Hanham Woods Academy

Cabot Learning Federation

Year 7

Unit 1

KNOWLEDGE BOOK

Tick each time you study

Subject	1	2	3
Art	○	○	○
Computing	○	○	○
Drama	○	○	○
DT	○	○	○
English	○	○	○
French	○	○	○
Geography	○	○	○
History	○	○	○
Maths	○	○	○
Music	○	○	○
PE	○	○	○
PRE	○	○	○
PSHE	○	○	○
Science	○	○	○
Spanish	○	○	○

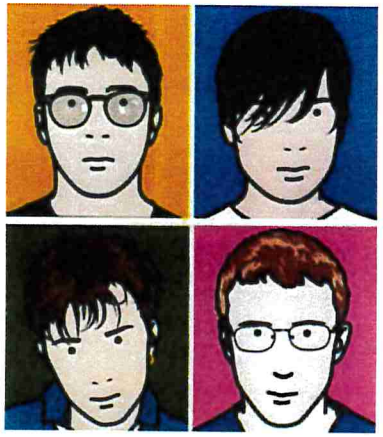
Art 7.1 - Portraits Project

In this project you will develop:

- Knowledge: learn about styles of portraiture, artist's research (Julian Opie- biography & analysis)
- Understanding: learn about the inspiration behind artwork & use of proportion
- Skills: learn drawing, shading, mark-making, proportion, grid drawing, painting, colour blending, ICT, collage & annotation skills

FEATURED ARTIST

Julian Opie



Mini Biography: Opie was born in London in 1958 and raised in Oxford. He graduated in 1983 from Goldsmiths University, London. Portraits and animated walking figures, rendered with minimal detail in black line, are hallmarks of the artist's style. Opie's graphic portrait style and his use of computer aided design has enabled him to move between the fields of contemporary art and commercial design: in 2000, he was commissioned to design an album cover for British pop band Blur.

Keywords		
1	**Grid Drawing**	The use of a grid to make an accurate drawing
2	**Mark making and Tone**	The use of different strokes and marks made using a pencil to create textural and tonal qualities
3	**Colour theory**	The use of colour to create a particular mood within a piece of artwork
4	**Self Portrait**	A piece of artwork inspired by the artist creating the work
5	**Proportion**	The size and scale of the features of the face in relation to one another
6	**Symbolism**	the use of objects and colour to illustrate the artists ideas and intentions

Analysis - All artist research pages should be annotated

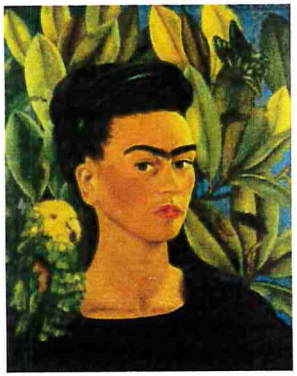
- Artist name
- Describe the work- create a list of everything you see in the picture, turn the list into a sentence. Use the formal elements to describe in more detail i.e. colour, line, pattern, form, etc.
- What techniques and processes has the artist used to create the piece?
- What effect does this have on the finished piece?
- What is your opinion of the piece? How is it relevant to your own idea?

Sentence Starters-

This artist relates to my own ideas because...
The technique I have used is...
The skill/technique that I found most difficult is...
I think my work is successful because...

Assessment:

(D) Demonstrate a deepening- knowledge, understanding and skills
(O) On track – Demonstrate some knowledge, understanding and skills
(Y) Yet to be on Track – Develop some knowledge, understanding and skills
(A) At an earlier stage- Minimal knowledge understanding and skills



YEAR 7 - Portraits Project

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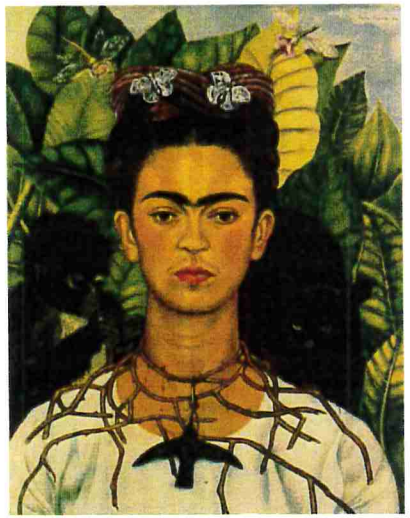

Frida Kahlo

Mini Biography:

Frida Kahlo was born in Mexico in 1907 & became a painter after a serious road accident which left her with life-changing injuries. A third of her work was self-portraits. She used them to show her suffering from her injuries as well as her marriage. She was married to the famous artist Diego Rivera.

Tier 3 Keywords		
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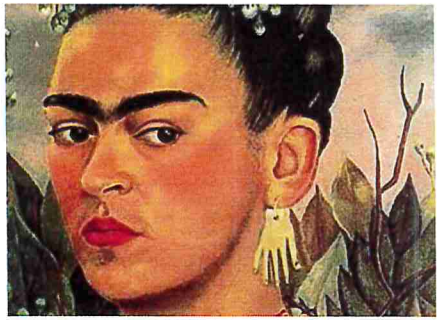


Knowledge organiser – what you need to know // Subject: Computing // Topic: Computer Systems // Year group 7

Knowledge:

- Log in to Rmunify, Show My Homework, Edmodo.
- Rules for a strong password.
- Consequences of not keeping your password secure.
- Appropriate folder structure and appropriate file
- Cloud computing vs Local files.
- Advantages and disadvantages of cloud computing.
- Email etiquette
- Communications technology e.g. email and their impact on society.
- Input devices e.g. mouse, keyboard, sensors.
- Output devices e.g. printer, monitor, speakers.
- Storage devices e.g hard disk drive. USB memory.

Deepening knowledge.

How has cloud computing impact on how people work. How has it benefited individuals and organisations?

Optical vs Magnetic vs Solid state Storage.
Input/Output devices used in organisations.

Key vocabulary	Definition
Strong Password	A password hard to detect by humans and computers.
Applications	Software that allows a user to do useful tasks.
File	A collection of data stored in one unit.
Folder	A place where files can be organised.
Directory/Drive	A place on a computer where files and folders can be saved.
Permissions	What access you are allowed to resources on a computer.
Read Access	Where the permission set means you can only view a document and not edit it.
Read/Write Access	Where the permission set means you can view and edit(make changes to a document).
Cloud computing	Using a network of remote servers to host and store files.
Server	A computer that provides data to other computers.
Internet	A global network of interconnected computer networks.
Remote access	Access to data/files that is from a different geographical location e.g. the cloud.
Local Access	Access to data/files stored on the device you are using.
Input Device	An input device is any hardware device that sends data to a computer
Output device	An output device is any peripheral that receives data from a computer
Storage device	A device used to store digital data or information, as a hard disk or CD
Peripheral	A peripheral device is an internal or external device that connects directly to a computer is not necessary for the computer to function (e.g. printer)

Hanham Woods Academy

Drama 7.1 Drama Toolkit

TECHNIQUE TOOLKIT

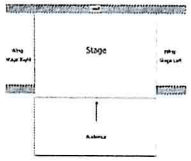
You will gain knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.

Key Word

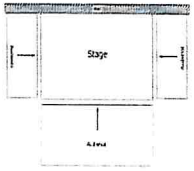
1	Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
2	Stage Configurations	This is the different types of staging used for a performance.
3	Freeze-frame,	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
4	Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
5	Stock characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.
6	Split-stage	This is where the stage is split in two to show a different location or time.
7	Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
8	Narration	This is where a narrator tells the audience what is happening in a scene or performance.

Stage Configurations

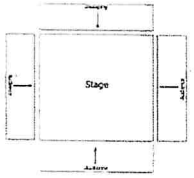
Proscenium Arch



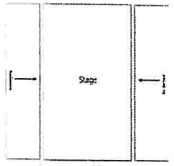
Thrust Stage



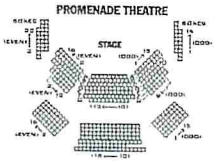
Theatre in the Round



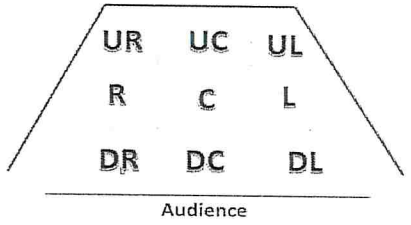
Traverse



Promenade



	Stage Positions				
9	Upstage Right	10	Upstage Centre	11	Upstage Left
12	Stage Right	13	Centre	14	Stage Left
15	Downstage Right	16	Downstage Centre	17	Downstage Left



	Stock Characters	Definition
18	Hero	The star of the show, they are brave, gallant, and save the day. They often rescue a Princess type character and battle throughout the story with an enemy.
19	Heroine	This character is always gets herself into trouble. They are fooled by an evil character and are rescued by a brave character.
20	Villain	This character is evil. They like to cause trouble and make sneaky plans.
21	Comedy Duo	These characters are often really silly and cause problems for the saviour of the piece by switching sides with their enemy.
22	Hero's Best Friend	This character is friendly, brave and a true friend. They also help conquer evil
23	Magical Character	This character is the wisest person in the play. They are friendly, kind and caring as well as magical.

Knowledge Organiser Design and Technology Food

Healthy Lifestyle Year 7

Context

Having a healthy life style is very important in society. Modern life often means that we are often very busy. Having the time to make a quick but healthy snack for our lunch box would be a great alternative to spending money in the canteen

Design Brief

To make a range of dishes, using a variety of skills which are based on healthy food on the go.

HAPS students must complete the higher level skills and techniques in practical lessons.

- Examine your own food diary to identify nutritional content

* Incorporate market research within your evaluation

Key words and meanings	
Aroma	The smell of the food
Taste	How the food tastes in your mouth, sweet, salty, bitter, spicy, sour etc
Texture	The feel of the food in your mouth – crumbly, soft, hard, smooth
Visual Appeal	How a product looks
Hygiene	How the keep the area clean and avoid germs
Safety	How to keep the kitchen and yourself and others safe in the kitchen
Carbohydrates	Starchy food that gives you energy such as bread, pasta and cereal
Fat	Food that contain fat
Protein	A nutrient found in food that is made up of amino acids like meat, eggs and beans
Dairy	Food that containing milk from mammals.

What is a skill?	
Bridge	Holding your finger and thumb either side of a food product then cutting down the middle
Claw	Holding your fingers in a claw shape and using the knife to cut thin slices
Peel	Cutting thin pieces of the vegetable skin with a peeler or knife
Whisk	Stirring ingredients quickly in a circular motion.
Mix	Stirring ingredients and gradually adding more
Rolling out	Using a rolling pin to roll dough flat.
Rubbing In	Using your finger tips to blend ingredients into breadcrumb texture
Weighing	Measuring how much ingredients weigh using measuring scales

Knowledge Organiser Design and Crazy House

What?

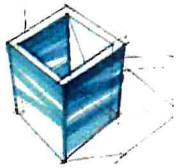
Design a Crazy house for a theme park. Your design can be as crazy as you like.

How?

You will make a test model of a simple model house
A series of Innovative designs
Research sustainability, structures & forces
Study a famous architect

Why?

You will develop your designing and modelling skills, and will learn how to analyse and evaluate structures and designs.



What Skills

Technical drawing	An accurate drawing to scale using 1point or 2 point perspective
Cutting	Using a craft knife or scissors to make your shape
Innovative design skills	Unusual, creative sketching
Scoring	Using a knife to make a light cut so you can fold card accurately
Gluing	Sticking your work together
Card Modelling	Making a product out of card to experiment with a design
Folding	Using fold to create a structure

Key words and meanings	
Rendering	To shade an object from light to dark giving it texture
Tone	The measure of how light or dark a colour can be
Shadow	Is a dark area where light from a light source is blocked.
Tension	Tension forces act to stretch an object & pull it apart.
Compression	Compressive forces are directed towards one another and act to squash and shorten objects.
Bending	A BENDING force is a type of SHEAR force, that causes materials to bend.
Shear	Forces on the top & bottom surfaces act in opposite directions
Torsion	TORSION acts to twist objects and materials.
Aesthetics	What a product looks like
Structure	An object that has been constructed to create a form.

YR7 Textiles Scrappy Monster Knowledge Organiser

What are we learning? (Knowledge)

An introduction to Textiles and the design cycle. You will learn decorative techniques, cutting and construction techniques, hand sewing and sewing machine skills.

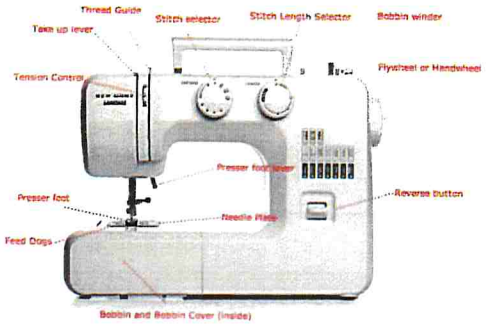
Why are we learning? (Goal/purpose)

To learn new textiles skills and develop your design skills within Textiles. To understand the role of textiles within design and Technology.

Challenge TASKS : *HAPS students must complete the higher level skills and techniques in practical lessons.*
Zig zag seams, Applique, Layered feature – hair, ears, tail

Key Term	Meaning
Mood Board	.A collection of images used to inspire your designs.
Applique	When fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern.
Hand Embroidery	This is the art of decorating fabrics using a needle and thread, using a range of decorative stitches.
Needle	A very fine slender piece of polished metal with a point at one end and a hole or eye for thread.
Pins	A thin piece of metal with a sharp point at one end and a round head at the other, used for fastening pieces of cloth, paper, etc.
Sewing Machine	a machine with a mechanically driven needle for sewing or stitching cloth.

Design and make a 'Scrappy Monster' for a young child to use at bed time. The fabric monster should be made from recycled materials, be unique, fun and sooth children at night. You must ensure your product is safe for children to use.



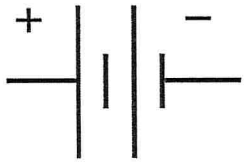
Knowledge Organiser Design and Technology Electronics Steady Hand Game

What?
You have been asked to design a new steady hand game that will help develop co-ordination skills in young children. It needs to be fun and exciting and reflect the interests of the user.

Why?
You will learn new skills to enhance your electronics knowledge and skills.

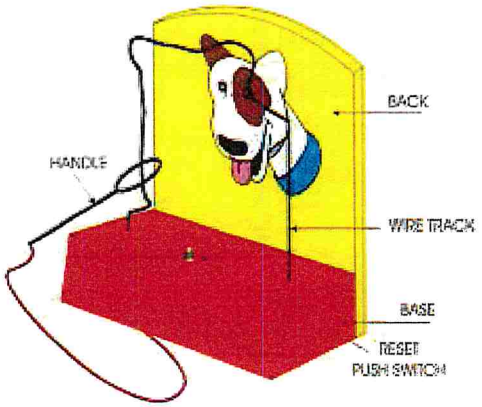
Challenge Task/ Haps
Make a complex shape as part of the back board

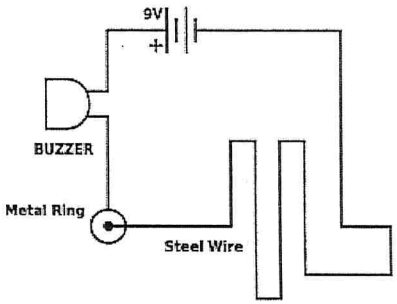
Buzzer

Battery 

Key words and meanings	
Circuit	A roughly circular line, route, or movement that starts and finishes at the same place.
Buzzer	A electronic device that will make a noise once a circuit is connected.
Battery	The power source that is used in a circuit.
Wire track	A metal track that is part of a circuit.
Wood	Material that comes from trees that will make the steady hand game.
Marking out gauge	A tool to help you accurately measure out your material.
Try square	A tool to help you accurately draw a straight line on a material
Tenon saw	A tool to cut wood in a straight line.
Coping saw	A tool to cut material in a curved and straight line.
Drill	A hand or electric tool to cut a hole in a material, eg wood.

What Skills	
Soldering	Process used to attach electronic components
Sawing	Cutting wood using saw
Measuring	I way of making a product the correct size
Designing	Creating a drawn out idea
Marking Out	Accurately marking the correct position for a part of a product.
Assembly	Putting all the elements of a product together.
Drilling	Creating a hole in a material using a hand or electronic drill.





Circuit

What are we learning? (Knowledge)

How to accurately mark out and manufacture a halving joint.

Effective use of the workshop hand tools to mark out, cut and finish

Why are we learning this? (Goal/purpose)

To improve the accuracy and precision of our practical work.

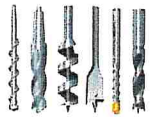
PROJECT BRIEF

To design and manufacture a 'tidy' to store desktop items of your choice.
It must made from a softwood and must contain a cross halving joint.

HAP TASKS: ***Students must use the fret saw to add complex additional design items to their practical work.***

Key Term	Meaning
Dimensioning	To measure the of size of something: a measurement of something in one or more directions such as length, width, or height.
Accuracy	the ability to be precise and avoid errors.
Millimetre	There are 10 millimetres in a centimetre
Adhesive	a substance used to stick things together
Softwoods	Softwoods come from **coniferous** trees which are evergreen, needle-leaved, cone-bearing trees, such as cedar, fir and pine.
Hardwood	Hardwoods come from broad-leaved, **deciduous** trees. The main hardwood timbers are ash, beech, birch, cherry, elm, mahogany, oak and teak.
Sand paper Glass paper	sheets of paper or cloth with abrasive material glued to one face. Neither glass or sand are actually used anymore, the abrasive is usually aluminium oxide.
Waste	material which has been used and or is no longer wanted or needed

Cross halving joints are probably the most simple of joints to mark out and cut. They are used whenever it is necessary to join two pieces of wood that cross over each other. Sometimes these joints can be seen on the strengthening rails of tables and chairs.



A **Pillar drill** is used to cut holes into or through metal, wood, or other materials. Pillar drills use a drilling tool called a **drill bit** that has cutting edges at its point and is held in the **drill chuck**.

A **Tennon saw** has hard pointed teeth and creates a fine finish so is ideal for carpentry as it makes a straight, precise cut.

A **Marking gauge** is used in woodworking and metalworking to mark out lines for cutting or waste removal. The purpose of the gauge is to scratch a line parallel to an edge or surface.

A **Chisel** is a tool with a shaped cutting edge or blade on its end; used for carving or cutting a hard material such as wood, stone, or metal either by hand or struck with a mallet.

A **Try square** an implement used to check and mark right angles in constructional work.

English Year 7 Unit 1 | Victorian Life Knowledge Organiser

Characters	
Pip	The protagonist of Great Expectations. Pip has a powerful conscience, and he deeply wants to improve himself, both morally and socially.
Magwitch	Convict who becomes benefactor to Pip.
Estella	She is usually cold, cruel, and uninterested in him. As they grow up together, she repeatedly warns him that she has no heart.
Havisham	Vengeful woman who stays in her wedding dress after she was jilted before he wedding.
Joe	Loves Pip. Married to Pip's sister. Sympathetic character who suffers in silence. Had a tough upbringing which was resulted in no a poor education. Not interested in moving socially. Blacksmith by trade.
Mrs Joe	Pip's sister. Raised Pip 'by hand'. Hard woman who likes to be in control.
Oliver	Oliver Twist. Oliver is a young, good-hearted, and kind--but often mistreated--orphan who is raised in a workhouse
Fagin	A villain. Described as mean and sinister, he takes homeless boys, such as Oliver, and turns them into pickpockets.
Bill Sykes	A very strong and stout man that often works with Fagin on various criminal endeavours. He has a reputation around town as being a very violent man.

Themes and Context
Dickens encourages us to consider **inequality** through the **exploration of the social class system.**
The unit explores the **question of social justice and how our social class effects our world.**
The unit explores the **effect that money has** on individuals.
We consider **Victorian childhood,** particularly **education and opportunity.**
The unit considers the treatment of **criminals** in Victorian society, physically and socially.

Important Vocabulary

Bildungsroman	A story dealing with a person's early years and spiritual education	**Protagonist**	The leading character
Naïve	Showing a lack of wisdom, experience or judgement	**Dialogue**	A conversation between two or more people
Maturity	A state of being grown up and no longer a child	**Narration**	The telling of a story
Social Class	A division of society based on social and financial status	**Dialect**	Language that is specific to a particular region
Poverty	Not having enough income or possessions for your needs	**Setting**	The place and time in which a story takes place
Self discovery	Learning more about your own character and personality	**Theme**	An idea that recurs in literature
Criminal	A person who breaks the law	**Benefactor**	A person who gives money or help to a person or cause

Literary Terms / Devices	
Characterisation	The way that a character is built through description and actions
Voice	The point of view through which we hear a story
Subordinate clause	Part of a sentence that is dependent on other clauses to make sense
Adverbial phrase	A group of words that function as an adverb in a sentence
Simile	A figure of speech comparing two things using 'like' or 'as'
Metaphor	A figure of speech where two objects are compared in a non-literal way

Cabot Learning Federation

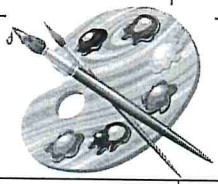
Languages and me! Year 7 French
Unit 1 - vocab. list

Ça va?	**How are you?**
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's your name?
Je m'appelle	My name is
Comment ça s'écrit?	How is it spelt?
Ça s'écrit...	It's spelt...
Oui, ça va bien, merci	Yes, it's going well thanks.
Comme ci, comme ça	So so
Pas mal	Not bad
Non, ça ne va pas	No, it's not going well.
Au revoir	Goodbye
Salut	Bye
À bientôt	See you soon
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai ....ans	I'm.....years old
Quelle est la date de ton anniversaire?	What is the date of your birthday?
Mon anniversaire est le...	My birthday is the....

Look up numbers, days and months in your planners or classrooms.

Qu'est ce qu'il y a dans ton sac/ta trousse?	**What's in your bag/your pencil case?**
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a....	There is...
Il n'y a pas de...	There is not...
Il manque de...	It lacks...
J'ai...	I have
Je n'ai pas de...	I don't have
Un cahier	An exercise book
Un livre	A book
Un sac	A bag
Un stylo/Un bic	A pen /A biro
Un crayon	A pencil
Un portable	A mobile phone
Un iPhone	An iPhone
Un taille-crayon	A sharpener
Un bâton de colle	A gluestick
Un carnet de texte	A planner
Une gomme	A rubber
Une tablette	A tablet
Une règle	A ruler
Une trousse	A pencil case
Une calculatrice	A calculator
Des feutres	Some felt tips
Des ciseaux	Some scissors

C'est de quelle couleur?	**What colour is it?**
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured



Connectives	**Connectives**
Mais	But
Pourtant	However
Aussi	Also
En plus	Furthermore
Parce que/car	Because
Et	And

Languages and me! Year 7 French Unit 1 Knowledge Organiser

My belongings – Cognates, Gender; masculine and feminine nouns. Plurals. Use of 'avoir'.

Cabot Learning Federation

A **noun** is an object, place or thing.
In French, all nouns are either **masculine (masc)** e.g. ***un*** stylo or **feminine (fem)** e.g. ***une*** gomme.
If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les

An **adjective** describes a noun e.g. a **green** bag.
In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
If the noun is feminine the adjective has to agree (e.g une gomme verte**)**
If the noun is plural we also add an '**s**' to make it agree (e.g. deux gomme**s** verte**s)**

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	**blanche**	**blancs**	blanches

Usually words that end with the letter 'e' or 'ion' are feminine
e.g. **une** trousse**, une** animat**ion.**
Most plurals end with the letter 's' like in English
e.g. **deux** gommes
Some form their plural with an 'x'
e.g. **un** jeu, **deux** jeu**x**

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	**Avoir** – to have
je (I)	**J'ai** – I have
tu (you)	**tu as** – You have
il (he), **elle** (she), **on** (we)	**il a / elle a / on a** - He has/she has/we have
nous (we)	**nous avons** – we have
vous (you) (pl)	**vous avez** – you have (pl)
ils/elles (they)	**ils ont / elles ont** – they have

Je n'ai pas de...= I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo