern</b> and <b>Man-Made Pattern</b> . The patterns could be made by repeating something in a certain way or completely random.
<b>Texture</b>	Texture is the surface effect used in art - the roughness or smoothness of the materials used to make the art.
<b>Form</b>	Form is the physical shape of the artwork. Form generally links to sculpture work, 3D design and architecture but may also relate to the illusion of 3D image on a 2D surface.

1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
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# YEAR 7 ART AND DESIGN No. 2

## Warhol



1. His birth date was never recorded at a hospital. Andy Warhol liked to change his birthday and make up stories about his youth when doing interviews with the press.
2. He once said that "good business is the best art."
3. In 1961 Andy Warhol came up with the concept of using mass-produced commercial goods in his art. He called it Pop Art. He would use commercial images and reproduce them over and over. One early example of this was a series on Campbell's Soup cans.
4. Andy Warhol also used pictures of famous people. He would repeat the same portrait over and over, but use different colors and effects in each picture. Some of the celebrities he had as subjects include Marilyn Monroe.
5. He was also interested in film and music. He produced around 60 films and supported a band called the Velvet Underground. One of his movies was a 6 hour film of his friend sleeping called *Sleep*.



## Theme for the Project - Pop Art

- Pop art is an art movement that started in the 1950s and was very popular in the 1960s in America and Britain.
- Pop art was normally related to everyday objects or people that were popular at the time.
- It made use of popular imagery, such as comics, films, advertising and household objects.
- It often used bright colours such as red, blue and yellow, as well as images of celebrities or fictional characters from TV or comics.
- Another well known pop artist was Roy Lichtenstein. His paintings and prints looked just like comic strips, including his most well known work entitled *Whaam!*

## Drawing Style/Skill/Technique

The lightness or darkness of something – this could be a shade, or how dark or light a colour appears. When we add white to a colour it's called a tint - this lightens the base colour. When we add black to a colour it's called a shade - this darkens the base colour. Tone can be used to make something look three dimensional by blending tints and shades in specific areas.

Shade

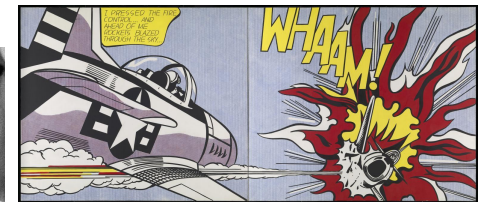
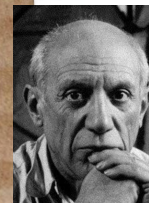
Base Colour

Tint



## Screenprinting;

A method where ink is applied directly to the surface to be printed. The image to be printed is transferred to a very fine fabric (the screen) The parts that are non-printing areas are blocked off and the fabric becomes a stencil. The ink is wiped across the screen to pass through the unblocked areas and reach the underneath surface. For each colour to be printed a separate screen is prepared and the process is repeated. This is a process to mass produce an image.



1900

1910

1920

1930

1940

1950

1960

1970

1980

1990

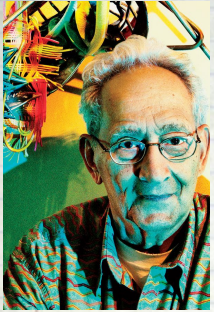
2000

2010

2020

# YEAR 7 ART AND DESIGN NO. 3

## Frank Stella



1. Frank Stella studied at Princeton University in America, where he painted and majored in history.
2. New York art galleries inspired Frank Stella's work.
3. Stella started his printmaking in the mid-1960s.
4. Stella's art work was recognised before he was twenty-five.
5. Stella introduced 3D relief into his art, which he called "maximalist" painting because it included sculptures.



## Abstract

- Abstract art uses shapes, colours, forms and marks to create a picture.
- Abstract art often doesn't represent something that is recognisable or real.
- The word abstract means to separate or withdraw something from something else.
- The term can be applied to art that is based on an object, figure or landscape, where forms have been simplified.
- It is also in art that uses forms, such as geometric shapes or gestural marks, which have no relation to anything in the real world.
- Some artists of this 'pure' abstraction like to be known using the terms 'concrete art or non-objective art.'
- Since the early 1900s, abstract art has inspired modern art.



## Design Movement/Art Style

What is Art Deco?

- Created in Paris in 1925, art deco can be seen as a reaction against art nouveau (another art movement).
- Seen in furniture, pottery, textiles, jewellery, glass etc. it was also used when designing styles of cinema and hotel architecture.
- The big difference from art nouveau is the influence of cubism which gives art deco design generally a more fragmented, geometric look.
- However, images based on plants and curves remained in some art deco design.
- Art deco took inspiration from ancient Egyptian art, Aztec and other ancient Central American art, as well as from the design of modern ships, trains and motor cars.
- It also was inspired by the modern architecture and design of 'The Bauhaus', and of architects such as Le Corbusier and Mies van der Rohe.

## Drawing Style/Skill/Technique

A relief is a sculpture in which the three-dimensional elements are raised from a flat base. The term *relief* is from the Latin verb *relevo*, meaning 'to raise'. To create a sculpture in relief is to give the impression that the sculpted material has been raised above the background. The opposite of relief sculpture is *counter-relief*, *intaglio*, or *cavo-rilievo*, where the form is cut into the field or background rather than rising from it. Reliefs are common throughout the world on the walls of buildings and a variety of smaller settings, and a sequence of several panels or sections of relief may represent an extended story.

1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
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# YEAR 7 CULTURAL UNDERSTANDING

## British Values

- The British are the creation of invaders and migrants, including Celts, Romans, Anglo-Saxons, Vikings, and Normans.
- Today we live in a society that should show mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.
- Sports and literature are among the UK's cultural claims to fame. Soccer, rugby, cricket, boxing, and golf were all invented in Britain.
- Kings once ruled with advice from a council of religious leaders and nobles. Today, the monarch (which can be a king or queen) has no real power.



## African



## Artwork information

- There are 54 countries in Africa - and 9 territories - with a total of more than 1.1 billion people living on the continent, which is 15% of the world's total population.
- Most of the African people are Christians and Muslims. In North Africa and many West African countries, most people follow the Islam.
- There are also almost 10% of Africans that follow traditional religious rituals which means they have traditional healing rituals such as bone-throwing, 'magic' and herbal medicine and celebrating the spirit of the ancestors.
- In Africa, you will find some of the largest mammals on this planet.



## Artwork information

From blacksmithing to basketry, from weaving to woodturning, we have an incredible range of heritage craft skills in the UK and some of the best craftspeople in the world.



There are 5 elements of African art that are used to describe the aesthetics of African art. These are:

1. Resemblance to a human figure.
2. Shiny and unflawed skin.
3. Youthfulness representing vitality and fertility.
4. Reserved demeanor representing a person in control.
5. Balance and proportion through material choices.

## Native American

- Native Americans lived in the United States for a very long time before Christopher Columbus discovered America.
- The first people to live in a land are called indigenous peoples.
- The Native Americans were grouped into tribes or nations usually based on the area they lived in and their culture such as their religion, customs, and language.
- The Native Americans did not write down or record their history, so we have to find out about their history in other ways.

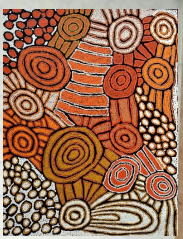


## Aboriginal



## Artwork information

- Aboriginal Australians is a western term for the people who are from the Australian mainland and many of its islands
- Aborigines have lived in Australia for over 40,000 years, and it is believed that they came from areas of Asia. These original Australians were hunter-gatherers.
- The didgeridoo is one of the world's oldest musical instruments and is made from limbs and tree trunks hollowed out by termites.
- Dream time refers to the Indigenous understanding of the world's creation.



## Artwork information

Evolving from simple cave drawings and carvings traditional American Indian art grew to include intricate art in such forms as jewelry, beadwork, weaving, pottery, paintings, carvings, masks, quillwork (embroidery), and totem poles. Throughout their history their art has reflected their culture, lifestyle, and environment.

The earliest Indigenous art was paintings or engravings on the walls of rock shelters and caves which is called rock art. People believe that dots were used in artwork to hide information from white men when the Aboriginal people became afraid that they would be able to see and understand their sacred, private knowledge.

## DRAMA KEYWORDS

<b>Tableau (x)</b>	A Dramatic Picture. Frozen in time. (Needs to be with 2 or more people.)
<b>Narration</b>	To tell a story, information of what is happening to the audience
<b>Mime</b>	Acting out a moment, action, feeling without WORDS.
<b>Split-staging</b>	2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!!!)
<b>Physical Theatre</b>	Use of the body & Movement to show a story, feeling, situation & object.
<b>Structure &amp; Plot</b>	The story (Plot) Scene by scenes & Order of scenes (Structure)
<b>Projection</b>	To speak loudly in for the audience to hear your words.
<b>Expression</b>	Use of Facial Expression to SHOW how you feel.
<b>Tone of Voice</b>	The emotion HEARD in your voice of this character.
<b>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion & TOWARDS others in your body.
<b>Wash/Flood</b>	Covers the whole stage in light, allowing the audience to see everything.
<b>Spotlight</b>	A 'Spot'/Circle of Light in a small area- to focus on less actors.

Drama techniques, skills and lighting.

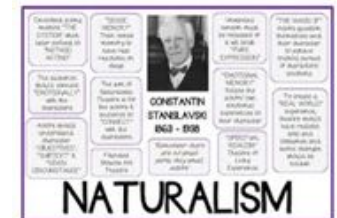
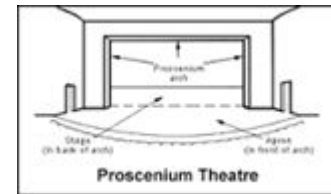
## YEAR 7 DRAMA: INTRO TO DRAMA & UNIT 1: SHIPWRECKED KNOWLEDGE ORGANISER (TERM 1A- SEPT-OCT)

### THEMES & CONTEXT:

- You will learn & understand these basic skills & techniques in Drama, through demonstrations, Drama performance work & different plays, musical clips.
- You can also have a look at some of these on YouTube & google search too.
- We will be applying these skills & techniques to different stories, events and script work that your teacher will give you. This will develop your ideas for Drama work & theatre.
- This term, we will need to lots of discussions of our performance ideas, with drawings of our set designs (what will be on stage), costume designs (what the actors will wear), prop design (what they will use on stage) & lighting design (the lights that fill the stage, to create different locations & atmosphere.)
- You will develop your characters skills; how to change your voice, expression of face, gesture, body language, to show your character from the stories & script work that your teacher will give you.

### USE OF PRACTITIONERS, PERFORMANCE SPACES:

**Performance Space:** Proscenium Arch (An arch/frame is created & the audience have one view point.) This is an example of a type of staging, like the Hinckley Concordia.



**Practitioner:** Stanislavski= He created a method of Acting where you make your character as REAL as possible.

“TO BE THE CHARACTER” not yourself. He wanted you to ask yourself questions ‘What if I was this character, how would I feel?’ ‘What would I do?’

As an actor, it is important to try to be your character & not yourself. 30



<b>Mime</b>	Acting out a moment, action, feeling without WORDS.
<b>Physical Theatre</b>	Use of the body & Movement to show a story, feeling, situation & object.
<b>Mask</b>	For of theatre where actors' faces are covered with masks.
<b>Chorus</b>	In Greek Theatre- 1/more comments on the action and the plot.
<b>Projection</b>	To speak loudly in for the audience to hear you words.
<b>Tone of Voice</b>	The emotion HEARD in your voice of this character.
<b>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion & TOWARDS others in your body.
<b>Blackout</b>	The act of turning off (or fading out) stage lighting.
<b>Lights Up</b>	1. Sign that a performance has started. 2. To start a new scene.
<b>Pace</b>	The speed the dialogue is delivered to the audience.
<b>Dialogue</b>	The spoken text of a play-conversations between characters- is dialogue.
<b>Genre</b>	A specific type of Drama

Drama techniques, skills and lighting.

THEMES, FACTS & CONTEXT:

- The ancient Greek drama was a theatrical culture that started in ancient Greece from c. 700 BC. In Greek Theatre, they wore masks & spoke their words together in Unison.
- They used a lot of mime (actions without words) to show their story & characters.
- Tragedy (sadness) & comedy (humour) were two dramatic genres to start here in Greek Theatre.
- **Mask work** (wearing masks like the one below) & **Chorus work** (speaking together at the same time in a group) are used in Greek Theatre.
- **Amphitheatre**= Is the name of their Theatres.
- You will be researching & discussing your ideas of showing the Greek gods & Greek monsters in a story, in the style of Greek Theatre.
- You will need to think about what actions to mime out, what words to say in unison in your performance, to show this character & story to the audience.

USE OF PRACTITIONERS, PERFORMANCE SPACES:

During this unit, you will learn about other performance spaces, & through performance examples, you will know what they are like & why they are used.

1. **Corridor Staging** (Like a Catwalk!) Either side of the performance space.



2. Theatre of The Round= The audience are all the way round the staging.  
**You can have a look at these performance spaces by going onto YouTube to see some examples, & also through google search.**

**Practitioner: Steven Berkoff**

Like Stanislavski with the first unit, Steven Berkoff is another practitioner who explored Drama & he looked at using the actors to create images, with as much Physical Theatre, Tableaux, Movement & Mime as possible.



# MORALS AND ETHICS - THE ISLAND

- Morals - a lesson that can be derived from a story or experience.
- Ethics - principles that govern a person's behaviour.
- Absolute Morality - certain actions are right or wrong, regardless of the context of the act.
- Egoism - Doing what is in your own self interest.
- Altruism - Selflessness, doing what is in others interest.
- Utilitarianism - Greatest good for the greatest number of people.
- Moral Duty - Do what is right in the situation.
- Community - a social group of any size whose members are local to you.
- Rights - legal, social, ethical principles of freedom or entitlement.
- Responsibilities - something with one's power, control
- Sabbath - a day of religious observance, kept by Jews from Friday evening to Saturday Evening, and by most Christians on Sunday.
- Adultery - cheating on your husband or wife
- Rites of Passage - a ceremony that marks the transition from one phase of life to another.
- Symbols - is an iconic representation intended to represent a specific religion
- Naming Ceremony - informal occasion, gathering friends and family together to celebrate birth and naming of your child
- Festival - a day or period of celebration, typically for religious reasons.
- Holi - Also known as the 'festival of colours', is a spring festival celebrated all across India.
- Caste - the class you are born into that will determined jobs you can do.
- Pilgrimage - a journey or search of moral or spiritual significance.
- Vatican City - Roman Catholic Pilgrimage site. Home to the Pope.
- Lourdes - Pilgrimage site in France known for its healing.
- Mecca - a place Muslims visit once in their lifetime.
- Torah - The Jewish Holy Book
- Bible - The christian Holy Book
- Qur'an - The muslim Holy Book

*Test yourself...*

'HUMAN BEINGS ALWAYS NEED SOMEBODY IN CHARGE.'

'ALL BABIES SHOULD BE WELCOMED IN TO THE WORLD.'

'A COMMUNITY IS STRONGER IF IT IS CULTURALLY DIVERSE.'

'EVERYONE NEEDS A SPECIAL PLACE.'

'YOU SHOULD ALWAYS BELIEVE EVERYTHING THAT IS WRITTEN.'

'YOU SHOULD ALWAYS REMEMBER THE PAST.'



# MORALS AND ETHICS



## rites of passage

A rite of passage is an **event or occasion** involving **rituals** that marks a **change in a person's social status and commitments**. They can also be referred to as ceremonies of commitment. Rites of passage are often ceremonies surrounding events such as childbirth, coming of age, weddings, and death.

## WHAT IS THE BIBLE?

- The Bible is not a single book – it is a collection of different books.
- It was collected together over hundreds of years.
- It contains a huge variety of different types of writing.
- The Christian Bible is in two parts – the Old Testament, containing books that were used by the Jewish Religion, and the New Testament, which contains writings by the first Christians.
- It is used for personal reading and public worship.
- It has been translated into every written language ever used.

## PILGRIMAGE

- A pilgrimage is a journey to a place regarded as holy for the believer. This journey may be made alone or with others.
- The believer makes a physical journey but people feel a sense of spirituality and that they are closer to God. The places of pilgrimage are usually linked to Jesus or a saint or to events of religious significance or to healings that are seen to be miraculous (inexplicable by science).
- The pilgrimage gives many opportunities for prayer or worship, and is itself an act of worship as believers show devotion to God by choosing to go.

**long short**  
 hisssss

**steady pulse**  
 steady beat

**rhythms and word rhythms**  
  
 spi-der spi-der bee shh!

**high low**

**ascending**  
 getting higher

**descending**  
 getting lower

**scale**  
 a set of tuned notes

**pentatonic**  
 a 5-note scale

**loud quiet**

**crescendo**  
 getting louder

**diminuendo**  
 getting quieter

**fast slow**

**accelerando**  
 getting faster

**rallentando**  
 getting slower

**TEMPO**  
 Different speeds

**DURATION**  
 Lengths of sounds/silences

**TEXTURE**  
 Combination of sounds

**STRUCTURE**  
 Organisation of sounds-form

**SOLO**

**ACCOMPANIMENT**

**ENSEMBLE**  
 vocal instrumental

**POLYPHONIC**  
 combinations of melodies (tunes)

**POLYRHYTHMIC**  
 combinations of rhythms

**CHORDS**  
 groups of notes sounding together



**shh!**

**vocal**

**body percussion**

**tuned untuned**

**instrumental**

**environmental**

**electric**

**verse/chorus**

**round**  
 "London's Burning"

**12 bar blues**

**question & answer**

**call & response**

**ostinato - repeating pattern**

**beginning/middle/end**

**ABA - ternary form**  
 same at the beginning and end

**ABACA - rondo form**  
 first section keeps coming back

# MUSIC - PART 1

## KEYWORDS - ITALIAN TERMS

### TEMPO - SPEED MARKINGS

LARGO - VERY SLOW

ADAGIO - SLOW

MAESTOSO - MAJESTICALLY

ANDANTE - AT A WALKING PACE

ALLA MARCIA - LIKE A MARCH

ALLEGRETTO - QUITE FAST

ALLEGRO - FAST

VIVACE - VERY FAST

PRESTO - SUPER FAST

A TEMPO - IN TIME

### DYNAMICS - VOLUME MARKINGS

PP - PIANISSIMO - VERY QUIET

P - PIANO - QUIET

MP - MEZZO PIANO - QUITE QUIET

MF - MEZZO FORTE - QUITE LOUD

FF - FORTISSIMO - VERY LOUD

CRESC. - CRESCENDO < GRADUALLY GETTING LOUDER

DIM. - DIMINUENDO > GRADUALLY GETTING QUIETER

## Note Values, Rhythms and Rests

1 SEMIBREVE  
4 BEATS EACH

2 MINIMS  
2 BEATS EACH

4 CROTCHETS  
1 BEAT EACH

8 QUAVERS  
1/2 BEAT EACH

16 SEMIQUAVERS  
1/4 BEAT EACH

TREBLE CLEF

BASS CLEF

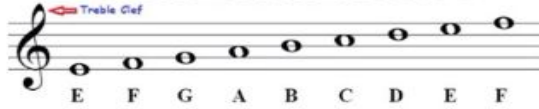
KEY SIGNATURE

MUSIC STAVE

TIME SIGNATURE

# READING MUSIC

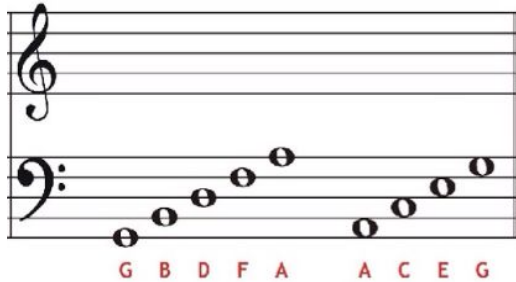
## Treble Clef Notes



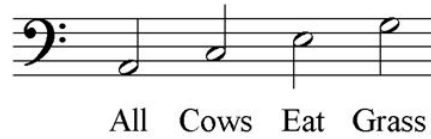
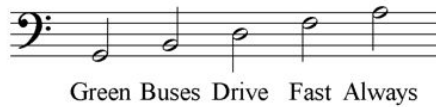
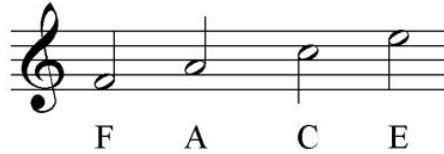
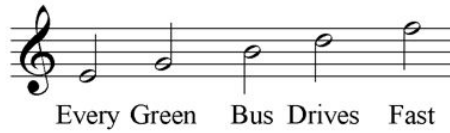
## Notes altogether



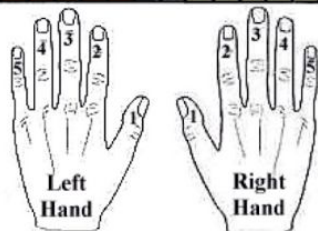
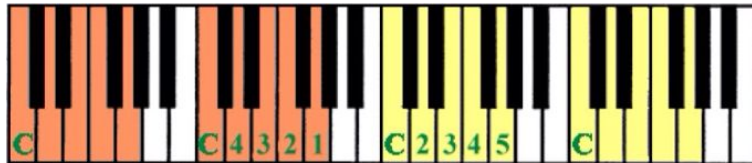
## Bass Clef Notes



## Mnemonics:



## FINGER NUMBERS - HANDS ON - HOW TO PLAY THE KEYBOARD.



## TEXTURE - LAYERS OF SOUND

**POLYPHONIC** - 2 OR MORE SIMULTANEOUS INDEPENDENT MELODY LINES

**MONOPHONIC** - 1 SINGLE MELODIC LINE.

**HOMOPHONIC** - A MELODY PART AND SUBSIDIARY ACCOMPANYING PARTS.

## ARTICULATION - HOW TO PLAY THE NOTES

Word	Common Abbreviations	English Definition and Description	Symbol
Accent		Marked. Note to be played more forcefully than those before or after it	
Fermata		To stop! pause. The note should be longer than its originally intended value.	
Forza	fz	With force. Strongly accented	
Glissando	Gliss.	Glide. A rapid glide or slide up or down between two notes, playing all of the notes in between.	
Legato		Tied together. Notes are played with no breaks in between, grouped by a slur marking	
Marcato	Marc.	Marked. Note or passage to be played more forcefully than those before or after it	
Portato/ Mezzo-staccato		To carry. Notes are played only slightly detached. A gentle pulse-like touch on each note	
Rinforzando	rfz	Reinforcing. A more gradual emphasis than sforzando.	
Sforzando	sfz	Using sudden force.	
Staccatissimo		Very detached. Notes are played as an exaggerated staccato.	
Staccato	Stacc.	Detached. Notes are played short and separated from one another	
Tenuto		Sustained. Hold the note for its full length	

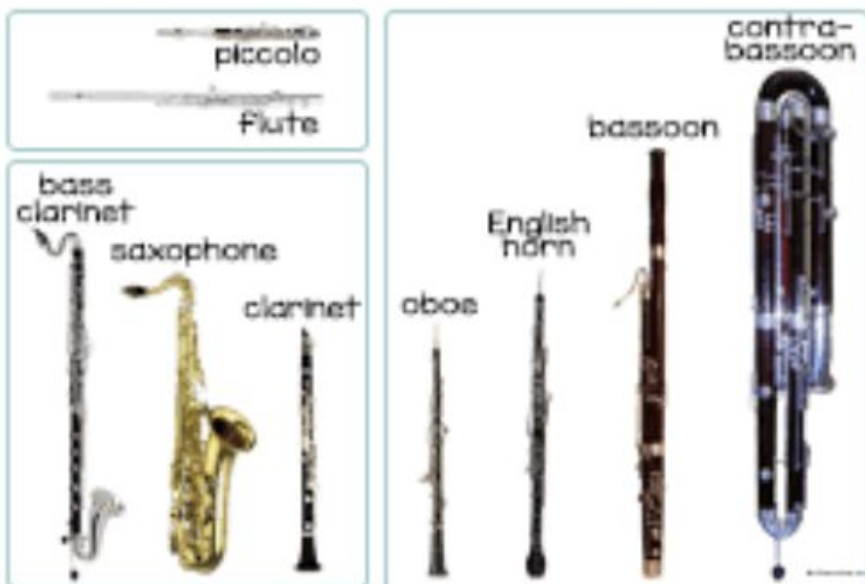
# STRING FAMILY



# BRASS FAMILY



# WOODWIND FAMILY



# PERCUSSION FAMILY



## COMPONENTS OF FITNESS

**Cardiovascular Fitness** – being able to exercise the whole body for long periods of time

**Agility** – Change direction quickly with control

**Speed** – the rate in which you perform a movement

**Strength** – the amount of force a muscle can generate

**Power** – performing a forceful movement as quickly as possible

**Coordination** – moving two or more body parts together

**Muscular Endurance** - repeatedly using the same muscles without them getting tired.

**Balance** - maintaining your body stable when static or moving.

**Flexibility** - the range of movement at a joint.

**Body Composition** - percentage of bone, muscle and fat.

**Reaction time** - ability of your body to reaction to a stimulus.

## FITNESS TESTS

CAN YOU LINK THE FITNESS TEST TO THE COMPONENTS OF FITNESS BEING TESTED?

- 12 Minute Cooper Run
- Bleep Test
- 1 Minute Press Up Test
- 1 Minute Sit Up Test
- Illinois Agility Test
- Ruler Drop Test
- Hand Grip Test
- Standing Broad Jump
- Vertical Jump
- 30 Meter Sprint
- BMI
- Sit and Reach Test
- Alternate Hand Wall Throw Test
- Standing Stork Test



## METHODS OF TRAINING

**Continuous** - working with no rest over a long period of time

**Circuit** - a series of stations to improve specific components of fitness

# YEAR PE 7- ATHLETICS

## TRACK EVENTS

SPRINT 100M, 200M, 300M, 400M

MIDDLE DISTANCE 800M, 1500M, 3000M

HURDLES 80M (G), 100M (B), 300M (G), 400M (B)

## KEY TERMS

### SKILLS / TECHNIQUE

START

POSTURE

PACING

LEG AND ARM ACTION

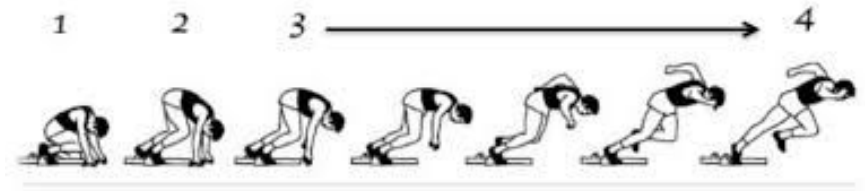
COORDINATION OF LEGS

AND ARMS

STRIDE PATTERN

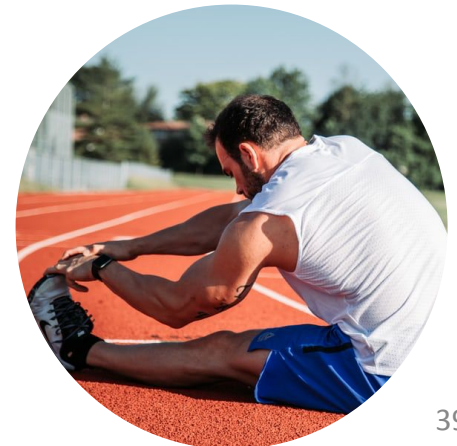


RUNNING TRACK



## TASKS

1. IDENTIFY THE START POSITIONS FOR EACH EVENT.
2. LABEL THE FINISH LINE.
3. COMPLETE ALL EVENTS UP TO 1500M AND RECORD YOUR TIME.
4. LOOK AT THE KEY TERMS AND IDENTIFY SOMETHING YOU COULD WORK ON TO IMPROVE YOUR TIME.



# YEAR PE 7 - ATHLETICS

THE SPORT OF COMPETING IN TRACK AND FIELD EVENTS, INCLUDING RUNNING RACES AND VARIOUS COMPETITIONS IN JUMPING AND THROWING.

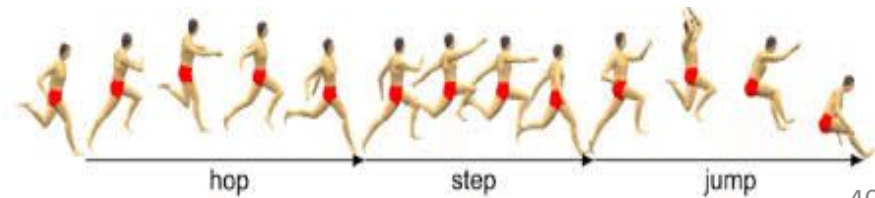
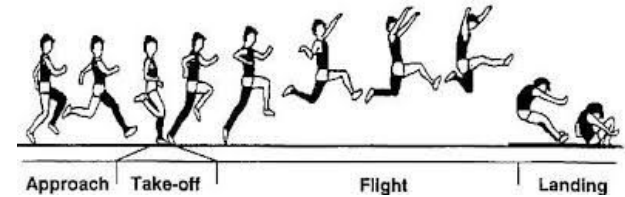
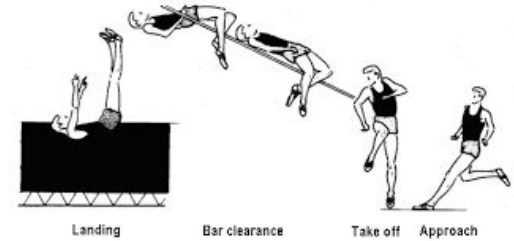
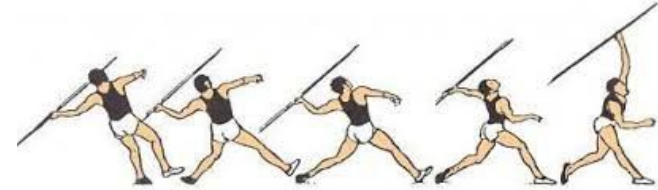
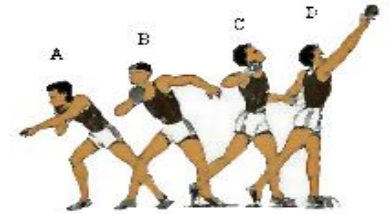
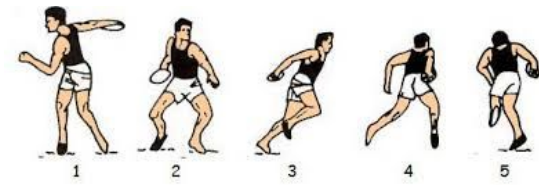
## FIELD EVENTS

- SHOT PUT
- DISCUS
- JAVELIN
- LONG JUMP
- TRIPLE JUMP
- HIGH JUMP

YOU CAN FIND OUT MORE ABOUT BRITISH ATHLETICS BY VISITING THIS WEBSITE:  
[WWW.BRITISHATHLETICS.ORG.UK/ATHLETES](http://WWW.BRITISHATHLETICS.ORG.UK/ATHLETES)

## KEY TERMS

- JUMP
- RUN UP
- TAKE OFF
- FLIGHT
- LANDING
- THROW
- INITIAL STANCE
- GRIP
- PREPARATION
- MOVEMENT
- RELEASE
- RECOVERY





# READING SKILLS AND LITERACY

## KEY VOCABULARY 1

<b>Non-fiction</b>	An informative book that is true and based on real events and facts.
<b>Fiction</b>	Books that are written from the imagination and not based on facts.
<b>Prologue</b>	A section at the start of the book. Usually establishes the setting, and gives background details to the main story.
<b>Epilogue</b>	A section at the end of a book that serves as a conclusion to what has happened in the book.
<b>Blurb</b>	A short description of a book, usually found on the back cover.
<b>Preface</b>	An introduction to a book written by the author, but it is not part of the story.
<b>Author</b>	A writer of a book, article, or document.

## KEY VOCABULARY 2

<b>Narrator</b>	A character who recounts the events of a novel.
<b>1<sup>st</sup> person narration</b>	A type of narrative in which the main character relates their story from their own perspective, for example, the text would read 'I went to school.'
<b>2<sup>nd</sup> person narration</b>	A type of narrative where the story is told in the voice of the onlooker, which is you, the reader. For example, the text would read 'You went to school'.
<b>3<sup>rd</sup> person narration</b>	A type of narrative where the story is told using a third-person pronoun such as 'he' or 'she'. For example, the text would read 'She went to school.'
<b>Narrative</b>	A spoken or written account of connected events; a story.
<b>Genre</b>	Means the style or type literature. Literature has four main genres: poetry, drama, fiction, and non-fiction.
<b>Subgenre</b>	This is then the style or type of literature within one of the above genres. For example, Horror Fiction is a subgenre of fiction intended to scare the reader.



## KEY VOCABULARY 3

<b>Setting</b>	The time and place of the story.
<b>Context</b>	The background and environment within which the author lived and worked.
<b>Plot</b>	The sequence of events that make up a story.
<b>Protagonist</b>	The main character, or one of the major characters in a novel.
<b>Antagonist</b>	The character in a story who is presented as the main opponent of the protagonist.
<b>Past Tense</b>	Used to describe things that have already happened. 'He walked to school.'
<b>Present Tense</b>	Used to describe things that are happening right now. 'He walks to school.'
<b>Future Tense</b>	Describes things that have yet to happen. 'He will be walking to school.'

# READING SKILLS AND LITERACY



## KEY VOCABULARY 5

<b>Premise</b>	The main idea behind a story - it supports the plot.
<b>Plot Twist</b>	An unexpected turn of events in a story.
<b>Hook</b>	The opening of a story that grabs the reader's attention and 'hooks' them in.
<b>Cliffhanger</b>	When a story or plot line ends suddenly or a large plot twist occurs and is left unresolved.
<b>Dialogue</b>	A conversation between two or more people as a feature of a book, play, or film.
<b>Quote</b>	To repeat or copy the words from a text or speech by another person.
<b>Paraphrase</b>	To take what someone else has written or said and put it into your own words.

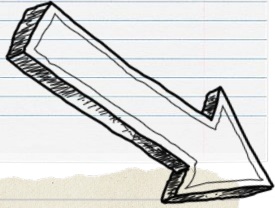
## KEY VOCABULARY 6

<b>Empathise</b>	To put yourself in the shoes of a character and understand how they feel.
<b>Verbalise</b>	Express your ideas or feeling in words, especially by speaking out loud.
<b>Predict</b>	Based on what has already happened, making assumptions about what will happen next.
<b>Critic</b>	A person who makes or gives a judgment of the value, worth, or quality of a book or text.
<b>Recommend</b>	To suggest that a book would be good or suitable for a particular person.
<b>Deduce</b>	What you can understand based on the evidence in the text.
<b>Scan</b>	To look at the text to find the key words.
<b>Skim</b>	To read over the text quickly to get the main idea of what is going on.

“BOOKS GIVE A SOUL TO  
THE UNIVERSE, WINGS TO  
THE MIND, FLIGHT TO THE  
IMAGINATION, AND LIFE  
TO EVERYTHING.”

Plato

# ACCELERATION THROUGH DEPTH...



## ENGLISH

- Research the writer's context and explain the links between this and the writer's purpose.
- Can you make links between this text and another text you have studied?
- Can you change any words in your writing today using your knowledge organiser?
- Turn the text, or its key ideas, into another form (poem, article, letter, speech, short story, etc)

## MATHS:

- Please go to the NRICH postcards and select a problem to solve.

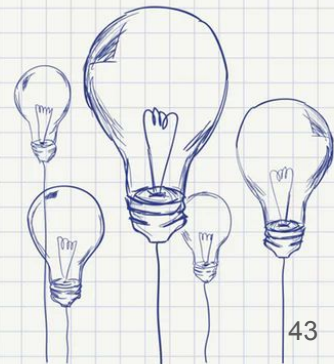
## MFL:

Research how to form the present tense in French either by using the link <https://youtu.be/p1RfmaoYZFI> or asking your teacher for a grammar sheet.

- Create a help sheet for other students to explain the rules with step by step instructions.
- Design a worksheet with an answer sheet which can be used in other French classes.

## SCIENCE:

- **Content:** Using the topics you have studied so far in science, can you make any links? What understanding from other topics do you need to have for the topic you are studying now? Can you do this across biology, chemistry and physics?
- **Context:** Looking at what you have been covering during the topic you have been covering, can you put the science into a real life context? When would what you understand be important to someone's life? Can you link it to any careers and jobs?
- **Practical skills:** Look at a set of data you have collected in a recent practical. Describe and explain the trend in your data in as much detail as you can. How could you make your data more repeatable and reproducible? Can you find any errors, systematic or random? How could you reduce the error? Is your data accurate and valid? How could you make the data more accurate and improve the validity.



## PE:

- What components of fitness apply to the sport/s you play?

## GEOGRAPHY

- The answer is Geography. What are 5 possible questions?
- How do you think Geography in school will change over the next 10 years with the development of new technology?
- List words associated with geography (A-Z)

## HISTORY:

- Strengthen your evidence; read through your work, can you swap any words for key terms.
- What parallels are there between this topic and what you have previously studied?
- Outline an idea of how could you teach this topic in a different way to either younger, peers or older students?
- Identify how this topic links to any British Values:

*Democracy.*

*Individual liberty*

*Mutual respect*

*Tolerance of those of different faiths & beliefs.*

## ART/DESIGN

- Explore the work of an artist or designer linked to the Art or Design movement on your KO page by producing a mini artist study. (Visit **the Tate** website)
- Investigate 3 different art, modelling or textile techniques. How could you apply these to an end piece?
- Create your own project for a class to study using the current theme of your work.
- Visit **the Tate** website and complete one of the activities they've created.

## MUSIC:

- Demonstrate and improve your depth of knowledge and understanding by reading through your written work and swapping normal words for more technical 'musical' words and Italian terms.
- In 'listening library' tasks - extra to the written criteria requested - try and direct your listening to as many of the other different elements of music as well, and include comments and information about them also. Again use Italian terms where possible.

## ME:

- Include two quotations from scripture in your answer.
- Create 5 questions that your teacher might ask you about what you have learnt about today.
- Transform today's learning outcomes into questions.
- Select 5 key terms that you have used in your work today.
- Create a sentence using all of these terms.
- Based on what you have learnt today, what do you think that you should study next lesson and why?
- Produce a summary of what you have learnt today. When done, reduce it to either a single sentence or three bullet points

## ICT:

- Learning programming is about trial and error, experimenting and trying different projects of your own. Try a project of your own or use one of the websites below to give you some inspiration. Attempt to put into practice the techniques learnt in your Computer Science lesson and extend what you can do by using online resources, there are loads available if you carry out a quick Google search.

## DRAMA:

- Discuss and write the changes that you would have made to your performance piece, if you could create and perform this again. (Write about the Drama Skills and Techniques used in performance)
- Discuss and Write the audience response and effect to your performance piece. How did they feel? What feedback did they give? Did your story, characters, intention for your piece come through to them?
- After performing your piece and if you could chose a different Performance Space, what would it be? Describe the performance space, what viewpoints would your audience have? How would a relationship between the actor and audience be created?

# Y7 Block 1 - Number Sense

## Inequality Symbols

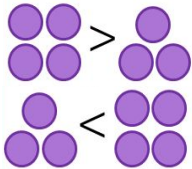
Greater than  $>$  Greater than or equal to  $\geq$

Less than  $<$  Less than or equal to  $\leq$

Not equal to  $\neq$

**Note**

number this side is larger greater than  $>$  number this side is smaller less than  $<$



$$4 > 3$$

$$3 < 4$$



## POSITIVE INTEGERS

whole numbers  
greater than 0  
12345678910

## NEGATIVE INTEGERS

whole numbers  
less than 0  
-1-2-3-4-5-6-7-8

## Place Value

Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
Th	H	T	U	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
4	0	1	5	0	2	7
4 015.027						

**Remember:**  
units means ones!

## Ordering Decimals

**Step 1** Stack numbers up & line up decimal place

**Step 2** Add zeros to get same number of decimal digits

**Step 3** Compare each place value

**Step 4** Order the numbers

4.8 4.86 4.08 4.006

4.8 4.800

4.826 4.826

4.08 4.080

4.006 4.006

4.006 4.080 4.800 4.826  
smallest largest

## Rounding

Rounding to the nearest 10 for **326**

Find your place **326** (underline 10s column)

Look next door! **326** (it's a 6!)

5 or more raise the score  
4 or less let it rest

(2 becomes a 3)

Numbers in front, stay the same  
Numbers behind, zero's your name  
(33and rest become 0)

**330**

## Rounding to nearest 1 decimal place

Underline the 1st number after decimal point

Look at the number to the right next door  
If it's 5 or more, round up, if not it stays the same

2.43 **2.4** 2.40 2.4

## Inverse Operations

+	-
-	+
x	÷
÷	x
$x^2$	$\sqrt{x}$

## Multiplying by 0.1 is the same as ÷ by 10

$$500 \times 0.1 = 50 \quad 500 \div 10 = 50$$

Multiplying by 0.01 is the same as ÷ by 100

$$500 \times 0.01 = 5 \quad 500 \div 100 = 5$$

## Dividing by 0.1 is the same as x10

$$500 \div 0.1 = 5000 \quad 500 \times 10 = 5000$$

Dividing by 0.01 is the same as x100

$$500 \div 0.01 = 50000 \quad 500 \times 100 = 50000$$

**Note**

## Multiplying Decimals

$$1.2 \times 1.3$$

Count how many numbers after decimal point in the question

$$1.2 \times 1.3 \quad 2 \text{ numbers}$$

Put that number on a boomerang!

Multiply as normal

$$12 \times 13 = 156$$

Boomerang comes back!!

Numbers after the decimal point must be same as on boomerang!!

**1.56**



## Dividing Decimals

$$567 \div 0.6$$

Get rid of decimal  
By multiplying x 10

$$5670 \div 6 = 945$$

same as:

$$576 \div 0.6 = 945$$

$$\begin{array}{r} 0945 \\ 6 \overline{) 5670} \end{array}$$

**Top Tip!**  
Deal with signs first!!

## Addition and Subtraction Integer Rule

When 2 signs are next to each other when adding/subtracting

$++$	} +	Same Signs - ADD		$6+ +5 = 11$ $6- -5 = 11$
$--$				
$+-$	} -	Different Signs - SUBTRACT		$6+ -5 = 1$ $6- +5 = 1$
$-+$				

## Multiplying and Dividing Integer Rule

When multiplying or dividing:

$++$	} +	Same Signs - POSITIVE		$6 \times +5 = 30$ $-30 \div -5 = 6$
$--$				
$+-$	} -	Different Signs - NEGATIVE		$6 \times -5 = -30$ $-30 \div 5 = -6$
$-+$				

## BIDMAS

(B) (brackets)

I<sup>2</sup> indices <sup>2</sup>

D ÷ division ÷  
M x multiplication x

A + addition +  
S - subtraction -

(16x3) - 8 ÷ 4 Brackets  
48 - 8 ÷ 4 Division  
48 - 2 Subtraction  
= 46

Order Matters  
Wrong Order  
Wrong Answer

any order

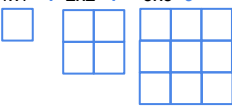
any order

## Square Numbers

When a number has been multiplied by itself, the answer is a square number

1x1=1  
2x2=4  
3x3=9  
4x4=16  
5x5=25  
6x6=36  
7x7=49  
8x8=64  
9x9=81  
10x10=100  
11x11=121  
12x12=144

1x1=1 2x2=4 3x3=9

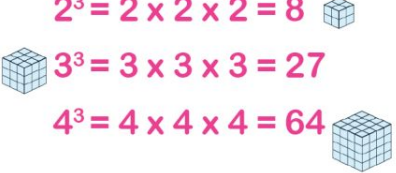


6<sup>2</sup> = 6x6 = 6 squared

## Cube Numbers

A cube number is the answer to a number that you multiply by itself and then by itself again

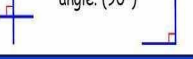
1<sup>3</sup> = 1 x 1 x 1 = 1  
2<sup>3</sup> = 2 x 2 x 2 = 8  
3<sup>3</sup> = 3 x 3 x 3 = 27  
4<sup>3</sup> = 4 x 4 x 4 = 64



Perimeter Perimeter Perimeter  
**AREA**  
Perimeter Perimeter Perimeter

## Perpendicular

Perpendicular lines are lines which meet or cross at a right angle. (90°)

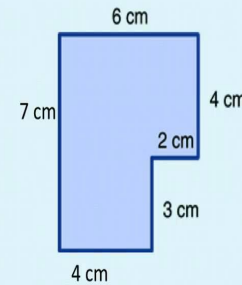


## Area & Perimeter

The **PERIMETER** is the length around the outside/edge of a shape.

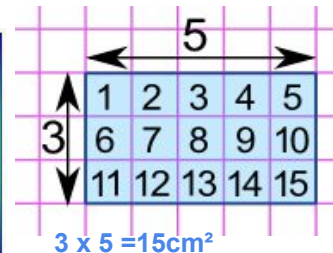
Can be measured in:  
mm cm m km

Add all sides



$$6 + 4 + 2 + 3 + 4 + 7 = 26 \text{ cm}$$

The **AREA** is the number of square units inside a shape - the surface of a shape.  
Can be measured in:  
mm<sup>2</sup> cm<sup>2</sup> m<sup>2</sup> km<sup>2</sup>



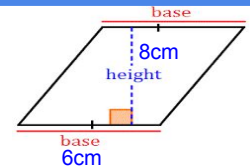
## Area of Triangle



$$\frac{1}{2} \text{ base} \times (\text{perpendicular}) \text{ height}$$

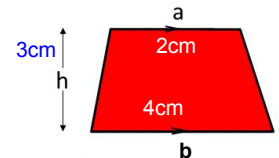
$$\frac{1}{2} 8 \times 6 = 4 \times 6 = 24 \text{ cm}^2$$

## Area of Parallelogram



base x (perpendicular) height  
same as rectangle  
6cm x 8cm = 48cm<sup>2</sup>

## Area of Trapezium



$$\text{Area} = \frac{1}{2} (a + b) \times h$$

$$\frac{1}{2} (2+4) \times 3$$

$$\frac{1}{2} \times 6 \times 3$$

$$3 \times 3 = 9 \text{ cm}^2$$

## Highest Common Factor

The **highest common factor (HCF)** of two whole numbers is the largest whole number which is a factor of both numbers

**Step 1:** List all factors of both numbers

**Step 2:** Identify the highest factor that is the same in both

HCF of 18 and 36  
18: 1, 2, 3, 6, 9, 18  
36: 1, 2, 3, 4, 6, 9, 12, 18, 36  
HCF = 18

## Lowest Common Multiple

The lowest common multiple (LCM) is the lowest number that appears in both times tables.

LCM of 12 & 18  
12: 12, 24, 36, 48, 60  
18: 18, 36, 54, 72, 90  
LCM = 36

## Power / Indices / Roots

The small numbers above a number are called **powers or indices**  
3<sup>2</sup> or 3<sup>3</sup>

The opposite of powers and indices are roots e.g. the opposite of squaring and cubing are called  
**square root** √  
**cube root** ∛

## Metric Units

milli = thousandth  
centi = hundredth  
deci = tenth  
kilo = thousand

10mm = 1cm  
100cm = 1m  
10cm = 0.1m  
1000m = 1km

10ml = 1 centilitre (cl)  
1000ml = 1 litre (l)  
10dl = 1 litre (l)  
1000g = 1 kilogram(kg)

# Y7 Block 2 - Angles

## Angles in Parallel Lines

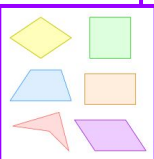
Diagram	Relationship	Properties
	Alternate Angles	Equal
	Vertically Opposite Angles	Equal
	Corresponding Angles	Equal
	Co-interior Angles	Add up to 180°

transversal line cuts 2 lines

A Polygon is a **closed** 2D shape made of **straight** lines

poly = many  
gon = angle

**Polygon** = many angles



A **quadrilateral** is a 2d shape with 4 sides and 4 angles  
Interior angles = 360°

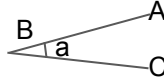


**Parallel Lines** - 2 lines same distance apart - never meet  
**Perpendicular** - 2 lines at right angles to each other

## Angles

An angle is a **measure of turn**  
You can measure the turn in degrees  
° is the symbol for degrees

You can describe this angle as  
angle ABC  
angle CBA or angle a



## Triangles

<p><b>Equilateral</b></p> <p>3 equal angles 3 equal sides</p>	<p><b>Isosceles</b></p> <p>2 equal angles 2 equal sides</p>
<p><b>Scalene</b></p> <p>No equal angles No equal sides</p>	<p><b>Right-angled</b></p> <p>One 90° angle</p>

A **regular** polygon has sides that are the same and angles the same - like a square

An **irregular** polygon has sides and angles that may be different from each other

## Types of Angles

<p><b>Acute</b></p> <p>Smaller than 90°</p>	<p><b>Obtuse</b></p> <p>Bigger than 90° but smaller than 180°</p>	<p><b>Reflex</b></p> <p>Larger than 180°</p>
<p><b>Right angle</b></p> <p>90° If two lines are at right angles, they are perpendicular.</p>	<p><b>Straight line</b></p> <p>180°</p>	<p><b>Full circle</b></p> <p>360°</p>

**Check your units!**  
Angles are usually measured in degrees, with 360° making a full turn. This is different to degrees Celsius, which measures temperature.

## Quadrilaterals

<p><b>Square</b></p> <p>4 right angles 4 equal sides 2 pairs parallel sides</p>	<p><b>Rectangle</b></p> <p>4 right angles 2 pairs equal sides 2 pairs parallel sides</p>	<p><b>Rhombus</b></p> <p>2 pairs equal angles 4 equal sides 2 pairs parallel sides</p>	<p><b>Parallelogram</b></p> <p>2 pairs equal angles 2 pairs equal sides 2 pairs parallel sides</p>
<p><b>Trapezium</b></p> <p>1 pair parallel sides</p>	<p><b>Isosceles trapezium</b></p> <p>2 pairs equal angles 1 pair equal sides 1 pair parallel sides</p>	<p><b>Kite</b></p> <p>1 pair equal angles 2 pairs equal sides No parallel sides</p>	<p><b>Arrowhead</b></p> <p>1 pair equal angles 2 pairs equal sides No parallel sides</p>