Y7 ART: IMPRESSIONISM

	Impressionism is a 19th-century art movement that usually has relatively small, thin, yet visible brush strokes, open composition, and emphasis on accurate depiction of light.
R	Monet, Claude1840-1926. Monet was a famous French painter whose workgave name to the Impressionist movement. He was concerned most with capturing light and natural forms.
0	Georges Seurat (born December 2, 1859, Paris, France—died March 29, 1891, Paris) is the pioneer of technique of painting in softly flickering, small dots or strokes of colour, called Pointillism.
	Post-Impressionism was an art movement that developed roughly between 1886 and 1905. The main artists involved in the movement were Paul Cezanne and Vincent Van Gogh.
	Vincent Willem van Gogh was a Dutch Post-Impressionist painter who is among the most famous figures in the history of Western art. In just over a decade he created a pproximately 2100 artworks, including around 860 oil paintings, most of them in the last two years of his life.

SMSC Creative thinkers, Cultural, Reflective learners



Knowledge links: Science, History Maths, English

Key Terms	
Analagous	Analogous colours are groups of three colours that are next to each other on the colour wheel, with one being the dominant colour, which tends to be a primary or secondary colour, & a tertiary. Red, orange, and red-orange are examples.
Background	The part of a picture, scene, or design that forms a setting for the main figures or objects or appears furthest from the viewer.
Broken Colour Technique	Broken colour refers to the building up layers with different colours in a way that allows previous layers to remain visible. This usually involves painting with small dabs of colour, leaving gaps in between.
Colour	What the eye sees when light is separated.
Complementary	Complementary colours are opposite each other in the colour wheel.
Foreground	The part of a view that is nearest to the observer, especially in a picture or photograph.
Form	An element in art where an object appears to have three dimensions.
Impressionism	Impressionism describes a style of painting developed in France that includessmall, visible brushstrokes, unblended colour and an emphasis on accurately capturing natural light.
Line	A line is a mark made in art. A line has a width and a length. A line can be straight, curved, continuous, dashed or broken.
Pointillism	Pointillism was a revolutionary painting technique pioneered byGeorges Seurat in Paris in the mid- 1880. Pointillism is the application of paint in carefully placed dots of pure, unmixed colour. These are then blended by the viewer's eye to create a more striking image.
Primary Colour	Primary colours are Red, Yellow and Blue. Primary colours cannot be created by mixing other colours together.
Proportion	Proportion is a principle of art that describes the size, location or amount of one element to another (or to the whole) in a work.
Ratio	The relationship between the size, number, or a mount of two or more things.
Secondary Colour	Secondary colours are Orange, Purple and Green. A secondary colour is made by mixing two primary colours together.
Shade	A shade is the mixture of a colour with black, which reduces lightness.
Tertiary Colour	A tertiary colour is made by mixing a primary colour together with a secondary colour.
Tint	A tint is the mixture of a colour with white, which increases lightness.
Tone	A tone is produced either by the mixture of a colour with gray, or by both tinting and shading.



Year 7 - Computing - Photoshop/Photopea - Knowledge Organiser



	Key Words	Why someone might use		
Vector Image	 Is created in graphics packages and consist of shapes called objects. Even if an object in a vector graphic is quite large, it doesn't need a lot of computer. memory. Therefore the file size of a vector graphic is often very small. Are scalable - i.e. when you resize them, they do not lose quality. 	 Photoshop/Photopea to manipula an image. To improve it in some way, e.g by removing a spot from a 		
Bitmap (raster) Image	 Is composed of many tiny parts, called pixels. The pixels are often many different colours. It is possible to edit each individual pixel. Since the computer has to store information about every single pixel in the image, the file size of a bitmap graphic is often quite large. Are NOT scalable - i.e. when you resize a bitmap graphic, it tends to lose quality. 	 supermodel's nose! To use as proof that something actually happened, e.g. UFO flying over your house! To provoke a shock reaction 		
Compression	• Used to reduce a files size so it can be uploaded/downloaded or transferred more quickly.	To create a piece of art.		
Lossless Compression	 Takes advantage of the limitations of the human eye and removes data that cannot be seen. Losing quality. Data is lost and is not added back when the file is uncompressed. 	 File Types. . BMP - Microsoft file type, not 		
Lossy Compression	 Reduces file size with no loss of data or image quality. Data is not lost and is added back when the file is uncompressed. Cannot compress to as small a file as a lossy method does. 	 usually compressed, so large files widely accepted. . GIF (Lossy) - Graphics 		
Manipulation	• Transforming or altering an asset using methods/techniques to achieve desired results.	 Interchange Format, limited to 256 colours, keeps transparency. . JPG (Lossy) - Joint Photographic 		
Composition	• Is the result of 2 or more images that have been combined or overlaid.	Experts Group, does not keep transparency.		
Layer	 Photoshop layers are like sheets of stacked acetate. Transparent areas on a layer let you see layers below. You use layers to perform tasks such as compositing multiple images, adding text to an image, or adding shapes. 	Network Graphic, good for images in colour, larger file size than a ipeg, keeps transparency.		



rosoft file type, not pressed, so large files, pted. - Graphics Format, limited to

- keeps transparency.) - Joint Photographic up, does not keep
- :y. ess) - Portable aphic, good for olour, larger file size
- keeps transparency.
- . TIFF (Lossless) Tagged Image File Format, not used on the WWW due to its very large file size, file standard in printing.

Lock it from

being changed.

Make a

new layer.

Delete the layer.

Ctrl + D	Deselect
Ctrl + T	Free transform
5 Ctrl + alt + z	Go backwards a step
Ctrl + "-" (or use +)	Zoom in and out

	У	ear 7 – Computing – Scratch – Knowledge Orgo	niser		
	Key Words				
Sequence	Sequential Brages Distances 1 Retrover_2 Convergence	Sequence is a programming construct where the order in which the code occurs and is processed.		\bigcirc	● ↓ ⊉
Iteration (Loop)	Ċ)	Iteration is a programming construct where a section of code is repeated a set number of times (Count Controlled – Repeat) or until a condition is met and you want it to stop (Condition Controlled – Forever).			
Selection	0	Selection is a programming construct when code is selected to be executed over another piece of code, depending on a condition being met.	Visualisa	tion Diagra	m Top
Variable	Variable Data	Variables are used to store data in a program. A variable <mark>can change its value</mark> whilst the code is running.	Tips		
Sprite(s)	N	Sprites are the images on a Scratch computer program screen. Every Scratch program is made up of sprites and they can be controlled.	Remember : TITLE		
Script		A script is defined within the Scratch. Scripts are usually referred to as sets of blocks that consist of at least two programming blocks.	T = Title	e ges	
Stage		The Stage is the term for the background of the project. No sprites can move behind the Stage — the Stage is always at the back layer.	T = Text L = Labe	: els (annotat	ions)
Branding	BRAND	A brand is a way of making your product unique, easy to remember and quick to recognise.	$\mathbf{E} = \mathbf{E} \mathbf{x} \mathbf{t} \mathbf{r} \mathbf{a}$	as (Logo, ba	rcode,
Marketing		Marketing is the method of promoting and selling of products and it includes, market research and advertising.			



Year 7 Dance Street Dance

Key Vocabulary

Term

accentuation

backspin

body and arm waves

contraction

crazy legs

down rock

footwork

freezes

glides and slides

hip-hop isolations

knee spin

pivots

six steps

syncopation

threading

three step

top rock

What is Street Dance?

Street dance is an umbrella term for various dance styles that originally evolved outside of dance studios in spaces such as streets, parks, playgrounds, and nightclubs and which form part of hip hop culture. Street dance's earliest styles were created largely by African Americans and later Latinos, include breaking, which was created in The Bronx, New York in the 1970s, whilst popping and locking originated on the West Coast during the same decade. Several other subsequent styles fall under the street dance umbrella including house, hip hop, krump, turfing and flexing. In London, breaking, popping and locking are dominant styles.

Key features

- Movements can be initiated and isolated to specific body parts, for example hips or shoulders, with movements having sharp changes of direction and focus.
- A lot of movement will lead from how the torso is reacting to the music.
- Accented beats and syncopated rhythms are paired with strong, sharp (percussive) contractions of the centre of body and other body parts, such as the elbows.
- There is a strong relationship between the different layers of the music production, which in turn denotes various movement dynamics. For example, this could mean certain moves are hard, soft, weighty, light/ airy, sharp, smooth or emotive, depending on what the music dictates.
- The ground is important: downward stressed grounded movements and quick, short steps are interspersed with long, smooth steps with the use of still held positions (freezes).
- Most moves have a lot of strength and power behind them, this power is normally gained from the dancer thinking 'from the floor up,' in terms of the energy travelling through their body.

Key facts

interaction and contact with other dancers and spectators and in direct relation to the rhythms and styles of the music.

- There is normally a 'battle' element central to the dance styles competitive one-upmanship which can be informal or formalised competition.
- Still relatively young as a dance style, street dance has heavily influenced popular culture and can be seen on music videos and commercials.
- The UK has developed a vibrant hip-hop and street dance scene with many regular battles and events.



Year 7, Term 3 **Introduction to Creating Theatre**



What is Devising?

Devising theatre is a process in which the actors create their own piece of theatre. This includes choosing:

- **Setting** Where and when does the story take place?
- **Characters** Who is • involved in the action?
- **Storyline** What happens • in the play?

Keywords Dialogue This is speech between two or more characters within a scene. This is an opening of a story or play that establishes Prologue the context and gives background details, often some earlier story that ties into the main one. **Still Image** This is a frozen picture which communicates meaning. It's sometimes called a freeze frame or tableau. It can provide insight into character relationships with a clear focus upon use of space/proxemics, levels, body language and facial expression.

A wordless form of entertainment in which movement and gesture are used to communicate meaning.

This is when a character speaks their thoughts and feelings out loud. It is usually used during a still image.

Vocal Skills

Mime

Thought

Tracking

Tone, pitch, pace, projection, volume, pause, accent, emphasis, articulation, inflection.

Physical Skills

Movement	Posture
Pace	Stance
Gesture	Facial Expression
Proximity	Touch
Levels	Style

Characterisation

When creating a character you must consider who the character is and how you can physically demonstrate this. To get into role you must know:

- Their background Where are they from? And what time period is the piece set in?
- How are they feeling in this situation? Use emotional memory to put yourself in the characters position and think how you would feel.
- How will they act? Use your previous ٠ knowledge on vocal/physical skills to demonstrate the character.

Name

Class

Packaging Materials

Carton Board

Properties: Thick, can be coated/foil lined for food, easy to print on. 200-500 GSM. Common Uses: Food and

drink, POS, Packaging.

Duplex Board

Properties: Cheaper than standard card, lightweight, stiff, easily coated, 200-500 GSM. **Common Uses:** Packaging, food and drinks.

Card

Properties: Stiff, easily cut and creased, 200-500 GSM **Common Uses:** Greetings cards, packaging, advertising.

Foil Lined Board

Properties: Stiff, good heat insulator, water and oil resistant, 200-400 GSM. **Common Uses:** Takeaway containers. Foil helps to keep food hotter for longer.

Corrugated Cardboard

Properties: Strong, Lightweight, rigid in 1 direction, good insulator, easy to print on, 3-10mm thick. **Common Uses:** Heavy duty packaging, storage boxes, takeaway pizza boxes.

What is the difference between paper & board?

Any paper based material weighing over 200 GSM (grams per square meter) is considered to be a board. Board is also measured by it's thickness. The measurement used is microns. 1 micron = 1/1000th of a millimetre. A board that is 500 microns thick measures 0.5mm. Board is generally more rigid and durable than paper and is more suitable for items such as packaging, food containers and presentations.

Paper



200 GSM

How is packaging Made?

Die Cutting

Die cutting is used to cut multiple, identical shapes, very quickly. A shaped blade called a die is used to cut the paper based material. The material to be cut is placed under the die and the die is lowered. For creasing, blunt blades are used and therefore does not cut through the material but creases it instead.

This process is commonly used when manufacturing nets for packaging. It allows the complex shapes to be cut in high volumes.







Why is Packaging used?

Transport

The box itself is shaped so that when it is transported the boxes can be stacked along side and on top of each other. This means more can be transported at once.

Protect

The egg box has 6 pouches that keep the eggs still so to prevent them from cracking when the box is moved.

The card used is very soft in order to reduce shock if the box is knocked against something.

Contain

The box has 6 separate sections, one for each egg. When the lid is closed the eggs are completely contained so they cannot move.

Creasing and

Folding

A crease is a permanent line that is created when papers and boards are **folded**. We can use creases and folds to create complex 3D shapes from the 2D materials using nets. Folding and creasing can also be used to add creative elements to products such as pop-up cards.



Corrugated card has a folded layer in the centre to make it stronger and tougher.

Inform

The box displays important information such as nutritional information, Best Before dates and basic information such as 'what the product is' so people know exactly what they're buying.

Display

The label on top helps promote the product in the shop. The label displays the brand, a picture of the item and makes the product seem fresh.

None of this could be printed on the egg itself.

Preserve

The egg itself has a protective shell. That shell helps keep the egg fresh and stops any bacteria from touching the inner egg white and yolk.

School based equipment

Equipment	Image	Description
Paper Shears		Used for cutting paper and boards.
Safety Rule		Helps to safely cut when using a knife/scalpel.
Craft Knife		Cutting and scoring various paper and board.
Cutting Mat		Anti-slip to help when cutting. Protects surfaces.
Rotary Cutter		Used to cut paper and boards to correct size.

Packaging



Product Analysis



A Product Analysis can take different forms but in general it means asking questions about a product and forming answers. It can mean experts analysing a product or members of the general public or potential customers/groups of people. Product analysis can take place at almost any stage of the design process.

Product analysis can be carried out by:

- 1. An individual product being analysed.
- 2. Alternatively a number of similar products can be compared with each other using the same criteria i.e. ACCESS FM

3. Designers can also gather information from companies such as 'www.which.co.uk' where professionals and consumers review products. This gives designers and manufacturers instant market feedback.



We use ACCESS FM to help us write a specification - a list of requirements for a design - and to help us analyse and describe an already existing product.

is for Aesthetics A



S is for Size

is for Safety

M is for Material

is for Function



C is for Customer

is for Environment



Customer means who will buy or use your product? Who will buy your product? Who will use your product? What is their: Age? Gender? What are their: Likes? Dislikes? Needs? Preferences?

How much do the different materials cost? Is it good value?

How much does it: Cost to buy? Cost to make?

Environment means will the product affect the environment? Is the product: Recyclable? Reuseable? Repairable? Sustainable? Environmentally friendly? Bad for the environment? 6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse



Size means how big or small is the product? What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?



Safety means how safe is the product when it is used? Will it be safe for the customer to use? Could they hurt themselves? What's the correct and safest way to use the product? What are the risks?



Function means how does the product work? What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

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Material means what is the product made out of? What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Design Specification

We can also use ACCESS FM to help us write a **Design Specification**. A Design Specification lays out the important points of a design project. The Design Specification is written after initial research has been gathered. This ensures that

the designer can justify each specification point and it's importance to the product.

ACCESS FM - Helpsheet





Tier 2 Vocabulary		Year 7 - Individual Voices Poetry KO			Poetry Key Terms					
Injustice	Unfair		Structural Techniques		Language Techniques		Word	Nouns, adje	ectives,	
Nuance	A subtle differer	nce	Rhythm	The beat of the poem	Simile	A comparison using like or	classes	auverbs, ve	rbs, pronouns	
Deplorable	able Awful and immoral		Volta	The point in the poem where	Sinne	as.	Language	The word cl	hoices made and their	
Incandescent	Passionate, usua	Passionate, usually angry		the mood changes	Metaphor	A comparison using <i>is, was</i>		effect		
Vacillate	Indecisive, move between		Caesura	A deliberate break or pause in a		or were.	Structure	The way the	e poem	
Ideology	System of ideas	System of ideas and ideals		metric line	Imagery	When the writer creates a		appears to a order and f	a reader, the low	
Deceiceble	Decenving batro			Sentences running on over		mental picture or image.				
Despicable		Deserving hatred		more than one line	Personification	Giving human attributes to	Form	The physica	Il layout of what kind of	
Unconscionable	Going beyond th respectability &	ne bounds of understanding	Stanza A group of lines in a poem			something non-human.		poem it is		
Adversity	Difficulties to fa	Difficulties to face and overcome		Words that have the same rhyming sound	Zoomorphism	Giving animal attributes to something which is not an	Tone	Refers to "t and how a t	one of voice" ext sounds,	
Laconic	Brief and to the point		rief and to the point			animal.	e.g. hum		ous or serious	
			Scheme			Oxymoron	Two words which directly	Mood Connected to		to readers
Terms for Analysis: The poem		Notor The nattern of stressed and					and how th	ey feel or		
Achieves	Advances	Affects	Meter	unstressed syllables	Alliteration	Repeating the same letter.		playful, lone	texts, e.g. ely, warm	
Allows	Alludes to	Builds	Free Verse	Lines of poetry that do not	Connotations	Associated words or	Number of lines in or within a poem			
Concludes	Confirms	Conveys	1	follow any regular metrical		ineanings.				
Denotes	Develops	Demonstrates		Lines of postry that are	Pathos	Creating a strong emotional effect.				
Displays	Justifies	Exaggerates	Blank Verse	unrhymed but follow a regular	Semantic field	A group of words related by	ted by		2	
Encourages	Enhances	Establishes		meter		meaning.	Tercet		3	
Exemplifies	Emphasises	Explores	Repetition	Repeated words or phrases	Emotive	Language which appeals to	anguage which appeals to Quatrain		4	
Exposes	Forces	Generates	Anaphora	The repetition of words or	Language	the emotions.	Quintet		5	
Highlights	Hints	Identifies		line or sentence	Rhetorical Question	A question which does not require an answer	Sestet		6	
Ignites	Illustrates	Impacts	Motif	A recurring image in a poem	Imporativos	Command words which	Septet		7	
Implies	Identifies	Indicates	1			direct the reader.	Octave		8	

Comparing	<u>Year 7 - Y</u>	Year 7 - Victorian Britain SKO			Language Subject Terminology			
1. Comparative					1. Wo	ord Classes		
On the other hand	Similarly	Victorian	4. Tier 2 Vocab Period fror	ulary n 1837-1901	Noun	Identifies a p (luckiness) or	erson (girl), thing (wall), idea ⁻ state (anger).	
Alternatively	ternatively In the same way		Can't get a	ny wetter	Verb	Describes an situation (be)	action (jump), event (happen),	
Unlike	Like	Poverty	The state o	of being very poor	Adjective	Describes a n	oun (happy girl, grey wall).	
Despite this	As well as	Dormitory	Room or b	Room or building for sleeping		Gives inform	ation about a verb (jump quickly),	
In contrast		Institution	Establishm	ent	D	adjective (ve	ry pretty) or adverb (very quickly).	
2. Stock	Phrases	Endeavour	Try hard to something	Try hard to do or achieve something		pen was four	Describes the location of something, e.g. the pen was found under the table.	
This suggests	This emphasises	ventilation	Letting air	in		Language Tec	hniques continued	
		enraged	Furious		Sibilance	Alliteration u	Alliteration using 's' sounds	
This implies	This highlights	Practice/ prac tise	- Think abou vise works	It how advice/ ad-	Pathos	Persuading the reader using emotion		
This demonstrates	This indicates	Divergence	Moving ap	Moving apart				
		5	5. Discourse Markers			Exaggeration	Exaggeration	
		Cause and	Therefore, as a result, in consequence, consequently		Simile	Something is	Something is presented as like something else.	
		Effect			Metaphor	Something is	Something is presented as something else.	
A Alliteration		Sequencing	Sequencing Firstly, secondly, next, third- ly, after this, finally, additionally		Imagery	When the wr	When the writer provides mental "pictures".	
O Opinion		Sequencing			Personification	Giving huma	an traits to something non-human.	
R Rhetorical Question					Onomatopoeia Where the w		vord sounds like what it describes	
S Statistics T Triples/ Rule of 3					Alliteration	The occurren beginning of	ce of the same sound/letter at the words	
R Repetition		6. This Q	uotation/ R	eference				
P Personal Pronouns		Achieves	Advances	Affects	_			
		Concludes	Confirms	Conveys				
		Depotes	Develops	Demonstrates			7. SQI	
Topics Covered		Directores	Develops	Demonstrates	Statement		Answers the question	
Victorian London		Displays	Justifies	Exaggerates	41		A alaan naint mada	
 Victorian London Victorian slums 	Encourages	Enhances	Establishes	_		A clear point made		
Victorian children	Exemplines	Emphasises	Explores	Quotation	(s)	Precise and embedded		
Victorian Work Hous Bobert Blincoe	Exposes	Forces	Generates					
Victorian Child Labou	Highlights	Hints	Identifies	41		Might group quotations		
Initia Labour The work of Thomas	Barnardo	Ignites	Illustrates	Impacts	Inference		What is suggested/implied	
	Implies	Identifies	Indicates					

Year 7	Constructive Waves Destructive Waves	Cave, Arch, Stack, Stump		
	•strong swash and weak backwash •the strong swash brings sediments	1. There is a crack fault in the headland		
Loasts	to build up the beach	2. Hydraulic action erodes the crack and makes it larger to make a		
What are coasts and why are they important?	•the waves are low and further	3 Hydraulic action continues to erode inside of the cave through until		
A coast is where the land meets the sea. They can	apart together	it breaks through the other side of the headland, and this leaves		
all be different with some having tall cliffs made of	proposition to longet	behind an arch		
rock and others being flatter land covered in sand		4. The arch is unsupported so		
or pebbles.		collapses into the sea and leaves a		
Peoples are high along the coast as there are	8 -	stack (column of rock on its own)		
many opportunities for jobs and trade with		5. Erosion continues on the bottom		
tourism, ship building and importing and	West backwash Strong swash	leave a stump		
exporting products into the UK.	Burg backwards Week wards	2. Lines of weakness Sea cave 3. Undercutting		
Make sure you know the	Coastal Processes	Spits		
(bare bones' of this unit.	Abrasion – rocks rubbing off the cliff/ground	 2. There is a gap in the land or a river estuary blocking the movement of sediment and the longshore drift continues and deposits sediment 		
	Attrition – rocks hitting off each other in the waves			
	Hydraulic Action – water and air forced into cracks causing small	3. A spit (a long finger of sand) grows out into the sea		
<u>Keywords</u>	explosions and rocks to break away	4. The end of the cnit		
Tides - regular rise and fall of sea levels	Solution – salt in the sea water dissolves rocks	curves due to change in		
Swash - forward movement of the waves	Long shore drift Swash moves forwards at	the wind		
Backwash – backward movement of the wave as	an angle due to the prevailing coming in at wash backwash	5. A saltmarsh forms		
it pulls back out to sea	an angle. This causes the swash to move	behind the spit		
Coastal Processes - how the waves breakdown	forward at an angle. Gravity causes the			
(erode), move (transport) and drop (deposit)	backwash to go straight back. This repeats			
sediment along the coast				
Sediment – sand and broken down rocks	Headlands and Bays	Sea Walls – curved concrete wall takes the waves energy		
Erosion – how the waves break down rocks		✓ Last over 30 years		
Transportation – how waves move the sediment	Hard Rock Soft Rock Waves approach a discordant coastline (hard rock and soft rock)	× Expensive at £5,000 per square meter		
Deposition – waves lose their energy and drop the		protect the cliffs from erosion.		
sediment	Hydraulic action erodes the soft rock and a bay that	 Beach made is good for tourism 		
Salt Marsh – a wetland area of a coast which can	Curves in land forms. The hard rock is the headland	× £5,000 each and easily damaged		
be covered by the rising tide and then visible in a	and is less easy to erode; therefore it points out into	on beach protecting the cliffs		
lower tide	the sea.	✓ Beach for tourists		
Hard Engineering - man made methods of	8.4	× Only works if you have groynes to trap the sand		
reducing coastal erosion	There is <u>wave refraction</u> (waves spread out and loose	Nanaged Retreat – allowing low value areas of land to be eroded		
Soft Engineering – more natural looking methods	energy). Sediment (sand) is deposited to create a	\checkmark Creates wetland habitats for wildlife		

beach in the bay.

- Creates wetland habitats for wildlife
 Farmland and some homes area lost as erosion continues

Keyw

Soft E of reducing coastal erosion

Year 7 International Development Make sure you know the 'bare bones' (the basics) of this unit.	What is development?We study development to understand the progress a country is making. It is important to remember not all countries are the same and many countries are trying to improve their development and progress.Development indicators can help us decide how developed a country is: Social – life expectancy, birth rate, death rate, literacy rates, access to clean water	HIC – UK The UK is a HIC due to its industrial past. jobs in the manufacturing industry increased as factories were built, and urbanisation occurred. The UK, due to it being an island, was able to export the products it manufactures all over the world to make money. Since then, the UK has shifted towards a global economy with it being connected to businesses all over the world; this has created higher skilled and well-paid jobs.
 <u>Development</u> – is the improvement of a country based on their economy and the lives of people <u>Development Indicator</u> – something we use to tell us about the level of development in a country <u>Birth Rate</u> – the number of live births born per 1,000 people <u>Death Rate</u> – the number of deaths per 1,000 people <u>Life expectancy</u> – the average age a person is expected to live to 	 Causes of Uneven Development Physical (not caused by people) – hot/dry climate makes it hard for crops, natural disasters means constant repairs so it is harder to improve. Being land locked makes it difficult to trade Economic – trade. HIC sell high tech products earning more money. LICs sell cheap products that do not make as much money. Historical (things in the past) – colonialism. HICs took over LICs and exploited them for their resources. They did not invest money back into the countries and left them underdeveloped. 	Bottom Up Aid - small scale aid projects which target the people who need the help the most, it goes direct to locals from the charity. E.g. Comic Relief in the DR Congo spent £390,000 on improving schools ③ Locals felt involved and it met their needs ⑤ It will improve literacy rates and allow children to get well paid jobs in the future ⑥ Not all parents want their children involved as they need them work and earn ⑧ The money did not allow them to improve schools in all villages so some missed out
 Literacy rate – the number of people who can read and write Access to clean water – the percentage of people that can read and write 	LIC – Democratic Republic Congo DR Congo should be one of the richest countries in the world due to its minerals – oil, diamonds, uranium, coltan and rich soil.	<u>Top Down Aid</u> - large scale aid projects where the government are Involved, they spend the money on projects to improve the country E.g. Inga Dam in DR Congo –\$80b dam to create Hydro Electric Power
 GNI – Gross National Income is the total amount of money a country makes from what they do in their country and abroad Colonialism – where HICs once ruled over less developed areas to exploit them and use their resources 	However, it is land locked and 60% is covered in rainforest making trade difficult as it is hard to build roads and they are far from the coast to sell their products. Also, they were once ruled by Belgium and they did not invest the money back into DR Congo.	 Energy can be used by local mines which will boost their work and earn more money 90% of people are not connected to the energy network so will not benefit 35,000 people will have to move so they can build the dam
 Trade – countries buying and selling between them Land locked – where a country has no coastline and is surrounded by other countries 	NEE - Nigeria has experienced rapid economic growth in a short time. North detache © WorldAtlas.com Physical reasons for development - on the development.	Fair Trade HIC countries import a lot of their food from LIC countries. They want to pay the
 LIC – Less Developed Country (poor) NEE – Newly Emerging Economy (economy is improving) HIC – High Income Country (wealthy) Aid – help given from one country to another Fair Trade – farmers receive a fair price for the products they grow 	AFRICA MIGERNA MIGE	lowest price they can but this means that farmers are not getting paid fairly for the products they make and the work they do. Fair trade means that farmers receive a guaranteed and fair price for their products so they can improve their lives.



<u>Key</u> Vocabulary	Definitions	
Economy	The supply of money and the production of products	
Nobility	The rich people in England	
Gentry	The middle class	
Poverty	Being poor to the point of struggling to survive	
Leisure	Time not working, doing activities for fun	
Elizabethan	The name given to the time period when Elizabeth I was Queen of England	
Legacy	How you will be remembered	
Empire	Land taken over and controlled by another country	
Migration	Movement from one area to another	
Urban	Another term for towns and cities	
Rural	Another term for the countryside	
Patriarchal	A system of society or government in which men hold the power and women are largely excluded from it	
Domestic	Something which takes place or comes from inside the country, rather than from abroad	
1558	1559	
Elizabeth inhe	rits Elizabeth sets her	1

Year 7: Elizabethan England

Problems faced by Elizabeth:

<u>Gender</u>: During the 16th Century, it was believed that women were weak and unable to rule on their own. As a female monarch, it was expected that Elizabeth would listen carefully to her advisors and that she would marry. It surprised many government minister when Elizabeth would argue with them and refused to marry.

<u>Religion:</u> Elizabeth was raised Protestant and had witnessed the many religious rebellions faced by her siblings. Her predecessor, Mary I, had changed England back to Catholic. Elizabeth wanted to find a balanced between the two faiths. England returned to Protestantism, but Elizabeth changed her title to 'Supreme Governor of the Church of England' and kept crucifixes in Churches to please the Catholics.

<u>Inheritance</u>: Many Catholics did not see Elizabeth as the rightful heir to the English throne. This is due to Henry VIII, rather than the Pope dissolving his first marriage. Elizabeth also inherited lots of debt, making it difficult to strengthen England against potential attacks from France, Scotland or Spain.



The Religious Settlement:

Act of Supremacy: This made Elizabeth the supreme governor of the Church of England. All the clergy and royal officials had to swear an oath of allegiance to her.

Act of Uniformity: This established the appearance of churches, church services and a book of common prayer. It created a fine for people who did not attend church on Sundays.

Royal injunctions: These were created to make the rules of religious settlement clear and followed by all. If you did not follow you would be punished.

Education:

Most everyday people could not read or write. Elizabeth insisted on more education for females - they mainly did domestic tasks at home. Sons of nobles had private tutors. Elizabeth I was well educated herself - she could speak 5 different languages!

Voyages of Discovery

English sailors, such as Walter Raleigh & Francis Drake, went on daring expeditions. Raleigh sailed to the New World & claimed North Carolina & Virginia for England.

Voyages of exploration increased due to: Economic reasons - new markets were needed.

New technology - The astrolabe and improved compass made navigation accurate. Religion/Culture - Elizabethans thought their way of life was superior and wanted to influence others.

<u>The Spanish Armada</u>

In 1588 Spanish King Philip II launched the Spanish Armada, an invasion fleet of 130 ships and 30,000 soldiers and sailors. He wanted to conquer England and restore Catholicism.

After several fights in the Channel the English navy scattered the Spanish fleet using fire ships. 5,000 Spanish sailors died and only half of the fleet returned to Spain.

<u>Mary Queen of Scots</u>

Elizabeth's half cousin plotted against Elizabeth to try and take the throne. Mary was involved in plots to kill Elizabeth:



- 1569 Northern Earls' Rebellion FAIL
- 1571 Ridolfi Plot FAIL
- 1583 Throckmorton Plot FAIL
- 1586 Babington Plot FAIL

Elizabeth kept Mary prisoner for nearly 20 years, Mary's death warrant was signed in 1587.

	It off abroad							
1558	1559	1568	1569	1585	1587	1588	1601	1603
Elizabeth inherits the English throne	Elizabeth sets her religious policy in law	Mary, Queen of Scots arrives in England	First Catholic revolt against Elizabeth	Roanoke colony established	Mary, Queen of Scots executed	Spanish Armada defeated	Poor Law passed	Elizabeth dies. End of Tudor dynasty



Year 7 Topic 10 Shapes and angles Student Knowledge Organiser

Key words and definitions

Triangle – a three sided shape

Quadrilateral - a general name for a four sided shape

Parallel lines – lines which never meet, they stay the same distance apart

Plan view – looking down on an object from above

Elevation – view from the front or side of an object



Angles in parallel lines





Types of speci	ial quadrilaterals	
Quadrilateral	Properties	
Rectangle	4 right angles and opposite sides equal	
Square	4 right angles and 4 equal sides	
Parallelogram	Two pairs of parallel sides and opposite sides equal	
Rhombus	Parallelogram with 4 equal sides	$\langle \rangle$
Trapezium	Two sides are parallel	\sum
Kite	Two pairs of adjacent sides of the same length	$\widehat{\mathbf{V}}$

Plans and elevations







ACB

m

Hegarty Maths Links

Triangle – 823

Quadrilateral – 824, 825, 826

Parallel lines – 481, 482, 483

Plans and elevations - 837, 838, 839, 840, 841, 842, 843, 844

Angle facts

Year 7 Topic 10 Shapes and angles Practice Questions

Angles facts

Reasoning Work out the angles marked with letters. Give your reasons.

Reasoning Work out the angles marked with letters. Give reasons for your answers.







Calculate the size of each unknown angle.



Angles in parallel lines

Reasoning Work out the angles marked with letters. Give reasons for your answers.



110







Plans and elevations

Draw the plan, the front elevation and the side elevation of each 3D solid on squared paper.



Learning Trust

These solids are made from centimetre cubes.

Draw the plan, front elevation and side elevation of each solid on squared paper.

105



Angle problems

The diagram shows a quadrilateral.

- a Write an equation in terms of x for the sum of the angles.
- **b** Solve your equation to find the value of *x*.
- Write down the sizes of the four angles in the quadrilateral.



Problem-solving In triangle ABC, \angle ABC is twice the size of \angle BAC and \angle BCA is three times the size of \angle BAC. Work out the sizes of the three angles in the triangle.

Year 7 Topic 9 Equations Student Knowledge Organiser

Key words and definitions

Equation – a statement that two things are equal, each side of equals sign

Substitution - replacing an unknown with a number

Unknown - a number we do not know, usually shown by a letter

Solve – find the value of a variable that makes an equation true

Expand – multiply out the brackets

Inverse – doing the opposite function

Substitution

```
Evaluate 3a - 2b, for a = 10 and b = 4
```

3a - 2b (a = 10 b = 4)

= 3(10) - 2(4)

= 30 - 8

= 22 🗸





3 term equations



{Use Distributive Law}

{Divide both sides by 8}

{Subtract 2 from both sides}

Equations with brackets 2(4p+1) = 18

8p + 2 = 18 8p + 2 - 2 = 18 - 2 8p = 16 $\frac{8p}{8} = \frac{16}{8}$ p = 2



Unknown on both sides

	triangle add up to?
	180
	How can we write an equation for this?
D ^P R	2y + 10 + y + y + 50 = 180
	Can we collect like terms?
	4y + 60 = 180
	4y = 120
	y = 30

Hegarty Maths Links

Solve equations - 177, 178, 179, 180, 181, 182, 183

Solve unknowns on both sides – 184, 185, 186

Set up and solve – 176, 188

Year 7 Topic 9 Equations Practice Questions

Sim	ole equations			
Sol	lve			
а	a + 3 = 4	b	<i>c</i> -	6 = 4
с	15 = <i>g</i> + 4	d	21	+ <i>h</i> = 23
е	11 = <i>k</i> – 6	f	<i>l</i> –	7 = 14
So	lve			
а	4 <i>h</i> = 40	b	3 <i>n</i>	<i>i</i> = 15
3 te	rm equations			
So	lve these equation	5.		
а	2a + 1 = 5		b	2a - 1 = 5
С	3a + 2 = 8		d	3a + 5 = 4
е	7f - 12 = 9		f	-5 <i>c</i> + 12 = 2
g	3a + 1 = 8		h	2 <i>p</i> – 4 = –5

a 5(a-5) = 70i -3(7-f) = -3Solve a $\frac{3c+4}{3} = 2$ $\frac{4g-5}{5}=3$ c $\frac{5g+7}{2} = 6$

Equations with brackets Expand and solve a 5(a-5) = 70 b 6(b+5) = 30c 3(d-5) = 15 d 3(2d-5) = 27e 4(m-4) = 12 f 9(b-11) = 9g 7(4-c) = 35 h -2(e+2) = -10

Unknowns on both sides

Solve these equations.

a	2a + 9 = a + 5	b	8b + 9 = 3b + 14	c	4d + 17 = 8d - 3
d	6v - 7 = 3v + 7	e	3e = 7e - 18	f	2h + 7 = 8h - 1

Solve these equations.

а	40 - 3x = 1	b	9 - 5x = 3x + 1	c	1-6x=9-7x
d	8 + 3x = 1 - 4x	e	13 - 2x = 3 - 7x	f	3-9x=5-6x

Form and solve



Find the value of *a*.

Reasoning The length of a rectangle is 3 cm greater than its width. The perimeter of the rectangle is 54 cm. Find its length.



8t + 2 = -3

Year 7 Topic 12 Graphs Student Knowledge Organiser

Drawing a straight line graph

Key words and definitions

Co-ordinate – values that show an exact position. First number tells you how far along, second number how far up or down

Mid points - a point that divides a line segment in two equal parts

Straight line graphs – plotting a constant rate of change between two variables

Distance-time graphs – describes a journey where the gradient will give the speed.

Plotting co-ordinates





. . . .





Distance time graphs

Finding a mid-point



Hegarty Maths Links

Co-ordinate – 199

Mid points - 200

Straight line graphs - 201, 205, 206, 207

Distance-time graphs – 874, 875, 876



Year 7 Topic 12 Graphs Practice Questions

Coordinates and midpoints

- Reasoning a David uses this rule to generate coordinates. The x-coordinate is always 1, no matter what the y-coordinate is. Which of these coordinate pairs satisfy David's rule? (1, 5), (5, 1), (1, 1), (-1, 3), (1, 0), (1, 4), (3, 1), (1, 2)
- b Draw a coordinate grid from -5 to +5 on both axes. Plot the points from part a that satisfy David's rule. Reflect What do you notice about the points you have plotted?
- Charlie uses this rule to generate coordinates. The *x*-coordinate is always 3, for any *y*-coordinate. Charlie generates the coordinates (3, 0), (3, -2), (3, 4) and (3, 2). Where do you expect these points to be on the grid?
- d Plot the points on the same grid. Were you correct?

У▲			The point A has coordinates (2, 2	3).			
	$\times B(6)$, 8)	The point B has coordinates (6, 8).				
		Diagram NOT	<i>M</i> is the midpoint of the line <i>AB</i> .				
	$\times A(2,3)$	accurately drawn	Find the coordinates of M . (2 n	nai			
0	1	x	June 2014, Q1, 1M.	A0,			

coordinates (6, 8). nt of the line AB. (2 marks) es of M. e 2014, Q1, 1MA0/2H

Work out the midpoints of the line segments with these start and end points.

- a (3, 5) and (7, 9)
 - **b** (2, 7) and (5, 10) (-3, 4) and (1, 6) d (-2, -5) and (0, 3)



Straight line graphs

Copy and complete the tables of values for these straight-line graphs.

i.	x	-3	-2	-1	0	1	2	3
	y = x + 1			0	1			
ii	x	-3	-2	-1	0	1	2	3
	y = 2x - 3			-5	-3			

b Draw a coordinate grid with -3 to +3 on the x-axis and -8 to +8 on the *y*-axis.

Draw and label the graphs of y = x + 1 and y = 2x - 3, using your tables of values from part a.

Draw and label these straight-line graphs for x = -3 to +3. Copy the coordinate grid from Q6. Draw all four graphs on the same grid.

(4 marks)

а	y = 3x - 2	b	y = 2x + 4
c	y = 4x - 6	d	y = 0.5x + 1

a Complete the table of values for y = 2x + 2

x	-2	-1	0	1	2	3	4
у	-2				6		

b On the grid, draw the graph of y = 2x + 2



Distance time graphs

This distance-time graph shows Isaac's journey on his bicycle



- How far did Isaac ride his bike on the first part of the jour
- At what time did he stop to rest? b
- How long did the first part of his journey take?
- What was his average speed on the first part of the journ
- How many minutes did Isaac rest for?
- How long did the last part of his journey take?
- How far did he ride on the last part of the journey?
- h What was his average speed for the last part of the journ

Year 7 Topic 11 Sequences Student Knowledge Organiser

Key words and definitions

- Sequence a list of numbers or patterns in a special order
- Pattern things arranged following a rule
- nth term a formula to help you find any term in a sequence
- Position-to-term this is another way of saying the nth term
- Term-to-term find the next number in a sequence if you know the previous one
- Linear a sequence which increase/decrease by the same amount each time

Using a term-to-term rule



nth term of a linear sequence



- Find the *difference* between each term:
 5
- Always put 'n' next to it (n = term number)
 5n
- Add or subtract to get the first term in the sequence?
 5-2 = 3

```
The n<sup>th</sup> term is 5n -2
```

Geometric sequence

Eg

A geometric sequence is one where to get from one term to the next you multiply by the same number each time. This number is called the *common ratio*, *r*.



Sequences from patterns

Δ \angle	$\Delta \overline{\mathcal{N}}$		Δ			$\Delta \Sigma$							
Shape number		1	2	3	4	5	6	7	8	9	10	50	
Number of matchstic	ks	3	5	7	9	11	13	15	17	19	21	Q	
Function rule			Numb	er of m	atchstic	:ks = S	hape n	umber	× 2	+			

Finding missing terms

Find the missing terms and rule for: 48, ____, 70 , ____, 92

```
48 \rightarrow 70 (2 jumps!) gives us: Add 22So our rule for one jump is half this \rightarrowAdd 11 (common diff = +11)Number after 48 \rightarrow 48 + 11 =59[CHECK: 59 \rightarrow 59 + 11 = 70!]Number after 70 \rightarrow 70 + 11 =81
```

Hegarty Maths Links

Pattern – 196

Term-to-term – 197

nth-term – 198

Geometric sequences – 264

Year 7 Topic 11 Sequences Practice Questions

Term to term rules

Write down the next two terms in each sequence.

b $-\frac{2}{3}, -\frac{1}{3}, 0, \frac{1}{3}, \square, \square$ a 1.5, 2, 2.5, 3, , c 3.5, 2.7, 1.9, 1.1, , d -1.5, -2.5, -3.5, -4.5, , e $\frac{3}{5}$, $-\frac{1}{5}$, -1, $-1\frac{4}{5}$, -1, $-\frac{14}{5}$, -10.6, -9.9, -9.2, -8.5, -10.6, -9.9, -9.2, -9.2, -8.5, -10.6, -9.9, -9.2, -9.2, -8.5, -10.6, -9.2

Use the first term and the term-to-term rule to generate the first five terms of each sequence. a start at 3 and add 0.4 b start at 10 and subtract 0.2 c start at 7 and add 3 d start at 7 and add 2 e start at -3 and add 2 start at -7 and subtract 5

In a Fibonacci sequence, the term-to-term rule is 'add the two previous terms to get the next one'. Write the next 3 terms in each Fibonacci sequence.

a 1, 1, 2, 3, 5, ... **b** 3, 3, 6, 9, 15, ...

c 5, 5, 10, 15, 25, ...



Patterns

Here are some patterns made from white centimetre squares and grey centimetre squares.

- a Draw pattern 4.
- b Find the number of grey squares in Pattern 6.
- A pattern has 20 grey squares.
- c Work out how many white squares there are in this pattern.



Pattern 2

```
Patterns and nth term
```

Here is a pattern made from dots.



a Draw the next pattern in the sequence.

b Copy and complete this table for the numbers of dots used to make the patterns.

Pattern number	1	2	3	4	5	6
Number of dots						

c Write, in terms of *n*, the number of dots needed for pattern *n*.

d How many dots are needed for pattern 30?

nth term

(4 marks)

(5 marks)

Find the *n*th term for each sequence

ia die mai centrior e	den begaenee	•		
2, 5, 8, 11, 14, 17,	b 2,6,	10, 14, 18, 22,	c 2, 7, 12,	, 17, 22, 27,
5, 7, 9, 11, 13, 15,	e 19,1	7, 15, 13, 11, 9,	f 20, 18, 1	16, 14, 12, 10,
r each sequence, exp	lain whether	each number in the	(50, 62)	Q6a hint Work out
ackets is a term in th	e sequence o	r not.		the <i>n</i> th term
2, 5, 8, 11, 14,	(50, 66)	b 5, 8, 11, 14, 17,		n - = 50
1, 5, 9, 13, 17, 40, 35, 30, 25, 20,	(101, 150) (85, 4)	f 5, 11, 17, 23, 29, .	. (168, 169) (119, 72)	<i>n</i> =

Us	ing the <i>n</i> th	term given	, find the	20th te	rm.	
а	2 <i>n</i>	b 3 <i>n</i>	+1	с	11 - 3 <i>n</i>	

07 hint Use a function machine to help you visualise.

Find the *n*th term for each sequence. Use it to work out the 10th term.

```
a 1, 3, 5, 7, ... b 3, 6, 9, 12, ... c 10, 8, 6, 4, ...
                                                            d 3, 7, 11, 15, ...
```

Find the first term over 100 for each sequence.

а	9, 18, 27, 36, 45,	b	7, 10, 13, 16, 19,
c	4, 9, 14, 19, 24,	d	10, 15, 20, 25, 30,

Q9 hint
Solve <i>n</i> th term = 100

		du pain (bread) du poisson (fish) du poulet(chicken) du gâteau (cake)	[Year 7 Food, 6	7 Sentence B drink and me	uilder 7 eal times
Pour le petit déjeuner (for breakfast) Le matin	je mange	du jambon (ham) un paquet de chips (a packet of crisps)			je bois	du lait (milk)
(in the morning)	(I eat)	de la vlande (meat) de la glace (ice cream)	et puis (and t	s hen)	(I drink)	du café (coffee) du coca (coke)
À la récré (at break)	ma mère mange (my mam eats)	une pomme (an apple)	et apro (and a	ès ça fter	il boit (he drinks)	de l'eau (water)
Pour le déjeuner (for lunch)	mon ami mange (my friend eats)	une banane (a banana)	that) et ave	c ça	elle boit (she drinks)	une bouteille d'eau (a bottle of water)
Pour le dîner (for dinner/tea)	nous mangeons (we eat)	une barre de céréales (a cereal bar)	(and w	vith that)	nous buvons (we drink)	un verre d'eau. (a glass of water)
Le soir (in the evening)		des frites (chips) des légumes (vegetables) des bonbons				
		(some sweets)				

		un uniforme [a uniform]			
		un pantalon noir [black trousers]	Year	7 Sentence Clothes	Builder 8
Au collège [at school]	je porte [I wear] nous portons [we wear]	un t-snirt [a t-snirt] un short [shorts] un sweat [a jumper] un jean [jeans] un sweat à capuche [a hoodie]		assez [quite] très	à la mode
	[we wear]	un maillot de bain [a swimming costume]	qui est	vraiment	cher
Le weekend [at the weekend] Le soir [in the evening]	j'adore porter [I love to wear] je n'aime pas porter [I don't like to wear] je déteste porter [I hate to wear] je préfère porter [I prefer to wear]	une robe [a dress] une chemise blanche [a white shirt] une jupe noire [a black skirt] une veste noire [a black blazer] une cravate rouge [a red tie] une casquette [a cap]	[which is] qui sont [which are]	[really] extrêmement [extremely] trop [too] un peu [a bit]	[expensive] chaud [hot] froid [cold]
En vacances [on holiday]		des baskets [trainers] mes lunettes de soleil [my sunglasses] des chaussures noires [black shoes]			



Musical Theatre - Context and Background Facts

Musicals use singing, dancing, and talking to tell stories. They are meant to be entertaining and are usually lighter and funnier than opera. They have easy melodies – audiences could sing along.

They usually have an orchestra to accompany the singers, but many musicals today also have rock instruments such as electric guitars, synthesisers and drumkits.

Early musicals were influenced by jazz and swing music while lots of musicals from the 1970s onwards used rock music.

The types of musicals that are around today began in the 1920s and developed into the 21st Century.



The genre started out on <mark>Broadway</mark>, a famous theatre street in New York. Later ones were shown in London's <mark>West End</mark>.

Some songs from Musicals have hit the charts such as Evita's "Don't Cry For Me Argentina" and "Memory" from Cats.

Many musicals have been made into popular musical films; The Sound of Music, Hairspray, Grease, Billy Elliot, Mamma Mia and Les Miserables, Rent, Annie and West Side Story are just a few.

Musicals are usually written in the styles of the popular music that is around at the time. For example, Hamilton, which premiered in 2015, draws on elements of <u>hip hop</u>, as well as <u>R&B</u>, <u>pop</u>, <u>soul</u>, and <u>traditional</u>-

style show tunes.

Types of Musicals:



Book Musical (A musical with a story), **Concept Musical** (the idea or concept is more important than the plot - A Chorus Line), **Jukebox Musical** (Popular songs by one artist; We Will Rock You, Mamma Mia), **Rock Musical** (uses rock music).



Voice Types

There are 4 main different voice types we need to be able to recognise. Each voice type is based on how high or low the singer can sing.



Soprano - a



male voice.

male

Sung-Through; A musical

where all he dialogue is

sung. (eg. Miss Saigon)

voice

Key Words



Song Types found in Musicals

Solo: A solo is a song sung by only one character. Solo songs are often deeply meaningful and give an insight into what the character is thinking and feeling in the moment.



Duet: Duets are songs sung by 2 characters. These often include vocal harmonies and question and answer phrasing to suggest a certain relationship or conversation between the two characters.

Chorus: Chorus songs are often (but not always) the big, catchy songs that show what the musical is about. These are usually sung by the chorus in the show or, quite often, everyone in the cast. Chorus numbers often open or close the different acts and show major changes that affect a large number of characters.

Ensemble: Ensemble songs are usually sung by a group of the main characters. The group size can range anywhere from 3 to about 10 singers. Often different characters will have solo lines within the song, but the whole ensemble will come together to sing the chorus.

Singing Techniques

There are also various singing techniques. Two are most used in musicals; these are:

Falsetto - A man adapting his voice to sing higher than his normal range. **Belting** - A forced style of singing that gives power and a fuller sound to the note.

Dance Break; included in a Libretto; song for a dance routine, and lyrics

Libretto; the words and lyrics to a musical.

Hook: a line of the song that sticks in the audience's head. Triple Threat: Someone who can sing, dance and act. Overture: The music to open the show, often a mix of the best songs in the show.

Word Painting: Often used where

the music reflects the words.

Important Composers and their Musicals: Gilbert & Sullivan 1842-1900 (The Mikado, HMS Pinafore), Cole Porter 1891-1964 (Anything Goes, Kiss Me Kate), Rodgers & Hammerstein 1895-1960 (Sound of Music, Oklahoma, Carousel), Leonard Bernstein 1918-1990 (West Side Story) Stephen Sondheim 1930 (Sweeny Todd, Into the Woods), Jerry Herman 1931-2019 (Hello Dolly), Schonberg & Boubill 1941 (Les Misérables, Miss Saigon) Andrew Lloyd Webber 1948 (Joseph & the Amazing Technicolor Dreamcoat, Evita, Cats, Phantom of the Opera) Alan Menken 1949 (Little Shop of Horrors) Stephen Schwartz 1948 (Godspell, Wicked).



Puberty

Everyone experiences puberty. Young people, male and female, as they grow into adults will experience puberty. Though this can start at different times for each person.

Puberty starts at different times for different people, and it starts when the body is ready.

For girls this is usually between ages 8 and 13. For boys this is usually between ages 9 and 15.

Puberty may continue into the early 20s.

Puberty is the process through which the body changes from that of a child to an adult.

This change is caused by changing hormones, which are special chemicals in the body.



Healthy Relationships Y7 – P4L Bullying Bullying is intentionally harmful behaviour that is often repeated over time. Bullying can occur anywhere and to anyone. It can happen online or face-to-face in schools, workplaces and in the THERE ARE DIFFERENT TYPES OF BULLYING: Verbal Cyberbullying Physical Social pushing. insulting. sharing hurtful excluding others. punching. taunting spreading rumors, messages or hitting, uming others agains name images through destroying a person/group caling internet or text property BULLYING IS OFTEN: REPEATED: MBALANCED: DELIBERATE: occurs more one person done on purpose than once has more power **EFFECTS OF** ullying **3. STRESS** 1. ANXIETY 2. DEPRESSION 6. NAUSEA 5. SELF WITHDRAWAL 4. LONELINESS 7. INSOMNIA MIND



Qualities of a good friend:			
Safe	Listened to		
Valued	Like your opinion doesn't matter		
Нарру	Respected		
Accepted	Judged for what you do or what you like		

Families

There are various different types of family in the UK.

Nuclear family - a family unit consisting of two adults and any number of children living together.

Extended family - grandparents, aunts, uncles, and cousins, either all living nearby or within the same household.

Reconstituted family - also known as a blended family or step family.

Single parent family - consists of a parent not living with a partner, who has most of the day-to-day responsibilities for raising the children.

Same-sex family - same-sex marriage was legalised in 2014. Their children may be adopted or be the biological children of one member of the couple.

Boundaries and Consent

We all have **boundaries** depending on how well we know someone. We have **different boundaries** for what is **safe** or **comfortable** for us to do with our family, with our friends or with other people we know.

What is meant by 'consent'?

Consent is about agreeing to let something happen

What should happen if consent for something is not given? If consent isn't given, then that thing should not happen

Once someone has given consent, can that consent always be assumed (e.g., if someone agrees to lend their friend a pencil, does their friend need to ask again if they want to borrow it again a week later?)

Any person who has given consent always has the right to change their mind. It is as important to understand about gaining consent as about giving consent.

	Define: E-Safety	10 strategies for staying	Digital Footprints and Online	Online Behaviour and the Law
	Strategies and systems to help people stay safe online.	1. Don't post any personal information online – like your	Behaviour A person's digital footprint cannot be deleted and can be accessed at	The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically
Ouling	Define: Digital Citizenship Accepted ways on	address, email address or mobile number. 2. Think carefully before posting pictures or videos of	any time through a simple social media or search engine search. To promote a positive digital footprint	 against the law as it creating fake profiles or websites. It is a criminal offence under the Communications Act 2003 to send messages using any public electronic communications
Online Safety	behaving whilst engaging in online activity.	yourself. Once you've put a picture of yourself online most people can see it and may	there are 5 simple rules: 1. Would you want your	or of an indecent, obscene or menacing character.
Y7	Define: Cyber Bullying The use of electronic communication to bully a	be able to download it, it's not just yours anymore.3. Keep your privacy settings as high as possible	grandmother to see it? Is that photo/video/comment appropriate for the wider public audience? Would you want a	2015 for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.
P4L	person, typically by sending messages of an intimidating or threatening nature	 Never give out your passwords. 	tuture partner or employer to see it? Once something is online it stays forever.	There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the Protection from Harassment Act 1997.
	Define: Hacking Gaining access to systems and computers which you do not have permission to	 5. Don't befriend people you don't know. 6. Don't meet up with people you've met online. Speak to your parent or carer about 	2. Do you really mink mains private? Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.	Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen shot the evidence and speak to the police.
	access. Can be for malicious purposes.	people suggesting you do.7. Remember that not everyone	 Would you say it to someone's face? 	Where to get more help and support
	Define: Grooming When someone uses the internet to trick, force or pressure a young person	online is who they say they are 8. Think carefully about what you say before you post	If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.	Parents and trusted family.School Staff and Wellbeing Team
	wouldn't normally do, this could be sexual behavior or radical beliefs.	something online. 9. Respect other people's views, even if you don't agree with someone else's views doesn't	4. Is this your work to publish/use? Reposting or using someone else's work if fine if you credit the original owner creator. If you don't it is	 Directly to the police. Report any inappropriate behaviour to the website. NSPCC - <u>https://www.nspcc.org.uk</u>
	The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.	 mean you need to be rude. 10.If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately. 	 5. Would you want someone to do it to you? How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online? 	 Childline - Helpline: 0800 1111(24 hours, every day) / <u>https://www.childline.org.uk</u> CEOPS - <u>https://www.ceop.police.uk/safety-centre/</u>

Define: Social Media

Websites and applications that enable users to create and share content or to participate in social networking.

Top tips for staying safe on Social media

- Use a strong password. The longer it is, the more secure it will be.
- Use a different password for each of your social media accounts.
- If you have social media apps on your phone, be sure to password protect your device.
- Be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account.
- Click links with caution. Social media accounts are regularly hacked.
- Be careful about what you share. Don't reveal sensitive personal information ie: home address, financial information, phone number.
- Become familiar with the privacy policies of the social media channels you use and customize your privacy settings to control who sees what.
- Remember to log off when you're done.
- 9. Report any inappropriate behavior to the site.

Social media sites or apps used by children (12-15) in the UK in 2018



Define: WhatsApp

less than texting.

together

Define: YouTube

WhatsApp is a messenger app for

smartphones. WhatsApp uses the

internet to send messages, images,

audio or video. The service is very

similar to text messaging services,

however, because WhatsApp uses

the internet to send messages, the

YouTube is a video sharing service

where users can watch, like, share,

comment and upload their own

videos. Users can search for and

watch videos, Create a personal

other YouTube videos, Users can

subscribe/follow other YouTube

YouTube channel, Upload videos to

your channel, Like/Comment/share

channels and users, Create playlists to organize videos and aroup videos

cost of using WhatsApp is significantly

Define: Twitter

Twitter is known as a micro-blogging site. Blogging has been around for some time. Usually blogging consists of people setting up basic websites where they write about whatever they want, whether it be politics, sport, cooking, fashion etc. Posting a message is known as a tweet. People make connections by following other people's twitter feeds. Once you click follow, anything that person or organisation says will appear on your timeline.

Define: **TBH**

short for To Be Honest — is a polling app that lets your friends answer questions anonymously. Essentially it is a big popularity contest, where people received "gems" when they are picked in a poll.

Define: Facebook

Facebook is a website which allows users, who sign-up for free profiles, to connect with friends, work colleagues or people they don't know, online. It allows users to share pictures, music, videos, and articles, as well as their own thoughts and opinions with however many people they like.

Define: Snapchat

Snapchat is a mobile messaging application used to share photos, videos, text, and drawings. It's free to download the app and free to send messages using it. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages disappear from the recipient's phone after a few seconds.

Age Restrictions On Social Media



These are in the websites terms and conditions and are not legal restrictions.

Define: Instagram

At its most basic, Instagram is a social networking app which allows its users to share pictures and videos with their friends. Once a user snaps a picture, Instagram filters – of which there are dozens – can transform images in a manner reminiscent of old-fashioned Polaroid prints.

Define: TikTok (formally Musical.ly)

TikTok is an app for creating, sharing and discovering short music videos (15 sec), think Karaoke for the digital age. It used by young people as an outlet to express themselves through singing, dancing, comedy, and lipsyncing.

Y7 Subject Knowledge Organiser Athletics – Competition, Scoring & Officials

Competition

Athletics is a collection of sporting events that consist of the three major areas of running, jumping and throwing. The running events include sprints, middle and long-distance events and hurdling. Jumping events include the long jump, high jump, triple jump and pole vault, while the throwing events include the discus throw, hammer throw, javelin throw and shot put. There are also combined events, such as the decathlon for men, which consists of ten events, and the heptathlon for women, which consists of seven events.

Shown below is a typical competition area for athletics.



Scoring

Success in athletics is judged on times and distances rather than points or goals.

Track events – These races are started with an electronic pistol which is only sounded again on a false start. In races that are very close, officials use a digital line-scan camera across the finish line to give them a photo finish picture. The clock stops when an athlete has passed through the finish line.

Jumping events – These events are measured from the front edge of the take-off board to the first mark made in the sand by the athlete. The distance is always measured to the nearest centimetre and athletes will always be given a minimum of three jumps.

Throwing events – These events are measured from the front edge of the throwing line to the first mark made in the ground by the implement. The distance is always measured to the nearest centimetre and athletes will always be given a minimum of three attempts.

Officials

An athletics competition requires a wide range of officials. These include:

Starter – Starts all track events.

Starter's marshals – Line up competitors in correct order ready for starting.

Timekeepers – Provide official times for all track competitors.

Place judges – Ensure the correct order of positions are given.

Field event judges – Measure, record and let athletes know when it is safe to compete.

Relay judges – Make sure runners at change-overs are in the correct lane and within the change-over box.

The way to lead a good life...

- 1. Serve others
- 2. Be generous to the less fortunate
- 3. Treat everyone equally
- 4. Live honestly and work hard
- 5. Keep God in heart and mind at all times

Guru Nanak

founded Sikhism. He was born into a Hindu family in 1469 in Punjab. When he was 13 vears-old he rejected the Sacred Thread ceremony, which is the initiation ceremony that Hindu boys go through to enter the Hindu faith. Guru Nanak experience key events that led him to reject the caste system in Hinduism and teach that evervone is equal through the belief the oneness of humanity.

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Sikhism

Y7 – P4L

- Founded in 15th century CE in Punjab, what is now India and Pakistan.
- Approximately 25 million followers worldwide and ever-growing.
- The word 'Sikh' comes from the Punjabi verb 'Sikhana' meaning 'to learn' Thus, a Sikh is one who learns.

The Ten Gurus

- . Guru Nanak - founder of Sikhism.
- Guru Angad taught people to read script that Nanak used to record hymns. .
- Guru Amar Das helped to recognise religion city that became Amritsar. . .
 - Guru Arjun Dev built the Golden Temple.
- Guru Hargobind freed 52 prisoners of conscience and designed Sikh flag (Nishan Sahib) .
- Guru Har Raj collected rare species of plants. An expert in medicine. .
- Guru Har Krishan died as a child serving people with disease.
- Guru Tegh Bahadur led large non-violent protest new laws. Executed in 1675 defending right of non-Muslims to practise faith.
- Guru Gobind Singh - finalised Sikh scriptures and founded Khalsa in 1699 - a dedicated religious group that Sikhs can join.
- All Gurus achieved liberation Mukti .

Describes qualities of God beginning with Ek Onkaar (Ik Onkaar): God is one.

Self-existent. They are known by the grace of the Guru.

First verse in the Guru Granth Sahib (holy book).

Recited daily as part of the morning prayers.

A short verse written by Guru Nanak.

Referred to as the creed of the Sikhs.



Kaccha - also spelt Kachh Kachera (cotton underwea Scan the OR

> code to find out more about the Sikh religion

Key Words

Guru - moving from darkness (qu) to light (ru).

Khanda - Sikh double-edged sword symbol.

The Guru Granth Sahib - Sikh holy scripture.

Gurdwara - Sikh place of worship.

Reincarnation cycle of life, death and rebirth.

Sewa - acting selflessly and helping others.

Sangat - gather together.

Langar - free kitchen

Khalsa - collective body of all initiated Sikhs.

Waheguru - word for God meaning wonderous enlightener.

Eternal - beyond time.

Transcendent outside times and space

Nirguna - beyond all qualities and forms.

Sargun - God is within the world able to have gualities.

Sikh Virtues



- A) LOVE God loves creation. Humanity was created by God so should be treated with respect and dignity.
- B) COMPASSION AND **PATIENCE** - Help others in times of suffering. Human race is united. Tolerance and patience for all in society.
- C) TRUTH AND TRUTHFUL LIVING - Live an honest life and deal with injustice in society. This will allow closeness with God.
- D) CONTENTMENT -Everything is Hukam (God's will). Be content and not focus on material possessions or personal gain.
- E) HUMILITY AND SELF-**CONTROL** - Everyone is equal and important to God. Pray and meditate regularly to remain focused on God.
- F) WISDOM AND COURAGE -Live a good life and learn about God and Sikh beliefs. Maintain the strength and courage to stay focused.



1. Key Words!

Knowledge Organiser - Year 7 - Chemical Reactions

Metals: Shiny, good conductors of electricity and heat, malleable and ductile, and usually solid at room temperature.

Non-metals: Dull, poor conductors of electricity and heat, brittle and usually solid or gaseous at room temperature.

Oxidation: Reaction in which a substance combines with oxygen.

Reactivity: The tendency of a substance to undergo a chemical reaction. pH: Scale of acidity and alkalinity from 0 to 14.

Indicators: Substances used to identify whether unknown solutions are acidic or alkaline.

Base: A substance that neutralises an acid - those that dissolve in water are called alkalis.

Concentration: A measure of the number of particles in a given volume.

Stays blue

3. Indicators

Alkaline solution

Indicator: Substances that change colour depending if the solution is acidic or alkaline. (Such as red litmus, blue litmus and Universal Indicator)

Universal indicator: An indicator that changes colour to show the pH of a solution and strength of the acid and alkali.

Litmus Paper		
	Red Litmus	Blue Lit
Acidic solution	Stays red	Turns red
Neutral solution	Stays red	Stays blue

Turns blue



Reactions of metals

Some metals are reactive and react in this way:

With oxygen	With acid	With water
An <u>oxidation</u> reaction takes place (A chemical reaction in which a substance combines with oxygen). Rusting is an example of this reaction.	You can observe the reactivity of metal with acid by counting bubbles. • More bubbles = A more reactive meta	Reactive metals can react with water: Metal + water → Metal hydroxide + hydrogen
metal + oxygen - metal	Less bubbles= Less reactive metal metal + acid → salt + hydrogen	Less reactivethe stem: water but can with stem: Metal + water \rightarrow Metal oxide + hydrogen

Universal



The pH scale is used to show us whether something is an acid, alkali or neutral.



Acids, Alkalis and pH Scale	https://www.youtube.com/watch?v=-aGRYS7JVd8
Neutralisation	https://www.youtube.com/watch?v=_cB2vSaalXg
Reactivity Series	https://www.youtube.com/watch?v=-R2eNZRzg7Q



1. Key Words! Knowledge Organiser - Year 7 - Current and Static Electricity

Potential difference (voltage): The amount of energy shifted from the battery to the moving charge, or from the charge to circuit components, in volts (V).

Resistance: A property of a component, making it difficult for charge to pass through, in ohms (Ω) .

Electrical conductor: A material that allows current to flow through it easily, and has a low resistance.

Electrical insulator: A material that does not allow current to flow easily, and has a high resistance.

Negatively charged: An object that has gained electrons as a result of the charging process. **Positively charged:** An object that has lost electrons as a result of the charging process.

Electrons: Tiny particles which are part of atoms and carry a negative charge.

Charged up: When materials are rubbed together, electrons move from one surface to the other.

Electrostatic force: Non-contact force between two charged objects. **Current:** Flow of electric charge, in amperes (A).

In series: If components in a circuit are on the same loop.

In parallel: If some components are on separate loops.

Field: The area where other objects feel an electrostatic force.

3. Circuit symbols

The following symbols show the different **components** that can be found in an electrical circuit.

The symbol for a **<u>battery</u>** is made by joining two more symbols for a cell together.



The idea of a **circuit diagram** is to use circuit symbols instead of drawing each component in the circuit. Always try to make the wires straight lines. Do not be tempted to make them wiggly because the whole point is to make it easier to see what is connected to what.



Static electricity happens when two insulating materials are rubbed together. This friction causes the electrons, tiny negative charges (electrons), to move from one material to another.

There are two types of electric charge, positive charge and negative charge.

- Positive charges repel positive charges
- Negative charges repel negative charges
- Positive charges attract negative charges

There is an electric field around a charge. The electric field strength decreases as vou move away from the charge.







6. Static

Potential difference

A cell or battery provides a push that makes charge move. The push is called the potential difference or p.d. for short.

- The potential difference tells you the size of the force on the charge
- The energy transferred by the cell to the charge
- The energy transferred by the charges to components

<u>Series</u>

Series circuits have one continuous loop.

- Current is the same everywhere
- Potential difference is shared
- across the components in the loop





2. Current and potential difference

<u>Current</u>

When you complete a circuit electrons in the metal wove through the wires. The electrons are tiny negative charges that are already in the metal wires. The current is the amount of charge flowing per second.

Current in measured using an ammeter.

Parallel

- Parallel circuits have more than one loop or branch.
- Current is split across the branches
- Potential difference is the same

everywhere









Each circuit component has a different resistance. This tells you how difficult it is for the charges to pass through the component. The current is the amount of charge flowing per second. The current depends on the amount of 'push' of the battery and the resistance. Resistance has the symbol R and the unit Ohms Potential difference has the symbol V and the unit Volts. Current has the symbol I and the unit Amps.



7. Further Reading								
Electromagnets								
What is electricity?	hhttps://www.bbc.co.uk/bitesize/articles/z8mxgdm							
Electric current and potential difference	https://www.bbc.co.uk/bitesize/guides/zsfgr82/revision/1							
Static electricity	https://www.bbc.co.uk/bitesize/guides/zthyvcw/revision/1							
Circuits	https://www.youtube.com/watch?v=-w-VTw0tQIE							
Static electricity	https://www.youtube.com/watch?v=V1c61Q7qU-s							

1. Key Words!

Year 7 - Knowledge Organiser - Sound Waves

The **amplitude**

height of the

wave from its

position - the

greater the

louder the

sound

is the

restina

maximum

Vibration: A back and forth motion that repeats.

Longitudinal wave: Where the direction of vibration is the same as that of the wave. Volume: How loud or guiet a sound is, in decibels (dB).

Pitch: How low or high a sound is. A low (high) pitch sound has a low (high) frequency.

Amplitude: The maximum amount of vibration, measured from the middle position of the wave, in metres.

Wavelength: Distance between two corresponding points on a wave, in metres.

Frequency: The number of waves produced in one second, in hertz.

Vacuum: A space with no particles of matter in it.

Oscilloscope: Device able to view patterns of sound waves that have been turned into electrical signals.

Absorption: When energy is transferred from sound to a material.

Auditory range: The lowest and highest frequencies that a type of animal can hear. Echo: Reflection of sound waves from a surface back to the listener



6. The Ear and

Hearing

The ear drum vibrates which passes on the vibrations from

the air to the small bones,

converted into an electrical impulse which is sent to the

brain and detected as sound.

You could compare the ear to

the structure and function of

a microphone.

The wavelength is the distance between the crests (tops) of two waves next to each other (or any other two identical point on waves next to each other)

The **frequency** is the number of waves per second - the higher the frequency, the closer together the waves are and the higher the **pitch**

Pitch is measured in hertz or Hz.

4. Frequency and Pitch

Diagrams 1 and 2 show two sounds with the same wavelength and frequency, so they will have the same pitch.

Diagrams 2 and 3 show two sounds with a different wavelength and frequency. The sound in diagram 3 has a higher frequency than the one in diagram 2, so its pitch will be higher.

We can detect sound using our ears. It is the organ we use for hearing!

Boingg Ear flag Vibrations of ruler passed to air particles then to the cochlea where it is uditory Ear bones Ruler Hairs vibrate in Object he cochlea, sending vibrates vibrat vibrates vibrate a message to the brain (along the auditory nerve).

amplitude, the





The sound in diagram 2 has a greater amplitude than the one in diagram 1, so it will be louder.

The sound in diagram 3 has a greater amplitude than the one in diagram 1 or 2 so it will be the loudest sound.

Volume is measured in decibels or dB.

REMEMBER! When drawing sound waves make sure that the peaks and troughs are the SAME height/depth. Also... if the pitch is the same then the waves should be the same distance from each other



average speed = distance travelled ÷ time taken

Substance	Speed of sound
Air	343 m/s
Water	1493 m/s
Steel	5130 m/s

Although sound travels guite fast, it is still possible to measure its speed in air. To do this, you need to measure the time it takes a sound to travel a measured distance. To reduce errors, particularly timing errors, you should either:

- Use a large distance (preferably over 50 metres), or
- Use an electronic timer or data logger to record the time taken

We can use the echo clap method or using a microphone and data logger.

6	. Further Reading	
	Colour Spectrum	https://www.youtube.com/watch?v=Gf33ueRXMzQ
	Electromagnetic Spectrum	https://www.youtube.com/watch?v=kOkv8ynpppk
	Reflection and Refraction	https://www.youtube.com/watch?v=BL2MtP7j-xk
	The Eye	https://www.youtube.com/watch?v=syaQgmxb5i0
	Electromagnetic Spectrum	https://www.youtube.com/watch?v=kOkv8ynpppk

Comparing Texts		<u>Year 7 - Y</u>	Year 7 - Victorian Britain SKO			Language Subject Terminology		
1. Comparative					1. Word Classes			
On the other hand	Similarly	Victorian	4. Tier 2 Vocabulary Period from 1837-1901		Noun	Identifies a p (luckiness) or	erson (girl), thing (wall), idea ⁻ state (anger).	
Alternatively In the same way		Saturated	Can't get any wetter		Verb	Describes an situation (be)	action (jump), event (happen),	
Unlike Like		Poverty	The state of being very poor		Adjective	Describes a n	oun (happy girl, grey wall).	
Despite this As well as		Dormitory	Room or building for sleeping		Adverb	Gives inform	Gives information about a verb (jump quickly),	
In contrast		Institution	Establishment		D	adjective (ve	adjective (very pretty) or adverb (very quickly).	
2. Stock Phrases		Endeavour	Try hard to do or achieve something		Preposition	pen was four	pen was found under the table.	
This suggests This emphasises		ventilation	Letting air in			Language Tec	Language Techniques continued	
		enraged	Furious		Sibilance	Alliteration u	Alliteration using 's' sounds	
This implies	This implies This highlights		 Think about how advice/ ad- vise works 		Pathos	Persuading th	Persuading the reader using emotion	
This demonstrates	This indicates	Divergence	Moving apart		thus sub-sta			
		5	5. Discourse Markers			Exaggeration	Exaggeration	
		Cause and	Therefore, as a result, in consequence, consequently		Simile Something is		presented as like something else.	
	Effect	Metaphor Something is			presented as something else.			
 A Alliteration F Facts/ Figures O Opinion 		Sequencing	Firstly, secondly, next, third- ly, after this, finally,		Imagery	When the wr	iter provides mental "pictures".	
		Sequencing			Personification Giving hu		n traits to something non-human.	
R Rhetorical Question			additionally		Onomatopoeia	ia Where the word sounds like what it describes		
S Statistics T Triples/ Rule of 3					Alliteration The occurrence of the same sound/letter a beginning of words		ce of the same sound/letter at the words	
R Repetition	6. This Q	6. This Quotation/ Reference						
P Personal Pronouns		Achieves	Advances	Affects	_			
		Concludes	Confirms	Conveys				
		Donotos	Dovelops	Domonstratos			7. SQI	
Topics Covered•Victorian London•Victorian slums•Victorian children•Victorian Work Houses•Robert Blincoe•Victorian Child Labour•Modern Child Labour•The work of Thomas Barnardo		Diaglaus	Develops	Eventerates	Statement		Answers the question	
		Displays	Justines	Exaggerates			A clear point made	
		Encourages	Enhances	Establishes			A clear point made	
		Exemplines		Explores	Quotation(s)		Precise and embedded	
		Exposes	Forces	Generates		Might group quotations Inference What is suggested/impl		
		Highlights	Hints	Identifies	41			
		Ignites	Illustrates	Impacts	Inference			
		Implies	Identifies	Indicates				