



WGSA

believe in yourself, in others, in God

“

I truly believe
the only way
we can create
global peace
is through not only
educating our minds,
but our hearts
and our souls.

-- Malala Yousafzai

Knowledge Organiser Year 7 Spring 2 2021

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Homework Timetable

You are expected to study the subjects shown on your timetable each day.

Each day use a page of your exercise book to evidence your work: half a page per subject.

Week starting 22nd Feb	Subject 1	Subject 2	Signed Off
Monday	English	History	
Tuesday	Maths	Geography	
Wednesday	Science	Spanish	
Thursday	RE	Art	
Friday	PE	Music	

Week starting 1st March	Subject 1	Subject 2	Signed Off
Monday	English	PE	
Tuesday	Maths	History	
Wednesday	Science	Geography	
Thursday	RE	Spanish	
Friday	Food	Art	

Week starting 8th March	Subject 1	Subject 2	Signed Off
Monday	English	Food	
Tuesday	Maths	PE	
Wednesday	Science	History	
Thursday	RE	Geography	
Friday	Music	Spanish	

Week starting 15th March	Subject 1	Subject 2	Signed Off
Monday	English	Music	
Tuesday	Maths	Food	
Wednesday	Science	PE	
Thursday	RE	History	
Friday	Art	Geography	

Week starting 22nd March	Subject 1	Subject 2	Signed Off
Monday	English	Art	
Tuesday	Maths	Music	
Wednesday	Science	Food	
Thursday	RE	PE	
Friday	Spanish	History	

Week starting 29th March	Subject 1	Subject 2	Signed Off
Monday	English	RE	
Tuesday	Maths	Geography	
Wednesday	Science	Spanish	

Read, Cover, Write



Step 1: Read the part of the section you want to remember.

Step 2: Read it again.

Step 3: Read it aloud.

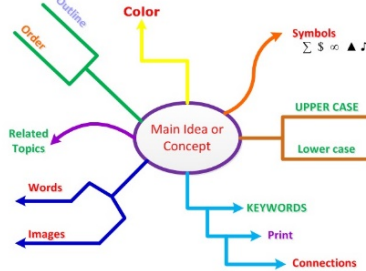
Step 4: Cover the part you are remembering with your book.

Step 5: Write as much as you can remember in your exercise book.

Step 6: Check your answers with a tick for correct answers or a cross for incorrect.

Step 7: Correct your mistakes with the information from that section.

Mind Mapping



Step 1: Read the part of the section you want to remember.

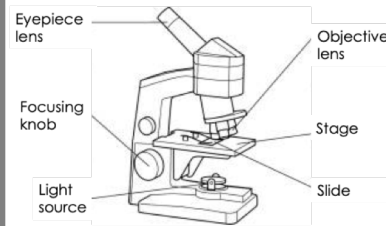
Step 2: Draw a mind map with the key information.

Step 3: Add an extra information that provides more detail about the topic

Step 4: Check your answers using the information in all three sections of the Knowledge Organiser.

Step 5: Correct any mistakes

Explaining a Diagram



Step 1: Read, cover and recreate the diagram

Step 2: Write a paragraph explaining what is happening in the diagram and give specific examples.

Step 3: Check your answers using your class notes or ask your teacher to check in your next lesson.

Step 5: Correct any mistakes

Putting new words into sentences

Foreboding	A feeling that something bad will happen.
------------	---

There was a sense of foreboding through the reference to the 'shadows that followed'

Step 1: Read, cover, write the new words and their definitions

Step 2: Write a sentence that includes the new word into a real context, just as you would use it in a lesson/exam question.

Step 3: Check your answer with a friend or ask your teacher to check you have used them correctly.

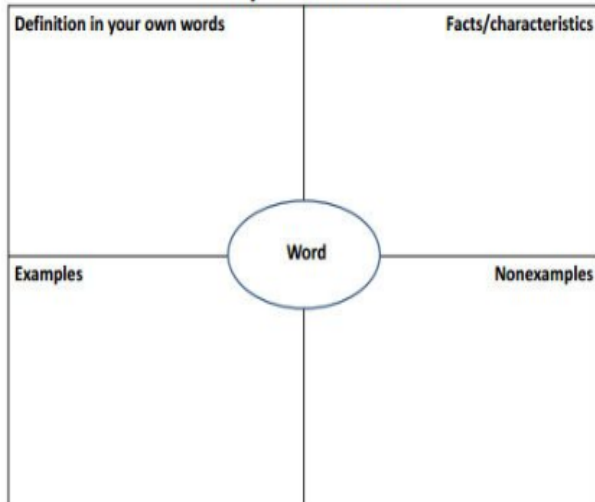
Step 5: Correct any mistakes

Year 7 English Term 4 – *The Chocolate project* - Knowledge Organiser

Week 1: Write and ending to this advert using at least two DAFOREST techniques.

Ladies and gentlemen, My name is _____ and I am here today to talk to you about my new product, the Chocco Shocko Bar. When John Cadbury first created Dairy Milk Chocolate in 1905, little did he know just how popular his product would become. For years, rivals have tried and failed to compete with its smooth and delicious taste until now! My Chocco Shocko bar matches the delicious flavour of Dairy Milk but with its added vitamins and minerals is designed to improve your health and fitness levels. ...

Frayer Model



Week 2: Complete a copy of the Frayer model template for each of the following words.

slogan

appeal

bias

brand

connotation

denotation

composition

Week 3: Key vocabulary - READ COVER AND WRITE. Extension: EXEMPLIFY each word

D	direct address	Using pronouns 'you' and 'we' to make the reader think that the speaker is talking directly to them.
A	Alliteration	The occurrence of the same letter or sound at the beginning of words in a sequence.
F	fact	A thing that is known or proven to be true.
O	opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
R	rhetorical question	A question asked in order to create a dramatic effect.
R	repetition	The action of repeating something that is said or written.
E	emotive language	Words or phrases used to invoke an emotional response to a subject.
S	statistic	A fact or piece of data obtained from a large study, usually to support an argument.
T	list of three	Three adjectives used in a list to describe a thing, person or place.

Year 7 English Term 4– The Chocolate project - Knowledge Organiser

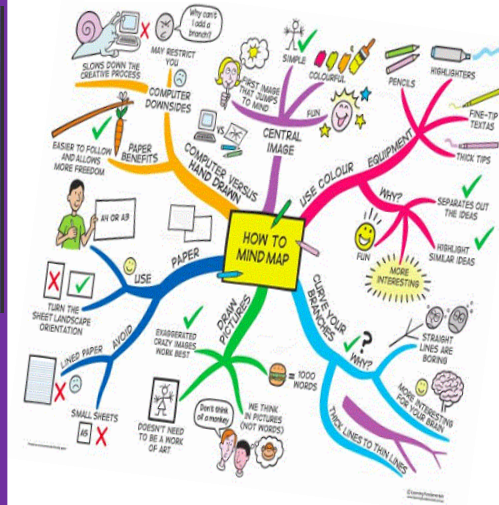
Exclamation marks!	An exclamation mark is used after interjections, humorous sentences or to show surprise and excitement.
Question marks?	Question marks are used in both formal and non-formal writing and in cases where direct and indirect questions are being asked.
(Brackets)	Brackets are used to add extra information, asides or more detail.
Semicolons;	A semicolon is used to separate longer, linked clauses or in a list after a bullet point.
Colons:	A colon is used to inform the reader that what follows the mark proves, explains, or lists further information.
Dash -	A dash serves as a comma (mostly in informal writing).
Comma,	Commas are used to separate lists, introductory words and clauses.
Apostrophe ‘	Apostrophes are used to show possession or omission

Week 4 : Draw an advert and label from memory



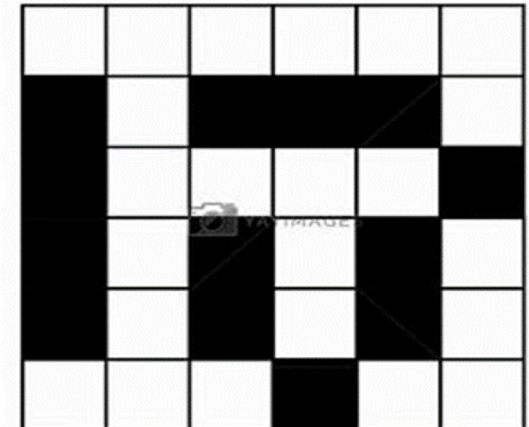
Week 6:

Make an illustrated mind-map of 5 advertisements you have seen recently. How effective were they? Who was the target audience?



Week 5: Create a crossword using these key aspects of advertising:

slogan
target audience
Standard English
images
bias
brand
product



Week 7: Key vocabulary - READ COVER AND WRITE. Extension: EXEMPLIFY each piece of punctuation.

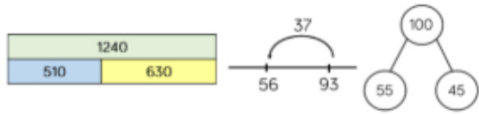
Solving problems with addition and subtraction

Keywords

Commutative: changing the order of the operations does not change the result
 Associative: when you add or multiply you can do so regardless of how the numbers are grouped
 Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)
 Placeholder: a number that occupies a position to give value
 Perimeter: the distance/ length around a 2D object
 Polygon: a 2D shape made with straight lines
 Balance: in financial questions – the amount of money in a bank account
 Credit: money that goes into a bank account
 Debit: money that leaves a bank account

**Task 1 Create
 Keyword
 Flashcards**

Addition/ Subtraction with integers



Modelling methods for addition/ subtraction • Bar models • Number lines • Part/ Whole diagrams

$$6 + 3 = 3 + 6$$



Addition is commutative
 The order of addition does not change the result

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

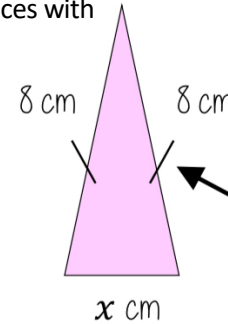
Number lines help for addition and subtraction
 Working in 10's first aids mental addition/ subtraction
 Show your relationships by writing fact families

Addition/ Subtraction with decimals

4	.	3	8
7	.	9	0

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values



Perimeter is the length around the outside of a polygon

The triangle has a perimeter of 25cm
 Find the length of x

$$\begin{aligned} 8\text{cm} + 8\text{cm} + x\text{cm} &= 25\text{cm} \\ 16\text{cm} + x\text{cm} &= 25\text{cm} \\ x\text{cm} &= 9\text{cm} \end{aligned}$$

Isosceles
 Triangle
 notation

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
-	2	4	9

Formal written methods
 Remember the place value of each column.
 You may need to move 10 ones to the ones column to be able to subtract (borrowing)

**Task 2 Read cover
 write the
 keypoints for the
 diagrams.**

**Task 3
 Explain the end
 of unit tasks in
 detail including
 illustrations**

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand properties of addition/ subtraction
- Use mental strategies for addition/subtraction
- Use formal methods of addition/Subtraction for integers
- Use formal methods of addition/Subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

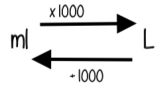
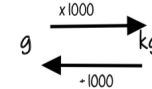
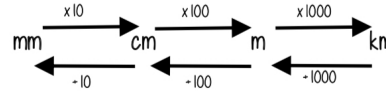
Solving problems with multiplication and division

Keywords

- Array: an arrangement of items to represent concepts in rows or columns
- Multiples: found by multiplying any number by positive integers
- Factor: integers that multiply together to get another number.
- Mili: prefix meaning one thousandth
- Centi: prefix meaning one hundredth.
- Kilo: prefix meaning multiply by 1000
- Quotient: the result of a division
- Dividend: the number being divided
- Divisor: the number we divide by.

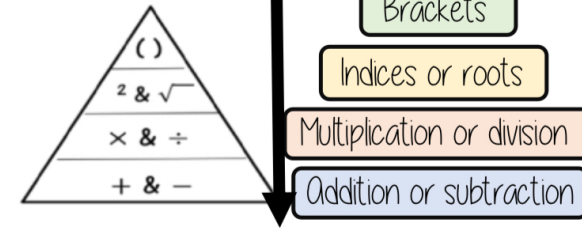
**Task 1 Create
Keyword
Flashcards**

Metric conversions



**Task 2 Read cover
write the
keypoints for the
diagrams.**

Order of Operations



Multiplication methods

Grid method



Multiplication with decimals
Perform multiplications as integers
e.g. $0.2 \times 0.3 = 2 \times 3$
Make adjustments to your answer to match the question:
 $0.2 \times 10 = 2$
 $0.3 \times 10 = 3$
Therefore $6 \div 100 = 0.6$

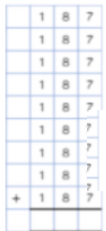
**Task 3
Explain the end
of unit tasks in
detail including
illustrations**

What do I need to be able to do?
By the end of this unit you should be able to:

- Understand and use factors
- Understand and use multiples
- Multiply/ Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

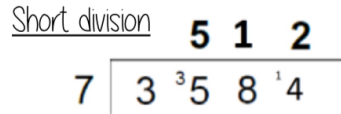
Long multiplication (column)

Less effective method especially for bigger multiplication



Repeated addition

Division Methods Short division



$$3584 \div 7 = 512$$

Division with decimals

Complex division
 $\div 24 = \div 6 \div 4$
Break up the divisor using factors

The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient

Section 1: Key Vocabulary Look, cover, write.

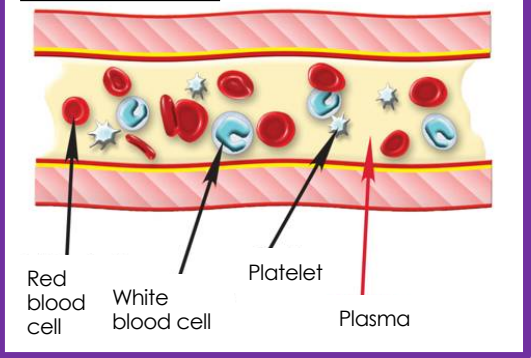
Keyword	Definition
Digestive system	The body system responsible for breaking down and absorbing food.
Nutrient	A vital part of food.
Balanced diet	A diet that contains all the right nutrients in the right amounts.
Deficiency	A lack of one or more vitamins in your diet.
Diabetes	A condition where blood glucose levels cannot be controlled by the body.
Absorption	How digested foods enter the blood.
Enzyme	A molecule which speeds up reactions in the body.
Circulatory system	The body system responsible for transporting blood around the body.
Gas exchange	The transfer of oxygen into the blood from the lungs and carbon dioxide from the blood into the lungs.

Science: Body Systems

Section 3: Nutrients in your food Draw a plate of food that contains all of these nutrients.

Nutrient	Use in the body	Good sources
Carbohydrate	To provide energy	Cereals, bread, pasta, rice and potatoes
Protein	For growth and repair	Fish, meat, eggs, beans, pulses and dairy products
Lipids (fats and oils)	To provide energy. Also to store energy in the body and insulate it against the cold.	Butter, oil and nuts
Minerals	Needed in small amounts to maintain health	Salt, milk (for calcium) and liver (for iron)
Vitamins	Needed in small amounts to maintain health	Fruit, vegetables, dairy foods
Dietary fibre	To provide roughage to help to keep the food moving through the gut	Vegetables, bran
Water	Needed for cells and body fluids	Water, fruit juice, milk

Section 5: The blood Look, cover, draw.



Section 6: Knowledge Recall Test yourself!

Question	Answer
Name the seven essential nutrients.	Carbohydrates, proteins, lipids, minerals, vitamins, fibre and water.
Why do we need to eat fibre?	To help to keep the food moving through the gut.
What is the function of the stomach?	The stomach churns food and adds acid.
What is an enzyme?	A molecule which speeds up reactions in the body.
Name the three types of blood vessel.	Arteries, veins and capillaries.
Give three differences between a vein and an artery.	<ol style="list-style-type: none"> Arteries have a thicker outer wall. Arteries have a smaller lumen. Arteries have a thicker layer of muscle and elastic.
What is gas exchange?	The transfer of oxygen into the blood from the lungs and carbon dioxide from the blood into the lungs.
What do white blood cells do?	Fight infection.

Section 2: The digestive system

Mouth – chews food and adds saliva

Oesophagus – connects mouth and stomach

Stomach – churns food and adds acid

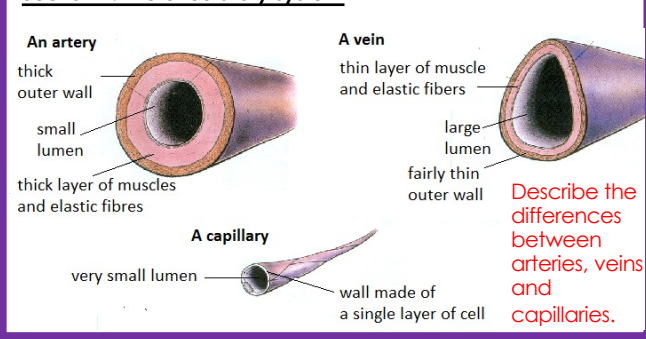
Small intestine – absorbs nutrients

Large intestine – absorbs water

Anus – expels faeces

Write the function of each part of the digestive system.

Section 4: The circulatory system



Task 1:



Year 7 Religious Education



Jesus

Task 2:

Read the information below and create a poster on who Jesus was.

He was a carpenter's son who lived about 2000 years ago. He was not a rich man; he did not lead large armies or control great empires. Yet he became one of the most famous people who ever lived.

During his lifetime, a few hundred people in Palestine became his follows. Often, they did not understand what he taught them. Yet, after his death, they began to tell other about him. Today, many millions of people all over the world worship him. Many more believe he was a great teacher.

Task 3:

Theology is the study of the nature of God and religious belief. Read the passage below from Matthew's Gospel and explain what you think the passage means

I was hungry, and you fed me, thirsty and you gave me a drink; I was a stranger and you received me in your home, naked and you clothed me; I was sick, and you took care of me, in prison and you visited me. The righteous will then answer him, 'When, Lord, did we ever see you hungry and feed you, or thirsty and gave you a drink?... The King will reply, 'I tell you, whenever you did this for one of the least important of these brothers of mine, you did it for me!'

Task 4:

The following was written by a Jewish historian called Josephus, what does it suggest about Jesus?

'...He was a wise man, if you should call him a man. He achieved surprising feats and was a teacher. He got the support of many Jews and Greeks. He was the Messiah.'

Task 5:

Using this information, write a paragraph explaining WHY Jesus was important.

His story, together with his teachings, was written down in four books. Later they were included in the Bible, which has been translated into over a thousand languages.

Many people try to live their lives in the way they think Jesus would have wished. Some men and women spend their lives helping the poor and sick. Others give up money or power to do something special for him. There are even those who have been prepared to die because they believed in him

• **Apostle** - one of the 12 men chosen by Jesus to preach the gospel

Ascension - Jesus' going up to heaven

Blasphemy - words spoken against God

Congregation - people who have come together to worship

Missionary - person who travels to persuade people to join a religion

Parable - short story which has a lesson to teach







Prophet - person who speaks on behalf of God

Salvation - saving the soul by freeing from sin

Sinner - a person who does and think things which offends God

Worship - service in honour of God; great honour and respect

Section 1: Key Words: Look, Cover, Write, Check

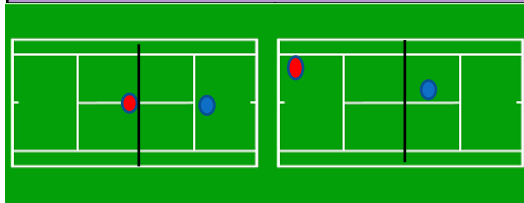
Court	This is what the game is played on.	
Singles/Doubles	Tennis is either an individual sport or a team sport. If playing as a team, you will play doubles. Individually will be singles.	
Ball	The game is played with a ball, the ball can vary dependant on ability level and age .	
Racket	Each player will have a racket that they will use to hit the ball over the net.	
Net	This separates the court into two	
Ready position	Holding this position means you can either dribble, shoot or pass. Hence being a 'triple threat'.	

Section 2: Basic Rules: Create a Mind Map to help you remember the rules of Tennis. If you know more, add them. I want to see who knows the most.

- Each match is divided into sets and games. The first person to reach 6 games wins the set.
- Typically to win the match you must win at least 2 sets out of 3 in women's tennis and 3 out of 5 in men's.
- Players swap service after each game, they also swap court sides after the first game and every odd numbered one from then on.
- Points are scored as followed; 15, 30, 40 and 'game', 0 is referred to as 'love'
- 'Deuce' is when both players are tied on 40-40, in this instance the game must be won by 2 clear points known as, 'advantage' and 'game'
- The server gets 2 chances to serve. If the first serve is a 'fault' they get a 2nd serve. If this also faults, it is classed as 'double fault' and the other player gets the point.

Physical Education Year 7 Term 4 Tennis

Section 3: Tactics/Shot selection : Below are two images from a match, explain what shot you would use and why (you are the blue player)



Section 4: Forehand Key Points: Look, Cover, Write, Check

1. Take racket back early
2. Smooth connection between back forward swing, step into shot
3. Swing from low to high
4. Firm grip
5. Return to ready position



Section 5: Volley Key Points: Look, Cover, Write, Check

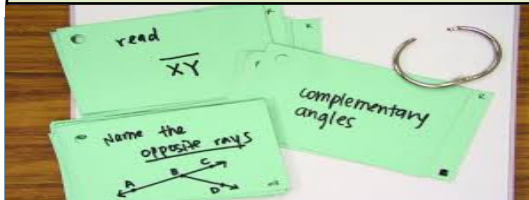
1. Elbows should be just in front of your body
2. Move your head & hands towards the ball
3. Don't swing the racket, 'punch' it
4. Angle the shot downwards with an open racket face
5. Follow through in the direction you want to send the ball








Section 6: Knowledge recall: Create flashcards for each question.

Question

1. What are the 3 most common types of tennis court?
2. How do you win a match in tennis?
3. How do you win a point in tennis?
4. What is the difference between the types of tennis ball?
5. How tall is the net in tennis?
6. Besides the amount of players, what is the difference between singles and doubles tennis ?
7. What is meant by the ready position and why should you use it?
8. What is classed as a fault when serving in tennis?



Key Terms – Task 1 – **LOOK, COVER, WRITE, CHECK**

Key Terms	Definition	Image
Great Mortality	Another name given to the Black Death. A disease which had a deadly impact on Europe	
Magna Carta	A set of rules the English barons forced King John to sign	
Miasma	'Bad air', an unpleasant smell	
Purgatory	Where Catholics believe you go before heaven to repent your sins	
Great Matter	When Henry VIII wanted to go against the church and separate with his Catholic wife Catherine of Aragon	
Peasant's Revolt	The Peasants' Revolt, also called Wat Tyler's Rebellion or the Great Rising, was a major uprising across large parts of England in 1381	

History: Medieval Britain

Key Dates – Task 2 – Create a timeline for the Magna Carta

- **1118** – Thomas Becket was murdered
- **1199** – King John began his reign
- **1215** – Magna Carta was signed
- **1348** – The Black Death first struck England
- **7th June 1381** – The Peasant's Revolt began
- **15th June 1381** – The Peasant's Revolt ended
- **1533** – The Great Matter
- **1537** – Edward VI becomes the king of England, and continues his father's Protestantism
- **1553** – Mary I becomes queen of England and returns to Catholicism, killing hundreds of Protestants

Key People – Task 3 – Create fact files for the following people:

1. **Wat Tyler**
2. **Henry VIII**

Research these key people, and include the following in their fact files:

- Date of Birth/Death
- Cause of Death
- Nicknames
- Important roles/achievements
- Family members

Key Landmarks – Task 4 – Create a mindmap

Create a mindmap for 'Believed Causes of the Black Death' and use the following examples:

- 1) Movement of the planets
- 2) Punishment from God
- 3) Bad smells and corrupt air
- 4) Poisoning of wells
- 5) Starting at a victim
- 6) Wearing pointed shoes
- 7) Strangers to villages and their villagers

Key Locations – Task 5 – Create a mindmap

Create a mindmap for 'Believed Cures of the Black Death' and use the following examples:

- 1) Rubbing onions on boils
- 2) Drinking vinegar
- 3) Sitting close to a fire
- 4) Whipping yourself
- 5) Bursting the buboes
- 6) Rubbing a pigeon over an infected body

Geography:

Climate Change

- 1) What is the difference between CLIMATE and CLIMATE CHANGE?
- 2) How do we know that Climate change is really happening?
- 3) Explain the natural causes of climate change.
- 4) Explain how humans are causing the climate to change?
- 5) Which cause is affecting climate change more, what evidence can you show?

WHAT IS CLIMATE?

- Climate is the average weather in a place. It tells us what the weather is usually like.
- Climate is worked out by taking weather measurements over a long period of time (usually 30 years) and then calculating the average i.e. of temperature and rainfall.
- Weather is what you get on a day-to-day basis!

WHAT IS CLIMATE CHANGE?

A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels!

EVIDENCE FOR CLIMATE CHANGE

ANALYSIS OF POLLEN AND TREES

Allows us to see if more or less pollination has taken place. More pollen would suggest a warmer climate as there would be more pollen and less pollen would indicate the opposite.



WEATHER RECORDINGS

Thermometers are more accurate now and digital readings can be recorded remotely. This means you can easily tell if the climate has changed as you can compare different dates at different times.



ICE CORES

Locked inside ice are molecules and trapped air, which are preserved year on year with more snowfall. Subtle changes in temperature can be measured from ice cores extracted in Antarctica. These can be used to tell the climate from millions of years ago.



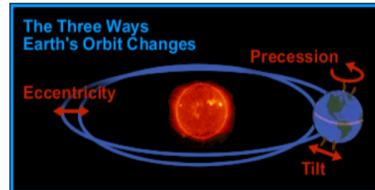
ROCKS AND FOSSILS

These can be studied for information covering longer time periods Eg limestone would have been formed on the bottom of a warm seabed millions of years ago. Telling us what climate was like when first created



ORBITAL THEORY

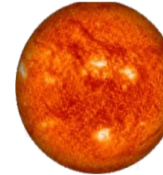
- The Earth's orbit is sometimes circular, and sometimes more of an ellipse (oval)
- The Earth's axis tilts. Sometimes it is more upright, and sometimes more on its side.
- The Earth's axis wobbles, like a spinning top about to fall over.



NATURAL CAUSES OF CLIMATE CHANGE

SUNSPOT THEORY

- The Sun's output is not constant. Cycles have been detected that reduce or increase the amount of solar energy.
- Temperatures are greatest when there are plenty of sunspots - because it means other areas of the Sun are working even harder!



THE ERUPTION THEORY

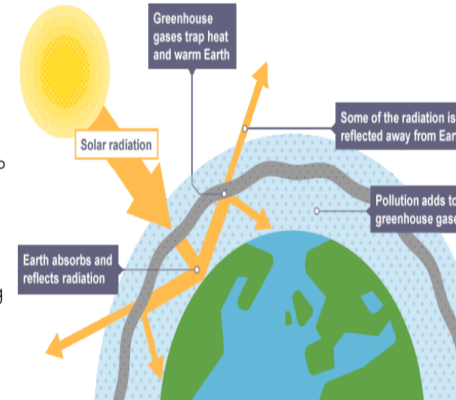
- Volcanic eruptions produce ash and sulphur dioxide gas. This is circulated globally by high level winds.
- The blanket of ash and gas will stop some sunlight reaching the Earth's.
- Instead, the sunlight is reflected off the ash/gas, back into space.
- This cools the planet and lowers the average temperature.



THE GREENHOUSE EFFECT

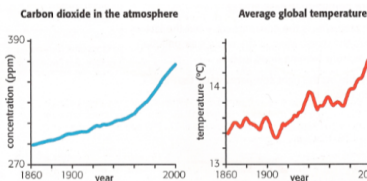
- A natural function of the Earth's atmosphere is to keep in some of the heat that is lost from the Earth.
- The atmosphere allows the heat from the Sun (short-wave radiation) to pass through to heat the Earth's surface.
- The Earth's surface then gives off heat (long-wave radiation).
- This heat is trapped by **greenhouse gases** (eg methane, carbon dioxide and nitrous oxide), which radiate the heat back towards Earth.
- This process heats up the Earth.

HUMAN CAUSES OF CLIMATE CHANGE



HUMAN FACTORS INCREASING WARMING

- Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere.
- Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- Dumping waste in landfill - when the waste decomposes it produces methane.
- Agriculture - agricultural practices lead to the release of nitrogen oxides into the atmosphere.



- Carbon dioxide (CO₂) is a greenhouse gas.
- As technology has developed and the population on earth has increased, the amount of CO₂ has increased since 1860.
- Data clearly shows that although temperatures have fluctuated since 1960, the general pattern is that global temperatures have increased as CO₂ levels rise

Spanish

Week 1

Make flash cards and test yourself

To have

I have
You have
He/she/it has
We have
You all have
They have

Tener

Tengo
Tienes
Tiene
Tenemos
Tenéis
Tienen

Week 2

Read, cover, write

To be (description)

I am
You are
He/she/it is
We are
You all are
They are

Ser

Soy
Eres
Es
Somos
Sois
Son

Week 3

Make flashcards and test yourself

To live

I live
You live
He/she/it lives
We live
You all live
They live

To be

Vivo
Vives
Vive
Vivimos
Vivís
Viven

Week 4

Make flash cards and test yourself

To be (location)

I am
You are
He/she/it is
We are
You all are
They are

Estar

Estoy
Estás
Está
Estamos
Estáis
Están

Week 5

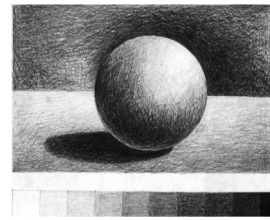
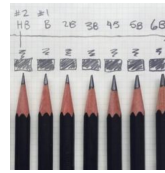
Put into a sentence

Connectives

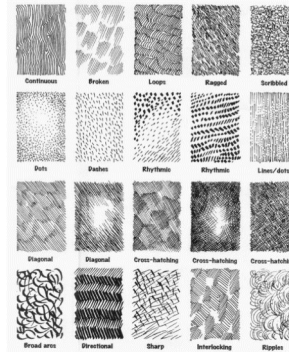
And	y
Also	también
Furthermore	además
But	pero
However	sin embargo
or	o

Task 1 Create Flash Cards- with your own definitions

LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms. e.g. horizontal, diagonal or curved.
TONE	means the lightness or darkness of something. This could be a <u>shade</u> or how <u>dark</u> or <u>light</u> a <u>colour</u> appears
TEXTURE	the surface quality of something, the way something feels or looks like it feels. There are two types : <u>Actual</u> and <u>Visual</u>
SHAPE	an area enclosed by a <u>line</u> . It could be just an outline or it could be <u>shaded</u> in.
PATTERN	a design that is created by repeating <u>lines</u> , <u>shapes</u> , <u>tones</u> or <u>colours</u> . can be <u>manmade</u> , like a <u>design</u> on fabric, or <u>natural</u> , such as the markings on animal fur.
COLOUR	There are 2 types including Primary and Secondary . By mixing any two <u>Primary</u> together we get a <u>Secondary</u>



Task 2 Create a series of tonal bars
Task 3 Create a 3x3 grid exploring mark making

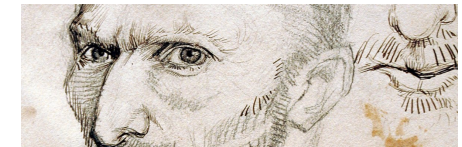


Vincent Willem van Gogh 30 March 1853 – 29 July 1890) was a Dutch post-impressionist painter who after his death, became one of the most famous and influential figures in the history of Western art. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. He was not commercially successful, and his suicide at 37 came after years of mental illness, depression and poverty.

Proportion	The size relationship between different elements. E.g. height compared to width.
Symmetry	When one side of an object mirrors the other
Pattern	An arrangement of repeated or matching symbols or lines
Composition	Where you place objects on the page.
Tone	The lightness or darkness of something.
Range	The amount of variation between light and dark tone

Range	The amount of variation between light and dark tone
Control	How carefully you work with a specific media.
Accuracy	The extent to which one piece of work looks like another
Blending	A seamless transition between two colours or tones.
Negative Space	The empty or unfilled areas of a piece of artwork.
Balance	The distribution of visual weights.











Task 4 Read-cover write the key facts for drawing



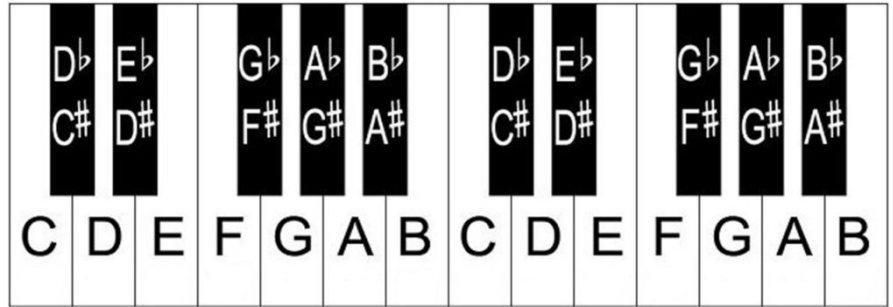
Task 5/6 Create a drawing in the style of Vincent van Gogh using your mark making, find more information about him to support your art work

Rhythmic Values

MUSIC

Name	Note	Rest	Beats
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquave			1/4

Piano Keys and Notes



How many beats are in each bar? The first answer has been done for you.

(a)



There are 2 beats in a bar.

(b)



There are ____ beats in a bar.

(c)



There are ____ beats in a bar.

(d)



There are ____ beats in a bar.

(e)



There are ____ beats in a bar.

Task 3

Complete the Rhythmic values tasks

Task 4

Write your on rhythms using the rhythmic values

Task 5

Draw out a keyboard, then look, cover, check the pitches of the keys.

MUSIC

Note Names

Line notes: E G B D F

Space notes: F A C E

Write the letter name of each of these notes. The first answer has been done for you.

Names: G

Names:

The following notes spell words. Write the words in the boxes.
The first answer has been done for you.

(a) (b) (c)

Names: C A B

(d) (e)

Names:

Sometimes musical notes are lower than the bottom line or higher than the top line of the staff. This means we need to add other lines. These are called **ledger lines**.

We are going to add one extra **ledger line** at the bottom and one extra at the top.

Ledger line

Ledger line

C D E F G A B C D E F G A

Task 1

Complete all the tasks under note names

Task 2

Create Flashcard on Dynamics

Dynamics

Abbreviation	Full word (Italian)	Definition
<i>pp</i>	Pianissimo	Very soft
<i>p</i>	Piano	Soft
<i>mp</i>	Mezzo-piano	Medium soft
<i>mf</i>	Mezzo-forte	Medium Loud
<i>f</i>	Forte	Loud
<i>ff</i>	Fortissimo	Very Loud
	Crescendo	Gradually Louder
	Decrescendo	Gradually Softer

Name:

Date:

Year 7 Food Technology : Cooking

- A broad range of ingredients, equipment, food skills and techniques, and cooking methods are used to achieve successful results.
- Recipes and cooking methods can be modified to help meet current healthy eating messages. **THERE ARE 6 TASKS to complete (see Bold Red text)**

Why is food cooked?

Some foods can be eaten raw and form an important part of the diet. However, many foods need to be prepared and cooked before they are eaten to:

- make the food safe to eat by destroying pathogenic micro-organisms and toxins;
- destroy microorganisms and enzymes that cause food to deteriorate and therefore increase the keeping quality of the food;
- make the food more digestible and easier to absorb.

Food skills

There are a number of food skills which enable a variety of increasingly complex dishes to be prepared and made.

These can include:

- beating, combining, creaming, mixing, stirring and whisking;
- blitzing, pureeing and blending.
- kneading, folding, forming and shaping;
- knife skills;
- rubbing-in and rolling-out;
- use of the cooker: boiling/simmering/poaching, frying, grilling, roasting and baking;

Safety

- Sharp knives: never walk around with a knife. Use the *bridge hold* and *claw grip* to cut safely.
- Grater: hold grater firmly on a chopping board. Grate food in one direction and leave a small amount at the end to prevent injury to knuckles.
- Hot liquid: drain hot liquid carefully over the sink using a colander.
- Saucepans: turn panhandles in from the edge, so they are not knocked.
- Hot equipment: always use oven gloves when placing food in and out of the oven.
- Spills: wipe up immediately.
- Electrical equipment: always follow instructions.

TASK 3:

- **Design** a leaflet on Safety relating to this sheet.

To find out more, go to:
<https://bit.ly/322eSpr>

Food skills are acquired, developed and secured over time.

Bridge hold



Claw grip



TASK 1: Draw out this Chart

Food skill	Food skill	Food skill	Food skill	Food skill
Bake	Mash	Peel		
Beat	Measure	Portion / divide		
Blitz, puree and blend	Melt, simmer and boil	Prove		
Casserole	Cut out	Roast		
Chill	Cut, chop, slice, dice and trim	Roll-out		
Core	Decorate and garnish	Rub-in		
Cream	Drain	Sift		
Crush	Fold	Snip		
Grate	Form and shape	Spread		
Grill	Fry and sauté	Stir-fry		
Juice	Glaze and coat	Weigh		
Knead	Microwave	Whisk		
Grate	Form and shape	Spread		
Layer	Mix, stir and combine	Zest		

Heat exchange/transfer

Cooking requires heat energy to be transferred from the heat source, e.g. the cooker hob, to the food. This is called heat transfer or heat exchange. There are three ways that heat is transferred to the food. They are:

- conduction – direct contact with food on a surface, e.g. stir-frying;
- convection - currents of hot air or hot liquid transfer the heat energy to the food, e.g. baking;
- radiation - energy in the form of rays, e.g. grilling.

Many methods of cooking use a combination of these. The amount of heat and cooking time will vary according to the type of food being cooked and the method being used.

Cooking methods

These are based on the cooking medium used:

- moist/water based methods of cooking, e.g. boiling, steaming, stewing, braising;
- dry methods of cooking, e.g. grilling, baking, roasting, toasting, BBQ;
- fat-based methods of cooking – stir, shallow and deep fat frying.

TASK 4:

- **List** an example of each

Vegetable cuts



batons – 5-6.5cm long x 1 cm square



dice – 1cm square



julienne/match stick – 5-6.5cm long x 3 mm square



fine julienne – 5-6.5cm long x 1.5mm square

Task 5:

- **Research** Complete the *Food route Cooking journal*:
<https://bit.ly/3dYUibH>

Key Terms

Conduction: The exchange of heat by direct contact with foods on a surface e.g. stir-frying or plate freezing.

Convection: The exchange of heat by the application of a gas or liquid current e.g. boiling potatoes or blast chilling.

Heat transfer: Transference of heat energy between objects.

Radiation: Radiation is energy in the form of rays e.g. grilling.

TASK 2: Copy out these Key Terms and revise them

Cooking for health

Take into account healthy eating recommendations to ensure that dishes/meals are part of a varied, balanced diet.

- Planning - does the meal meet the nutritional needs and preferences of those it is being cooked for? Base your meals on starchy food.
- Choosing - choose low fat/sugar/salt versions, where possible.
- Preparing - limit the amount of fat added (try a spray oil) and replace salt with other flavourings, such as herbs and spices.
- Cooking - use cooking practices which reduce the amount of fat needed and minimise vitamin losses from fruit and vegetables.
- Serving - serve the meal in proportions which reflect current healthy eating advice. Do not forget to include a drink.

Healthier cooking methods

- Grill or BBQ foods rather than fry to allow fat to drain away.
- Drain or skim fat from liquids, e.g. sauces, stews and casseroles.
- Dry fry using non-stick pans, so no need for oil.
- Oven bake rather than fry.
- Steam or microwave vegetables.

TASK 6:

- **Write** out TWO examples of each method.
- **Explain** your reasons for these choices