

2025/26

# Cycle 2 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!

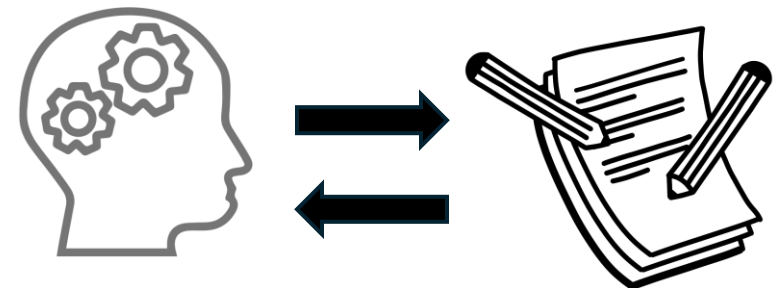
**Read** the information and try to memorise it.

**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
<b>Morning Meeting Homework</b>	
2	French
4	Science
6	History
8	Geography
10	English
12	Spellings

<b>100% Sheets</b>	
13	Maths
15	RE
16	Music
17	IT
18	Performing Arts
19	Art
20	DT

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	8/12/25	French	15/12/25	French	5/1/26	French	12/1/26	French	19/1/26	French
Tuesday	9/12/25	Science: Cells Box 1 & 2	16/12/25	Science: Cells Box 3 & 4	6/1/26	Science: Cells Box 2 & 5	13/1/26	Science: Particles and solutions 2 & 4	20/1/26	Science: Particles and solutions 1 & 2
Wednesday	10/12/25	History Section A <i>Sparx Maths</i>	17/12/25	Geography <i>Sparx Maths</i>	7/1/26	History Section B <i>Sparx Maths</i>	14/1/26	Geography <i>Sparx Maths</i>	21/1/26	History Section C <i>Sparx Maths</i>
Thursday	11/12/25	English: Box 1	18/12/25	English: Box 2	8/1/26	English: Box 3	15/1/26	English: Box 4a	22/1/26	English: Box 4b
Friday	12/12/25	Spellings Week 1	19/12/25	Spellings Week 2	9/1/26	Spellings Week 3	16/1/26	Spellings Week 4	23/1/26	Spellings Week 5
	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	26/1/26	French	2/2/26	French	9/2/26	French	23/2/26	French	2/3/26	French
Tuesday	27/1/26	Science: Cells Box 1 & 2	3/2/26	Science: Cells Box 3 & 4	10/2/26	Science: Cells Box 2 & 5	24/2/26	Science: Particles and solutions 2 & 4	3/3/26	Science: Particles and solutions 1 & 2
Wednesday	28/1/26	Geography <i>Sparx Maths</i>	4/2/26	History Section D <i>Sparx Maths</i>	11/2/26	Geography <i>Sparx Maths</i>	25/2/26	History Section E <i>Sparx Maths</i>	4/3/26	Geography <i>Sparx Maths</i>
Thursday	29/1/26	English: Box 1	5/2/26	English: Box 2	12/2/26	English: Box 3	26/2/26	English: Box 4a	5/3/26	
Friday	30/1/26	Spellings Week 6	6/2/26	Spellings Week 7	13/2/26	Spellings Week 8	27/2/26	Spellings Week 9	6/3/26	
	Week 11		Week 12		Week 13		 <b>DIXONS COTTINGLEY ACADEMY</b>			
Monday	9/3/26	French	16/3/26	French	23/3/26	French				
Tuesday	10/3/26	Science: Cells Box 1 & 2	17/3/26	Science: Cells Box 2 & 5	24/3/26	Science: Particles and solutions 2 & 4				
Wednesday	11/3/26	History Section F <i>Sparx Maths</i>	18/3/26	Geography <i>Sparx Maths</i>	25/3/26	History Section A <i>Sparx Maths</i>				
Thursday	12/3/26	English: Box 4b	19/3/26	English: Box 1	26/3/26	English: Box 2				
Friday	13/3/26	Spellings Week 11	20/3/26	Spellings Week 12	27/3/26	Spellings Week 13				

2	French	Media/Celebrity Culture				CYCLE 2		Year 7
Week 1				Week 2		Week 3		
Technology Verbs				Technology nouns		Technology adjectives		
jouer	to play	créer	to create	des recherches	some research	inquiétant	worrying	
recevoir	to receive	surfer	to surf	des films	some films	cher	expensive	
communiquer	to communicate	passer	to spend time	des réseaux sociaux	some social networks	dangereux	dangerous	
produire	to produce	regarder	to watch	des achats en ligne	some purchases online	facile	easy	
utiliser	to use	voler	to steal	la musique	music	disponible	abailable	
télécharger	to download	allumer	to turn on	un écran tactile	a touch screen	moderne	modern	
envoyer	to send	partager	to share	des jeux vidéos	some video games	rapide	quick	
découvrir	to discover	parler	to speak	un portable	a mobile	sûr	safe	
enregistrer	to save	harceler	to bully	une tablette	a tablet	numerique	digital	
discuter	to discuss	toucher	to touch	un ordinateur	a computer	technique	technical	
Week 4				Week 5				
Celebrity Culture Verbs				Celebrity Culture Nouns				
chanter	to sing	reconnaître	to recognise	un acteur	an actor	une célébrité	a celebrity	
porter	to wear	célébrer	to celebrate	l'argent	money	la mode	fashion	
exprimer	to express	coûter	to cost	un chanteur	a singer	une équipe	a team	
raconter	to tell	diriger	to guide	un écrivain	a writer	un chanson	a song	
suivre	to follow	respecter	to respect	un entretien	an interview	les paroles	lyrics	
je suis* (suivre)	I follow	présenter	to present	un influenceur	an influencer	un spectacle	a show	
annoncer	to announce	persuader de	to persuade	le prix	the price	une étoile	a star	
inspirer	to inspire	entrer	to enter	une selfie	a selfie	la richesse	wealth	
se rappeler	to remember	regarder	to watch	un auteur	an author	la voix	voice	

Week 6		Week 7		Week 8		Week 9	
Time expressions		Hobbies verbs		Hobbies verbs		Hobbies nouns	
toujours	always	jouer	to play	marcher	to walk	un passe-temps	a hobby
des fois	at times	faire	to do	ouvrir	to open	un journal	a newspaper
quelquefois	sometimes	aller	to go	s'intéresser à	to be interested in	un jeu	a game
tous les jours	every day	écouter	to listen	monter	to climb	le prix	the prize
souvent	often	regarder	to watch	gagner	to win/earn	un stade	a stadium
rarement	rarely	manger	to eat	acheter	to buy	un livre	a book
jamais	never	se relaxer	to relax	perdre	to lose	un voyage	a trip
de temps en temps	from time to time	chanter	to sing	sortir	to go out	un vêtement	clothing
la fin de la semaine	the end of the week	danser	to dance	participer à	to participate in	un plat	a dish
normalement	normally	lire	to read	visiter	to visit	la formation	training

Week 10		Week 11		Week 12		Week 13	
Opinions		Sports		Adjectives		Adjectives	
j'aime	I like	la natation	swimming	sportif	sporty	intéressant	interesting
j'adore	I love	la gymnastique	gymnastics	ouvert	open	ennuyeux	boring
je n'aime pas	I don't like	la voile	sailing	complet	full	super	super
je déteste	I hate	le ski	skiing	actif	active	atroce	atrocious
je préfère	I prefer	le cyclisme	cycling	jeune	young	marrant	funny
mieux que	better than	le foot	football	populaire	popular	nul	rubbish
pire que	worse than	le volley	volleyball	gratuit	free (no cost)	amusant	fun
le meilleur	the best	la boxe	boxing	sûr	safe	fantastique	fantastic
le pire	the worst	la plongée	diving	dangereux	dangerous	barbant	dull, tiresome
ce qui est bien/mal	what is good/bad	le tennis	tennis	passionant	exciting	relaxant	relaxing

### 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.

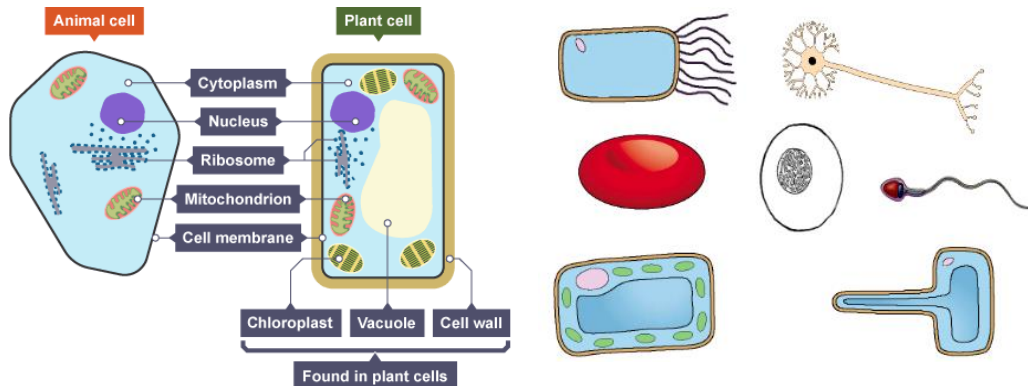
Uni-cellular: Living things made up of one cell.

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).

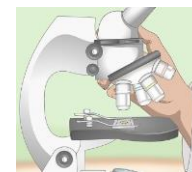
6. Use the fine focusing knob to get a clear image.

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. Particle model

Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).

Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.

A substance is a solid below its melting point, a liquid above it, and a gas above its boiling point.

Particle: A very tiny object such as an atom or molecule, too small to be seen with a microscope.

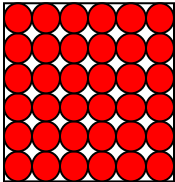
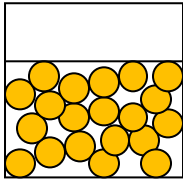
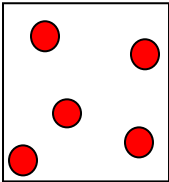
Particle model: A way to think about how substances behave in terms of small, moving particles.

Diffusion: The process by which particles in liquids or gases spread out through random movement from a region of high concentration to a region of low concentration.

Gas pressure: Caused by collisions of particles with the walls of a container.

Density: How much matter there is in a particular volume, or how close the particles are.

## 2. Properties of solids, liquids and gases

<u>Solids</u>	<u>Liquids</u>	<u>Gases</u>
Have a fixed shape	Take the shape of their container	Take the shape of their container
Have a fixed volume	Have a fixed volume	Don't have a fixed volume
Cannot be compressed	Cannot be compressed	Can be compressed easily
Cannot flow	Can flow	Can flow
		

## 3. Separating mixtures

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.

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.

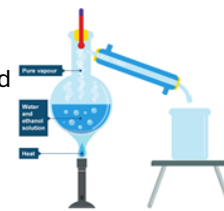
Soluble (insoluble): Property of a substance that will (will not) dissolve in a liquid.

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

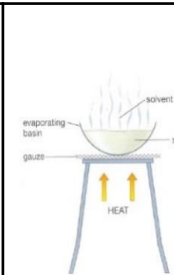
Filtration: Separating substances using a filter to separate an insoluble solid from a filtrate (solution).  
e.g. separating sand and water



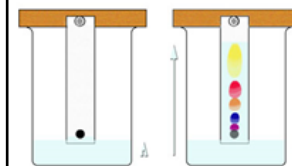
Distillation: Separating substances by boiling and condensing liquids.  
e.g. separating water and alcohol



Evaporation: A way to separate a solid dissolved in a liquid by the liquid turning into a gas.  
e.g. separating water from salt water



Chromatography : Used to separate different coloured substances.  
e.g. separating different dyes in ink



## 4. Changes of state

Evaporate: Change from liquid to gas at the surface of a liquid, at any temperature.

Boil: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.

Condense: Change of state from gas to liquid when the temperature drops to the boiling point.

Melt: Change from solid to liquid when the temperature rises to the melting point.

Freeze: Change from liquid to a solid when the temperature drops to the melting point.

Sublime: Change from a solid directly into a gas.

Section A Key Terms	Section B - What Happened at the Battle of Hastings?	Section C – Why did William win?
<p><b>Cause</b> - 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.</p> <ul style="list-style-type: none"> <li>• <b>Consequence</b> - a result or effect, typically one that is unwelcome or unpleasant.</li> <li>• <b>Diversity</b> – different experiences and outcomes depending on a persons social, economic or religious background</li> <li>• <b>Significance</b> – the quality of being worthy of attention; importance.</li> <li>• <b>Change</b> - make (someone or something) different; alter or modify.</li> <li>• <b>Continuity</b> - when something or someone stays the same for a long period of time</li> </ul> <p><b>Barons</b> – nobles who fought for William at Hastings and were rewarded with large areas of land to control for him</p> <p><b>Domesday Book</b> – A record of all land and property completed in 1086</p> <p><b>Feudalism</b> – Norman way of organising society so that everyone is loyal to the king</p> <p><b>Knights</b> – Soldiers who were given land in the Feudal system</p> <p><b>Peasants</b> – Ordinary people, who worked on the land had to serve their feudal master often a knight</p>	<ul style="list-style-type: none"> <li>• Harold’s army was at the top of Senlac Hill, forming a shield wall. William’s archers fired their arrows up towards Harold’s army but were struggling to break through the shield wall.</li> <li>• William’s cavalry then tried to charge up the hill, but could not break past the shield wall</li> <li>• 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.</li> <li>• William ordered his soldiers to and then pretend to retreat.</li> <li>• Harold’s was killed in the advance, the remaining Saxons were slaughtered by William’s men</li> </ul> <p><b>Harold’s Army</b></p> <ul style="list-style-type: none"> <li>• The Fyrd part time soldiers, whose main role was farming.</li> <li>• 2500 of these were housecarls, professional and well paid</li> <li>• It is believed Harold had between 7,000 and 8,000 soldiers at Hastings.</li> </ul> <p><b>Williams Army</b></p> <ul style="list-style-type: none"> <li>• William had a range of soldiers available to him: cavalry, archers and foot soldiers.</li> <li>• William’s army was also between 7,000 and 8,000 soldiers.</li> <li>• William’s army were well-rested and ready for battle.</li> </ul>	<p><b>Tiredness:</b> Harold’s army had marched north to fight Harald Hardrada, before turning back to fight William at Hastings. Many had been killed and the those who were left would have been extremely tired.</p> <p><b>Tactics:</b> William’s army pretended to retreat, breaking the shield wall as Saxons turned to run after them. William’s army was then able to turn round and attack them.</p> <p><b>Army strength:</b> William had a greater range of soldiers for the battle. As well as foot soldiers, he had a cavalry and more skilled archers.</p> <p><b>Leadership:</b> William was on horseback and had an overview of the whole battlefield. 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><b>What happened after the Battle of Hastings?</b></p> <p>After William’s army captured and subdued towns across the southeast. The Normans were not welcomed with open arms, some rebelled. William soon had complete control of England</p>



**Section D – Methods of Control****The Harrying of the North**

- Many Anglo-Saxons opposed the Norman Conquest and William faced a series of rebellions.
- 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.

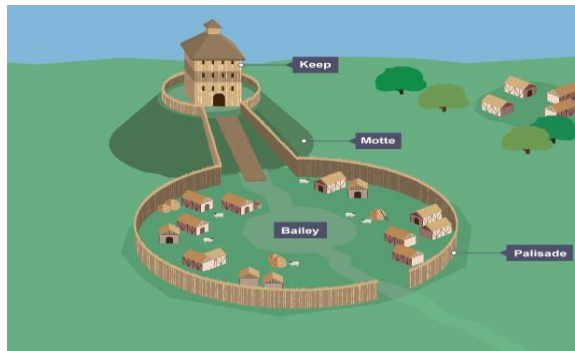
**The Feudal System** - The feudal system shows the hierarchy of different groups of people in medieval society based on loyalty, land and tax.

- The king was at the top of society and controlled the land. To manage this, he gave large areas of land to noblemen in return for them raising him money and an army. Land would be given 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.

**Section E – Motte & Bailey Castles**

William hoped the building of castles across England would intimidate people into accepting the Norman conquest.


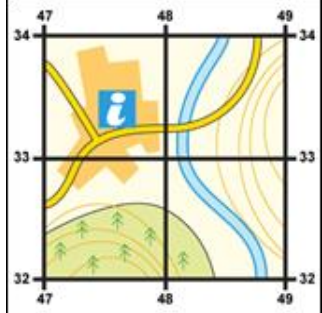
- Motte-and-bailey castles were built from wood and the keep was constructed on top of a small hill, called a motte.
- At the bottom of the motte, was a bailey, which was an enclosed group of houses and farmland for soldiers and workers to live in. These castles were protected by a palisade, which was 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.
- 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.

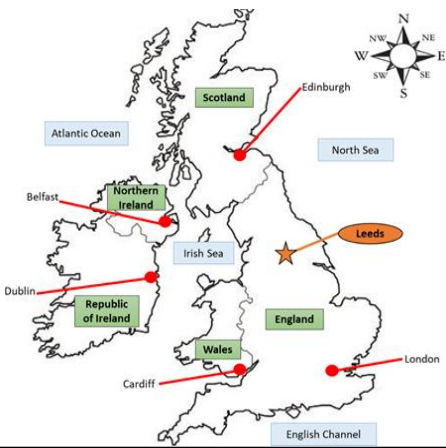
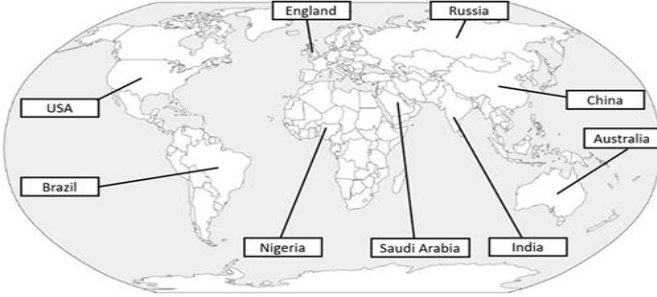
**Section F – Medieval Women****Eleanor of Aquitaine**

- Eleanor was a wealthy woman, governing Aquitaine, France.
- She married Louis VII, King of France.
- She supported Louis VII in the Crusades, many saw Eleanor as the better leader, Louis did not approve of her interference, they would divorce
- She married Henry II of England, she supported him to run his kingdom between England and France
- She was involved in a plot to replace Henry II with his sons, it failed and she was imprisoned
- She ruled England, on behalf of her son Richard when he was on crusade

**Empress Matilda**

- Matilda was the granddaughter of William the Conqueror
- When her father died with no male heir, she believed she should become Queen of England, her father had made the Baron's promise to accept her before he died
- Her cousin, Stephen believed a woman could not rule and that he should be King
- The conflict between Matilda and Stephen and those that supported their claims led to Civil War

Week	Key Knowledge to learn
2 – Key Terms	<p><b>Geography</b> – the study of the Earth and its people</p> <p><b>Physical Geography</b> - the study of <b>natural features</b> e.g. mountains, volcanoes, oceans</p> <p><b>Human Geography</b> - the study of human activity e.g. economics, culture</p> <p><b>Environmental Geography</b> - the study of <b>interactions</b> between <b>people</b> and <b>nature</b> e.g. climate change</p> <p><b>Social</b> – The study of people</p> <p><b>Economic</b> – The study of money</p> <p><b>Environmental</b> – The study of physical landscapes around us e.g. animals, plants</p> 
4 – Map Skills	<p><b>A compass</b> 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. Reading a compass clockwise</p> <p>&gt; <b>north &gt; north east &gt; east &gt; south east &gt; south &gt; south west &gt; west &gt; north west &gt; north</b></p> <p><b>Contour lines</b> &gt; imaginary <b>lines</b> on <b>maps</b> &gt; show <b>how high land is above sea level</b> &gt;</p> <p><b>lines close together on map</b> means <b>land is steep</b> in real life</p> <p><b>Measuring Distance on a map</b> &gt; To measure the straight-line distance is easy &gt; You get <b>a ruler</b> and <b>simply measure</b> the distance between the two points &gt; Then compare it to the <b>scale</b> at the bottom of the map page to find out how far it is in real life..</p> <p><b>grid references</b> &gt; used to <b>find places</b> on maps <b>Golden rule for reading a grid reference is</b> &gt; <b>‘Bottom left corner, along the corridor, up the stairs’.</b></p> <p><b>Grid reference of star is</b> &gt; <b>4733</b></p> 
6 – Global Geography	<p><b>Capital City</b> - often the largest city and where the government is located</p> <p><b>City</b> - is a large human settlement. It can be defined as a permanent and densely settled place</p> <p><b>Country</b> - a nation with its own government, occupying a territory</p> <p><b>Continent</b> - any of the world's main continuous expanses of land</p> <p><u><b>Continents and Oceans Map</b></u></p> <p>7 continents &gt; <b>Europe, Africa, Asia, Oceania, North America, South America, Antarctica</b></p> <p>5 oceans &gt; <b>Arctic, Atlantic, Indian, Pacific, Southern</b></p>

Week	Key Knowledge to learn	
8 – UK and Europe	<p><b>British Isles</b> - 5 nations &gt; <b>Scotland</b> (capital <b>Edinburgh</b>), <b>England</b> (capital <b>London</b>), <b>Wales</b> (capital <b>Cardiff</b>), <b>Northern Ireland</b> (capital <b>Belfast</b>), <b>Republic of Ireland</b> (capital <b>Dublin</b>)</p> <p><b>Great Britain</b> - 3 nations &gt; <b>Scotland</b> (capital Edinburgh), <b>England</b> (capital London), <b>Wales</b> (capital Cardiff)</p> <p><b>United Kingdom</b> - 4 nations &gt; <b>Scotland</b> (capital Edinburgh), <b>England</b> (capital London), <b>Wales</b> (capital Cardiff), <b>Northern Ireland</b> (capital Belfast)</p> <p><b>Seas around the British Isles</b> - <b>North Sea</b> (east of England), <b>English Channel</b> (south of England), <b>Irish Sea</b> (west of England), <b>Atlantic Ocean</b> (west of British Isles)</p> <p><b>Europe</b> - continent &gt; large area of land &gt; north of Equator &gt; bordered by Arctic Ocean and Atlantic Ocean &gt; countries such as the UK, Norway and Spain are located in the continent of Europe</p> <p><b>European Union</b> - a group of 27 countries following similar laws &gt; the UK left the EU on the 31<sup>st</sup> January 2020 (BREXIT)</p>	
10 – Lines of Latitude and Longitude	<p><b>Latitude</b> - imaginary horizontal lines around the Earth &gt; show how far north or south a place is from Equator</p> <p><b>Longitude</b> - imaginary vertical lines around the Earth &gt; show how far east or west a place is from Prime Meridian</p> <p><b>Equator</b> - line of latitude &gt; separates Northern Hemisphere from Southern Hemisphere &gt; 0° latitude</p> <p><b>Tropic of Cancer</b> - line of latitude &gt; north of Equator &gt; 23.5° N</p> <p><b>Tropic of Capricorn</b> - line of latitude &gt; south of Equator &gt; 23.5° S</p> <p><b>Prime Meridian</b> - line of longitude &gt; separates Eastern Hemisphere from Western Hemisphere &gt; 0° longitude</p> <p><b>Northern Hemisphere</b> - everything north of Equator</p> <p><b>Southern Hemisphere</b> - everything south of Equator</p>	
12 – Acronyms	<p><b>LIC</b> – Low Income Country e.g. Ethiopia</p> <p><b>NEE</b> – Newly Emerging Economy e.g. Nigeria</p> <p><b>HIC</b> – High Income Country e.g. UK</p> <p><b>TEA</b></p> <p><b>T – Trend</b> – What is the trend/pattern showing on the map?</p> <p><b>E – Example(s)</b> – What examples of data can you pull out from the map or graph?</p> <p><b>A – Anomaly</b> – What data stands out or doesn't fit the trend?</p> <p><b>TNC</b> – Trans-National Corporation e.g. Shell</p> <p><b>UN</b> – United Nations</p>	<p><b>BUG</b></p> <p><b>B</b> – Box the command word</p> <p><b>U</b> – Underline key terms</p> <p><b>G</b> – Go back over the question and check the grade</p> <p><b>PEE</b></p> <p><b>P</b> – Point</p> <p><b>E</b> – Evidence/Example</p> <p><b>E</b> – Explain</p> <p><b>SEE</b></p> <p><b>S</b> – Social</p> <p><b>E</b> – Economic</p> <p><b>E</b> – Environment</p>

10	English	Writer’s Choices and Narrative Techniques	CYCLE 2	Year 7
Box 1: Language terms				
Term	Definition	Example ( <i>don’t look, cover, write, check the examples; just focus on the term and definition</i> )		
Noun	A word that represents a person, place, thing, or idea.	A dog chased the <u>ball</u> .		
Verb	A word that expresses an action, occurrence, or state of being.	She <u>runs</u> every morning		
Adjective	A word that describes or modifies a noun.	The <u>blue</u> sky looked beautiful.		
Adverb	A word that modifies a verb, adjective, or other adverb.	He speaks <u>loudly</u> during class.		
Pronoun	A word that takes the place of a noun (e.g., he, she, it).	<u>She</u> is my best friend.		
Conjunction	A word that connects words, phrases, or clauses (e.g., and, but, or).	I like both tea <u>and</u> coffee.		
Preposition	A word that shows the relationship between a noun/pronoun and other words in a sentence.	The book is <u>on</u> the table.		
Interjection	A word or phrase used to express strong emotion (e.g., wow, oh, ouch).	<u>Wow</u> , that was impressive!		
Box 2: Grammar				
Term	Definition	Example( <i>don’t look, cover, write, check the examples; just focus on the term and definition</i> )		
Full stop (.)	For ending sentences	The sun sets at 7:00 p.m_		
Question mark (?)	For asking questions	Where is the nearest library?		
Exclamation mark (!):	For strong emotions	Congratulations on your graduation!		
Comma (,)	For separating words, phrases or clauses in a sentence.	I need apples_ bananas_ and oranges.		
Apostrophe (')	For contractions and possession (i.e You're [contracted from you are] or Nadia's pen)	It’s Hamza’s birthday today.		
Quotation marks (“”)	For direct speech	She said, “I love this song.”		
Colon (:)	For introducing lists or explanations	The ingredients for the cake are: flour, sugar, eggs, and butter.		
Semicolon (;)	For connecting related complete sentences	She likes swimming; he prefers hiking.		
Hyphen (-)	For joining words	It’s a well-known fact.		
Ellipsis (...)	For indicating missing words or trailing off thoughts.	She hesitated, then said, “I’m not sure...”		
Box 3: Literary Techniques				
Literary Technique	Definition	Example ( <i>don’t look, cover, write, check the examples; just focus on the term and definition</i> )		
Metaphor	A direct comparison between two unrelated things, suggesting that they share common characteristics.	The world is a stage. (Shakespeare)		
Simile	A comparison using “like” or “as” to highlight similarities between two different things.	Her smile was as bright as the sun.		
Imagery	Vivid and descriptive language that appeals to the senses (sight, sound, taste, touch, smell).	The crimson sunset painted the sky.		
Symbolism	The use of objects, characters, or settings to represent abstract ideas or concepts.	The white whale in “Moby-Dick” symbolizes obsession.		
Personification	Giving human qualities to non-human entities (animals, objects, etc.).	The wind whispered through the trees.		
Hyperbole	Exaggeration for emphasis or effect.	I’ve told you a million times!		
Irony	A contrast between expectation and reality.	The fire station burned down.		
Juxtaposition	Placing two contrasting elements side by side to highlight their differences.	Beauty and ugliness coexisted in the same painting.		

11	English	Writer’s Choices and Narrative Techniques	CYCLE 2	Year 7
Box 4a: Private Peaceful- Structure and Narrative Techniques.				
Structure and Narrative techniques.	Definition	Example (don’t look, cover, write, check the examples; just focus on the term and definition)		
Narrative Voice	Narrative voice is the perspective the story is told from.	“I watched as the boat sank.”		
Sentence structures	Means how a sentence is built up or constructed. Every sentence requires at least a verb and a subject.	“I am waiting		
Sentence types	Sentences are divided into four categories. They are simple, compound, complex and compound complex sentences.	Simple sentence example “I kicked a ball.” Compound sentence example “I kicked the ball, and it hit Tom.” Complex sentence example “Tom cried because the ball hit him.” Compound-complex example “Tom cried because the ball hit him, and I apologised immediately.”		
Dialogue	The exchange of spoken words between two or more characters in a book, play or other written work.	“How do you know I’m mad?” said Alice “You must be," said Katie, "Or you wouldn’t have come here.”		
Motif	A motif is something you notice being repeated in a story which links to a bigger idea. E.g. Light and dark could be motifs for good and evil.	In Private Peaceful, birds represent hope and belief in an afterlife. After his death, Tommo's father is associated with a swallow (a small bird).		
Foil	A foil is a character with opposite traits to another character, often the protagonist; foils are often included to highlight one character’s flaws.	In Private Peaceful, Grandma Wolf is a foil to Mrs Peaceful; Grandma Wolf’s evil nature makes Mrs Peaceful seem an even better mother.		
Box 4b: Private Peaceful- Structure and Narrative Techniques.				
Theme	A theme is a universal idea, lesson, or message explored throughout a work of literature.	The theme of power and cruelty is explored in Private Peaceful.		
Pathos	Pathos is an argument that appeals to an audience’s emotions.	“O Romeo, Romeo, wherefore art thou Romeo? Deny thy father and refuse thy name.”		
Emotive Language	Emotive language is the deliberate choice of words to elicit emotion (usually to influence).	I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood.		
Legality	How something does/does not follow the word of the law (is not open to personal interpretation and opinion)	Six journalists sought to challenge in court the legality of the ban on broadcasting.		
Morality	It is the distinction between good and bad or right and wrong behaviour (is open to personal interpretation and opinion)	They argued for a new morality based on self-sacrifice and honesty.		
Rhetorical questions	A rhetorical question is a question asked to make a point, rather than get an answer.	'What time do you call this?’		
Conflict	An active disagreement between people with opposing opinions or principles. Fights between two or more groups of people or countries.	There was a lot of conflict between him and his father.		
Patriotism	Love for or devotion to one's country.	They supported the war with a fierce patriotism.		

Week 1	Week 2	Week 3	Week 4	Week 5
1. trespass 2. reign 3. normally 4. aisle 5. violet 6. texture 7. adjusted 8. entirely 9. obedience 10. quietly	1. participation 2. dripped 3. destructible 4. optician 5. truthfully 6. laundry 7. petticoat 8. sabotage 9. prey 10. digest	1. brilliant 2. remorse 3. craftsmanship 4. unlimited 5. citizen 6. rustier 7. Christmas 8. crystal 9. quick 10. winner	1. fortuitous 2. precise 3. except 4. pylon 5. practical 6. endeavoured 7. dumb 8. co-starring 9. masonry 10. awry	1. applying 2. calculators 3. fluoride 4. latch 5. replies 6. repaired 7. prefabricate 8. advisable 9. inconvenient 10. obtain
Week 6	Week 7	Week 8	Week 9	Week 10
1. anchor 2. immediately 3. explosion 4. quibble 5. undeniable 6. considerate 7. applied 8. equally 9. accessible 10. wrestling	1. voyage 2. caution 3. explain 4. relativity 5. insist 6. assessment 7. lovelier 8. discourage 9. taught 10. besiege	1. explanatory 2. inaccurate 3. bedroom 4. circulation 5. lodger 6. knight 7. intelligent 8. illusion 9. quay 10. whale	1. afraid 2. crevice 3. mousse 4. predictor 5. lunacy 6. range 7. interpreter 8. quantity 9. arrangement 10. extend	1. preliminary 2. stammered 3. equivocate 4. clumsiest 5. exhibition 6. verdict 7. circular 8. cinnamon 9. doctor 10. humble
Week 11	Week 12	Week 13		
1. camouflage 2. medieval 3. implausible 4. indecent 5. honest 6. searching 7. magnificent 8. tambourine 9. totally 10. certificate	1. celebrated 2. enjoyable 3. suspicious 4. exceptional 5. fiery 6. exit 7. knighthood 8. helmet 9. mission 10. accidentally	1. merrier 2. corrosion 3. swab 4. complementary 5. smudge 6. barrage 7. grimace 8. exhibit 9. tried 10. kneel		

## BOX 1: Multiplication and Division

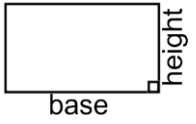
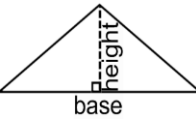
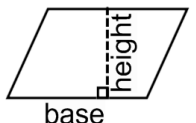
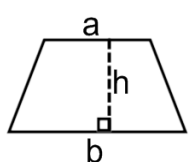
OPERATIONS		
Multiplication	Symbol: <b>×</b> ( <i>times</i> )	Vocabulary: <b>Multiply, lots of, product</b>
Division	Symbol: <b>÷</b> ( <i>obelus</i> )	Vocabulary: <b>Divide, split, share</b>
Dividend	The amount to be <b>divided up</b> .	
Divisor	The amount you are <b>dividing by</b> .	
Quotient	The <b>result</b> of a division. ( <b>Dividend ÷ divisor = quotient</b> ).	
Remainder	The amount <b>left over</b> when a divisor doesn't fit into a dividend exactly.	

AVERAGES	
Average	A number expressing the central or typical value in a set of data
Mean	Method: <b>add up all the amounts, and then divide the total by the number of amounts</b>
Mode	The value which <b>occurs the most</b> . Bi-modal is where there are <b>two modes</b> . There sometimes is <b>no mode</b> .
Median	The <b>middle value</b> ( <b>half way</b> through the data). Method: <b>put the data in numerical order, and state the middle value</b> .

MULTIPLES, FACTORS AND PRIME NUMBERS	
Multiple	The result of <b>multiplying</b> a number by an integer. <i>E.g. The 3<sup>rd</sup> multiple of 7 is 21.</i>
Lowest Common Multiple (LCM)	The <b>lowest common number</b> in the <b>multiplication tables</b> of two or more different numbers.
Factor	A quantity which <b>divides equally</b> into a number. <i>E.g. factors of 8 are 1, 2, 4 and 8.</i>
Highest Common Factor (HCF)	The <b>highest factor</b> which belongs to two or more numbers.
Prime Number	An integer greater than 1 that has <b>exactly two factors, 1 and itself</b> . e.g. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31...
Prime Factor	A <b>factor</b> of a number which is also <b>prime</b> .

STANDARD UNITS: LENGTH	
Length	The <b>distance</b> from one point to another.
Metric units	<b>millimetres, centimetres, metres and kilometres.</b>
Metric length conversions	1cm = <b>10mm</b> 1m = <b>100cm</b> 1km = <b>1000m</b>

STANDARD UNITS: CAPACITY	
Capacity	The amount a container can hold.
Volume	The amount of space an object takes up
Metric units	millilitres, litres.
Metric capacity conversions	1 litre = 1000ml

AREA		
Area	The amount of <b>space</b> a <b>2D shape</b> takes up	
Area units	<b>mm<sup>2</sup>, cm<sup>2</sup>, m<sup>2</sup>,</b>	
Area of a rectangle	$A = bh$ Area = <b>base x height</b>	
Area of a triangle	$A = \frac{bh}{2}$ Area = <b>base x perpendicular height ÷ 2</b>	
Area of a parallelogram	$A = bh$ Area = <b>base x perpendicular height</b>	
Area of a trapezium	$A = \frac{1}{2}(a + b)h$ Area = <b>half the sum of the parallel sides, multiplied by the distance between them</b>	

STANDARD UNITS: MASS	
Mass	The amount of <b>matter</b> in an object
Weight	How heavy something is – is dependent on mass and <b>gravity</b>
Metric units	<b>gram, kilograms, tonne.</b>
Metric mass conversions	1kg = <b>1000g</b> 1 tonne = <b>1000kg</b>

## BOX 2: Multiplying and dividing

### FRACTIONS: OPERATIONS

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

## BOX 4: Ratio

### RATIO

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

### LINKS TO: FRACTIONS, DECIMALS, PERCENTAGES

e.g. the ratio 15:35 is:  $\frac{15}{50}$  in fractional form  
0.3 in decimal form  
30% in percentage form

## BOX 3 : Fractions and percentages of amounts

### COMMON PERCENTAGES

Percentage	Parts per <b>100</b> . Symbol %.
Find 10%	Divide by <b>10</b> (because <b>100% ÷ 10 = 10%</b> )
Find 1%	Divide by <b>100</b> (because <b>100% ÷ 100 = 1%</b> )
Find 50%	Divide by <b>2</b> (because <b>100% ÷ 2 = 50%</b> )
Find 25%	Divide by <b>4</b> (because <b>100% ÷ 4 = 25%</b> )
Find 75%	Add together <b>50% and 25%</b>

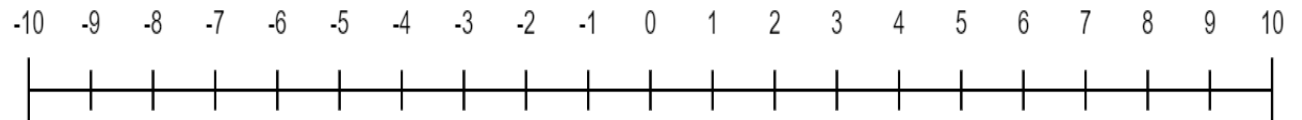
### FRACTION NOTATION

Vinculum  $\rightarrow \frac{3}{5}$   $\leftarrow$  Numerator  
 $\leftarrow$  Denominator

### FRACTIONS

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

## BOX 5: Directed Number



### DIRECTED NUMBER: VOCABULARY LANGUAGE

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



Week	Key Knowledge to learn
1 – Key Jewish Beliefs	<ul style="list-style-type: none"> <li>Judaism began around 4000 years ago in the area now known as the Middle East.</li> <li>Judaism developed gradually over time but one of the key people linked with the origins of Judaism was a man named Abraham.</li> <li>Followers of Judaism are called Jews.</li> <li>Jews believe in one eternal God (God has always and will always exist).</li> <li>Jews believe they have a covenant (agreement) with God that if they follow God’s rules God will protect and look after them.</li> <li>The Jewish place of worship is called the synagogue.</li> <li>The Jewish holy book is called the Torah which is written on a scroll. The Torah is written in Hebrew.</li> </ul>
2 – Sikhism and beliefs about the Guru Nanak	<ul style="list-style-type: none"> <li>Guru Nanak is the founder of Sikhism and is considered the first Sikh Guru.</li> <li>Sikhism is based on the teachings of Guru Nanak and those of the nine Sikh Gurus who followed him.</li> <li>There is a festival which celebrates Guru Nanak’s birthday. The festival is known as Guru Nanak Gurpurab.</li> <li>Guru Nanak’s family were Hindus and Nanak had a great interest in religion and studied Islam and Hinduism.</li> <li>One day he had a powerful spiritual experience that gave him a vision of the true nature of God.</li> <li>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.</li> </ul>
3 - Key Words	<ul style="list-style-type: none"> <li><b>Beliefs</b> – Beliefs are what we accept as true but without always having proof or evidence.</li> <li><b>Values</b> - Values are things that we attach importance to and live</li> <li><b>Atheism</b> – When a person does not believe that God exists</li> <li><b>Agnosticism</b> – When a person is unsure whether God exists</li> <li><b>Inconsistent Triad</b> – The idea that as long as evil exists God cannot be both all loving and all powerful</li> <li><b>Benevolent</b> - God is all loving</li> <li><b>Omnipotent</b> - God is all powerful</li> </ul>
4 – Multi-Faith Britain	<ul style="list-style-type: none"> <li>A multi-faith society is where lots of different faiths live side by side</li> <li>Living alongside people of different backgrounds and religions can be a positive experience, but it can also have its challenges.</li> <li>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.</li> <li>Interfaith dialogue - Discussions about different beliefs and practices.</li> <li>Religious leaders can unite against global issues. For example, leaders could campaign together as a united voice against climate change.</li> <li>There are lots of forums online that allow discussion regarding matters of belief, religious practice, and to share perspectives on moral issues.</li> </ul>
5-Religious Diversity	<ul style="list-style-type: none"> <li>For many, diversity is something to be celebrated and in the UK, people have religious freedom.</li> <li>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.</li> <li>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.</li> <li>Religion has changed enormously in the UK and is made up of many different faiths and those who have no faith and religion.</li> <li>According to the 2011 census, around 59% of the population identify as Christian which is approximately 33.2 million people</li> <li>The second largest religion were Muslims with 4.8% of the population identifying as Muslim which is approximately 2.7 million people.</li> <li>London is considered the most diverse region of the UK with the high proportion identifying as Muslim, Buddhist, Hindu and Jewish.</li> </ul>

## Find Your Voice Knowledge Organiser



A capella = making music with just your voice

### Keywords

Key Word	Definition
Unison	When performers perform the same thing at the same time
Harmony	When two or more notes are played at the same time
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
Mashup	Several different songs put together to create one larger song
Beatbox	To create drum sounds using your voice

### A capella artists

**Pentatonix**

**Take 6**

**(Cast of)  
Pitch Perfect**

**Naturally 7**

**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**

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.

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 2:**

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

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

For example:

Monitor  
Printer  
Projector  
Speakers

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

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**.

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, external hard drives.

**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.

**Box A – Mr Twit**

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.

**Box B – Mrs Twit**

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.

**Box C – Key Words**

Body Language  
 Character  
 Facial Expression  
 Role Play  
 Levels

**Box D –****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.

**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.

**Box E – Strategies****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.

**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.

**Box F – Muggle-wump**

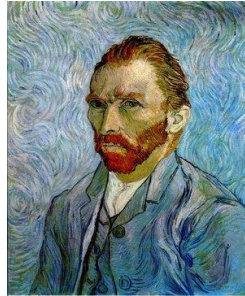
Muggle-wump needs to make an important decision, he has the ability to get revenge on Mr and Mrs Twit for all their cruelty towards him and the birds.



**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.

**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 were 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.

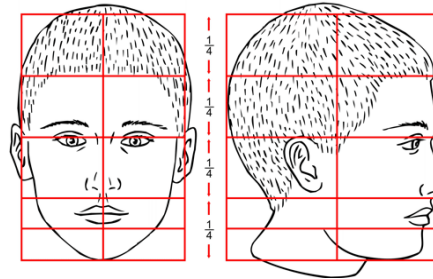
**Texture;** is how a surface feels to the touch

**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.





## 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.



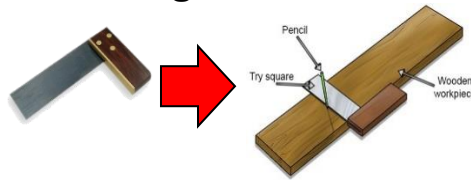
### Disc/Belt Sander

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.



GRIT ARRANGED HORIZONTALLY  
GRIT ARRANGED VERTICALLY  
TWO LAYERS OF ADHESIVE  
PAPER / CLOTH BACKING

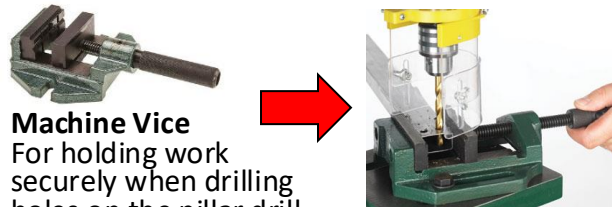
## BOX 3: Marking out tools



### Try square

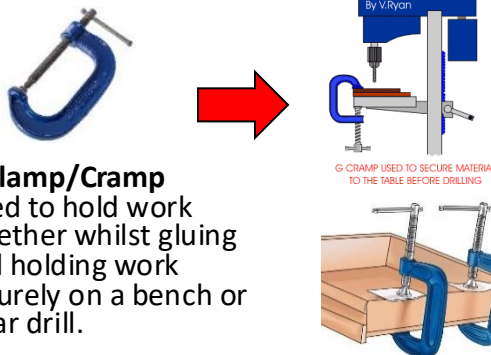
For marking out accurate right angles and checking if work is square when gluing up.

## BOX 4: Clamping and holding tools



### Machine Vice

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



### G Clamp/Crimp

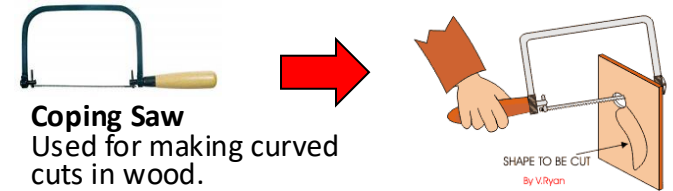
Used to hold work together whilst gluing and holding work securely on a bench or pillar drill.



### Woodworking Vice

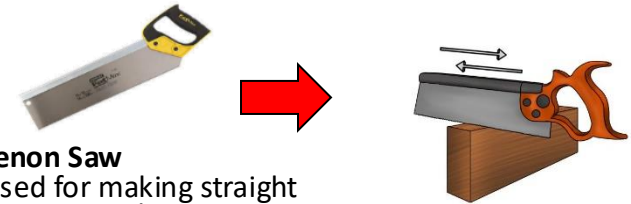
To hold the wood securely when cutting, chiseling, drilling etc.

## BOX 5: Cutting and shaping tools



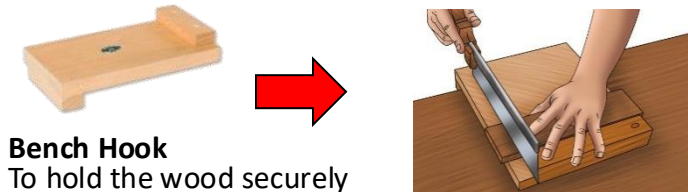
### Coping Saw

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.

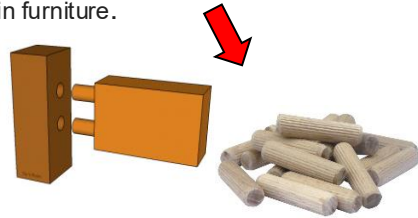
## BOX 6: Permanent Jointing Techniques

### Permanent Joint:

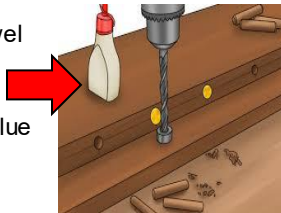
When we do not want to take the pieces apart again E.G. Glues & Jointing

### 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.

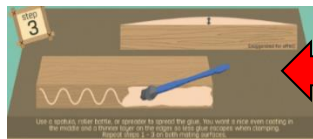
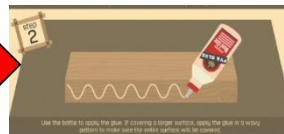


### Glued Joints



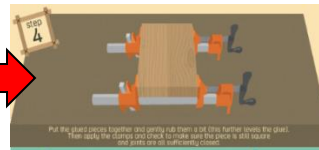
1. Ensure pieces fit together correctly and are smooth and free of any dust.

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:

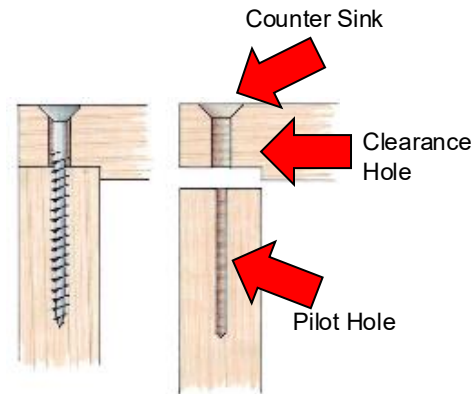
When we will, or might need to take pieces apart again E.G. Screws and nails

### 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 available in different head types including slotted, phillips & pozidriv.

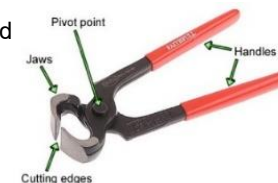


### Nails

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.

