

2023/2024

Cycle 2 Knowledge Navigator

Morning meeting homework

100% Sheets

Year 7

Name:

Form:

YEAR 7 Cycle 2 Knowledge Navigator

Contents page

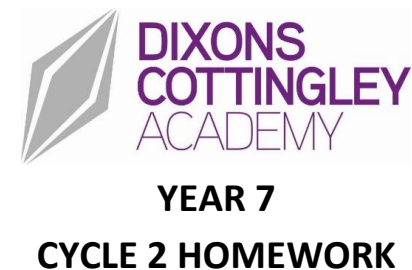
Morning meeting homework

4	Homework schedule
5	French
7	Science: Cells and life processes
8	Science: Forces
9	Science: Science Skills
10	History
12	Geography
14	English
15	Spellings

100% Sheets

16	Maths
19	RE
21	French
28	Drama
29	Music
30	Art
32	Design Technology
34	IT

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	11/12/23	French Page 5 Week 1	01/01/24	Bank Holiday	08/01/24	French Page 5 Week 3	15/01/24	French Page 5 Week 4	22/01/24	French Page 5 Week 5
Tuesday	12/12/23	Science Page 7 Box 1/2	02/01/24	Science Page 7 Box 3/4	09/01/24	Science Page 7 Box 2/5	16/01/24	Science Page 8 Box 1/2	23/01/24	Science Page 8 Box 3/4
Wednesday	13/12/23	Geography Page 12 Week 1 Sparx Maths	03/01/24	History Page 10 Box A Sparx Maths	10/01/24	Geography Page 12 Week 3 Sparx Maths	17/01/24	History Page 10 Box B Sparx Maths	24/01/24	Geography Page 12 Week 5 Sparx Maths
Thursday	14/12/23	Staff only	04/01/24	English Page 14 Box 1.2	11/01/24	English Page 14 Box 1.3 (1-7)	18/01/24	English Page 14 Box 1.3 (8-14)	25/01/24	English Page 14 Box 1.4
Friday	15/12/23	Staff only	05/01/24	Spellings Week 2 Page 15	12/01/24	Spellings Week 3 Page 15	19/01/24	Spellings Week 4 Page 15	26/01/24	Spellings Week 5 Page 15
	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	29/01/24	French Page 5 Week 6	05/02/24	French Page 5 Week 7	19/02/24	French Page 6 Week 8	26/02/24	French Page 6 Week 9	04/03/24	French Page 6 Week 10
Tuesday	30/01/24	Science Page 9 Box 1/2/7	06/02/24	Science Page 9 Box 3/4/7	20/02/24	Science Page 9 Box 3/6/7	27/02/24	Science Page 7 Box 1/2	05/03/24	Science Page 7 Box 3/4
Wednesday	31/01/24	History Page 10 Box C Sparx Maths	07/02/24	Geography Page 13 Week 7 Sparx Maths	21/02/24	History Page 11 Box D Sparx Maths	28/02/24	Geography Page 13 Week 9 Sparx Maths	06/03/24	History Page 11 Box E Sparx Maths
Thursday	01/02/24	English Page 14 Box 1.1	08/02/24	English Page 14 Box 1.2	22/02/24	English Page 14 Box 1.3 (1-7)	29/02/24	English Page 14 Box 1.3 (8-14)	07/03/24	English Page 14 Box 1.4
Friday	02/02/24	Spellings Week 6 Page 15	09/02/24	Staff only	23/02/24	Spellings Week 8 Page 15	01/03/24	Spellings Week 9 Page 15	08/03/24	Spellings Week 10 Page 15
	Week 11		Week 12		Week 13					
Monday	11/03/24	French Page 6 Week 11	18/03/24	French Page 6 Week 12	08/04/24	French Page 6 Week 13				
Tuesday	12/03/24	Science Page 7 Box 2/5	19/03/24	Science Page 8 Box 1/2	09/04/24	Science Page 8 Box 3/4				
Wednesday	13/03/24	Geography Page 13 Week 11 Sparx Maths	20/03/24	History Page 11 Box F Sparx Maths	10/04/24	Geography Page 13 Week 13 Sparx Maths				
Thursday	14/03/24	English Page 14 Box 1.3 (1-7)	21/03/24	Staff only	11/04/24	English Page 14 Box 1.4				
Friday	15/03/24	Spellings Week 11 Page 15	22/03/24	Staff only	12/04/24	Spellings Week 13 Page 15				



French	Technology	CYCLE 2	Year 7
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Week 1				Week 2		Week 3	
Technology Verbs				Technology nouns			
jouer	to play	écouter	to listen	des recherches	some research	toujours	always
naviguer	to surf	surfer	to surf	des films	some films	des fois	at times
téléphoner/appeler	to phone / call	passer	to spend time	des réseaux sociaux	some social networks	quelquefois	sometimes
texter	to text	regarder	to watch	des achats en ligne	some purchases online	tous les jours	every day
utiliser	to use	rester	to stay	la musique	music	souvent	often
télécharger	to download	charger	to charge	un écran tactile	a touch screen	rarement	rarely
envoyer	to send	partager	to share	des jeux vidéos	some video games	jamais	never
sauvegarder	to save	parler	to speak	un portable	a mobile	de temps en temps	from time to time
connecter	to connect	intimider	to intimidate	une tablette	a tablet	la fin de la semaine	the end of the week
discuter	to discuss	relaxer	to relax	un ordinateur	a computer	normalement	normally

Week 4		Week 5		Week 6		Week 7	
Opinions		Technology adjectives		Negative Structures		For and against	
j'aime	I like	facile/difficile	easy / difficult	ne... jamais	never	je suis pour/contre	I am for / against
je déteste	I hate	util/inutile	useful / useless	ne... ni.... ni...	neither	je suis en faveur de	I am in favour of
je préfère	I prefer	pratique	practical	ne... pas	not	je ne crois pas que	I do not believe that
j'adore	I love	rapide	fast	ne... personne	nobody	je ne pense pas que	I do not think that
je n'aime pas	I don't like	lent	slow	ne... plus	no longer	je ne trouve pas que	I do not find that
je pense que	I think that	compacte	compact	ne... que	only	c'est vrai que	it is true that
je crois que	I believe that	moderne/vieux	modern/old	ne... rien	nothing	ce n'est pas vrai que	it is not true that
je trouve que	I find that	antisocial	antisocial	il n'y a pas de	there is not	c'est faux que	it is false that
à mon avis	in my opinion	cher	expensive	ce n'est pas	it is not	c'est correcte que	it is true that

French	Hobbies	CYCLE 2	Year 7
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Week 8		Week 9		Week 10		Week 11	
Hobbies verbs		Opinions		Adjectives		Sports	
jouer	to play	j'aime	I like	intéressant	interesting	la natation	swimming
faire	to do	j'adore	I love	ennuyeux	boring	la gymnastique	gymnastics
aller	to go	je n'aime pas	I don't like	super	super	la voile	sailing
écouter	to listen	je déteste	I hate	atroce	atrocious	le ski	skiing
regarder	to watch	je préfère	I prefer	marrant	funny	le cyclisme	cycling
manger	to eat	mieux que	better than	nul	rubbish	le foot	football
relaxer	to relax	pire que	worse than	amusant	fun	le volley	volleyball
chanter	to sing	le meilleur	the best	fantastique	fantastic	la boxe	boxing
danser	to dance	le pire	the worst	barbant	dull, tiresome	la plongée	diving
lire	to read	ce qui est bien/mal	what is good/bad	relaxant	relaxing	le tennis	tennis



Week 12		Week 13	
TV Programs		Adjectives for TV Programs	
un film d'aventure	an adventure film	formidable	incredible
une comédie	a comedy	super	super
un dessin animé	a cartoon	amusant	fun
un film historique	a historical film	effrayant	scary
un film d'horreur	a horror film	triste	sad
un film policier	a police film	enfantin	childish
une comédie musicale	a musical	drôle	funny
un film romantique	a romantic film	intéressant	interesting
un western	a western	réaliste	realistic



1. Multicellular vs. unicellular

Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.

There are many types of cell. Each has a different structure or feature so it can do a specific job.

Specialised cells include; sperm cells, nerve cells, red blood cells, palisade cells, root hair cells.

Cell: The unit of a living organism, contains parts to carry out life processes.

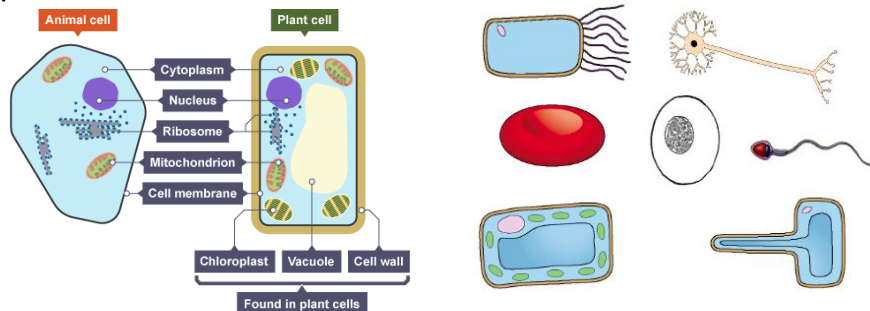
Uni-cellular: Living things made up of one cell.

Multi-cellular: Living things made up of many types of cell.

2. Cell organelles

Organelle	Function
Nucleus	Contains genetic material (DNA) which controls the cell's activities.
Cell membrane	Surrounds the cell and controls movement of substances in and out.
Cytoplasm	Jelly-like substance where most chemical processes happen.
Mitochondria	Site of respiration, where energy is released from food molecules.
Ribosomes	Site of protein synthesis.
Cell wall	Supports & strengthens the cell, in plant cells it is made of cellulose.
Chloroplast	Absorbs light energy so the plant can make food.
Vacuole	Contains liquid, and used to keep the cell rigid and store substances.

3. Specialised cells



4. Levels of organisation

Tissue: Group of one type of cells working together to perform a function.

Organ: Group of different tissues working together to carry out a job.

Organ system: Group of different organs working together to perform a function.

Diffusion: One way for substances to move into and out of cells.

Structural adaptations: Special features to help a cell carry out its functions.

5. Systems of the body

Immune system: Protects the body against infections.

Reproductive system: Produces sperm and eggs, and is where the foetus develops.

Digestive system: Breaks down and then absorbs food molecules.

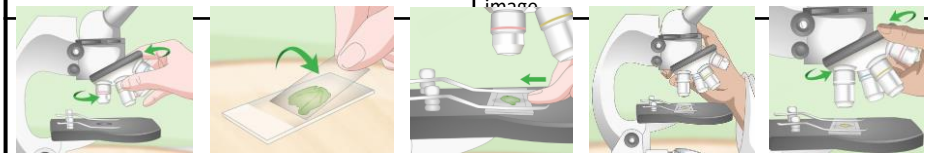
Circulatory system: Transports substances around the body.

Respiratory system: Replaces oxygen and removes carbon dioxide from blood.

Muscular skeletal system: Muscles and bones working together to cause movement and support the body.

6. Using a light microscope

- | | |
|---|--|
| 1. Place the microscope on a flat surface and switch on the light (or tilt the mirror) and ensure the stage is fully down. | 5. Rotate the coarse focusing knob until an image is seen. |
| 2. Turn to the smallest objective lens (usually x4). | 6. Use the fine focusing knob to get a clear image. |
| 3. Place the specimen on the slide and cover with a cover slip. This protects the specimen and the objective lens. Always hold the edges of the slide and handle with care to avoid cuts. | 7. Turn the objective lens to the x10 magnification objective lens and adjust with the fine focusing knob. |
| 4. Place the slide on the microscope stage and secure with the clips. | 8. If possible, turn to the x40 objective lens. Again, only use the fine focusing knob to achieve a clear image. |



1. Mass and weight

Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength. Every object exerts a gravitational force on every other object. The force increases with mass and decreases with distance. Gravity holds planets and moons in orbit around larger bodies. On Jupiter your weight would be more than on earth because it has more gravity: but your mass would be the same on both.

Weight can be calculated by using the formula:

$$\text{weight (in N)} = \text{mass (in kg)} \times \text{gravitational field strength (in N/kg)}$$
 Weight: The force of gravity on an object (N).
 Mass: The amount of stuff in an object (kg).
 Gravitational field strength, g: The force from gravity on 1 kg (N/kg), g on Earth = 10 N/kg but on the moon it is only 1.6 N/kg.
 Field: The area where other objects feel a gravitational force.
 Non-contact force: One that acts without direct contact.

2. Balancing forces

<u>Balanced force</u>	<u>Unbalanced force</u>
Equal and opposite forces	When two forces acting on an object are NOT EQUAL.
An object that is not moving stays still (stationary)	An object that is not moving starts to move
An object that is moving continues to move at the same speed and in the same direction	An object that is moving changes speed (accelerating /negative accelerating) or direction

3. The Solar system

The solar system consists of the Sun at the centre, with 8 planets and smaller objects such as asteroids and comets in orbit around it.

Mercury	Mercury is the closest to the Sun and Neptune the furthest.
Venus	Neptune takes the longest time to orbit the Sun and Mercury the shortest.
Earth	Jupiter is the largest planet.
Mars	Jupiter has 63 moons
Jupiter	The red spot on Jupiter is a storm bigger than the Earth.
Saturn	Neptune is the coldest of the eight planets.
Uranus	Earth is the only planet (that we know of) that has life on it.
Neptune	Pluto is further away than Neptune and is a dwarf planet.

This sentence is a way to remember the correct order:
My Very Enthusiastic Mother Just Served Us Noodles!

4. Days and nights

A planet spins on its axis as it orbits the Sun. A day is the time it takes for a planet to turn once on its axis. An Earth day is 24 hours long

The Sun lights up one-half of the Earth, and the other half is in shadow. As the Earth spins, we move from shadow to light and back to shadow and so on.

The Sun appears to move from east to west. This is because the Earth turns from west to east.	The Sun appears to: <ul style="list-style-type: none"> Rise in the east Set in the west Be due south at midday
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One way to remember which way the Earth turns is to remember 'we spin', which means that we (the Earth) spins from west to east.

1. Equipment

Heat proof mat

Protects the desk from spills or heat damage



Bunsen burner

Air hole open = blue flame
Air hole closed = safety flame
Only pick it up by the blue base



Tripod

Holds equipment safely above a Bunsen burner



Gauze

Goes on top of the tripod, beakers can then be placed safely on top



Beaker

Used to carry out reactions in.
Can also be heated



Measuring cylinder

Used to accurately measure a volume of liquid



Thermometer

Used to measure the temperature of liquids



2. Table of results

When drawing a table of results you need to remember 5 rules;

1. Use a ruler and a sharp pencil to draw your table.
2. Make sure that there is space for all of your data (inc. repeats and a mean if necessary).
3. Include headings with units (if required).
4. Complete the table with the data.
5. Calculate the mean if required.

Independent variable (units)	Dependent variable (units)			
	1 st time	2 nd time	3 rd time	Mean
XX	22	23	23	22.7

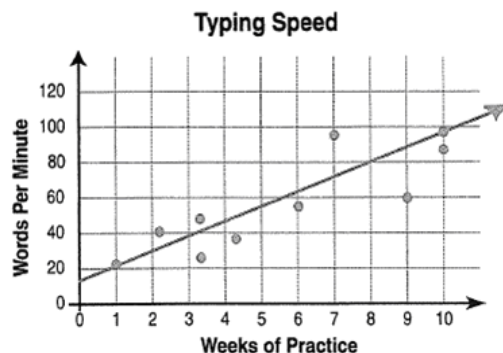
To calculate the mean average add up all the results (22+23+23) = 68
Then divide by the number of test you did 68/3 = 22.6666666



3. Graphs

When drawing a table of results you need to remember 5 rules;

1. Use a pencil and ruler to draw the axes.
2. Label both axes, including units if required.
3. Make sure each scale goes up in even amounts.
4. Plot all points carefully.
5. Draw a line-of-best-fit as close to all the points as possible. The line-of-best-fit may be a straight line or a curve.



4. Conclusion

In the conclusion you need to explain what your results have shown you.

For instance: In my experiment I found out that as X increases, Y decreases.
e.g. From the graph in section 3, the conclusion would be:
As the number of weeks practice increases the number of words typed per minute increases, up to a maximum of 100 words per minute.

5. Graphs

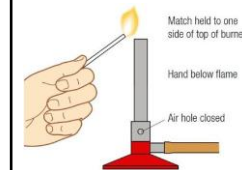
Continuous variable: Has values that can be any number.
Discontinuous variable: Has values that are words or discrete numbers.
Bar chart/column graph: Displays the values of categories.
Line graph: Shows the relationship between two continuous variables.
Pie chart: Shows the proportions or percentages that make up a whole.
Line of best fit: A straight or curved line drawn to show the pattern of data points.

6. Variables


Scientific enquiries: Different ways to investigate including observation over time, fair test and pattern seeking.
Variable: A factor that can be changed, measured and controlled.
Independent variable: What you change in an investigation to see how it affects the dependent variable.
Dependent variable: What you measure or observe in an investigation.
Control variable: What needs to be kept the same throughout the experiment


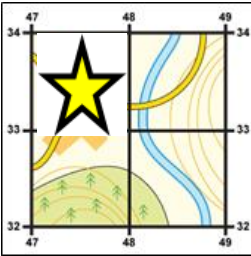
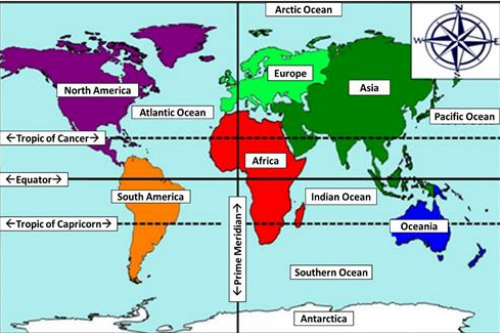
7. How to light a Bunsen burner

1. Connect hose to gas tap
2. Make sure the air hole is closed
3. LIGHT THE MATCH and place near the top of the Bunsen burner
4. Turn on gas LAST



History		The Norman Conquest		Cycle 1	Year 7
BOX	Key Knowledge to learn				
SECTION A – Key Terms	<ul style="list-style-type: none"> Cause - Every historical event occurred because of a series of events that happened beforehand. Things that directly lead to another event are called 'Causes'. Some causes occurred immediately before the event began, while others existed for several years before they caused the event. Consequence - a result or effect, typically one that is unwelcome or unpleasant. Diversity – different experiences and outcomes depending on a persons social, economic or religious background Significance – the quality of being worthy of attention; importance. Change - make (someone or something) different; alter or modify. Continuity - when something or someone stays the same for a long period of time 		<ul style="list-style-type: none"> Barons – nobles who fought for William at Hastings and were rewarded with large areas of land to control for him Domesday Book – A record of all land and property completed in 1086 Feudalism – Norman way of organising society so that everyone is loyal to the king Knights – Soldiers who were given land in the Feudal system Peasants – Ordinary people, who worked on the land had to serve their feudal master often a knight 		
SECTION B – The Battle of Hastings	Harold Godwinson had defeated Harold Hardrada at the Battle of Stamford Bridge on 25 September 1066. Three days later, William of Normandy invaded England, seeking to claim the throne.				
	William and Harold fought at the Battle of Hastings on 14 October. William was victorious and was crowned King of England on Christmas Day, 1066.				
		Harold's Army	William's Army	What happened during the battle of Hastings?	
	Types of soldiers	Harold's army was largely made up of the fyrd and housecarls.	William had a range of soldiers available to him: cavalry, archers and foot soldiers.	<ul style="list-style-type: none"> The Battle of Hastings began at 9am on 14 October 1066. Harold's army was lined up at the top of Senlac Hill, forming a shield wall facing down against William's army. At the start of the battle, William's archers fired their arrows up towards Harold's army but were struggling to break through the shield wall. William's cavalry then tried to charge up the hill, but they also could not break past the defensive line and were beaten back by Harold's men. A rumour spread through the Norman army that William had been killed, but he lifted his helmet and rode past his troops to show them he was still alive. Harold's position was looking strong, but William ordered his soldiers to advance part way up the hill and then pretend to retreat. Harold's remaining soldiers lost motivation when news of his death spread across the battlefield. Some fled, and the ones who stayed to fight were left with little hope. 	
Size	It is believed Harold had between 7,000 and 8,000 soldiers at Hastings.	Most historians think William's army was also between 7,000 and 8,000 soldiers.			
Energy	Harold's army were tired from just defeating Harald Hardrada at Stamford Bridge.	William's army were well-rested and ready for battle.			
Section C – The Consequences of the Battle of Hastings	<p>Why did William win?</p> <p>Tiredness: Harold's army had to march north to fight Harald Hardrada at Stamford Bridge, before turning back to march to the south to face William at Hastings. Many of the English army had been killed and the those who were left would have been extremely tired.</p> <p>Tactics: William's army pretended to retreat, tempting Harold's army into losing their strong defensive position to run after them. William's army was then able to turn round and attack Harold's weakened position.</p> <p>Army strength: William had a greater range of soldiers for the battle. As well as foot soldiers, he had a cavalry and more skilled archers. This gave his side a big advantage in the range of tactics and attacks they could carry out.</p> <p>Leadership: William was on horseback and had an overview of the whole battlefield. When a rumour went round his army that he had been killed, he lifted his helmet to show them he was still alive. In contrast, Harold was on foot and was unable to stop his army losing their discipline and chasing down Senlac Hill after William's retreating soldiers.</p> <p>What happened after the Battle of Hastings?</p> <p>Winning the Battle of Hastings was only the beginning of the Norman Conquest. It was a turbulent time for England, with three kings in one year. After William won the Battle of Hastings, his army had to capture and subdue towns across the southeast. The Normans were not welcomed with open arms, suggesting that many English people were not happy about the change in leadership.</p>				

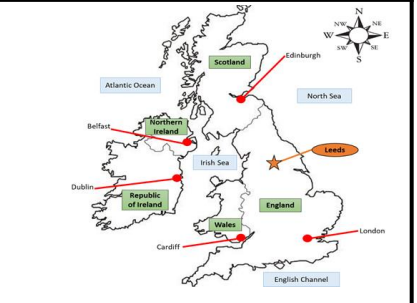
History	Eleanor of Aquitaine	Cycle 1	Year 7
SECTION D – William’s methods of control	<p>William is remembered as a harsh king. During his reign, William crushed rebellions, overhauled society and built a series of imposing castles across England to establish control.</p> <p>The Harrying of the North</p> <ul style="list-style-type: none"> Many Anglo-Saxons opposed the Norman Conquest and William faced a series of rebellions. They were posing a real challenge to William’s control of the north of England. William defeated the rebellion, but he still didn’t trust the rebels. He came to an agreement with the Danes, paying them to leave the country if they left without a fight. He was significantly less lenient with the English. In the north-east of England, from 1069 to 1070, William ordered villages to be burned to the ground, farm animals to be slaughtered, and crops to be destroyed. This is called the Harrying of the North. Thousands of people were killed and many more died of starvation over the next few years. There is some uncertainty over how many people were killed, but the Domesday Book shows the population in the North decreased by 75%. People were either killed, died of starvation or moved away. <p>The Feudal System - The feudal system shows the hierarchy of different groups of people in medieval society.</p> <ul style="list-style-type: none"> The king was at the top of society, and therefore at the top of the feudal system. To manage this, he gave large areas of land to noblemen, including the clergy, lords and barons, in return for them raising him money and an army. The nobility were below the king in the hierarchy. They would distribute some of their land to knights, who would raise an army to fight for the king when needed. Noblemen would also let peasants live and work on the land, in return for taxes and food. The nobility became wealthy from rent raised from peasants they let farm on the land. Peasants were the largest and lowest group in medieval society, making up over 90% of the population. Most peasants were villeins and they were at the bottom of the system. <p>The Domesday Book</p> <ul style="list-style-type: none"> The Domesday Book was a survey of England to establish what every person owned. This helped William establish control over England and raise taxes. 		
SECTION E – Motte and Bailey Castles	<p>William rewarded his loyal supporters with large areas of land in England, which helped him control the country. The Norman conquerors were unpopular with many people in England, so they quickly built motte-and-bailey castles all over the country to protect themselves and send out a warning to people that they were here to stay and keep control.</p> <ul style="list-style-type: none"> Castles were built in prominent positions, on high ground overlooking villages or towns. These imposing structures would have been the largest buildings people in medieval England had ever seen. William hoped the building of castles across England would intimidate people into accepting the Norman conquest. <p>Motte and Bailey Castles</p> <p>Motte-and-bailey castles were built from wood and the keep was constructed on top of a small hill, called a motte. At the bottom of the motte, was a bailey, which was an enclosed group of houses and farmland for soldiers and workers to live in. These castles were protected by a palisade, which was a tall wooden fence, and they usually had a ditch or moat around them. The Normans built these castles on the tops of hills so that they would look imposing and intimidating.</p> <p>These castles weren’t built to last a long time, but they could be built quickly within a few days. It is estimated over five hundred motte-and-bailey castles were built in the two years after the Norman conquest.</p> 		
SECTION F – Eleanor of Aquitaine	<p>Who was Eleanor of Aquitaine?</p> <ul style="list-style-type: none"> Eleanor was the elder daughter of William, tenth Duke of Aquitaine. She was raised in one of Europe’s most cultured courts and given an excellent education. She later became an important patron of poets and writers. The death of Eleanor’s only brother, and of her father in 1137, left her with a vast inheritance. At just 15-years-old, she had suddenly become the most eligible heiress in Europe. That same year she married Louis, heir to Louis VI of France, who shortly afterwards became king as Louis VII. The couple had two daughters. <p>Why was she an influential figure?</p> <ul style="list-style-type: none"> In 1147, Eleanor accompanied her husband on the Second Crusade, travelling to Constantinople and Jerusalem. The Crusade was a failure and relations between Eleanor and her husband, already poor, deteriorated even further. Louis soldier’s respected Eleanor more and saw her as a better leader. Eleanor’s failure to produce a son contributed considerably to this tension, and in 1152 they were divorced. Two months later Eleanor married Henry of Anjou, who in 1154 became king of England. The couple had five sons and three daughters. Eleanor played an active part in the running of Henry’s empire, travelling backwards and forwards between their territories in England and France. In 1173 two of Eleanor’s sons involved her in a plot against their father, and as a result Henry imprisoned her. After Henry’s death in 1189, his eldest son, Richard I, ordered his mother’s release. In 1190, she acted as regent in England when Richard went to join the Third Crusade. She even played her part in negotiations for his release after he was taken prisoner in Germany on his way home. 		

Geography		Geographical skills		CYCLE 1	YEAR 7	
Week	Key Knowledge to learn					
1 – Key Terms	<p>Geography – the study of the Earth and its people</p> <p>Physical Geography - the study of natural features e.g. mountains, volcanoes, oceans</p> <p>Human Geography - the study of human activity e.g. economics, culture</p> <p>Environmental Geography - the study of interactions between people and nature e.g. climate change</p> <p>Social – The study of people</p> <p>Economic – The study of money</p> <p>Environmental – The study of physical landscapes around us e.g. animals, plants</p>					
3 – Map Skills	<p>A compass are important to show us which way we are going. T A good way to remember these points is a saying "Never East Shredded Wheat"</p> <p>There 8 compass points to read from.</p> <p>Reading a compass clockwise > north > north east > east > south east > south > south west > west > north west > north</p> <p>Contour lines > imaginary lines on maps > show how high land is above sea level > lines close together on map means land is steep in real life</p> <p>Measuring Distance on a map > To measure the straight-line distance is easy > You get a ruler and simply measure the distance between the two points > Then compare it to the scale at the bottom of the map page to find out how far it is in real life.</p> <p>grid references > used to find places on maps Golden rule for reading a grid reference is > 'Bottom left corner, along the corridor, up the stairs'.</p> <p>Grid reference of star is > 4733</p>					
5 – Global Geography	<p>Capital City - often the largest city and where the government is located</p> <p>City - is a large human settlement. It can be defined as a permanent and densely settled place</p> <p>Country - a nation with its own government, occupying a territory</p> <p>Continent - any of the world's main continuous expanses of land</p> <p>Continents and Oceans Map</p> <p>7 continents: Europe, Africa, Asia, Oceania, North America, South America, Antarctica</p> <p>5 oceans: Arctic, Atlantic, Indian, Pacific, Southern</p>					

Box	Key Knowledge to learn
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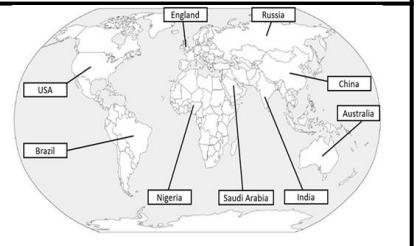
7 – UK and Europe

British Isles - 5 nations > Scotland (capital **Edinburgh**), **England** (capital **London**), **Wales** (capital **Cardiff**), **Northern Ireland** (capital **Belfast**), **Republic of Ireland** (capital **Dublin**)
Great Britain - 3 nations > Scotland (capital Edinburgh), **England** (capital London), **Wales** (capital Cardiff)
United Kingdom - 4 nations > Scotland (capital Edinburgh), **England** (capital London), **Wales** (capital Cardiff), **Northern Ireland** (capital Belfast)
Seas around the British Isles - North Sea (east of England), **English Channel** (south of England), **Irish Sea** (west of England), **Atlantic Ocean** (west of British Isles)
 Europe - **continent > large area of land > north of Equator > bordered by Arctic Ocean and Atlantic Ocean > countries such as the UK, Norway and Spain are located in the continent of Europe**
 European Union - a **group of 27 countries following similar laws** à the **UK left the EU on the 31st January 2020 (BREXIT)**



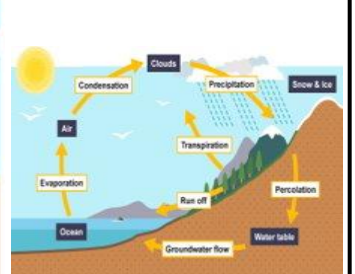
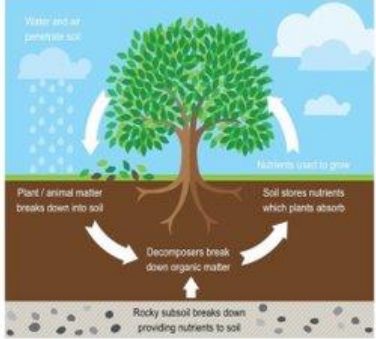
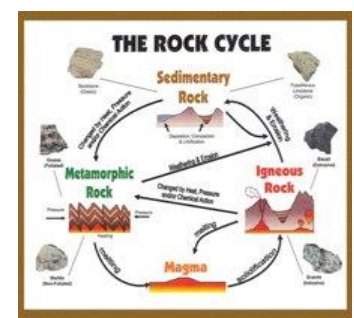
9 – Lines of Latitude and Longitude

Latitude - imaginary **horizontal lines** around the Earth à show **how far north or south a place is from Equator**
Longitude - imaginary **vertical lines** around the Earth > show **how far east or west a place is from Prime Meridian**
 Equator - line of **latitude > separates Northern Hemisphere from Southern Hemisphere > 0° latitude**
 Tropic of Cancer - line of **latitude > north of Equator > 23.5° N**
 Tropic of Capricorn - line of **latitude > south of Equator > 23.5° S**
 Prime Meridian - line of **longitude > separates Eastern Hemisphere from Western Hemisphere > 0° longitude**
 Northern Hemisphere - everything **north of Equator**
 Southern Hemisphere - everything **south of Equator**



11/13 – Cycles

The Rock Cycle - There are three main types of rock: igneous (for example, basalt and granite), sedimentary (for example, limestone, sandstone and shale) and metamorphic (for example, slate and marble). Rocks are continually changing because of processes such as large earth movements and are recycled over millions of years.
The Water Cycle - The **water cycle**, also known as the **hydrologic cycle** or the **hydrological cycle**, describes the continuous movement of water on, above and below the surface of the Earth
The Nutrient Cycle - The nutrient cycle is nature's recycling system. Materials such as carbon, nitrogen and water are recycled in the ecosystem. When organisms die, decomposition will recycle minerals and nutrients back to the environment.



1.1 Timeline of events**Act 1**

A tempest shipwrecks the King of Naples and his party who are returning back from a wedding. Prospero explains that it is all a part of his plot for vengeance.

Act 2

King Alonso is worried about what has happened to his son Ferdinand, Ariel enters, invisible, and sends them all to sleep. Antonio convinces Sebastian to kill his brother, Alonso. When Sebastian and Antonio raise their swords to kill Alonso, Alonso awakes.

Act 3

Prospero's daughter, Miranda, falls in love with King Alonso's son, Ferdinand. They plan to marry. Caliban, Stephano and Trinculo plot to kill Prospero.

Act 4

Prospero has set Ferdinand free and agrees to their marriage. He tells Ferdinand and Miranda that he agrees to the marriage

Act 5

Prospero forgives his brother and Alonso. Ariel is freed. All are united by the marriage between Ferdinand and Miranda.

1.2 Characters

1. Prospero	A sorcerer trapped on an island after Antonio betrayed him for the title of Duke of Milan.
2. Miranda	Prospero's daughter : brought to the island at a very young age, she has met few men and is often naïve . Compassionate , generous, loyal.
3. Ariel	Prospero's servant : a playful and magical spirit rescued by Prospero from the witch Sycorax. Mischievous but loyal .
4. Caliban	Prospero's servant : son of witch Sycorax, he believes the island is rightfully his. Rude, coarse and brutal .
5. Ferdinand	Son of Alonso : a pure character, he falls in love with Miranda at first sight.
6. King Alonso	King of Naples : helped Antonio usurp Prospero; but learns to regret his actions.
7. Antonio	Prospero's brother : power-hungry and foolish, he usurped Prospero. Plots to kill the King .
8. Sebastian	Alonso's brother : aggressive and cowardly. Easily persuaded to kill King Alonso.

1.4 Key Themes

1. Revenge and forgiveness	Prospero plots to take revenge upon his brother and Alonso for usurping him. Caliban plots revenge against Prospero for taking the island from him. Prospero forgives his betrayers.
2. Power	Power is taken by force, and violence ; prospero exerts power over the island in different ways
3. Magic	Prospero's magic gives him total control —he always seems to know what will happen next.
4. Tragicomedy	Serious issues are portrayed but combined with humour and a happy ending

1.3 Context (1-7) and Shakespearean Techniques (8-14)

1. Shakespearean Comedy	genre of Shakespearean play which is light-hearted and ends in a marriage
2. Jacobean period (1603-1625)	the literary and artistic period in which King James was monarch; followed the Elizabethan period
3. hierarchy	Jacobean society was structured in terms of importance: aristocrats at the top; peasants and animals at the bottom
4. patriarchy	it was typical that men were more powerful: fathers owned and gave away daughters to husbands
5. exploring	many areas of the world were yet to be discovered and there weren't any accurate globes or maps
6. magical beliefs	some Jacobeans believed in mystical creatures such as fairies; mischievous beings which were linked to nature
7. colonisation	powerful nations took over and ruled less powerful nations; natives would be treated harshly and with prejudice
8. stage direction	instructions in a script which inform actors of physical actions
9. aside	remarks made by characters which only the audience can hear
10. soliloquy	act of speaking one's thoughts aloud
11. epilogue	section at the end of a story which brings concluding thoughts
12. simile	figurative comparison using 'like' or 'as'
13. metaphor	figurative comparison where one thing is described as another
14. personification	attribution of living qualities to a non-living thing

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
1. medicine 2. encyclopaedia 3. fibre 4. friends 5. fulfilled 6. science 7. interactive 8. highlight 9. monetary 10. feasible	1. Mediterranean 2. extract 3. yeast 4. gauge 5. friends 6. occasion 7. irrelevance 8. layering 9. irresistible 10. immigrant	1. miniature 2. fantasy 3. flour 4. genius 5. gauge 6. exercise 7. immediately 8. palette 9. negotiate 10. criticism	1. scholastic 2. spreadsheet 3. gallery 4. mortgage 5. liaison 6. penicillin 7. icon 8. frieze 9. minutes 10. immediately	1. occasional 2. librarian 3. menu 4. immediately 5. incidentally 6. scissors 7. virus 8. illusion 9. necessary 10. February
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
1. occurrence 2. magazine 3. melting 4. independent 5. indispensable 6. parliament 7. software 8. form 9. miniature 10. irresistible	1. necessary 2. irrelevant 3. knife/knives 4. humorous 5. illuminate 6. negotiable 7. Index 8. kneading 9. height 10. illiterate	1. parallel 2. newspaper 3. minerals 4. maintenance 5. irrelevant 6. separate 7. interface 8. impasto 9. height 10. foreign	1. movable 2. glossary 3. ingredient 4. guardian 5. height 6. exception 7. processing 8. kiln 9. honorary 10. government	1. expenses 2. internet 3. landscape 4. incidentally 5. grievance 6. essential 7. keyboard 8. motion 9. mortgage 10. conscious
WEEK 11	WEEK 12	WEEK 13		
1. seize 2. input 3. harmony 4. movable 5. manoeuvre 6. minutes 7. fiction 8. glazing 9. guile 10. guile	1. paralleled 2. non-fiction 3. foreground 4. medicine 5. irreparable 6. mortgage 7. genre 8. hygiene 9. grievance 10. guardian	1. efficient 2. justify 3. line 4. medicine 5. chaos 6. fascinate 7. liaison 8. pastel 9. negotiable 10. especially		

**CYCLE 2
SPELLINGS
YEAR 7**



BOX 1: Addition and Subtraction

OPERATIONS

Addition	Symbol: + (<i>plus</i>)	Vocabulary: Add, more than, sum, total, all together
Subtraction	Symbol: - (<i>minus</i>)	Vocabulary: Subtract, less, difference, take away, fewer than

STANDARD UNITS: TIME

Time	How to quantify the passing of events.
Time conversions	1 minute = 60 seconds 1 hour = 60 minutes 1 day = 24 hours 1 week = 7 days 1 year = 365 days (a leap year is 366)
Hours to minutes	Half an hour = 0.5 hours = 30mins Quarter of an hour = 0.25 hours = 15mins

APPROXIMATION AND ESTIMATION

Decimal place	The position of a digit after the decimal point.
Money	When working in pounds (£), all answers should be given to 2 decimal places

STANDARD FORM: NOTATION

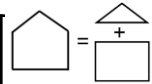
Allows us to write large or small numbers Numbers are written in the form A x 10ⁿ. A is between 1 and 10. N is any integer	
'n' is positive	Large number (≥ 1)
'n' is negative	Small number (< 1)

NUMBER SENSE

Integer	A whole number. Can be positive or negative.
Decimal	Not a whole number. It has a decimal point in it. Can be positive or negative.
Terminating Decimals	Decimals which have a finite number of place values.
Recurring Decimals	Decimals with repeating digits or repeating patterns of digits.

PERIMETER

Perimeter	The shortest distance around a shape. To calculate it you find the sum of its sides.
Perimeter units	mm, cm, m...
Perimeter method	Add together all the lengths of the sides of the shape
Compound shape	A shape made up of a combination of other known shapes put together.



Perimeter of a compound	Find all the lengths around the outside of the shape and add them
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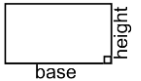

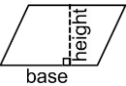
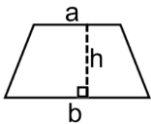
SPREAD OF DATA

Range	A measure of spread calculated by: the largest value subtract the smallest value
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DISPLAYING CATEGORICAL DATA

Frequency	The number of times an event or a value occurs	
Frequency table	A table, usually a tally, showing the totals of data.	
Bar chart	A chart where the height of the bars represents the frequency. There are gaps between bars.	
Compound / composite bar chart	A bar chart showing data stacked on top of each other.	
Comparative / dual bar chart	A bar chart showing data side by side	

BOX 2: Multiplication and Division

OPERATIONS		MULTIPLES, FACTORS AND PRIME NUMBERS		AREA		
Multiplication	Symbol: × (<i>times</i>)	Vocabulary: Multiply, lots of, product	Multiple	The result of multiplying a number by an integer. <i>E.g. The 3rd multiple of 7 is 21.</i>	Area	The amount of space a 2D shape takes up
Division	Symbol: ÷ (<i>obelus</i>)	Vocabulary: Divide, split, share	Lowest Common Multiple (LCM)	The lowest common number in the multiplication tables of two or more different numbers.	Area units	mm², cm², m²,
Dividend	The amount to be divided up .		Factor	A quantity which divides equally into a number. <i>E.g. factors of 8 are 1, 2, 4 and 8.</i>	Area of a rectangle	$A = bh$ Area = base x height 
Divisor	The amount you are dividing by .		Highest Common Factor (HCF)	The highest factor which belongs to two or more numbers.	Area of a triangle	$A = \frac{bh}{2}$ Area = base x perpendicular height 2 
Quotient	The result of a division. (Dividend ÷ divisor = quotient).		Prime Number	An integer greater than 1 that has exactly two factors, 1 and itself . <i>e.g. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31...</i>	Area of a parallelogram	$A = bh$ Area = base x perpendicular height 
Remainder	The amount left over when a divisor doesn't fit into a dividend exactly.		Prime Factor	A factor of a number which is also prime .	Area of a trapezium	$A = \frac{1}{2}(a + b)h$ Area = half the sum of the parallel sides, multiplied by the distance between them 
AVERAGES		STANDARD UNITS: LENGTH		STANDARD UNITS: MASS		
Average	A number expressing the central or typical value in a set of data		Length	The distance from one point to another.	Mass	The amount of matter in an object
Mean	Method: add up all the amounts, and then divide the total by the number of amounts		Metric units	millimetres, centimetres, metres and kilometres.	Weight	How heavy something is – is dependent on mass and gravity
Mode	The value which occurs the most . Bi-modal is where there are two modes . There sometimes is no mode .		Metric length conversions	1cm = 10mm 1m = 100cm 1km = 1000m	Metric units	gram, kilograms, tonne.
Median	The middle value (half way through the data). Method: put the data in numerical order, and state the middle value.		STANDARD UNITS: CAPACITY		Metric mass conversions	1kg = 1000g 1 tonne = 1000kg
UNITS				Capacity	The amount a container can hold.	
Unit	A standard amount used to measure something		Volume	The amount of space an object takes up		
Metric units	An international system of units based on 10s, 100s and 1000s		Metric units	millilitres, litres.		
Imperial units	An old system of measurement, still seen in places (e.g miles, pints, stones)		Metric capacity conversions	1 litre = 1000ml		

BOX 3: Multiplying and dividing fractions

FRACTIONS: OPERATIONS

Multiply	Multiply the numerators Multiply the denominators	$\frac{A}{B} \times \frac{C}{D} = \frac{AC}{BD}$
Divide	Multiply by the reciprocal of the second fraction	$\frac{A}{B} \div \frac{C}{D} = \frac{A}{B} \times \frac{D}{C} = \frac{AD}{BC}$

BOX 5: Ratio

RATIO

Ratio	Compares the size of one part to another part .
Ratio Notation	The ratio of A to B is written as A:B
Proportion	Proportion compares the size of one part to the size of the whole .
Part (Share)	A proportion of the original amount.
Whole	The total amount.
Unit	A standard amount used to measure something
Compound Units	A unit made of two other units . e.g. <i>speed is distance per time m/s.</i>

LINKS TO: FRACTIONS, DECIMALS, PERCENTAGES

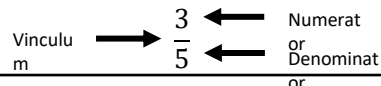
e.g. the ratio 15:35 is: $\frac{15}{35}$ in fractional form
0.3 in decimal form
30% in percentage form

BOX 4 : Fractions and percentages of amounts

COMMON PERCENTAGES

Percentage	Parts per 100 . Symbol %.
Find 10%	Divide by 10 (because $100\% \div 10 = 10\%$)
Find 1%	Divide by 100 (because $100\% \div 100 = 1\%$)
Find 50%	Divide by 2 (because $100\% \div 2 = 50\%$)
Find 25%	Divide by 4 (because $100\% \div 4 = 25\%$)
Find 75%	Add together 50% and 25%

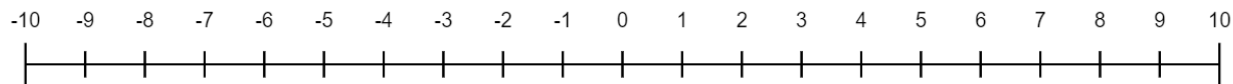
FRACTION NOTATION



FRACTIONS

Fraction	Represents the division of one integer by another. E.g. $\frac{2}{3} = 2 \div 3$
Unit Fraction	A fraction where the numerator is 1 . E.g. $\frac{1}{6}$
Improper Fraction	A fraction when the numerator is greater than the denominator . E.g. $\frac{5}{3}$
Reciprocal	The reciprocal of a number is 1 divided by the number . E.g. <i>The reciprocal of x is $\frac{1}{x}$.</i>
Equivalent Fractions	Fractions which represent the same value . E.g. $\frac{2}{3}$ and $\frac{4}{6}$
Simplifying fractions	Fractions can be simplified by dividing the numerator and denominator by a common factor .
Mixed number	A combination of an integer (whole number) and fraction (part of a whole number) e.g. $4\frac{1}{3}$

BOX 6: Directed Number



DIRECTED NUMBER: VOCABULARY LANGUAGE

Positive (+)	The sign attached to a number to show it is greater than zero
Negative (-)	The sign attached to a number to show it is less than zero
Add (+)	An operation to find the total of the numbers
Subtract (-)	An operation to find the difference of the numbers

RE		Judaism	CYCLE 2	Year 7
Week	Key Knowledge to learn			
1 Key Jewish Beliefs	<ul style="list-style-type: none"> • Judaism began around 4000 years ago in the area now known as the Middle East. • Judaism developed gradually over time but one of the key people linked with the origins of Judaism was a man named Abraham. • Followers of Judaism are called Jews. • Jews believe in one eternal God (God has always and will always exist). • Jews believe they have a covenant (agreement) with God that if they follow God's rules God will protect and look after them. • The Jewish place of worship is called the synagogue. • The Jewish holy book is called the Torah which is written on a scroll. The Torah is written in Hebrew. 			
2 Sikhism and beliefs about the Guru Nanak	<ul style="list-style-type: none"> • Guru Nanak is the founder of Sikhism and is considered the first Sikh Guru. • Sikhism is based on the teachings of Guru Nanak and those of the nine Sikh Gurus who followed him. • There is a festival which celebrates Guru Nanak's birthday. The festival is known as Guru Nanak Gurburab. • Guru Nanak's family were Hindus and Nanak had a great interest in religion and studied Islam and Hinduism. • One day he had a powerful spiritual experience that gave him a vision of the true nature of God. • The most famous teachings attributed to Guru Nanak are that there is only one God and that all human beings can have direct access to God with no need for rituals or priests. 			
3 Key Words	<ul style="list-style-type: none"> • 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 is 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 			

RE		Judaism	CYCLE 2	Year 7
Week	Key Knowledge to learn			
4 Multi-Faith Britain	<ul style="list-style-type: none"> • 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. 			
5 Religious Diversity	<ul style="list-style-type: none"> • 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 2011 census, around 59% of the population identify as Christian which is approximately 33.2 million people • The second largest religion were Muslims with 4.8% of the population identifying as Muslim which is approximately 2.7 million people. • London is considered the most diverse region of the UK with the high proportion identifying as Muslim, Buddhist, Hindu and Jewish. 			
6 History of multi-faith Britain	<ul style="list-style-type: none"> • Historically, the vast majority of people living in the UK were Christian and many of our traditions, laws and values are based on Christianity. • For example, schools close for Christian celebrations like Christmas and Easter. • The Church of England remains the officially established religion of England, with the King as its head. • The UK enjoys religious freedom which allows people to thrive and prosper. This has meant that Britain welcomes people from all the world's major religions such as Judaism, Islam, Buddhism, Hinduism and Sikhism. • The Reformation (the 16th Century religious revolution) saw many people reject Roman Catholicism and turn to Protestant Churches. This was one of the key changes in European History that had a large impact on religion. • By the mid-18th century, society was more accepting of different religious practices. 			

French	Key Information	CYCLE 2	All Years
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Les jours de la semaine
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
Les mois
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

Les nombres en français			
0 zero	10 dix	20 vingt	30 trente
1 un	11 onze	21 vingt-et-un	31 trente-et-un
2 deux	12 douze	22 vingt-deux	32 trente-deux
3 trois	13 treize	23 vingt-trois	33 trente-trois
4 quatre	14 quatorze	24 vingt-quatre	34 trente-quatre
5 cinq	15 quinze	25 vingt-cinq	35 trente-cinq
6 six	16 seize	26 vingt-six	36 trente-six
7 sept	17 dix-sept	27 vingt-sept	37 trente-sept
8 huit	18 dix-huit	28 vingt-huit	38 trente-huit
9 neuf	19 dix-neuf	29 vingt-neuf	39 trente-neuf
40 quarante	50 cinquante	60 soixante	70 soixante-dix
41 quarante-et-un	51 cinquante-et-un	61 soixante-et-un	71 soixante-onze
42 quarante-deux	52 cinquante-deux	62 soixante-deux	72 soixante-douze
43 quarante-trois	53 cinquante-trois	63 soixante-trois	73 soixante-treize
44 quarante-quatre	54 cinquante-quatre	64 soixante-quatre	74 soixante-quatorze
45 quarante-cinq	55 cinquante-cinq	65 soixante-cinq	75 soixante-quinze
46 quarante-six	56 cinquante-six	66 soixante-six	76 soixante-seize
47 quarante-sept	57 cinquante-sept	67 soixante-sept	77 soixante-dix-sept
48 quarante-huit	58 cinquante-huit	68 soixante-huit	78 soixante-dix-huit
49 quarante-neuf	59 cinquante-neuf	69 soixante-neuf	79 soixante-dix-neuf
80 quatre-vingt		90 quatre-vingt-dix	
81 quatre-vingt-et-un		91 quatre-vingt-onze	
82 quatre-vingt-deux		92 quatre-vingt-douze	
83 quatre-vingt-trois		93 quatre-vingt-treize	
84 quatre-vingt-et-quatre		94 quatre-vingt-quatorze	
85 quatre-vingt-et-cinq		95 quatre-vingt-quinze	
86 quatre-vingt-et-six		96 quatre-vingt-seize	
87 quatre-vingt-et-sept		97 quatre-vingt-sept	
88 quatre-vingt-et-huit		98 quatre-vingt-dix-huit	
89 quatre-vingt-et-neuf		99 quatre-vingt-dix-neuf	

100 cent	600 six cents	105 cent cinq	1,001 mille et un	74,000 soixante-quatorze mille
200 deux cents	700 sept cents	149 cent quarante-neuf	1,500 mille cinq cents	100,000 cent mille
300 trois cents	800 huit cents	181 cent quatre-vingt-un	1,766 sept cent soixante-six	1,000,000 un million
400 quatre cents	900 neuf cents	501 cinq cent un	2,001 deux mille un	3,000,000 trois millions
500 cinq cents	1,000 mille	565 cinq cent soixante-cinq	40,000 quarante mille	1,000,000,000 un-millard

French SPAG marking	
sp	Spelling
art	Article
vb	Verb
T	Tense
Acc	Accent
adj	Adjective incorrect/agreement
C	Capital
ww	Wrong word
?	Re-phrase/no sense
	Word re-order

French

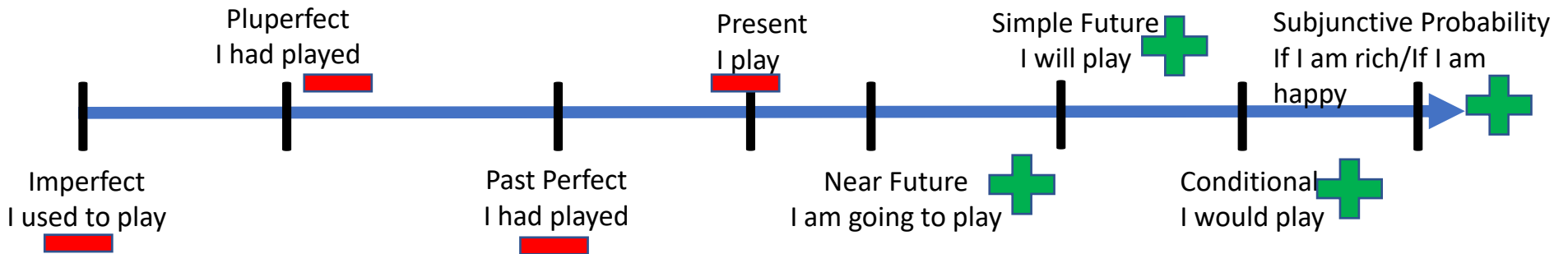
Marking Sticker

CYCLE 2

All Years

Title:					
<u>Detail</u>	<u>WWW</u>	<u>EBI</u>	<u>Tenses</u>	<u>WWW</u>	<u>EBI</u>
Connectives	1 2 3		Present tense	1 2 3	
Opinions	1 2 3		Past Perfect	1 2 3	
Reasons (adjectives)	1 2 3		Imperfect	1 2 3	
Intensifiers	1 2 3		Conditional	1 2 3	
Time expressions	1 2 3		Simple Future	1 2 3	
Adverbs	1 2 3		Pluperfect	1 2 3	
Negatives	1 2 3		Perfect Conditional	1 2 3	
			Subjunctive	1	
Comparatives	plus moins		Modal Verbs	1	
Superlatives	le plus le moins le pire le meilleur		Other Persons	1 2 3	
			Quality of Work	Si j'avais le choix	
Si clause	1 2 3				
Openers	1 2 3		1 Excellent	Quand j'étais plus jeune	
Exclamation	1 2 3		2 Good	Pour que je sois contente	
Questions	1 2 3			Quand je serai plus âgé	
Total:			4 Poor	vu que	
				tandis que	
				Si je pourrais	
				Pour que je puisse	

French	Verb conjugation explanation	CYCLE 2	All Years
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Tense	Add or Remove ending	Meaning	Example
Imperfect	Remove ending ER IR RE OIR	I used to play	Jouer – remove er – je jouais
Pluperfect	Remove ending ER IR RE OIR	I had played	Jouer – remove er – J’avais joué
Past perfect	Remove ending ER IR RE OIR	I have played	Jouer – remove er – j’ai joué
Present	Remove ER IR RE OIR	I play	Jouer – remove er – je joue
Near future	Add the infinitive	I am going to play	Jouer – add to the structure – je vais jouer
Simple future	Add to the infinitive ER IR RE	I will play	Jouer – add the ending to the end – je jouerai
Conditional	Add to the infinitive ER IR RE	I would play	Jouer – add the ending to the end – je jouerais
Subjunctive	Probability – If I am rich /If I am happy		Learn set sentences (marking sticker& writing frame)

*imperfect and conditional share endings

French		French Literacy Mat		CYCLE 2	All Years	
Connectives car / parce que = because puisque = since aussi = also donc = therefore puis = then après = after Ensuite = next/then ou = or cependant = however par conséquent = as a result étant donné que = given that tandis que = whereas vu que = considering that Malgré = despite Afin que = so that Pourvu que = given that Sauf = except Magré = despite En outre furthermore Pour que = so that	Subjunctive Pour que je sois = so that I am Pour que je puisse = so that I can Il faut que = It is necessary that Il est essentiel qu'il aie = it is essential that there is... Il est nécessaire qu'on fasse = it is necessary that we do	Adverbs d'habitude = Usually normalement = normally quelquefois = sometimes tous les jours = every day généralement = generally	Reasons (Adjectives) <i>c'est... = it is...</i> <i>c'était... = it was...</i> <i>ce sera... = it will be...</i> <i>ce serait...=it would be...</i> intéressant = interesting passionnant = exciting sympa = nice époustoufflant = mind-blowing triste = sad affreux = terrible épouvantable = dreadful bizarre = strange sale = dirty propre = clean bruyant = noisy tranquille = calm beau/joli = nice cher = expensive différent = different ennuyeux = boring mauvais/mal = bad paresseux = lazy vieux = old propre = clean facile = easy moche/ laid = ugly grand = big petit = small			
	Questions Pourquoi? = Why Qui? = Who? Quand? = When? Comment? = How? Que = What? N'est-ce pas? = Isn't it? As-tu / Avez-vous? = Do you have?	Time Phrases Aujourd'hui = Today Hier = Yesterday Demain = Tomorrow En été = In summer En hiver = In winter L'année dernière = Last year L'année prochaine = Next year À l'avenir = In the future La semaine dernière = Last week Le mois prochain = Next month	Superlatives le / la moins = the least le / la plus = the most le / la pire = the worst le / la mieux = the best			
	Intensifiers très = very assez = quite un peu = a little vraiment = really beaucoup = a lot	Adjectival Agreement un garçon intelligent = a clever boy une fille intelligente = a clever girl un pull bleu = a blue jumper une veste grise = a grey blazer une cravate violette = a purple tie une chemise blanche = a white shirt	Exclamation Quel surprise! = What a surprise! Quel chance! = What luck! Quel dommage! = What a shame! Quel horreur! = What horror!			
	Openers D'abord = firstly Par contre = On the other hand Premièrement = Firstly Deuxièmement = Secondly Troisièmement = Thirdly Finalement = Finally Pour moi = As for me	Complex Opinions Je pense que = I think that J'estime que = I consider that Je crois que = I believe that Il me semble que = It seems to me that Je trouve que = I find that À mon avis = in my opinion En ce qui me concerne = Concerning me Je suis d'accord car = I agree because	Negatives ne... pas = not ne... jamais = never ne... que = only ni... ni = neither... nor ne... plus = not anymore			
		Comparatives plus... que = more... than moins... que = less... than				

Pluperfect	Past Imperfect	Past Perfect	Present Tense	Near Future	Simple Future	Conditional	Perfect Conditional
INFINITIVE: porter = to wear (Regular er)							
I had worn	I used to wear	I wore	I am wearing/ I wear	I am going to wear	I will wear	I would wear	I would have worn
Je (J') } avais } porté Tu } avais } porté Il } avait } porté Elle } avait } porté On } avait } porté Nous } avions } porté Vous } aviez } porté Ils } avaient } porté Elles } avaient } porté	Je (J') } port ais } Tu } port ais } Il } port ait } Elle } port ait } On } port ait } Nous } port ions } Vous } port iez } Ils } port aient } Elles } port aient }	Je (J') } ai } porté Tu } as } porté Il } a } porté Elle } a } porté On } a } porté Nous } avons } porté Vous } avez } porté Ils } ont } porté Elles } ont } porté	Je (J') } port e } Tu } port es } Il } port e } Elle } port e } On } port e } Nous } port ons } Vous } port ez } Ils } port ent } Elles } port ent }	Je (J') } vais } porter Tu } vas } porter Il } va } porter Elle } va } porter On } va } porter Nous } allons } porter Vous } allez } porter Ils } vont } porter Elles } vont } porter	Je (J') } porter ai } Tu } porter as } Il } porter a } Elle } porter a } On } porter a } Nous } porter ons } Vous } porter ez } Ils } porter ont } Elles } porter ont }	Je (J') } port erais } Tu } port erais } Il } port erait } Elle } port erait } On } port erait } Nous } port erions } Vous } port eriez } Ils } port er aient } Elles } port er aient }	Je (J') } aurais } porté Tu } aurais } porté Il } aurait } porté Elle } aurait } porté On } aurait } porté Nous } aurions } porté Vous } auriez } porté Ils } auraient } porté Elles } auraient } porté
INFINITIVE: finir = to finish (ir)							
I had finished	I used to finish	I finished	I am finishing/ I finish	I am going to finish	I will finish	I would finish	I would have finished
Je (J') } avais } fini Tu } avais } fini Il } avait } fini Elle } avait } fini On } avait } fini Nous } avions } fini Vous } aviez } fini Ils } avaient } fini Elles } avaient } fini	Je (J') } finiss ais } Tu } finiss ais } Il } port ait } Elle } finiss ait } On } finiss ait } Nous } finiss ions } Vous } finiss iez } Ils } finiss aient } Elles } finiss aient }	Je (J') } ai } fini Tu } as } fini Il } a } fini Elle } a } fini On } a } fini Nous } avons } fini Vous } avez } fini Ils } ont } fini Elles } ont } fini	Je (J') } fin is } Tu } fin is } Il } fin it } Elle } fin it } On } fin it } Nous } fin issons } Vous } fin issez } Ils } fin issent } Elles } fin issent }	Je (J') } vais } finir Tu } vas } finir Il } va } finir Elle } va } finir On } va } finir Nous } allons } finir Vous } allez } finir Ils } vont } finir Elles } vont } finir	Je (J') } finir ai } Tu } finir as } Il } finir a } Elle } finir a } On } finir a } Nous } finir ons } Vous } finir ez } Ils } finir ont } Elles } finir ont }	Je (J') } finir ais } Tu } finir ais } Il } finir ait } Elle } finir ait } On } finir ait } Nous } finir ions } Vous } finir iez } Ils } finir aient } Elles } finir aient }	Je (J') } aurais } fini Tu } aurais } fini Il } aurait } fini Elle } aurait } fini On } aurait } fini Nous } aurions } fini Vous } auriez } fini Ils } auraient } fini Elles } auraient } fini
INFINITIVE: attendre = to wait (re)							
I had waited	I used to wait	I waited	I am waiting/ I wait	I am going to wait	I will wait	I would wait	I would have waited
Je (J') } avais } attendu Tu } avais } attendu Il } avait } attendu Elle } avait } attendu On } avait } attendu Nous } avions } attendu Vous } aviez } attendu Ils } avaient } attendu Elles } avaient } attendu	Je (J') } attend ais } Tu } attend ais } Il } attend ait } Elle } attend ait } On } attend ait } Nous } attend ions } Vous } attend iez } Ils } attend aient } Elles } attend aient }	Je (J') } ai } attendu Tu } as } attendu Il } a } attendu Elle } a } attendu On } a } attendu Nous } avons } attendu Vous } avez } attendu Ils } ont } attendu Elles } ont } attendu	Je (J') } attend s } Tu } attend s } Il } attend _ } Elle } attend _ } On } attend _ } Nous } attend ons } Vous } attend ez } Ils } attend ent } Elles } attend ent }	Je (J') } vais } attendre Tu } vas } attendre Il } va } attendre Elle } va } attendre On } va } attendre Nous } allons } attendre Vous } allez } attendre Ils } vont } attendre Elles } vont } attendre	Je (J') } attendr ai } Tu } attendr as } Il } attendr a } Elle } attendr a } On } attendr a } Nous } attendr ons } Vous } attendr ez } Ils } attendr ont } Elles } attendr ont }	Je (J') } attendr ais } Tu } attendr ais } Il } attendr ait } Elle } attendr ait } On } attendr ait } Nous } attendr ions } Vous } attendr iez } Ils } attendr aient } Elles } attendr aient }	Je (J') } aurais } attendu Tu } aurais } attendu Il } aurait } attendu Elle } aurait } attendu On } aurait } attendu Nous } aurions } attendu Vous } auriez } attendu Ils } auraient } attendu Elles } auraient } attendu

French	Verbs	CYCLE 2	All Years
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Present Tense Regular Verbs

ER verb habiter = to live			IR verb finir = to finish			RE verb attendre = to wait		
Je (J')	habit e	<i>I live</i>	Je (J')	fin is	<i>I finish</i>	Je (J')	attend s	<i>I wait</i>
Tu	habit es	<i>You live (s/informal)</i>	Tu	fin is	<i>You finish (s/informal)</i>	Tu	attend s	<i>You wait (s/informal)</i>
Il } Elle }	habit e	<i>He lives</i>	Il } Elle }	fin it	<i>He finishes</i>	Il } Elle }	attend _	<i>He waits</i>
	habit e	<i>She lives</i>		fin it	<i>She finishes</i>		attend _	<i>She waits</i>
On	habit e	<i>We live</i>	On	fin it	<i>We finish</i>	On	attend _	<i>We wait</i>
Nous	habit ons	<i>We live</i>	Nous	fin issons	<i>We finish</i>	Nous	attend ons	<i>We wait</i>
Vous	habit ez	<i>You live (pl/formal)</i>	Vous	fin issez	<i>You finish (pl/formal)</i>	Vous	attend ez	<i>You wait (pl/formal)</i>
Ils } Elles }	habit ent	<i>They live (m/mixed)</i>	Ils } Elles }	fin issent	<i>They finish (m/mixed)</i>	Ils } Elles }	attend ent	<i>They wait (m/mixed)</i>
	habit ent	<i>They live (f)</i>		fin issent	<i>They finish (f)</i>		attend ent	<i>They wait (f)</i>

Present Tense Irregular Verbs

avoir = to have			être = to be			faire = to do			aller = to visit		
Je (J')	ai	<i>I have</i>	Je (J')	suis	<i>I am</i>	Je (J')	fais	<i>I do</i>	Je (J')	vais	<i>I go</i>
Tu	as	<i>You have (s/informal)</i>	Tu	es	<i>You are (s/informal)</i>	Tu	fais	<i>You do (s/informal)</i>	Tu	vais	<i>You go (s/informal)</i>
Il } Elle }	a	<i>He has</i>	Il } Elle }	est	<i>He is</i>	Il } Elle }	fait	<i>He does</i>	Il } Elle }	va	<i>He goes</i>
	a	<i>She has</i>		est	<i>She is</i>		fait	<i>She does</i>		va	<i>She goes</i>
On	a	<i>We have</i>	On	est	<i>We are</i>	On	fait	<i>We do</i>	On	va	<i>We go</i>
Nous	avons	<i>We have</i>	Nous	sommes	<i>We are</i>	Nous	faisons	<i>We do</i>	Nous	allons	<i>We go</i>
Vous	avez	<i>You have (pl/formal)</i>	Vous	êtes	<i>You are (pl/formal)</i>	Vous	faites	<i>You do (pl/formal)</i>	Vous	allez	<i>You go (pl/formal)</i>
Ils } Elles }	ont	<i>They have (m/mixed)</i>	Ils } Elles }	sont	<i>They are (m/mixed)</i>	Ils } Elles }	font	<i>They do (m)</i>	Ils } Elles }	vont	<i>They go (m/mixed)</i>
	ont	<i>They have (f)</i>		sont	<i>They are (f)</i>		font	<i>They do (f)</i>		vont	<i>They go (f)</i>

French	Verbs	CYCLE 2	All Years
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Present Tense	Past Perfect	Immediate Future	Conditional	Simple Future	Past Imperfect	Past Pluperfect	Perfect Conditional
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INFINITIVE: aller = to go (Irregular)

I am going / I go	I have gone / I went	I am going to go	I would go	I will go	I was going / I used to go	I had gone	I would have gone
Je (J') vais	Je (J') suis allé(e)	Je (J') vais aller	Je (J') ir ais	Je (J') ir ai	Je (J') all ais	Je (J') étais allé(e)	Je (J') serais allé(e)
Tu vas	Tu es allé(e)	Tu vas aller	Tu ir ais	Tu ir as	Tu all ais	Tu étais allé(e)	Tu serais allé(e)
Il va	Il est allé(e)	Il va aller	Il ir ait	Il ir a	Il all ait	Il était allé(e)	Il serait allé(e)
Elle va	Elle est allé(e)	Elle va aller	Elle ir ait	Elle ir a	Elle all ait	Elle était allé(e)	Elle serait allé(e)
On va	On est allé(e)	On va aller	On ir ait	On ir a	On all ait	On était allé(e)	On serait allé(e)
Nous allons	Nous sommes allé(e/s)	Nous allons aller	Nous ir ions	Nous ir ons	Nous all ions	Nous étions allé(e/s)	Nous serions allé(e/s)
Vous allez	Vous êtes allé(e/s)	Vous allez aller	Vous ir iez	Vous ir ez	Vous all iez	Vous étiez allé(e/s)	Vous seriez allé(e/s)
Ils vont	Ils sont allé(e/s)	Ils vont aller	Ils ir aient	Ils ir ont	Ils all aient	Ils étaient allé(e/s)	Ils seraient allé(e/s)
Elles vont	Elles sont allé(e/s)	Elles vont aller	Elles ir aient	Elles ir ont	Elles all aient	Elles étaient allé(e/s)	Elles seraient allé(e/s)

INFINITIVE: faire = to do / make (Irregular)



I am doing/ I do	I have done / I did	I am going to do	I would do	I will do	I was doing / I used to do	I had done	I would have done
Je (J') fais	Je (J') ai fait	Je (J') vais faire	Je (J') fer ais	Je (J') fer ai	Je (J') fais ais	Je (J') avais fait	Je (J') aurais fait
Tu fais	Tu as fait	Tu vas faire	Tu fer ais	Tu fer as	Tu fais ais	Tu avais fait	Tu aurais fait
Il fait	Il a fait	Il va faire	Il fer ait	Il fer a	Il fais ait	Il avait fait	Il aurait fait
Elle fait	Elle a fait	Elle va faire	Elle fer ait	Elle fer a	Elle fais ait	Elle avait fait	Elle aurait fait
On fait	On a fait	On va faire	On fer ait	On fer a	On fais ait	On avait fait	On aurait fait
Nous faisons	Nous avons fait	Nous allons faire	Nous fer ions	Nous fer ons	Nous fais ions	Nous avions fait	Nous aurions fait
Vous faites	Vous avez fait	Vous allez faire	Vous fer iez	Vous fer ez	Vous fais iez	Vous aviez fait	Vous auriez fait
Ils font	Ils ont fait	Ils vont faire	Ils fer aient	Ils fer ont	Ils fais aient	Ils avaient fait	Ils auraient fait
Elles font	Elles ont fait	Elles vont faire	Elles fer aient	Elles fer ont	Elles fais aient	Elles avaient fait	Elles auraient fait

DR/MRS VANDERTRAMP verbs take être not avoir

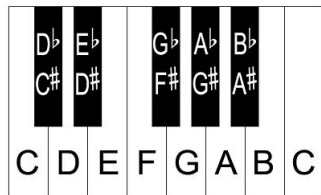
Descendre – je suis descendu(e)(s) - to come down (stairs)
 Rester – je suis resté(e)(s) - to stay
 Monter – je suis monté(e)(s) - to climb
 Revenir – je suis revenu (e)(s) - to return
 Sortir – je suis sorti(e)(s) - to go out

Venir – Je suis venue (e)(s) - to come
 Aller – je suis allé(e)(s) - to go
 Naître - je suis né(e)(s) - to be born
 Devenir – je suis devenu(e)(s) - to become
 Entrer – je suis entré(e)(s) - to enter
 Rentrer – je suis rentré(e)(s) - to re-enter

Tomber – je suis tombé(e)(s) - to fall
 Retourner – je suis retourné(e)(s) - to return
 Arriver- je suis arrivé(e)(s) - to arrive
 Mourir – je suis mort(e)(s) - to die
 Partir – je suis parti(e)(s) - to leave

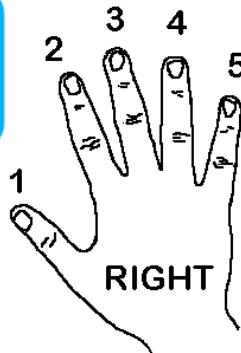
Performing Arts - DRAMA		Script Work		CYCLE 2	Year 7
Box A – Mr Twit		Box B – Mrs Twit		Box C – Key Words	
<p>He is dirty. He is hairy. He doesn't wash. He has a big hairy beard that is full of food. He is very nasty.</p> 		<p>She has a stick to whack dogs, cats & little children with. She wasn't ugly when she was young, it happened as she got older because of her ugly thoughts. She has a glass eye looking the wrong way. She is very nasty.</p>		<p>Body Language Character Facial Expression Role Play Levels</p>	
Box D – Scenes		Box E – Strategies		Box F – Muggle-wump	
<p>Split Scene When you have two scenes set in different places happening at the same time. While one side is performing, the other side is miming or frozen. The focus switches back and forth many times to show the difference between the scenes.</p> <p>Forum Theatre When the audience can change the direction of a performance at any moment. The audience can stop a performance and take the place of the actors at any moment. This is used to develop new ideas.</p>		<p>Still Image When actors freeze on stage, creating a picture for the audience. This helps to show a single moment in time and can be really effective with good use of physical skills like Levels, Gestures and Body Language.</p> <p>Conscience Alleyway When you show the thoughts in a character's head during a difficult decision. Actors on either side of the character will give an argument as to what the character should do, this shows that the character is struggling with what they should do.</p>		<p>Muggle-wump needs to make an important decision, he has the ability to get revenge on Mr and Mrs Twit for all their cruelty towards him and the birds.</p> 	

BOX A: KEYBOARD SKILLS

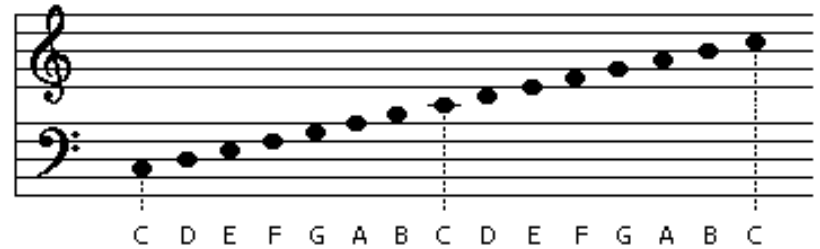


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This is what the notes are on your keyboard



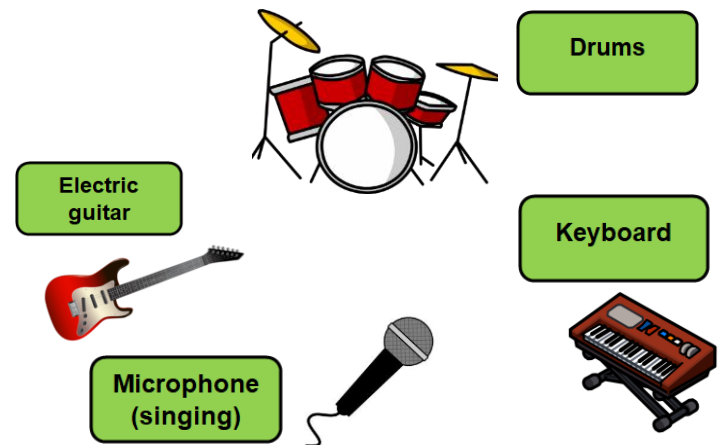
BOX C: NOTATION ON A STAVE



BOX B: BAND PROJECT KEY WORDS

- Beat** A single 'pulse' that musicians feel to stay in time with each other.
- Unison** When performers perform the same thing at the same time.
- Note** Single sound played by all instruments.
- Chord** When 2 or more notes are played together.
- Accuracy** How correct the music is.
- Fluent** Being able to perform confidently without help.
- Confident** When performers know what they are performing and know they will get it right.
- Lyrics** The words that are sung by a singer.
- Chorus** Catchiest section of the song which is usually the loudest.
- Ensemble** A group of musicians.
- Warm up** A simple performance or exercise at the start of rehearsal so you don't hurt yourself.

BOX D: COMMON BAND INSTRUMENTS

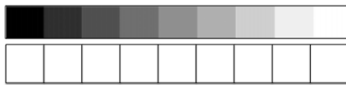


SECTION A: The Illusion of Depth

Many artist strive to create the illusion of depth in their artwork. This is when objects appear to be far away or close to you in a two-dimensional image. You know when you have achieved it because it will look like you could reach into the drawing and grab hold of the object. This is of course just an illusion. Developing this skill is at the core of communicating ideas and creativity.

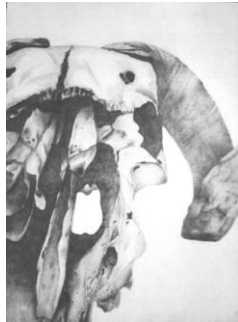
SECTION B: Tone

Looking at how light effects the way we see objects and recording this with tone is a skill that can be developed.



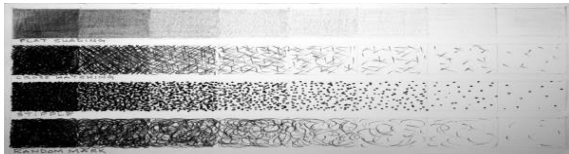
Create a tonal range. Try to match the tones with pencil in the empty boxes

This tonal bar shows us the range of tones that are possible with pencil or charcoal.



Focus on where the light is coming from. Apply tone by looking at where the light hits the object. It is important to note that all areas have a tone. Some are just darker than others.

Any mark can be used to show shading.- lines , smudges , dots etc



SECTION B: The illusion of Depth in a Still Life.

A Still life drawing is from a set up of objects seen together on a surface with a background.

When drawing a still life it is important to be able to create a sense of space and be able to see which objects are close to you, and which are further away. You can create this by following these simple steps.

- Use shading to show the direction of light and shadow.
- Objects need to be overlapping and should start up and down the page.
- Include full background including the surface the objects are on.
- Objects that are further away need to start further up the page.
- The whole page should be shaded. Each area a different tone.
- Only use white if light is shining back at you. This could be a glint of light in one small area of the drawing. Having full tonal shading will create the illusion of depth.



See how the whole page has a tone and how a rubber has been used to show where the light is hitting the object.

KEY TERMS

Formal Elements- the basic ingredients included in art work – these are : LINE, TONE, TEXTURE, SHAPE, FORM, COLOUR

Visual language- how the formal elements are used to show or express meaning, mood, emotion within the artwork

Actual Line – real line drawn

Implied Line- visual suggestion of a line

Composition- the arrangement plan of objects in a picture

Tonal Bar- shows tones from light to dark

Expressive- showing emotion

Contrast- significant difference between things – tonal contrast

Some marks have special names:

- lines
- dashes
- dots for stippling
- smudges
- scumbling
- hatching
- cross hatching
- contour

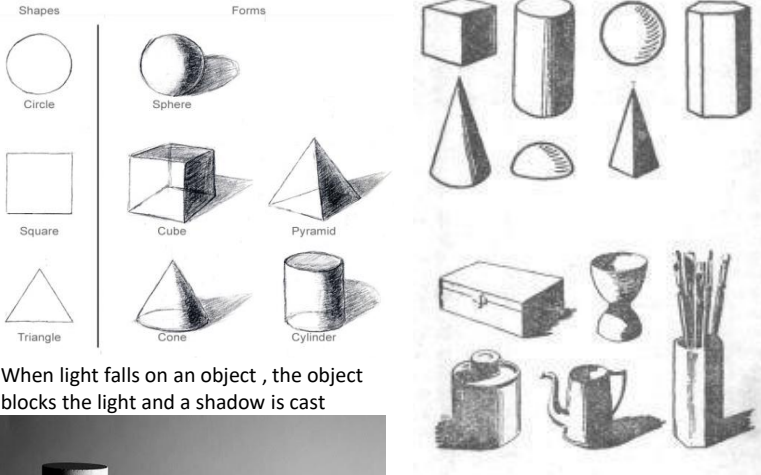
Line can show mood or express emotion by the- use of different line type – jagged or smooth or the way the line is put on the paper - with excited quick actions or organised control .

An artist can change the look of the work very quickly in this way.

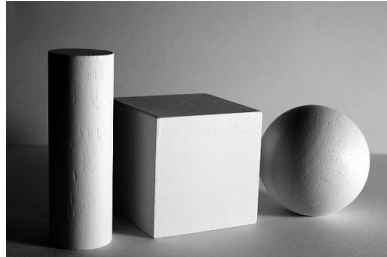


SECTION D: Shape and 3D Form

For a 3d object to look 3d on a page we need to use marks for shadings that show light and dark tone.



When light falls on an object, the object blocks the light and a shadow is cast



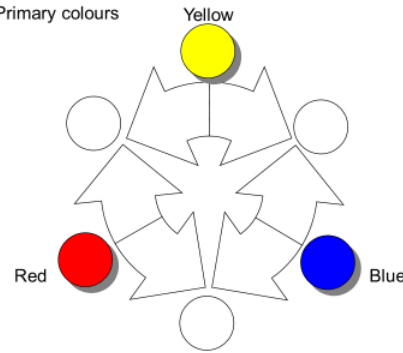
Shading can be smooth blended shading or other techniques like stippling. But whatever type of shading used it must show a range of TONES if the flat shape is to look like a 3d form



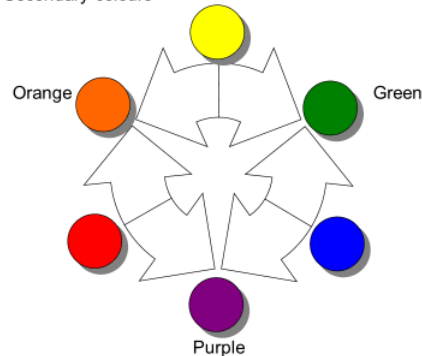
We need to apply this knowledge to irregular shapes too when shading e.g. in this crumpled up paper

SECTION E : Understanding Colour
The Double primary System

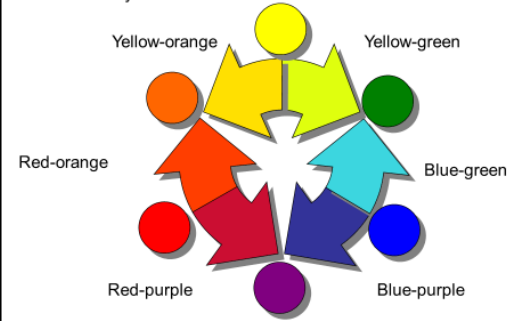
The Primary colours



The Secondary colours



The Tertiary colours



- We use the six Tertiary colours to mix accurate primary and secondary colours.
- The Tertiary colours sit in-between the primary and secondary colours.
- Using the right type of blue or the right type of yellow and red is important when mixing colour.

Example:

To mix a secondary green you need to mix equal amounts of yellow-green and blue-green together.

BOX 1: Health and Safety


D&T Health & Safety Rules

The biggest danger in the D&T room is YOU!
You are at risk when you don't understand the hazards or you are careless, or both. The person most likely to suffer from your mistakes is YOU!

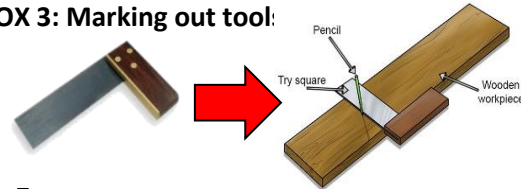
1. Only enter a D&T room when told to do so by a teacher.
2. Never rush about or throw things in a D&T room.
3. Keep your work area and floor area clear, with bags and coats well out of the way.
4. Follow instructions precisely; only touch or use tools, equipment, machines and materials when told to do so by a teacher.
5. Never remove anything from any D&T room without permission.
6. Wear eye protection when told to do so and keep it on until you have finished the work that needs the eye protection.
7. When using naked flames (eg. gas torches in workshops, gas cookers in food rooms), make sure that ties, hair, baggy clothing etc are tied back or tucked away.
8. Always stand up when doing practical work in Food Tech or in workshops so you can quickly move out of the way if you need to.
9. Always wash your hands carefully before starting work in Food Technology and after the end of lessons in all areas.
10. If you are scalded, burnt or a chemical splashes on your skin, wash the affected part at once with lots of water. Tell your teacher. Also report any cuts or abrasions.
11. Report all spillage of any substance or anything that breaks to your teacher.


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 coarse and will remove waste quickly. A sliding fence can be used when sanding at a required angle.

BOX 3: Marking out tool:**Try square**

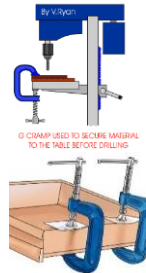
For marking out accurate right angles and checking if work is square when gluing up.

BOX 4: Clamping and holding tools**Machine Vice**

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

**G Clamp/Cramp**

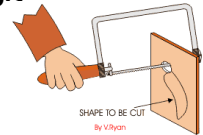
Used to hold work together whilst gluing and holding work securely on a bench or pillar drill.

**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 **TEMPORARY** depending on the type and if glue is used.

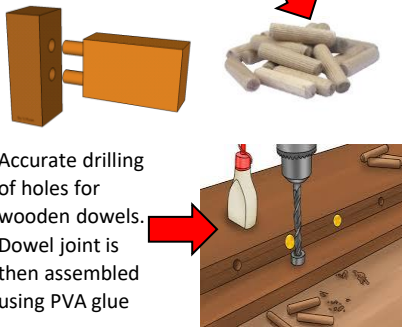
BOX 6: Permanent Jointing Techniques

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



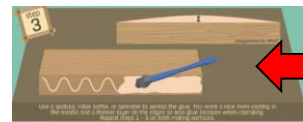
PVA or Wood Glue used to make permanent joints with wood.



Glued Joints



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



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



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

BOX 7: Temporary Jointing Techniques

Temporary Joint:

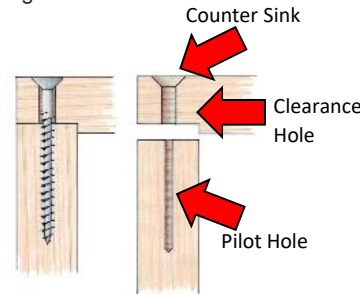
When we will, or might need to take pieces apart again E.G. Screws and nails

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



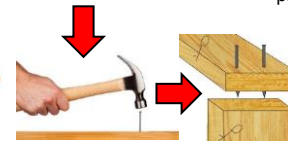
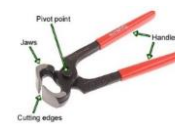
Wood screws are available in different head types including slotted, phillips & pozidriv.



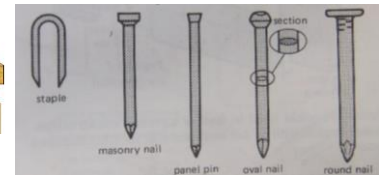
Nails

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

Nails are available in a wide range of shapes/sizes and are driven into the wood using a hammer.



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.



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

BOX 1:

COMPUTER TALK

Computers communicate and share data using 1's and 0's. 0 means off and 1 means on.

This is called:

Binary

BOX 2:

So FIVE for us is 5, for the computer it is 00000101

128	64	32	16	8	4	2	1
0	0	0	0	0	1	0	1

Here, the binary number for 5 is 00000101 because from the table with the orange numbers we need to add FOUR and ONE to get FIVE.

Therefore, we put a 1 underneath FOUR and a 1 underneath ONE.

Our binary code is now 00000101.

BOX 3:

The binary number for 23 is 00010111 because $16 + 4 + 2 + 1 = 23$.

We put a 1 underneath the numbers we have used and we keep the rest as 0.

128	64	32	16	8	4	2	1
0	0	0	1	0	1	1	1

BOX 4:

128	64	32	16	8	4	2	1
0	0	1	0	0	1	1	1



The binary number 00100111 is $32 + 4 + 2 + 1$. This equals 39.

So we can also convert from binary numbers to the numbers we use.

BOX 5:

Other examples of binary conversion are below!

3	0000011	a) 00011000	24
2	0000010	b) 0000101	5
0	0000000	c) 00010110	22
6	0000110	d) 01101011	107
10	0001010	e) 01111000	120
17	00010001	f) 10100100	164
20	00010100	g) 10100101	165
42	00101010	h) 10111100	188
47	00101111	i) 11010111	215
71	01000111	j) 11100110	230
146	10010010	k) 11111010	250
255	11111111		

BOX 6:

An **input device** is a piece of hardware that is used to enter data into a computer.

For example:

Keyboard
 Mouse
 Touchpad
 Joystick
 Scanner
 Graphics tablet
 Microphone
 Digital camera

BOX 7:

An **output device** is a device that takes information out of the computer.

For example:

Monitor
 Printer
 Projector
 Light

BOX 8:

A **storage device** is a device that is capable of storing data. For example:

Pen drive
 CD/ DVD/ Blu-Ray
 Hard drive
 RAM
 External hard drive

BOX 9:

An **internal storage device** is a device that is located on the inside of the computer and are a part of the actual computer build. The two main types are the **RAM and Hard drive.**

BOX 10:

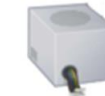
An external storage device is a device that is located on the outside of the computer and is not a part of the actual computer build. These include: USB pen drives, DVDs, CDs, floppy disks, external hard drives.

BOX 11:

MOTHERBOARD: The **motherboard** is the computer's **main circuit board**. It connects directly or indirectly to every part of the computer by sending signals and helps connect all of the computer's parts.



HARD DRIVE: The **hard drive** on your computer is where the software is installed, and it's also where your documents and other files are stored. The hard drive is **long-term storage**, which means the data is still saved even if you turn the computer off or unplug it.



POWER SUPPLY: The power supply unit in a computer **converts the power** from the wall outlet to the type of power needed by the computer. It sends power through cables to the motherboard and other components.



RAM: This is your system's **short-term memory**. Whenever your computer performs calculations, it temporarily stores the data in the RAM until it is needed. This **short-term memory disappears** when the computer is turned off. If you're working on a document, spreadsheet, or other type of file, you'll need to **save** it to avoid losing it



COMPUTER CASE: This is the case where all the key hardware will be kept in to protect it from getting damaged. However, this is not used much nowadays as we use tablet, smart phones, laptops a lot more.



PROCESSOR: The central processing unit (CPU), also called a **processor**, is located inside the **computer case** on the motherboard. It is sometimes called the brain of the computer, and its job is to carry out commands

