2025/2026

Cycle 3 Knowledge Navigator

Year 7

Name:

Form:

Morning Meeting Homework

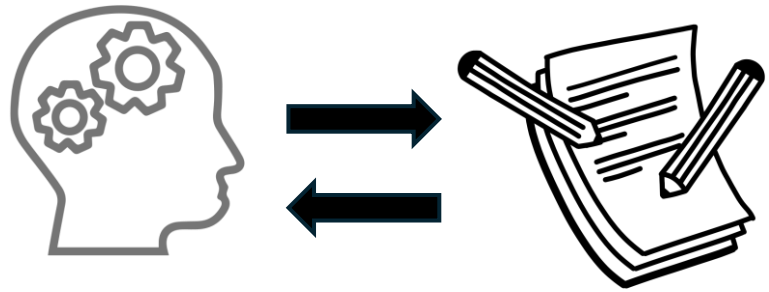
Purpose: to memorise and recall key facts from previous learning

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!



Contents

1		Homework Schedule	CYCLE 3	Year 7

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	13/4/26	French	20/4/26	French	27/4/26	French	4/5/26	French	1115/26	French
Tuesday	14/4/26	Science: EC&M box 1	21/4/26	Science: EC&M box 2	28/4/26	Science: EC&M box 3	5/5/26	Science: EC&M box 4	12/5/26	Science: Energy box 1& 4
Wednesday	15/4/26	Geography Box 1	22/4/26	History Section A	29/4/26	Geography – Box 2	6/5/26	History Section B	13/5/26	Geography Box 3
Thursday	16/4/26	*English – box A Maths – Sparx*	23/4/26	*English – box B Maths – Sparx*	30/4/26	*English – box C Maths – Sparx*	7/5/26	*English – box D Maths – Sparx*	14/5/26	*English – box E Maths – Sparx*
Friday	17/4/26	Spellings week 1	24/4/26	Spellings week 2	1/5/26	Spellings week 3	8/5/26	Spellings week 4	15/5/26	Spellings week 5

	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	18/5/26	French	1/6/26	French	8/6/26	French	15/6/26	French	22/6/26	French
Tuesday	19/5/26	Science: Energy box 5 & 7	2/6/26	Science: Energy box 6 & 4 and 1	9/6/26	Science: Repro box 1	16/6/26	Science: Repro box 4	23/6/26	Science: Repro box 2 & 3
Wednesday	20/5/26	History Section C	3/6/26	Geography Box 4	10/6/26	History Section D	17/6/26	Geography Box 5	24/6/26	History Section E
Thursday	21/5/26	*English – box A Maths – Sparx*	4/6/26	*English – box B Maths – Sparx*	11/6/26	*English – box C Maths – Sparx*	18/6/26	*English – box D Maths – Sparx*	25/6/26	*English – box E Maths – Sparx*
Friday	22/5/26	Spellings week 6	5/6/26	Spellings week 7	12/6/26	Spellings week 8	19/6/26	Spellings week 9	26/6/26	Spellings week 10

	Week 11		Week 12		Week 13	
Monday	29/6/26	French	6/7/26	French	13/7/26	French
Tuesday	30/6/26	Science: EC&M box 2 & 3	7/7/26	Science: EC&M box 2	14/7/26	Science: Repro box 2 & 3
Wednesday	1/7/26	Geography Box 6	8/7/26	History Section F	15/7/26	Geography Box 1
Thursday	2/7/26	*English – box A Maths – Sparx*	9/7/26	*English - – box B Maths – Sparx*	16/7/26	*English – box C Maths – Sparx*
Friday	3/7/26	Spellings week 11	10/7/26	Spellings week 12	17/7/26	Spellings week 13

DIXONS COTTINGLEY ACADEMY

2	French	Healthy Living	CYCLE 3	Year 7

Week 1		Week 2		Week 3		Week 4	
Healthy Lifestyle Verbs		**Healthy Lifestyle Verbs**		**Food**		**Drinks**	
garder la forme	to keep in shape	faire de l'exercice	to exercise	la nourriture	food	les boissons	drinks
grandir	to grow	éviter	to avoid	j'ai faim	I'm hungry	j'ai soif	I'm thirsty
déjeuner	to have lunch	fumer	to smoke	les fruits	fruits	de l'eau	some water
se lever	to get up	choisir	to choose	les légumes	vegetables	le café	coffee
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	milk
être	to be	changer	to change	le poulet	chicken	le vin	wine
avoir	to have	adapter	to adapt	la viande	meat	le jus d'orange	orange juice
aller	to go	remplacer	to replace	le fromage	cheese	le chocolat chaud	hot chocolate
faire	to do	perdre	to lose	le gâteau	cake	la limonade	lemonade

Week 5		Week 6		Week 7		Week 8	
Mealtimes		**Adjectives**		**Parts of the Body**		**Adverbs/Time Expressions**	
le matin/	the morning	frais/fraiche	fresh	j'ai mal à/au...	I'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 - déjeuner	breakfast	sain(e)/malsain(e)	healthy/unhealthy	le bras	arm	régulièrement	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 la santé	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		Week 10		Week 11			
Adjectives		**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

Week 12				Week 13			
Adjectives		**Nouns**		**Verbs – Present tense**			
spécial	special	Noël	Christmas	J'achète	I buy	J'invite	I invite
national	national	Aïd	Eid	Je célèbre	I celebrate	Je me marie	I marry
férié	public holiday	cadeau	present	Je cache	I hide	Je m'organise	I organise
familial	family	défilé	parade	Je chante	I sing	Je partage	I share
local	local	événement	event	Je communique	I communicate	Je participe à	I participate in
juif	Jewish	feu	fire	Je crois	I believe	Je me passe	I spend time
bouddhiste	Buddhist	gâteau	cake	Je danse	I dance	Je prépare	I prepare
catholique	Catholic	lendemain	the next day	Je découvris	I discover	Je reçois	I receive
folle	crazy (f)	mariage	wedding	Je donne	I give	Je regarde	I watch
fou	crazy (m)	monde	world	J'envoie	I send	Je réserve	I reserve

4 SCIENCE	ELEMENTS, COMPOUNDS AND MIXTURES	CYCLE 3	Year 7

1. Elements

Most substances are not pure elements, but compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain

Elements have symbols: hydrogen (H), oxygen (O), nitrogen (N), carbon (C), iron (Fe), zinc (Zn), copper (Cu), sulphur (S), aluminium (Al), iodine (I), bromine (Br), chlorine (Cl), sodium (Na), potassium (K) & magnesium (Mg). **Elements**: What all substances are made up of, and which contain only one type of atom.

Atom: The smallest particle of an element that can exist.

Molecules: Two to thousands of atoms joined together. Most non-metals exist either as small or giant molecules.

Compound: Pure substances made up of two or more elements strongly joined together.

Chemical formula: Shows the elements present in a compound and their relative proportions.

Polymer: A molecule made of thousands of smaller molecules in a repeating pattern. Plastics are man-made polymers, starch is a natural polymer.

2. The periodic table

The **periodic table** of elements is a way of showing how elements can be ordered.

They are arranged in increasing order of **atomic number**.

Elements are arranged into groups and periods (see diagram).

Groups have elements with similar properties and react in similar ways because they have the same number of electrons in their outer shell.

Group 1 contains reactive metals called alkali metals.

Group 7 contains non-metals called halogens.

Group 0 contains unreactive gases called noble gases.

Each element has its own **symbol**.

Rules for element symbols;

1) The first letter of an elements symbol is always a capital letter. e.g. N (not n) for nitrogen.

2) If there are two letters in the elements symbol the second letter is always lower case.

e.g. Co (not CO) for cobalt.

3. Separating mixtures

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.

The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

Air, fruit juice, sea water and milk are mixtures. Liquids have different boiling points.

Solvent: A substance, normally a liquid, that dissolves another substance.

Solute: A substance that can dissolve in a liquid.

Dissolve: When a solute mixes completely with a solvent.

Solution: Mixture formed when a solvent dissolves a solute.

Soluble (insoluble): Property of a substance that will (will not) dissolve in a liquid.

Solubility: Maximum mass of solute that dissolves in a certain volume of solvent.

Pure substance: Single type of material with nothing mixed in.

Mixture: Two or more pure substances mixed together, whose properties are different to the individual substances.

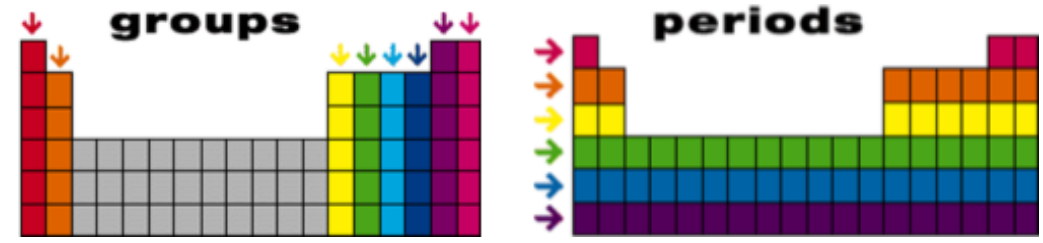
Filtration: Separating substances using a filter to produce a filtrate (solution) and residue.

Distillation: Separating substances by boiling and condensing liquids.

Evaporation: A way to separate a solid dissolved in a liquid by the liquid turning into a gas.

Chromatography: Used to separate different coloured substances.

Groups and periods of the periodic table



5 SCIENCE	ENERGY	CYCLE 3	Year 7

1. Energy and costs

Electricity is generated by a combination of resources which each have advantages and disadvantages.
Calculate the cost of home energy usage, using the formula: cost = power (kW) x time (hours) x price (per kWh).
Food labels list the energy content of food in kilojoules (kJ).
Power: How quickly energy is transferred by a device (watts).
Energy resource: Something with stored energy that can be released in a useful way.
Non-renewable: An energy resource that cannot be replaced and will be used up.
Renewable: An energy resource that can be replaced and will not run out. Examples are solar, wind, waves, geothermal and biomass.
Fossil fuels: Non-renewable energy resources formed from the remains of ancient plants or animals. Examples are coal, crude oil and natural gas.

2. Non- renewable energy resources

Non-renewable energy resources are resources that will run out one day. Fossil fuels (coal, oil and natural gas) and nuclear fuels are examples of non-renewable resources.
Fossil fuels release energy when they are burnt.
- Advantage – large amounts of energy can be generated cheaply.
- Disadvantage – release large amounts of carbon dioxide that can cause global warming.

Nuclear energy is released from the radioactive substance decaying.
- Advantages – Large amounts of energy are released. No harmful gases are released.
- Disadvantage – nuclear waste is very dangerous and needs to be stored safely.

3. Renewable energy resources

Renewable energy resources will never run out. The resource can be used again to transfer energy.
An advantage of all renewable resources is that they do not release harmful gases such as carbon dioxide.
Solar panels generate electricity from light. Disadvantage – it is not always sunny.
Wind turbine generates electricity as the wind spins. Disadvantages – it is not always windy/they don't look nice.
Waves can generate electricity by turning a turbine. Disadvantage – they need a lot of waves to work.
Geothermal energy uses steam from hot rocks to turn a turbine. Disadvantage – not many suitable places.

4. The Law of conservation of energy

Energy cannot be created of destroyed, it can only be transferred from one energy store to another

5. Energy transfer and stores

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.

6. Work

Work is done and energy transferred when a force moves an object. The bigger the force or distance, the greater the work. Machines make work easier by reducing the force needed. Levers and pulleys do this by increasing the distance moved, and wheels reduce friction.
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.

7. Heating and cooling

The thermal energy of an object depends upon its mass, temperature and what it's made of. When there is a temperature difference, energy transfers from the hotter to the cooler object.
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.
Convection: Transfer of thermal energy when particles in a heated fluid rise.
Radiation: Transfer of thermal energy as a wave.

6	SCIENCE	REPRODUCTION	CYCLE 3	Year 7

1. Human reproduction

The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.

The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.

The menstrual cycle lasts approximately 28 days.

If an egg is fertilised it settles into the uterus lining.

Gamete: The male gamete (sex cell) in animals is a sperm, the female an egg.

Fertilisation: Joining of a nucleus from a male and female sex cell.

Reproductive system: All the male and female organs involved in reproduction.

Foetus: The developing baby during pregnancy.

Gestation: Process where the baby develops during pregnancy.

2. Parts of the female reproductive system

Ovary: Organ which contains eggs.

Oviduct, or fallopian tube: Carries an egg from the ovary to the uterus and is where fertilisation occurs.

Uterus, or womb: Where a baby develops in a pregnant woman.

Ovulation: Release of an egg cell during the menstrual cycle, which may be met by a sperm.

Menstruation: Loss of the lining of the uterus during the menstrual cycle.

Vagina: Where the penis enters the female's body and sperm is received.

Placenta: Organ that provides the foetus with oxygen and nutrients and removes waste substances.

Amniotic fluid: Liquid that surrounds and protects the foetus.

Umbilical cord: Connects the foetus to the placenta.

Cervix: ring of muscle at the top of the vagina.

3. Parts of the male reproductive system

Testicle (or testes): Organ where sperm are produced.

Penis: Organ which carries sperm out of the male's body.

Sperm duct: tube that carries sperm from the testes to the penis.

Scrotum: holds the testes slightly outside of the body.

4. Plant reproduction

Plants have adaptations to disperse seeds using wind, water or animals.

Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary.

Flowers contain the plant's reproductive organs.

Pollen can be carried by the wind, pollinating insects or other animals.

Pollen: Contains the plant male sex cells found on the stamens.

Ovules: Female sex cells in plants found in the ovary.

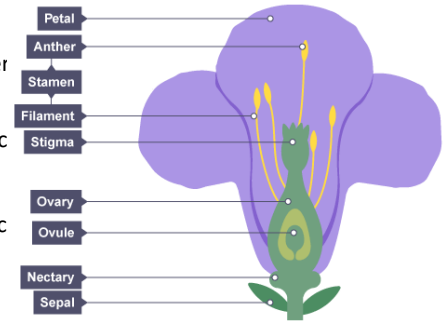
Pollination: Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.

Fertilisation: Joining of a nucleus from a male and female sex c

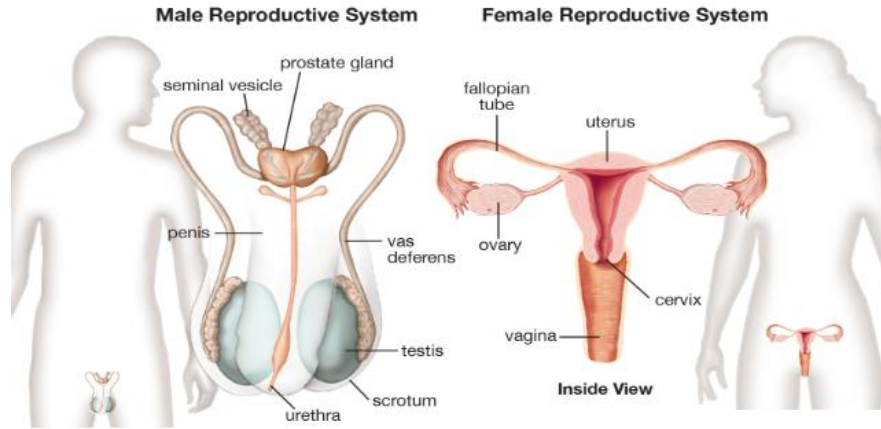
Seed: Structure that contains the embryo of a new plant.

Fruit: Structure that the ovary becomes after fertilisation, whic contains seeds.

Carpel: The female part of the flower, made up of the stigma where the pollen lands, style and ovary.



Human reproductive organs



7 History	Medieval Life	CYCLE 3	Year 7

Section A - Life in a Village

PEASANTS – poor farmers who lived in villages and grew crops for a living. Low status in society.
The life of a VILLEIN was harder they were considered as property by the Lord and needed his permission fro everything. (Freemen could leave the village at any time and were paid wages by the Lord)

Peasants lived in a village, in a one-roomed hut. Shared hut with animals. No chimney therefore the hut was smokey

They were farmers. Given land by the Lord to farm. They ate what they grew and sold the rest. 2-3 days a week they worked (for free) on the Lord's land.

Everyone was a Christian. The priest was an important person in the village. Peasants paid taxes to the Church and sometimes this would be given to charity. They were taught about the Bible, pray for forgiveness of sins, told how they could get to heaven, receive important messages about the world around them, receive sacraments such as baptism and marriage

Their health was very poor compared to us. Not many lived beyond 35 to 40 as knowledge of health and hygiene was poor

Section B – The Black Death

Symptoms of the Black Death

- 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 'bad smells' (miasma)
- 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'

Section C – Did Life Improve by 1500

Yes it did .....

- No more villeins – peasants could leave the village when they wanted
- There were more towns with more job opportunities (young people could learn a craft and set themselves up in business)
- For a time after the plague wages were high
- Some peasants could buy their own land
- When wages were high, houses improved, with fireplaces and chimneys
- After the plague some women were able to gain more independence, inheriting businesses if widowed
- The church for some became more powerful

No it did not .....

- The plague came back several times and thousands more people died
- People still couldn't cure major illnesses and most people only lived until the age of 40-50
- Wages went back down to the levels they were at before the plague, when the lords and barons complained to the king
- Most people were still farmers living off the land
- Bad weather could still lead to a complete failure of the harvest and starvation
- Some began to question the role and power of the church as some as a result of plague outbreaks

Section D – Structure of the Church

Christian Church – the Christian Church's power stretched across all of Europe and was known in the Middle Ages as Christendom. It was led by the Pope based in Rome.

The Pope - Held a position of power and respect, he supervised religious activities across Europe and made all the important religious decisions.

Archbishops - They followed and implemented the instructions of the Pope. They performed tasks following Church law and practices. Each Christian country may have several archbishops.

Bishop - A Bishop would be responsible for a smaller local area with many parishes and take orders from the Archbishop.

Priest - Each Priest would have a small community to guide in religious practices, they would be many Christians first point of contact with the Church.

Abbots. Monks and Nuns - This groups of people would have taken vows of obedience, poverty and chastity. They would live in a separate community but many Christians would go to monasteries or nunneries for help e.g education, medical attention, charity.

Section E – The Protestant Reformation

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.

Section F – Religious Differences

Catholics

Priests should be separate from Church goers, wear special clothes and remain celibate (unmarried)
Churches decorated with stain glass and statues of saints be displayed
The Bible should be in Latin and the Priest should relate its messages
The bread and wine in the Eucharist are the blood and body of Christ due to a miracle when performed

Protestants

Priests should wear simple plain clothes and be part of the congregation and are free to marry
Churches should be plain and simple without decoration
The Bible should be translated into all languages so everyone can read its meaning
The bread and wine in the Eucharist are symbols of the blood and body of Christ

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 – Distribution and Climate of hot deserts	**Distribution of hot deserts** Hot Deserts are distributed along Tropic of Cancer (15° to 35° north of Equator) and along Tropic of Capricorn (15° to 35° south of Equator). Air rises at Equator > air pushed north and south > north (to Tropic of Cancer) and south (to Tropic of Capricorn) > air cools high up in atmosphere > air sinks (high pressure) > air warms as it falls > no clouds can form > arid desert climate à dry **Climatic conditions** **During the Day -** temperature → no clouds (dry climate) → very hot → higher than 40°C in summer → 20-30°C even in winter **During the night -** temperature → no clouds to trap heat at night → very cold → below freezing → large diurnal (daily) temperature range **Precipitation** - very little rain → many months no rain → 250 mm annually (each year)
3 – Nutrient Cycle Key terms	**Abiotic -** non-living things → e.g. soil and climate **Biotic -** living things → e.g. plants and animals **Producer -** plant → absorb energy from sun → photosynthesis **Consumer -** organism → energy from eating producers or other consumers **Decomposer -** bacteria or fungus → energy by breaking down dead tissue **Food Chain -** linear connections between organisms that rely on each other for food **Food web - c**omplex hierarchy of plants and animals relying on each other for food **Nutrient Cycle -** organisms extract minerals for growth from soil or water → pass them through the food chain → then back to the soil and water

Week	Key Knowledge to learn
4 – Adaptations	**Adaptation -** physical / behavioural characteristics→ help plants and animals survive **Xerophytic - pl**ants that have adaptations to survive in hot and dry conditions **Cactus Roots -** long tap-roots → 7-10 m long → reach deep to find water **Cactus Spines -** spines (spikes) → lose less water than leaves, protection from animals **Cactus water -** water stored inside stems → called succulents → less transpiration **Camel Feet -** large feet → stops camel sinking into sand **Camel Hump -** hump on back→ stores fat (not water) → energy source for long journeys **Camel Eyelashes - d**ouble eyelashes→ keeps sand out eyes → especially during sandstorms
5 – Development in Desert Biomes	**Development - e**conomic development→ increasing money and jobs to improve place **Irrigation -** watering the land artificially → e.g. using sprinklers **Commercial -** commercial farming → farming business → food sold to supermarkets **Subsistence -** subsistence farming → growing just enough to feed only your family **Arable -** farming to grow crops (plants e.g. wheat) **Pastoral - f**arming to rear livestock (animals e.g. cattle) **Desertification -** healthy land on desert fringes (edges) turns to desert → loses nutrients **Sustainable -** using something so it will last and not harm planet for future people
6 – Threats and Sustainable Management in Deserts	**Threats** **Temperature -** extreme → 50°C → difficult to work in heat → development difficult **Water Supply** - water is limited → must be used sustainably → development difficult **Inaccessibility -** heat melts tarmac → travel difficult → development difficult **Sustainable Management** **Tree Planting** - plant trees→ roots reduce erosion→ sustainable→ less desertification **Building Earth dams -** These collect and store water in the wet season. The stored water is then used to irrigate crops in the dry season. **Growing crops as well as keeping animals** - The animal's manure is used to fertilise soil and help the crops to grow.

11 English	Shakespeare- The Tempest	CYCLE 3	Year 7

Box A: Shakespeare's Plays	
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
Dialogue	The conversation between two or more characters in a play
Aside	remarks made by characters which only the audience can hear
Soliloquy	where a character speaks their thoughts aloud to the audience
Rhyme	Where similar sounds are used at the ends of words.
Iambic Pentameter	A type of poetic rhythm that has 10 syllables per line, alternating between unstressed and stressed beats (e.g. "Shall I compare thee to a summer's day?").
Blank Verse	Unrhymed iambic pentameter, which is the most common style of Shakespeare's plays.
Dramatic Irony	When the audience knows something that the characters do not, creating tension or humour.

Box B: Big Ideas in 'The Tempest'	
Patriarchy	a society or organisation where men are more powerful. In Jacobean society, fathers or later husbands saw women as a possession.
Hierarchy	The uneven distribution of power where a small number of people hold the majority of the power
Great Chain of Being	The Great Chain of Being is like a ladder that shows the importance of everything in the world. The hierarchy of the Great Chain of Being starts with God at the top, followed by angels, humans, animals, plants, and non-living things.
Colonialism	The idea of taking over new lands and controlling the people there, shown in Prospero's rule over Caliban.
Nature vs Nurture	The question of whether people are shaped by their environment or their upbringing, seen in how Caliban and Miranda develop.
Betrayal & Loyalty	Characters either staying faithful or turning against each other, like Antonio betraying Prospero

Box C: Shakespearean Pronouns	
Thou	Used as the subject of a sentence, like "you" today. Example: *"Thou art my friend."* (Meaning: You are my friend.)
Thee	Used as the object of a sentence, like "you" today. Example: *"I give thee this book."* (Meaning: I give you this book.)
Thy	Used like "your" before a word that starts with a consonant. Example: *"Thy house is large."* (Meaning: Your house is large.)
Thine	Used like "your" before a word that starts with a vowel or as a replacement for "yours." Example 1: *"This is thine apple."* (Meaning: This is your apple.)

Box D: Literary Techniques	
Metaphor	A direct comparison between two unrelated things, suggesting that they share common characteristics.
Simile	A comparison using "like" or "as" to highlight similarities between two different things.
Imagery	Vivid and descriptive language that appeals to the senses (sight, sound, taste, touch, smell).
Symbolism	The use of objects, characters, or settings to represent abstract ideas or concepts.
Personification	Giving human qualities to non-human entities (animals, objects, etc.).
Hyperbole	Exaggeration for emphasis or effect.
Irony	A contrast between expectation and reality.
Juxtaposition	Placing two contrasting elements side by side to highlight their differences.

Box E: Language Terminology	
Noun	A word that represents a person, place, thing, or idea.
Verb	A word that expresses an action, occurrence, or state of being.
Adjective	A word that describes or modifies a noun.
Adverb	A word that modifies a verb, adjective, or other adverb.
Pronoun	A word that takes the place of a noun (e.g., he, she, it).
Conjunction	A word that connects words, phrases, or clauses (e.g., and, but, or).
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).

Week 1	Week 2	Week 3	Week 4	Week 5
1. radiator 2. antibiotic 3. want 4. industrial 5. rejoice 6. escaped 7. decreased 8. brusque 9. shrugging 10. apology	1. resentful 2. co-writer 3. blackbird 4. cigarette 5. grumble 6. felony 7. souvenir 8. beetroot 9. enhancement 10. judicial	1. tempura 2. weary 3. reticent 4. statement 5. fierce 6. portable 7. relief 8. delightful 9. reinforce 10. monotonous	1. tedious 2. impenetrable 3. cutter 4. horribly 5. dessert 6. general 7. drying 8. improvise 9. commissioner 10. rummage	1. suitable 2. predicted 3. auction 4. signature 5. plateau 6. culpable 7. prodigy 8. adventurous 9. danger 10. irrelevant
Week 6	Week 7	Week 8	Week 9	Week 10
1. Chemical 2. archery 3. electrical 4. football 5. appetite 6. intention 7. scaffolding 8. occur 9. knee 10. wrong	1. pioneer 2. guess 3. hatch 4. gesture 5. picture 6. adjustment 7. predators 8. merrily 9. perceive 10. electric	1. reliance 2. ridge 3. sincerely 4. unannounced 5. labelling 6. remained 7. lunar 8. humanitarian 9. unqualified 10. cloakroom	1. brethren 2. resistant 3. occasions 4. euphoric 5. practised 6. grief 7. drummer 8. hedge 9. advantage 10. progression	1. edible 2. delicatessen 3. vocabulary 4. versatile 5. badge 6. Britain 7. torch 8. addiction 9. ditch 10. territory
Week 11	Week 12	Week 13		
1. hesitated 2. bough 3. hangar 4. profiteer 5. embarrass 6. quit 7. youthful 8. women 9. musicians	1. pedestal 2. sign 3. unpleasant 4. answered 5. talons 6. amuse 7. vibrant 8. burnish 9. attachment	1. negligent 2. thatch 3. previous 4. alienate 5. sledge 6. erosion 7. shriek 8. translucent 9. hutch		

BOX 1: Sets and probability

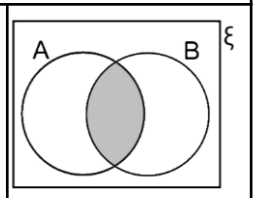
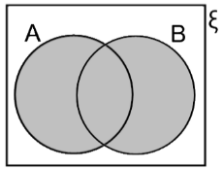
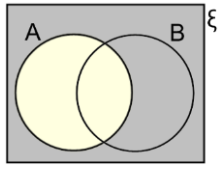
PROBABILITY NOTATION

P(A) =	The **probability of an event A**
P(A') =	The probability that event A **will not occur** = The complement of A.
P(A ∩ B) =	The probability that **both events A and B** will occur = **The intersection**.
P(A ∪ B) =	The probability that **event A or B or both** will occur = **The union**.

SETS

Set	A **collection of items** with one of each member
{ }	Brackets are written at the **start and end** when listing elements in the set.
ξ	The **universal set**
∈	'**element of a set**' or member of a set (a value in the set)
∉	'**not an** element of a set'
∅	The '**empty set**'
n(A)	The **number of** elements in a set A.

VENN DIAGRAMS

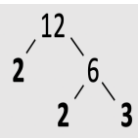
Venn Diagram	A diagram using circles or other shapes, to **show the relationship** between sets	
The Intersection	(A ∩ B) **In A and in B**	
The Union	(A ∪ B) **In A or in B or in both**	
The Complement	A' **Not in A**	

BOX 3: Addition and Subtraction of Fractions

FRACTIONS: ADDING AND SUBTRACTING MIXED NUMBERS

Addition and subtraction	You need to convert mixed numbers into **improper fractions** with a **common denominator**	$\frac{A}{B} + \frac{C}{B} = \frac{A+C}{B}$
Improper Fraction	A fraction when the **numerator** is greater than the **denominator**. *E.g.* $\frac{5}{3}$	
Mixed Number	A number written as a **whole number** with a **fraction.** *E.g.* $1\frac{2}{3}$	

BOX 2 : Prime number and proof

Multiple	The result of **multiplying** a number by an integer. *E.g. The 3rd multiple of 7 is* ***21.***	
Lowest Common Multiple (LCM)	The **lowest common number** in the **multiplication tables** of two or more different numbers.	
Factor	A quantity which **divides equally** into a number. *E.g. factors of 8 are* ***1, 2, 4 and 8.***	
Highest Common Factor (HCF)	The **highest factor** which belongs to two or more numbers.	
Prime Number	An integer greater than 1 that has **exactly two factors, 1 and itself.**	
Prime numbers	**2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31…**	
Prime Factor	A **factor** of a number which is also **prime.**	
Decomposition	To **break something down**	
Product of Prime Factors (prime factorisation)	A set of **prime factors** which **multiply** to give a number.	*E.g. prime factor tree*  12 = **2 x 2 x 3** or **2^2 x 3**
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.	
Square numbers	The answer when you **multiply a number by itself.** **1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144…**	
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…**	

FRACTION NOTATION

Vinculum → $\frac{3}{5}$ ← Numerator
Denominator ←

FRACTIONS: OPERATIONS

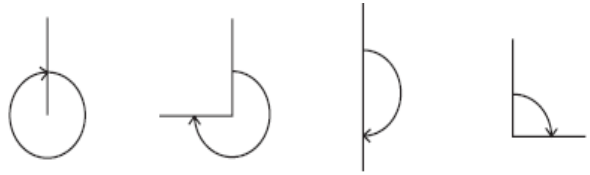
Add	You need a **common denominator**	$\frac{A}{B}+\frac{C}{B}=\frac{A+C}{B}$
Subtract	You need a **common denominator**	$\frac{A}{B}-\frac{C}{B}=\frac{A-C}{B}$

BOX 4: Geometric notation

TYPES OF ANGLE

Angle	A measure of **turn**
Acute Angle	An angle **less than 90°**
Right angle	**90°**
Obtuse Angle	An angle between **90° and 180°**
Straight line	**180°**
Reflex Angle	An angle between **180° and 360°**
A full turn	**360°**

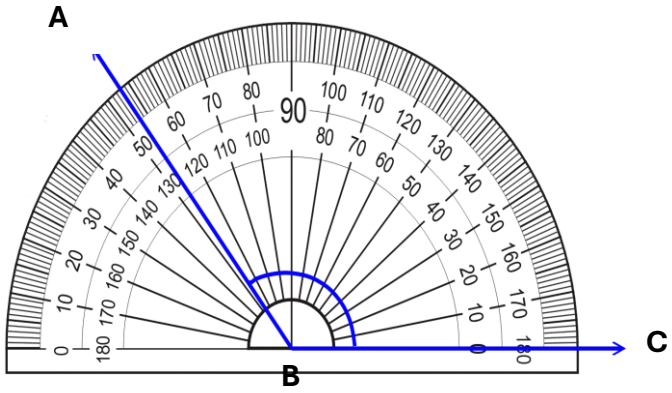
Full turn 360° | Three-quarter turn 270° | Half turn 180° | Quarter turn 90°



Anti-clockwise | Clockwise

To measure angle ∠ABC (the angle at B):

1. Place the centre of the protractor at the vertex where the lines AB and BC meet.
2. Place the zero line on the protractor over the line BC
3. From zero, go anti-clockwise until you meet the line AB
4. Read the angle 127°



BOX 5: Geometric reasoning

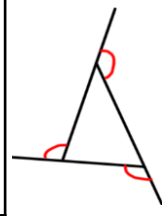
ANGLE RULES

Angles around a point	Add to **360°** (as they make a full turn)
Angles on a straight line	Add to **180°**
Vertically opposite angles	Are **equal**
Angles in a triangle	Add to **180°**
Angles in a quadrilateral	Add to **360°**

ANGLES IN PARALLEL LINES

Alternate angles	Are **equal**
Corresponding angles	Are **equal**
Co-interior angles	Add to **180°**

ANGLES IN POLYGONS: FACTS

Polygon	A **2D shape** with 3 or more **straight** sides	
Regular polygon	A polygon with **sides** that are all **equal** and **angles** that are all **equal.**	
Interior angle	An angle **inside** a polygon	
Sum of interior angles	**(n – 2) x 180°** where n is the number of sides	
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°**	

15 Religious Education	Multi faith Britain/Buddhism	CYCLE 3	Year 7

Week	Key Knowledge to learn
1 Keywords	• **Opinion** – a personal thought/feeling about something • **Fact** – Something that is factually true • **Beliefs** – Beliefs are what we accept as true but without always having proof or evidence. • **Values** - Values are things that we attach importance to and live • **Atheism** – When a person does not believe that God exists • **Agnosticism** – When a person in unsure whether God exists • **Inconsistent Triad** – The idea that as long as evil exists God cannot be both all loving and all powerful • **Benevolent -** God is all loving • **Omnipotent -** God is all powerful
2 Multi-Faith Britain	• **A multi-faith society is where lots of different faiths live side by side** • **Living alongside people of different backgrounds and religions can be a positive experience, but it can also have its challenges.** • **Problems arise if there is a lack of understanding, so it is important that people from different faiths come together and engage in discussion to better understand one another.** • **Interfaith dialogue - Discussions about different beliefs and practices.** • **Religious leaders can unite against global issues. For example, leaders could campaign together as a united voice against climate change.** • **There are lots of forums online that allow discussion regarding matters of belief, religious practice, and to share perspectives on moral issues.**
istory of Multi-faith Britain.	• **For many, diversity is something to be celebrated and in the UK people have religious freedom.** • **We are lucky to have religious freedom because it means that we are welcome to believe or not to believe in whatever religion we like as long as it isn't interfering with other people's rights.** • **Most people think it is a good thing because it means that we have a culture that keeps on developing: lots of different ideas, stories, food, music, fashion and the opportunity to learn about other faiths.** • **Religion has changed enormously in the UK and is made up of many different faiths and those who have no faith and religion.** • **According to the 2021 census, around 46% of the population identify as Christian which is approximately 27.5 million people** • **The second largest religion were Muslims with 6.5% of the population identifying as Muslim which is approximately 3.9 million people.** • **London is considered the most diverse region of the UK with the high**

Area	Key Knowledge to learn
4 Buddhism introduction	• Buddhism originated in India around 400BC, which is around 2500 years ago. It is a popular religion, with 360 million followers and is the fourth largest religion in the world. Buddhists do not believe in a supreme being or creator God, • It is generally accepted that Buddhism started with Siddhartha Gautama, an extraordinary and noble person, who came to be known as the Buddha • After Siddhartha was born, a prophecy foretold that he would be a great ruler or a holy man. The king wanted him to be a great ruler so he shielded his son from seeing any pain or suffering. Siddhartha lived a life of luxury in a palace. The king made sure his son had everything in the palace, so he wouldn't want to leave. • Siddhartha left his palace in his late 20's and Siddhartha witnessed four things (old man, sick man, dead man and a holy man) which changed his perspective on life. • Siddhartha wanted to find out about why people suffer and how it might be possible to end this suffering. He decided that he would leave the palace and his family behind to go into the world to try to find some answers. Siddhartha became an ascetic, which means he lived a simple life with no possessions and refused to do anything that would give him pleasure. He also tried to be disciplined in meditating to try to understand suffering. • Siddhartha continued to meditate over time and eventually became enlightened. He then became known as the **Buddha,** which means 'enlightened one'.
5 – Worship in Buddhism	• In Buddhism there is no single place of worship. This is because Buddhists can worship in the home or in the temple. Although Buddhists show devotion at home, they also use the temple as this is the heart of the community. • Buddhists mainly pray at a temple, however, there are other places of worship such as a shrine, stupa and meditation hall. • In Hinduism there are many forms of worship. One common form of worship in Buddhism is puja. Puja is the name for ceremonies that involve offerings, or gifts. • Buddhists use a variety of different methods in their devotional practice. Such as Mantras, mala and meditation. • The aim of these individual practices is to enable Buddhists to become more deeply devoted to Buddhism and to open themselves to understand the Buddha's teachings.
6 – Nature of human life and life after death	• Buddhists believe in a cycle of death and rebirth called samsara. Through karma and eventual enlightenment, they hope to escape samsara and achieve Nirvana, an end to suffering. • Buddhist believe in karma or 'intentional action'. Through good actions, such as helping those in need, and by developing concentration and wisdom, Buddhists hope to either gain enlightenment or to ensure a better future for themselves. • Good actions will result in a better rebirth, while bad actions will have the opposite effect. • Depending on the actions performed in previous lives, rebirth could be as a human or animal or even ghosts, demi-gods, or gods. Being born as a human is seen by Buddhists as a rare opportunity to work towards escaping this cycle of samsara. The escape from samsara is called Nirvana or enlightenment. • Once Nirvana is achieved, and the enlightened individual physically dies, Buddhists believe that they will no longer be reborn.

Box A – Drama Skills

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 non-verbally. E.g waving, thumbs up, shaking head.

Box B – Drama Techniques

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.
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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

Box C – The Tempest Key Characters

Prospero - the former and rightful duke of Milan, practices magic and has been living on an island after his dukedom was usurped by his brother Antonio.

Miranda - Prospero's daughter who falls in love with Ferdinand.

Ferdinand - the son of King Alonso; he must submit to a series of tests before Prospero allows him to marry Miranda.

Alonso - the king of Naples who helped Antonio usurp Prospero's dukedom. Alonso is so distressed by the thought of losing his son in the tempest that he repents his evil deeds and is forgiven by Prospero.

Antonio - Prospero's brother. He has maliciously usurped Prospero's dukedom but is forgiven in the end.

Box D – The Tempest Plot

The Tempest is a play about magic, betrayal, love and forgiveness. It is set on an island somewhere near Italy where Prospero, the one-time Duke of Milan, and his beautiful daughter, Miranda, live with a sprite called Ariel and a strange wildman called Caliban. Prospero is a powerful magician who creates a storm, or tempest, that sets the scene for the play. In the events that follow we see a plot to murder the King of Naples, a drunken scheme to kill Prospero and a romance between Miranda and the King's son, Ferdinand. In the end everyone is forgiven and they all set sail for home.

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.

Box E – Evaluation Sentence Starters

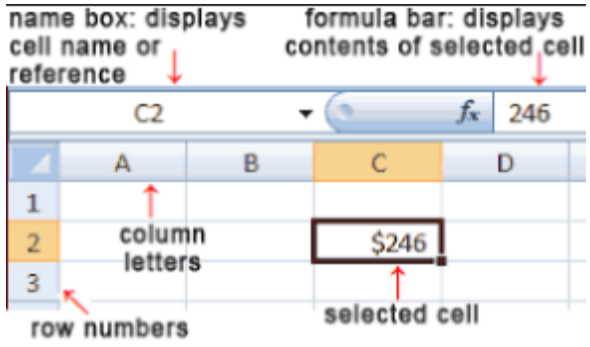
I have demonstrated multiple skills during my rehearsals. An example of this is when...

During my performance, I was good at demonstrating drama skills such as.... This is important because...

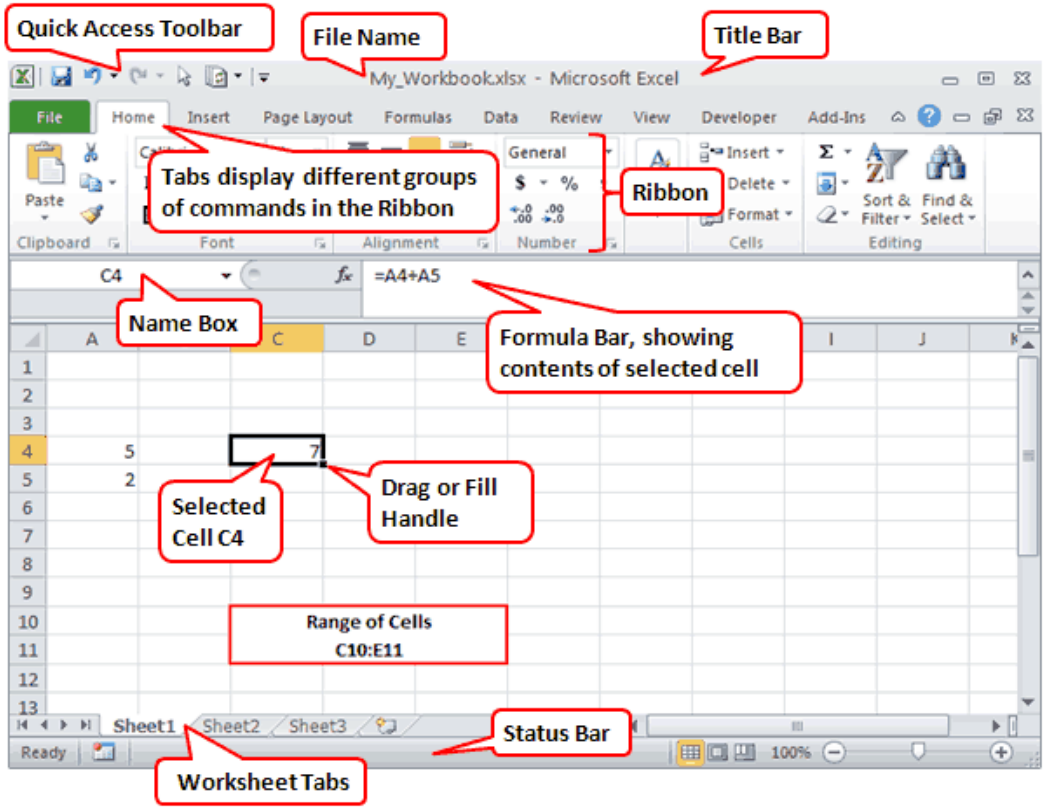
Within my work, I used a variety of drama techniques to improve my overall performance. For example, I used ..... This was effective because...

One area I would like to improve on is ... It is important to use this skill in performance because... I could improve on this skill by...

BOX 1: Spreadsheet Basics



	A	B
1	You type	The result
2	=10+10	20
3	=100-50	50
4	=10*10	100
5	=100/5	20
6	=B2+B3	70
7	=B4-B5	80
8	=B5*B2	400
9	=B8/B3	8



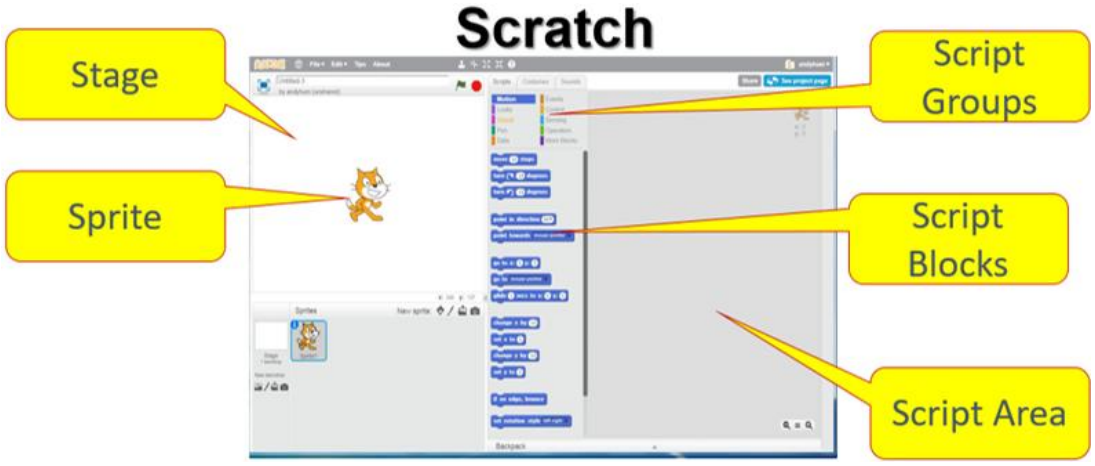
BOX 2: Spreadsheet Vocabulary

- Each page on a spreadsheet is called a **worksheet.**
- A **formula** tells the computer to process data held in specific cells.
- All formulas must begin with a = symbol.
- **Rows** start with numbers and run horizontal.
- **Column** start with letters and run vertical.
- When you click on a cell, that cell is then called an **Active cell.**
- **Pie chart** is a type of graph that displays data in a circular graph.
- **Bar chart** is a graph that shows horizontal bars with the values for the bars displayed on the bottom of the graph.
- **Line chart** is used to display trends over time and values are plotted on the graph.

Formula symbols used for basic calculations :

Operator	Symbol
Addition	+
Subtractions	-
Multiplication	*
Division	/

BOX 1: Scratch Basics



Green flag is used to run the program

Red button is to stop the program

BOX 2: Scratch Vocabulary

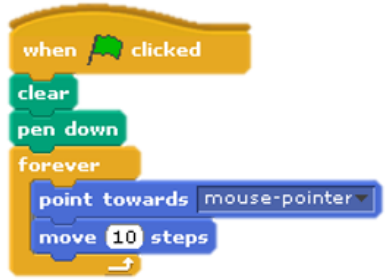
Variable in Scratch?

Variable is a placeholder for some value, so it can save numbers into this.

Example: you can create a variable name called points in Scratch, and this can be used to save points.

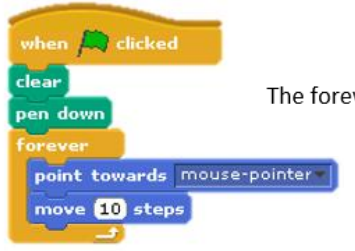
BOX 3 : Scratch Vocabulary

The forever loop:



The forever loop will continuously repeat the instructions of following the mouse pointer and moving 10 steps until the program is stopped.

Difference between the forever loop and the repeat loop



The forever loop will continuously repeat the instructions

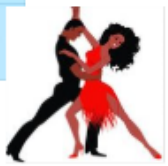
The repeat loop will only repeat the instructions 4 times.

BOX A: WHAT IS MAMBO?

- **Mambo** is a style of **Latin American music** from **Cuba**
- Mambo originated in the **1930s**
- Some common instruments are: **Piano, drums, 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 is for people to dance to.

BOX B: WHAT IS MAMBO?

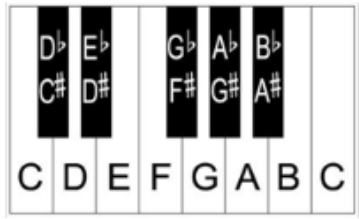
Mambo is a paired dance so you would dance with one other person

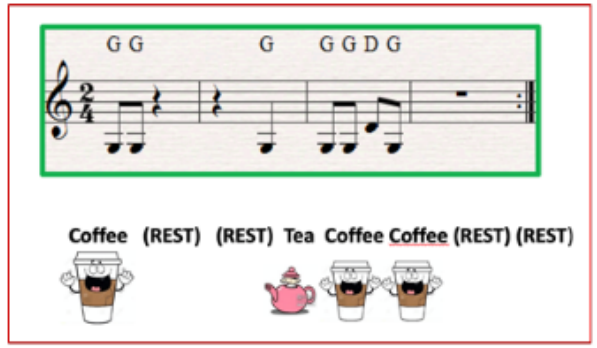


BOX C: WEST SIDE STORY

- A musical composed by **Leonard Bernstein** in 1957
- Tony & Maria meet at a dance where a piece of **Mambo** piece is heard
- **Romeo & Juliet** have been changed to **Tony & Maria**
- **West Side Story** is a modern retelling of **Shakespeare's Romeo & Juliet.**

Use the keyboard chart to find the notes for the piano parts





BOX D: KEY WORDS – MUSICAL DEVICES

Key Word	Definition
Unison	When performers perform the same thing at the same time
Polyrhythms	Performing different rhythms at the same time
Dynamics	How loud or quiet the music is
Accurate	Performing the music correctly
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right

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Miranda - Prospero's daughter who falls in love with Ferdinand.

Ferdinand - the son of King Alonso; he must submit to a series of tests before Prospero allows him to marry Miranda.

Alonso - the king of Naples who helped Antonio usurp Prospero's dukedom. Alonso is so distressed by the thought of losing his son in the tempest that he repents his evil deeds and is forgiven by Prospero.

Antonio - Prospero's brother. He has maliciously usurped Prospero's dukedom but is forgiven in the end.

Box D – The Tempest Plot

The Tempest is a play about magic, betrayal, love and forgiveness. It is set on an island somewhere near Italy where Prospero, the one-time Duke of Milan, and his beautiful daughter, Miranda, live with a sprite called Ariel and a strange wildman called Caliban. Prospero is a powerful magician who creates a storm, or tempest, that sets the scene for the play. In the events that follow we see a plot to murder the King of Naples, a drunken scheme to kill Prospero and a romance between Miranda and the King's son, Ferdinand. In the end everyone is forgiven and they all set sail for home.

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.

Box E – Evaluation Sentence Starters

I have demonstrated multiple skills during my rehearsals. An example of this is when...

During my performance, I was good at demonstrating drama skills such as.... This is important because...

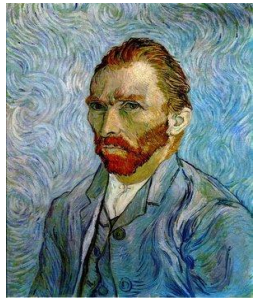
Within my work, I used a variety of drama techniques to improve my overall performance. For example, I used ..... This was effective because...

One area I would like to improve on is ... It is important to use this skill in performance because... I could improve on this skill by...

Section A: Portraiture

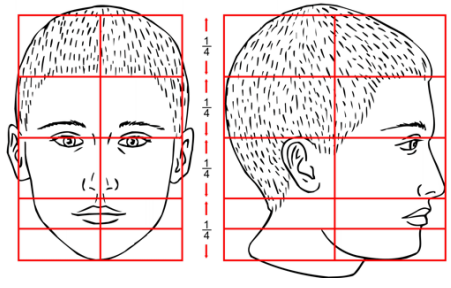
A portrait is a painting, sculpture or other artistic representation of a person in which the face and its expression is predominant.

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.



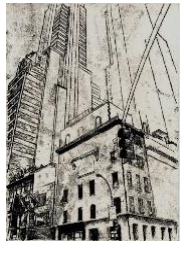
Section B: Portraiture and proportion

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.

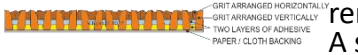
Slip; is a liquid mixture of clay suspended in water. It has many uses in the production of pottery, and other ceramic wares. Slip can be used to join two pieces of clay together.

Texture; is how a surface feels to the touch

BOX 1: Health and Safety

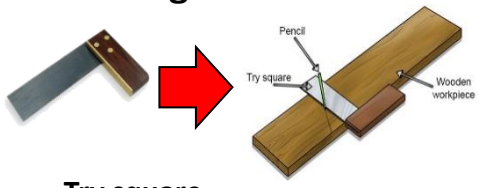
BOX 2: Finishing Tools/Equipment

Glass Paper
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 remove waste quickly. A sliding fence can be used when sanding at a required angle.

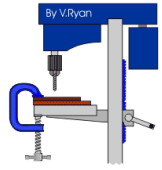
BOX 3: Marking out tools



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

BOX 4: Clamping and holding tools

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

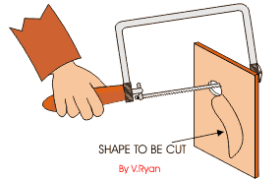


G CRAMP USED TO SECURE MATERIAL TO THE TABLE BEFORE DRILLING

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



Coping Saw
Used for making curved cuts in wood.

Tenon Saw
Used for making straight 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.

Forstner Bit
For drilling large, flat bottomed holes into wood.

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

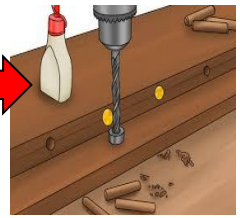
BOX 6: Permanent Jointing Techniques

***Permanent Joint*:**
When we do not want to take the pieces apart again E.G. Glues & Jointing

The Dowel Joint

A dowel is a cylindrical rod, usually made from wood, plastic, or metal. Dowels are commonly used as structural reinforcements in furniture.

Accurate drilling of holes for wooden dowels. Dowel joint is then assembled using PVA glue

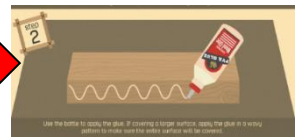


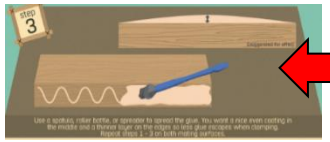
PVA or Wood Glue used to make permanent joints with wood.

Glued Joints

1. Ensure pieces fit together correctly and are smooth and free of any dust.

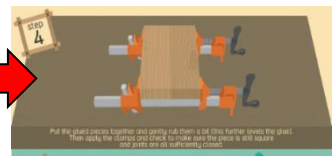
2. Apply wood glue/PVA to wood joint and ensure enough is applied to cover entire surface.





3. Spread glue using a spatula to evenly cover the entire surface.

4. Carefully apply pressure to the glued joint using clamps. Check the joint has closed up fully.



5. Remove excess glue with a damp cloth and allow the glue to dry over night.

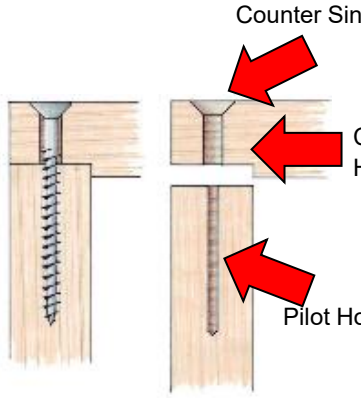
BOX 7: Temporary Jointing Techniques

Temporary Joint:
When we will, or might need to take pieces apart again E.G. Screws and nails

Wood Screws

A screw is a type of fastener typically made from metal with an external thread, Screws are available in a wide range of shapes/sizes and are commonly used to fasten wood together.

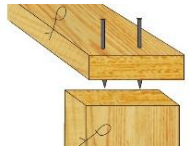
Wood screws are driven into the wood using a screwdriver or cordless screw driver/drill



Wood screws are are available in different head types including slotted, phillips & pozidriv.

Nails

In woodworking and construction, a nail is a small object made of metal which is used to fasten pieces of wood together.



Small nails can be pulled out of the wood using a pair of pincers.

The **large round wire nail** is used for general joinery. **Oval wire nails** don't split the wood as easily as the round nails. **Panel pins** are used to hold thin sheets of wood to a thicker piece of wood. **Staples** can be used to hold wire mesh into place on a wood frame.