



# Stafford Manor High School

## **Year 7 Autumn Term 1**

### **Core Knowledge**

-  Art
-  Digital Communications
-  Design Technology
-  English
-  French
-  Geography
-  History
-  Maths
-  Music
-  PE
-  RE
-  Science
-  Textiles

# YR7 Art Autumn Core

## Y7 Art Autumn term – Formal Elements – What I need to know to succeed.

### Formal Elements

Line, Tone, Colour, Shape, Texture and Form.

**Line** – Line creates the whole image. Use line creatively to construct tone, texture and shape.

**Tone** – Light to dark/dark to light. Use lighting to create shadow to make a 3D shape which creates tone.

**Colour** – Create the mood of the image with using colour. Happy colours are bright, dull colours create mood.

**Shape** – Create shape using line and tone. Do this efficiently and this will create a whole image.

**Texture** – Something you look at that creates the appearance of being able to touch it.

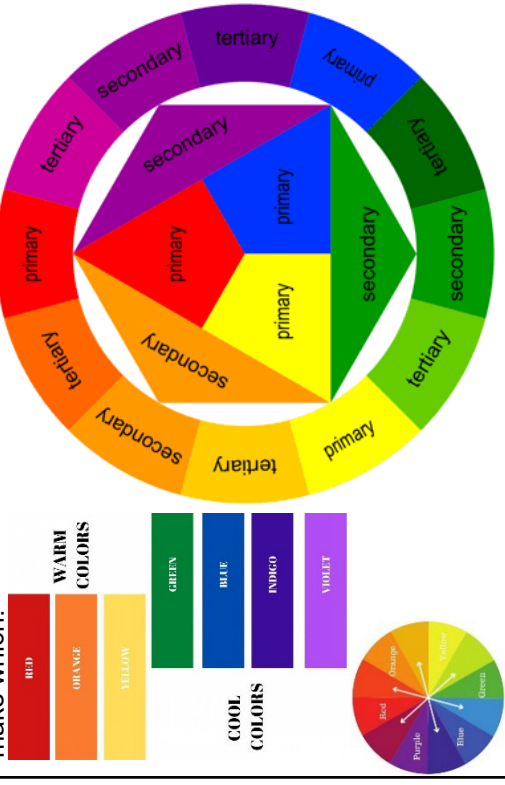
**Form** - Use tone and shape correctly to create form. This will make your image look 3D.



### Colour Theory

You can make all other colours from the 3 Primary colours. Red, Yellow and Blue.

- 2 primary colours mix a secondary colour.
- You can use the colour wheel to see warm and cool colours, complimentary colours and tertiary colours.
- You can use the colour wheel to help figure out which colours make which.



### Keywords in YR7

Colour, line, shape, form, pattern, texture, scale, proportion, tone, vivid, saturation, presentation of work, symmetry, viewfinder, composition, mark making, cross-hatching, primary, secondary, tertiary and complimentary colours, blending, cool and warm colours, collage, art movement, materials and media, contemporary, depth, focal point, oil pastels, watercolour, sketching pencils, pencil crayons, typography.

### Artist Analysis

We write and learn about artists so we can better understand the world of art and learn from what others have done.

**Presentation is important.** How we present work can demonstrate understanding of the art work. We present our analysis in a way that is appropriate / inspired by the artists work. We can do this by using similar colours, using similar textures, using a font that reflects the look of the work.

**To create a successful artist research page, you must include:**

A title which is the artists name.

Images of the artists work.

A copy of the artists work which is called an artist recreation.  
Information about the artist.

A background that links with the artist.





### 1. Passwords

Use a combination of capitals, lower case, numbers and symbols for your passwords.

Never share your passwords with anyone.

Use different passwords for different accounts.

### 2. Organising Work

**File extensions:** a string of characters at the end of a filename, that indicate what type of file

Common file extensions are:  
.jpeg (image)  
.gif (image)  
.docx (MS Word)  
.pptx (MS Powerpoint)

Filenames should always clearly identify what is in the file.

Folders should be used to organise your files.

### 3. Respectful Communication

Feedback that you give to others should be; specific, relevant and good-natured.

**Email:** messages delivered electronically through a network

### 4. Presenting to an Audience

**Audience:** The type of person that you are aiming to present to (e.g. children at primary school)

**Cyberbullying:** the use of electronic communication to bully another person.

You can report online abuse using the CEOP website.

### 5. Who are you Talking to?

Your social media accounts should be set to 'friends only'

Never post your address, or personal details.

Verify that someone is who they say they are online by asking them in person next time you see them.

### Key Words

password, systems, rules, folders, Word, Powerpoint, Publisher, text, images, font, style, layout

### Key Hero Tip

Place your index fingers on the F and J keys – you'll notice a small notch there to help you line them up without looking.





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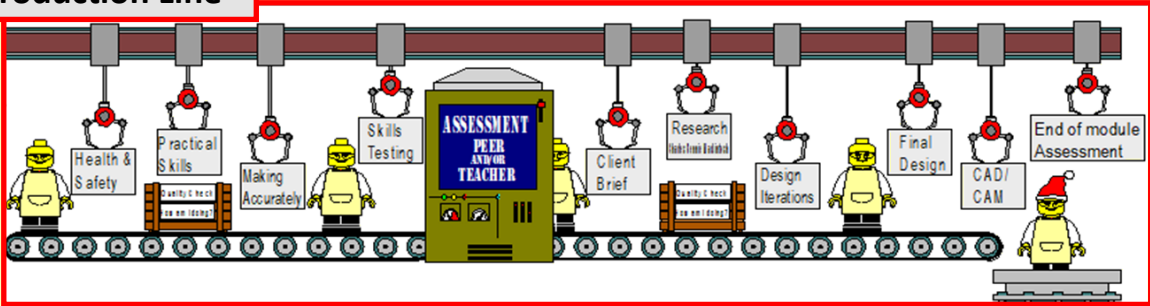


**Year 7  
Module 1**



By the end of this module you will have learned all of this awesome stuff!

**Production Line**



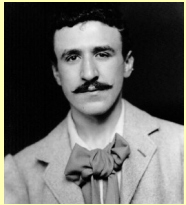
**Some Key Tier 3 words**  
Steel rule, Carpenters square, perpendicular, Tenon-saw, chisel, mallet, bench vice, coping saw, disc sander, pillar drill, hand vice, timbers, hard woods, softwoods, oak, ash, beech, pine, birch, spruce, polymers, thermosetting, thermoforming, acrylic, polythene, resin, polystyrene, urea formaldehyde

**How to work safely!**

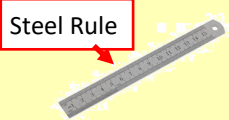
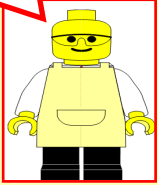
**Mr T's Golden Rules**  
Always follow the member of staffs instructions  
Only use tools or equipment you have been shown how to use  
Always behave in a safe and appropriate manner in the DT area



**About the work of "Charles Rene Mackintosh"**



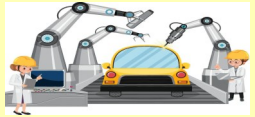
How to identify and use these tools!



**What is CAD/CAM ?**



The use of computers to design and make products



# English– Myths & Legends

What is **myth**? A myth should explain how or why something in the world exists. A myth contains non-human characters with superpowers. They usually tell of miraculous events and are rooted in religious beliefs.

What is a **legend**? A legend should explain something, or teach a moral lesson. A legend contains human characters with realistic human qualities. They have themes such as good and evil, magic, rich and poor.

Both myths and legends often contain a journey.

## Parts of speech

Noun - naming word

Verb - doing word

Adjective - describes a noun

Adverb - describes a verb

## Elements of a story

Setting - where and when it happens

Character - who is in the story

Dialogue - what the characters say

The protagonist is the main character in a story, usually a hero. The prefix 'pro' means for



The antagonist is the character that opposes the protagonist, usually a villain. The prefix 'ant' - means opposing or against.



## Story Mountain

### **Climax**

*This is when the problem reaches a high point!*



### **Rising Action**

*This includes the events leading up to the main problem or conflict.*

### **Falling Action**

*This is when the characters work to solve the problem or conflict.*

### **Background**

*This includes the introduction of characters and setting.*

### **Resolution**

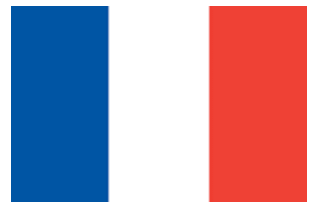
*This is how things end up in the story.*

An **allusion** is a brief or indirect reference to a person, place or thing. It does not describe in detail the person or thing which it is referring to. It is an expression designed to call something to mind without mentioning it explicitly.

For example

- 1) She is a regular Einstein
- 2) He is a right Scrooge

# French



Verbs; nouns; subject pronouns; adjectives

écouter	to listen, listening
écrire	to write, writing
lire	to read, reading
Parler	to speak, speaking
je	I
tu	you
il	he
elle	she
Il est	He is
Elle est	She is
amusant(e)	funny (m/f)
calme	calm, quiet
content(e)	glad, pleased (m/f)
intelligent(e)	intelligent (m/f)
malade	ill
méchant(e)	mean (m/f)
triste	sad
mais	but
ou	or
merci	thank you

The name of a verb is called an ***infinitive***.

An ***infinitive*** in French ends in er, OR re, OR ir

An ***infinitive*** in English starts with 'to'. The infinitive changes depending on who and when the verb happens



Verb ÊTRE [to be, being]	
je suis	I am
tu es	You are
Je suis anglais. → I am English. Tu es petit. → You are small.	

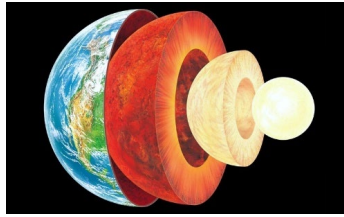
avoir	to have, having
j'ai	I have
il a	he has
elle a	she has
ce / c'	this, that
qui ?	who
un animal	an animal, a pet
une chambre	a bedroom
un chien	a dog
une chose	a thing
une idée	an idea
un portable	a mobile phone
une règle	a ruler
bon	good (m)
un	a / an (masculine nouns)
une	a / an (feminine nouns)

il	he, it
elle	she, it
un ami	a friend (m)
une amie	a friend (f)
un chanteur	a singer (m)
une chanteuse	a singer (f)
un professeur	a teacher (m)
une professeure	a teacher (f)
une femme	a woman
un homme	a man
drôle	funny
intéressant(e)	interesting (m/f)
sympa, sympathique	nice
vrai	true
faux	false

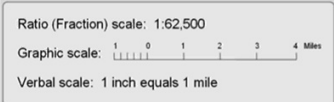
tu as	you have
un livre	a book
un ordinateur	a computer
un vélo	a bike, a bicycle
une voiture	a car
cher / chère	expensive (m/f)
moderne	modern
rapide	fast, quick
voici	here is
oui	yes
non	no
comment ça s'écrit ?	how do you spell it?

When an **adjective** describes a *feminine* noun, the **adjective's spelling** and sometimes its *sound* change.

The most common change is an 'e' on the end of the adjective. (for adjectives not already ending in 'e'.)  
 Je suis petit → I am short (m).  
 Je suis petite → I am short (f).



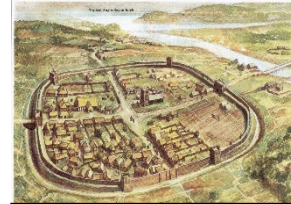
**GEOGRAPHY CORE KNOWLEDGE**  
**Y7 – Passport to Geography**

<b>1. What are the seven continents?</b>	
Africa, Asia, Antarctica, Australia, Europe, North America, South America	
<b>2. What are the five oceans?</b>	
Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean	
<b>3. What are three types of geography?</b>	
Environmental, human and physical	
<b>4. Identify the different types of maps.</b>	
Political map, Choropleth map, Relief Map	
<b>5. How do you determine distance on a map?</b>	
<p>Use of a scale</p> 	The use of paper or string to measure curved lines.
<b>6. Name the four cardinal and ordinal points of a compass.</b>	
North, East, South, West, Northeast, Southeast, Southwest, Northwest	
<b>7. How do you determine location on an OS Map?</b>	
Four figure grid reference and six figure grid references	
<b>8. Describe the importance of map symbols.</b>	
Map title, symbols for roads, lakes, ponds, rivers, parks, information centres, public phone boxes, caravan parks etc.	
<b>9. How is the relief of the land shown on a map?</b>	
Contour lines, gradient, flat, steep, height above sea level, spot height,	



**1. What was Anglo-Saxon England like?**

- England had a population of two million
- Most people worked the land as farmers.
- Some towns were wealthy with craftsmen making cloth, metal goods, pottery and luxury items.
- Saxon kings built burhs – fortified towns.
- England had become a single kingdom by the end of the tenth century.
- The king owned most of the land in England.
- The king in the 1060s was Edward the Confessor.
- The king made sure that all coins were produced in the royal mints.
- Powerful earls owned huge areas of land across England.
- Six Earls advised the king and kept the country under control.
- The Saxons did fight using cavalry – they fought on foot.
- England was a Christian country.
- Saxons built small wooden churches, but many worshipped around stone crosses.



**An example of a burh**

**2. 1066**

- Edward the Confessor died on 5 January 1066 with no heir to the throne.
- Harold Godwinson, Earl of Wessex, became King of England on 6 January 1066.
- William, Duke of Normandy, claimed the throne of England.
- Harald Hardrada, King of Norway, claimed the throne of England.
- 25 September 1066 – King Harold defeated Harald Hardrada's army at the Battle of Stamford Bridge.
- The Battle of Stamford Bridge took place outside York, in the north of England.
- The Normans invaded England on 28 September 1066.
- The Norman and Saxon army fought the Battle of Hastings on 14 October 1066.
- The Normans won the Battle of Hastings.
- William the Conqueror became King of England on Christmas Day 1066.

**3. Rebellions, 1067 - 71**

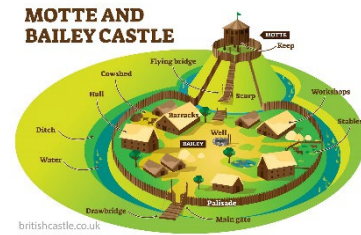
- Many important English families had been forced to give up their lands.
- Gytha, Harold's mother, started a rebellion in Exeter.
- The Normans besieged Exeter for 18 days before surrendering.
- William promised that Exeter would not be destroyed.
- William had trusted two northern earls, Edwin and Morcar, to look after the north.
- The earls joined forces with invading Danes.
- In 1070 – 71, the Normans carried out the Harrying of the North.
- In 1071, a final rebellion took place in East Anglia, it was led by Hereward the Wake.



**The Harrying of the North**

#### 4. Castles

- Castles were built all over England.
- Castles were built at river crossings or in large towns.
- Some Norman castles were built in stone e.g. Tower of London
- Most Norman castles were made from timber.
- The most common castle design was motte and bailey.
- Motte = man-made hill.
- Tower = placed on top of the motte.
- Palisade = tall fence surrounding the tower and bailey.
- Gatehouse = only entry to the bailey.
- Bailey = enclosure at the base of the motte.



#### 5. Keeping control of England

##### Land

- After William was crowned, he allowed some Saxons to keep their land.
- After 1071, William granted nearly all the land in England to his Norman followers.
- Norman lords forced Saxons to build castles.
- Norman lords increased rents.
- Norman lords stopped Saxons fishing in the rivers or collecting firewood in the forest.



##### Church

- William removed almost every English bishop and replaced them with Normans.
- Normans began building cathedrals, monasteries and parish churches in stone across England.
- The Archbishop of Canterbury put in place was a man called Lanfranc.
- The number of Saxon slaves had fallen greatly by 1087.

##### Towns, trade and tax

- The Conquest led to increased trade between England and Normandy.
- Southern towns, like London, grew as a result.
- There were large increases in taxes.

##### Laws

- William kept many Saxon laws, but introduced harsh new ones.
- The Murdrum Fine - if a Norman was murdered, the local English community had to pay a huge fine unless the murderer was handed over.
- Forest Law made it illegal for English people to hunt in royal forests.

#### 6. Domesday Book

- The Domesday Book was a survey of the whole of England.
- The Domesday Book recorded details for over 13,000 different places.
- The Domesday Book showed who had held the land at the time of King Edward in 1066, and who owned it in 1086.
- The Domesday Book demonstrated that the Normans had a legal right to own all their lands in England.
- In August 1086, William was presented with the Domesday Book in a great open-air ceremony.
- Of the 1000 men who knelt before William, only 13 were English.
- By 1086, the Normans were firmly in control of England.





### Symbols

$<$ less than $-4 < 3$	$>$ greater than $18.39 > 18.35$	$=$ equal to $2 + 3 = 3 + 2$	$\neq$ not equal to $2 + 3 \neq 4 - 1$
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### Ordering

<b>Ascending</b> means smallest to biggest	<b>Descending</b> means biggest to smallest
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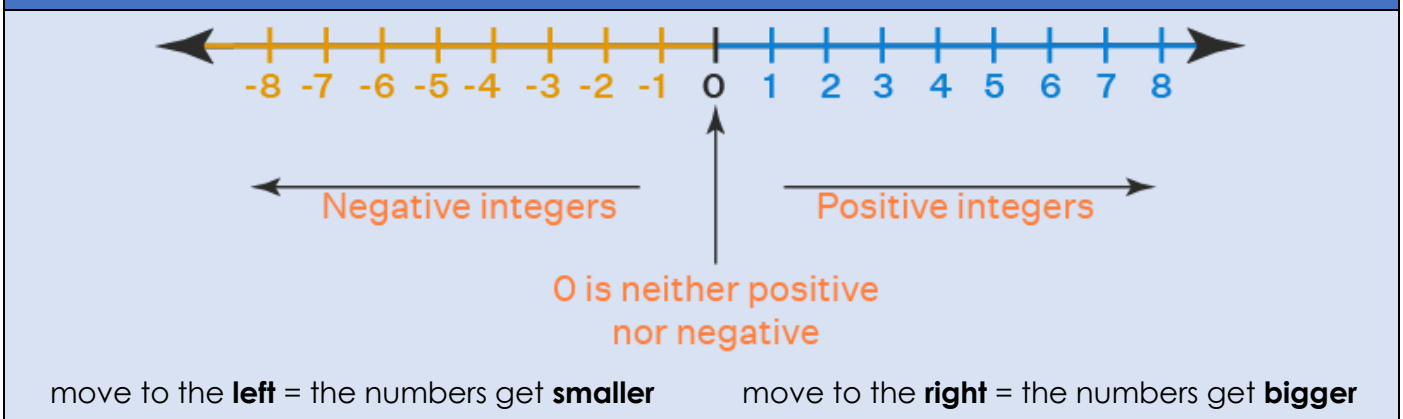
### Times Tables

The seven times table: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91, 98, 105

### Vocabulary

<b>digit:</b> a single symbol used to make a number	<b>integer:</b> a whole number	<b>significant figure:</b> the first non-zero digit. It holds the highest value	<b>rounding:</b> when we write a number to a degree of accuracy
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### The Number Line



### Inequalities

<b>Inequality</b> symbols are used to compare values that are not equal.	$\leq$	$\geq$
	less than or equal to	greater than or equal to
	$16, 17, 18 \leq 18$	$3 + 9 \geq 7$

### Times Tables

The eight times table: 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120

### Other Key Words

notation, greater, less, value, decimal

### Top Links

[www.corbettmaths.com](http://www.corbettmaths.com)



# The Elements of Music

## 1. Understanding the main key words

<b>Pitch</b>	How high or Low a note is
<b>Tempo</b>	How fast or slow the music is
<b>Dynamics</b>	How loud or quiet the music is
<b>Duration</b>	How Long of short the note/music is
<b>Texture</b>	How many musicians/instruments are playing
<b>Timbre</b>	The sound of the instrument. Tinny/Wooden

## 2. Know where the notes are on the staff

**Treble Clef Notes**

Line Notes: E G B D F

Space Notes: F A C E

## 3. Know where the keys are on the piano

C# Db D# Eb F# Gb G# Ab A# Bb C# Db D# Eb

C D E F G A B C D E

## 4. Know the notes names and values

Music Note Values		
Notes (Sound)	Type and Value	Rests (Silence)
	Whole (4 beats)	
	Dotted Half (3 beats)	
	Half (2 beats)	
	Quarter (1 beat)	
	Eighth (Together - 1 beat) (Alone - 1/2 beat)	
	Sixteenth (Together - 1 beat) (Alone - 1/4 beat)	





# Musical Symbols



There are many symbols and words used in music. They are like shorthand for musicians. They give a visual guide to how the music should be played.

**DYNAMICS**



**Crescendo**—the music gets gradually louder. The symbol is a crocodile mouth opening.

**Decrescendo or diminuendo**—the music gets gradually quieter.

**Forte**—play loudly. 'F' means forte (say for-tay)

**Piano**—play quietly. 'P' means piano (say pee-ah-no)

**Mezzo-forte (mf)** - medium loud


**Mezzo-piano (mp)** - medium soft

**Pianissimo (pp)** - very quiet


**Fortissimo (ff)** - very loud

**DOTS and CURVED LINES**

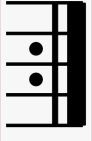
**Staccato**—a dot under the note—play *jumpy*. The note is short




**Dotted note**—dot after the note. This means to play the note longer by half its value. For eg, a crotchet is worth one beat. Its value is one beat. A dot after it means it is half as long again so the note value becomes 1 and half beats




**Repeat sign**—two dots at the end of the music. This means to repeat and play again from the beginning or from another repeat sign



**A Slur or a Phrase**—this is a curved line either under or above the music. It indicates that the music should be played **legato**.—you should play *smoothly*. A phrase tends to be longer. I think of a phrase like a sentence. The end of a phrase is where you take a musical breath




**A Tie**—this is a short curved line either under or above the music and attaches two of the *same* notes together. You do not need to play the notes tied to the first. The first note is played for the value of all tied notes




**ACCIDENTALS**

Sharps (#) and flats (b) are accidentals. They are written into the music




This is F#. You play the black note to the right of the F on the keyboard




This is Ab. You play the black note to the left of the A on the keyboard


A key signature at the beginning saves writing all the accidentals into the music. If the key signature shows F#, then all the Fs in the music are played sharp




**OTHER SYMBOLS**



This symbol might be above or below the note—play the note accented—emphasise it




This curve and dot is the symbol for a musical pause



Tr is short for a trill. A trill means to play the notes next to each other really quickly. This is called an ornament.

There are other ornaments. They make the music sound pretty as you play extra notes either side of the main note



**ITALIAN TERMS—there are many!**

**Accelerando**—gradually getting faster

**Adagio**—play slowly with expression

**Allegro**—play quickly

**Andante**—play at a walking pace

**Cantabile**—play in a singing style

**Dolce**—play sweetly

**Giocoso**—play joyfully

**Lento**—play slowly—slower than adagio

**Presto**—play quickly—faster than allegro

# Stafford Manor High PE Department

## Knowledge Organiser – YR 7 Football



<p><b>Activity:</b> Football</p>	<p><b>Year:</b> 7</p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Controlling the ball – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.</li> <li>Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.</li> <li>Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.</li> <li>Turning with the ball and outwitting a defender – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.</li> <li>Shooting – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.</li> <li>Heading – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.</li> <li>Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.</li> <li>Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot.</li> </ul>	<p><b>Basic Rules</b></p> <ol style="list-style-type: none"> <li>Game is started by kicking the ball from the centre spot.</li> <li>The U12 game has 9 players – goalkeepers, defender, midfielders and attackers.</li> <li>Referee and two assistants with officiate the game.</li> <li>If a ball goes over a touch line a throw in is taken (kick in on the astro-turf). If an attacker kicks over the goal line it is goal kick and if a defender kicks it over the goal line it is a corner.</li> <li>To score the ball must cross the opposition's goal line.</li> <li>The offside rule also applies where an attacker is in front of all opposing defenders when the ball is kicked.</li> </ol>
<p><b>Stretch and Challenge Task:</b></p> <ul style="list-style-type: none"> <li>How do you keep the ball low when passing and shooting?</li> <li>What technique would you use to tackle a player?</li> <li>Why is jockeying important?</li> <li>Research the different types of formations (pictured) and positions.</li> </ul>	<p><b>Key Content and Terms to learn:</b></p> <p>Passing, dribbling, shooting, heading, attacking, defending, possession, width and depth</p>

# Stafford Manor High PE Department

## Knowledge Organiser – YR 7 NETBALL



### Key Skills:

- Passing and receiving** – different types of passes include chest pass, bounce pass, shoulder pass and overhead pass.
- Attacking** – getting free from an opponent in order to receive the ball. Includes the skills of sprinting, dodging and changing direction.
- Shooting** – With one hand under the ball and the other steadying it at the side, keep your eyes on the hoop, bend your knees and push the ball with the fingers.
- Defending** – Marking your opposite player both with and without the ball.
- Footwork** – You must land with a 1-2 landing or with 2 feet. You must then not move the landing foot.

### POSITIONS

- Goal Shooter (GS)** – Can only play in their attacking goal third. Marks the GK. Goal Attack (GA) – Plays in the goal third and centre third. Marks the GD.
- Wing Attack (WA)** – Plays in the centre third and their teams attacking third. Marks the WD. Centre (C) – Only player to be able to play in all 3 thirds. Marks C.
- Wing Defence (WD)** – Plays in centre third and their defending third. Marks the WA. Goal Defence (GD) Plays in the centre third and their defending third.
- Goal Keeper (GK)** Can only play in their defending goal third. Marks the GS.



### Homework

- Watch an international or super league game of netball online. You could use the England netball website.
- Draw a court and mark on the positions for 2 teams in different colours.

**Rules:** The game starts with a centre pass and the ball must be caught in the centre third. You must comply with the footwork rule e.g. a 1-2 landing. You only have 3 seconds to release the ball.

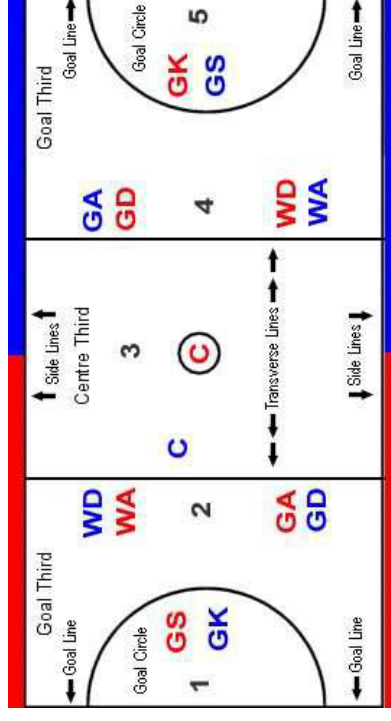
When defending you must be 1 metre away from the player. There must be no contact with an opposing player.

Only GS and GA may score a goal.

You must stay in the correct area of the court for your position

Teams take it in turns to take a centre pass.

The ball must be touched in each third of the court.



### Keywords and Content

- Passing and receiving
- Shooting
- Attacking
- Defending
- Footwork
- Contact
- Dodging



# Islam

## **What do Muslims Believe?**

The words Muslim & Islam come from the Arabic word meaning Submission.

A Muslim has submitted to God

Keywords – Allah, Eternal, Prophets, Arabic

Crescent Shaped Moon and a Star as a symbol

Muslims do not worship Muhammad.

Muslims believe that only Allah should be worshipped however Muhammad is given great respect as Allah's most important Prophet

## **The Origins of Islam**

Islam was created in the 7<sup>th</sup> Century making it the youngest of all the major religion. Islam started in Mecca, Saudi Arabia during the time of the Prophet Muhammad's life

Islam originated from the teachings of Muhammad. It is a continuation in large part of Judaism & Christianity, though the Qur'an represent a separate text.

Islam is the second largest religion in the world, following Christianity.

Indonesia has the largest following of the Islamic religion. Pakistan, India & Bangladesh also have large Muslim populations.

Islam talks about the creation of men and the universe in multiple stages over a period of time.

## **The Five Pillars of Islam**

Shahadah – Declaration of faith

Salah – Pray 5 times per day: Dawn, Noon, Mid-afternoon, Sunset, and Evening

Zakah – 2.5% of earnings to Islamic Aid

Sawn – Fasting. Not eating or drinking for 1 month between sunrise and sunset between Ramadan.

Hajj – Making a journey (pilgrimage once in your lifetime to a special place: Mecca.

Mecca is the birthplace of Muhammad and is marked with the Kaaba. Muslims must circle the Kaaba 7 times.





## **Muslim Prayer**

Muslims believe that Allah created human beings to worship him

Bowing shows: Respect, Obedience, Dependence, and Humility

Once a Muslim reaches 10 years of age, they must pray

Men should pray in Mosques wherever possible. Ladies do not have to go to Mosques, they are encouraged to pray in their homes.

Men & Women Pray separately

Muslims must perform Wudu before prayer

Keywords – Qibla, Mihrab, Mecca

## **The Qur'an**

Keywords: Hafiz, Qur'an, Wudu, Illiterate

The Qur'an is the holy book for Muslims and is written in Arabic.

Muslims believe that no part of the Qur'an can be changed or re-written because it is the word of God and so it is perfect

Allah revealed his message through the archangel Gabriel to Muhammad. The message was to worship the one true God.

Muslims believe the Qur'an is the final book to be revealed by Allah after a collection of other books including the Torah & the Bible

The Qur'an has rules and laws written in it about believing in one God, charity, fasting and what types of food are eaten and not allowed to be eaten. It also explains about marriage, divorce, buying & selling crimes, and punishments etc.

## **Mosques**

Keywords: Imam, Mihrab, Minbar, Muezzin, Minaret

A mosque is a building that is used for worship by Muslims. The design of mosques can be very different from country to country.

All Mosques will have the same main things in it: A Prayer Hall, a pulpit (Minbar), an Alcove (Mihrab).

The first Mosque was built during the life of the Prophet Muhammad was the Quba Mosque which is on the outskirts of the city of Madinah in Saudi Arabia



## **The Hajj**

Muslim pilgrimage to Mecca – A journey to God

Muslims follow the first pilgrimage made by Prophet Abraham (pbuh) 4000 years ago and later by Prophet Muhammad (pbuh).

The Kaaba in Islam marks the sacred space of gathering for Muslims and plays a role in the sacred rites and rituals of the pilgrimage to Hajj & Umrah.

It is also the direction in which Muslims around the world pray, five times per day

## **Ramadan & Eid ul Fitr**

Eid ul-Fitr is a festival which marks the end of Ramadan, the time when Muslims fast

Muslims thank Allah for his help with their month long of fasting

Fasting – Muslims giving up food to feel closer to those less fortunate than themselves

## **Key Beliefs of Sunni & Shi'a Islam**

Sunni – Muslims who believe in the successorship to Muhammad of Abu Bakr

They believe Muhammad's close friend, Abu Bakr should have been the successor

85% of Muslims from Egypt, Turkey, Saudi Arabia

Shi'a – Muslims who believe in the Inamate, the successorship of Ali

Have their own interpretation of Islamic laws and only accept sayings of Muhammad that have been passed down through Ali or his followers.

15% of Muslims – Iran, Syria, Iraq

## **Islam & Creation**

Differences & similarities between Christian & Muslim 'Creation'.

How do Muslims believe the world was created?

There is no particular order given for the 'Creation' and there is no suggestion as to how long the Ayyam (periods of time) were

## **Islam & Equal rights for Women**

Women's Rights Campaigns

The Muslim woman, like the Muslim Man is called upon to believe in Allah, the Day of Judgement, the Book, the Angels and the Prophets etc. The Muslim woman is also asked to perform prayers, pay out the Zakat duty, fast in the month of Ramadan and perform Pilgrimage to the Holy places if she can do so



In Islamic tradition a woman has an independent identity and is a responsible being in her own right and carries the belief of her moral and spiritual obligations. Women have as much right to education as men do

Woman as Mother commands great respect in Islam- Prophet Muhammad.

### **Muslims in Britain**

Many Muslims feel that it isn't right to dress in clothes that are too tight or too short as for some women, they feel it is degrading.

Some Muslim women will cover their hair with a Hijab.

Some Muslim men will wear traditional dress – Shalwar Kameez. These are loose trousers worn with a long over shirt.

### **Islamic Art**

Muslims believe it is wrong to try and represent Allah's work. For this reason, Muslims do not believe in making pictures of humans or animals. It is a very serious crime in Islam to try to draw Allah or his messenger, Muhammad. It is called the Sin of the Shirk.

Islamic art often contains quotes from the Qur'an or important Muslim words in Arabic

Islamic buildings often contain a mixture of both calligraphy art & geometric art.

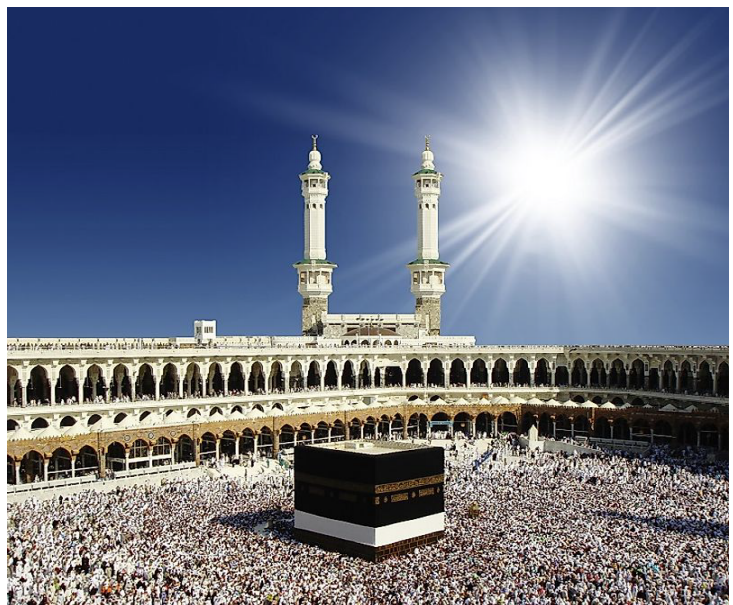
### **Islam & the Environment**

Muslims beliefs about Earth

Muslims believe they have been given the role of Khalifah which means that Allah gave the planet to human beings for them to look after and to be its guardians

Muhammad and Water –  
Muhammad showed that he is a good Khalifa

Muslims believe that they should take care of the world and its resources.



# YEAR 7 SKILLS

## 1. How to follow a method to test a theory.

- ✿ A method is designed to test a **hypothesis** - an idea about how something works that can be tested using experiments.
- ✿ To carry out a method you need to start by measuring out any chemicals, or setting up apparatus so that it can be repeated easily.
- ✿ A method should be repeatable so that you get similar results every time - if this is done, you have evidence to back up your hypothesis.

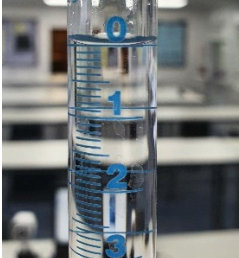

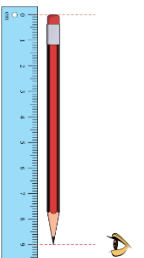

## 2. How do variables affect investigations?

- ✿ A variable is something that *could* be changed in an experiment:
  - 🧪 **Independent Variable:** The variable that you are *investigating / changing*.
  - 🧪 **Dependent Variable:** The thing that you are *recording* (usually time!)
  - 🧪 **Control Variable:** The things that you *keep the same*. This should be **everything** except for the independent variable.

## 3. How to select appropriate equipment in an experiment.

What are you measuring?	What should you use?	Is there something more accurate?
Volumes	Measuring Cylinders	Pipette / Burette
Masses	Balance	Balance to 3dp
pH	Universal Indicator	A pH meter
Distance	A ruler	-
Time	A stopwatch	-

## 4. How to take readings from an investigation.

			
Reading: 0.0cm <sup>3</sup>	Reading: 156.6g	Reading: 9.0cm	Reading: 1m23s or 83s
Measure from the bottom of the liquid line and measure at eye level.	Leave the balance to settle so that it is no longer changing	Make sure the object is parallel to the ruler before you read it.	You should only record time to the nearest second. Don't record milliseconds.
<b>Volumes</b>	<b>Masses</b>	<b>Distance</b>	<b>Time</b>

## 5. What are the sources of error in an investigation:

- ✿ **Random Errors:** Caused by human error. E.g. measuring the volume incorrectly or stopping a stopwatch too early. Reduced by repeating results and taking the mean value.
- ✿ **Systematic Errors:** Where the measurement is wrong by the same amount every time. E.g. the thermometer not placed in the water correctly.
- ✿ **Anomalous results:** A result that doesn't fit the pattern that should be investigated further to find out the source of the error.



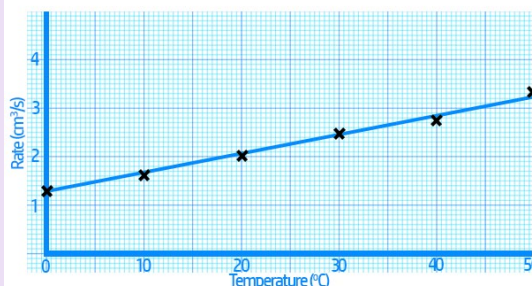
## 6. How to select anomalies in an investigation

- An anomaly is a result that doesn't fit the rest of the pattern.
- This is usually a result that is quite far away from the rest, such as:  
0.63, 0.71, 0.64, 0.69, **1.20**, 0.67
- In the above, 1.20 is the anomaly as all the rest are between 0.63 and 0.71. 1.20 is quite far away from these values.

## 7. How to draw conclusions from graphs

Example: Temperature vs. rate

- Start by looking at the trend. You can see that as the temperature increases, so does the rate. State this.



- If rate doubles as temperature doubles, we say this is directly proportional. On the graph on the right, this is not the case.
- Finally, use values to back up your trend: *As temperature increases, rate increases. At 20°C, the rate was 2cm<sup>3</sup>/s, and at 40°C, the rate was 2.7cm<sup>3</sup>/s.*

## 8. How to calculate means

- To calculate the mean for an experiment:
  - Step 1:** Add up all of the values.
  - Step 2:** Divide this total by the total number of values.
  - Step 3:** Keep your answer to the same decimal places as your original values.
- Example: Time for a reaction to finish (s): 63, 71, 64, 69, 67s.
  - Step 1:** 63 + 71 + 64 + 69 + 67 = 334s
  - Step 2:** 334 ÷ 5 = 66.8s.
  - Step 3:** 67s (as all of the other values had 0dp)
- Remember to remove anomalies before taking means.*

## 9. How to convert from minutes to seconds

- 1 minute is 60 seconds. So to convert a time into seconds, do the following:
  - Step 1:** Take any minutes (ignoring any seconds) and multiply by 60.
  - Step 2:** Add the leftover seconds onto this total.
- Example: 4 minutes 23 seconds:
  - Step 1:** 4 minutes x 60 = **240 seconds**
  - Step 2:** 240 seconds + 23 seconds = **263 seconds.**

## 10. Recalling and converting SI units

Length	Mass	Time	Current	Temperature
Metre (m)	Grams (kg)	Seconds (s)	Amperes (A)	Degrees (°C)
cm → m: ÷100 m → cm: x100 m → km: ÷1000 km → m: x1000	g → kg: ÷1000 kg → g: x1000	Minutes → s: x60	-	-

## Y7 Textiles: Felt Monster

## WHAT I NEED TO KNOW!!!!!!

Textiles also called fabrics can be made from either **Natural** or **Synthetic** fibres.

### Natural fabrics

- Can be harvested from plants animals. For example cotton comes from plants and wool from sheep



### Artist information – Elizabeth Armstrong

**Nationality** = Australia

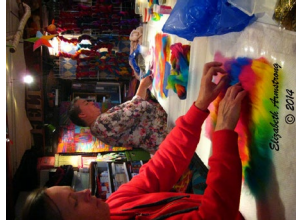
**Job** = Felt maker

**What does she make?**

Objects and Accessories made out of Felt (Bags, hats, coasters Felt monsters, cushions).

**When did she start?**

2008 in her own studio.



### What is a Felt Monster?

Felt monsters are designed and created to use imagination and creativity. They are a form of stress release and can be really good fun in creating your own little monster.



MONSTERS FAMILY

### Sewing techniques

Running stitch



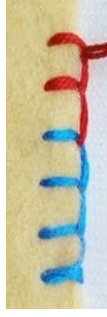
Cross Stitch



Back Stitch



Blanket stitch



**Embellishments:** a decorative detail or feature added to something to make it more attractive.

Buttons



Beads



Sequins



### Keywords for the project:

Keyword	Definition
<b>Felt Monster</b>	Creative teddy like figures linked to mental health.
<b>Paper patterns</b>	Outline of your flat product.
<b>Natural fabrics</b>	Can be harvested from plants animals. For example cotton comes from plants and wool from sheep
<b>Elizabeth Armstrong</b>	Elizabeth Armstrong is a full time felt maker and mixed media artist.
<b>Embellishment</b>	a decorative detail or feature added to something to make it more attractive.

### Model Example:



### Success Criteria of gaining high marks

- Variety of sewing techniques
- Layers of felt.
- Creative design and composition.
- Related back to artist