Minsthorpe Community College

Knowledge Organiser
Year 7 – Summer Term 1

Name:

P&A group:

Knowledge Assessment: Wednesday 20th May 2025 – Period 1

Vision

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **motivation, commitment** and **care**.

Motivation • Commitment • Care

Look

Look at the information carefully.
Read it three times.
It may help to **say** it as you read it.

Cover

Cover it with your hand or a piece of paper.

Write

Write it out from memory.

Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.

Correct

If it **doesn't match exactly,** use **a different coloured pen to correct it.**
Repeat.
When you get it 100% correct, move on to the **next** piece of information.

Subject: English	KPOW: Writing about Inequality	Year 7: Summer Term 1
Week 1 & Week 2: Persuasive Writing	**Week 3 & Week 4:** Blood Brothers Social Context	**Week 5 & Week 6:** Blood Brothers Social Context
Democracy and Parliament A **Member of Parliament (MP)** is a person elected by a certain constituency to serve in the House of Commons of the Parliament of the United Kingdom. A **constituency** is a group or voters of an area whose voters elect an individual to represent them. Vocabulary **A Cost-of-Living Crisis** refers to a scenario in which the cost of everyday essentials, like food and drink, is rising at a higher rate than average household incomes. **Prejudice** is a preconceived opinion that is not based on reason or actual experience. **Hate Crime** is any incident which the victim, or anyone else, thinks are based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. Rhetorical (Persuasive) Devices **Emotive language** – words chosen to create a particular feeling (usually sympathy) in the audience. **Anecdote** – a short, amusing, or interesting story about a real incident or person.	Vocabulary **Identity** is the characteristics determining who or what a person or thing is. **Society** is the community of people living in a particular country or region and having shared customs, laws, and organisations. **Social Class** refers to divisions in society based on economic and social status. People in the same social class typically share a similar level of wealth, educational achievement, type of job and income.  **Hierarchy** is a system in which members of an organisation or society are ranked according to relative status or authority. **Social Mobility** is the movement of individuals, families, households, or other categories of people with or between social strata in a society. It is a change in social status relative to one's current social location within a given society.	Context Blood Brother was set in the 1960s – 1980s. Learn some of the **key historical** and **social influences** of that time: • In the 1960s, **homosexuality** became legal. • **Divorce** became easier. • Attitudes were slow to change. Many people still believed in the **nuclear family** (a mother, father, and their biological children). • Most families were **patriarchal** (the husband or father in charge). • In the 1970s, many of Britain's **industries** were in **decline** (not making enough profit). • **Margaret Thatcher** became the first female Prime Minister in 1979 and decided to close many of the non-profitable coal mining pits down. This had a huge impact on working class mining communities. • In the 1970s and 1980s, there was widespread **unemployment** in Britain. This led to many working-class men to 'go on the dole', which meant to sign up for unemployment benefits.

Subject: Maths

Week 1: Conceptualising & Comparing fractions

Keywords:

Denominator: The bottom number in a fraction.

Numerator: The top number in a fraction.

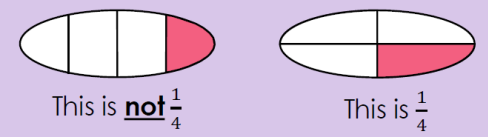
Mixed number: A whole number and a proper fraction combined.

Improper fraction: When the numerator is greater than the denominator.

Equal parts

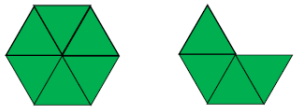
We can use fractions to describe **equal parts** of a whole.

For example:



Mixed numbers

For example:



This picture shows one whole and four sixths (mixed number).

This is the same as ten sixths (improper fraction).

$$1\frac{4}{6} = \frac{10}{6}$$

KPOW: Fractions

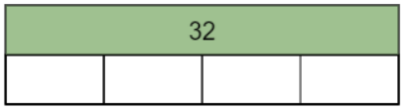
Week 2: Conceptualising & Comparing fractions

Fractions of quantities

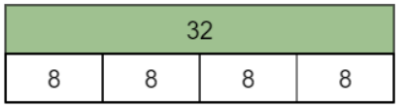
To find the fraction of a quantity, divide the quantity by the denominator then multiply by the numerator.

For example

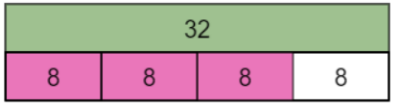
Find $\frac{3}{4}$ of 32



To find the value of one quarter, split 32 into 4 equal parts by using division 32 ÷ 4 = 8



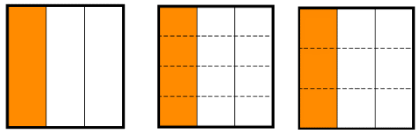
$\frac{3}{4}$ of 32 = 3 $\times \frac{1}{4}$ *of* 32 = 3 $\times$ 8 = 24



Equivalent fractions

When fractions have the **same** value, they are **equivalent**.

For example:



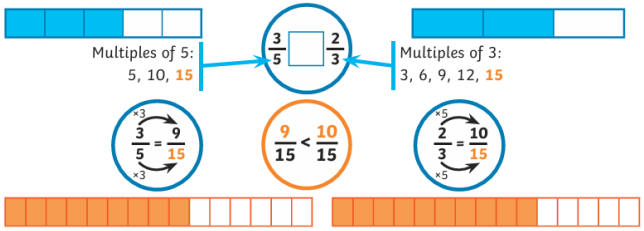
In these diagrams, the same proportion of the shape is shaded so we know the following fractions are all **equivalent**.

$$\frac{1}{3} = \frac{4}{12} = \frac{3}{9}$$

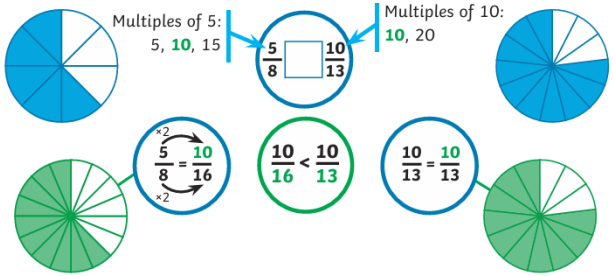
Year 7: Summer Term 1

Week 3: Conceptualising & Comparing fractions

To compare fractions, you can find a common **denominator**



Or you can compare **numerators**



Keywords for ordering fractions

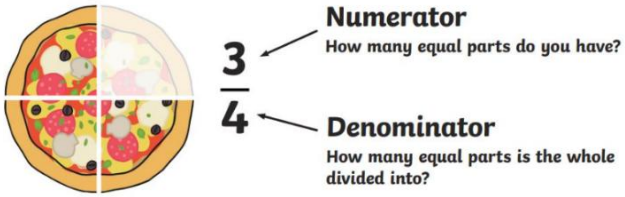
Ascending order: From smallest to largest

Descending order: From largest to smallest

Subject: Maths

Week 4: Manipulating Fractions

Keywords

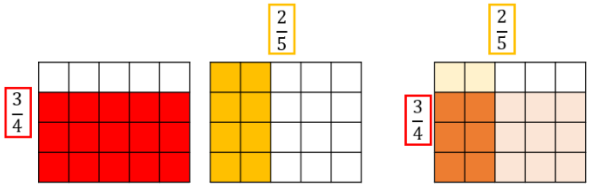


Multiplying fractions

To multiply fractions, multiply the numerators and multiply the denominators.

For example,

$$\frac{3}{4}\times\frac{2}{5}=\frac{3\times 2}{4\times 5}=\frac{6}{20}=\frac{3}{10}$$



Keywords:

Inverse: Opposite operation, such as addition is the inverse of subtraction.

Reciprocal: When a number is multiplied by its reciprocal, we get 1.

KPOW: Fractions

Week 5: Manipulating Fractions

For example,

The **reciprocal** of $\frac{1}{3}$ is 3 because $\frac{1}{3}\times 3=1$

This means that multiplying by $\frac{1}{4}$ is the same as dividing by 4.

Dividing fractions

To divide fractions, multiply by the **reciprocal**:

For example,

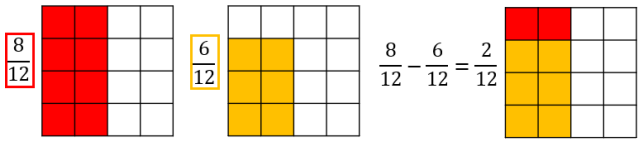
$$\frac{3}{4}\div\frac{2}{8}=\frac{3}{4}\times\frac{8}{2}=\frac{3\times 8}{4\times 2}=\frac{24}{8}=3$$

Adding and subtracting fractions

When adding or subtracting fractions the denominator will remain the same.

For example,

$$\frac{8}{12}-\frac{6}{12}=\frac{2}{12}$$



Year 7: Summer Term 1

Week 6: Manipulating Fractions

Common denominators

To add and subtract fractions you must find a **common denominator**.

For example,

Different Denominators

$$\frac{2}{7}+\frac{3}{5}$$

Multiples of 7: 7, 14, 21, 28, **35**

Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$$\frac{2}{7}=\frac{10}{35},\ \frac{3}{5}=\frac{21}{35}$$

$$\frac{10}{35}+\frac{21}{35}=\frac{31}{35}$$

$$\frac{9}{10}-\frac{1}{4}$$

Multiples of 10: 10, **20**

Multiples of 4: 4, 8, 12, 16, **20**

$$\frac{9}{10}=\frac{18}{20},\ \frac{1}{4}=\frac{5}{20}$$

$$\frac{18}{20}-\frac{5}{20}=\frac{13}{20}$$

Y

Subject: Physics | KPOW: | Year 7: Summer Term 1

Week 1: Forces

Keyword definitions

Force – A push or a pull.

Resultant forces – The value of the total forces acting on a body.

Balanced Forces – When forces on an object are equal.

Unbalanced forces – When the forces on an object are not equal.

The forces on this cyclist are unbalanced and the resultant force on the cyclist is 20N to the right. We know this because 100N – 80N = 20N and the larger force is to the right.

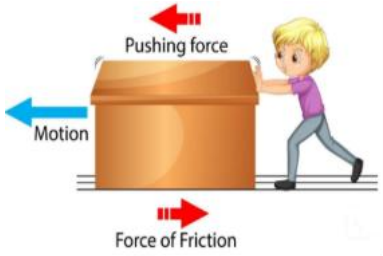
Week 2: Contact and Non-contact Forces

Keyword Definitions

Friction – A force experienced between two surfaces that rub against each other.

Newton - The unit that force is measured in.

Newton meter – A device used to measure the force on an object in Newtons.



When you push an object in one direction, there is a force of friction in the opposite direction.

Friction leads to a build-up of **thermal energy.**

Week 3: Gravity

Keyword Definitions

Weight - The force that pulls everything down to the ground due to **Gravity**, measured in Newtons (N).

Mass – A measure of how much matter there is in an object, measured in kilograms (kg).

It is easier to jump on the moon because there is less gravity than earth because it is much smaller.

Week 4: Solar system

Keyword definitions

Orbit – To move around an object.

Solar system – The 8 planets and their moons, dwarf planets, asteroids and comets that all orbit our sun. The order of our planets from the sun is as follows.

It can easily be remembered by the mnemonic, "**M**y **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming **P**lanets". **M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune **P**luto (Pluto is now a dwarf planet)

Week 5: Life cycle of a star

Keyword definitions

Protostar – The beginning of a star when all the dust is gathering.

Main sequence star – How a star spends most of its life.

Supernova – An explosion of a very large star when it dies.

Black hole - A region in space with such strong gravity that nothing, not even light, can escape its pull. A supernova often results in a black hole.

Our sun is actually a star that all the planets orbit. It is a burning ball of fire.

Week 6: Speed

Keyword Definitions

Speed – A measure of how fast an object is moving, measured in m/s (Meters per second).

Speed = distance ÷ time

Formula	• Recall • Equation sheet
Insert values	• Highlight relevant values • Substitute in equation
Fine-tune	• Check • Rearrange - • Convert units
Answer	• CALCULATOR! • UNITS!

Remember to follow the FIFA approach to answering equation questions so that you get the maximum marks available.

Subject: Chemistry | KPOW: Week 2/3 | Year 7: Summer Term 1

Week 1: Acids and Alkalis

Keyword definitions

Acid – a substance with a sour taste which produces H^+ ions when dissolved in water.

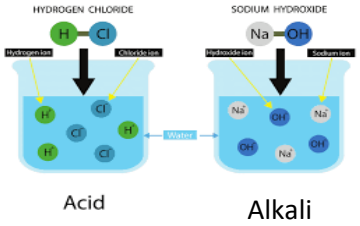
Alkali – a substance with a soapy texture which produces OH^- ions when dissolved in water.

Examples of acids

Hydrochloric acid – HCl

Sulfuric acid – H_2SO_4

Nitric acid – HNO_3



Examples of alkalis

Metal oxides e.g. CuO (copper oxide)

Metal hydroxide e.g. NaOH (sodium hydroxide)

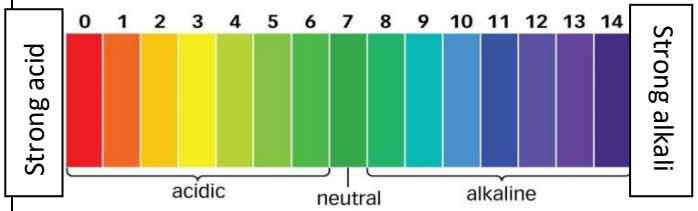
Metal Carbonates e.g. $CaCO_3$ (calcium carbonate)

Week 2: pH scale and indicators

Keyword definitions

pH scale – a scale to show the acidity or alkalinity of a substance.

The colours on the pH scale are produced by universal indicator.



Strong acids have a pH of 1. **Weak acids** have a pH of 6. pH 7 is **neutral** (neither acidic or alkaline).

Weak alkalis have a pH of 8. **Strong alkalis** have a pH of 14.

Week 3: Neutralisation

Key word definitions

Neutralisation - A reaction between an acid and a base to produce a neutral substance.

Base – A substance that can react with an acid and neutralise it. An alkali is a base that can dissolve in water.

Salt – A neutral substance formed from a metal and an acid.

Neutralisation reactions follow the general equation:

Acid + Base (or alkali) → Salt + Water

Rules for naming salts:

The first part of the name of the salt is the first part of the name of the **alkali**.

The second part comes from the **acid** (hydrochloric = ***chloride***, nitric = ***nitrate*** and sulfuric = ***sulfate***).

Week 4: Metal Oxides

Keyword definitions

Oxide – A substance formed when something reacts with oxygen.

Oxidation – The process of a substance reacting with oxygen.

Reactants – Substances that react together in a chemical reaction.

Products – Substances that are produced (made) in a chemical reaction.

Conservation of mass – Mass cannot be created or destroyed so the mass of reactants is always equal to the mass of the products.

Examples of oxidation

Magnesium + oxygen → magnesium oxide.

Copper + oxygen → copper oxide.

Week 5: Metal Carbonates

Keyword definitions

Metal Carbonate – A metal carbonate is what you get when you join metal with a carbon and oxygen.

Metal carbonates are **bases**, they **neutralise acids**, but they also produce carbon dioxide gas, so you would see bubbles produced.

Acid + Metal carbonate → Salt + Water + Carbon dioxide

This equation shows how when you react a metal carbonate with an acid you produce salt, water and carbon dixoide.

Week 6: Investigating Antacids

Keyword definitions

Indigestion is caused by excess stomach acid. Antacid tablets neutralise this excess acid.

Independent variable (the thing that is changed) - the brand of antacid used.

Dependent variable (the thing that is measured) -the volume of acid needed to neutralise the antacid.

Control variables (what we keep the same) – the mass of antacid used.

Equipment needed –

Balance – to weigh out a specific mass of antacid.

Measuring cylinder – to measure a specific volume of acid.

Subject: French — KPOW: Descriptions Writing & Speaking — Year 7: Summer Term 1

Week 1: Relationships revision

Dans ma famille, j'ai...
[in my family, I have..]
Dans ma famille il y a quatre personnes:
[In my family there are 4 people:]
Je m'entends bien avec
[I get along well with]
Je m'entends mal avec
[I get along badly with]

J'aime [I like]
J'adore [I love]
Je n'aime pas [I don't like]
Je déteste [I hate]
car [because]
parce que [because]
et [and]
aussi [also]
cependant [however]
mais [but]

Week 2: Family members revision

mon père [my father]
mon grand-père [my grandad]
mon beau-père [my step-dad]
mon oncle [my uncle]
mon petit frère [my little brother]
mon grand frère [my big brother]
mon demi-frère [my half brother]
mon cousin [my cousin]
ma mère [my mother]
ma grand mère [my grandma]
ma belle mère [my step-mother]
ma tante [my aunt]
ma petite sœur [my little sister]
ma grande sœur [my big sister]
ma demi-sœur [my half sister]
ma cousine [my cousin]

Week 3: Adjectives, intensifiers & verbs revision

actif [active]
sportif [sportive]
ennuyeux [boring]
généreux [generous]
marrant [funny]
rigolo [funny]
sympa [nice]
têtu [stubborn]
timide [shy]
honnête [honest]
méchant [nasty/mean]

active [active]
sportive [sportive]
ennuyeuse [boring]
généreuse [generous]
marrante [funny]
rigolote [funny]
sympa [nice]
têtue [stubborn]
timide [shy]
honnête [honest]
méchante [nasty/mean]

très [very]
trop [too]
assez [quite]
un peu [a bit]
je suis [I am]
je ne suis pas [I am not]
il est [he is]
il n'est pas [he is not]
elle est [she is]
elle n'est pas [she is not]

Week 4: Introduction to foods and drinks

manger [to eat]
boire [to drink]
du café [coffee]
du chocolat [chocolate]
du coca [coke]
du fromage [cheese]
du gâteau [cake]
du jambon [ham]
du jus de fruits [fruit juice]
du lait [milk]
du miel [honey]
du pain [bread]
du poisson [fish]
du poulet [chicken]
du poulet rôti [roast chicken]
du riz [rice]
du saumon [salmon]
du thé [tea]
du thon [tuna fish]

Week 5: Introduction to foods and drinks

de l'eau [water]
de la confiture [jam]
de la dinde [turkey]
de la salade [salad]
de la glace [ice-cream]
de la limonade [lemonade]
de la viande [meat]
des bonbons [sweets]
des champignons [mushrooms]
des frites [chips/fries]
des fruits de mer [seafood]
des légumes [vegetables]
des œufs [eggs]
des pâtes [pasta]
des pêches [peaches]
des pommes [apples]
des sandwiches au fromage [cheese sandwiches]
des saucisses [sausages]

Week 6: Revision

Revise all of the vocabulary and structures from weeks 1-5.

Subject: Geography

Week 1: Skills – Decision Making

Heathrow Airport is a large airport east of London. It was proposed that they should expand and create a 3rd runway.

There are many **people that have an opinion** about whether this plan should go ahead, these people are called **stakeholders.**

There are lots of advantages and disadvantages for building a 3rd runway. Some include:

Advantages	Disadvantages
• creation of jobs. • increased **trade.** • increased **tourism.**	• increase in air traffic • increased noise • decrease air quality from more CO_2 being released

KPOW: Opportunities & Challenges (UK)

Week 2: Work, Rest & Play KPOW

KPOW - Key term Recap

Sector – an area or portion that is distinct from others.

Employment – the act of having a paid job.

Communications – the transfer of information.

Leisure – the use of free time when you are not working or at school.

Participation – taking part.

Debate – a discussion of a particular matter where different opinions are shared.

Stakeholder – someone who has an opinion on a plan.

Year 7: Summer Term 1

Week 3: NEW TOPIC: Poverty in the UK

Poverty is when someone **cannot afford basic needs**.

Poverty has been **increasing** since the 1980s.

Some factors causing this include:

- **Increase** in the **cost** of **essential goods** and services such as food, rent, fuel, and childcare.
- Decrease in the amount of money the government gives to poorer households.

Ways to help:

1. **Making sure they attend school** and get some qualifications to improve their chances of getting a better paid job.
2. **Helping to pay** for medicine, housing, heat, electricity, and food.
3. Providing more **affordable housing.**

Week 4: Water Supplies

One household can use as much as **350 litres** of water every day. Household use accounts for 10% of global water use. 20% is used for industry (factories) and **70% is used for agriculture** (farming).

There are 65 million people living in the UK, but they are not **evenly distributed** (spread out). Also, rain does not always fall where it is needed. So, some areas have **more than enough water (surplus)** for everyone, but in other areas there **is not enough (deficit)** rain to provide water for everyone.

Rainfall is **collected** in two main **stores** for human use. Some water is stored in underground **aquifers**, and the rest is stored in **reservoirs, lakes, and rivers**.

Week 5: Waste Management & Air Pollution

Waste Management

In the UK, **most** waste (53.6%) **goes into landfill**. Landfill sites release **methane** gas which causes climate change. They also release chemicals into the ground which can **pollute water supplies**. Reducing waste is a priority (most important thing) for governments.

Air Pollution - Traffic congestion is the **biggest cause** of UK air pollution.

London has the worst air quality in the UK leading to **30,000 excess (preventable) deaths** per year. Some methods to reduce air pollution are **clean air zones, electric vehicles,** and **car sharing**. Some people disagree with these as they cannot afford the fees or the cost of buying a new vehicle.

Week 6: UK Energy

The UK's energy consumption (use) has **increased** since 1965. This is due to:

- More electrical appliances.
- More entertainment e.g. mobile phones.
- Central heating.

The UK is not energy secure because it imports a lot of energy from other countries.

<u>Coal Vs Wind</u>

Coal advantage = can produce power **all day,** every day.

Coal disadvantage = **Non-renewable** so **will run out**.

Wind advantage = it is **renewable** so **will not run out**.

Wind disadvantage = Turbines look **ugly** and ruin the landscape.

Minsthorpe Community College

Subject: History	KPOW: What can we learn from Eleanor of Aquitaine?	Year 7: Summer Term 1

Week 1: Matilda the forgotten Queen

Who was Matilda?
The daughter of King Henry I and granddaughter of William the Conqueror. She was married to a German King, but he died, and she was remarried to a French prince. They had three sons.

What was her claim to the throne?
She was the eldest child of King Henry I. When her brother William died in 1120, **her father made his barons swear they would support Matilda** as Queen.

Why did she not become Queen?
Many of the barons did not want a woman to be on the throne. When King Henry died, **they supported the claim of his nephew, Stephen**. Matilda brough soldiers from France, but after a lot of fighting they agreed a deal. Stephen would be King of England, but his heir would be Matilda's eldest son, Henry.

Week 2: Who was Eleanor of Aquitaine?

Early Life: Eleanor was the daughter of the Duke of Aquitaine and inherited his land as a teenager.

First marriage:
Lots of important men wanted to marry Eleanor and her **first marriage was to King Louis VII of France**. They went to the Holy Land together during the Crusades but argued. They appealed to the **Pope who eventually agreed the marriage could be annulled (cancelled).** Eleanor was able to keep control of Aquitaine but left her daughters to be raised by King Louis.

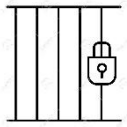
Remarriage:
Just 8 weeks after the annulment, Eleanor was remarried, this time to the **19-year-old Henry, the eldest son of Matilda**, who would go on to become **King Henry II of England.**

Week 3 and Week 4: The Great Revolt

Cause: Early in her 2nd marriage, Eleanor spent her time raising her children and Henry controlled Aquitaine and took its taxes. **He also made an agreement with other parts of France which angered Eleanor** and some of her children.

Event: Henry and Eleanor's eldest son, together with his brothers Richard and Geoffrey decided to try and **overthrow their father** and take his throne. Eleanor supported them. This was risky as it was **treason** therefore punishable by execution!

Consequence: The rebellion failed. Eleanor was captured on her way to meet her sons when they heard they stopped the plan. They were forgiven on the condition they promised to be loyal to their father. **Eleanor was imprisoned for 16 years!**



Eleanor, Richard and John
When King Henry II died, he was succeeded by King Richard I, known as **Richard the Lionheart.** He ordered that his mother was **released from prison** and he gave her the power to rule on his behalf whilst he was away fighting.

However, Richard's **younger brother John wanted more power and rebelled against the King**. Eleanor managed to make peace between her warring sons.
When Richard died with no heir, **John became King of England in 1199.**
John later faced attacks from the King of France and Eleanor was called on to defend Aquitaine**. It was because of Eleanor that the only land John kept control of in France was Aquitaine.**

Week 5: KPOW

What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?

- As a young girl, Eleanor inherited Aquitaine, but at the age of only 13, she was **married off** to the future King of France.
- When this marriage failed, **she was quickly married to another important European man**, the future King Henry II of England.
- She rebelled against her husband, together with three of her sons, but when it failed, **she was imprisoned, and they were forgiven.**
- When he became King, her son Richard **allowed** her to have some power – ruling England in his absence.

When he was King, her son John, **ordered** her to defend Aquitaine.

Week 6: Joan of Arc – Presentation Lesson

Who was Joan of Arc? Joan was a young peasant girl. She went to see the King of France and persuaded him to let her lead an army!

What did she do for France?
Joan fought in the **Hundred Years War** between England and France. She believed she had been sent saints in visions who told her to fight and that it was **God's will**. Joan won many battles, but was captured by the English in 1430 and burned at the stake in 1431.

How is she remembered?
Twenty-five years after her death, the **Church said she should never had been killed,** and was made a saint in 1920 after French soldiers reported miracles in WWI after praying to her.

Subject: DT - Food

Week 1 & Week 2:

Key terms in cooking:

Simmering- cooking a product then reducing the heat to low, e.g. curry.
Boiling- cooking a product in bubbling water, e.g. pasta.
Frying- cooking something in a small amount of fat, e.g. onions.
Chopping- using a knife to cut a product into small chunks, e.g. peppers.
Peeling- taking the skin off a product, e.g. apple.

Knife safety

Bridge method- when the hand is curled and shaped like a bridge for knife to go under- rounded products, like apple, strawberries, and onion.
Claw method- when a product is gripped by the fingertips in a claw shape and the fingertips are pulled back for safety before cutting- long products such as cucumber and leeks.

Practical planning

You will plan to make fruit kebabs that will be garnished by using the bridge and claw method.

Simple method

1. Wash and chop fruit into even pieces.
2. Slide onto skewer through the centre.
3. Melt chocolate in 30 second bursts in the microwave and drizzle over.

Present on a plate.

KPOW: Healthy Eating

Week 3 & Week 4:

Practical Planning

You will make a hot sandwich by showcasing skills in knife safety, time management, using a sequence of work and health and safety as well as using a hob and managing pan handles safely to the side.

Simple method

1. Put pan on heat and add a small amount of oil.
2. Add bacon or sausage and cook until crispy and brown.
3. While meat is cooking buter bread & place on serving plate.
4. Add cooked bacon/sausage to bottom slice of bread and place another slice on top.
5. Add sauce and cut in half.
6. Present and enjoy!

Nutrients and Eatwell

Nutrient	Function	Where from?
Carbohydrate Fast release- sugars Slow release- starches	Gives us energy	Starches- cereal, potatoes, pasta, rice Sugars- white sugar, sweets, honey
Fat Saturated- bad *Unsaturated- good*	Keeps us warm and insulated	Processed meat- meatballs, burgers, fried food-chips, junk food-biscuits, cakes *Avocado, coconut, plant oils, olives, nuts*
Vitamins and Minerals	Prevent illness	Any fruit, vegetable or salad item
Protein	Helps bodies to grow and repair	Lean meat- chicken, steak, fish, eggs, milk
Fibre	Helps our digestion	Brown bread, brown rice, brown pasta ie wholewheat items- cereals such as Weetabix, bran flakes

Year 7: Summer Term 1

Week 5 & Week 6:

Practical Planning

You will plan to make Spaghetti Bolognese, this will showcase you using a hob as well as following a plan of making, using time management, and following health and safety rules.

Half of the group will make Spaghetti Bolognese and the other half will be the sous chef (helper).

Simple method

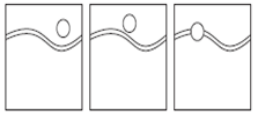
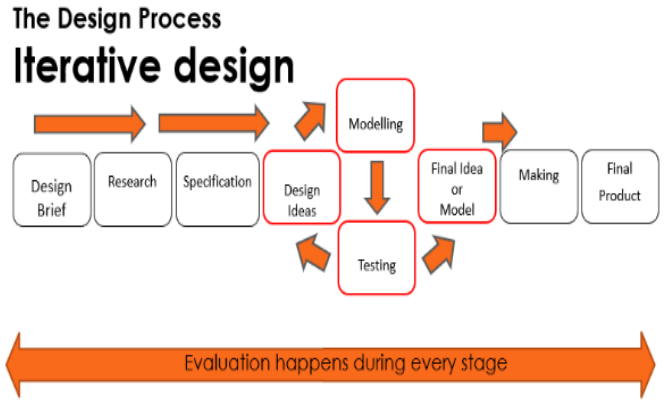
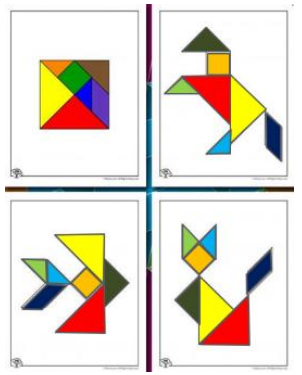
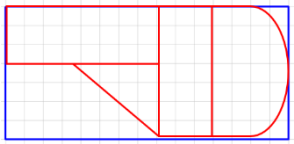
1. Put water in a saucepan up-to the half-way mark and get onto boil.
2. Chop up onion and crush garlic- use bridge or claw method.
3. Fry off in a wok pan until soft.
4. Add mince and cook until brown.
5. Add tomatoes, herbs, spices and leave to simmer for 10 minutes.
6. Drain pasta and plate up pasta on the base and meat sauce on top.

Food provenance and seasonality

You will learn where food comes from and where in the world fruit and vegetables grow.

Food provenance- where food is grown raised or reared.

Seasonality- when food is harvested and grown at specific times of the year, e.g., strawberries in the UK in June/July.

Subject: DT – Product Design	KPOW: Design & Workshop	Year 7: Summer Term 1
Week 1 & Week 2:	**Week 3 & Week 4:**	**Week 5 & Week 6:**
Use the Landscape strategy to create 3 designs for your wooden key ring. This strategy helps you understand how a piece of acrylic can be inlayed (stuck) between two pieces of wood. These designs are to be colour rendered (to look realistic), with the inlayed acrylic having a bright contrasting colour Tools and machinery used to create the wooden keyring: Tenon saw – for cutting straight lines Band facer – for hard sanding Sandpaper – for light sanding Files – for chamfering (removing) the edges of the timber. Pillar Drill – to drill the key ring hole Workshop Health and Safety. • Goggles must be worn on all workshop machinery. • Long hair must be tied back on machinery. • Aprons must be worn during all practical lessons.   	Iterative design process is where the designer will test the success of a product throughout, rather than just at the end. This iterative process will help to produce a design for a wooden children's toy that is themed on transport. Woods. Natural wood comes from trees, synthetic wood is man-made. Softwoods grow faster than hardwoods, and therefore are less expensive. Coniferous trees – Softwood – Scots pine, parana pine, spruce, cedar. Deciduous trees (grows leaves that are lost in Autumn) - Hardwood – Beech, elm, ash, mahogany, oak. 	The tangram strategy helps you to create simple ideas using geometric shapes. Tangrams originated in China as a puzzle. Designs produced are in grids of 7cm by 15cm. 15cm = 150mm 7cm = 70mm Man-made boards: MDF (Medium density fibreboard), chipboard, hardboard, blockboard, plywood. Man-made boards are made in factories and generally use the leftovers, such as sawdust and wood chippings. They are less expensive than natural wood but can be more stable.  

Subject: DT - Textiles

Week 1 & Week 2:

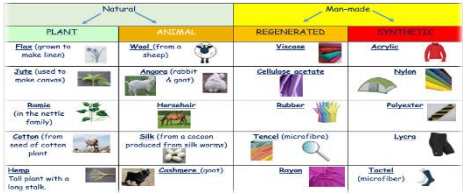
Sketching – quick, initial ideas drawn in pencil.
Key Word: **CULTURE –** ideas, customs and social behaviour of a group/society.
Theme – *British Culture*
Cuisine – typical British food, fish & chips, English breakfast, cream tea.
Iconic images – (iconic =Very famous/widely recognised) e.g. Houses of Parliament, London Bus, Union Jack Flag.

Symbolism (use of symbols, in this case pictures, to represent ideas) – **umbrella** because that's what British businessmen carry because it rains a lot; a **crown** for the royal family; a **football** to show a love of sport.

Surface decoration techniques – how you can decorate fabric to enhance (improve) its appearance (how it looks).
Key Word: RESIST – coating/method applied to prevent dye being absorbed (soaked up) by the fabric.
Techniques:
Crayon – drawn directly onto fabric, use in conjunction with fabric pens. Can cover larger areas with colour. Set by ironing.
Tie dye – is a resist method, the resist is the elastic band tied tightly around the material (see pic below).
Stencil – Is NOT a resist method. Cut shape out of card, that becomes your stencil which is a template (see pic above). Dabbing paste on using a sponge.

Theory: **Fibres** - Thin strands that are joined together to make a yarn.
Key Word: **FIBRES**
Fibre: hair like structure. **Yarn:** lots of fibres twisted together.
Woven: yarns placed over and under each other to create a fabric.

Table showing **SOURCES** (where they come from) of fibres



KPOW: Design & Make a Cushion Cover

Week 3 & Week 4:

Sewing machine introduction – threading a machine (top thread and bottom thread [spool]).

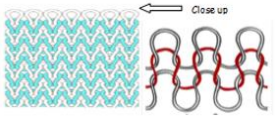
Key Word: DISRUPT – prevent a system or process from continuing as usual (DO NOT DISRUPT OTHERS). The sewing machine & the skills to sew around to help develop control (directing the machine) and accuracy (precise and where the stitch should be).

Health and Safety:

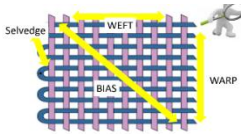
Surface decoration technique Applique
Key Word & Technique: APPLIQUE – stitching a small piece of fabric onto a larger piece to make a pattern or design.
Materials & Method: Bondaweb – double sided fabric glue.

1. Iron rough side of bondaweb to the back of the small piece of fabric.
2. Draw image onto tracing paper side.
3. Steps 3,4 & 5 see image below:

Theory: Fabric Construction methods Woven & Knitted – How yarn is made into fabric.
Key Word: CONSTRUCTION – The process of building something i.e. how it is made.
Knitted = Loops of yarn that interlock.



Woven = Straight yarns that go over and under each other.



Properties: - the characteristics of either a fibre, yarn or fabric:

Properties of knitted Fabric – stretchy, doesn't fray, unravels if damaged, drops creases easily **Common knitted products** – woolly hats, gloves, scarves, tights, socks, t-shirts. **Properties of woven Fabric** – strong, frays, creases easily, doesn't stretch. **Common woven products** – trousers, shirts, bedding, curtains.	**Weft** – thread that goes from left to right, right to left & over and under the warp thread. **Warp** – threads that are vertical and which are set on the loom (machine you weave on). **Selvedge** – the finished edge of the fabric that does not fray. **Bias** – is positioned diagonally across the fabric (at 45 degrees), so the fabric is stretchy and then hangs differently.

Year 7: Summer Term 1

Week 5 & Week 6:

Final Idea – a development of the cushion design which evolves from the sketches page ideas, selecting the most suitable images/ideas for each surface decoration technique (Batik, tie dye, stencil, applique).

Key word: SUITABLE – right or appropriate.
Successful colour shading – even use of the pencil to get clear colouring in.

Tonal shading – to add deeper colour on parts of the design by pressing harder to add a more realistic finish.

Annotation of Final Idea - a note of explanation or comment added to a diagram / drawing.
Key Word: CONCISE – giving a lot of information clearly in a few words
Areas to explain:
1. How images link to British Culture –

Reflecting – shows what it is like / Common – Found or done often / Iconic – famous or popular / Symbolises – to represent something / Monarchy – country with a king or queen / Popular - liked by many / Recognisable – capable of being identified / Represents – sign or symbol of something / National – of a country & its people / Famous – known and recognised by many / Historical – used to describe something from the past

2. The challenges of creating that method:

Curves / fiddly processes / difficult area of … / complicated … / complex process of … / being able to … / Symmetry of … / ensuring the accuracy of …

Theory: **Fabric construction methods, Laminated and Bonded & Microfibres**
Key words: COMPRESSED - flattened by pressure. **MICRO -**ancient Greek word meaning small.
Laminated Fabric (*layers of fabric glued and bonded together).*
Bonded Fabric *(fibres that are compressed [PRESSURE PRESSED] together using heat, pressure and an adhesive [GLUE]).*
Microfibre – less than 1 denier thick which is equivalent to 60/100 times finer than a human hair.
Look like: shaped like a star (snowflake or flower describes them too).
How they work: they trap dust and dirt in their grooves.
Made from: synthetic fibres, normally polyester or nylon.
Common products made from microfibre: sportswear, dusters, sports & dog towels and underwear.
Properties: ultra fine, Washable, high strength, comfortable, high absorption, breathable.

Subject: Core PE	KPOW: Muscles	Year 7: Summer Term 1
Week 1 & Week 2: Hamstring	**Week 3 & Week 4:** Quadriceps	**Week 5 & Week 6:** Gastrocnemius
Hamstring	Quadriceps	Gastrocnemius
		
• Large muscle at the back of the upper leg. • This muscle is responsible for flexion at the leg. • Flexion is decreasing the angle at the knee. • There are three muscles that make up the hamstrings. • Before kicking a football, the hamstring will flex the knee to prepare for the kick.	• Large muscle at the front of the upper leg. • Made up of four muscles (quad). • The muscle is responsible for extending the leg. • Extension is increasing the angle at the knee. • When kicking a football, shooting a netball the leg/arm extends.	• Muscle located at the back of the lower leg. • This muscle is responsible for plantar flexion of the ankle. • Plantar flexion is moving the toes away from the shin in a downwards movement. • When running, the heel is pushed up off the ground is plantar flexion (red circle below).
	 	

Subject: Computing & Digital Media

Week 1 & Week 2:

Keywords:

Algorithm: An algorithm is a process to solve a problem using a fixed number of steps.

Sequence: A set of events, movements or items that follow each other in a particular order.

An **algorithm** shows a **sequence** of instructions that solve a problem. For example, if you are making a cake, you would follow each step in the correct order. If you don't, follow the steps, the cake might not be baked properly.

Flow charts – The flow chart shows the **sequence** of the algorithm, but in a graphical way. Flow charts are made up of various shapes. These are shown below:

Symbol	Name	Shape & Function
	Terminator Start/End	A rectangle represents a start or end point.
	Connector	An arrow is a connector that shows the direction of information through the flow chart
	Input/output	A parallelogram represents an input or output.
	Process	A rectangle represents a process.
	Decision	A diamond is used to show a decision that needs to be made.

KPOW: Algorithms

Week 3 & Week 4:

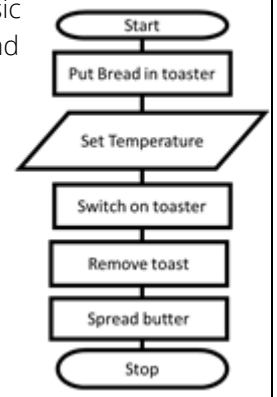
Keywords:

Decision: The action or process of deciding something.

Basic Flowcharts

A simple flowchart will show a basic sequence using input, outputs, and processes. See fig 1 as an example.

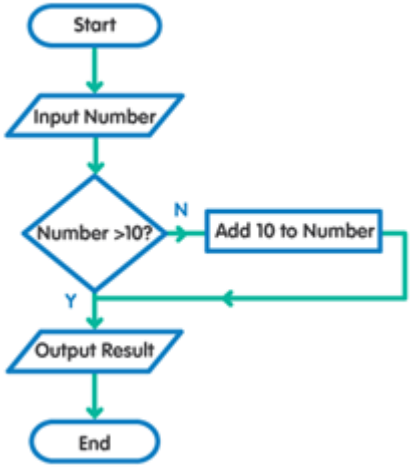
Fig 1



Selection Flowcharts

Some flowcharts will go beyond a simple **sequence** and a **decision** will be introduced. See fig 2 as an example.

Fig 2



This is where the algorithm needs to make a choice based on an input (question) that has been asked.

This will then result in 2 outputs (answers) to choose from, usually "yes or no".

Year 7: Summer Term 1

Week 5 & Week 6:

Keywords:

Flowol: A visual programming tool used to create flowcharts that control simulations.

Mimic: A virtual model that mimics real-world systems.

Flowol uses **flowcharts** to control devices and simulations like traffic lights and lighthouses.

ERASE	**Erase Tool**	Select the object you want to delete then click the **Erase** Tool.
	Start/Stop/Sub Symbol	The **Start** symbol is used at the beginning of the flowchart. The **Stop** symbol is used at the end of the flowchart. The **Sub** symbol starts a sub-routine which should be created before the main flowchart program.
	Output Symbol	The **Output** symbol is used to turn on or off an output or motor eg *turn output 1 on.* *Note:* Up to 4 outputs cab be turned on or off at any one time, within one symbol.
	Process Symbol	The **Process** symbol is used to delay the process, eg delay 5 will stop the process moving on for 5 seconds before it moves on to the next output action. The **Process** symbol is also used to call up a sub-routine, or to set a variable.
	Decision Symbol	The **Decision** symbol is used to ask a question, eg is output 1 on? The answer will be either Yes or NO so it should be used with the **Yes Line Tool** and the **No Line Tool**.
T	**Text Tool**	The **Text** tool is used to add text such as a title or comment.
	Edit Tool	The **Edit** tool is used to select symbols, lines, labels or sections of the flowchart so that they can be moved, changed or deleted (using the **Erase** tool)
	Line Tool	The **Line** tool is used to link the symbols together to create the flowchart.
YES	**Yes Line Tool**	The **Yes Line** is used when a decision symbol has been created.
NO	**No Line Tool**	The **No Line** is used when a decision symbol has been created.
Run	**Run Tool**	The **Run** tool is used when you have finished making the flowchart to check that the system works.

Subject: Music

Week 1 & Week 2: Cubase introduction

Cubase:
Cubase is a **DAW – DIGITAL AUDIO WORK STATION**

It's a computer program that **records** music.

This is the Logo to look out for in ICT2

Midi Keyboard:
It's a special keyboard that lets you play music on into a computer. You can change the sound to match any instrument such as piano, drums, or even electronic noises, without needing the real instruments.

Loops:
It's a short piece of **pre-recorded** music or sound you can drag into your track. The most popular loops are drum loops which is a repeating beat that sounds like a drum rhythm.

.

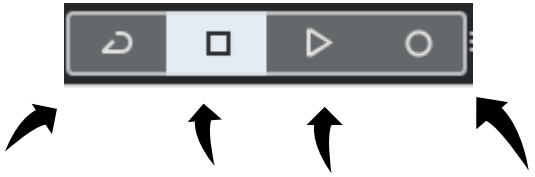
KPOW: Music Technology - Cubase

Week 3 & Week 4: Orchestra and Cubase

Tracks:
In Cubase, **tracks** are like individual lanes which you can add using the **+** button. You can record or add loops to create a song.

This is how you add tracks

Control Panel:
Cubase gives the option to **fast forward, rewind, record or stop** your piece of music.



Back to the start **Stop** **Play** **Record**

Metronome:
A device that produces a regular **ticking.** It is used by musicians to help them play music in time. **Cubase** as a built-in metronome.

Year 7: Summer Term 1

Week 5 & Week 6: Mixing and finalising

String Family:

Brass Family:

Woodwind Family:

Percussion Family:

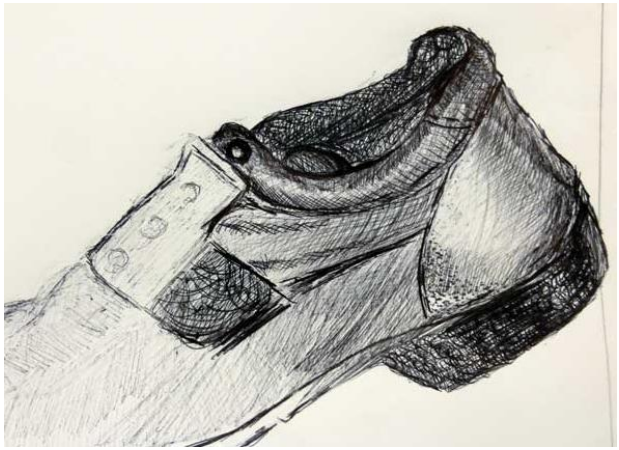
Subject: Art	KPOW: 3D Tile Relief	Year 7: Summer Term 1
Week 1 & Week 2:	Week 3 & Week 4:	Week 5 & Week 6:

Keywords and definitions

Environmental - relating to the natural world and the impact of human activity on its condition
Texture - the perceived surface quality of an artwork, how it might feel if touched,
Pattern - the repeated use of lines, shapes, colours, or other visual elements to create a decorative design or surface.

Observational drawing – Biro pen.

Skills used – crosshatching: a mesh like pattern that creates light and shadow.



Artist Focus – Vincent Scarpace

Born in 1971 – New York.
In his own words, **he describes** his work as "a personal journey through the use of basic art elements: **line, shape, and colour.**

Vincent Scarpace's work is full of **experimentation**, which purposely resemble fish.

His work is created using vibrant coloured acrylic paints. Scarpace's work focus on circular, organic shapes to create a sense of flow. The use of pattern is often featuring a series of dot work and linear elements.

Environmental focus

The ocean's role in climate change is explored by many contemporary artists who take on the topics of **melting glacial ice, warming seas and ocean water pollution in their work.** These artists communicate the science of these environmental issues in a visual manner.

Artists hope to make a conscious and dedicated effort to minimise negative impacts and promote positive outcomes for the natural world.

The topic of climate change and the oceans is extremely complex. Artists can convey visual information in their work, connecting scientific information with human insight in a manner that engages the viewer.

Our oceans

The human race affects the Earth's oceans, the oceans in turn affect life on land. The oceans function as the Earth's climate system, pumping heat and moisture around the globe. Ocean currents regulate the temperature and rain on the continents, shaping the climate. Climate change has drastically affected the health and function of our oceans.

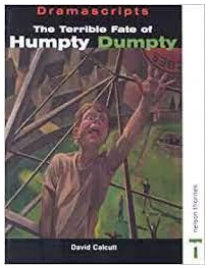
Subject: Drama

Week 1 & Week 2: Introduction to Script

Script- A script is a document that comprises setting, characters, dialogue and stage directions for movies, tv shows and stage plays.

Theme – is an idea that recurs in a work of art or literature; the subject/topic of the text.

The main themes
- Bullying
- Peer pressure
- Friendships



Meet some of the Characters

Terry Dumpton – Reserved, the gang's Victim, quiet, his only real friend is Sammy.

Sammy – Terry's friend, weak, hanger-on of the gang.

Stubbs – Powerful, intelligent, Gang Leader, Bully, can be aggressive and manipulates other gang members.

Key technique:

Conscious Alley - Students form two lines facing each other. A character moves down the alley and each student in turn voices thoughts.

KPOW: Monologue

Week 3 & Week 4: Playing a Character

Character – The mental and moral qualities distinctive to the individual; the person in the play.

Vocal interpretation of a character

Performers use a range of vocal skills to create characters and express how those characters are feeling.

Vocal expression – how you deliver your message with words and how you express those words.

Key skills – Projections, articulation, accent, pace, pause, pitch, tone.

Physical skills for interpreting a character

Performers use a range of physical skills to portray a character. Their physical choices can also convey the character's feelings.

Physical expression – the organised movement; a character's mannerism, habitual movements, posture.

Key skills – Facial expression, gesture, posture.

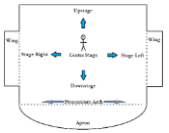
Key technique:

Hot Seating – Questions are asked to someone sitting in the 'Hot -seat' who answers in character.

Year 7: Summer Term 1

Week 5 & Week 6: Performing a script

Line learning – Memorising the dialogue of a play; the words actors say in performance.



Stage Directions – an instruction in the text of a play indicating the movement, position, or tone of an actor, or how the sound effects and lighting should be.

Director - is having clear vocal expression. You articulate sounds with your lips, teeth, tongue, and use your mouth to vary those sounds.
.

The family
Mrs Dumpton – Terry's mother, strong, the family's breadwinner, in her 30s.

Mr Dumpton – Terry's father, out of work, in his 30s.

Lesley – Terry Younger sister, aged 8.

Key technique:

Freeze Frama / still image – A visual picture, like a photograph, to show characters in a scene or series of scenes.

Subject: Learning 4 Life

Year 7: Summer Term 1

Week 1 & Week 2: Key Words

Please learn the definitions of the following 12 words:

Segregation	To separate black people from white people.
Boycott	To avoid doing something.
Commitment	Being dedicated to a cause.
Civil Rights	The rights of all people to receive equal treatment.
Racism	The belief that some people are superior to others, due to their race.
5 Pillars	5 acts that Muslims are expected to do to show devotion to their faith.
Fasting	To go without food or water for a period of time.
Ramadan	The month during which Muslims fast during the daylight hours.
Muhammad	The name of the person who foundered the religion of Islam.
Ka'bah	The cube-shaped building in the centre of the most important mosque in Makkah.
Sawm	The Arabic name for fasting during Ramadan.
Hajj	Pilgrimage to Makkah (Saudi Arabia).

Week 3 & Week 4: Martin Luther King

Please learn these facts about Martin Luther King:

Born = 1929 in Atlanta, Georgia, USA
Married = To Coretta Scott
Children = 4
Religion = Christian
Occupation = Pastor (priest)
Committed to = fighting for equal rights for black people.
Famous = 'I have a dream' speech.
Awarded = The Nobel Peace Prize
Died = Assassinated by a sniper in 1968

Look at the images below, this is what life was like for black people:

https://youtu.be/OmEZGbUvW2M

Week 5 & Week 6: The Civil Rights Movement

Please learn these key facts about the Civil Rights Movement:
The Civil Rights Movement was made up of a number of different peaceful protests designed to draw attention to the rights which black people were still being denied. Below are 4 of them:

Date	Title	Details
1957 (sept)	Little Rock Nine	Nine black students faced an angry mob on their way to a recently desegregated school.
1960 (Feb)	Sit Ins	Black protestors sat at the counters in diners facing abuse from white customers.
1961 (May)	Freedom Riders	Protestors rode on buses to test to see if the new desegregation laws were being followed.
1965 (Mar)	March from Selma	Protestors marched from Selma to Montgomery to protest that black people were still not being given the right to vote.

Right? Education / To sit where they liked / To sit where they liked / To vote

Home Learning Schedule

Day	Subject to Learn
Monday	English and Learning 4 Life
Tuesday	Maths and Computing & Digital Media
Wednesday	Science
Thursday	French, History and Geography
Friday	Design Technology, PE & Creative

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**.

Minsthorpe Lane,
South Elmsall,
West Yorkshire,
WF9 2UJ

T. 01977 657600
E. enquiries@minsthorpe.cc
minsthorpe.cc

Minsthorpe
Community College