



**MALBY LEARNING TRUST**  
Exceptional Experiences. Successful Lives.



**MALBY ACADEMY**

**YEAR 7 TERM 1 2023-2024**  
**KNOWLEDGE ORGANISER**

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# Introduction

## Foundational Knowledge and Retrieval Practice

If we try and build a house on sand it will fall down, as the foundations are not secure and over time will disappear. That's a bit like what happens if your teacher tries to get you to understand complex ideas, but you haven't yet grasped the basics on which to connect the new information, and therefore you cannot build on it and develop what scientists call **schema** in your mind.

To support you in having foundational knowledge in each subject, your teachers have identified some key basic knowledge that they will teach you first, but then you will be asked to consolidate this by reviewing it at home and completing a quiz about it for homework - this process is called **retrieval**.

Research tells us that the process of **keep reviewing key chunks of material by reading it, rehearsing it, trying to recall it** and **checking you got it right** will help you to remember it longer term, so that you feel more confident in your lessons when teachers do refer to it.



# Introduction

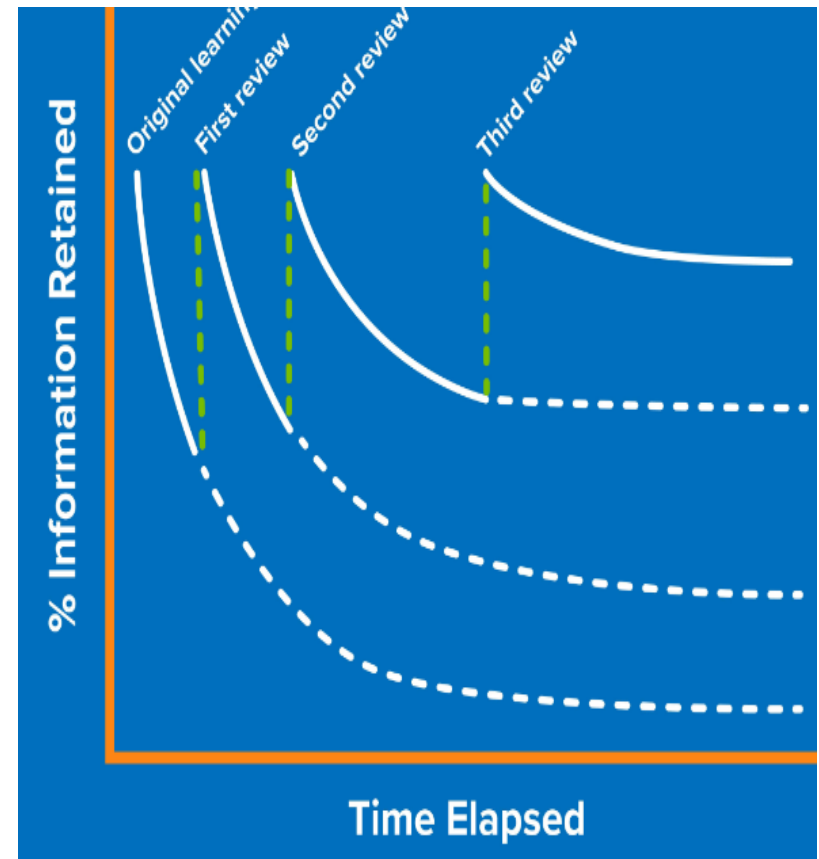
## The Forgetting Curve

A psychologist called Hermann Ebbinghaus discovered that shortly after you have learned something, you quickly forget some of it. He represented this process with this ' **forgetting curve**'.

He found however that if you reviewed that information at specific time points after having first learned it – the rate at which you forget can be reduced. He called this '**spaced practice**'

To help you to remember key information your teachers will do the following:

- Identify in lesson key terms or pieces of information that are important to learn.
- Tell you which bits of the subject knowledge organiser to review and recall at home.
- Set you a homework quiz to check what you can recall.
- In future quizzes include some questions already tested.
- Revisit key questions that most of the class struggled with.



# OUR KEY DRIVERS



## RESILIENCE

Learn from failures, work through problems and never give up. Be better today than you were yesterday.



## ASPIRATION

Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?



## COMMUNITY

Accept support and offer it. Give something back to the Academy and the community.



## RESPONSIBILITY

Be responsible for your actions, celebrate successes and learn from your failures. Do not make excuses.



## CONFIDENCE

Don't be afraid to get things wrong. Believe in yourself and your abilities and step outside your comfort zone.

# English

## Using this knowledge organiser:

Every **Week A** you will be given **ten pieces of vocabulary**.

Across this week, you will need to find a coherent definition for each piece of vocabulary and practice the spelling.

This will be tested as part of your English lessons, across that week.

In **Week B**, you will use these same words to complete a short piece of **transactional writing**. You will use the information on this sheet to support you.

At the end of the term, you will complete a project that utilises all you have learnt across this half term.

## A Kestrel for a Knave:

Treated as a failure at school, and unhappy at home, Billy Caspar's life path is planned for him: he will work down the coal mines, as most others in his village do. However, Billy discovers a new passion in life when he finds Kes, a kestrel hawk. Billy is drawn to her silent strength and she inspires him to feel true love towards another living creature.

Barry Hines was born in Barnsley. When he left school, he worked down the mines, but he returned to education to complete his exams and establish a better life.

The novel is set in a coal mining area in the north of England, modelled on Barnsley both in terms of dialect and character. Despite the coal mining heritage, there is clearly a rural setting around the mine, which Billy escapes to on multiple occasions.

During the 1960s, many left school at 15 and went straight into the world of work. For boys like Billy, who lacked the academic skills to pursue education, this mostly meant entering unskilled jobs in factories, or going down the pit.

## Week A/B 1:

1. Especially
2. Tremendous
3. Occurrence
4. Major
5. Participate
6. Pivotal
7. Eccentric
8. Diverse
9. Luscious
10. Recreation

## Week A/B 2:

1. Awkward
2. Bruise
3. Mischievous
4. Individual
5. Hindrance
6. Conscience
7. Interrupt
8. Aggressive
9. Determined
10. Definite

## Week A/B 3:

1. Elaborate
2. Pretence
3. Flamboyant
4. Possession
5. Elongating
6. Ricochet
7. Abandon
8. Guardian
9. Refraction
10. Appreciative

## Week A/B 4:

1. Swivel
2. Animated
3. Vague
4. Localise
5. Genuine
6. Gradual
7. Askew
8. Asphalt
9. Directly
10. Flux

## Week A/B 5:

1. Trade
2. Relevant
3. Aptitude
4. Manual
5. Various
6. Facilities
7. Scrutinise
8. Dozy
9. Lure
10. Lull

## Week A/B 6:

1. Meander
2. Disintegrate
3. Illumination
4. Immersed
5. Cluster
6. Converge
7. Arabesque
8. Partition
9. Murmur
10. Blunder

# Maths

## Keywords

**Sequence:** or numbers put in a pre-decided order.

**Term:** a single number or variable.

**Position:** the place something is located.

**Rule:** instructions that relate two variables.

**Linear:** the difference between terms is the same value from term to term.

## Continue Linear Sequences

7, 11, 15, 19...

**How do I know this is a linear sequence?**

It increases by **adding 4** to each term.

**How many terms do I need to make this conclusion?**

At least 4 terms, 2 terms only show one difference.

**How do I continue a sequence?**

You continue to repeat the same difference through the next positions in the sequence.

**Linear Sequences :** Increase by addition or subtraction, the same amount each time.

**Non-Linear Sequences :** Do not increase at the same rate each time- geometric and Fibonacci. They do not plot as straight lines graphically, and the difference in-between can be derived by addition, subtraction, multiplication or division.

## Continue Non-Linear Sequences

1, 2, 4, 8, 16...

**How do I know this is a non-linear sequence?**

It increases by **multiplying the previous term by 2**, this is a geometric sequence.

**How many terms do I need to make this conclusion?**

At least 4 terms, 2 terms only show one difference.

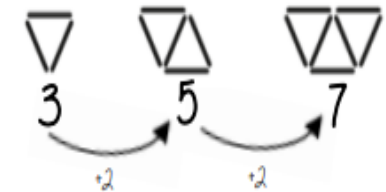
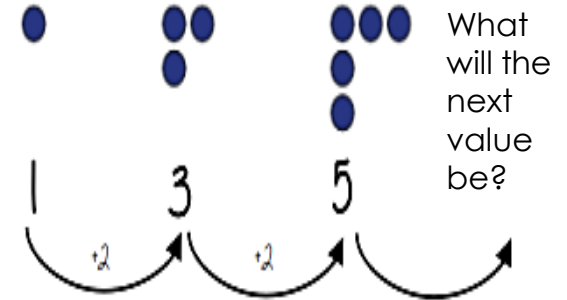
**How do I continue a sequence?**

You continue to repeat the same difference through the next positions in the sequence.

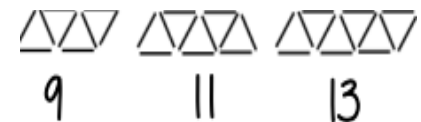
## Describe and Continue a Sequence Diagrammatically

### Predictions

Look at your pattern and consider how it will increase.



**CHECK** – draw the next terms



# MATHS

## Keywords

**Simplify:** grouping and combining similar terms

**Substitute:** replace a variable with a numerical value

**Equivalent:** something of equal value

**Coefficient:** a number used to multiply a variable

**Product:** multiply terms

**Highest common factor (HCF):** the largest factor of two numbers

**Inequality:** an inequality compares two values showing is one is greater than, less than or equal to another

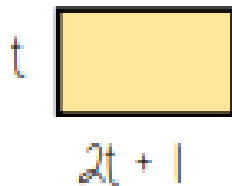
## Form expressions

For unknown variables, a letter is normally used in its place

4 more than t	$t + 4$
8 less than k	$k - 8$

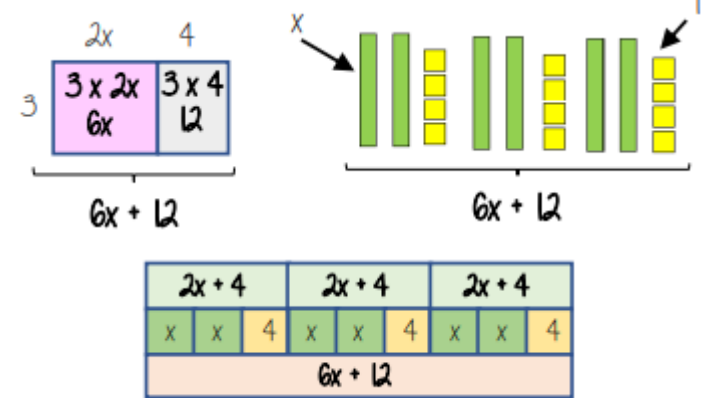
E.g. Find the perimeter of this shape

$$t + 2t + 1 + t + 2t + 1 = 6t + 2$$



## Multiply single brackets

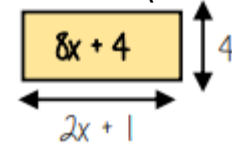
Different representations of  $3(2x + 4) = 6x + 12$



## Factorise into a single bracket

Always take out the highest common factor

$$8x + 4 \equiv 4(2x + 1)$$



Note:

$8x + 4 \equiv 2(4x + 2)$  if not fully factorised as the HCF has not been used



# MATHS

## Key Words

**Equality:** two expressions that have the same value

**Equation:** a mathematical statement that two things are equal

**Equals:** represented by the = symbol, means the same

**Solution:** the set or value that satisfies the equation

**Solve:** to find the solution

**Inverse:** the operation that undoes what was done by the previous operation (opposite)

**Term:** a single number or variable

**Like:** variables that are the same are 'like'

**Coefficient:** a multiplicative factor in front of a variable e.g.  $5x$  (5 is the coefficient,  $x$  is the variable)

**Expression:** maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

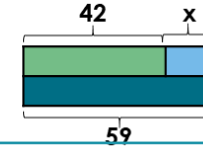
## Solve One Step Equations (+/-)

There is more to this than just spotting the answer

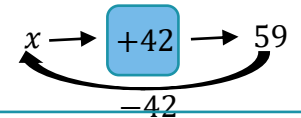
$$x + 42 = 59$$

$$x + 42 = 59$$

$$x = 59 - 42$$



Or use function machines



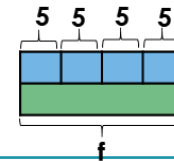
## Solve One Step Equations (x/÷)

There is more to this than just spotting the answer

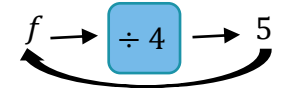
$$\frac{f}{4} = 5$$

$$f \div 4 = 5$$

$$f = 5 \times 4$$



Or use function machines



## Equality

The sum on the left has the same result as the sum on the right

$$2 + 14 = 5 + 5 + 6$$

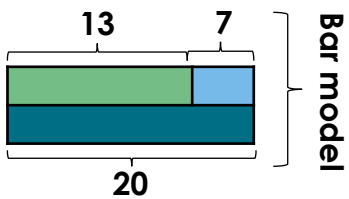
$$16 = 16$$

Is equal to

Saying out loud sometimes helps your understand equality

## Fact Families

Use a bar model to display the relationships between terms and numbers



$$13 + 7 = 20$$

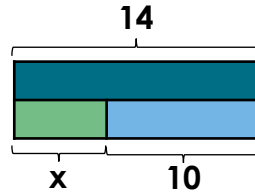
$$7 + 13 = 20$$

$$20 - 13 = 7$$

$$20 - 7 = 13$$

Bar model

Fact family

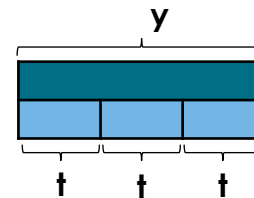


$$x + 10 = 14$$

$$10 + x = 14$$

$$14 - 10 = x$$

$$14 - x = 10$$



$$t + t + t = y$$

$$3 \times t = y$$

$$3t = y$$

$$y - t - t = t$$

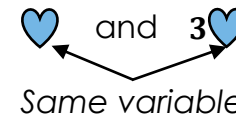
$$y \div t = 3$$

$$y \div 3 = t$$

## Like/Unlike Terms

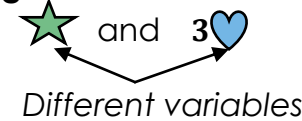
**Like terms** have the same **variable**

e.g.



**Unlike terms** do not

e.g.



## Collecting Like Terms $\equiv$ Symbol

The  $\equiv$  symbol means equivalent. It is used to identify equivalent expressions.

## Collecting like terms

$$4x + 5b - 2x + 10b$$

$$\equiv 2x + 15b$$

# MATHS

## Keywords

**Integer:** a whole number that is positive or negative.

**Interval:** between two points or values.

**Median:** a measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.

**Negative:** any number less than zero, written with a minus sign.

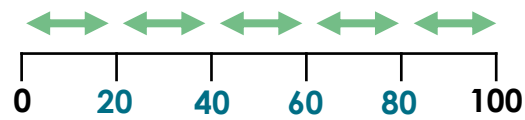
**Place holder:** we use 0 as a place holder to show that there are none of a particular place in a number e.g. 403 has a different value to 43.

**Place value:** the value of a digit depending on its place in a number. In our decimal system each place is 10 times bigger than the place to its right.

**Range:** the difference between the largest and smallest numbers in a set.

**Significant figure:** a digit that gives meaning to a number. The first significant digit (figure) in an integer is the number on the left. The first significant figure in a decimal fraction is the first non-zero number after the decimal point.

## Intervals on a Number Line



Divide the difference by the number of gaps

E.g.  $100 \div 5 = 20$

## Compare Values

< & > less than & greater than

= equal to

≠ not equal to e.g.  $25 < 43$

## Round to 1SF

$370 \approx 400$

$37 \approx 40$

$3.7 \approx 4$

$0.37 \approx 0.4$

Round to the first non zero number

## Median

4, 3, 9, 8, 12

3, 4, 8, 9, 12

2, 5, 3, 9, 1, 10

1, 2, 3, 5, 9, 10

Put in order

Find the middle number

Find the midpoint of the two middle numbers

4

## Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Place holder

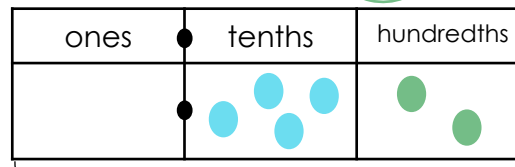
Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

1 billion = 1,000,000,000    1 million = 1,000,000

## Decimals

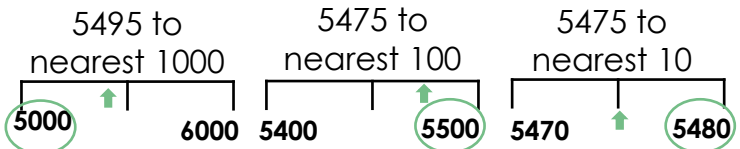
Four tenths and two hundredths

We say "nought point four two"



0 ones, 5 tenths and 2 hundredths  
 $0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$   
 $= 0.42$

## Round to the Nearest Power of Ten



## Decimal Intervals Number Line

One whole split into 10 parts makes tenths = 0.1  
 One tenth split into 10 parts makes hundredths = 0.01

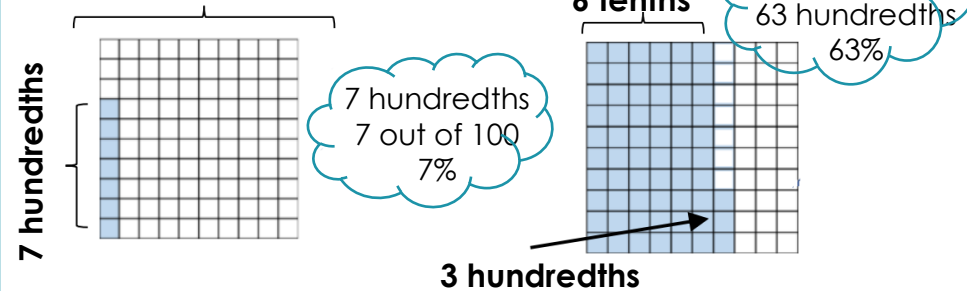
# MATHS

## Keywords

- Fraction:** how many parts of a whole we have
- Decimal:** a number with a decimal point used to separate ones, tens, hundreds etc
- Percentage:** a proportion of a whole represented as a number between 0 and 100
- Place value:** the numerical value that a digit has decided by its position in the number
- Placeholder:** a number that occupies a position to give value
- Interval:** a range between two numbers
- Tenth:** one whole split into 10 equal parts
- Hundredth:** one whole split into 100 equal parts
- Sector:** a part of a circle between two radii (often referred to looking like a piece of pie)
- Recurring:** a decimal that repeats in a given position e.g.  $0.3\overline{94} = 0.394394394394\dots$

## Tenths and Hundredths

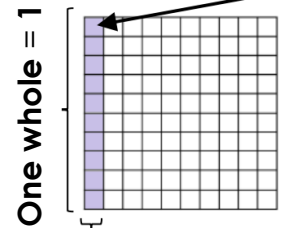
100% = one whole = 100 hundredths



## Tenths and Hundredths

**One hundredth** (one whole split into 100 equal parts)

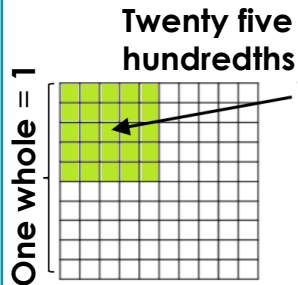
$$\frac{1}{100} = 0.01$$



**One tenth** (one whole split into 10 equal parts)

$$\frac{1}{10} = 0.1$$

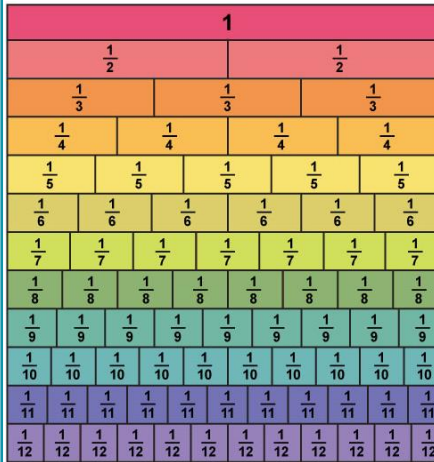
## Quarters



**One quarter** (one whole split into 4 equal parts)

$$\frac{1}{4} = 0.25$$

## Equivalent Fractions



## Converting FDP

70 out of 100 squares → =70%

$\frac{70}{100}$  → This means  $70 \div 100$  → 70 hundredths  
7 tenths  
0.7

Using a calculator

Convert to a decimal

■ → S=D

This will give you the answer in simplest form

✶ x100 converts to a percentage

Careful of recurring decimals

$\frac{1}{3} = 0.3333\dots = 0.\overline{3}$

The dot above 3 ↑

# MATHS

## Key Words

- 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 enclosed 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

## Addition / Subtraction with integers



Modelling methods for addition / subtraction

- Bar models
- Number lines
- Part / whole diagrams

Subtraction the order has to stay the same

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

Addition is commutative



$$6 + 3 = 3 + 6$$

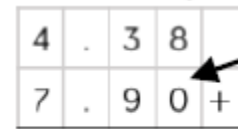
Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
-	2	4	9

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

## Addition / Subtraction with decimals

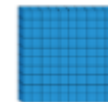


0 can be used to fill empty places with value



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

If



represents 1 whole rather than 10.

$$5.43 + \frac{8}{10}$$

Revisit Fraction – Decimal equivalence;  $5.43 + 0.8$

## Solve problems with finance

$$\text{Profit} = \text{Income} - \text{Costs}$$

Credit – Money coming into an account

Debit – Money leaving an account

Money uses a two decimal place system. 14.2 on a calculator represents £14.20

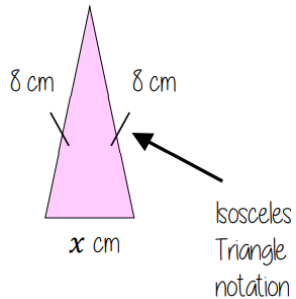
**Check the units of currency – work in the same unit.**

# MATHS

## Key Words

**Perimeter:** the distance / length around a 2D object  
**Polygon:** a enclosed 2D shape made with straight lines  
**Frequency:** the number of times a data value occurs

## Solve problems with perimeter



Perimeter is the length around the outside of a polygon

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

$$8 \text{ cm} + 8 \text{ cm} + x \text{ cm} = 25 \text{ cm}$$

$$16 \text{ cm} + x \text{ cm} = 25 \text{ cm}$$

$$x \text{ cm} = 9 \text{ cm}$$

## Tables and timetables

### Distance tables

London			
211	Cardiff		
556	493	Glasgow	
518	392	177	Belfast

This shows the distance between Glasgow and London. It is where the row and column intersects

### Bus / train tables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Each column represents the time the 'bus' arrives at that location  
 Time calculations – use the number line

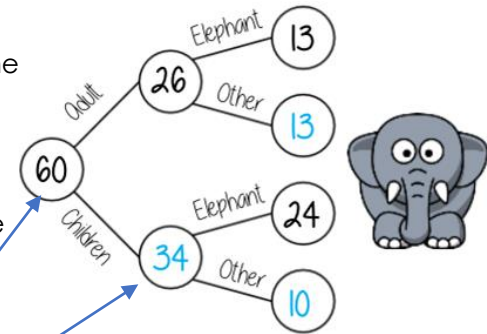
### Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

## Frequency trees

60 people visited the zoo one Saturday morning.  
 26 of them were adults.  
 13 of the adult's favourite animal was an elephant  
 24 of the children's favourite animal was an element.

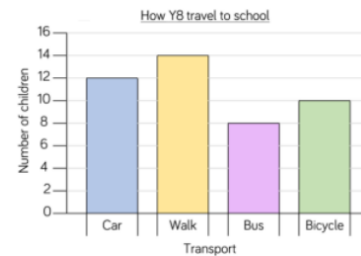


The overall total '60 people'

A frequency tree is made up from part-whole models. One piece of information leads to another.

Probabilities or statements can be taken from the completed trees.  
 e.g. 34 children visited the zoo.

## Bar and line charts



Use addition / subtraction to extract information from bar charts.

e.g. Difference between the numbers of students who walked and took the bus.

Walk frequency – bus frequency

When describing changes or making predictions

- Extract information from your data source
- Make comparisons of difference or sums of values
- Put into context of the scenario

# Maths

## Multiples

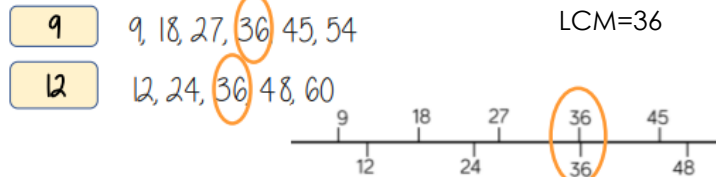


Bar models can represent how something is a multiple **Eg 20 is a multiple of 4**

## Lowest Common Multiples

LCM of 9 and 12

The first time their multiples match LCM=36



## Factors

Arrays can help represent factors

**Factors of 10**  
1, 2, 5, 10

10 × 1 or 1 × 10

5 × 2 or 2 × 5

The number itself is always a factor

Square numbers have an ODD number of factors

**Factors of 4**  
1, 2, 4

**Factors of 36**  
1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic - Laying factors out in pairs can help you not miss any

# Application of Number

## Keywords

**Array:** an arrangement of items to represent concepts in rows or columns

**Multiples:** found by multiplying any number by positive integers (whole numbers)

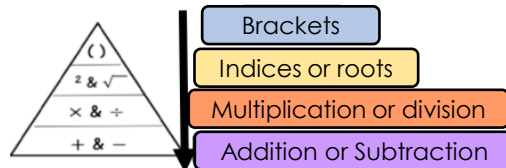
**Factor:** integers that multiply together to get another number

**Quotient:** the result of division

**Dividend:** the number being divided

**Divisor:** the number we divide by

## Order of Operations



If you have multiple operations from the same tier work left to right  
E.g.  $10 - 3 + 5 \rightarrow 10 - 3 \rightarrow 7 + 5$

## Division Methods

$$3584 \div 7 = 512$$

Short Division    Complex Division

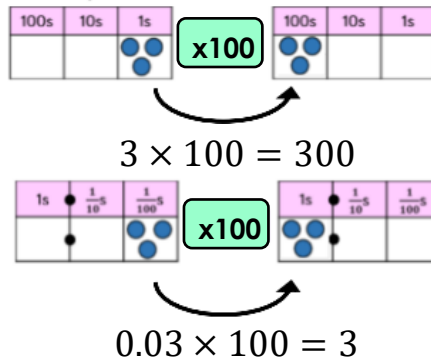
$$\begin{array}{r} 512 \\ 7 \overline{) 3584} \end{array} \div 24 = \div 6 \div 4$$

Break up the divisor using factors

## Division with decimals

The placeholder in division methods is essential- the decimal lines up on the dividend and the quotient  
 $24 \div 0.02 \rightarrow 24 \div 0.2 \rightarrow 240 \div 2$   
All give the same solution as represent the same proportion. Multiply the values in proportion until the divisor becomes an integer

## Multiply/Divide by powers of 10



## Multiplication Methods

	H	T	O
	1	8	7
x			9

Long Multiplication (Column)

x	100	80	7
9			

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  
 $0.2 \times 10 = 2$   
 $0.3 \times 10 = 3$

**Estimations:** Using estimations allows a 'check' if your answer is reasonable

Therefore  $6 \div 100 = 0.6$

# Science: Introduction

## Hazard Symbols



Explosive



Flammable



Oxidising



Compressed Gas



Corrosive



Toxic



Irritant



Danger to the Environment



Carcinogen

## Scientific Equipment Drawings



Beaker



Conical flask



Measuring cylinder



Clamp stand



Tripod



Gauze



Heatproof mat



Evaporating basin



Bunsen Burner



Test tube



Test tube with bung



Funnel



Filter paper and funnel



Round-bottomed flask



Crucible



Thermometer



Petri dish

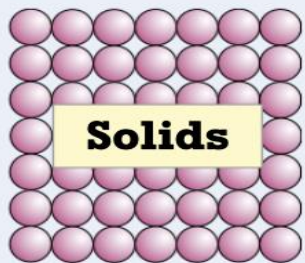
**Control Variables:** kept the same.

**Independent Variable:** One thing changed.

**Dependent Variable:** One thing measured.

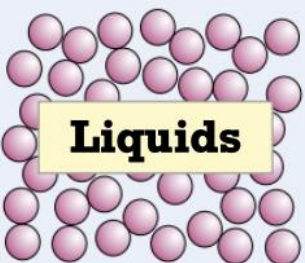
- Measure mass using a balance.
- Measure liquid volume using a measuring cylinder.
- Measure temperature using a thermometer.

# Science: Matter



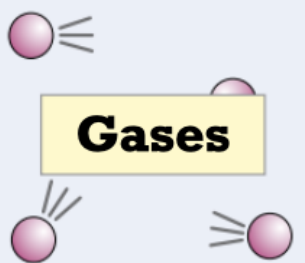
## Solids

- Fixed shape and volume.
- Particles vibrate around a fixed point.
- Particles held close together in fixed positions to form a regular pattern.
- Strong forces of attraction between particles.



## Liquids

- Fixed volume but not a fixed shape.
- Particles are randomly arranged and free to move past each other.
- Weak forces of attraction between particles.



## Gases

- Don't have a fixed shape or volume always fill the container.
- Particles travel in straight lines.
- Particles are free to move and are spaced far apart.
- Very weak forces of attraction between particles.

**Soluble:** something that will dissolve.

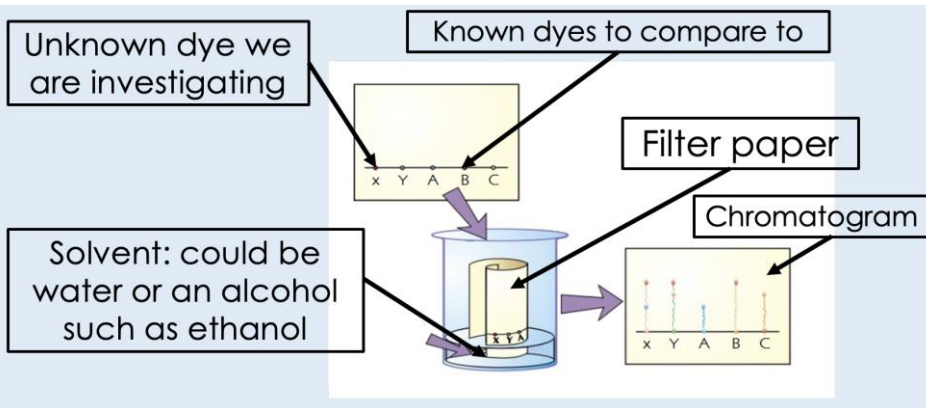
**Solute:** substance that is dissolved.

**Solution:** the mixture made by the solute and solvent.

**Saturated:** A solution containing the maximum amount of solute that it can hold.

**Solvent:** the liquid the solute is being dissolved in.

**Chromatography:** is a method used to separate a mixture of chemical substances into individual components.



**Elements:** made of only one type of atom.

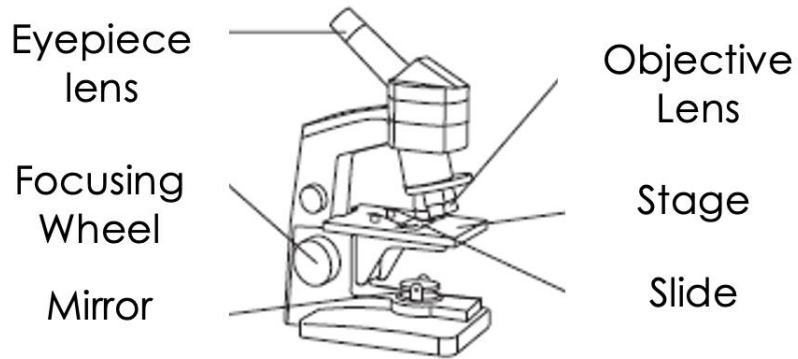
**Compound:** made of two or more types of atoms chemically bonded together.

**Mixture:** different elements/different compounds/elements and compounds not chemically bonded.

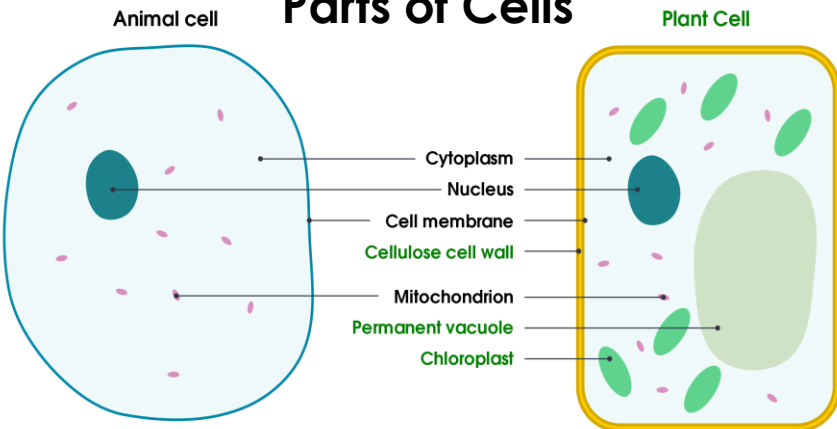


# Science: Organisms

## Parts of a Light Microscope

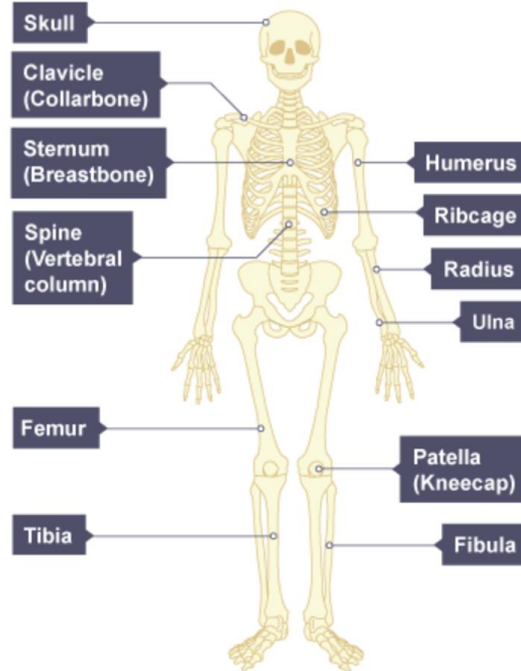


## Parts of Cells



**Organisation:** Cell --> Tissue --> Organ --> Organ System --> Organ System

## Human Skeleton



The skeleton is for protection, movement, support and making blood cells.

**Cardiac muscle:** only found in the heart. Contain cells that act as a pacemaker which makes the cardiac muscle contract and so the heart beats.

**Smooth muscle:** found in internal organs and blood vessels. Involuntary which means we don't think about using them. Smooth in appearance

**Skeletal/striated muscle:** attached to the skeleton by tendons. Voluntary, which means we do think about using them. They are used for movement and stability. Striated (stripy) in appearance.

**Muscles work in antagonistic (opposite) pairs. When one is relaxed, the other is contacted.**

# History: Early Migration

## Write like an Historian

Migration		Invasion		Tribe	
Variations: Migrate Migrated Migrating Migrator Migrant	Definition: to go from one country, region, or place to another	Variations: Invaded Invader	Definition: To enter a place as an enemy, especially with an army.	Variations: Tribes Tribal Tribalism Tribespeople	Definition: A group of people who form a close community, with a specific way of life. They may have their own language or dialect.
Use it in a sentence:  Migration to England between 700BC and 1070AD had a massive impact on England's way of life.		Use it in a sentence:  The Romans invaded England in 43AD.		Use it in a sentence:  The Celts were made up of lots of different tribes, who all had their own way of life.	
Links to: Immigration Movement Travel Trade Settlement	Digging deeper:  How has migration shaped British culture?	Links to: Conquest Trespass Violation Aggression Occupation	Digging deeper:  What impact did the Roman Invasion have on Britain?	Links to: Community Society Clan Class Kin	Digging deeper:  How were Celtic tribes different to each other?

# History: Early Migration

## Write like an Historian

Occupation		Trade		Culture	
Variations: Occupying Occupied	Definition: The seizure and control of an area by military forces, especially foreign territory.	Variations: Trading Trader Traded Tradesman Tradeswoman	Definition: Buying, selling or exchanging goods – this may be between countries, or between groups, or individuals.	Variations:	Definition: The behaviours, values, and beliefs of a particular group of people.
Use it in a sentence:  The Roman invasion of England in 43AD is also known as the Roman occupation of England.		Use it in a sentence:  The Brigante tribe traded jewellery with the Romans.		Use it in a sentence:  Norman culture was different to that of the Anglo-Saxons.	
Links to: Invasion Conquest Trespass Violation Aggression	Digging deeper:  What was an impact of the Roman occupation of England?	Links to: Buying Selling Exchanging Purchasing	Digging deeper: How has trade shaped connections between countries?	Links to: Way of life Beliefs	Digging deeper:  How did culture change in Britain as a result of migration?

# History: Early Migration

## Write like an Historian

Archaeology		Chronology		Significance	
Variations: Archaeological Archaeologist	Definition: The study of history through the excavation of sites and the analysis of artefacts and other physical remains.	Variations: Chronological	Definition: The arrangement of dates and events in the order that they happened.	Variations: Significant Significantly	Definition: How important and deserving of attention something is; can also refer to a consequence.
Use it in a sentence:  Viking archaeology has revealed lots about the way that people lived in Viking cities like Jorvik (York).		Use it in a sentence:  The events are recorded in chronological order.		Use it in a sentence:  The Norman Conquest had a significant impact on language in England.	
Links to: Discoveries Excavation	Digging deeper: What can we learn from Archaeology about daily life?	Links to: Chronicler	Digging deeper: Create a chronological timeline of your own life.	Links to: Importance Consequence	Digging deeper: How significant was migration for the development of early England?

# History: Norman Conquest

## Write like an Historian

Monarch		Heir		Feudal System	
Variations: Monarchy Monarchist Monarchical	Definition: A ruler of a country who inherits their position, such as a king or queen.	Variations: Heirs Heiress Heirless	Definition: A person who inherits the position or property of another person, after their death.	Variations: Feudal Feudalism	Definition: The political, military and social system in England after 1066. Peasants owed their loyalty to noblemen, who were loyal to the King.
Use it in a sentence:  Charles III is the current monarch of Great Britain and Northern Ireland.		Use it in a sentence:  The current heir to the British throne is Prince William.		Use it in a sentence:  The Normans introduced the Feudal System to England. This meant all people, ultimately, owed their loyalty to the king.	
Links to: King Queen Sovereign Emperor Empress	Digging deeper: What are the qualities of a good monarch?	Links to: Beneficiary Successor inheritor	Digging deeper: Why is the lack of an heir always a problem for monarchs?	Links to: Allegiance Loyalty	Digging deeper: How much did the Feudal System change England?

# History: Norman Conquest

## Write like an Historian

Conquest		Rebellion		Succession	
Variations: Conquer Conqueror Conquering Conquered	Definition: The takeover of territory by another power/group	Variations: Rebellions Rebel Rebels	Definition: Organised and armed resistance against those in charge, such as a government.	Variations: Successor Succeed	Definition: The process where one person takes over the position (job) of another
Use it in a sentence:  The Norman Conquest of England happened in 1066, after William the Conqueror was victorious in battle.		Use it in a sentence:  The Norman Conquest was quickly followed with rebellion.		Use it in a sentence:  Charles III's succession to the British throne came after the death of Elizabeth II.	
Links to: Invasion Occupation Victory	Digging deeper:	Links to: Opposition Resistance Disobedience Sedition	Digging deeper: Can you name any groups of people who are rebelling against their governments today? Why are they doing this?	Links to: Heir Inherit Order	Digging deeper: What ways could people succeed to the throne in Saxon England?

### Cavalry

Variations:  
Cavalries

Definition:  
The part of a military force that serve on horseback

Use it in a sentence:

The Norman army was helped by its cavalry unit.

Links to:  
Horse  
Soldier  
Army

Digging deeper:  
What benefit did the cavalry give to the Norman Army?

### Witan

Variations:  
Witenagemot

Definition:  
Wise men.  
This was the name given to the King's advisors, under the Saxons.

Use it in a sentence:

Harold II listened to the advice of his Witan.

Links to:  
Council  
Advisors

Digging deeper:  
How important was the Wigan, in Saxon England?

### Contender

Variations:  
Contenders

Definition:  
A person or group that compete against each other to win something.

Use it in a sentence:

Following the death of Edward the Confessor, there were four contenders to the throne.

Links to:  
Competitors  
Claimants  
Rival  
Challenger  
Opponent

Digging deeper:  
What characteristics should a good contender to a medieval throne have?

# Geography

Compass Directions	North, South, East, West etc.
OS Map	A map that shows where things are using symbols and grid lines.
4 Figure Grid References	A number that allows you to find an area on a map.
6 Figure Grid References	A number that allows you to find a specific place on a map.
Contour Lines	Red lines on a map that show how high land is above sea level.
Scale	Shows how far things are on a map.
Relief	The height and shape of the land.
Symbols	Used to show what different things are on a map, often found at the side of maps.
Great Britain	The countries of England, Scotland and Wales.
United Kingdom	The countries of England, Scotland, Wales and Northern Ireland.
Social	To do with people.
Economic	To do with money.
Environmental	To do with the environment.

Physical Geography	The features of the earth that would still exist if there were no people on the planet.
Human Geography	The features of the earth that have been created or changed by people.
Continent	One of the main areas of land on earth: Africa, Antarctica, Asia, Australasia, Europe, North America, South America.
City	A place where many people live with many buildings.

## Large scale maps

Large scale maps are better for showing individual buildings in detail because they only cover a small area of land.

## Small scale maps

Small scale maps are ideal for travelling either by car or walking because they cover large areas of land.

**Spot Height on maps** = height above sea level in **metres**

Contour Lines close together = **steep slopes**

Contour Lines far apart = **gentle slopes**



# Geography

UK Counties



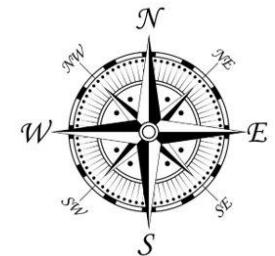
UK Cities



UK National Parks



UK Rivers



# Geography

Describe	Say what something is like e.g. what it looks like.
Explain	Say why something looks like it does or why it is like it is. Use words like so..... and because.....

## Advantages of the EU

## Disadvantages of the EU



People can move freely between the EU Member states to live or for work

Costs countries money to be part of the EU which could be spent elsewhere

A more multicultural society

Due to migration population can increase and put stress on services

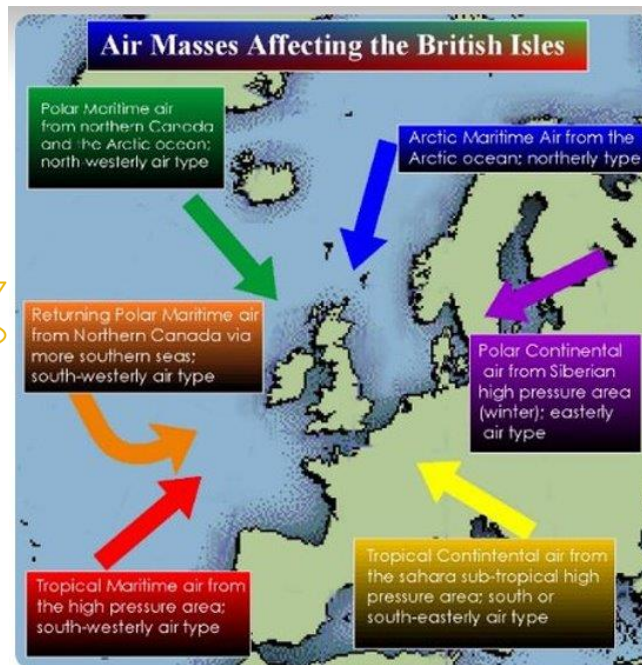
Businesses may set up factories in member states

Unemployment due to migrants moving in for jobs

Improve the standards of living - money given to improve the poorer areas

Countries may lose some of their best workers to other countries and end up with a skills gap

## European Weather



## Countries of Europe



# Spanish

## Greetings and classroom items

hola	hello
buenos días	hello, good morning
buenas tardes	good afternoon, good evening
buenas noches	good night
como te llamas	What are you called?
me llamo	I am called
adíos	goodbye
hasta luego	see you soon

Que tai	how are you?
¿Cómo estás?	how are you?
Estoy	I am
estupendo	amazing!
fenomenal	phenomenal
muy bien	very well
bien	well
regular	okay
mal	bad
fatal	terrible

h	ll	a	e	i	o	u
silent	y	a, like apple	ay	ee	o, like orange	oo

A rubber	una goma	<p>Tengo... I have...</p> <p>Tienes... Do you have...?</p> <p>Tiene... He / she has...</p> <p>Necesito... I need...</p> <p>No tengo...</p>
A ruler	una regla	
A book	un libro	
A sheet of paper	una hoja de papel	
A exercise book	un cuaderno	
A pen	un bolígrafo	
A pencil	un lápiz	
A pencil case	un estuche	

Key Verbs	
LLAMARSE	to be called
me llamo	I am called
te llamas	you are called

Key Verbs	
ESTAR	to be
Estoy	I am
estás	you are

# Spanish

# Opinions, colours and dates

Key Opinion Phrase		Colour		Detail	Connect
Me gusta (mucho)	I like (a lot)	el amarillo	yellow	oscuro = dark claro = light	y = and también = also sin embargo = however además = furthermore pero = but
Me encanta	I love	el azul	blue		
Me mola	I love	el blanco	white		
Me chilfa	I love	el gris	grey		
No me gusta (nada)	I don't like (at all)	el marrón	brown		
		el morado	purple		
Detesto/ Odio	I hate	el naranja	orange		
Prefiero	I prefer	el negro	black		
Mi color favorito es	My fave colour is	el rojo	red		
		el verde	green		

Key Verb	Number	Years	Birthday	Number	of	Month
Tengo = I have	1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintinueve 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta 31 treinta y uno	Años = years	Y mi cumpleaños es el..  (and my birthday is the..)  Y su cumpleaños es el..  (and his/her birthday is the..)	1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintinueve 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta 31 treinta y uno	de = of	enero January febrero February marzo March abril April mayo May junio June julio July agosto August septiembre September octubre October noviembre November diciembre December
Hoy es = Today is...						
lunes (Monday)	martes (Tuesday)	miércoles (Wednesday)	jueves (Thursday)	viernes (Friday)	sábado (Saturday)	domingo (Sunday)

# Spanish

## Age and Birthday

¿Cuántos años tienes? How old are you?			¿Cuándo es tu cumpleaños? When is your birthday?					
Key verb	number	years	birthday	number	of	month		
<b>Tengo</b> (I have)	1 uno	16 dieciséis	<b>años</b> (years)	<b>y mi cumpleaños es el</b> (and <u>my</u> birthday <u>is</u> the)	1 uno	16 dieciséis	<b>de</b> (of)	enero
	2 dos	17 diecisiete			2 dos	17 diecisiete		January
	3 tres	18 dieciocho			3 tres	18 dieciocho		febrero
	4 cuatro	19 diecinueve			4 cuatro	19 diecinueve		February
	5 cinco	20 veinte			5 cinco	20 veinte		marzo
	6 seis	21 veintiuno			6 seis	21 veintiuno		March
	7 siete	22 veintidós			7 siete	22 veintidós		abril
	8 ocho	23 veintitrés			8 ocho	23 veintitrés		April
	9 nueve	24 veinticuatro			9 nueve	24 veinticuatro		mayo
	10 diez	25 veinticinco			10 diez	25 veinticinco		May
	11 once	26 veintiséis			11 once	26 veintiséis		junio
	12 doce	27 veintisiete			12 doce	27 veintisiete		June
	13 trece	28 veintiocho			13 trece	28 veintiocho		julio
	14 catorce	29 veintinueve			14 catorce	29 veintinueve		July
	15 quince	30 treinta			15 quince	30 treinta		agosto
<b>Tiene</b> (He/she has)	31 treinta y uno		<b>y su cumpleaños es el</b> (and <u>his/her</u> birthday <u>is the</u> )	31 treinta y uno		agosto		
						August		
						septiembre		
						September		
						octubre		
						October		
						noviembre		
						November		
						diciembre		
						December		

Hoy es..... (today is.....)

lunes (Monday) martes (Tuesday) miércoles (Wednesday) jueves (Thursday) viernes (Friday) sábado (Saturday) domingo (Sunday)

# Computing

## E-safety

E-safety refers to staying safe online, this includes the use of the internet, social media sites and gaming.

### Top tips for staying safe online:

- Do not talk to strangers
- Do not give out personal information
- Make sure all social media accounts are set to private.
- Do not meet anyone online.

## Cyberbullying

Cyberbullying is "**bullying for the 21st century, using email, text messages and the internet.**" (Richard Aedy, *ABC Radio National*)

## Flaming

Flaming is the online act of posting insults, often laced with profanity or other offensive language on social networking sites.

## Cyber Stalking

Cyberstalking is the use of the Internet or other electronic means to stalk or harass an individual, group, or organisation.

## Malware

Malware is software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system. There are several different types of malware.

### Viruses

A virus can be defined a piece of code which is capable of copying itself and typically has a detrimental effect, such as corrupting the system or destroying data.

### Worms

A worm can be defined as a self-replicating program able to propagate itself across a network, typically having a detrimental effect.

### Trojan Horses

A Trojan horse, or trojan, can be defined, as any malware which misleads users of its true intent.

### Spyware

Spyware can be defined as a piece of software that is installed in a computer without the user's knowledge and transmits information about the user's computer activities over the Internet.

## 10 Malware Protection Tips

1. Keep your operating system up to date. Always use the latest software version available. Install a firewall to ward off threats.
2. Use a virus scanner program to detect and reject possible security threats.
3. Create passwords that are at least 12 characters long. Longer passwords are harder to crack. In fact, the length of the password is more important than the use of special characters.
4. Choose a unique password for each of your digital accounts.
5. Only open emails from trusted senders. If you open a dubious looking email, do not click any links, and delete it straight away.
6. Never pass on personal data such as account or credit card data using email.
7. Use a trusted email provider and always send sensitive data encrypted.
8. Do not use public wireless networks.
9. Only install programs from trustworthy sources.

# Religious Education



## Religious Symbols

	Hinduism	Buddhism	Sikhism	Islam	Christianity	Judaism
Originated	India	India	India	Saudi Arabia	Israel	Israel
Founder	Not Known	Siddhartha Gautama	Guru Nanak	Prophet Muhammad	Jesus	Abraham
God	Brahman	No god	Waheguru	Allah	God	G-d
Follower	Hindu	Buddhist	Sikh	Muslim	Christian	Jew
Holy language	Sanskrit	Pali	Gurmukhi	Arabic	non	Hebrew
Holy Book	Vedas	Tripitaka	Guru Granth Sahib	Qur'an	Bible	Tanakh & Talmud

Christianity	Islam
	
Sikhism	Judaism
	
Buddhism	Hinduism
	

### Key Words:

**Belief**- Something that you can't prove but that you know to be true in your heart.

**Mecca**- The holiest place on Earth for Muslims

**Amritsar**- The holiest place on Earth for Sikhs

**Jerusalem**- The holiest place on Earth for Christians and Jews

**Pilgrimage**- A special journey with a spiritual or religious meaning



# Design Technology - Health and Safety

## Health and Safety – An organised workshop

**A. HIGH STANDARD OF LIGHTING:** A workshop must have good lighting. A badly illuminated workshop is dangerous, especially when machines and tools are in use.

**B. SECURE / LOCKED:** Storerooms often have specialised racks and shelving systems, that hold materials, tools and equipment in place.

**C. STOOLS STACKED:** When stools are not in use, they should be stacked away from the work area. Stools left out in the work area, are a trip danger.

**D. TIDY WORKBENCH:** Always keep the workbench clear of tools and equipment, that are not in use. An untidy bench, can result in tools being knocked off the top surface. It is difficult to work efficiently or safely, if your workbench is untidy.

**E. BAGS STORED IN A CUPBOARD:** Bags left out in the work area, are a trip danger. They tend to get in the way of people collecting tools and equipment, from a storage cupboard.

**F. A WELL ORGANISED TOOL CUPBOARD:** When tools are organised and stored properly, they are easy to see and collect. Tools should be put away, when not in use and at the end of the lesson.

**G. COATS ON HANGERS:** Coats should be hung on hangers or stored away from the work area.

**H. BRUSHES FOR CLEANING THE WORKSHOP:** During a practical lesson, there will be times when tidying up is required, keeping the benches and floor clear of debris. An organised workshop, is a tidy workshop.

**I. NO DEBRIS ON THE FLOOR:** Waste materials / off-cuts and dust, should be brushed up from the floor. It is easy to 'turn' an ankle or slip, on a small piece of waste material.

**J. SAFETY POSTERS CLEARLY DISPLAYED:** Safety posters should be clearly displayed on the walls. Information should also be posted alongside each machine. This is a legal requirement.

**K. 'STAFF ONLY' AREA CLEARLY INDICATED:** There may be a store area or preparation room, joining the workshop. These rooms are for staff only, because of the type of dangerous machine they contain and the storage of materials.

**L. RECYCLING AND WASTE BINS:** Workshop should have at least one bin, for waste material. Some workshops may have recycle bins for a range of materials including plastics, metals and woods.



# Design Technology - Tools/Equipment

**Pins** – These are useful to pin fabric in place when joining two pieces together or creating folds. They create a temporary fix and can be easily slid into place, and back out, when you have finished sewing.



**Needles** – These are used to sew fabrics together or fix a button or zip into place, for example. They have a point at one end and an eye at the other.



**Threads** (usually cotton) would be threaded through the eye of the needle, and then the needle would be passed through fabric, pulling the thread through behind it, creating a stitch. Different types of stitches are used for different things, including to both temporarily and permanently hold fabric together.



**Paper Scissors** – In Textiles you will need to sharp scissors to cut paper, card and other materials that are NOT fabric. To be able to do this, you will need to use paper scissors. These usually are small in size, lightweight and have red or blue coloured handles.



**Needle Threader** - A needle threader is a device for helping to put thread through the eye of a needle. Many kinds exist, though a common type combines a short length of fine wire bent into a diamond shape, with one corner held by a piece of tinplate or plastic.



# Design Technology - Materials

## Natural Fabrics/Fibres

Natural fabrics are ones which grow naturally such as wool, cotton, fur, jute and hemp. Sometimes they come from an animal's coat, some are taken from plant fibres. Natural fibres have many advantages, including the fact that they are sustainable, easily affordable, biodegradable, resistant to fire, and they absorb sweat so make the wearer more comfortable in summer. They are, however, heavier than synthetic fibres, not as durable or strong, they can be damaged by moths and insects, and are not wrinkle-free. Natural fabrics are often used for clothing because they are comfortable to wear and easy to manufacture. They are also commonly used for things like furniture, car interiors, and bags



## Synthetic Fabrics/ Fibres

Synthetic fabrics are ones which are made from man-made fibres. They are usually made from or in a similar way to plastics. Examples of synthetic fibres are Polyester, Nylon, Spandex, and Kevlar. They are usually quite hardwearing, strong and durable, wrinkle-free, and very cost-effective. They are, however, sometimes uncomfortable to wear as they can make the wearer feel sweaty and can create a lot of static. Synthetic fibres are commonly used in clothing, for home insulation and for accessories



## Sustainability in Textiles

Sustainability is becoming a bigger concern and more people are now conscious of being kind to the environment. The use of fabrics, and their disposal is a hot topic at the moment and there is becoming for emphasis on using fabrics and processes which have little impact on the environment, and for consumers to buy fewer but higher quality clothes which will be more durable. Sustainable textiles mean that all materials and processes are healthy and safe for humans and the environment, in all phases of the product life cycle.



# Art

## AO1

Develop ideas through investigations, demonstrating critical understanding of sources.

25% of your project mark

Theme exploration.  
Mindmaps / Collected images.  
Facts & statistics.  
Interviews.  
Artist research & analysis.  
Art movements & time periods.  
Trips, museums & galleries.

## AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

25% of your project mark

Experimenting with different materials.  
Improvements.  
Testing ideas.  
Contact sheets with selections.  
Repeating ideas in materials.  
Developed ideas.

## AO3

Record ideas, observations and insights relevant to intentions as work progresses.

25% of your project mark

Observational drawings.  
Photography.  
Annotations.  
Ideas.  
Planning for tests or photoshoots.  
Thumbnail sketches.

## AO4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

25% of your project mark

Final outcomes.  
Final design plan explaining links to prior learning.  
Meaningful connections within the work.

# Art

Choices of colour and the relationships between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.

**Tone is the darkness or lightness of an object.**

**Lighter tones** are used to indicate the light source, or where the light reflects off of, and/or shines on an object.

**Darker tones** are used to indicate the lack of light.

**Highlight** – Where light directly hits the object it is the lightest part.

**Midtone** - A medium tone, one that is neither very dark nor very light.

**Shadow** - Is the dark side on an object not facing the light.

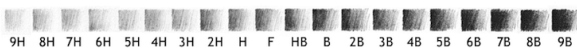
**Continuous line drawing** – Drawing without taking your pen or pencil off the page.

**Shading pencils – get darker the higher the number B.**

To create lighter tones – lessen the pressure applied on your pencil.

To create darker tones add pressure to your pencil.

Pencil Grades



9H 8H 7H 6H 5H 4H 3H 2H H F HB B 2B 3B 4B 5B 6B 7B 8B 9B

Hard ← → Soft

In school we use  
HB, 2B, 4B and  
6B pencils

To create darker areas, start with a mid-tone and build it up in smooth layers.



**What are primary colours?**

**RED BLUE YELLOW**

Colours that can't be made by mixing other colours. These are used to create all the other colours.



**What are secondary colours?**

**ORANGE PURPLE GREEN**

Secondary colours are made by mixing together two primary colours, how would you know which primary colours make each secondary colour?

**What are complementary colours?**

Complementary colours sit across from each other on the colour wheel.

These are often referred to as opposite colours and even contrasting colours. Don't be confused by the three different names, they all mean the same thing.

One primary colour and one secondary colour.

Together they include all three primary colours.



**YELLOW  
PURPLE**



**ORANGE  
BLUE**



**RED  
GREEN**

# Art



**Yellena James** grew up and attended art school in Sarajevo. At the age of 18 she moved to the U.S. Working mostly in pens, inks, markers and acrylics, she combines complex abstract forms into dazzling images which take on lives of their own. Her colourful arrangements of organic shapes and tangled lines are at once floral and alien, organic and sci-fi. Each intimate world she creates seems to possess its own ethos and its own special ability to radiate emotion.

"My latest works further explore the intricate and delicate forms of an imaginary ecosystem, twisting and floating together in an alluring environment. I attempt to create an ethereal place which is hypnotically familiar and yet hauntingly exotic, adding tiny little details until a perfect balance is created. The intricacy and high detail, along with hints of existing organic shapes lend to the intimacy and believability of each new world. "

<https://yellena.com/about/>

## Organic

*relating to or derived from living matter*

## Floral

*relating to, or depicting flowers*

## Eco System

*An area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life*

## Alluring

*powerfully and mysteriously attractive or fascinating*

## Imaginary

*existing only in imagination*

## Ethereal

*extremely delicate and light in a way that seems not to be of this world.*

## Intricate

*very complicated or detailed.*

## Ethos

*Characteristic spirit of a community*

## Sarajevo

*Capital of Bosnia and Herzegovina*



## What are harmonious colours?

**Harmonious colours** sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.



**Colours can be used to create and represent feelings, both physical and emotional.**

Warm colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc.



Cool colours remind us of things associated with the absence of heat – such as winter, ice, water, etc.

## Shade

Base colour + Black



## Tint

Base colour + White



# Performing Arts – Harry Potter

## Skills and techniques

Projection – making the voice travel  
 Voice expression – showing emotion through voice  
 Facial expressions – showing emotion through the face  
 Body language – showing emotion through the body  
 Still image – a still picture created physically  
 Step out – moving out of a scene and talking to the audience  
 Mime – acting without words

## Text related terminology

Stage directions – where actors are stood on stage  
 Atmosphere – the mood created  
 Key moments – main points in a play  
 Character relationships – how characters interact  
 Monologue – a speech for one person  
 Duologue – a speech for two people  
 Dialogue – a conversation between two or more people (the lines in a play)



## Stage Positions

Upstage
Centre stage
Downstage



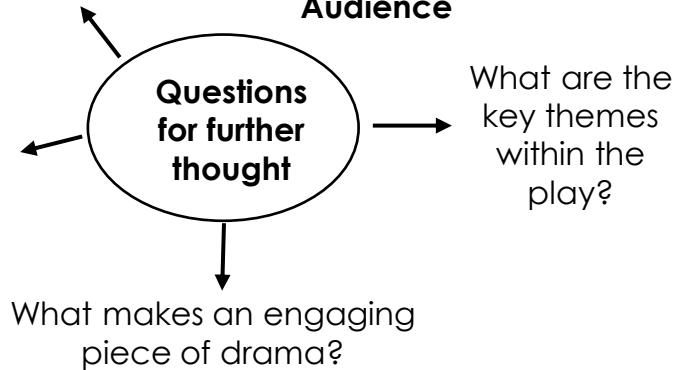
## Audience

How does an actor bring a character to life?

How can a performer enhance the atmosphere of a scene?

What makes an engaging piece of drama?

What are the key themes within the play?



Wisdom  
 Intellect  
 Learning



Loyalty  
 Dedication  
 Patience  
 Fairness  
 Hard work



## Key Characters

**Albus Potter** - Albus is Harry Potters middle child and the protagonist of the play. Albus feels pressure to try to live up to his father legacy.

**Scorpius Malfoy** - Scorpius is Albus's best friend. Scorpius is kind but an outsider because there are rumors that Scorpius is Voldemort's son.

**Rose Weasley** - Rose is Ron and Hermione's daughter. She is headstrong, good at school and often participates in bullying Albus and Scorpius.

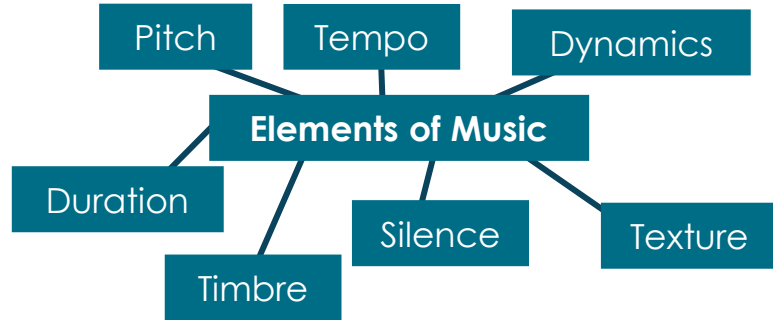


Courage  
 Daring  
 Chivalry



Ambition  
 Resourcefulness  
 Cunning  
 Leadership

# Music – Elements of Music



Element	Definition
Pitch	High or Low
Tempo	The speed of the music (Fast, Slow)
Dynamics	Volume (Loud, Quiet)
Texture	Layers or parts to the music
Duration	Long or short notes, or the length of a song or piece of music
Timbre	The way we describe the sound quality. (Brassy, Nasal, Floaty)
Silence	No Sound



## Adding Dynamics & Tempo

Tempo →



Largo  
Slow

Andante  
Walking Pace



Allegro  
Quick & Lively

- Pitch – High/Low
- Tempo – Fast/Slow
- Dynamics – Quiet/Loud
- Texture
- Homophonic
- Polyphonic
- Unison
- Timbre – Brassy/Nasal/Woody
- Duration – Long/Short

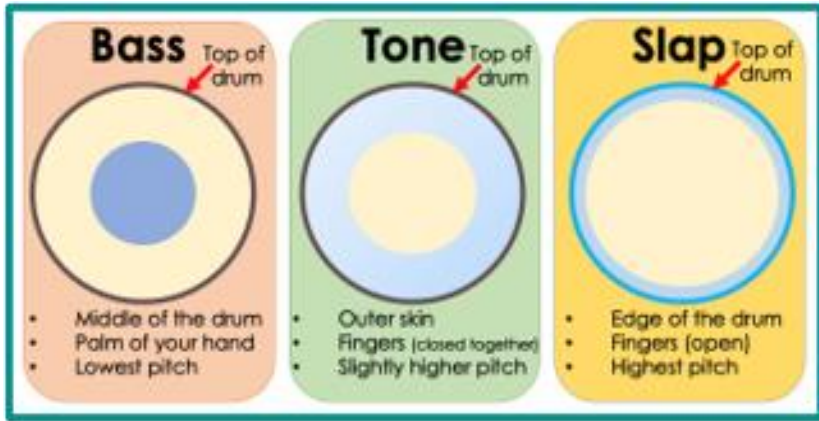


# Music – Drumming around the world



The **Djembe** is a hand drum from Africa. Originally used to communicate messages across long distances

**Djembe techniques**



Apito



Ganza



Chocalho



Tambourim



Agogo bells



Repinique



Surdo

## **Djembe**

- Bass, Tone, Slap
- Hand drum
- Africa



## **Tiako**

- Tone change
- Warrior & linked to the gods
- Japan

## **Samba**

- Carnival
- Groove
- Brazil

- Beat
- Tempo
- Rhythm
- Polyrhythm



**Taiko** means 'drum' in Japanese. They were originally used to build warrior's confidence on the battlefield.



**Samba** is from Brazil and is traditionally used at Carnivals. For example the Notting Hill Carnival, held in London each year.



# Music – Musical Notation



You need to learn the notes of the treble clef staff.

## Treble Clef Notes



Lines: Every Good Boy Deserves Football  
Spaces: spell F.A.C.E



Treble clef



Sharp



Bass clef



Flat



A **crotchet** lasts for **1 beat**

A **quaver** lasts for **half a beat**

A **semiquaver** lasts for a **quarter of a beat**

Musical Notation:		
Frog	Tadpole	Butterfly



- Stave/Staff
- Manuscript
- Treble Clef
- Bass Clef
- Semibreve
- Minim
- Crotchet
- Quaver
- Semiquaver
- Sharp
- Flat
- Crescendo
- Diminuendo

# Peer-Supported Retrieval

Peer supported retrieval simply means 'quizzing each other in pairs' using your **knowledge organizer**. If done well and regularly, it is a powerful strategy to boost your confidence and it has been shown to support the transfer of key knowledge to your long-term memory!!



## In pairs:

1. Decide which subject and page of the knowledge organiser you are going to work on today.
2. Make sure that this is content that you have **already been taught** by your teacher.
3. Before you start designing your quiz, both partners need to silently read through that page of the knowledge organiser.
4. In your tutor time exercise book, now write 8 quiz questions using that page of your knowledge organiser. e.g. *what name is given to the elements in group 0 of the periodic table?*
5. Once the quizzes are written, close your knowledge organiser and swap exercise books.
6. In silence, now answer your partners' questions in that exercise book.
7. Once both partners have complete the quiz, swap the exercise books back and use your knowledge organisers to mark the answers in red pen.
8. Correct any errors by writing the correct answer next to the question.
9. Once complete – return the exercise books and both silently review the answers.
10. Next week, when you come to do this again – include any questions that your partner got wrong in the new quiz.







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