

# **Knowledge Organisers**

# Year 7

# Summer Half Term 2

'Practice of what is taught'

Name:	•••••
Tutor:	
House:	•••••

Year 7 - Cultural Arts project

### Key knowledge & skills

Discuss different cultural arts and crafts.

Observational drawing of artefacts from different cultures, looking at how colour, texture and pattern are used.





Understanding pattern—you will be able to recognise patterns and develop your knowledge on how they are created in different ways. You will do this through wax resist techniques.



Symbolism—understanding how shapes and imagery can be used to create symbols which have a meaning, sometimes obvious sometimes hidden. Adinkra symbols/Symbolic alphabets are a key example to look at.

Printing—learning different ways to print onto fabric/paper. Stencil printing to create blocks of colour.

Tie dyeing – Using elastic bands, beads and dye to create patterns in fabrics. Understanding different techniques such as pleating, twisting and folding to create different patterns on fabric.





Hand embroidery—learning basic stitches such as running stitch, back stitch and more potentially complex stitches such as cross stitch and chain stitch.

**Designing your own work**—being able to understand textile techniques and how they can be combined together to create a fabric final outcome.



### Key terms and techniques

pattern colour textured print bold repeated layered historical recycled cultural

natural man made cloth clothing fabric garment mask practical personal expressive embellishment symbolic tribal decorative woven ceremonial embroidered carved sculpted painted sewn

### Key descriptive words

printing tie dyeing dyeing embroiderv weaving sewina loom stencil printing beading block printing embellishing crayons dyes drawing inks needle threads printing paints recycling masks designing development recording planning layering wax resist composition pattern sculpting

## Key artefacts and skills



Symbols have been used for centuries. They have been used for ancient alphabets such as hieroglyphics to symbols for human traits/ emotions such as Adinkra symbols. They can be applied to all sorts of arts and crafts such as pottery, fabrics, jewellery, furniture and art.



Ceramics is a term used to describe objects made out of clay. Different countries and cultures have used clay to create useable objects such as bowls, cups and vases as well as more decorative ones to commemorate people (sometimes called busts) or hold special items (canopic jars in Ancient Egypt). Clay is often moulded into shapes by hand and then heated to high temperatures to "cook" it so it sets, it can still be fragile though!



Masks are artefacts that can be used for theatrical purposes, such as creating a character on stage. They may be used in ceremonies or rituals to represent animals or spirits. They can be made from a variety of materials and will be decorated differently depending on the culture they come from.



Textiles is a term used to describe materials/fabrics. Fibres are spun and turned into yarns, and these are then woven or fused together to create fabric. They can be decorated using a wide variety of techniques from dyeing to hand embroidery.



Printing is a technique that can be used in lots of different ways. On fabric it can be used to create repeat patterns. You will be learning stencil printing, a technique where you create a hole in paper in a particular shape and then push paint through that to print onto fabric (it can also be done on paper). You can create multi-layered stencils to add more than one colour to a design.

### Computing Knowledge Organiser

# The Castle School

Х

### **Topic: Data Modelling - Spreadsheets**

Rationale: Understand how data is used to represent real-world scenarios.



### DT

#### Week 2 - The Soldering Iron

A soldering iron is a tool that gets very hot and is used to join pieces of metal together. It's often used in electronics to connect wires and components.

#### Safety Tips for Using a Soldering Iron

- 1. Wear Safety Gear
- Safety Glasses: Protect your eyes from any hot solder that might splash
- Heat-Resistant Gloves: Protect your hands from burns.

#### 2. Set Up Your Workspace

- Work on a Heat-Resistant Surface: Use a mat or board that won't catch fire.
- Good Ventilation: Make sure the room is well-ventilated to avoid breathing in fumes.

#### 3. Handling the Soldering Iron

- Hold it by the Handle: Never touch the metal part because it gets extremely hot.
- Use a Stand: Always place the soldering iron in its stand when not in use to prevent burns and accidents.
- 4. Soldering Process
- Heat the Joint: Hold the tip of the soldering iron against the joint you want to solder for five seconds.
- Apply Solder: Touch the solder to the joint (not the iron) and let it melt and flow into the connection.
- Remove the Iron: Take the soldering iron away and let the joint cool without moving it.

#### 5. After Soldering

- Turn Off and Unplug: Always turn off and unplug the soldering iron when you're done.
- Let it Cool: Allow the soldering iron to cool down completely before putting it away.

Important Reminders - Be Careful with Wires: make sure wires are not in the way where they can be tripped over or pulled.





#### Week 6 - What is a Pillar Drill?

A pillar drill is a machine used to drill holes in various materials like wood, metal, or plastic. It has a vertical column, a base, a table to place the material on, and a drill head that moves up and down.

#### Safety First!

- Wear Safety Gear: Always wear safety goggles to protect your eyes.
- Tie Back Long Hair: If you have long hair, tie it back to prevent it from getting caught in the drill.
- No Loose Clothing: Avoid wearing loose clothing or jewellery that could get caught in the machine.
- Use Clamps: Secure the material you're drilling with clamps to keep it from moving.

#### Steps to Use a Pillar Drill

- **1.** Prepare the Material:
- Mark the Spot: Use a pencil or marker to mark where you want to drill the hole.
- Clamp the Material: Place the material on the table and use clamps to hold it securely in place.
- 2. Drill the Hole:
- Turn On the Drill: Switch on the drill. Make sure you know where the emergency stop button is, just in case.
- Lower the Drill Bit: Use the handle to slowly lower the drill bit onto the marked spot. Apply gentle pressure and let the drill do the work.
- Drill Through the Material: Continue to apply steady pressure until the drill bit goes through the material. If you're drilling a deep hole, you might need to lift the drill bit occasionally to clear out the shavings.
- 3. Finish Up:
- Turn Off the Drill: Once you're done, turn off the drill and wait for it to come to a complete stop.
- Remove the Material: Carefully unclamp and remove your material from the table.

Tips for Success - Take Your Time: Don't rush. Drilling slowly and steadily will give you a cleaner hole and reduce the risk of mistakes.



### **English – Sparx Reader**

You should log on to Sparx reader and spend 30 minutes reading your current book.

### **Reading Articles**

You will have a reading article each week linking to the whole school theme for that week:

Week 1: Mental Health and Wellbeing

Week 2: Teamwork

Week 3: Democracy

Week 4: Careers

Week 5: Values

Week 6: Celebration

Read the article and highlight three words of which you were not sure. Then write the definition and draw an image which will help you remember.

As you read the articles, you will identify that the articles are not in UK English. However, the articles offer some great messages.

Use this QR code to access the reading articles read by a teacher:



### Food - Diet and Physical Activity in Athletes

A balanced diet is the starting point for most people, but sportspeople may have specific dietary needs. This reflects their personal energy balance equation. When people become more active they use up more energy, so they need to take in more to restore their energy balance. Athletes adjust their diets differently depending on their sport and training/performance schedule.

#### How much to eat

On average, men need around 2,500 calories (Kcal) a day while women need around 2,000. When athletes are training intensively this may increase to around 5,000 calories a day. To calculate how much energy the body needs, the following equation may be used:

#### Key fact

Basal metabolic rate (BMR) + physical activity level (PAL) = total energy requirement. BMR or *basal metabolic rate* is the amount of energy needed just to keep the body systems working normally. PAL or physical activity level is the amount of energy needed for any activity (sporting or housework). A big athlete – such as a shot putter or rugby forward – will have a higher BMR. A runner or a cross-country skier will have a higher PAL.

#### When to eat

Eating patterns may vary according to the day's training programme or competition schedule. For example, an elite rower may eat two breakfasts – one before and one after the first of the day's training bouts. Tennis players often eat a banana between games during a long match. Generally, performers do not eat two hours before performing.

**Carbohydrate loading** - Carbohydrates provide energy. The complex carbohydrates – starches – are stored in the body as *glycogen* and converted into *glucose* when the body needs more energy. Glycogen is a slow-release form of energy. This is particularly useful to endurance athletes in the last stages of a performance. So, for example, in the week leading up to a race, marathon runners may eat lots of starchy foods, such as pasta. This helps them to keep going towards the end of the race.

**High-protein diets** - Protein builds tissue, including muscle. Athletes who want to build up their muscle during strength-training sometimes eat high-protein diets. This includes obvious strength-training athletes, such as weightlifters, but also includes endurance athletes who want to repair or prevent torn muscle. The value of high-protein diets is debatable. Athletes do not need much more protein than other people, protein is difficult to digest, and it does not automatically turn into muscle – the athlete still needs to do strength-training, which is fuelled by carbohydrates.



Mo Farah's typical diet during training is pasta, steamed vegetables and grilled chicken. He often eats this for lunch and dinner – every day

### Geography - 'Why is the UK's climate so varied?'

Week 2 - To know how we measure weather	Week 4 - To understand why it rains
Weather refers to the day-to-day condition of the atmosphere, answering the question, "What is it like today?" In contrast, climate describes the average weather conditions over a long period, typically 30 years, indicating what one might expect the weather to be like. Various instruments help measure different aspects of weather: a thermometer measures temperature, indicating how hot or cold a place is; a rain gauge measures precipitation, showing how much rain has fallen from the sky; an anemometer measures wind speed, revealing how fast the wind is blowing; a wind vane measures wind direction, indicating the direction the wind is blowing to; a barometer measures air pressure, reflecting the weight of air pressing down on us; and the Okta scale measures cloud cover, determining how many eighths of the sky are covered by clouds.	The water cycle begins with water from oceans and lakes evaporating due to the sun's energy. This water vapour rises, cools, and condenses to form clouds, which eventually release precipitation, returning the water to oceans and lakes to continue the cycle. Relief rainfall occurs when the wind blows warm, moist air up mountains, causing it to form clouds. Frontal rainfall happens when a warm front meets a cold front, causing the warm air to rise over the cold air and form clouds. Convectional rainfall is generated when the sun heats the land, creating pockets of warmed air known as convection currents that rise and form clouds.
Week 6 - To know what microclimates are	
A microclimate occurs when the climate in a small area differs from the general surroundings. Each specific location tends to develop its own unique climate conditions; for example, it may be windier and sunnier in the middle of a playing field compared to behind a building. The aspect, or the direction in which a place is facing, also influences its climate. Sun-facing aspects are warmer, and darker surfaces absorb more heat than lighter-coloured ones. Buildings can provide shelter from the wind while radiating heat from the sun, and trees offer shade, further affecting the local climate conditions.	

### History – The Black Death – How did the Black Death impact rural areas like Somerset?

Component	Core knowledge (that you NEED to know)	Key vocab (that you NEED to
		know and use)
Week 1	Medieval people did not know about germs causing disease and did not understand that the plague was	Confess – admitting that you
	spread by rats and fleas.	have done something wrong
What were	People believed that the Black Death was caused by	
the Beliefs	• The evil planets of Mars and Saturn have moved closer together, which has turned the air bad. They	Flagellants - whipping
and Cure of	believed if they breathed in the bad air ( <b>miasma</b> ), they would catch the plague.	yourself to say sorry to God
the Black	• They also believed that God had sent the plague because he was angry with people because they had	
Death?	spent too much time gambling, fighting and drinking.	<b>Miasma</b> – poisonous air,
	• In addition, they believed that the plague passes from person to person. The plague sores gave off a	which Medieval people
	terrible smell and if you breathed this in, you would catch the plague.	believed spread disease.
	In order to avoid catching the plague, medieval people came up with following ideas.	
	<ul> <li>They carried a bunch of herbs and held it to their nose at all times</li> </ul>	Quarantine – where diseased
	<ul> <li>They went on pilgrimage to Canterbury to say sorry to God</li> </ul>	people must be isolated to
	• People called flagellants walked through the streets of London singing hymns and whipping each	prevent others from catching
	other to show how sorry they were to God.	the disease.
	<ul> <li>They prayed to God and confessed their sins</li> </ul>	
	• They forced sick people to leave villages and towns, in order to quarantine.	
Week 3	Historians think that just over half the population survived the Black Death. Life was never the same again.	Labourer – someone who
	• After the plague there was a shortage of labourers, which meant that wages went up. In 1351, the	works on <b>the</b> land.
What were	government passed a law called the <b>Statute of Labourers.</b> which said that labourers should not earn	
the effects	more than 2d (pennies) a day. The law did not work as workers were needed and landowners were	Statute of Labourers – a rule
of the Black	forced to pay them higher wages.	or law that attempted to keep
Death on	<ul> <li>Some villages lost nearly all their people. So, survivors were able to buy or rent all the spare land.</li> </ul>	wages low.
Medieval	<ul> <li>Most peasants were villeins. After the Black Death, the lords/landowners were short of labourers, so</li> </ul>	-
Society?	the peasants were able to bargain with them. This helped to free the peasants from the lord's control.	

	<ul> <li>The peasants had a better standard of living. They were able to rebuild their houses, making them bigger and more comfortable. They ate better food, including more meat and even wore better clothes.</li> </ul>	<ul> <li>Villein – A peasant who was not free to move away from his master's land.</li> <li>A.M Gould – a local Historian in Somercet</li> </ul>
week 5	Many people blamed God for the plague and feit that they had not received support from the Church and	<b>Ciergy</b> – bisnops and priests
	clergy during the Black death and so feelings toward the Church changed. A local historian, <b>A.M Gould</b> . in	
How did	Somerset has written – "feelings of abandonment by the clergy saw hostility towards the church grow".	Ravished – destroyed
the Black		
Death	He describes the Black Death in Somerset as:	Wrath, Hostility - anger
affect areas		
like	In the outbreak of the plague, in Somerset alone half of the clergy were killed within six months. The	A.M Gould – a local Historian
Somerset?	devastating spread of the plague in Somerset left communities questioning the support that they received from the clergy. The bishop self-isolated himself in a house in Wiveliscombe and offered no service or	in Somerset
	support to any citizens in the county. In Yeovil, the town had been ravished by the plague, which many	
	believed was the wrath of God on the sinners and feelings of abandonment by the clergy saw hostility	
	towards the church grow".	

### Maths

On a Monday, your Maths task will be set by your teacher. You should log on to Sparx Maths to complete this task. Your practice book has an area for your workings which you need to use as during the homework, Sparx Maths undertakes a bookwork check.

On a Thursday you practice independently on an area where you have a gap in your knowledge.

When logged in to Sparx students will always be able to see the Independent Learning option on the main menu:



### **MFL** - French

Time phrase	Verb – imperfect tense	Activity	conjunction / verb	Qualifier	Adjective
	<b>je jouais</b> I used to play	<b>au</b> netball <i>netball</i>			
		à la pétanque boules			
		aux cartes cards			
	<b>je faisais</b> I used to do	<b>du</b> ski <i>some skiing</i>			
Quand j'étais plus jeune When I was more young	j'adorais I used to love j'aimais I used to like je n'aimais pas I didn't used to like je détestais I used to hate	<b>de la</b> natation <i>some swimming</i>	et <b>c'était</b> and it was	un peu <i>a littie</i> assez <i>quite</i> très very vraiment (really)	nul - rubbish amusant - fun marrant – funny passionnant - exciting rapide - fast
Avant before		de l'équitation some horse riding			
		des randonnées some walking			
		le hockey sur glace ice-hockey			
		la natation swimming			
		l'équitation horse-riding			
		les échecs chess			

Key verbs in 4

tenses

Le week-end The weekend Le Samedi On Saturday	<b>je joue</b> I play / I am playing <b>nous jouons</b> we play/we are playing		<b>au</b> centre-ville (at the town-centre) <b>au</b> parc (at the park) <b>au</b> centre sportif	avec <b>mon</b> copain. (with my male friend) avec <b>mon</b> (beau-) père. (with my (step-)dad)
	<b>je fais</b> I do / I am doing <b>nous faisons</b> we do/we are doing		(at the sports centre)	avec <b>ma</b> copine.
Le week-end prochain Weekend	<b>je vais jouer</b> I am / we are going to play	au rugby au tennis à la pétanque aux échecs	(at the countryside) à la montagne (at the mountains)	(with my female friend) avec <b>ma</b> (belle-) mère. (with my (step-) mum)
Demain tomorrow	<b>je vais faire</b> I am going to do	du ski de la natation des	<b>à la</b> maison (at home)	
Un jour One day	<b>je voudrais jouer</b> I would like to play	randonnées	chez moi (at the house of me) chez mon ami (at the house of my	avec <b>mes</b> copains /copines. (with my friends)
	<b>je voudrais faire</b> I would like to do		friend)	(with my parents)
Quand j'étais plus jeune	<b>je jouais</b> I used to play			
When I was more young	<b>je faisais</b> I used to do			

### MFL – German

Conditional	noun	Connective	Conditional	Adjective
Es gäbe =	einen Bahnhof = a station	und =	es wäre =	alt = old
There would	einen Marktplatz = a market square	and	It would be	modern = modern
be	einen Strand = a beach			historisch = historic
	einen Wasserpark = a waterpark	aber =	die Stadt	touristisch = touristic
Es hätte =	einen Radweg = a cycle path	but	wäre =	klein = small
It would have	einen Olympiapark = an Olympic park		The town	groß = big
	einen Hafen = a harbour		would be	schön = beautiful
Die Stadt	eine Kirche = a church			laut = noisy / loud
hätte =	eine Imbissstube = a snack bar			ruhig = quiet
The town	<b>eine Kegelbahn =</b> $a$ bowling allev			industriell = industrial
would have	eine Eisbahn = a skating rink			
	eine Kunstgalerie = an art gallery			
lch möchte		-		
= I would like	ein Kino = a cinema			
	ein Schwimmbad = a swimming pool			
	ein Schloss = a castle			
	ein Stadtzentrum = a town centre			
	ein i neater = a theatre			
	ein Einkaufszentrum = a shopping centre			
	ein Stadion = a stadium			

	o you live?)			
CORRECT FORM OF	INDEFINITE	ADJECTIVE	NOUN	
'WOHNEN'	ARTICLE			
	in einem (in a)		Bungalow [bungalow] Wohnblock [block of flats] Wohnwagen [caravan]	am Stadtrand [in the suburbs] an der Küste
Ich wohne [I live]	auf einem (on a)	<b>alten</b> [old] <b>gemütlichen</b> [cosy]	Bauernhof [farm]	[on the coast]
Du wohnst [you live]	in einer (in a)	großen [big] bunten [multi-coloured] hässlichen [ugly]	Wohnung [flat]	auf dem Land [in the countryside]
Er wohnt [he lives]		<b>kleinen</b> [small] <b>neuen</b> [new]	Bauernhaus [farmhouse]	[in the city centre]
Wir wohnen [We live]		<b>schönen</b> [beautiful] <b>modernen</b> [modern]	Einfamilienhaus [detached house] Doppelhaus [semi-detached house] Hochhaus [high-rise building] Mehrfamilienhaus [multi-family house]	<b>in der Stadt</b> [in the city]
Ihr wohnt [you all live]	in einem (in a)		Reihenhaus [terraced house]	in den Bergen [in the mountains]
Sie wohnen [they live]				in einem Dorf [in a village] in der Nähe von Bristol

Was wirst	du in den S	ommerferie	en machen?	What will	you do in the s	summer holidays?	
Part of 'we	erden'	+ infinitive			connective	+infinitive	
ich werde = 1 will du wirst you will er wird He will sie wird She will es wird it will wir werden we will ihr werdet you will (plural) Sie werden you will sie werden they will Man kann You can		segeln sain klettern cl an den Str beach wandern im See baa tauchen d windsurfer rodeln tok im Meer sa the sea	l imb <b>cand gehen</b> g hike <b>den</b> bathe in t dive <b>n</b> windsurf boggan <b>chwimmen</b>	go to the the lake swim in	und and oder or	Souvenirs kau buy souvenirs nach Interlaka travel to Interlaka stay for two we ein Picknick n have a picnic das Schloss b visit the castle meine Oma bo visit my grandn Tennis spieler play tennis	ufen en fahren æn bleiben æks nachen besuchen esuchen na
Modal verb	Activity/plac	e Ve in	erb in the ifinitive	Connective	activity		Verb in the infinitive
Man kann = <i>you can</i>	in den Park = to the park	ge	ehen = go	und = and	den Park = th den Dom = th den Strand =	ne park he cathedral the beach	besuchen <i>= to visit</i>
Man soll =	in die Stadt	n die Stadt		in die Stadt auch = den Wasser		ark	besichtigen

Man soll = <i>you should</i>	in die Stadt = to the town	auch = <i>also</i>	den Wasserpark <i>= the water park</i>	besichtigen <i>= to visit (place)</i>
Man könnte = you could	ins Museum = to the museum	oder = or	Die Kunstgalerie = the art gallery Die Kirche = the church	sehen = to see
	= to the cinema ins Restaurant		Das Museum = the museum	
	= to the restaurant schwimmen =		Das Schloss = the castle Das Einkaufszentrum = the shopping centre	
	swimming wandern = walking/hiking segeln = sailing klettern = climbing		die Sehenswürdigkeiten = the sights	

Was möchten Sie? What would you like?			
Ich möchte	einmal a portion of zweimal two portions of dreimal three portions of	Bratwurst fried sausage Hamburger hamburgers Pizza pizza Salat salad Pommes chips	<b>bitte</b> please
I'd like Ich hätte gern I'd like	eine a/one	Eis ice-cream Mineralwasser mineral water Cola coke Tasse Tee cup of tea	

### MFL - Mandarin

<sup>ni</sup> xing qi ji you ying wén ke 你星期几有<u>英文</u>课? What day do you have <u>English</u> lesson?

wē xing qi yi yöu ying wen ke 我星期一有<u>英文</u>课。

<mark>Subject</mark>	Days of the week	<mark>Verb</mark>	<mark>School subjects</mark>	<mark>lesson</mark>
<mark>戦 I</mark>	<mark><sup>zing</sup> qi yi</mark> 星期一 Monday	yǒu	zhông wén 中文 Mandarin	kè 江田
péng yóu 朋友 friend	<sup>驷</sup> 望期二 Tuesday	有 have/has	<mark>ying wén</mark> 英文 English	77. lesson
Lily	<sup>如g qi</sup> sin 星期三 Wednesday		法文 French	
	<sup>驷</sup> 望 型 Thursday		<sup>儘 wen</sup> 德文 German	
	<sup>驷</sup> 朝五 Friday		<sup>轉 249</sup> 科学 Science	
	<sup>驷</sup> 望题, 星期六 Saturday		<mark>数学 Maths</mark>	
	<mark><sup>驷</sup> 朝日 Sunday</mark>		, 历史 History	
	<sup>zing</sup> gi tiàn 星期天 Sunday		<sup>地理</sup> Geography	
			体育 P.E.	
			<sup>響 柴</sup> music	

w<sup>w</sup>o bù xǐ huǎn zhông wén kẻ v<sup>é</sup> bù xǐ huǎn shù xué kẻ 我(不)喜欢<u>中文</u>课,也(不)喜欢<u>数学</u>课。I (dis)like Mandarin lesson, also (dis)like Maths lesson.

who	(dis)like	School subject	lesson	also	(dis)like	subject lesson
wő 我 I	<sup>bù</sup> (不)	<sup>zhōng wén</sup> 中文 Mandarin	<sup>kè</sup> 课,	yě 也	(不)	<sup>ying wén</sup> 英文 English 课。
<sup>péng</sup> yǒu 朋友	xǐ huản 喜欢	<sup>ying</sup> yién 英文 English			xǐ huǎn 喜欢	<sup>16</sup> wen 法文 French
friend		<sup>席</sup> 述 French				德文 German
Lily		<sup>dé</sup> wén 徳文 German				科学 Science
gē gē 哥哥		₩ 科学 Science				<sup>動 200</sup> 数学 Maths
Older brother jiĕ jiĕ		<sup>shù xuệ</sup> Maths				馬史 History
姐姐 Older		『売史 History				。 地理 Geography
sister		<sup>過</sup> <sup>『</sup> Geography				<sup>™</sup> 体育 P.E.
		<sup>#</sup> 体育 P.E.				前示 music
		☆ music				<sup>zhông wén</sup> 中文 Mandarin

wo\_shi\_xue\_shing 我是学生。 I am a student.

Subject	am, is , are	Noun
we 我 I we men	shì 是	we shing 学生 student
我们 。 你		xião_xué_shěng 小学生 primary school student
<mark>你们</mark>		<sup>zhōng</sup> xué <sup>shēng</sup> 中学生 secondary school student
		<sup>dd xué shèng</sup> 大学生 university student
wenj we		<sup>lòo_shī</sup> 老师 teacher
<sup>地</sup> 加		
<mark>歌 尊</mark> Older brother		
<sup>烫 顶</sup> Older sister		
<sup>事 弟</sup> Younger brother		
<sup>wěi</sup> wěi <mark>妹妹 Younger sister</mark>		
赠友 friend		

#### <sup>ni</sup> wei shen me bù xi huôn ying wen ke 你为什么(不)喜欢<u>英文</u>课? Why do (not) you like <u>English</u> lesson? <mark>Subject</mark> <mark>Like</mark> School subject <mark>Link</mark> <mark>subject</mark> Verb for <mark>School</mark> Lesson <mark>adjective</mark> lesson dislike expressing <mark>subject</mark> word or for opinion teacher reason xī huản 喜欢 <sup>kè</sup>课, <sup>jue</sup> de 觉得 zhōng wén 中文 <sup>ke</sup>课 you yi si 有意思。 wo 我 <sub>zhòng wén</sub> 中文 Mandarin 戦我 yin wei 因为 interesting Mandarin I <sup>ying wén</sup> 英文 English Ι like because <mark>think</mark> lesson lesson 常用。useful ying wen 英文 English <sup>ft wen</sup> 法文 French 容易。easy <sup>版 wen</sup> 法文 French <sup>dé wén</sup> 徳文 German mei you yi si 没有意思。 <sup>dé wén</sup> 德文 German not interesting <sup>kě xuě</sup> 科学 Science kē xué 科学 <sup>hen non</sup> 很难。 <sup>shù xuệ</sup> 数学 Maths <sup>rèn wéi</sup> 认为 very difficult Science <sup>⊪</sup> <sup>औ</sup> History <sup>shù xué</sup> 数学 Maths <mark>think</mark> <sup>bù</sup> xī huān 不喜欢 <sup>lloo shī</sup> 老师 hēn you hào 很友好。 。 地理 Geography 历史 History very friendly teacher dislike 。 地理 。 体育 P.E. 很亲切。 <sup>m we</sup>音乐 music Geography very kind hēn you qù 很有趣。 本育 P.E. very funny <sup>yin yue</sup> 音乐 music

#### The order of time words

<mark>Subject</mark>	<mark>Days of the week</mark>	<mark>AM or PM</mark>	time	<mark>have</mark>	<mark>School subject</mark>	lesson
Subject 我	Days of the week <sup>xing</sup> 期一 Monday <sup>xing</sup> 期二 Tuesday <sup>xing</sup> 期三 Wednesday <sup>xing</sup> 期回	AM or PM <sup>shàng wũ</sup> 上午 morning	time 九点 9 o'clock *hí diǎn 十点 10 o'clock	have 才 have	School subject P 文 Mandarin Ying wen 英文 English A 文 French de wen 在 文 German 本 xué 科学 Science	lesson 课。 lesson
	生树的 Thursday <sup>加</sup> 星期五 Friday	<sup>xiè</sup> <sup>wù</sup> <mark>下午</mark> afternoon	<sup>shí</sup> yī diàn bàn 十一点半 half past 11 <sup>liǎng diàn</sup> 两点 2 oʻclock		17 子 Science 数型学 Maths 历史 History 地理 Geography 体育 P.E.	

<mark>Subject</mark>	Days of the week	<mark>AM or PM</mark>	<mark>time</mark>	negative	<mark>have</mark>	<mark>School subject</mark>	<mark>lesson</mark>
wo 我	xing qi yi 星期一	shàng wǔ 上午	jiǔ diǎn 九点	méi	yǒu	<sup>zhōng wén</sup> 中文 Mandarin	kè 汇里
<b>.</b>	Monday	morning	9 o'clock	、几	有	yīng wén 出テール	坏。
	星期二			12	have	央义 English	<mark>lesson</mark>
	<mark>Tuesday</mark>		shí diǎn		Have	法文 French	
	xing qi sin 星期三		<mark>十点</mark>	not		dé wén	
	<mark>Wednesday</mark>		<mark>10 o′clock</mark>			德又 German	
	xing qi si 星期四		shí yĩ diăn bàn			<sup>kē</sup> xuē 科学 Science	
	Thursday		<mark>十一点半</mark>			shù xué	
	xing qi wù 星期五	xià wǔ 下午	half past 11			数字 Maths	
	Friday	afternoon				历史 History	
			liǎng diǎn 两点 2 o'clock			。 地理	
						<mark>Geography</mark>	
						<mark>体育 P.E.</mark>	
						<sup>yin</sup> yuè 音乐 music	

### The order of time words – negative form

#### wō bā diān shāng xué 我八点上学。I go to school at 8.

<mark>Subject</mark>	time	Verb phrase
wě 我一	bā diān 入点	shàng xuệ 上学 go to school
<sup>gē</sup> 파 파 Older brother		哈仁午饭 eat lunch fàng xué
jiě jiě <mark>姐姐</mark> Older sister	bā diàn yī kē 八点一刻	放学 finish school
<sup>曲 di</sup> 弟弟 Younger brother	8.15 yī diàn bàn 一点半	
měi měi <mark>妹妹 Younger sister</mark>	1.30	
péng yöu 朋友 friend	sān diān er shí fén 三点二十分	
Lily	3.20	

There is no single word for YES or NO in Chinese. If someone asks you a YES/NO question, you just repeat the verb and make it positive or negative.

Question	Answer
n <sup>i</sup> shi láo shi ma 1 你 <mark>是</mark> 老师吗?	shì wù shì lào shī 是老师。
	<sup>bù</sup> shì 不 <mark>是</mark> ,我不是老师。我 <mark>是</mark> 学生。
nǐ <mark>xǐ huǎn</mark> kàn shù ma 2 你 <mark>喜欢</mark> 看书吗?	xi huận wô xi huận kàn shũ 喜欢,我喜欢看书。
	bù xi huān, wǒ bù xi huān kàn shū 不 <mark>喜欢</mark> ,我不 <mark>喜欢</mark> 看书。
3 你今天 <mark>有</mark> 中文课吗?	you 有, 我今天 <mark>有</mark> 中文课。
	<sup>méi</sup> yóu <sub>yóu</sub> , wó jin tiàn méi <mark>yóu</mark> zhòng wén kè 没 <mark>有</mark> ,我今天没 <mark>有</mark> 中文课。

jiē jiē <mark>zēi</mark> bēi jīng xuē x 姐姐<mark>在</mark>北京学习。

subject	花	Place	verb
₩	zài	<sup>běi</sup> jīng 北京	xué xí 学习。
wǒ men 我们	+	shàng hǎi 上海	gông zuò 工作。
gān lǎo shī 甘老师	仁	xiāng gǎng 香港	shàng wăng 上网。
爸爸		jiā 家	wán ér diàn nǎo yóu xì 玩儿电脑游戏。
<sup>mǎ mǎ</sup> 妈妈		<sup>xué</sup> xiào 学校	dǎ wǎng qiú 打网球。
<sup>gé</sup> · · · · · · · · · · · · · · · · · · ·		TCS	节 zú qiú 踢足球。
péng yǒu 朋友		Taunton	
Tim			

wo shì ying guó rén 我是英国人。

wo bù shì fõ guó rén 我不是法国人。

WHO	AM/IS/ARE	COUNTRY	PERSON
戦	shì	zhōng guó 中国	rén
wǒ men 我们	是	ying guó 英国	人。
你	<u> </u>	话国	
你们		ene guo 德国	
<sup>tā</sup>		měi guó 美国	
<sup>tā men</sup> 他们			
tā 女也		n běn 日本	
<sup>tā men</sup> 她们		xì bàn yá 西班牙	
péng yǒu 朋友			
Tim			

wo men bin you shi ge non xue shing shi wi ge ni xue shing 我们班有十个男学生, 十五个女学生。In our class there are 10 male students, 15 female students.

Our class	there are	number	measure word	male or female	students
wǒ men bān 我们班	yǒu 有	shí 十	<sup>gè</sup> ↑	<sup>nán</sup> 男	xué shēng 学生。
Our class		shí wǔ 十五			
wǒ men xué xiào 我们学校		èr shí — 十			
Our school		sān shí 三十		nů 女	
		yī qiān — Ŧ			
		èr băi 二百			

### MFL - Spanish

Y7 HT6 SB2	7 HT6 SB1 ¿Qué te gusta hacer en tu tiempo libre? - What do you like doing in your spare time?						
When OPINION VERB				ACTIVITY			
Me gusta = I like		<b>Me gusta</b> = I like		chatear = <i>to</i> chat online			
	Me gusta = I really lin Me encant		Me gusta mucho = I really like Me encanta = Llove		escribir correos = to write emails		
					jugar al ordenador = to play on the computer		
En mi tiempo	libre	Me flipa	ı		jug <mark>ar a los</mark> videojuegos =	to play video games	
= In my spare	time	= I'm crazy	about		leer = <i>to</i> read		
		No me gus	ta		mandar SMS = to send text messages		
			ΤΕΠΚΕ		navegar por internet = to surf the Internet		
	= I hate				<pre>salir con mis amigos = to go out with my friends</pre>		
					ver la televisión = to watch TV		
Y7 HT6 SB2	2 ¿Qu	ié te gusta ha	cer en tu tiemp	o libi	re? - What do you like doing	in your spare time?	
CONNECTIVE	OPINION VE	RB / PHRASE	VERB	INTE	NSIFIER	ADJECTIVE	
	en mi op	pinión		un	poco = a bit / a little	activo = active difícil = difficult	
	= In my c	opinion	es	bas	tante = fairly / quite	entretenido = <i>entertaining</i>	
porque	e pienso que = I think that m		mu	<b>y</b> = very	estresante = stressful		
= herause	creo que	2	no es	ext	remadamente	fácil = easy	
	= I believ	ve that	= it is <b>not</b>	= ex	xtremely	guay = cool	
diría que = / would say that			demasiado = too		importante = important		
		-				inuπi = pointiess	
						útil = useful	

Y7 HT6 SB3	¿Qué hora es? - What time is it?				
VERB	HOURS	MINUTES		TIME PHRASE	
<b>Es la</b> = it is (+singular)		<mark>y</mark> punto	= sharp		
A la = at (+singular)	una = one O'Clock	y cinco	= and five	<b>de la mañana</b> = in the morning	
	dos = two O'Clock	y diez =	= ana ten		
	<b>tres</b> = three O'Clock	y cuarto	o = and a quarter		
	cuatro = four O'Clock	y veinte	e = and twenty		
Son las - it is (+plural)	<b>cinco</b> = five O'Clock	y veinti	<b>cinco</b> = and twenty five	= in the afternoon	
$\mathbf{SOITIAS} = nt is (+piului)$	seis = six O'Clock	y media	a = and a half		
	siete = seven O'Clock	menos	veinticinco = minus twentu five		
<b>A</b> $as = at (+piural)$	ocho = eight O'Clock	menos	veinte = minus twenty	de la noche	
	<b>nueve</b> = nine O'Clock	menos	<b>cuarto</b> = minus a auarter	= in the evening	
	<b>diez</b> = ten O'Clock		,		
	once = eleven O'Clock	menos	diez = minus ten cinco = minus five		
	<b>doce</b> = twelve O'Clock				
Y7 HT6 SB4	¿Qué vas a hacer? - \	Vhat are yo	u going to do? The Near Future		
WHEN	VERB 'ir' (to go)	+ a	INFINITIVE		
Cuando sea mayor =When I'm older El fin de semana próxim = Next weekend En el futuro = In the future La próxima semana Next week Mañana	voy = I'm going él va = he is going ella va = she is going vamos = we're going	a	hablar con mis amigos = to talk wi hacer atletismo = to do athletics hacer ciclismo = to ride a bike hacer equitación = to go horse ridi hacer mis deberes = to do my hon hacer natación = to go swimming ir al cine = to go to the cinema ir de compras = to go shopping jugar al baloncesto = to play baske jugar al fútbol = to play football sacar fotos = to take photos salir con mis amigos = to out with	th my friends ing nework etball my friends	
= Tomorrow			toc <b>ar</b> la guitarra = <b>to</b> play the guita	a <b>= to</b> play the guitar	

Y7 HT6 SB5	uándo haces deporte y a qué hora? - When do you do sport and at what time?						
FREQUENCY	ΑCTIVITY	TIME					
A monudo - Often	jueg <b>o al</b> baloncesto = I play basketball						
A menudo – Ojten	jueg <b>o</b> al tenis = <i>I play tennis</i>	a <mark>la</mark> una = <i>at one</i>					
= Sometimes	jueg <b>o</b> al fútbol = <i>I play football</i>						
Generalmente	jueg <b>o</b> al voleibol = <i>I play volleyball</i>	$a \ln a dos = at two$					
= Generally	hag <b>o</b> artes marciales = I do martial arts						
= On Mondays	hag <b>o</b> equitación = <i>I go horse-riding</i>	a las tres y cuarto = at quarter past two					
Normalmente = Normally	hag <b>o</b> esquí = <i>I go skiing</i>						
Nunca = Never	hag <b>o</b> gimnasia = <i>I do gymnastics</i>						
Siempre = Always	hag <b>o</b> natación = <i>I go swimming</i>	a las cuatro y media <i>= at half past four</i>					
Todos los días	hag <b>o</b> patinaje = <i>I go rollerskating</i>						
= Every day	hag <b>o</b> patinaje sobre hielo = <i>I go ice skating</i>	a las cinco menos cuarto = at quarter to five					

### Music

A. Popular Song Structure	B. Key Words	C. Lead Sheet Notation and Arrangements
SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the LYRICS and listen to a recording for the song (for instrumental sections). INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern. VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop	LYRICS – The words of a song, usually consisting of VERSES and a CHORUS. HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either MELODIC, RHYTHMIC or VERBAL/LYRICAL. RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated. MELODY – The main tune of the song often sung by the LEAD SINGER. COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a DESCANT or INSTRUMENTAL SOLO. TEXTURE – The layers that make up a song e.g., Melody, Counter- Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line.	A LEAD SHEET is a form of musical NOTATION that contains only the essential elements of a popular song such as the MELODY, LYRICS, RIFFS, CHORDS (often as guitar chord symbols) and BASS LINE; it is not as developed as a <i>FULL</i> <i>SCORE ARRANGEMENT</i> and is open to interpretation by performers who need to use and adapt the given elements to create their own musical ARRANGEMENT: their "version" of an existing song. COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.
of verses are called <b>STROPHIC</b>	D. Conjunct and	Disjunct Melodic Motion
of verses are called <b>STROPHIC</b> . LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song. PRE-CHORUS – an optional section of music that occurs before the CHORUS which helps the music move forward and "prepare" for what is to come. CHORUS – occurs several times within a song and contains the most memorable HOOK/RIFF. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song. MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice. CODA/OUTRO – The final section of a popular song which brings it to an ond (Coda is Italian for "tail")	by step or use notes which are next to or close to one DISJUNCT MELODIC MOTION – Melodies which move by leap or use notes which are not next to or close to or another. MELODIC RANGE – The distance between the lowest at highest pitched notes in a melody. E. Song Timbre and Sonority (Inst Discussion) Pop Bands often feature a DRUM KIT and PERCUSSION GUITAR, RHYTHM GUITAR and BASS GUITAR) and KEN in pop songs st Singers are ess member of the song. BACKING COUNTER-MEL	another. another. another. another. bisjunct bisjun

DR SMITH: BUILDING ON WHAT YOU ALREADY KNOW

Dynamics - volume

Rhythm - how long notes last and how they are grouped together in a pattern

Structure - the different sections in a piece of music (AB, ABA, verse/chorus)

Melody - the tune or most important layer in a piece of music. In pop songs the singer has the melody.

Metre is the time signature, always put at the beginning of a piece of music. It tells us how many beats are in a bar.

Instrumentation - what instruments are used Articulation - the way you play your instrument staccato - detached and spikey, legato - playing smoothly.

Texture - the different layers happening within a piece. -Monophonic - a single unaccompanied line of music, one layer. -Homophonic - multiple layers of music but everything moves in chunks, the same rhythm. -Polyphonic - multiple layers of music doing different

things. Tempo – speed. Tonality - what key is the piece in -Major gives a happy feel -Minor makes the music seem sadder.

Harmony – more than one note at the same time





# Term 6



Achieve . Belong . Participate

### Religion and Worldviews - What did the Buddha teach about suffering?

#### Week 1 – What are the four Noble truths and how do they help understand suffering?

A long time ago, in Northern India, there was a man named Siddhartha Gautama. He became known as the Buddha, which means "the Enlightened One." After many years of searching for the truth, he finally understood how to end suffering. He wanted to share this knowledge with others, so he gave his first sermon at a place called the Deer Park. In his sermon, the Buddha talked about something very important called the Four Noble Truths. These truths help us understand why we suffer and how we can stop suffering.

**The First Noble Truth: The Truth of Suffering (Dukkha)**: the Buddha said that life is full of suffering. This doesn't mean that life is always bad, but that everyone experiences pain, sadness, and disappointment at times. For example, when we lose a belonging, get hurt, or feel sad, we are experiencing suffering.

**The Second Noble Truth: The Cause of Suffering (Samudaya)**: the Buddha explained that suffering happens because of our desires and attachments. We often want things to be a certain way, and when they aren't, we feel unhappy. For example, if we really want a new game but can't have it, we might feel upset.

The Third Noble Truth: The End of Suffering (Nirodha): the good news is that the Buddha said we can end our suffering. If we stop being so attached to our desires and learn to accept things as they are, we can find peace and happiness.

**The Fourth Noble Truth: The Path to End Suffering (Magga)**: the Buddha taught that there is a path we can follow to end suffering. This path is called the Noble Eightfold Path. It includes things like being kind, speaking truthfully, and thinking wisely. By following this path, we can live a happier life.

The Buddha's teachings help us understand that while suffering is a part of life, we can learn to deal with it in a way that brings us peace. By understanding the Four Noble Truths and following the Noble Eightfold Path, we can find happiness and help others do the same.

#### Week 3 - How does following the eight-fold path lead to the end of suffering?

Once upon a time, in a peaceful village nestled among the mountains, there lived a young girl named Maya. Maya was kind-hearted and always eager to help others, but she often felt sad and worried. She didn't understand why life sometimes felt so difficult. One day, Maya met an old monk named Ananda who was visiting the village. Ananda was wise and had spent many years studying the teachings of the Buddha. Maya decided to ask him for advice. "Why do I feel so sad and worried, even when I try to be good?" Maya asked. Ananda smiled gently and said, "Maya, the Buddha taught us that suffering is a part of life, but he also showed us a way to end it. This way is called the Noble Eightfold Path. Let me tell you about it."

Ananda began to explain the Eightfold Path to Maya:

- 1. Right Understanding: Knowing the truth about life and suffering.
- 2. Right Thought: Thinking kindly and wisely.
- 3. **Right Speech**: Speaking truthfully and kindly.
- 4. Right Action: Doing good deeds and avoiding harm.
- 5. Right Livelihood: Choosing a job that helps others and does no harm.
- 6. **Right Effort**: Trying hard to do good and avoid bad.

- 7. Right Mindfulness: Being aware of your thoughts, feelings, and actions.
- 8. **Right Concentration**: Focusing your mind through meditation.

Maya listened carefully and decided to follow the Eightfold Path. She started by understanding that suffering is a part of life and that it comes from our desires and attachments. She learned to think kindly and wisely, and she began to speak truthfully and kindly to everyone she met. Maya also made sure her actions were good and helpful. She chose a job that allowed her to help others, and she worked hard to do her best. She practiced being aware of her thoughts and feelings, and she learned to meditate to focus her mind.

As time went by, Maya noticed that she felt happier and more peaceful. She wasn't as worried or sad anymore. She realised that by following the Eightfold Path, she was able to understand and deal with her suffering in a better way. One day, Maya met Ananda again and thanked him for his advice. "I feel so much better now," she said. "Following the Eightfold Path has helped me find peace and happiness." Ananda smiled and said, "The Buddha's teachings are like a guiding light. By following the Eightfold Path, you have learned to end your suffering and find true happiness. Remember to keep practicing and sharing this wisdom with others." Maya nodded and promised to continue her journey on the Eightfold Path, helping others find peace and happiness just as she had.

## Week 5 – What is compassion (Karuna) and loving kindness and how are these beliefs important for ending suffering?

In a serene village surrounded by lush forests and flowing rivers, there lived a young girl named Lotus. Lotus was known for her gentle nature and her willingness to help anyone in need. However, she often felt overwhelmed by the suffering she saw around her and didn't know how to make a real difference. One day, Lotus met an elderly monk named Bhante who was visiting the village. Bhante was wise and had spent many years practicing the teachings of the Buddha. Lotus decided to seek his guidance.

"Bhante," Lotus said, "I see so much suffering around me, and I want to help, but I don't know how. What can I do to make a difference?"

Bhante smiled warmly and said, "Lotus, the Buddha taught us that compassion and loving-kindness are powerful tools for overcoming suffering. Let me tell you a story."

Bhante began to share a story about the Buddha's teachings:

A long time ago, there was a prince named Siddhartha who became the Buddha. He realised that all beings experience suffering, and he wanted to find a way to help them. The Buddha discovered that by practicing compassion (karuna) and loving-kindness (metta), we can alleviate our own suffering and the suffering of others. Compassion means feeling empathy for others and wanting to help them. Loving-kindness means wishing happiness and well-being for all beings, without expecting anything in return. The Buddha taught that by cultivating these qualities, we can create a more peaceful and harmonious world.

Inspired by Bhante's story, Lotus decided to practice compassion and loving-kindness in her daily life. She started by being kind to herself, understanding that she needed to take care of her own well-being to help others. She then extended her kindness to her family, friends, and even strangers. Lotus noticed the positive effects of her actions. When she helped an elderly neighbour carry shopping, she saw the gratitude in their eyes. When she comforted a friend who was feeling sad, she felt a sense of warmth and connection. She realised that her compassion and loving-kindness were making a real difference.

One day, Lotus saw a young boy named Arun sitting alone and crying by the river. She approached him and gently asked, "What's wrong, Arun?"

Arun looked up with tear-filled eyes and said, "I lost my favourite toy, and I can't find it anywhere."

Lotus felt a deep sense of compassion for Arun. She sat beside him and said, "I'm sorry you're feeling sad, Arun. Let's look for your toy together."

They searched the area and eventually found the toy stuck in some bushes. Arun's face lit up with joy, and he hugged Lotus tightly. "Thank you, Lotus! You're so kind."

Lotus smiled and said, "I'm happy I could help. Remember, Arun, whenever you feel sad, there are people who care about you and want to help."

As Lotus continued to practice compassion and loving-kindness, she noticed that her own suffering began to lessen. She felt more connected to others and found a sense of purpose in helping those in need. She realised that by spreading compassion and loving-kindness, she was creating a ripple effect of positivity and healing.

Bhante saw the change in Lotus and said, "You have learned well, Lotus. The Buddha's teachings on compassion and loving-kindness are powerful tools for overcoming suffering. By practicing them, you are not only helping others but also finding peace and happiness within yourself."

Lotus nodded and promised to continue her journey of compassion and loving-kindness, knowing that she was making the world a better place, one kind act at a time.

	Variation – differences in characteristics. These differences can be environmenta	al or genetic/inherited.	Inherited	Environmental	A Mixture of
<b>D</b> ' 1	Continuous vs discontinuous variation Continuous variation are those which can have any value within a range e.g. height and mass		Variation	Variation	Both
Biology			Eye colour	Hair length	Weight
			Ear lobes	Sun tan	Intelligence
			Blood group	Tattoo	Height
week I - why are			Inherited	Ear	Speed at
living things			diseases	piercing	running
different?			Inherited cl never	haracteristics change.	
	All organisms can be placed into groups based on their characteristics. This is called classification.	Hierarchical classification	N	Aembers of the sa	me <b>species</b> can breed
Week 2 - How are	<ul> <li>Hierarchy of taxonomy:</li> <li>Kingdom (5 kingdoms – plants, animals, prokaryotes, fungi, protists).</li> <li>Phylum</li> <li>Class</li> <li>Order</li> </ul>	System example Kingdom : Animalia (with a spinal cord) Phylum : Chordata (vertebrates) Class : Mammals Order: Primates		together to produce fertile offspring.	
living things classified?	<ul> <li>Family</li> <li>Genus</li> <li>Species</li> </ul>	Family : <u>Hominidae</u> Genus : Homo Species: <i>Hom</i>	no sapiens		
	<ul> <li>Classes of chordate and main distinguishing features:</li> <li>Mammals- live young (viviparous), lungs, fur, constant body temperature</li> <li>Birds- feathers, eggs (oviparous), lungs, constant body temperature.</li> <li>Reptiles- scales, eggs (on land-hard shell), lungs, body temperature depe</li> <li>Amphibians- eggs (in water-soft), lungs and gills, body temperature depe</li> <li>Fish- scales, eggs (in water- soft), gills, body temperature depends on su</li> </ul>	e) ends on surroundings. ends on surroundings. ırroundings.	Cho Non-ch	ordates – animals v nordate – animals v	vith a spinal cord vithout a spinal cord
	Adaptation as a feature of an organism which allows in to thrive/ survive in in Common features in a certain habitat including:	ts habitat. 2 fat-filled humps \	long wool fur	A	rctic Fox artes pennanti
Week 3 - How are living things suited to their environment?	<ul> <li>Hot desert- large SA for cooling, water storage, plant defences.</li> <li>Polar- small SA- large size, fat, fur or similar.</li> <li>Adaptations of a typical: <ul> <li>Predator- forward facing eyes, speed, claws or talons, sharp beak or</li> <li>Prey- eyes on side of head, camouflage, behaviour eg burrowing.</li> </ul> </li> </ul>	long eyelashes slit nostrils teeth. wolly mane on neck, head and chin wide feet with 2 toes	on humps, back and legs long, thin tail with tufted end fur step	nall eyes, ears and ose for protection ogainst the cold my feet helps o slipping on ice	thick, white fur long, bushy to Sheri Amsel





	The effects of Biotic and Abiot	tic factors on an ecosystem and its community:		
Week 4 - Where do living things live?	Biotic factors are the living org Examples of Biotic factors: • New predator/ prey • Disease • Human activity Abiotic factors are the non-livi Examples of Abiotic factors: • Light intensity/ day let • Temperature/ climate • Availability of water • Terrain • pH of soil/water	ganisms in an ecosystem ing factors that affect an ecosystem. ngth		The biotic and abiotic factors can af which organisms live in a particular (ecosystem)
Week 5 - How do living things interact?	Organisms in an ecosystem are Food/ prey Water Shelter Territory Mates That this competition is both i Food chains show how organis Producer Primary consumer (he Secondary consumer (to producer = minimizer = herbivore =	e affected by competition for resources including: inter- (between) and intra- (within) specific (a species). sm rely on other organism for food. erbivore) (carnivore) p/ apex carnivore/predator) an organism that produces its own food an organism that eats both consumers and producers an organism that only eats producers an organism that cannot make its	The eagle eats grassho         Image: Construction of the eagle eats construction of the east	pythons. Pythons eat frogs. Frogs eat ppers. Grasshoppers eat grass.
	carnivore =	own food an organism that only eats other consumers		

fect area



Eagle Top predator/ carnivore Arrows in a food chain show the direction of energy transfer

	Identify and describe how to use simple equipment systematically to monitor the organisms in an ecosystem. To include: <ul> <li>Quadrat</li> <li>Transect</li> <li>Others e.g. pitfall traps</li> </ul>	Scientists using <b>samplin</b> of a s
		Pooter - invertebrat
Week 6 - How can		Sweep nets animals in gr or water
	Using quadrats to estimate population size for a chosen organism e.g. daisies on a field	
we study an	1. Calculate the area of the field (area = length x width).	
ecosystem?	<ol> <li>Calculate the area of the quadrat (area = length x width).</li> <li>Calculate how many quadrats fit in the field (area of field ÷ area of quadrat).</li> <li>Count and record the number of daisies in one random throw of the quadrat.</li> <li>Repeat stage 4 for a further 9 throws of the quadrat.</li> <li>Calculate the mean number of daisies in one throw of the quadrat (sum of the daisies in the 10 throws ÷ 10).</li> <li>Estimate the number of daisies in the field (mean number of daises in one throw x how many daises fit in the field).</li> </ol>	
	Other observation methods include hides, drones and cameras	

