



WOOTTON PARK

*'Ipsam quod faciendum est diutius'*

# Knowledge Maps

Term 3

7C

## Unit 5 - Key skills:

### Worked example

a Estimate the answer to  $249 \times 6$  by rounding to the nearest 100.  
Estimate:  $249 \times 6 = 200 \times 6 = 1200$

b Work out the exact answer.

	200	40	9
6	1200	240	54

Split the larger number into hundreds, tens and units.  
Write them along the top of a grid.  
Write 6 at the side of the grid.  
Multiply each part separately and write the answer in each space.

$$\begin{array}{r} 1200 \\ 240 \\ + 54 \\ \hline 1494 \end{array}$$

Add the three parts together.

Check: 1494 is reasonably close to 1200

Check your answer against the estimate.

### Worked example

Work out  $648 \div 4$

$$\begin{array}{r} 1 \dots\dots \\ 4 \overline{)6248} \end{array}$$

Look at the digits in 648, starting on the left.  
4 goes into 6 once, so write a 1 in the hundreds column above.  
The difference between 6 and 4 is 2, so write these 2 hundreds in the tens column, to make 24 tens.

$$\begin{array}{r} 16 \dots \\ 4 \overline{)6248} \end{array}$$

4 goes into 24 exactly 6 times, so write a 6 in the tens column above.

$$\begin{array}{r} 162 \\ 4 \overline{)6248} \end{array}$$

4 goes into 8 exactly twice, so write a 2 in the units column above.

#### Key point

A **factor** is a whole number that will divide exactly into another number.  
A **factor pair** is two numbers that multiply together to make a number.

#### Key point

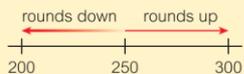
Multiplication can be done in any order.

#### Key point

A **multiple** of a number is in that number's multiplication table.

#### Key point

For rounding to the nearest 100  
• 50 and above rounds up  
• 49 and below rounds down.



#### Key point

**Estimation** means making a good guess.  
Using **rounding** is a good way to estimate because it helps to check that your answer is sensible.

## Key Terms – Can you add the definitions (meanings)?

Multiple: \_\_\_\_\_

Prime: \_\_\_\_\_

Factor: \_\_\_\_\_

Estimate: \_\_\_\_\_

## Unit 5 - Test Your Understanding

a Write the first 10 multiples of 3.

b Which of these numbers are in the 3 times table?

12 13 15 21 25 27

Work out

a  $6 + 4 \times 2$

b  $6 \div 2 - 1$

c  $3 + 9 \div 3$

d  $21 \div 3 + 7$

e  $20 - 3 \times 4$

f  $12 - 4 \div 2$

g  $3 \times 5 - 10$

h  $20 \div 5 + 10$

Work out

a  $24 \div 6$

b  $45 \div 9$

c  $30 \div 6$

d  $81 \div 9$

e  $72 \div 8$

Copy and connect these numbers to the correct labels.

Factor of 8

Prime number

Multiple of 8

16

11

2

24

19

7

4

8

**Websites and further reading**

- Pearson Active Learn: <http://pearsonactivelearn.com>
- Maths Watch: <http://mathswatch.co.uk/>
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zqhs34j>
- Numeracy and Foundation level practice questions and answers: <https://corbettmaths.com/5-a-day/gcse1/>

**Unit 6 - Key Skills:**

**Key point**

**Height** measures how tall an object is.  
**Mass** measures how much something weighs.  
**Capacity** is the amount or volume that a container can hold.

**Key point**

When you can't read a measurement exactly, you **estimate** the amount.

**Worked example**

Work out  $75.9 + 56.3$

$$\begin{array}{r} 75.9 \\ + 56.3 \\ \hline \end{array}$$

Set out the numbers so that they are in columns. Make sure the columns are lined up, tens with tens, units with units, tenths with tenths. Line up the decimal points.

$$\begin{array}{r} 75.9 \\ + 56.3 \\ \hline 2 \\ \hline \end{array}$$

Start in the tenths column. Add the numbers together.  $9 + 3 = 12$ . Put the 2 below the tenths and carry the 1. Write the 1 underneath the units column.

$$\begin{array}{r} 75.9 \\ + 56.3 \\ \hline 132.2 \\ \hline \end{array}$$

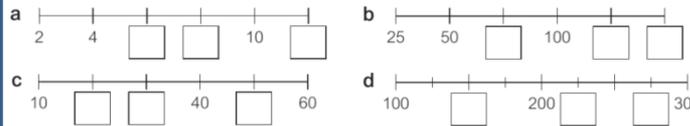
Repeat for each column. Put the decimal point in the answer.

**Key point**

- 1 kilometre (km) = 1000 metres (m)
- 1 metre (m) = 100 centimetres (cm)
- 1 centimetre (cm) = 10 millimetres (mm)

**Unit 6 - Test Your Understanding**

Fill in the missing numbers on these number lines.



Write these numbers in words.

- a 265
- b 2418
- c 8009
- d 7026
- e 24 638

Work out

- a  $6.1 \times 3$
- b  $4.4 \times 6$
- c  $8 \times 7.4$

Write the next three terms in these decimal number sequences.

- a 0.1, 0.3, 0.5, ..., ..., ...
- b 0.8m, 1.2m, 1.6m, ..., ..., ...
- c 2.3, 2.2, 2.1, ..., ..., ...
- d 1.9kg, 1.6kg, 1.3kg, ..., ..., ...

Work out

- a  $24.5 + 17.9$
- b  $23.8m + 18.7m$
- c  $34.8km + 26.4km$
- d  $8.4 + 26.9$
- e  $43.9 + 16$
- f  $125.9 + 63.8$

Write these decimals in order, smallest first.

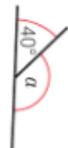
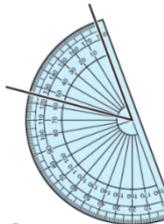
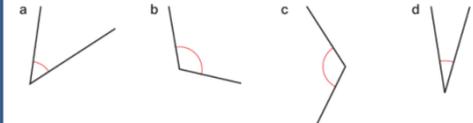
- 4.1, 4.3, 4.02, 4.49, 4.36, 4.58, 4.5

Draw lines of length

- a 7.5cm
- b 4.3cm

**Unit 7:**

Which of these angles are larger than a right angle?



Work out the size of the unknown angles.

What angles do these diagrams show?



Subject: English (Year 7)

Term: 3

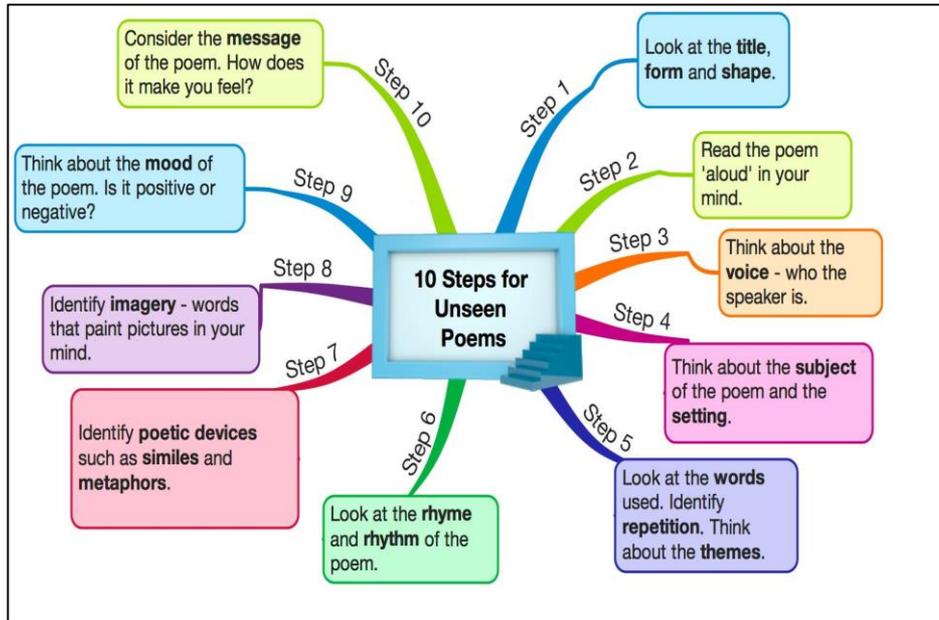
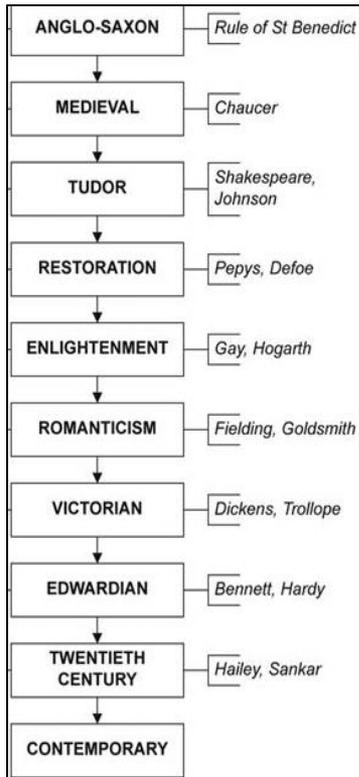
Topic: Analysing Poetry



WOOTTON PARK

*'Ipsium quod faciendum est diutius durat'*

## Poetry Through the Ages Timeline



## POETRY TERMS

- Line-** A single line in a poem.
- Stanza-** The "paragraph" in a poem.
- Rhyme-** When the ending words sound alike
- Alliteration-** repetition of the same beginning sound  
"seven snakes slither south of Sacramento"
- Repetition-** I'm digging for diamonds.  
I'm digging for gold.  
I'm digging for rubies.
- Meter (rhythm)-** The beat of a poem (Sounds like a song).
- Sensory details (imagery)-** describing using the five senses.
- Verse-** A line of metrical writing.
- Hyperbole-** An exaggeration
- Simile-** compares two things using words "like" or "as".  
"As sweet as honey" "As fast like a cheetah".
- Metaphor-** comparison saying one thing "IS" another  
"She is a mother hen" "He is the wind".
- Idiom-** phrase with hidden meaning.
- Personification-** giving human characteristics  
"the teapot sang", "the shadow danced"
- Acrostic Poems-** Poems that use words to elaborate on the topic of that word.

## Structuring your Analytical Paragraphs

- P:** Make your point
- E:** Use word/line from the poem to support your point
- A:** Name the poetic technique used and discuss the why the poet has used it
- C:** Has the poet been influenced by something happening at the time they were writing?
- E:** Conclude your point

## Revising Types of Poetry

<https://www.youngwriters.co.uk/glossary-poetry-types>

## How to Analyse Poetry

<https://www.bbc.co.uk/education/topics/zccxp39>

Subject: Science

Term: 3

Topic: Year 7 Matter, Electromagnets and Ecosystems

### Overview

In this term, you will learn about Matter in Chemistry, electromagnets in physics and ecosystems in biology.

To revise log into

<https://www.kerboodle.com/users/login> and look through the Activate 1 book.

BBC Bitesize:

<http://www.bbc.co.uk/education/subjects/zng4d2p>

### Topics Covered Chemistry – Matter, separating mixtures

- 5.2.1 Pure substances and mixtures
- 5.2.2 Solutions
- 5.2.3 Solubility
- 5.2.4 Filtration
- 5.2.5 Evaporation and distillation
- 5.2.6 Chromatography

### Matter: 5.2.1 Pure substances and mixtures

A **pure substance** contains one substance only, all the particles are the same.

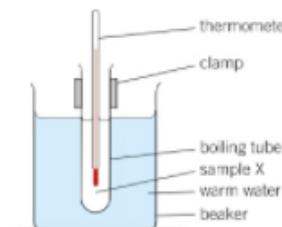
A **mixture** contains two or more substances which may be elements or compounds.

How can you identify a pure substance?

A pure substance has a fixed melting point and a fixed boiling point. You could heat up a liquid to see if it would boil at different temperatures.

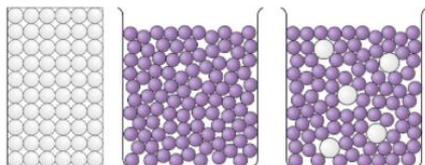


▲ A mixture of two elements, iron and sulfur.



### Matter: 5.2.2 Solutions

Catherine adds sugar to water, and stirs. The sugar **dissolves** in the water. Water is the **solvent**. Sugar is the **solute**. This makes a **solution**. When a substance dissolves into a solvent the solute surrounds itself with the solvent.



▲ Particles in solid sugar. ▲ Particles in liquid water. ▲ Particles in sugar solution.

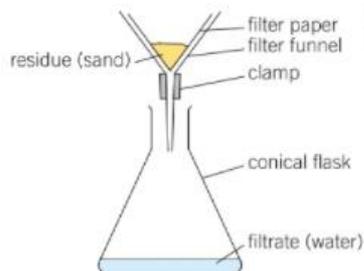
### Matter: 5.2.3 Solubility

If a substance can dissolve it is described as **soluble**, something that is **insoluble** will not dissolve.

When dissolving a something like sugar in a particular amount that would dissolve, when sugar can no longer be dissolved we describe it as a **saturated solution**.

### Matter: 5.2.4 Filtration

Filtration is a separation technique that is used to separate an insoluble solid from a liquid. For example, sand and water. If you pass sand and water through filter paper, the sand stays in the paper and the liquid passes through, the liquid that passes through the paper is called the **filtrate** and the sand is the **residue**.



◀ Apparatus for a filtration experiment.



▲ Sand filtration helps make water safe to drink.



▲ This is a LifeStraw. It contains hollow fibres. The fibres filter the water, removing bacteria and parasites.

Filtration can be used to separate coffee solution from coffee beans, or to separate oil from dirt or to separate water from gravel or sand.

Subject: Science

Term: 3

Topic: Year 7 Matter

**Topics Covered**

**Chemistry – Matter, particle model**

- 5.1.1 The particle model
- 5.1.2 States of matter
- 5.1.3 Melting and freezing
- 5.1.4 Boiling
- 5.1.5 More changes of state
- 5.1.6 Diffusion
- 5.1.7 Gas pressure
- 5.1.8 Inside particles

**Chemistry – Matter, separating mixtures**

- 5.2.1 Pure substances and mixtures
- 5.2.2 Solutions
- 5.2.3 Solubility
- 5.2.4 Filtration
- 5.2.5 Evaporation and distillation
- 5.2.6 Chromatography

**Matter: 5.1.7 Gas pressure**

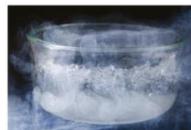
Gas pressure is related to the force per unit area.



Pressure can change with temperature, the higher the temperature the higher the pressure.  
The cooler the gas the lower the pressure.

**Matter: 5.1.4 Boiling**

When a liquid boils it changes state into a gas, the temperature at which this happens is called the **boiling point**.

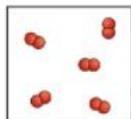


▲ The boiling point of nitrogen is -196 °C.

**Matter: 5.1.8 Inside Particles**

An **element** is a substance that cannot be broken down into other substances, for example copper.

An **atom** is the smallest particle of an element that can exist. Oxygen is different from copper. Its atoms are joined together in



▲ Oxygen molecules in oxygen gas. Each red sphere is one oxygen atom. Oxygen atoms are joined together in pairs, called molecules.

A **compound** is a substance that is made up of atoms of two or more elements, strongly joined together.

**Matter: 5.1.5 More changes of state**

**Evaporation** is where the particles in a liquid gain energy, spread out and form a gas to mix with air particles. Evaporation is useful to help you cool down, sweat on your skin takes heat energy from your body to evaporate therefore leaving you feel cooler.



**Condensation** is when water particles in the air touch and form water, changing from gas to liquid is called condensation.

**Matter: 5.2.1 Pure substances and mixtures**

A **pure substance** contains one substance only, all the particles are the same.

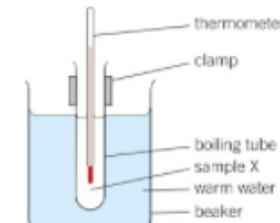
A **mixture** contains two or more substances which may be elements or compounds.

How can you identify a pure substance?

A pure substance has a fixed melting point and a fixed boiling point. You could heat up a liquid to see if it would boil at different temperatures.



▲ A mixture of two elements, iron and sulfur.

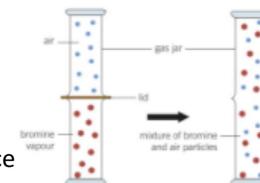


**Matter: 5.1.6 Diffusion**

Diffusion in chemistry is the same as in biology, it is the movement from an area of high concentration to low concentration.

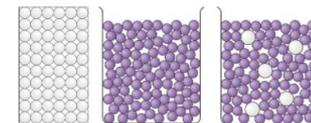
Diffusion can happen at different speeds depending on:

- Temperature
- Particle size
- The state of the diffusing substance



**Matter: 5.2.2 Solutions**

Catherine adds sugar to water, and stirs. The sugar **dissolves** in the water. Water is the **solvent**. Sugar is the **solute**. This makes a **solution**. When a substance dissolves into a solvent the solute surrounds itself with the solvent.



▲ Particles in solid sugar. ▲ Particles in liquid water. ▲ Particles in sugar solution.

**Matter: 5.2.3 Solubility**

If a substance can dissolve it is described as **soluble**, something that is **insoluble** will not dissolve.

When dissolving something like sugar in a particular amount that would dissolve, when sugar can no longer be dissolved we describe it as a **saturated solution**.

**Topics Covered****Chemistry – Matter, particle model**

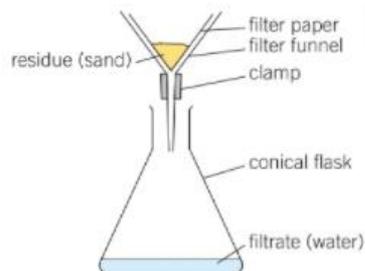
- 5.1.1 The particle model
- 5.1.2 States of matter
- 5.1.3 Melting and freezing
- 5.1.4 Boiling
- 5.1.5 More changes of state
- 5.1.6 Diffusion
- 5.1.7 Gas pressure
- 5.1.8 Inside particles

**Chemistry – Matter, separating mixtures**

- 5.2.1 Pure substances and mixtures
- 5.2.2 Solutions
- 5.2.3 Solubility
- 5.2.4 Filtration
- 5.2.5 Evaporation and distillation
- 5.2.6 Chromatography

**Matter: 5.2.4 Filtration**

Filtration is a separation technique that is used to separate an insoluble solid from a liquid. For example, sand and water. If you pass sand and water through filter paper, the sand stays in the paper and the liquid passes through, the liquid that passes through the paper is called the **filtrate** and the sand is the **residue**.



◀ Apparatus for a filtration experiment.



▲ Sand filtration helps make water safe to drink.



▲ This is a LifeStraw. It contains hollow fibres. The fibres filter the water, removing bacteria and parasites.

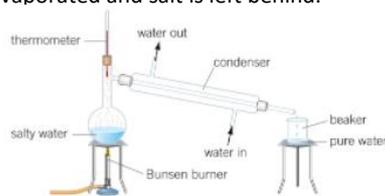
Filtration can be used to separate coffee solution from coffee beans, or to separate oil from dirt or to separate water from gravel or sand.

**Matter: 5.2.5 Evaporation and distillation**

Evaporation is used to make glue or to make crystals that can be used for medicines or to form salt crystals. **Distillation** is a separation technique that can separate a soluble solid from a liquid, for example salt and water. Salt and water have different boiling points so when we heat up salt water the water evaporated and salt is left behind.



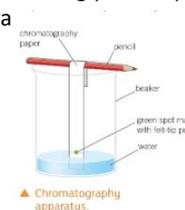
▲ Bolivia's salt desert.



▲ Removing the salt from salty water.

**Matter: 5.2.6 Chromatography**

**Chromatography** is another separation technique that can be used to separate the dyes. Dyes are used for things like colouring sweets or pen inks. It works by water being absorbed and moving up paper. A dye that is strongly attracted to the water than to the paper it travels further than a dye that is attracted more strongly to the paper than to the water so the dyes separate, to make a chromatogram. Chromatography can be used to show the pigments in spinach, or nutrients in foods.



▲ Chromatography apparatus.



▲ Chromatogram of ink from a green felt-tip pen.

**Topics Covered****Chemistry – 5 Matter, separating mixtures**

5.2.1 Pure substances and mixtures

5.2.2 Solutions

5.2.3 Solubility

5.2.4 Filtration

5.2.5 Evaporation and distillation

5.2.6 Chromatography

**Physics – Electromagnets, potential difference**

2.1.1 Potential Difference

2.1.2 Resistance

2.1.3 Series and Parallel Circuits

**Electromagnets: 2.1.1 Potential Difference**

**Potential difference** (p.d.) is a push in a **cell** or **battery** that makes a charge move. It can tell us about:

- The size of force on the charges
- The energy transferred by the cell to the charges
- The energy transferred by the charges to the components in the circuit

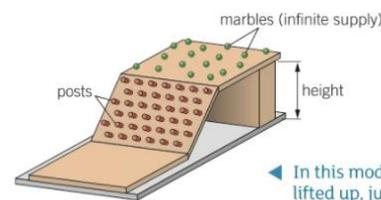
To measure p.d. you use a **voltmeter**, and it is measured in **volts**.

**Electromagnets: 2.1.2 Resistance**

**Resistance** tell you how easy or difficult it is for charge to pass through a component, it is measured in **ohms ( $\Omega$ )**.

We can calculate it using;

$$\text{Current (A)} = \frac{\text{potential difference (V)}}{\text{resistance (\Omega)}}$$



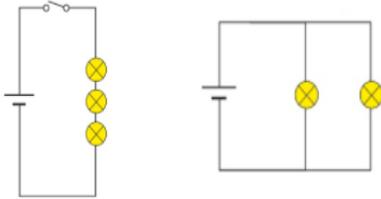
◀ In this model the marbles are lifted up, just like a battery provides a potential difference.

Good **electrical conductors** have a low resistance.  
Good **electrical insulators** have a high resistance.

**Electromagnets: 2.1.3 Series and parallel circuits**

**Series circuits** lights are connected in **series**, they are in one loop with the switch and battery.

**Parallel circuits** are when there is more than one loop.



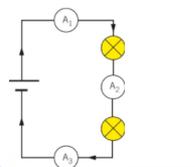
P.d. in a series circuit will be split across each component in the circuit.

P.d. in a parallel circuit will be the same across each component in the circuit.

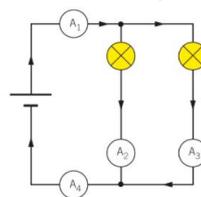
**Electromagnets: 2.2.1 Current**

**Current** is the amount of charge flowing per second. **Charge** means charged particles, in the case of electricity they are negative charges called **electrons**. Current is measured in amperes (A) or amps, with an **ammeter**.

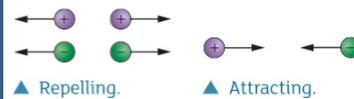
In a series circuit the current is the same everywhere in the circuit.



In a parallel circuit the current would be split between the loops.

**Electromagnets: 2.2.2 Charging Up**

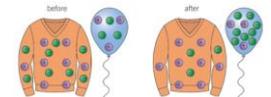
There are two types of **electric charge**, positive (+) and negative (-) charge. Charged particles can **attract** or **repel**, this is called an **electrostatic force**.



Atoms are made of three types of even smaller particles:

- Protons = positive charge
- Electrons = negative charge
- Neutrons = no charge

When you rub a balloon on your jumper, some electrons are transferred from the jumper to the balloon. The balloon is **charged up**. It now has more electrons than protons, so it is **negatively charged**. Your jumper is **positively charged**.



## 8.1 Movement

8.1.1 Levels of organisation

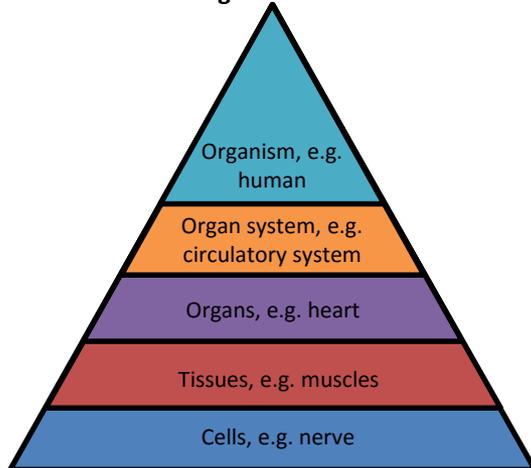
8.1.2 The skeleton

8.1.3 Movement: Joints

8.1.4 Movement: Muscles

**Summary and Question Session**

### 8.1.1 Levels of organisation

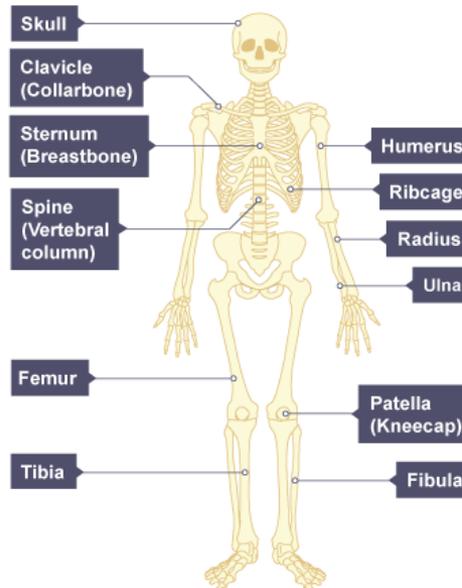


An organism that is made up of many **cells** is called a **multi-cellular** organism.

### 8.1.2 The skeleton

A skeleton is made up of bones. We have a skeleton for 4 main reasons:

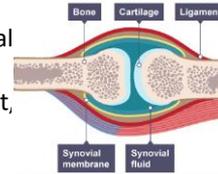
- Support the body
- Protect vital organs
- Help the body move
- Make blood cells in the soft centre called the **bone marrow**



### 8.1.3 Movement: Joints

A joint occurs where two or more bones join together and they allow you to move. There are 3 types of joint:

- **Hinge joint** – for movement backwards and forwards, e.g. knee
- **Ball-and-socket joint** – for movement in all directions, e.g. shoulder
- **Fixed joints** – do not allow any movement, e.g. skull



### 8.1.4 Movement: Muscles

Muscles are attached to bones by **tendons**.

At each joint a pair of muscles work together to cause movement these are known as **antagonistic muscle pairs**



To bend the arm:

- The biceps muscle (on the front of the upper arm) contracts
- The triceps muscle (on the back of the upper arm) relaxes

To straighten the arm:

- The biceps muscle relaxes
- The triceps muscle contracts

**Key Content 1** – ¿Qué estudias? (What do you study?)**Task 1:**

Match the English and Spanish for...

- |               |                     |
|---------------|---------------------|
| 1. French     | a. Música           |
| 2. Spanish    | b. Dibujo           |
| 3. English    | c. Educación Física |
| 4. ICT        | d. Tecnología       |
| 5. DT         | e. Matemáticas      |
| 6. Maths      | f. Ciencias         |
| 7. Science    | g. Religión         |
| 8. Drama      | h. Historia         |
| 9. PE         | i. Geografía        |
| 10. Art       | j. Inglés           |
| 11. RE        | k. Español          |
| 12. History   | l. Francés          |
| 13. Geography | m. Informática      |
| 14. Music     | n. Teatro           |

To study

I study

You (s) study

He/She study

We study

You (pl) study

They study

*estudias // estudia //  
estudiar // estudiamos //  
estudio // estudian //  
estudiáis*

**Key Content 3** – ¿Cómo es tu instituto? (What is your school like?)**Task 3:**

Fill in the descriptions of schools with the missing words and then translate them to English...

- 1  En mi insti hay un patio.  
\_\_\_\_\_ patio es grande.
- 2  En mi insti hay una piscina.  
\_\_\_\_\_ piscina es pequeña.
- 3  En mi insti hay \_\_\_\_\_.  
\_\_\_\_\_ es antigua.
- 4  En \_\_\_\_\_, \_\_\_\_\_ son modernos.

Use p. 70/71 of Viva 1 and Pearson ActiveLearn to practise vocab!

**Una gimnasia**  
**El**  
**Mi insti hay laboratorios**  
**La**  
**La gimnasia**  
**Los laboratorios**

**Key Content 2** – ¿Qué piensas de tu colegio? (What do you think about your school?)**Task 2:**

Complete the sentences with a sensible adjective...

- No me gusta nada el inglés porque es \_\_\_\_\_.
- Me encantan las matemáticas porque son \_\_\_\_\_.
- Me gusta mucho la informática porque es \_\_\_\_\_.
- Me gusta el español porque la profesora es \_\_\_\_\_.
- El profesor de religión es \_\_\_\_\_.
- En mi instituto la piscina es \_\_\_\_\_.
- El comedor es \_\_\_\_\_.
- Los laboratorios son \_\_\_\_\_.

- Interesantes
- Fácil
- Aburrido
- Severo
- Simpática
- Moderno
- Moderna
- Modernos

**Key Content 4** – ¿Qué haces durante el recreo? (What do you do during break?)

- J \_\_\_\_\_ al fútbol
- H \_\_\_\_\_ con mis amigos
- C \_\_\_\_\_ un bocadillo
- U \_\_\_\_\_ mi móvil
- B \_\_\_\_\_ una limonada
- H \_\_\_\_\_ mis deberes
- L \_\_\_\_\_ libros
- E \_\_\_\_\_ música

**Task 4:**

Fill in a present tense verb with 'l', starting with the letter provided to make sentences about what you might do at break.

¿Cómo es tu insti? What's your school like?	
Es...	It's...
antiguo/a	old
bonito/a	nice
bueno/a	good
feo/a	ugly
	grande
	horrible
	moderno/a
	pequeño/a
	big
	horrible
	modern
	small

¿Qué haces durante el recreo? What do you do during break?	
Como...	I eat...
un bocadillo	a sandwich
unos caramelos	some sweets
chicle	chewing gum
una chocolatina	a chocolate bar
fruta	fruit
unas patatas fritas	some crisps
	Bebo...
	agua
	un refresco
	un zumo
	Leo mis SMS.
	Escribo SMS.
	Nunca hago los deberes.
	I drink...
	water
	a fizzy drink
	a juice
	I read my text messages.
	I write text messages.
	I never do homework.

Expresiones de tiempo Time expressions	
normalmente	normally
a veces	sometimes
	primero
	luego
	first
	then

Palabras muy frecuentes High-frequency words	
algo	something
donde	where
hay	there is/there are
o	or
pero	but
	¿Por qué?
	porque
	también
	tampoco
	y
	Why?
	because
	also, too
	nor/neither
	and

## Year 7 – Key Vocab – Term 3



## ¿Qué estudias? What do you study?

Estudio...	I study...	informática	ICT
ciencias	science	inglés	English
dibujo	art	matemáticas	maths
educación física	PE	música	music
español	Spanish	religión	RE
francés	French	teatro	drama
geografía	geography	tecnología	technology
historia	history		

## ¿Cuál es tu día favorito? What is your favourite day?

Mi día favorito es el lunes/ el martes.	My favourite day is Monday/Tuesday.	Porque...	Because...
Los lunes/martes estudio...	On Mondays/Tuesdays I study...	por la mañana	in the morning
		por la tarde	in the afternoon
		estudiamos	we study
¿Por qué?	Why?	no estudio	I don't study

## Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?	aburrido/a	boring
Sí, me gusta (mucho) el dibujo.	Yes, I like art (a lot).	difícil	difficult
		divertido/a	funny
No, no me gusta (nada) el dibujo.	No, I don't like art (at all).	fácil	easy
		importante	important
¿Te gustan las ciencias?	Do you like science?	interesante	interesting
Sí, me encantan las ciencias.	Yes, I love science.	práctico/a	practical
		útil	useful

## Los profesores Teachers

El profesor/La profesora es...	The teacher is...	raro/a	odd
		severo/a	strict
paciente	patient		

## ¿Qué hay en tu insti? What is there in your school?

En mi insti hay...	In my school, there is...	una clase de informática	an ICT room
un campo de fútbol	a football field	una piscina	a swimming pool
un comedor	a dining hall	unos laboratorios	some laboratories
un gimnasio	a gymnasium	unas clases	some classrooms
un patio	a playground	No hay piscina.	There isn't a swimming pool.
una biblioteca	a library		

# Year 7 – Key Vocab – Term 3



**Key concept 1: Who was Jesus?**

**Jesus** came to teach people God's will for them, and to show them what life would be like in the Kingdom of God.

Jesus of Nazareth, **the Messiah (Christ)** for Christians, is important. He was born in a stable and his birth is celebrated at **Christmas**. He not only taught people about God, he showed them what God is like. However he was unpopular and disliked by those in power and he was sentenced to death. Jesus was put to death on the cross. This was call **crucifixion**, this is remember through the Christian celebration of Easter.

**Key concept 3: The resurrection of Jesus**

The **resurrection of Jesus** or **resurrection of Christ** is the Christian religious belief that, after being put to **death**, **Jesus** rose again from the dead.

However some people believe that this could not be possible. It is thought that there are different theories on how Jesus was able to bring himself back from the dead. Theories include hallucination, the body was stolen and the Swoon Theory.

**Key concept 2: Key Teachings – Miracles and Parables**

The New Testament of the Bible records more than 30 **miracles** that **Jesus** performed during his ministry.

This included healing people of blindness, deafness, muteness and a variety of physical disabilities and afflictions, as well as other kinds of **miracles**, such as walking on water, calming a storm and raising people from the dead.



While **Jesus** was with his disciples and went around teaching to all the crowds who came to hear him. He often spoke and told **parables**.

A **parable** isn't a true story, it's a story that **Jesus** made up to teach a lesson.

Jesus told many Parables the most famous being the Good Samaritan and the Lost Sheep.

Websites and further reading:

<http://www.bbc.co.uk/schools/gcsebitesize/rs/god/christianityrev3.shtml>

<http://www.primaryhomeworkhelp.co.uk/religion/christian.htm>

<http://www.about-jesus.org/miracles.htm>

<http://www.about-jesus.org/life-of-jesus.htm>



Key vocabulary to define and learn:

Christianity

Jesus

Parables

God

Christmas

Resurrection

Bible

Crucifixion

Swoon theory

Church

Disciples

Messiah

Miracles

**Key concept 1: How did William take control after the Battle of Hastings?**

**Harrying the North**

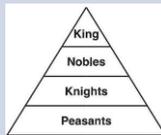
**Feudal System**

**Domesday Book**

Edgar the Atherling raised a rebellion against William. William beat him and in return burned all the villages and crops – people began to die of starvation



William couldn't keep control by himself so he kept control by lending land to people he trusted. In return they gave loyalty and taxes to William.



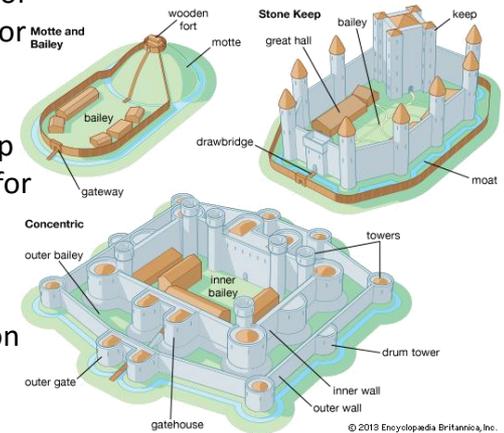
William wanted to know more about the country he had taken over so he ordered a census. With the information he could decide how much money he could gather



**Key concept 2: Medieval Castles**

**Types of Castles**

1. Motte and Bailey: Quick to build. Motte = a wooden fort on top of a hill, Bailey = protected area for soldiers and supplies
2. Stone Keep: Introduces stone against fire attacks, strong keep for lasting out a siege, towers for high view points.
3. Concentric: at least 2 layers of stone curtain walls with drum towers for maximum protection against trebuchets.



**Attack Methods**

- Siege: surround the castle and starve the defenders out
- Battering Ram: to knock down the large gates
- Trebuchet: to knock down stone walls
- Mining: to topple towers and set underground fires
- Belfry (Siege tower and ladders): to scale the walls and get soldiers inside the castle

**Defensive Features**

- Moat: to stop attackers reaching the walls
- High stone walls: to stop fire attacks
- Murder holes: to drop hot tar onto attackers
- Drawbridge and Portcullis: to cut off entry to the castle

**Websites and further reading:**

- <https://www.dkfindout.com/uk/history/castles/>
- [https://www.exploring-castles.com/castle designs/medieval castle defence/](https://www.exploring-castles.com/castle%20designs/medieval%20castle%20defence/)
- <https://www.bbc.co.uk/education/guides/zsjnb9q/revision/6>

**Key vocabulary to define and learn:**

Harrying

Feudal  
Census

Medieval  
Attack  
Rebellion

Defence

Siege  
Trebuchet

Portcullis  
Motte and Bailey

Belfry

Taxes

**Key terms:**

**Settlement:** where someone chooses to live. This can be as large as a city or as small as one house.

**Site:** the location of a settlement.

**Urban:** a built up area like a city

**Rural:** the countryside area like a farm.



**CBD:** Central Business District where all the shops and offices are in a town or city.

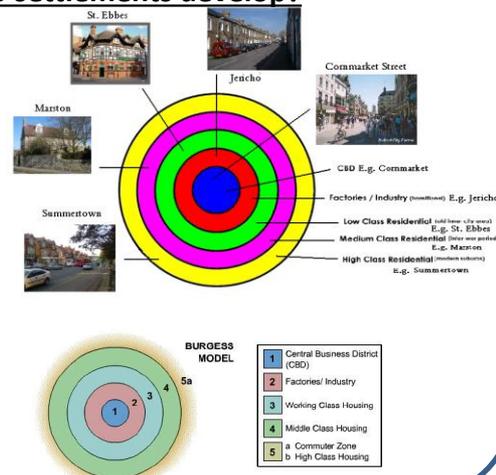
**Inner City:** The area where old factories once were and terraced housing.

**Suburbs:** The outskirts ( edge) of the town or city.

**Rural – Urban Fringe:** The area where the town or city meets the countryside boundary.

**Key question: How do settlements develop?**

Settlements change and adapt as the need for new resources and technology develops. Most settlements follow a simple model called the **Burgess model** which builds outwards from the centre of the town or city.



**Key question: How has Northampton developed?**

Northampton has developed and changed a great deal throughout history. In 1084 a Norman castle was built by Simon De Senlis, today this very site is home to a newly redeveloped and upgraded train station that welcomes visitors to the town.

Northampton is also famous for shoe making which has spanned over 900 years. In 1841 there were 1,821 shoemakers in the town. Now we look at how we can develop Northampton further through the Northampton Alive scheme.



**Websites and further reading:**

[http://www.bbc.co.uk/bitesize/ks3/geography/spaces/settlement\\_urban/revision/2/](http://www.bbc.co.uk/bitesize/ks3/geography/spaces/settlement_urban/revision/2/)

<http://www.northamptonez.co.uk/alive/>

[http://www.bbc.co.uk/schools/gcsebitesize/geography/urban\\_environments/urban\\_models\\_medcs\\_rev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urban_models_medcs_rev1.shtml)

<https://www.s-cool.co.uk/a-level/geography/urban-profiles/revise-it/models-from-burgess-and-hoyt>



**Key vocabulary to define and learn:**



Settlement

Site

Urban

Rural

CBD

Inner City

Suburbs

Rural-Urban Fringe

Burgess model

Regeneration

Redevelopment

Derelict

Transport

Traffic



**Key question 1 : Who is Sarah Graham?**

- Sarah Graham is a British artist who mostly works with oil paints on canvas in a photo realistic style.
- Her subject matter is still life objects. These show case her love of colour.
- She paints objects that make people happy. Her aim is to bring joy to her viewers.
- This work will inspire your textiles project this term. Key links will be in the textural elements and vibrant colours.

**Key question 3: What is Weaving?**

- Weaving is the interlacing (crossing) of two or more yarns/ threads to create a fabric.
- In your lessons this term you will be learning about the textiles industry in Britain.
- You will create your own loom and learn a variety of weaving techniques to create your own fabric.

**Websites and further reading:**

BBC Bitesize:

<http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/mediaandtechniques7.shtml>

Pinterest:

Search "weaving on cardboard loom" and "fabric collage"

Youtube:

Tie Dye Techniques

<https://www.youtube.com/watch?v=qSse255eVU0>

Weaving Techniques

<https://www.youtube.com/watch?v=5uI2PjhNdnQ>

Artist Research: Sarah Graham

<http://sarahgraham.info/gallery/>

**Key question 2 : What is Fabric Collage and Tie****Dye?**

Fabric Collage is the use of different fabrics to construct an image. This technique will form the base of our project this term.



Tie Dye a process used to add colour and pattern to fabric there are multiple methods used to do this.

**Key vocabulary to define and learn**

Tie Dye	Loom	Photo Realism	Fabric Manipulation
Composition		Yarn/Thread	
Embroidery	Weaving		Dye (Saturation)

**Design Challenge:**

Can you design your own weaving pattern using your mathematical skills to create a simple image? Templates will be available. Winning design will be displayed in the art class room. All entries due in the last week of term.