

KNOWLEDGE

ORGANISER

Year 7
Half Term 5



Name:

Tutor Group:

Academic Year:




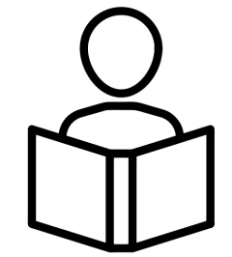
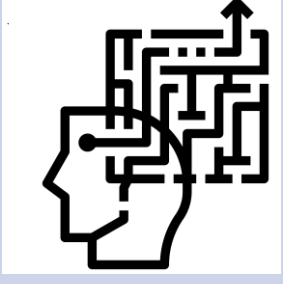
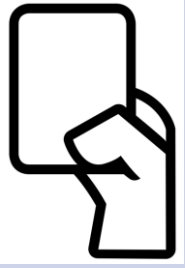



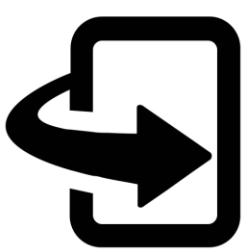
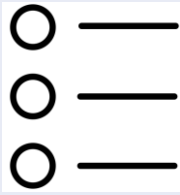


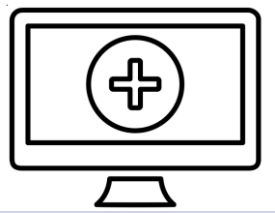
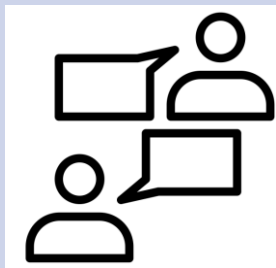
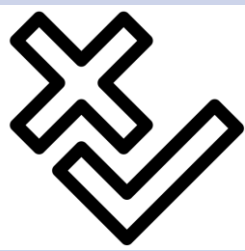
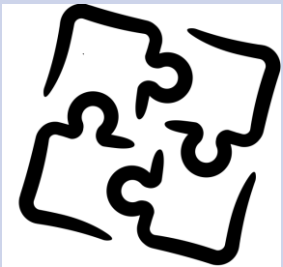

How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.



You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser condense and write down key facts and/or information on your flash cards.</p> 	<p>Read through a specific area of your knowledge organiser</p> 	<p>Create a mind map with all the information that you can remember from your knowledge organiser.</p> 	<p>Ask a partner or someone at home to have the quiz questions or flash cards in their hands.</p> 
Step 2	<p>Flip the knowledge organiser and write everything you can remember.</p> 	<p>Try not to use the solutions to help you.</p> 	<p>Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.</p> 	<p>Turn over and answer the questions related to that area.</p> 	<p>Check your knowledge organiser to correct or improve your mind map.</p> 	<p>Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.</p> 
Step 3	<p>Check what you have written. Correct mistakes and add extra information. Repeat.</p> 	<p>Check your work. Correct using red pen and add more information if appropriate.</p> 	<p>Self quiz using the cards or ask some to help by quizzing you.</p> 	<p>Turn back over and mark your quiz. Keep quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Either say or write down you answers.</p> 

CORE

Essential Knowledge

Rhetoric

Rhetoric is the art of using language to persuade. The ancient Greek philosopher Aristotle was the most famous teacher of rhetoric. He believed that anyone could learn the art of persuasion through practice. His three modes of appeal are considered one of the best ways to persuade others. The three modes of appeal are **logos** , **pathos** , and **ethos** .

Ethos

Ethos is the persuasive technique that appeals to an audience by highlighting someone’s credibility and authority so that their audience do what they want.

Pathos

Pathos is the persuasive technique which appeals to the audience’s emotion. It is a means to persuade an audience by purposely evoking certain emotions to make them feel the way the speaker or writer wants them to feel.

Logos

Logos appeals to the audiences' sense of reason or logic to persuade. To use logos, the speaker or writer makes clear, logical connections between ideas, and includes the use of facts and statistics, and may use comparisons from history or literature to prove their point.

Rhetorical techniques and their uses

Anaphora is the repetition of words at the beginning of lines in sequence. It creates emotion in the reader by drawing attention to the repeated words.

I have a dream that one day even the state of Mississippi ... will be transformed into an oasis of freedom and justice. **I have a dream** that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. **I have a dream** today! —*Martin Luther King, Jr. “I Have a Dream” speech*

Epiphora is the repetition of a word at the end of successive clauses.

“See **no evil**; hear **no evil**; speak **no evil**.”

The influence of the classical and Roman world on Shakespeare

Greek theatre and Roman literature had a great impact on Elizabethan Theatre, and Shakespeare would have learned about them at school. He learned Latin and Latin grammar and also rhetoric which appears throughout his plays. Shakespeare was particularly influenced by the Roman poet Ovid who wrote a collection of mythological and legendary stories, many taken from Greek sources.

Julius Caesar play

Act 1 – The civil war is over. Caesar arrives in Rome, and everyone is glad to see him. A soothsayer tells him to beware the ides of March. Caesar is offered the crown three times, and refuses. Brutus and Cassius plan to kill Caesar.

Act 2 – Brutus and Cassius gather men and conspire to kill Caesar. Calpurnia dreams that her husband Caesar will die and tries to persuade him to stay home, but one of the conspirators persuades him to go to the senate.

Act 3 – Caesar tells the soothsayer he is alive and the soothsayer believes he will die that day. The conspirators kill Caesar. At the funeral Antony’s speech persuades the crowd that the conspirators are traitors.

Act 4 – Octavius had come to Rome. Brutus and Cassius have gathered armies. Caesar’s ghost appears to Brutus.

Act 5 – Octavius and Mark Antony’s armies go to war against the conspirators. Cassius dies. Brutus talks to Caesar’s ghost then dies by suicide. The war ends and there is peace.

Year 7, Unit 3: Introduction to Rhetoric – Julius Caesar

Prior Learning

Greek Theatre (Term 1)
Dramatic devices (Term 1)
Tragedy (Term 1)
Hamartia (Term 1)
Tragic Hero (Term 1)

Hubris (Term 1)
Catharsis (Term 1)
Dramatic irony (Term 1)
Foreshadowing (Term 1)
Monologue/Soliloquy (Term 1)
Symbolism (Term 1)

Rhetoric

Name and describe some examples of when rhetoric is used in the texts we have studied in year 7. When is it used in Julius Caesar? Why is language being used to persuade in this part of the text?

Ethos

Define ethos.
Where have you seen it? Give examples. What is the effect?
Where can you see it in Julius Caesar? What is the effect in the play?
Write your own example.

Pathos

Define pathos.
Where have you seen it? Give examples. What is the effect?
Where can you see it in Julius Caesar? What is the effect in the play?
Write your own example.

Logos

Define logos
Where have you seen it? Give examples. What is the effect?
Where can you see it in Julius Caesar? What's the effect in the play?
Write your own example.

Rhetorical techniques and their uses.

Anaphora is the repetition of words at the beginning of lines in sequence. It creates emotion in the reader by drawing attention to the repeated words.

<https://www.youtube.com/watch?v=vP4iY1TtS3s>
<https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too>
<https://www.youtube.com/watch?v=dSHJYyRViU>
Read and/or watch the speeches and find examples of anaphora.
Write about the effect.

Epiphora is the repetition of a word at the end of successive clauses.

<https://literarydevices.net/epiphora/>
Read the examples of epiphora. For each one, write about the effect.

The influence of the classical and Roman world on Shakespeare

How did ancient Greece and Rome influence Shakespeare? Where is this evident in his plays. What would Shakespeare have learned at school from Ancient Greece and Rome? Why is this important in his plays?

Julius Caesar play

Summarise what you have read of the play so far. Describe the relationships between the characters. Why are the characters of Brutus and Cassius important? Describe the character of Mark Antony. Why is he significant in the play? Describe the character of Portia. Why is she a significant character?

Map out the plot of Julius Caesar.



Essential knowledge

- Know angles on a straight-line sum to 180.
- Know angles around a point sum to 360.
- Vertically opposite angles are equal.
- Angles in a triangle sum to 180 and angles in a quadrilateral sum to 360.

Key Vocabulary

Angle: A figure formed by two lines that share the same end point.

Sum: The total amount

Quadrilateral: A four sided polygon

Triangle: A three sided polygon

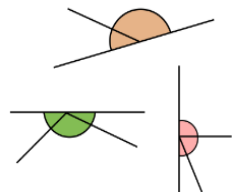
Isosceles Triangle: A three sided polygon where two sides and two base angles are equal

Prior learning links

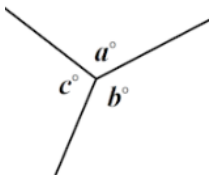
Know names and properties of types of triangles and quadrilaterals.
Know the names of polygons.
Angle facts relating to a full turn.

Angles on a straight line

An angle on a straight line is exactly 180° . Angles that add together to make a straight line are called supplementary angles. If you know one supplementary angle you can subtract it from 180° to find a missing angle.



Angles round a point

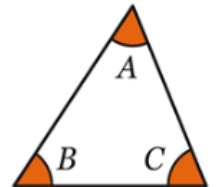


$$a + b + c = 180^\circ$$

Angles around a point add to 360° . The sum of the angles is 360° and they have made a full turn

Angles in a triangle

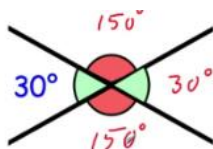
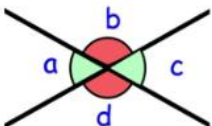
All triangles have interior angles that add up to 180° . An isosceles triangle will have two angles the same size. In an equilateral triangle, all angles will be 60° . A right-angled triangle will have one angle that is 90° , which means the other two angles will have a total of 90° .



$$A + B + C = 180^\circ$$

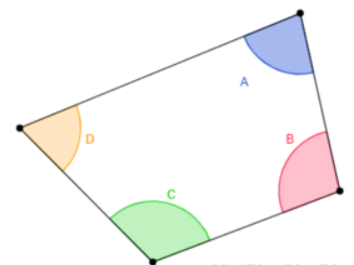
Vertically opposite angles

When two lines intersect each other, then the opposite angles, formed due to intersection are called vertical angles or vertically opposite angles. A pair of vertically opposite angles are always equal to each other.



Angles in a quadrilateral

Quadrilateral is the name given to a 4 sided polygon. The sum of the interior angles of any quadrilateral is 360° .



$$A^\circ + B^\circ + C^\circ + D^\circ = 360^\circ$$

Prior learning links

The angles on a straight line sum to ___

The angles round a point sum to ___

$$180 - 57 =$$

$$180 - 20 - 35 =$$

List three quadrilaterals

Key Vocabulary

Define the following key words:

Angle

Sum

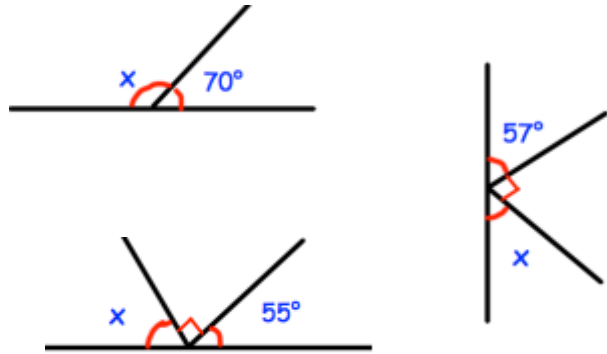
Quadrilateral

Triangle

Isosceles Triangle

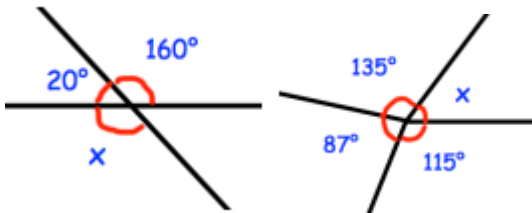
Angles on a straight line

Calculate the size of the missing angles.



Angles round a point

Calculate the size of the missing angles.



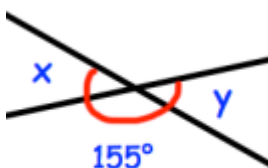
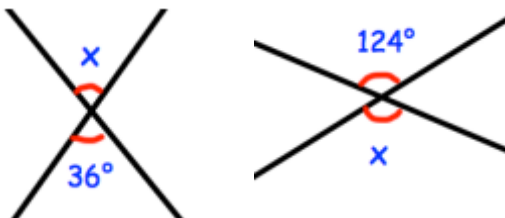
Angles in a triangle

Calculate the size of the missing angles.



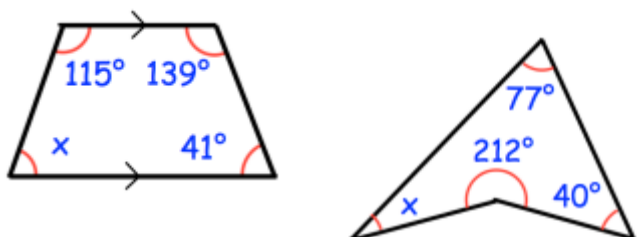
Vertically opposite angles

Calculate the size of the missing angles.



Angles in a quadrilateral

Calculate the size of the missing angles.



Essential knowledge

- Structure and function of the male and female reproductive systems
- Menstrual cycle, gametes, fertilisation, gestation and birth
- The effect of maternal lifestyle on the foetus
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation
- Seed and fruit formation and dispersal

Key Vocabulary

- Puberty
- Reproduction
- Menstrual cycle
- Fertilisation
- Gametes
- Pollination
- Germination

Prior learning links

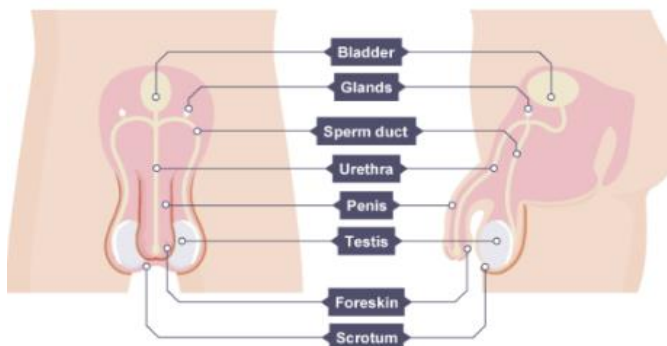
- Sperm cells are specialised cells in animals and humans which carry genetic information from the father
- Sperm cells are adapted to swim by having a tail, and have lots of mitochondria to release energy
- Egg cells are a specialised cell which contain the genetic information from the female
- The nucleus contains genetic information in a cell known as DNA
- Lifestyle factors such as drinking alcohol and smoking have negative effects on an unborn baby
- An egg cell is fertilised by a sperm cell, where the DNA from both cells combines

Puberty and Adolescence

- The time during which you change from a child to an adult is known as adolescence
- Girls and boys go through puberty to allow the reproductive systems in their body to mature
- During adolescence the body changes both physically and emotionally
- The emotional changes can cause you to be moody, self-conscious or angry
- Physical changes that take place for girls are: periods start, hips widen and breasts develop
- Physical changes that take place for boys are: testicles and penis grow, shoulders widen, voice breaks
- These changes are caused by sex hormones

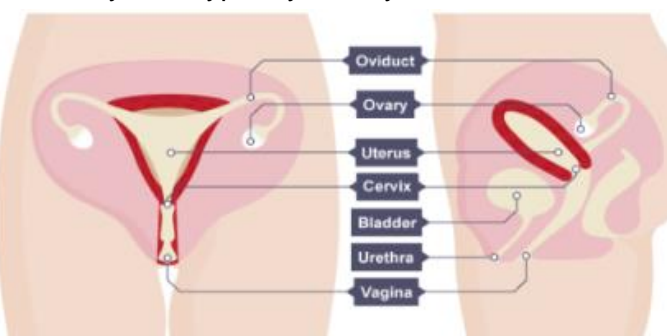
Male Reproductive System

To create a new organism, the nucleus of the sperm cell and the nucleus of the egg cell have to join together in a process called fertilisation. The sperm and egg cells are known as gametes.



Female Reproductive System

During puberty a girl will start her periods, known as menstruation. Around once a month, blood from the lining of the uterus leaves the body. The whole cycle is typically 28 days.



Plant Pollination

- Plants reproduce sexually to produce seeds.
- Insect pollinated plants are brightly coloured and have petals that are sweet smelling to attract insects
- Insect pollinated plants produce sticky pollen that sticks to the insects and is transferred to another plant
- Wind pollinated plants have smaller petals that are often brown or dull green as they don't need to attract insects
- Wind pollinated plants produce pollen in large quantities to increase the chance of it reaching another plant

Essential knowledge

- Structure and function of the male and female reproductive systems
- Menstrual cycle, gametes, fertilisation, gestation and birth
- The effect of maternal lifestyle on the foetus
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation
- Seed and fruit formation and dispersal

Key Vocabulary

Which key word:

1. Describes the 28 day process that occurs in the female reproductive system?
2. Describes the joining of the nuclei of a sperm and egg cell?
3. Is the name given to the sex cells sperm and egg?

Prior learning links

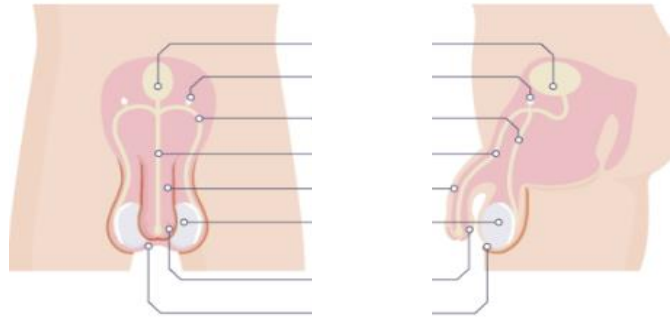
1. Describe the function of a sperm cell.
2. Describe and explain two adaptations of a sperm cell.
3. Which set of genetic material does an egg cell contain: mother or father?
4. Which part of a cell contains the genetic information?
5. State two lifestyle factors that would have a negative effect on an unborn baby.
6. Describe what happens during fertilisation.

Puberty and Adolescence

1. What is the name given to the time during which you change from a child to an adult?
2. Why do girls and boys have to go through puberty?
3. State two emotional changes that can take place during puberty.
4. State two physical changes that take place for girls during puberty.
5. State two physical changes that take place for boys during puberty,
6. What are the changes in puberty caused by?

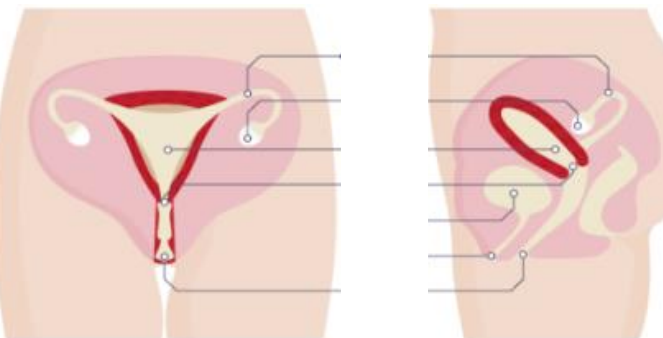
Male Reproductive System

1. Describe how a new organism is formed.
2. State the collective name for the sperm and egg cells.
3. Label the male reproductive system.



Female Reproductive System

1. What other name can be given to a period?
2. Describe what happens during a period.
3. State how long the cycle typically lasts for.
4. Label the female reproductive system.



Plant Pollination

1. State the type of reproduction in plants: sexual or asexual reproduction.
2. When plants reproduce, what do they make?
3. Why do insect pollinated plants have brightly coloured leaves?
4. Why do insect pollinated plants produce sticky pollen?
5. Why do wind pollinated plants have small, dull coloured petals?
6. Why do wind pollinated plants produce a lot of pollen?

EBACC

Prior Knowledge

Les pronoms

Je/J'	I
Tu	you (sing)
Il	He
Elle	She
On	We
Nous	We
Vous	You (plural)
Ils	They (m)
Elles	They (f)

Avoir

J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	We have
Nous avons	We have
Vous avez	You have
Ils ont	They have
Elles ont	They have

To have

Être

Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
On est	We are
Nous sommes	We are
Vous êtes	You have
Ils sont	They are
Elles sont	They are
C'est	It is
Il y a	There is

to be

Conjugating 'er' verbs

e.g. Je joue	I like
Tu joues	You like
Il/Elle joue	He/She likes
On joue	We like
Nous jouons	We like
Vous jouez	You like
Ils/Elles jouent	They like

J'adore	I love	Je déteste	I hate
J'aime	I like	Je préfère	I prefer
Je n'aime pas	I don't like		
Je déteste	I hate		
Je préfère	I prefer		

parce que	because	Pourquoi?	Why?
car	because		
C'est	it is		
Ils sont	they are		

Faire

Je fais
Tu fais
Il fait
Elle fait
On fait
Nous faisons
Vous faites
Ils font
Elles font

to do/make

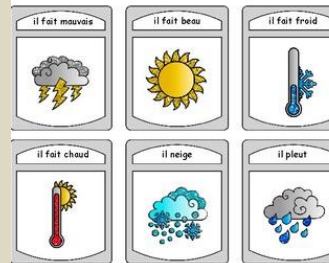
I do/make
He does/makes
He does/makes
She does/makes
We do/make
We do/make
You do/make
They (m) do/make
They (f) do/make

e.g. Je fais du sport.
Je fais mon lit.

I do sport.
I make my bed.

Justifying (giving a reason for)

To aim higher, you need to be able to say why you do or don't like certain things. To do this you need an opinion phrase (J'aime) a connective (parce que) it is (c'est) and an adjective.
e.g. J'aime la musique parce que c'est intéressant.



Quel temps fait-il?

Il fait beau	Il pleut
Il fait froid	Il neige
Il y a du vent	Il gèle

Some 'er' verbs to talk about our free time are;

jouer = to play
traîner = to hang out
regarder = to watch
écouter = to listen
danser = to dance
retrouver = to meet

Aimer - to like, can be used with other verbs in the **infinitive** to describe what we like to do.
 e.g. J'aime **danser** - I like **to dance**
 J'aime **manger** - like **to eat**

1 Find the parts of eleven **-er** verbs in the word snake. Then complete the sentences using the correct verbs

parleasurfestenvoiequiregardeouécoute
sprintéléchargeeajouebêttchatteuparlesvases
voiesparegardes

- 1 Je sur ma PlayStation.
- 2 Tu sur Internet tous les soirs!
- 3 Il sur MSN.
- 4 Elle des e-mails.
- 5 Tu un DVD?
- 6 Je avec mes copains sur mon portable.
- 7 Tu de la musique sur ton iPod?
- 8 On des clips vidéo.

Écris un blog sur tes passe-temps.

Adapt Maelys's blog:

- introduce yourself: name, age, where you live
- describe your hobbies: what you do, when, where, who with
- say what you do with other people, using *on*
- include information on favourite sportspeople, using *il/elle/ils/elles*

Copy then translate the paragraph below into English.

Mon passe-temps préférés est la danse. Je fais de la danse tout le temps. Mon copain adore le foot. Il joue au foot tous les jours et il adore regarder Barcelona à la télé. Quand il fait chaud, je fais de la natation mais quand il pleut j'aime jouer aux jeux vidéo.

Qu'est-ce qu'il y a dans la photo? Écris 4 phrases en français.

What is in the photograph? Write 4 sentences about his opinions and reasons **in French**.

e.g. *J'adore le foot parce que c'est génial.*



Use 'aimer + infinitive' to translate the following sentences into French.

1. I like to play tennis.
2. I prefer to do horse riding.
3. I like to watch the football.
4. I prefer to go cycling.
5. I like to play on the Playstation.

6. **Now make up some sentences of your own.**

Je m'appelle Nadia. Je ne suis pas très sportive, mais je joue au tennis de table sur la Wii. J'aime aussi regarder le sport à la télé. Mon sportif préféré est Serge Betsen. Il joue au rugby. Ma copine Élodie aime faire du judo. Elle s'entraîne trois fois par semaine. D'abord, elle fait du jogging. Ensuite, elle fait de la natation. Le samedi après-midi, je retrouve Élodie en ville et on fait les magasins.

Nadia

- 1 Nadia is not very sporty.
- 2 She plays tennis every day.
- 3 Her favourite sportsman is a rugby player.
- 4 Nadia does judo.
- 5 Élodie trains three times a week.
- 6 First Élodie goes swimming, then she goes jogging.
- 7 Nadia and Élodie meet in town on Saturday mornings.
- 8 They go shopping together.

1 – Boscastle flood



Where and when:

Boscastle, Northern Cornwall, England.
16th August 2004.

Causes:

Short period of very intense rain.
Deforestation in the drainage basin.
Steep valley slopes.
Narrowing of the river channel.

Impacts:

People trapped in buildings.
Trees uprooted.
100 homes and businesses destroyed.
75 cars washed into the sea.

Responses:

RAF helicopters rescued 150.
Fire service searched buildings.
Roads cleared of debris.
River channel widened and deepened.
Low bridges replaced.



2 – Flood risk and management

Flood risk is affected by a number of human and physical factors.



Precipitation



Relief



Geology



Land use

Flood management aims to reduce both likelihood and severity.

Dam: A barrier across a river to hold back water.

Controls river discharge by releasing water slowly.

Embankments: Sides of the river are built up with rocks and soil.

Allows the channel to carry more water.

Floodwalls: Tall stone or concrete walls built along the river banks.

Allows the channel to carry more water.

Dredging: Scraping material off the river bed.

Creates a deeper channel to carry more water.

3 – Flood resilience

Resilience

The ability to recover after something bad happens

Ways to improve flood resilience:

Be aware

- Ask questions of neighbours
- Look out for monuments
- Use the environment agency website

Be prepared

- Organise a flood kit
- Modify your house to reduce impact
- Know where important switches are

Take action

- Wait to be rescued
- Move upstairs
- Switch off electricity

4 – Key vocabulary

Flood

When a river bursts its banks and the water spills onto the floodplain

Deforestation

The removal of trees from an area of land

Afforestation

Planting trees on an area of land

Discharge

Volume of water flowing through a river channel in cubic meters per second (cumecs)

Permeable

Allows water to pass through it

Impermeable

Does not allow water to pass through it





1 - Boscastle flood

- Where is Boscastle?
- When did the Boscastle flood happen?
- List the three causes of the flood.
- List three effects (impacts) of the flood.
- List three responses to the flood.
- Explain why the flood happened.
- In your opinion, how serious was this flood?
- What was done to recover from the flood?
- What has been done to prevent further flooding?

2 - Flood management

- Which four factors affect flood risk?
- Name four types of flood management.
- What is a dam?
- How does a dam reduce the likelihood of flooding?
- What is an embankment?
- How does an embankment reduce the likelihood of flooding?
- What is a floodwall?
- How does a floodwall reduce the likelihood of flooding?
- What is dredging?
- How does dredging reduce the likelihood of flooding?

3 - Flood resilience

- What is resilience?
- What three things can be done to improve flood resilience?
- What can be done to 'be aware' of flood risks in an area?
- What can be done to 'be prepared' for flooding if you live in an at risk area?
- What action can be taken when a flood is expected?
- Why should belongings be moved upstairs?
- What might you put in a flood kit?
- In what other situations is resilience important?

4 - Key terms

- | | | |
|--|--------------------------------|--|
| What are the key terms for this term's work? | Define the term 'permeable'. | In what way do permeable and impermeable rocks differ? |
| Define the term 'flood'. | Define the term 'impermeable'. | Define the term 'afforestation'. |
| Define the term 'deforestation'. | Define the term 'discharge'. | Why is deforestation such a problem? |

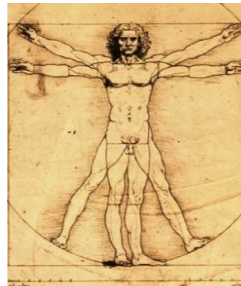
History Knowledge Organiser

A time of change

Renaissance

At the start of the 14th century some educated people in Europe had become fascinated by the ancient Greeks and Romans. These people began to search the libraries of monasteries for centuries old texts. This was the start of the movement known as the Renaissance.

Renaissance means “rebirth” and refers to the Greek and Roman ideas being rediscovered and reborn. In buildings it is clear to see the ideas that were copied. This period provided people with a new way of thinking and looking at the world. The Renaissance was the period from c.1450 - 1650.



Martin Luther

The Protestant Reformation began in Wittenberg, Germany, on October 31, 1517, when Martin Luther, a teacher and a monk, published a document he called *Disputation on the Power of Indulgences*, or *95 Theses*. The document was a series of 95 ideas about Christianity that he invited people to debate with him. These ideas were controversial because they directly contradicted the Catholic Church's teachings. He posted these statements on the church door and it led to him being sent a Papal Bull by the Pope and he was excommunicated by the Catholic Church. He could have been tried for the crime of heresy (speaking out against the Catholic Church) but was protected by Emperor Charles V. Luther's statements challenged the Catholic Church's role as intermediary between people and God, specifically when it came to the indulgence system, which in part allowed people to purchase a certificate of pardon for the punishment of their sins. Luther argued against the practice of buying or earning forgiveness, believing instead that salvation is a gift God gives to those who have faith.

Luther's objections to the indulgence system paved the way for other challenges to the Catholic doctrine throughout Europe. For example, John Calvin in France and eventually led to the Protestant Church in England

Black Tudors

Black Tudors - Miranda Kaufmann (Pages 1-2)

‘The popular concept, as dramatised in the Opening Ceremony of the London Olympics in 2012, is that people of African origin first arrived in England when the *Empire Windrush* docked in Tilbury in 1948. It's quite a jolt to consider that there could have been Africans in the crowd gathered at those very same docks when Elizabeth I galvanised her troops to face the Spanish Armada three hundred and sixty years earlier. There were Africans present at the royal courts of Henry VII, Henry VIII, Elizabeth I and James I and in the households of famous Tudors including Robert Dudley (Earl of Leicester), Sir Walter Raleigh, Sir Francis Drake, William Cecil (Lord Burghley) and his son, Robert; and across England from Hull to Truro.’



Reformation

The Protestant Reformation was a religious reform movement that swept through Europe in the 1500s. It resulted in the creation of a branch of Christianity called Protestantism, a name used collectively to refer to the many religious groups that separated from the Roman Catholic Church due to differences in doctrine. It was started by German monk Martin Luther. This led to the creation of many different types of Protestantism, not just Catholic.



Break with Rome

Henry VIII was desperate for a male heir to follow him to the throne. His wife Queen Catherine was too old to have children and their only surviving child was Mary. When Henry's mistress Anne became pregnant he asked the Pope for a divorce. When the Pope refused Henry looked to the new Protestant ideas and made himself head of the church in England. This enabled him to have the divorce and became known as the break from Rome. The Catholic Church is based there.

The Gutenberg printing press

In 1445 Gutenberg invented the printing press, this changed the lives of people in Europe and eventually all over the world.

His press could produce books quickly and with relatively little effort. This meant that books became much less expensive which allowed more people to buy reading material.



KEY VOCABULARY/TERMS

Renaissance, Reformation, catholic, protestant, heresy, Papal Bull, excommunicated, holy relic, indulgences, 95 theses, Diet of Worms, tithe, economic, social, political, religious, monarch, heir, illegitimate

History Knowledge Organiser

Life in the Middle Ages

Quiz questions

1. The ideas of which ancient civilisations were revisited during the Reformation?

2. What does the word Renaissance mean?

3. Where were people searching for old texts?

4. When was the Renaissance?

5. What was the new branch of Christianity called?

6. Who led the Protestant Reformation?

7. When did he pin the 95 theses to the church door?

8. Why was he challenging the church?

9. What did the Pope send to Luther which excommunicated him from the church?

10. Who set up a Protestant church in France?

11. Why did Henry VIII want a divorce?

12. What happened when the Pope refused?

13. What docked at Tilbury in 1555?

14. There were Africans at which royal courts?

15. When did Gutenberg invent the printing press?

16. What happened to the price of books?

17. A key word for a king or queen.

18. A key word for the crime of speaking out against the Catholic Church.

History Knowledge Organiser

Year 7 - Life and death in the Middle Ages

Key people

Thomas Becket



Archbishop of Canterbury who fell out with the King Henry II. He was killed by 4 knights after Henry ranted 'Who will rid me of this troublesome priest?' He was killed in Canterbury cathedral in 1170

King John



The unpopular King who was forced to sign the Magna Carta in 1215.

Martin Luther



A German monk who wrote the 95 theses in 1517. This was a list of complaints about the Catholic church. His work was the beginning of the Protestant church and began the Reformation of religion in Europe.

Death in the Middle Ages - The Black Death

In 1348 the Black Death reached England. It had spread from the far east and killed between $\frac{1}{3}$ and $\frac{1}{2}$ of the world's population. It was spread by the trade routes as well as people running away. There were two types Bubonic and Pneumonic. Bubonic was a summer disease, lasted 5 days and killed around 50% of the people who got it. Pneumonic was a winter disease and killed 80% of people. The people did not know what caused the illness and their treatments included whipping themselves (flagellants), prayer and putting a chicken's bottom on the buboes.



The Magna Carta

The unpopular King John had angered the English barons. On 15th June 1215 he was forced to sign The Magna Carta (Great Charter). This was a set of laws the King had to follow which gave rights to the people. It was the basis of our legal system today.

Religion

For most of the Middle Ages the Catholic Church was the most powerful organisation in Europe. The head of the church was the Pope, the most powerful man on earth. People believed in heaven and hell. Everyone went to church where they were taught about sins and good deeds.

The Renaissance

The period from the 14th to the 17th century when the ideas of the ancient Greeks and Romans were reborn. People began to question the world and with the invention of the printing press these ideas spread.

KEY VOCABULARY/TERMS

Archbishop, cathedral, Catholic, King, Pope, Magna Carta, Protestant, Reformation, religion, Black Death, Bubonic Plague, Pneumonic Plague, flagellants, buboes, Greeks, Romans, sins, printing press, laws, latin.

History Knowledge Organiser

Year 7 - Life and death in the Middle Ages

Quiz questions

1	What happened in 1170?	
2	What happened in 1215?	
3	What happened in 1348?	
4	What happened in 1517?	
5	What role in the church did Thomas Becket have?	
6	What monarch did Thomas Becket fall out with?	
7	Who killed Becket?	
8	Which monarch was forced to sign the Magna Carta?	
9	What was the Magna Carta?	
10	Which organisation was the most powerful on earth?	
11	Where did people believe they would go when they died?	
12	Which person was the most powerful on earth?	
13	Who questioned the catholic church and began the Protestant Church?	
14	Whose ideas were reborn during the Renaissance?	
15	Which invention helped spread ideas during the Renaissance?	
16	What were the two types of plague?	
17	How many people died as a result of the Black Death?	
18	What treatments did people use to try to survive the plague?	

Essential Knowledge

- Define sequence as the order in which instructions are written and executed
- Define variables as named memory locations which store a value that can change.
- Describe how variables are used within programs.
- Define selection as the process of making a decision.
- Identify arithmetic and comparison operators and their function.
- Define iteration as the looping back to previous lines of code to execute them again.

Key vocabulary

- algorithm** – a set of instructions designed to solve a problem.
- program** – a coded algorithm that a computer can execute.
- sequence** – the order in which instructions/statements are written and executed.
- instruction** – a command to follow
- statement** – a coded instruction
- executed** – carried out / performed
- variable** – a named memory location which stores a value that can change.
- selection** – the process of making a decision.
- operator** – a character which performs a function
- iteration** – looping back to previous lines of code to execute them again .

Prior Links

- Year 3 – Programming A
- Year 6 – Programming B

Sequence

In programming, statements are executed one after another.

Sequence is the order in which the statements are written and executed.

The sequence of a program is extremely important as carrying out instructions in the wrong order leads to a program performing incorrectly. Having instructions in the wrong order is one of the simplest, yet most common, programming errors.

Selection

Programs consist of a set of statements that are carried out one after another, in sequence. Sometimes, however, there may be more than one path that can be followed. At this point, a decision needs to be made.

This decision is known as selection.

Selection can be thought about as a decision or question. In programming, selection is usually represented by the statements IF and ELSE. IF represents the question. ELSE points to what to do if the answer to the question is false

Variables





Variables are used to allow a computer to store data. A variable is a named memory location which stores a value that can change.



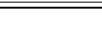

It helps to think of a variable as a box that the computer can use to store a value. The value held in that box can change or 'vary' whilst the program is running. i.e. your score can go up and down as you play a round.

A variable can only hold one piece of data at a time so often a program uses several variables.

Operators

- An operator is a character that performs an action.
- Mathematical operators allow arithmetic to be performed on values.
- Comparison operators allow for assignment and for comparisons to be made

Mathematical Operation	Operator	Example in Scratch
Addition	+	
Subtraction	-	
Multiplication	*	
Division	/	

Comparison Operation	Operator	Example in Scratch
Equivalence	==	
Less than	<	
Greater than	>	
MOD	%	

Iteration

There are times when a program needs to repeat certain steps until told otherwise, or until a condition has been met. This process is known as iteration.

Iteration is also often referred to as looping as the program 'loops' back to an earlier line of code.

Sections of codes that are iterated are called loops.

There are two types of iteration; count-controlled and condition-controlled.

Count-controlled iteration repeatedly executes a section of code a fixed number of predetermined times.

Condition controlled repeatedly executes a section of code until a condition is met.

Essential Knowledge Activity

```

when clicked
set number to pick random 1 to 100
say "I am thinking of a number between 1-100. You have 7 attempts to guess it!" for 5 seconds
repeat 7
  ask "What's your guess?" and wait
  set guess to answer
  if guess = number then
    say "You guessed correct!"
  if guess > number then
    say "Lower..."
  if guess < number then
    say "higher..."
  say join "Better luck next time! The number I was thiking of was" number
  
```

Golden Question:
What does this program do?

Code analysis questions

1. How many variables are in the program?
2. What are the names of the variables?
3. How many selection statements are included in the program?
4. How many times is the code iterated?
5. Which operators are used within the program?

Key vocabulary

1. algorithm
2. program
3. sequence
4. instruction
5. executed
6. variable.
7. selection
8. operator
9. iteration



Variables

1. What are variables used for?
2. What is a variable?
3. Explain how a variable is similar to a storage box.
4. Is the value stored in a variable fixed or can it change?
5. How many values can be stored in a variable at once?

Sequence

1. In what order are programming statements executed?
2. What is sequence?
3. Why is the sequence of a program important?
4. What is one of the most common programming errors that occurs?

Selection

1. What does a program consist of?
2. In what order are the statements in a program carried out?
3. When there is more than one path that could be followed what needs to happen?
4. What is a decision called in programming?
5. What can selection be thought about as?
6. In programming, what does the IF statement represent?
7. In programming, what does the ELSE statement point to?

Operators

1. What is an operator?
2. What do mathematical operators do?
3. What do comparison operators do?
4. What are the 4 mathematical operators?
5. What are the 4 logical operators?

Iteration

1. What is iteration?
2. What is iteration known as?
3. Why is iteration often referred to as looping?
4. What are the two types of iteration?
5. What does count controlled iteration do?
6. What does condition controlled iteration do?

RE Knowledge Organiser

Sikhism

Guru Nanak

Guru Nanak was the first of the Ten Gurus, the founder of Sikhism. He was born in April 1469 and died in 1539. He was born into a Hindu family and attended a school where he studied Islamic literature and learned the Persian and Arabic languages. At age 13 he refused to take the Sacred Thread ceremony - the most important ceremony for Hindu boys.

Guru Nanak was married at 16 and had two sons. He got a job as an accountant with a Muslim businessman in order to look after his family. After work he and his friend Mardana (a Muslim) would sing hymns about God and meditate.

One morning Guru Nanak went down to the river with Mardana. He fell in and Mardana could not find him anywhere. He kept returning to the same spot and three days later Guru Nanak reappeared and told Mardana he had achieved mukti. He then gave away all his possessions, quit his job and devoted his life to teaching about God for the next 25 years.

The Five K's

Guru Gobind Singh told Khalsa sikhs that they must wear five items to show their faith once they had joined. These were:

1. Kesh (uncut hair)
2. Kara (a steel bracelet)
3. Kanga (a wooden comb)
4. Kachera - also spelt, Kachh, Kaccha (cotton underwear)
5. Kirpan (steel sword)

Each of these items symbolises a different aspect of what it is to be a Sikh. For example, the Kirpan shows determination to fight for justice.



The Ten Gurus

In total there were Ten Gurus. The first of these was Guru Nanak and the final, Tenth Guru, was Guru Gobind Singh.

The word Guru means 'teacher' but unlike Hindu gurus, Sikhs believe that the Ten Gurus are more than just teachers. Sikhs believe the Ten Gurus were blessed by God, allowing them to understand the nature of God and therefore meaning they could reveal truths about him.

The Ten Gurus were:

1. Guru Nanak (1469-1539)
2. Guru Angad (1504-1552)
3. Guru Amar Das (1479-1574)
4. Guru Ram Das (1534-1581)
5. Guru Arjan (1563-1606)
6. Guru Hargobind (1595-1644)
7. Guru Har Rai (1630-1661)
8. Guru Har Krishan (1656-1664)
9. Guru Tegh Bahadur (1621-1675)
10. Guru Gobind Singh (1666-1708)

Each of the Gurus were important in the development of the Sikhs religion. Guru Gobind Singh founded the Khalsa. Before he joined the Khalsa his name was Guru Gobind Rai, but this changed to Singh after he joined. The Khalsa was a group that followed the Panj Pyare and anyone is allowed to join. Guru Gobind Singh wanted all people to be equal, so everyone is welcome to join this group as long as they show full commitment to the principles of Sikhism.



Guru Nanak



Guru Gobind Singh

Places of worship

Sikh worship is based around prayer - using the hymns of the Guru Granth Sahib and others. The Guru Granth Sahib is the holy book of Sikhism and features heavily during worship. Sikhs worship in a Gurdwara. The Gurdwara may be very ornate or quite simple. Each gurdwara has a saffron flag that wraps around the flagpole. It has the symbol for Sikhism - a Khanda - on it. This flag shows the building has been dedicated to worship.

Sikhs take off their shoes before entering the prayer hall. They place great importance in the Guru Granth Sahib and believe it should be treated as a living Guru, so have a resting place for it. During his life, Guru Nanak said all worshippers should be given food when they attend the Gurdwara. Therefore, each Gurdwara has a langar, which is a kitchen. Enough food is cooked for everyone to have a full meal and eat together as a community. The food is vegetarian so that anyone could eat. The langar is about service to others and equality.

Key Beliefs

Sikhs believe in one Supreme God. Guru Nanak wrote the Mool Mantar, which is a poem which describes God. The first line of this poem is 'Ik Onkar'. It is a symbol that represents God and means 'God is One'.

Sikhs believe that everyone has within them a 'divine spark' - like a tiny piece of God which has become separated from God. This is our soul. The aim of life is for that divine spark to be reunited with God. This happens through being a good person in life. Reuniting with God is called mukti or 'liberation'. Sikhs believe the way in which to achieve liberation is always to be thinking of God, and making sure their behaviour and thoughts are fit for God. This way the soul becomes more and more pure. This is called being God-centred, or gurmukh. This is the opposite of being self-centred, or manmukh. Sikhs believe in doing acts of selflessness service, or sewa, through donations of money or time. This helps them to achieve mukti.

KEY VOCABULARY/TERMS

Mool Mantar, Ik Onkar, Mukti, Guru Nanak, Guru Gobind Singh, Sewa, Gurdwara, Guru Granth Sahib, Langar, Kesh, Kara, Kanga, Kachera, Kirpan, Panj Pyare, Khalsa, Khanda, Hymns, Gurmukh, Manmukh

RE Knowledge Organiser

Sikhism

Quiz questions

What does the Kirpan represent?

Who was the first Guru?

What is the name of the Sikh place of worship?

Who was the tenth guru?

What is the Mool Mantar?

Who can join the Khalsa?

What is the Kara?

What symbol is on the flag outside a Gurdwara?

What does the word mukti mean?

What is the name of the kitchen in the Gurdwara?

What does the word Gurmukh mean?

What religion was Guru Nanak born into?

What must Sikhs do before they enter the prayer hall?

What is the Guru Granth Sahib?

What is Sewa?

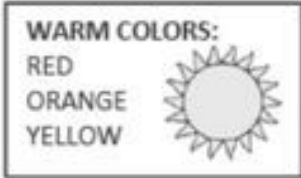
What was Guru Gobind Singh's name before he joined the Khalsa?

When was Guru Nanak born?

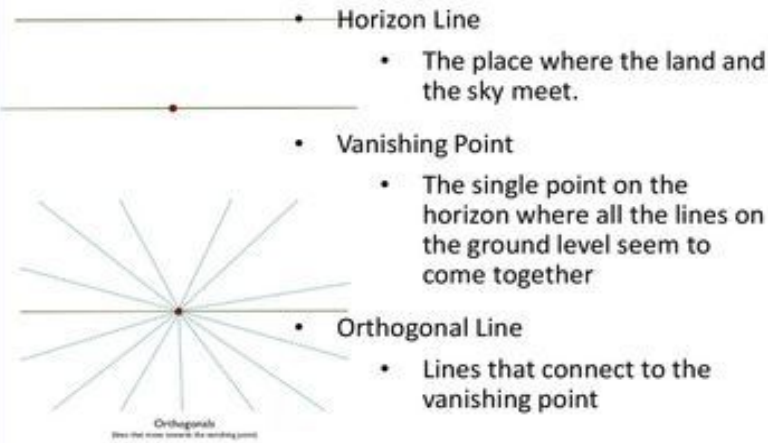
What was the name of Guru Nanak's friend and what religion was he?

INNOVATION

'Warm' colours, attract attention and are generally perceived as energetic or exciting.
'Cool' colours, are generally perceived as soothing and calm



One point perspective:



Colour Theory::

The primary colours are the three main colours. They cannot be made but when mixed together they make all other colours.

The secondary colours are made by mixing two primary colours together

The tertiary colours are made by mixing a primary and secondary colour together



Complementary colours are opposite on the colour wheel they contrast each other to have a vibrant look

To make a colour lighter you add white, this is called a tint.

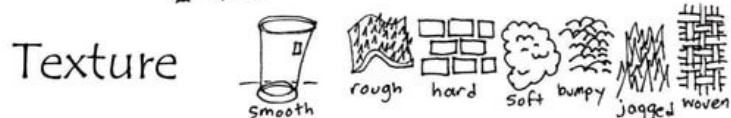
To make a colour darker you add black, this is called a shade.

Intensity: The brightness or dullness of a color

Value: The lightness or darkness of a color



Elements of Art



Key Literary Vocabulary:

Media/Medium

The materials and tools used by an artist to create a piece of art.

Technique

The skill in which an artist uses tools and materials to create a piece of art.

Abstract

A piece of art which is not realistic. It uses shapes colours and textures.

Style

The technique an artist uses to expressive their individual character of there work.

Composition

The arrangement and layout of artwork/objects.

Highlight

The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.

Shadow, shade, shading

The tonal and darker areas within a drawing/painting where there is less light on the object or person.

Texture

The feel, appearance or the tactile quality of the work of art

Mark making

Mark making is used to create texture within a piece of art by drawing lines and patterns.

Perspective

Perspective allows artists to trick the eye into seeing depth on a flat surface. This creates the illusion of 3D drawing

Please write the questions out and answer the questions or complete the tasks accordingly.

1

What is the definition of complementary colours? Please give 3 examples of pairs of complementary colours.

2

Draw and colour a colour wheel.

3

Draw out a row of 10 boxes and complete a tonal ladder shading in each box. Start with the darkest shade at one end and get lighter in each box. It should be a gradual change from one box to the next.



- Draw this first.



- Here is an example of what it should look like

4

What is the difference between primary and secondary colours?

5

List 3 different printmaking techniques.

6

What is a 'Vanishing Point'?

7

What are the 7 formal elements?

8

Define the term 'Abstract' with regards to art.

9

Give 3 examples of cold images and explain what colours might be in those images.

10

What is the difference between 'Highlight' and 'Shading'?

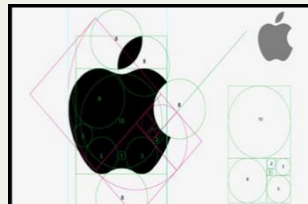
Components of Graphic design

What is Typography?

When looking at almost any magazine it is obvious that there are a wide and varied number of letter **styles / fonts** available for everyday use. There is a style of writing for almost every occasion from celebrations to formal events. More modern styles of writing are often named after the designer whereas many can be dated back hundreds of years. The different styles of writing are called **fonts** and they fall into four different categories .

Using a Logo Grid

A **logo grid** or construction guide is a popular starting point for many designers looking to create a logo. The use of a grid system, especially for a design that might often have to be adapted to **different sizes**– very large or small – can help you create something that has **visual harmony**, an **organized aesthetic** and **professional presentation**.



KEY VOCABULARY

Font, Grid, Serif, Script, Decorative, kerning

Four main font styles

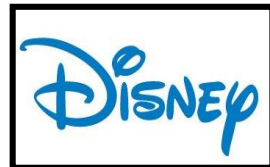
Serif – Serifs are the small lines tailing from the edges of letters and symbols. Serifs are easier to read in printed works like books and magazines and are often used in the logos of old, established and successful companies.



Sans-serif – is a typeface that does not have the small projecting features called 'serifs' at the end of the letters or symbols. Sans-serif is easier to read on a screen and are often used in the logos of modern and popular companies.



Script (Script) – is a typeface that represents hand written words and letters. It is difficult to read on paper and on screen however it is often used in invitations and is used in the logos of companies that product hand crafted traditional products.



Decorative (Decorative) – this typeface uses serif and sans-serif fonts and adapts them to make them look more interesting and original. Decorative is a very artistic style, it is often very popular with younger people because it is modern and creative.



ASSESSMENT CRITERIA

Competence - How you complete and improve your work using the project activities.

Technical ability – experiment with all of the different components of graphic designing explaining every aspect in detail.

Components of graphic design

Why is typography important in graphic design?

.....
.....
.....

How does a logo grid help create a successful logo?

.....
.....
.....

What font style is the easiest to read in print form?

•

What font style is used to reflect tradition and is difficult to read?

•

Why is kerning important in typography?

.....
.....

What does the 'sans' in sans serif mean?

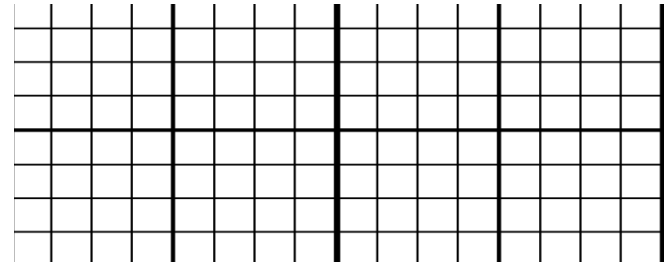
•

Give three examples of logos that use decorative text.

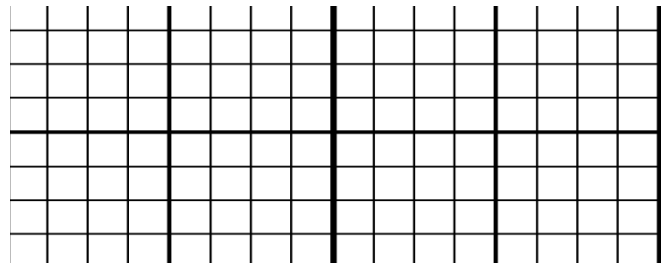
-
-
-

Using the logo grids below use three of the font styles to experiment with the FCAT logo.

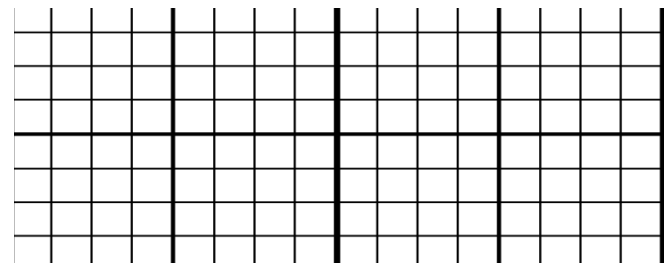
Serif



Sans serif



Decorative




KEYFACTS


Copy the following into your book-

How many beats does a crotchet have?

Which notes is worth 2 beats?

Why do we join up two quavers? (Hint: they are worth a half each) 

What do we call these? 

What do we call this? 

The Body of the Ukulele





Can you draw and label which parts of our body can be used for body percussion?

FUN FACTS

Can you find 5 interesting facts about STOMP?

CHORDS

Can you complete the missing information?

Note Name	Note Symbol	Note Value
Semibreve	<input type="text"/>	4 beats
Minim		<input type="text"/>
<input type="text"/>		1 beat
Quaver		<input type="text"/>
Pair of Quavers		<input type="text"/>

Listening Tasks

Write a review, as if you were in the audience of a STOMP live performance.

KEY VOCABULARY - INSTRUMENTATION

Learn the spelling of key words by using the look, cover, write, check method.

RHYTHM SEMIBREVE MINIM CROTCHET QUAVER SEMIQUAVER REST BODY PERCUSSION CANON PULSE

A. Key Words

PULSE – A regular **BEAT** that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns e.g.

1 2 3 4, 1 2 3 4 = a 4-beat pulse

1 2 3, 1 2 3 = a 3-beat pulse (often called a **WALTZ**)

1 2, 1 2, 1 2 = a 2-beat pulse (often called a **MARCH**)

RHYTHM – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse:

Music is my favourite



ACCENT – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

DURATION – The length of a sound – long/short

TEMPO – The speed of a sound or piece of music – fast/slow

TEXTURE – Layers of sound or how much sound is heard – thick/thin

STRUCTURE – The organisation of sound or how sounds are ordered

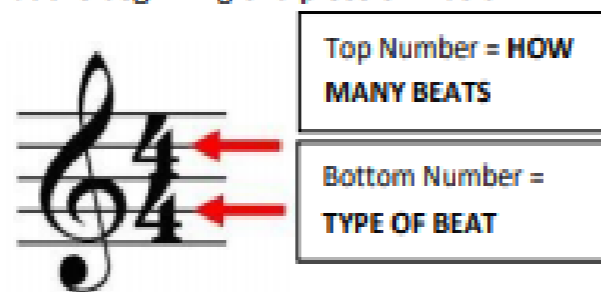
SILENCE – The absence of sound or no sound, shown in music by **RESTS**.

RHYTHM GRID NOTATION – A way of writing down and recording rhythms using boxes

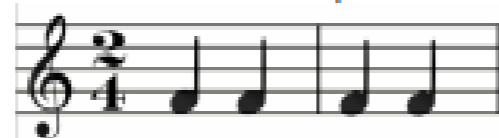


B. Time Signatures

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.

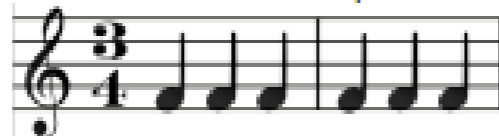


2/4 = **TWO CROTCHET** beats per **BAR**



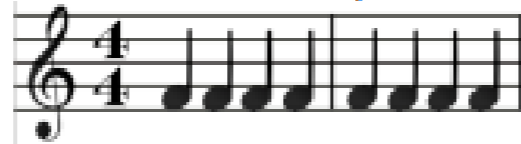
e.g. a **MARCH**

3/4 = **THREE CROTCHET** beats per **BAR**



e.g. a **WALTZ**

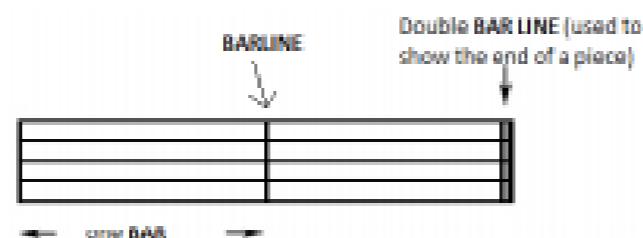
4/4 = **FOUR CROTCHET** beats per **BAR**



Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES



C. Ostinatos, Cyclic and Polyrhythms

RHYTHMIC OSTINATO – a short repeated pattern made up of notes of different lengths but without a particular pitch.

CYCLIC RHYTHM – a rhythm which is repeated over and over again (in a cycle) many times.

POLYRHYTHM - the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**. A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a "3 against 2 Polyrhythm"

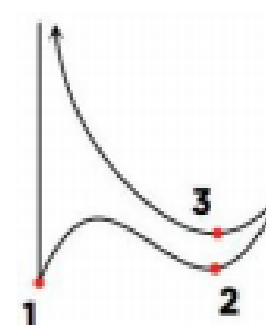
3 beat rhythm	X	X	X	X	X	X	
2 beat rhythm	X		X		X		X

D. Conducting Pulses and Beats

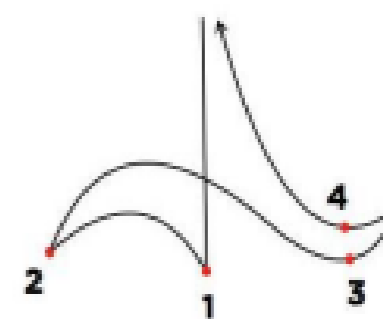
Conducting a 2-beat Pulse/Beat (e.g. a March)



Conducting a 3-beat Pulse/Beat (e.g. a Waltz)



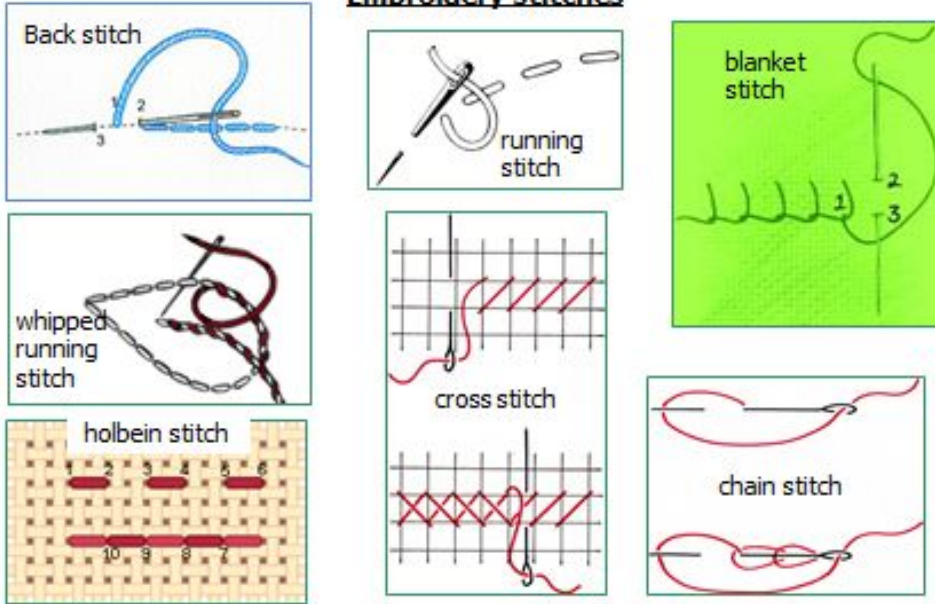
Conducting a 4-beat Pulse/Beat



E. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1

Embroidery stitches



Hand Embroidery

Embroidery is decorative stitching. Stitches can be either a fill stitch or an outline stitch. The advantages are that the different stitches can be used to do very intricate patterns. They also add texture as well as colour.

The disadvantages are that it can be time consuming and fiddly due to the intricate designs



KEY VOCABULARY/ TERMS

Learn the spelling of each word and look up any you do not know.

Embroidery	Embellish	Intricate
Mascot	Time consuming	Kawaii
Applique	Decorative	Outline

In Japanese, the word kawaii means "**cute,**" "**tiny,**" or "**lovable.**"

The bold, cartoon-like lines and rounded forms are a very popular segment of Japanese popular culture.

Hello Kitty and Pikachu are the most famous **kawaii** characters and popular all over the world.

Research

You are going to design and make a fabric squishy based on food and using the theme of kawaii as inspiration.

1. What does kawaii mean?
2. Use the internet to find pictures that you could use as inspiration for your squishy design.
3. How will you use stitching to create detail on your squishy?
4. Which stitches are suitable for sewing an outline?
5. Which stitches could be used to fill in a shape?
6. Which stitches could you use to sew around the outside of your squishy toy?
7. Use the internet to research other decorative stitches that you could use on your squishy toy.

