2024/25 Cycle 3 Knowledge Navigator

Year 7

Name:

Form:

Morning Meeting Homework

Purpose: to memorise and recall key facts from previous learning

100% Sheets

Purpose: to memorise and recall key facts for current learning

RCWC repeat!

Read the information and try to memorise it.

Cover up the information so you can't see it.

Write down as much as you can remember.

Check what you've written down against the information, and green pen what you've missed.

Repeat this to fill a minimum of 1 A4 side. The more you repeat this process, the more facts you will remember for your exams!



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17	IT					
19	Music					
20	Performing Arts					
21	Art					
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Homework Schedule

		Week 1		Week 2		Week 3	Week 4			Neek 5
Monday	31/3/25	French	21/4/25		28/4/25	French	5/5/25		12/5/25	French
Tuesday	1/4/25	Science: EC&M box 1	22/4/25	Science: EC&M box 2	29/4/25	Science: EC&M box 3	6/5/25	Science: EC&M box 4	13/5/25	Science: Energy box 1& 4
Wednesday	2/4/25	History Section A	23/4/25	Geography – box 1	30/4/25	History Section B	7/5/25	Geography – box 2	14/5/25	History Section C
Thursday	3/4/25	English – box A Maths – Sparx	24/4/25	English – box B Maths – Sparx	1/5/25	English – box C Maths – Sparx	8/5/25	English – box D Maths – Sparx	15/5/25	English – box E Maths – Sparx
Friday	4/4/25	Spellings week 1	25/4/25	Spellings week 2	2/5/25	Spellings week 3	9/5/25	Spellings week 4	16/5/25	Spellings week 5
		Week 6		Week 7	Week 8		,	Week 9		Veek 10
Monday	19/5/25	French	2/6/25	French	9/6/25	French	16/6/25	French	23/6/25	French
Tuesday	20/5/25	Science: Energy box 5 & 7	3/6/25	Science: Energy box 6 & 4 and 1	10/6/25	Science: Repro box 1	17/6/25	Science: Repro box 4	24/6/25	Science: Repro box 2 & 3
Wednesday	21/5/25	Geography – box 3	4/6/25	History Section D	11/6/25	Geography – box 4	18/6/25	History Section E	25/6/25	Geography – box 5
Thursday	22/5/25	English – box A Maths – Sparx	5/6/25	English – box B Maths – Sparx	12/6/25	English – box C Maths – Sparx	19/6/25	English – box D Maths – Sparx	26/6/25	English – box E Maths – Sparx
Friday	23/5/25	Spellings week 6	6/6/25	Spellings week 7	13/6/25	Spellings week 8	20/6/25	Spellings week 9	27/6/25	Spellings week 10
	N N	Veek 11	١	Week 12	v	Veek 13		14		
Monday	30/6/25	French	7/7/25	French	14/7/25	French			ONS	S
Tuesday	1/7/25	Science: EC&M box 2 & 3	8/7/25	Science: EC&M box 2	15/7/25	Science: Repro box 2 & 3		CŐ	TIN	GLEY
Wednesday	2/7/25	History Section F	9/7/25	Geography – box 6	16/7/25	History Section A		ACA	ADE	VIY
Thursday	3/7/25	English – box A Maths – Sparx	10/7/25	English - – box B Maths – Sparx	17/7/25	English – box C Maths – Sparx				
Friday	4/7/25	Spellings week 11	11/7/25	Spellings week 12	19/7/25	Spellings week 13				

2	French	Healthy Living					CYCL	.E 3		Year 7
Wee	k 1	We	We	Week 3			Week 4			
Healthy Life	style Verbs	Healthy Life	estyle Verbs	F	ood			D	rinks	
garder la forme	to keep in shape	faire de l'exercice	to exercise	la nourriture	food		les bo	issons	drir	iks
grandir	to grow	éviter	to avoid	j'ai faim	l'm hu	ingry	j'ai so	if	ľm	thirsty
déjeuner	to have lunch	fumer	to smoke	les fruits	fruits		de l'ea	au	son	ne water
se lever	to get up	choisir	to choose	les légumes	vegeta	ables	le cafe	é	cof	fee
se coucher	to go to bed	améliorer	to improve	le pain	bread		le thé		tea	
cuisiner	to cook	prendre	to take	le poisson	fish		le lait		mil	k
être	to be	changer	to change	le poulet	chicke	en	le vin		win	е
avoir	to have	adapter	to adapt	la viande	meat		le jus	d'orange	ora	nge juice
aller	to go	remplacer	to replace	le fromage	chees	е	le cho	colat chaud	hot	chocolate
faire	to do	perdre	to lose	le gâteau	cake		la lim	onade	lem	onade
Week 5		Week 6			Week	(7			We	ek 8
Meal	times	Adjectives		Pa	rts of th	e Body		Adverbs	/Time	e Expressions
le matin/	the morning	frais/fraiche	fresh	j'ai mal à/au		l've hurt my		souvent		often
l'après-midi	The afternoon	épicé	spicy	la bouche		mouth		rarement		rarely
Le soir	The evening	salé/sucré	salty/sweet	la jambe		leg		absolument		absolutely
le repas	the meal	dégoutant	disgusting	la main		hand		bien / mal		good/bad
un régime	the diet	délicieux	delicious	la tête		head		lentement		slowly
le plat	the dish	équilibré(e)	balanced	l'oreille		ear		jamais		never
le petit - déjeune	r breakfast	sain(e)/malsain(e) healthy/unheal hy	^t le bras		arm		régulièremen	ıt	regularly
le goûter	snack	bon(ne) pour la santé	good for your health	le dos		back		trop		too much
le déjeuner	lunch	mauvais(e) pour santé	la bad for your health	le pied		foot		un peu		a little
le dîner	dinner	ça me fait vomir	it makes me vomit	le corps		body		des fois		sometimes

3 French

Customs, Festivals and celebrations

CYCLE 3

Year 7

Week 9		Wee	ek 10	Week 11				
Adjeo	ctives	Nouns		Verbs				
passionnant	exciting	anniversaire	birthday	acheter	to buy	inviter	to invite	
culturel	cultural	chanson	song	célébrer	to celebrate	se marier	to marry	
religieux	religious	cuisine	food	cacher	to hide	s'organiser	to organise	
traditionnel	traditional	église	church	chanter	to sing	partager	to share	
historique	historical	fête	festival	communiquer	to communicate	participer à	to participate in	
musulman	Muslim	fleur	flower	croire	to believe	se passer	to spend time	
chrétien	Christian	lumière	light	danser	to dance	préparer	to prepare	
francophone	French-speaking	mosquée	mosque	découvrir	to discover	recevoir	to receive	
joyeux	joful	Saint Valentin	Valentine's Day	donner	to give	regarder	to watch	
vif	lively	soirée	evening	envoyer	to send	réserver	to reserve	
	Wee	ek 12		Week 13				
Adjeo	ctives	No	uns	Verbs – Present tense				
spécial	special	Noël	Christmas	J'achète	Ibuy	J'invite	linvite	
national	national	Aïd	Eid	Je célèbre	I celebrate	Je me marie	Imarry	
férié	public holiday	cadeau	present	Je cache	Ihide	Je m'organise	lorganise	
familial	family	défilé	parade	Je chante	Ising	Je partage	Ishare	
local	local	événement	event	Je communique	Icommunicate	Je participe à	l participate in	
juif	Jewish	feu	fire	Je crois	Ibelieve	Je me passe	l spend time	
bouddhiste	Buddhist	gâteau	cake	Je danse	Idance	Je prépare	Iprepare	
catholique	Catholic	lendemain	the next day	Je découvris	Idiscover	Je reçois	Ireceive	
folle	crazy (f)	mariage	wedding	Je donne	lgive	Je regarde	Iwatch	
fou	crazy (m)	monde	world	J'envoie	Isend	Je réserve	Ireserve	

4 SCIENCE	ELEMENTS, COMPOUNDS AN	AND MIXTURES CYCLE 3 Year				
I. <u>Elements</u>		3. <u>Separating mixtures</u>				
Most substances are not pure elements, but compo elements. They have different properties to the ele	ounds or mixtures containing atoms of different ements they contain	A pure substance consists of only one type of element or compound and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties.				
Elements have symbols: hydrogen (H), oxygen (O), ulphur (S), aluminium (Al), iodine (I), bromine (Br)	nitrogen (N), carbon (C), iron (Fe), zinc (Zn), copper (Cu), , chlorine (Cl), sodium (Na), potassium (K) & magnesium	The method chosen to separate a substances are different.	a mixture depends on which physical p	roperties of the individual		
Mg). Elements: What all substances are made up o	of, and which contain only one type of atom.	Air, fruit juice, sea water and mil	k are mixtures. Liquids have different k	oiling points.		
Atom: The smallest particle of an element that can	exist.	Solvent: A substance, normally a	liquid, that dissolves another substand	ce.		
Molecules: Two to thousands of atoms joined toge	ther. Most non-metals exist either as small or giant	Solute: A substance that can diss	olve in a liquid.			
nolecules.		Dissolve : When a solute mixes co	ompletely with a solvent.			
Compound: Pure substances made up of two or mo	ore elements strongly joined together.	Solution: Mixture formed when	a solvent dissolves a solute.			
Chemical formula: Shows the elements present in	a compound and their relative proportions.	Soluble (insoluble): Property of a substance that will (will not) dissolve in a liquid.				
Polymer: A molecule made of thousands of smaller	r molecules in a repeating pattern. Plastics are man-made	Solubility: Maximum mass of solute that dissolves in a certain volume of solvent.				
oolymers, starch is a natural polymer.		Pure substance: Single type of material with nothing mixed in.				
2. <u>The periodic table</u>		Mixture: Two or more pure substances mixed together, whose properties are different to the individual				
he periodic table of elements is a way of showing	how elements can be ordered.	substances.				
hey are arranged in increasing order of atomic nu	imber.	Filtration: Separating substances using a filter to produce a filtrate (solution) and residue.				
lements are arranged into groups and periods (se	e diagram).	Distillation: Separating substances by boiling and condensing liquids.				
Groups have elements with similar properties and	react in similar ways because they have the same	Evaporation : A way to separate a solid dissolved in a liquid by the liquid turning into a gas.				
number of electrons in their outer shell.		Chromatography: Used to separate different coloured substances.				
Group 1 contains reactive metals called alkali meta	als.	Groups and periods of t	<u>he periodic table</u>			
Group 7 contains non-metals called halogens.		🔸 groups	↓↓ _ p	eriods		
Group 0 contains unreactive gases called noble gas	ses.	4	<u>↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ </u>			
ach element has its own symbol .						
Rules for element symbols;						
1) The first letter of an elements symbol is alwa	ays a capital letter. e.g. N (not n) for nitrogen.					
2) If there are two letters in the elements symb	pol the second letter is always lower case.					
e.g. Co (not CO) for cobalt.						

5 SCIENCE	ENERGY	CYCLE 3 Year 7				
1. Energy and costs		5. Energy transfer and stores				
Electricity is generated by a combination of resour Calculate the cost of home energy usage, using th kWh). Food labels list the energy content of food in kiloju Power: How quickly energy is transferred by a dev Energy resource: Something with stored energy th Non-renewable: An energy resource that cannot be Renewable: An energy resource that can be replaced	rces which each have advantages and disadvantages. e formula: cost = power (kW) x time (hours) x price (per pules (kJ). ice (watts). hat can be released in a useful way. be replaced and will be used up. ced and will not run out. Examples are solar, wind, waves,	 When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy. Thermal energy store: Filled when an object is warmed up. Chemical energy store: Emptied during chemical reactions when energy is transferred to the surroundings. Kinetic energy store: Filled when an object speeds up. Gravitational potential energy store: Filled when an object is raised. Elastic energy store: Filled when a material is stretched or compressed. Dissipated: Become spread out wastefully. 				
geothermal and biomass.		6. <u>Work</u>				
Examples are coal, crude oil and natural gas.	ned from the remains of ancient plants or animals.	Work is done and energy transferred when a force moves an object. The bigger the force or distance, the				
2. Non- renewable energy resources		greater the work. Machines make v increasing the distance moved, and	vork easier by reducing the force nee wheels reduce friction.	ded. Levers and pulleys do this by		
Non-renewable energy resources are resources th gas) and nuclear fuels are examples of non-renewa Fossil fuels release energy when they are burnt. Advantage – large amounts of energy can be g Disadvantage – release large amounts of carbo Nuclear energy is released from the radioactive su	at will run out one day. Fossil fuels (coal, oil and natural able resources. enerated cheaply. on dioxide that can cause global warming. ibstance decaying.	 Work: The transfer of energy when a force moves an object, in joules. Lever: A type of machine which is a rigid bar that pivots about a point. Input force: The force you apply to a machine. Output force: The force that is applied to the object moved by the machine. Displacement: The distance an object moves from its original position. Deformation: When an elastic object is stretched or squashed, which requires work. 				
Advantages – Large amounts of energy are rele	eased. No harmful gases are released.	7. Heating and cooling				
Disadvantage – nuclear waste is very dangerou 3. <u>Renewable energy resources</u>	is and needs to be stored safely.	The thermal energy of an object de a temperature difference, energy ti	pends upon its mass, temperature an ransfers from the hotter to the cooler	id what it's made of. When there is r object.		
Renewable energy resources will never run out. T An advantage of all renewable resources is that th Solar panels generate electricity from light. Disady Wind turbine generates electricity as the wind spi nice. Waves can generate electricity by turning a turbin Geothermal energy uses steam from hot rocks to	he resource can be used again to transfer energy. ey do not release harmful gases such as carbon dioxide. /antage – it is not always sunny. ns. Disadvantages – it is not always windy/they don't look e. Disadvantage – they need a lot of waves to work. turn a turbine. Disadvantage – not many suitable places.	k Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation. Thermal conductor: Material that allows heat to move quickly through it. Thermal insulator: Material that only allows heat to travel slowly through it. Temperature: A measure of the motion and energy of the particles. Thermal energy: The quantity of energy stored in a substance due to the vibration of its particles. Conduction: Transfer of thermal energy by the vibration of particles.				
4. The Law of conservation of energy		Convection: Transfer of thermal energy when particles in a heated fluid rise.				
Energy cannot be created of destroyed, it can only	be transferred from one energystore to another	Radiation: Transfer of thermal energy	rgy as a wave.			

6 SCIENCE	REPRODUCTION	J	CYCLE 3	Year 7		
1. <u>Human reproduction</u>		4. <u>Plant reproduction</u>				
The menstrual cycle prepares the female for pregn	ancy and stops if the egg is fertilised by a sperm.	Plants have adaptations to disperse	seeds using wind, water or animals.			
The developing foetus relies on the mother to prov	vide it with oxygen and nutrients, to remove waste and	Plants reproduce sexually to produce	ce seeds, which are formed following	fertilisation in the ovary.		
protect it against harmful substances.		Flowers contain the plant's reprodu	ictive organs.			
The menstrual cycle lasts approximately 28 days.		Pollen can be carried by the wind, p	oollinating insects or other animals.			
f an egg is fertilised it settles into the uterus lining		Pollen: Contains the plant male sex	cells found on the stamens.			
Gamete: The male gamete (sex cell) in animals is a	sperm, the female an egg.	Ovules: Female sex cells in plants for	ound in the ovary.	0		
Fertilisation: Joining of a nucleus from a male and	female sex cell.	Pollination : Transfer of pollen from	the male part of the flower			
Reproductive system: All the male and female org	ans involved in reproduction.	to the female part of the flower on	the same or another plant.			
Foetus: The developing baby during pregnancy.		Fertilisation: Joining of a nucleus fr	om a male and female sex c Stigma			
Gestation: Process where the baby develops during	g pregnancy.	Seed: Structure that contains the embryo of a new plant.				
2. Parts of the female reproductive sy	<u>/stem</u>	Fruit: Structure that the ovary becomes after fertilisation, whic				
Dvary : Organ which contains eggs.		contains seeds. Carpel: The female part of the flower, made up of the stigma				
Oviduct, or fallopian tube : Carries an egg from the	e ovary to the uterus and is where fertilisation occurs.					
Jterus, or womb: Where a baby develops in a pre	gnant woman.	where the pollen lands, style and ovary.				
Dvulation : Release of an egg cell during the menst	rual cycle, which may be met by a sperm.	Human reproductive organs				
Venstruation: Loss of the lining of the uterus durin	ng the menstrual cycle.	Male Reproductive System Female Reproductive System				
/agina : Where the penis enters the female's body	and sperm is received.	seminal vesic	prostate gland cle / fallopian			
Placenta: Organ that provides the foetus with oxyg	gen and nutrients and removes waste substances.		tube uteru	IS		
Amniotic fluid: Liquid that surrounds and protects	the foetus.					
Jmbilical cord : Connects the foetus to the placent	a.					
Cervix: ring of muscle at the top of the vagina.		penis	vas ovary			
3. Parts of the male reproductive syst	tem			cervix		
Testicle (or testes): Organ where sperm are produc	ced.		vagina	copo l		
Penis: Organ which carries sperm out of the male's	s body.		Ineide V	iew A L		
Sperm duct: tube that carries sperm from the teste	es to the penis.	urethra scrotum Inside View				
Scrotum: holds the testes slightly outside of the bo	ody.	L				

7 History	Medieval Life	CYCLE 3	Year 7
Section A - Life in a Village	Section B – The Black Death	Section C – Did Life Improve by	э у 1500
 PEASANTS – poor farmers who lived in villag grew crops for a living. Low status in society. The life of a VILLEIN was harder they were coas property by the Lord and needed his permeverything. (Freemen could leave the village time and were paid wages by the Lord) Peasants lived in a village, in a one-roomed Shared hut with animals. No chimney there hut was smokey They were farmers. Given land by the Lord tfarm. They ate what they grew and sold the days a week they worked (for free) on the Loce Everyone was a Christian. The priest was arrimportant person in the village. Peasants patto the Church and sometimes this would be charity. They were taught about the Bible, p forgiveness of sins, told how they could get heaven, receive important messages about around them, receive sacraments such as be and marriage Their health was very poor compared to us. lived beyond 35 to 40 as knowledge of health hygiene was poor 	 es and A. Bubonic Plague – lived in the blood of black rats and the fleas that lived on them Bubonic Plague – lived in the blood of black rats and the fleas that lived on them The fleas would bite the humans and pass on the disease Victims would get a fever, large boils (buboes) with a rash of red and black spots Pneumonic Plague – travelled in the air and attacked lungs Victims would cough up blood and breath would smell as their lungs rotted Medieval People thought; God had sent the plague as a punishment for peoples sins It was caused by the body's humours (liquids) not being in 'balance' How did they cure it? Whipped themselves to show God they were sorry for their sins Built giant candles to send a message to God that they were sorry and wanted to be saved Some people went wild – drinking, dancing, partying. The king ordered the streets of towns to be cleaned of filth Some people tried to eat hot or cold foods, or went to a doctor to be bled to 'rebalance their humours' 	 Yes it did No more villeins – peasants of when they wanted There were more towns with a opportunities (young people of set themselves up in business For a time after the plague wate Some peasants could buy the When wages were high, house fireplaces and chimneys After the plague some women more independence, inheritin widowed The church for some became No it did not The plague came back severa thousands more people died People still couldn't cure map people only lived until the age Wages went back down to the before the plague, when the la complained to the king Most people were still farmer Bad weather could still lead to of the harvest and starvation Some began to question the church as some as a result or s	could leave the village more job could learn a craft and ss) vages were high neir own land uses improved, with en were able to gain ing businesses if ne more powerful ral times and d ajor illnesses and most ge of 40-50 he levels they were at clords and barons ers living off the land to a complete failure n e role and power of the of plague outbreaks

8 History		Medieval Religion	CYCLE 3	Year 7	
Section D – Structure of the Chu	rch	Section E – The Protestant Reformation	Section F – Religious Differences		
 Christian Church – the Christian Churstretched across all of Europe and war Middle Ages as Christendom. It was leaded in Rome. The Pope - Held a position of power as supervised religious activities across made all the important religious decise. Archbishops - They followed and imprinstructions of the Pope. They perform following Church law and practices. E country may have several archbishop. Bishop - A Bishop would be responsite local area with many parishes and take the Archbishop. Priest - Each Priest would have a smar guide in religious practices, they would Christians first point of contact with the Abbots. Monks and Nuns - This group would have taken vows of obedience, chastity. They would live in a separate many Christians would go to monaster nunneries for help e.g education, met charity. 	Irch's power is known in the ed by the Pope ind respect, he Europe and sions. lemented the ned tasks Each Christian is. ole for a smaller ac orders from all community to d be many ne Church. ps of people poverty and a community but eries or dical attention,	 The Protestant Reformation The people who questioned the authority and purpose of the Church were called Protestants or Reformers and those loyal to the Pope were called Catholics. One of the most important of these was Martin Luther, who in October 1517 he published his '95 These' His actions would eventually lead to the creation of a Protestant Church. Loss of Faith - Church leaders were seen as distant and unsympathetic, many leaders choose to stay away during outbreak of the plague Indulgences - The church increasingly began to sell forgiveness, reformers said that only God can forgive based on your good deeds. Taxation - Everyone paid taxes to the Church. Many said much of this money was spent on the glory of the people running the church rather than going to the poor. Leadership - Church leaders, even the Pope, was interfering too much in the running of countries across Europe, and even argued amongst themselves over who was more powerful. Message - Many said the Church has forgotten its message. Jesus preached humility and poverty not wealth and power, the church seemed to be moving away from this. 	Catholics Priests should be separate a special clothes and remain Churches decorated with st saints be displayed The Bible should be in Latin relate its messages The bread and wine in the E body of Christ due to a mira Protestants Priests should wear simple of the congregation and are Churches should be plain a decoration The Bible should be translat everyone can read its mean The bread and wine in the E the blood and body of Christ	irom Church goers, wear celibate (unmarried) ain glass and statues of and the Priest should ucharist are the blood and cle when performed plain clothes and be part free to marry nd simple without ted into all languages so ing ucharist are symbols of at	
many Christians would go to monaste nunneries for help e.g education, med charity.	Id live in a separate community but ould go to monasteries or e.g education, medical attention,	Message - Many said the Church has forgotten its message. Jesus preached humility and poverty not wealth and power, the church seemed to be moving away from this.			

9	Geography	Physical Earth	CYCLE 3	Year 7				
Week		Key Knowledge to learn						
1 – Key terms	Climate - Is the average weather conditions taken over a long period of time. Weather - The condition of the air around us over a short period of time. It changes hourly or daily changes in precipitation and temperatures Concentrated - focused in an area > strong and intense Insolation - sunlight (solar radiation) that reaches surface of earth Distribution - how something is spread out (or where it is located) Biodiversity - variety of plant and animal life in a particular habitat Ecosystem - biotic and abiotic things, interacting with each other and environment Global Ecosystem/biome - very large ecosystems > also called biomes e.g. deserts, rainforests							
2 – Distributio n and Climate of hot deserts	Distribution of hot des Hot Deserts are distril Air rises at Equator > atmosphere > air sink Climatic conditions During the Day - temp During the night - tem Precipitation - very lit	erts puted along Tropic of Cancer (15° to 35° north of Equator) and along T air pushed north and south > north (to Tropic of Cancer) and so (high pressure) > air warms as it falls > no clouds can form > arid de perature \rightarrow no clouds (dry climate) \rightarrow very hot \rightarrow higher than 40°C in sur perature \rightarrow no clouds to trap heat at night \rightarrow very cold \rightarrow below freez tle rain \rightarrow many months no rain \rightarrow 250 mm annually (each year)	Tropic of Capricorn (15° to 3 outh (to Tropic of Caprico esert climate à dry mmer → 20-30°C even in win ting → large diurnal (daily) t	35° south of Equator). rn) > air cools high up in nter temperature range				
3 – Nutrient Cycle Key terms	Abiotic - non-living th Biotic - living things → Producer - plant → a Consumer - organism Decomposer - bacter Food Chain - linear c Food web - complex h Nutrient Cycle - orga	 ings → e.g. soil and climate e.g. plants and animals bsorb energy from sun → photosynthesis n → energy from eating producers or other consumers ria or fungus → energy by breaking down dead tissue onnections between organisms that rely on each other for food nierarchy of plants and animals relying on each other for food nisms extract minerals for growth from soil or water → pass them througed 	gh the food chain $ o$ then ba	ack to the soil and water				

10 G	eography	Physical Earth	CYCLE 3	Year 7
Week	Τ	Key Knowledge to learn		
4 – Adaptation s	Adaptation - Xerophytic - J Cactus Roots - Cactus Spines Cactus water - Camel Feet - la Camel Hump - Camel Eyelash	physical / behavioural characteristics \rightarrow help plants and anima plants that have adaptations to survive in hot and dry condition long tap-roots \rightarrow 7-10 m long \rightarrow reach deep to find water - spines (spikes) \rightarrow lose less water than leaves, protection f water stored inside stems \rightarrow called succulents \rightarrow less tra- arge feet \rightarrow stops camel sinking into sand hump on back \rightarrow stores fat (not water) \rightarrow energy source for es - d ouble eyelashes \rightarrow keeps sand out eyes \rightarrow especially of	ls survive ns from animals anspiration r long journeys during sandstorms	
5 – Developme nt in Desert Biomes	Development Irrigation - wa Commercial Subsistence Arable - farmi Pastoral - farm Desertificatio	 t - economic development → increasing money and jobs to impatering the land artificially → e.g. using sprinklers - commercial farming → farming business → food sold to supe - subsistence farming → growing just enough to feed only you ng to grow crops (plants e.g. wheat) ming to rear livestock (animals e.g. cattle) - healthy land on desert fringes (edges) turns to desert → loce - using something so it will last and not harm planet for future 	prove place prmarkets or family pses nutrients people	
6 – Threats and Sustainabl e Manageme nt in Deserts	Threats Temperature - Water Supply Inaccessibility Sustainable I Tree Planting Building Earth crops in the d Growing crops	extreme \rightarrow 50°C \rightarrow difficult to work in heat \rightarrow development - water is limited \rightarrow must be used sustainably \rightarrow development - heat melts tarmac \rightarrow travel difficult \rightarrow development diffic Management - plant trees \rightarrow roots reduce erosion \rightarrow sustainable \rightarrow less dese dams - These collect and store water in the wet season. ry season. as well as keeping animals - The animal's manure is used to	t difficult at difficult ault ertification The stored water is th o fertilise soil and help t	en used to irrigate he crops to grow.

11 E	nglisl
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Shakespeare- The Tempest

CYCLE 3

Year 7

	Box A: Shakespeare' Plays	Box C: Shakespearean Pronouns			
Stage directions	this is an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting	Thou	Used as the subject of a sentence, like "you" today. Example: "Thou art my friend." (Meaning: You are my friend.)		
Dialogue	The conversation between two or more characters in a play	Thee	Used as the object of a sentence, like "you" today.		
Aside	remarks made by characters which only the audience can hear	1	Example: "I give thee this book." (Meaning: I give you this book.)		
		Thy	Used like "your" before a word that starts with a consonant.		
Soliloquy	where a character speaks their thoughts aloud to the audience		Example: "Thy house is large." (Meaning: Your house is large.)		
Rhyme	Where similar sounds are used at the ends of words.	Thine	Used like "your" before a word that starts with a vowel or as a replacement for "yours."		
Iomhic	A type of pootic rhythm that has 10 syllables per line, alternating		Example 1: "This is thine apple." (Meaning: This is your apple.)		
Pontamotor	hetween unstressed and stressed beats (e.g. "Shall I compare	D.d. et a. et a. et	Box D: Literary lechniques		
rentameter	thee to a summer's day?")	Ivietaphor	A direct comparison between two unrelated things, suggesting that they share		
Blank Varaa	Unrhumod iamhia nantamatar, which is the most common style	Similo	common characteristics.		
Diarik verse	of Shakemaaro's plays	Simile	things		
Dromotio	When the audience knows comething that the characters do not	Imagery	Vivid and descriptive language that appeals to the senses (sight sound taste		
bramatic	when the addience knows something that the characters do not,	indger y	touch smell)		
Rev P: Pig Moos in 'The Tempert'		Symbolism	The use of objects, characters, or settings to represent abstract ideas or		
Patriarchy	a society or organisation where men are more nowerful. In		concepts.		
Facilatiny	Jacobean society, fathers or later husbands saw women as a	Personification	Giving human qualities to non-human entities (animals, objects, etc.).		
Hierarchy	The uneven distribution of power where a small number of	Hyperbole	Exaggeration for emphasis or effect.		
	people hold the majority of the power	Irony	A contrast between expectation and reality.		
Great Chain	The Great Chain of Being is like a ladder that shows the	Juxtaposition	Placing two contrasting elements side by side to highlight their differences.		
Of Beilig	Great Chain of Being starts with God at the top followed by		Box E: Language Terminology		
	angels, humans, animals, plants, and non-living things	Noun	A word that represents a person, place, thing, or idea.		
Colonialism	The idea of taking over new lands and controlling the neeple	Verb	A word that expresses an action, occurrence, or state of being.		
Colonialisti	there, shown in Prospero's rule over Caliban.	Adjective	A word that describes or modifies a noun.		
Nature vs	The question of whether people are shaped by their	Adverb	A word that modifies a verb, adjective, or other adverb.		
Nurture	environment or their upbringing, seen in how Caliban and	Pronoun	A word that takes the place of a noun (e.g., he, she, it).		
	Miranda develop.	Conjunction	A word that connects words, phrases, or clauses (e.g., and, but, or).		
Betrayal & Lovaltv	Characters either staying faithful or turning against each other, like Antonio betraving Prospero	Preposition	A word that shows the relationship between a noun/pronoun and other words in a sentence.		
		Interjection	A word or phrase used to express strong emotion (e.g., wow, oh, ouch).		

12		Spellings		CYCLE 3		Year 7
Week 1	Week 2	Week 3	Week 4		Week 5	
1. radiator	1. resentful	1. tempura	1. tedious		1. suitat	ole
2. antibiotic	2. co-writer	2. weary	2. impene	trable	2. predic	cted
3. want	3. blackbird	3. reticent	3. cutter		3. auctio	on
4. industrial	4. cigarette	4. statement	4. horribly		4. signat	ture
5. rejoice	5. grumble	5. fierce	5. dessert		5. platea	อน
6. escaped	6. felony	6. portable	6. general		6. culpa	ble
7. decreased	7. souvenir	7. relief	7. drying		7. prodig	3Y
8. brusque	8. beetroot	8. delightful	8. improvi	se	8. adven	turous
9. shrugging	9. enhancement	9. reinforce	9. commis	sioner	9. dange	۶r
10. apology	10. judicial	10. monotonous	10. rumma	age	10. irrele	evant
Week 6	Week 7	Week 8	Week 9		Week 10)
1. Chemical	1. pioneer	1. reliance	1. brethre	n	1. edible	;
2. archery	2. guess	2. ridge	2. resistar	nt	2. delica	itessen
3. electrical	3. hatch	3. sincerely	3. occasio	ns	3. vocab	ulary
4. football	4. gesture	4. unannounced	4. euphori	с	4. versat	tile
5. appetite	5. picture	5. labelling	5. practise	ed	5. badge	<u>}</u>
6. intention	6. adjustment	6. remained	6. grief		6. Britaiı	า
7. scaffolding	7. predators	7. lunar	7. drumme	er	7. torch	
8. occur	8. merrily	8. humanitarian	8. hedge		8. addic	tion
9. knee	9. perceive	9. unqualified	9. advanta	ige	9. ditch	
10. wrong	10. electric	10. cloakroom	10. progre	ssion	10. territ	tory
Week 11	Week 12	Week 13				
1. hesitated	1. pedestal	1. negligent				
2. bough	2. sign	2. thatch				
3. hangar	3. unpleasant	3. previous				
4. profiteer	4. answered	4. alienate				
5. embarrass	5. talons	5. sledge				
6. quit	6. amuse	6. erosion				
7. youthful	7. vibrant	7. shriek				
8. women	8. burnish	8. translucent				
9. musicians	9. attachment	9. hutch				

13	MATHS					CYCLE 3	Year 7	
BOX 1: Se	ets and probability	SETS			BOX 2 : Prime number and proof			
PROBABILITY P(A) =	NOTATION The probability of an event A	Set A	SetA collection of items with one of each member{}Brackets are written at the start and end when listing elements in the set.		Multiple	The result of multiplying a n The 3 rd multiple of 7 is 21.	umber by an integer. E.g.	
P(A') =	The probability that event A will not occur = The complement of A.	{} Bi ai th			Lowest The lowest common number in the multiple (LCM)		er in the multiplication ent numbers.	
P(A ∩ B) =	The probability that both events A and B will occur =	ξ Th ∈ ' e	 ξ The universal set ∈ 'element of a set' or member of a 		Factor	A quantity which divides equally into a number. <i>E.g.</i> <i>factors of 8 are</i> 1 , 2 , 4 and 8 . The highest factor which belongs to two or more numbers.		
P(A∪B) =	The probability that event A or B or both will occur = The	e se e 'n	set (a value in the set) ∉ 'not an element of a set'		Highest Common Factor (HCF)			
	union.	Ø Tr n(A) Tr	he 'empty set ' he number of elements in a	set A.	Prime Number	An integer greater than 1 tha 1 and itself.	t has exactly two factors,	
VENN DIAGR	AMS	BOY	2. Addition and		Prime numbers	2, 3, 5, 7, 11, 13, 17, 19, 23,	29, 31	
Venn	A diagram using circles or		BOX 3: Addition and Subtraction of Fractions			A factor of a number which is also prime.		
Diagram	other shapes, to show the relationship between sets	Subt		15	Decomposition	To break something down		
The Intersection The Union	$(A \cap B)$ In A and in B $(A \cup B)$	Addition	RACTIONS: ADDING AND SUBTRACTING IXED NUMBERSddition and ubtractionYou need to convert mixed numbers into improper fractions with a common denominator $\frac{A}{B} + \frac{C}{B}$ $= \frac{A+C}{B}$		Product of Prime Factors (prime factorisation)	A set of prime factors which multiply to give a number.	E.g. prime factor tree $2^{12}_{2}_{6}_{3}_{3}$ $12 = 2 \times 2 \times 3$ or $2^2 \times 3$	
	In A or in B or in both	Imprope			Unique factorisation theorem	The fundamental theorem of arithmetic. Each integer can be written as a unique product of prime factors. This is why 1 is not a prime number.		
The Complement	A' Α_Βξ	Fraction	Fractionnumerator is greater than the denominator. E.g. $\frac{5}{3}$		Square numbers	The answer when you multiply a number by itself. 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144		
	Not in A Mixed A number written as a whole Number 1 ² / ₂		a whole ion. <i>E</i> .g.	Triangular numbers	A number that can make a triangular dot pattern (add an additional row each time) 1, 3, 6, 10, 15, 21, 28, 36			

14	MATHS						
FRACTION N	OTATION	FRA	ACTIO	NS: OPER	ATIONS		
Vinculum —	$\frac{3}{5}$ — Numerator	Ado	k	You need denomin	d a common nator	$\frac{A}{B} + \frac{C}{B} = \frac{A+C}{B}$	
		Sub	otract	You need denomin	d a common nator	$\frac{A}{B} - \frac{C}{B}$	$=\frac{A-C}{B}$
BOX 4: G	eometric notation	on	Full t	urn -	Three-	Half turn	Quarter
TYPES OF A	ANGLE		360	o° qua	270°	180°	90°
Angle	A measure of turn						I
Acute Angle	An angle less than 90°) -	$\overline{\mathbf{x}}$		\searrow
Right angle	90°		Anti	i-clockwi	ise	 Cloc	kwise
Obtuse Angle	An angle between 90° and 180°	,					
Straight line	180°			1			*
Reflex	An angle between 180)°	To n	neasure	angle ∠ABC	(the angle	at B):
Angle A full turn	360°			1	 Place the protracto 	e centre of t for at the ver	he tex
					where the	e lines AB a	nd BC
	$\begin{array}{c} & & & & & & & & & & & & & & & & & & &$			2	2. Place the protracto	e zero line o or over the li	n the ine BC
180 - 30 - 20 - 20 - 20	40 ¹³	150 100		3	3. From zero until you	o, go anti-cl meet the lii	lockwise ne AB
	ALL.	+0+	70 180	→ c ⁴	I. Read the	angle 127°	

В

BOX 5: Geom	etric re	ea	asoning			
ANGLE RULES						
Angles around a p	oint	A t	Add to 360° (as they make a full turn)			
Angles on a straig	ntline	A	Add to 180°			
Vertically opposite	angles	A	Are equal			
Angles in a triangle	Э	A	Add to 180°			
Angles in a quadri	lateral	Α	Add to 360°			
ANGLES IN PARA	LLEL LIN	E	S			
Alternate angles			Are equal			
Corresponding angles		Are equal				
Co-interior angles		Add to 180°				
ANGLES IN POLY	GONS: F	40	CTS			
Polygon	A 2D sh	a	pe with 3 or more strai	ght sides		
Regular polygon	A polygo angles th	n na	with sides that are all e at are all equal.	qual and		
Interior angle	An angle	e i	nside a polygon			
Sum of interior angles	(n – 2) x sides	18	80° where n is the num	iber of		
Exterior angle	The angle formed outside a polygon when one side is extended. Interior angle + exterior angle = 180° , because they make a straight line.					
Sum of exterior angles	360°					

CYCLE 3

Year 7

15	Religious Education	Multi faith Brita	lti faith Britain/Buddhism		CYCLE 3	Year 7		
Wee	Key Knowledge t	Key Knowledge to learn			Key Knowledge to learn			
1 Keywords	 Opinion – a personal thought/feeting about Fact – Something that is factually true Beliefs – Beliefs are what we accept as true having proof or evidence. Values - Values are things that we attach ir Atheism – When a person does not believe Agnosticism – When a person in unsure wh Inconsistent Triad – The idea that as long a be both all loving and all powerful Benevolent - God is all loving Omnipotent - God is all powerful 	At is factually true what we accept as true but without always nce. things that we attach importance to and live erson does not believe that God exists to a person in unsure whether God exists to a person in unsure whether God exists to the idea that as long as evil exists God cannot d all powerful all loving to all powerful ety is where lots of different faiths live side by ople of different backgrounds and religions can ence, but it can also have its challenges. ere is a lack of understanding, so it is important fferent faiths come together and engage in runderstand one another. • Discussions about different beliefs and an unite against global issues. For ould campaign together as a united voice against ums online that allow discussion regarding eligious practice, and to share perspectives on		und 400BC, which is around 2500 years ago. It is a popular rs and is the fourth largest religion in the world. Buddhists do not eator God, dhism started with Siddhartha Gautama, an extraordinary and nown as the Buddha phecy foretold that he would be a great ruler or a holy man. The ler so he shielded his son from seeing any pain or suffering. n a palace. The king made sure his son had everything in the eave. late 20's and Siddhartha witnessed four things (old man, sick) which changed his perspective on life. bout why people suffer and how it might be possible to end this puld leave the palace and his family behind to go into the world to partha became an ascetic, which means he lived a simple life with				
2 Multi-Faith Britain	 A multi-faith society is where lots of side Living alongside people of different back be a positive experience, but it can also be a positive experience, but it can also Problems arise if there is a lack of under that people from different faiths come discussion to better understand one and Interfaith dialogue - Discussions about practices. Religious leaders can unite against glo example, leaders could campaign toge climate change. There are lots of forums online that allow matters of belief, religious practice, armoral issues. 			 In Buddhism there is no single home or in the temple. Althou this is the heart of the commutation hall. In Hinduism there are many for Puja is the name for ceremon Buddhists use a variety of diffiand meditation. The aim of these individual problems 	 a became an ascette, which in play to understand suffering. litate over time and eventually became means 'enlightened one'. a place of worship. This is because B ugh Buddhists show devotion at hom unity. mple, however, there are other place orms of worship. One common form ies that involve offerings, or gifts. ferent methods in their devotional preserves to understand the Buddhists to be-selves to understand the Buddhists to enderstand the Buddhists tester and the Buddh	easure. He also tried to be ne enlightened. He then became uddhists can worship in the e, they also use the temple as s of worship such as a shrine, of worship in Buddhism is puja. actice. Such as Mantras, mala come more deeply devoted to pachings.		
story of Multi-faith Britain.	 For many, diversity is something to be cell have religious freedom. We are lucky to have religious freedom be welcome to believe or not to believe in wh as it isn't interfering with other people's ri Most people think it is a good thing becaus culture that keeps on developing: lots of d music, fashion and the opportunity to lear Religion has changed enormously in the U different faiths and those who have no fait According to the 2021 census, around 46% Christian which is approximately 27.5 mill The second largest religion were Muslims identifying as Muslim which is approximately 	ebrated and in the UK people ecause it means that we are hatever religion we like as long ghts. se it means that we have a lifferent ideas, stories, food, rn about other faiths. K and is made up of many th and religion. 6 of the population identify as Lion people with 6.5% of the population tely 3.9 million people.	6 – Nature of human life and life after death	 Buddhists believe in a cyc enlightenment, they hope Buddhist believe in karma in need, and by developing gain enlightenment or to e Good actions will result in Depending on the actions or even ghosts, demi-gods opportunity to work towar called Nirvana or enlighte Once Nirvana is achieved, that they will no longer be 	le of death and rebirth called samsar to escape samsara and achieve Nirv or 'intentional action'. Through good g concentration and wisdom, Buddhi insure a better future for themselves a better rebirth, while bad actions v performed in previous lives, rebirth (s, or gods. Being born as a human is ds escaping this cycle of samsara. T nment. , and the enlightened individual phys reborn.	ra. Through karma and eventual rana, an end to suffering. I actions, such as helping those sts hope to either		

16		Performing Arts	CYCLE 3 Year 7		
Box A – Drama Skills		Box B – Drama Techniques	Box C – The Tempe	st Key Characters	
 Body Language – Using your body to communicate your character. E.g. an old man would have hunched body language. Facial Expressions – Using your face to communicate your characters emotions. Voice – altering the tone, pitch, and pace of your voice to fit your character. Levels – How high or low your character is to the ground. Can be used to communicate status, class or power. Proxemics – How close or far away you stand to other characters on stage based on your relationship. Posture – How you stand during your performance to represent your character Gestures – using body parts to communicate nonverbally. E.g waving, thumbs up, shaking head. 		 Tableau – Can also be called a freeze frame or still image. A moment of stillness in a performance, used to highlight key moments within a scene. Thought Tracking – Saying your characters thoughts out loud to the audience so they know what your character is thinking or feeling. Forum Theatre – a technique where the audience becomes the director. They can stop the performance at any time, give feedback, then rewind. Used during rehearsals to develop scenes. Narration – Reading part of the story aloud to the audience, either instead of acting it out or alongside mime. Mime – Using only your body to communicate, no talking. Flash-forward – A scene which is set further in the future. Flashback – A scene set in the past, sowing past events. Cross Cutting – Where two or more scenes happen on 	 Prospero - the former and r practices magic and has be his dukedom was usurped be Miranda - Prospero's daugh Ferdinand. Ferdinand - the son of King a series of tests before Prose Miranda. Alonso - the king of Naples Prospero's dukedom. Alonse thought of losing his son in repents his evil deeds and is Antonio - Prospero's brothe usurped Prospero's dukedo end. 	ightful duke of Milan, en living on an island after by his brother Antonio. Inter who falls in love with Alonso; he must submit to pero allows him to marry who helped Antonio usurp to is so distressed by the the tempest that he is forgiven by Prospero. er. He has maliciously m but is forgiven in the	
Во	ox D – The [·]	Tempest Plot	Box E – Evaluation	Sentence Starters	
The Tempest is a play about magic, betrayal, where Prospero, the one-time Duke of Milan, and a strange wildman called Caliban. Prosp sets the scene for the play. In the events that scheme to kill Prospero and a romance betwe forgiven and they all set sail for home.	I have demonstrated multip rehearsals. An example of t During my performance, I w drama skills such as This	le skills during my his is when as good at demonstrating is important because			
Prospero tells Miranda that he caused the storm. Ariel fetches Ferdinand, who falls in love with Miranda. Antonio and Sebastian plot to kill Alonso, the King of Naples. The ship's jester and butler meet Caliban and feed him alcohol. Caliban suggests that they should kill Prospero, and Ariel overhears. Prospero uses magic to scare Alonso and spoil Caliban's plot. Prospero forgives the passengers for their former betrayals.			to improve my overall perfo used This was effective One area I would like to imp to use this skill in performan improve on this skill by	rmance. For example, I because prove on is It is important nce because I could	





19	Music	CYCLE 3	Year 7	
 BOX A: <u>WHAT IS MAMBO?</u> Mambo is a style of Latin American muscuba Mambo originated in the 1930s Some common instruments are: Piano, or bass, trumpet, saxophone This style travelled to North America in the 1940s and became very popular It is a dance music and its main purpose people to dance to. BOX B: <u>WHAT IS MAMBO?</u> 	BOX C: WEST SIDE STORY ic from • A musical composed by Leonard Bernstein in 1957 • Tony & Maria meet at a dance where a piece of Mambo piece is heard he • Romeo & Juliet have been changed to Tony & Maria is for • West Side Story is a modern retelling of Shakespeare's Romeo & Juliet.	Use the keyboard chart to find the notes for the piano parts	Use the keyboard chart to find the notes for the piano parts $ \begin{array}{c} \Box & \Box $	
Cancer PACIFIC OCEAN CO	ce so JId n one son Key Word Definition Unison When performers persame time Polyrhythms Performing different r Dynamics How loud or quiet the Accurate Performing the music Fluent Being able to perform Confident When performers know	CES form the same thing at the nythms at the same time music is correctly confidently without help w what they are performing t it right		

20	Performing Arts	CYCLE 3	Year 7
Box A – Drama Skills	Box B – Drama Techniques	Box C – The Tempe	est Key Characters
 Body Language – Using your body to communicate your character. E.g. an old man would have hunched body language. Facial Expressions – Using your face to communicate your characters emotions. Voice – altering the tone, pitch, and pace of your voice to fit your character. Levels – How high or low your character is to the ground. Can be used to communicate status, class or power. Proxemics – How close or far away you stand to other characters on stage based on your relationship. Posture – How you stand during your performance to represent your character Gestures – using body parts to communicate nonverbally. E.g waving, thumbs up, shaking head. 	 Tableau – Can also be called a freeze frame or still image. A moment of stillness in a performance, used to highlight key moments within a scene. Thought Tracking – Saying your characters thoughts out loud to the audience so they know what your character is thinking or feeling. Forum Theatre – a technique where the audience becomes the director. They can stop the performance at any time, give feedback, then rewind. Used during rehearsals to develop scenes. Narration – Reading part of the story aloud to the audience, either instead of acting it out or alongside mime. Mime – Using only your body to communicate, no talking. Flash-forward – A scene which is set further in the future. Flashback – A scene set in the past, sowing past events. Cross Cutting – Where two or more scenes happen on 	 Prospero - the former and r practices magic and has be his dukedom was usurped l Miranda - Prospero's daug Ferdinand. Ferdinand - the son of King a series of tests before Pros Miranda. Alonso - the king of Naples Prospero's dukedom. Alons thought of losing his son in repents his evil deeds and i Antonio - Prospero's brothe usurped Prospero's dukedor end. 	rightful duke of Milan, een living on an island after by his brother Antonio. hter who falls in love with g Alonso; he must submit to spero allows him to marry who helped Antonio usurp so is so distressed by the the tempest that he s forgiven by Prospero. er. He has maliciously om but is forgiven in the
Box D – The	Tempest Plot	Box E – Evaluation	Sentence Starters
The Tempest is a play about magic, betrayal, love and for where Prospero, the one-time Duke of Milan, and his be and a strange wildman called Caliban. Prospero is a po- sets the scene for the play. In the events that follow we scheme to kill Prospero and a romance between Mirane forgiven and they all set sail for home. Prospero tells Miranda that he caused the storm.	I have demonstrated multip rehearsals. An example of t During my performance, I w drama skills such as This Within my work, I used a va to improve my overall perfo	ole skills during my this is when was good at demonstrating is is important because riety of drama techniques ormance. For example, I	
Ariel fetches Ferdinand, who falls in love with Miranda. Antonio and Sebastian plot to kill Alonso, the King of Na The ship's jester and butler meet Caliban and feed him Caliban suggests that they should kill Prospero, and Ar Prospero uses magic to scare Alonso and spoil Calibar Prospero forgives the passengers for their former betra	One area I would like to imp to use this skill in performa improve on this skill by	because brove on is It is important nce because I could	

Art

Gargoyles

CYCLE 3

Year 7

Section A: Portraiture

A portrait is a painting, sculpture or other artistic representation of a person in which the face and its expression is predominant.

There are many famous portraits such as the Mona Lisa by Leonardo Di Vinci, Van Gogh painted many self-portraits, and Andy Warhol created screen prints of famous people such as Marilyn Monroe. Many artists created self-portraits that document their lives.





Section B: Portraiture and proportion

Although the proportions of a head will vary from person to person. There are some basic principles you can follow to improve your drawing. You can use these to check the general size, shape and position of features in your drawings. The proportions of the head can be divided horizontally into four equal quarters. The first quarter measures from the top of the head down to the hairline. The second quarter measures from the hairline down to the eyes in the middle of the head.

The third quarter contains the most features. At the top of this section the eyes

are usually level with the ears and at the bottom of the nose is roughly level with the ear lobes.

The final quarter stretches from the base of the nose to the chin with the mouth positioned just above the halfway mark.

Section C: Mono printing

Mono printing is a technique that allows you to explore your use of mark making. Mono means one.

This technique allows you to create a one-off image. The quality of your print depends on the amount of ink that you apply and the amount of pressure you apply when drawing your image.

If you apply too much ink the print will not be clear. You can vary the type of lines and marks you create by applying different amounts of pressure when drawing the desired image.







Key terms/ Formal elements

Portraiture; the art of painting or taking portraits. A portrait is an image of another person. A portrait can be created using a range of media and techniques such as drawing, painting, printing or photography.

Self-portrait: a self-portrait is an image of yourself

Proportion; in art proportion is the size or shape of an object. For example; the portrait was in proportion because the features where in the correct place and the correct size in relation to each other

Mono printing; *Mono printing* is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals.

Relief printing; Relief printing is where a printing block or plate that has had ink applied to its surface, but not to any recessed areas, is brought into contact with paper.

Brayer/roller; A brayer or roller is a tool that is used in the printing process to roll out the printing ink. The brayer is also used to apply ink to a relief block.

2D design; Design drawings are used to develop and communicate ideas about a developing design.

Sculpture; the art of making a 3-dimensional object. A sculpture can be made from a range of media such as clay, wood, stone, plaster or metal.

Clay; a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.

Slip; is a liquid mixture of clay suspended in water. It has many uses in the production of pottery, and other ceramic wares. Slip can be used to join two pieces of clay together.

Texture; is how a surface feels to the touch





Used to remove scratches from the surface of wood. Glass paper is available in a wide range of grades for removing deep scratches to fine surface finishing.



Disc/Belt Sander Used to sand and shape the edges of wood. The sanding disc/Belt is very course and will CHILINAWAGED HORIZONTALLY CHILINAWAGED YERICALLY TWO LINE OF ADAPTION AND A Sliding fonce can be A sliding fence can be used when sanding at a required angle.

BOX 3: Marking out tools



Try square For marking out accurate right angles and checking if work is square when gluing up.

BOX 4: Clamping and holding tools





For holding work securely when drilling holes on the pillar drill.



G Clamp/Cramp Used to hold work together whilst gluing and holding work securely on a bench or pillar drill.



Woodworking Vice To hold the wood securely when cutting, chiseling, drilling etc.







BOX 5: Cutting and shaping tools



cuts in wood.









Bench Hook To hold the wood securely when making straight cuts with the Tenon Saw.





Pillar Drill To drill holes into wood, metal and plastic.





Design Technology

CYCLE 3

Year 7

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Wood joints can be either **PERMANENT** or **TEMPORARY** depending on the type and if glue is used.

BOX 6: Permanent Jointing Techniques BOX 7: Temporary Jointing Techniques Temporary Joint: **Glued Joints** When we will, or might need to take pieces apart again E.G. Screws and nails Permanent Joint: When we do not want to take 1. Ensure pieces Wood Screws How to Glue the pieces apart again E.G. fit together A screw is a type of fastener typically made **Glues & Jointing** correctly and are from metal with an external thread. Screws are smooth and free The Dowel Joint available in a wide range of shapes/sizes and of any dust. A dowel is a cylindrical rod, are commonly used to fasten wood together. usually made from wood, plastic, Counter Sink or metal. Dowels are commonly 2. Apply wood Wood screws are driven into the wood using a used as structural reinforcements glue/PVA to wood screwdriver or cordless screw driver/drill in furniture. joint and ensure enough is applied Clearance Wood screws are are Hole available in different minimum to cover entire head types including surface. slotted, phillips & pozidriv. 3. Spread glue Pilot Hole Accurate using a spatula to drilling of holes evenly cover the for wooden entire surface. dowels. Dowel joint is then Nails assembled In woodworking and construction, a nail is a small The large round wire nail is used for 4. Carefully apply using PVA glue object made of metal which is used to fasten general joinery. Oval wire nails don't pressure to the pieces of wood together. split the wood as easily as the round glued joint using nails. Panel pins are used to hold thin clamps. Check sheets of wood to a thicker piece of wood. Staples can be used to hold wire the joint has PVA or Wood mesh into place on a wood frame. closed up fully. Glue used to make permanent ioints with wood. 5. Remove excess glue with Small nails can be pulled staple out of the wood using a a damp cloth and pair of pincers. allow the glue to masonry nail dry over night.