



Knowledge Organiser

Half term 3 & 4

January – March 2023

WITH KNOWLEDGE ORGANISERS



It is a graphic technique you can use to translate what is in your mind into a visual picture. Since mind mapping works like the brain does it allows you to organise information faster and more efficiently.

Use information gathered from your knowledge organiser to create mind maps, make sure to use colours and images, keeping writing to a bare minimum. Using this technique will help to embed key information into your long-term memory.



Remember you need to revisit information 10 times for it to be embedded in your long-term memory.



Your brain will retain more information if you include images as well as key words.

HOW TO MAKE A REVISION CLOCK

Gender and Identity

Why is it important to read fiction about LGBTQIA+ characters?	What is pride month?	In ‘The Instructor’, what encourages Lucy to openly express her feelings towards Fizzy?	Describe the experience of LGBT people in the 1950s. How has their experience changed?	What is tolerance and why is it important?
Create a simile to describe the feeling of love between an LGBT couple.	What are the key themes in the short story ‘Penguins’ by Simon James Green?	Should you judge someone based on their sexual identity? Explain your response.	What can an individual do to support pride?	When did homosexual marriage become legal in the UK?
What does LGBTQIA+ stand for?	Explain the controversy surrounding the treatment of LGBTQ+ people in Qatar.	Write down a list of themes that connect to ideas about Gender.	Create a metaphor to describe a LGBT person’s experience of ‘coming out’.	What are the connotations of the word ‘queer’? Why do LGBTQ+ people use it?
Write down a key quote from one of the short stories you have read.	What is the difference between sex and gender?	What is stonewall?	Can you list any LGBTQIA+ stories?	What is homophobia? What is transphobia?
Can you name any inspirational LGBT people not already in this organiser?	What is the Gender Recognition Act (2004) and what did it mean for trans people?	Why does a rainbow flag represent the LGBTQIA+ community?	What were the Stonewall riots and why did they occur?	What does it mean to ‘decriminalise’ something?

What does LGBTQIA+ mean?:

Lesbian: A woman whose enduring physical, romantic, and/or emotional attraction is to other women. Some lesbians may prefer to identify as gay or as gay women.

Gay: The adjective describes people whose enduring physical, romantic, and/or emotional attractions are to people of the same sex. Sometimes lesbian is the preferred term for women.

Bisexual: A person who can form enduring physical, romantic, and/or emotional attractions to those of the same gender or more than one gender. People may experience this attraction in differing ways and degrees over their lifetime. Bisexual people need not have had specific sexual experiences to be bisexual; they need not have had any sexual experience at all to identify as bisexual.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms— including transgender or nonbinary. Some transgender people are prescribed hormones by their doctors to bring their bodies into alignment with their gender identity. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures.

Queer: An adjective used by some people whose sexual orientation is not exclusively heterosexual or straight. This umbrella term includes people who have nonbinary, gender-fluid, or gender nonconforming identities. Once considered a pejorative term, queer has been reclaimed by some LGBTQIA+ people to describe themselves; however, it is not a universally accepted term even within the LGBTQIA+ community.

Questioning: Sometimes, when the Q is seen at the end of LGBT, it can also mean questioning. This term describes someone who is questioning their sexual orientation or gender identity.

Intersex: An adjective used to describe a person with one or more innate sex characteristics, including genitals, internal reproductive organs, and chromosomes, that fall outside of traditional conceptions of male or female bodies. Do not confuse having an intersex trait with being transgender. Intersex people are assigned a sex at birth — either male or female — and that decision by medical providers and parents may not match the gender identity of the child. Not all intersex folks identify as being part of the LGBTQIA+ community.

Asexual: The adjective describes a person who does not experience sexual attraction. Sometimes shortened to “ace,” it is an umbrella term that can also include people who are demisexual, meaning they do experience some sexual attraction; graysexual, meaning those who may not fit the strictest definition of the word asexual; and aromantic, meaning they experience little to no romantic attraction and/or has little to no desire to form romantic relationships.

+ The ‘plus’ is used to signify all of the gender identities and sexual orientations that letters and words cannot yet fully describe.

Key dates on the Road to Equality:

- 1958 - the homosexual law reform society is founded to campaign for the legalisation of same-sex relationships in the UK.
- 1967 - the Sexual Offences Act 1967 decriminalises sex between two men over 21 and 'in private'.
- 1969 - the stonewall riots in America.
- 1971 - the Nullity of Marriage Act was passed, explicitly banning same-sex marriages between same-sex couples in England and Wales.
- 1972 - the first pride is held in London, attracting approximately 2,000 participants.
- 1977 - a bill to reduce the age of consent to 18 is defeated in the UK House of Lords
- 1988 - UK prime minister, Margaret Thatcher, introduces Section 28 of the local government act 1988. The act states that a local authority "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship".
- 1990 - the UK crown dependency of Jersey decriminalises sex between two men.
- 2000 - the UK government lifts the ban on lesbians, gay men and bi people serving in the armed forces.
- 2002 - equal rights are granted to same-sex couples applying for adoption.
- 2003 - Section 28 is repealed in England, Wales and Northern Ireland, lifting the ban on local authorities from 'the teaching in any maintained school of the acceptability of homosexuality'.
- 2003 - employment equality (sexual orientation) regulations becomes law in the UK, making it illegal to discriminate against lesbians, gay and bi people in the workplace.
- 2004 - the Civil Partnership Act 2004 is passed, granting civil partnership in the united kingdom. The act gives same-sex couples the same rights and responsibilities as married straight couples.
- 2004 - the Gender Recognition act 2004 is passed giving trans people full legal recognition in their appropriate gender. The act allows trans people to acquire a new birth certificate, although gender options are still limited to 'male' or 'female'.
- 2014 - the Marriage (same sex couples) Act 2013 officially comes into force, with the first same-sex marriages in England and Wales taking place on 29 March 2014.

Where does the Pride Flag come from?

Harvey Milk, who was a gay politician, asked a talented designer friend, Gilbert Baker, to design an all-encompassing symbol to take on San Francisco's Pride March in 1978.

Sadly, Harvey was assassinated in 1978 by a disgruntled former supervisor!



Inspirational LGBTQIA+:

Nicola Adams

Nicola Adams is a British professional boxer who was the first ever female boxer to represent England at the 2012 summer Olympics (where she won gold). Nicola is openly bisexual and even won the most influential LGBT person in Britain 2012. She is also the president of a sporting initiative called 'Us Girls' which aims to increase young women's participation in sport.

Sir Ian McKellen

Sir Ian McKellen is better known for his acting roles in The Hobbit, Lord of the Rings, Beauty and the Beast (2017), X-Men plus many more. But did you know he came out as being gay in 1988 on radio. He has since been a patron and ambassador of the LGBTQ movement and has launched many new programmes and charities to support LGBTQ communities.

Alan Turing

Alan Turing was a Scientist and Codebreaker, his ideas led to early versions of modern computing and helped win World War II. Tragically, Turing died a criminal under Victorian laws as a homosexual man in 1954. Britain didn't take its first steps to decriminalising homosexuality until 1967. In 2009, the government apologised for his treatment.

Quotes from LGBTQIA+ Books and Authors:

- “Race, gender, religion, sexuality, we are all people and that’s it. We’re all people. We’re all equal.”
- “This is why homophobia is a terrible evil: it disguises itself as concern while it is inherently hate.”
- “Two dudes met. They fell in love. They lived. That’s our story.”
- “You don’t need to have big hairy feet to read The Hobbit, why should you be gay to read a gay book?”
- “To love oneself is the beginning of a life-long romance.”

Key Themes:

Gender, Identity, Pride, Sexuality,
Romance, Society, Language, Loss, Hope,
Acceptance, Hate



How to log in to Sparx

1 Go to sparx.co.uk and click **Log in**

2 Select **Student Login**

3 Carefully select your school from the list

4 Select **New Sparx user**

5 Enter your:

- First Name
- Last Name
- Date of Birth

6 Click **Submit**

7 You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it

8 Confirm your username and password, and click **Finish**

9 You can now log in to Sparx using your username and password

10 If a password is lost, you can select the option to request a new password from your teacher



Topic 6: Genes 1

In this unit we will be studying:

- Variation
- Human reproductive system
- Menstrual cycle
- Fertilisation and development of the foetus
- Drugs, alcohol and the foetus
- Contraception
- Reproduction in plants
- Sexual and Asexual reproduction

Use the QR codes to find more information on BBC bitesize



Key ideas: Variation

Plants and animals within the same species show variation, due to differences in DNA.

Continuous Variation

- Continuous variation describes characteristics that can have a range of values.
- Height is an example of continuous variation. You are not just tall or short there are a range of values.
- Examples of continuous variation can be affected by both environmental and inherited factors.

Discontinuous Variation

- Discontinuous variation describes characteristics that can be one of a limited number of options.
- Eye colour is an example of discontinuous variation. It can be blue, brown, hazel – there is not a range of values.
- Examples of discontinuous variation are inherited, only caused by genes. (The environment does not have an impact.)

Key ideas: Variation

Variation in a characteristic that is a result of genetic information from the parents is called inherited variation.

Children usually look a little like their father, and a little like their mother. This is because they get half of their DNA and inherited features from each parent.

Some examples of inherited characteristics:

- eye colour
- hair colour
- skin colour



Environmental factors are things which can change your appearance, but which could not be passed onto your children.

Some examples of environmental characteristics:

- climate
- culture
- tattoo

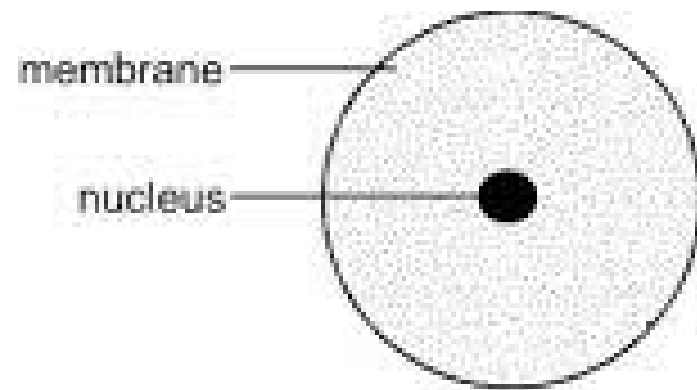


Some factors are not just Environmental or Inherited, they can be a combination of both.

E.g.: Hair Colour, Skin Colour, Height, Weight

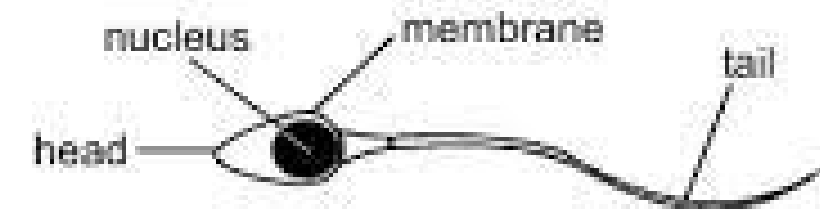
Key ideas: Human Reproductive System

- The egg cells – These are the female sex cells and are produced in the ovary.

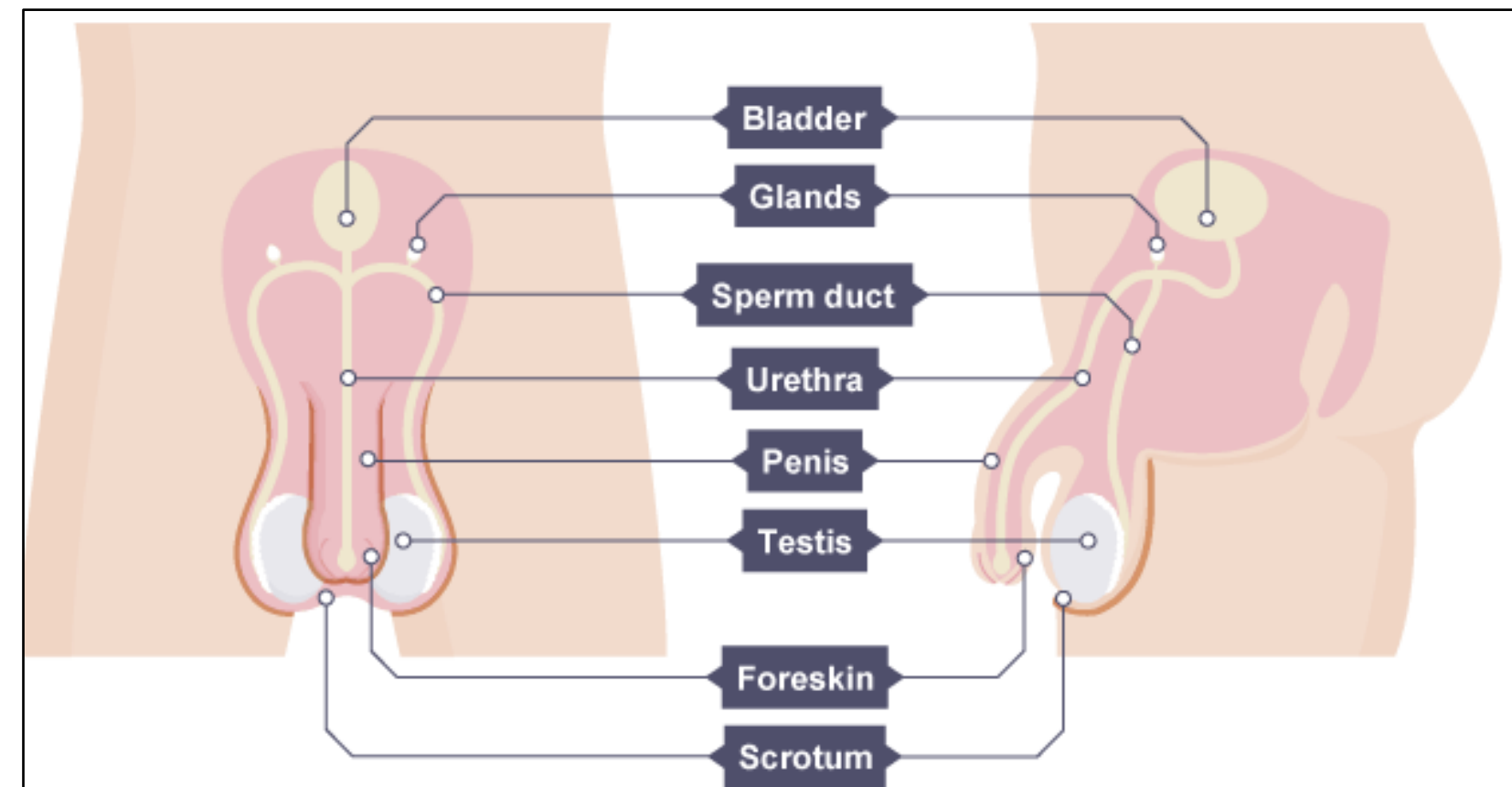
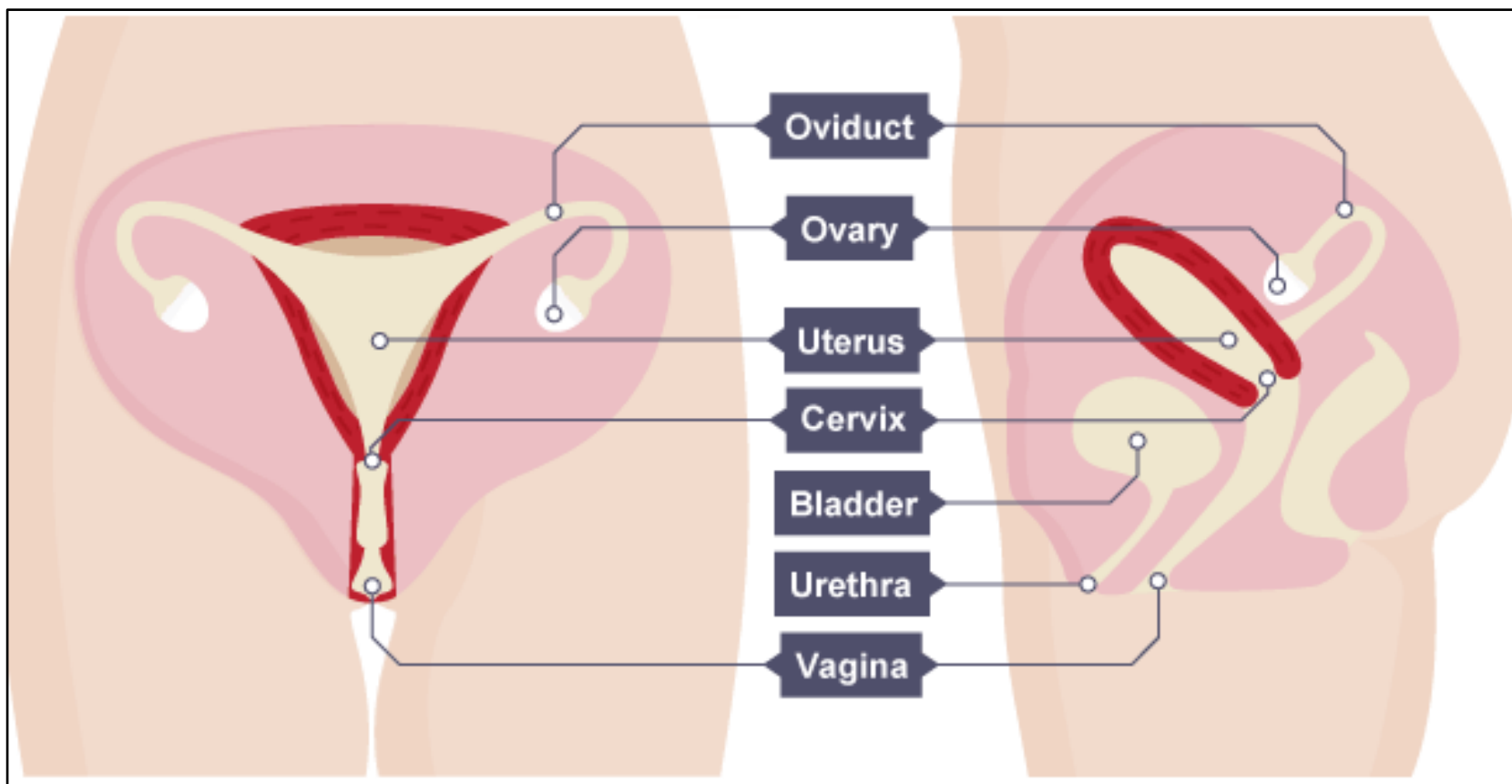


human ovum (egg)

- The sperm cells – These are the male sex cells and are produced in the testes



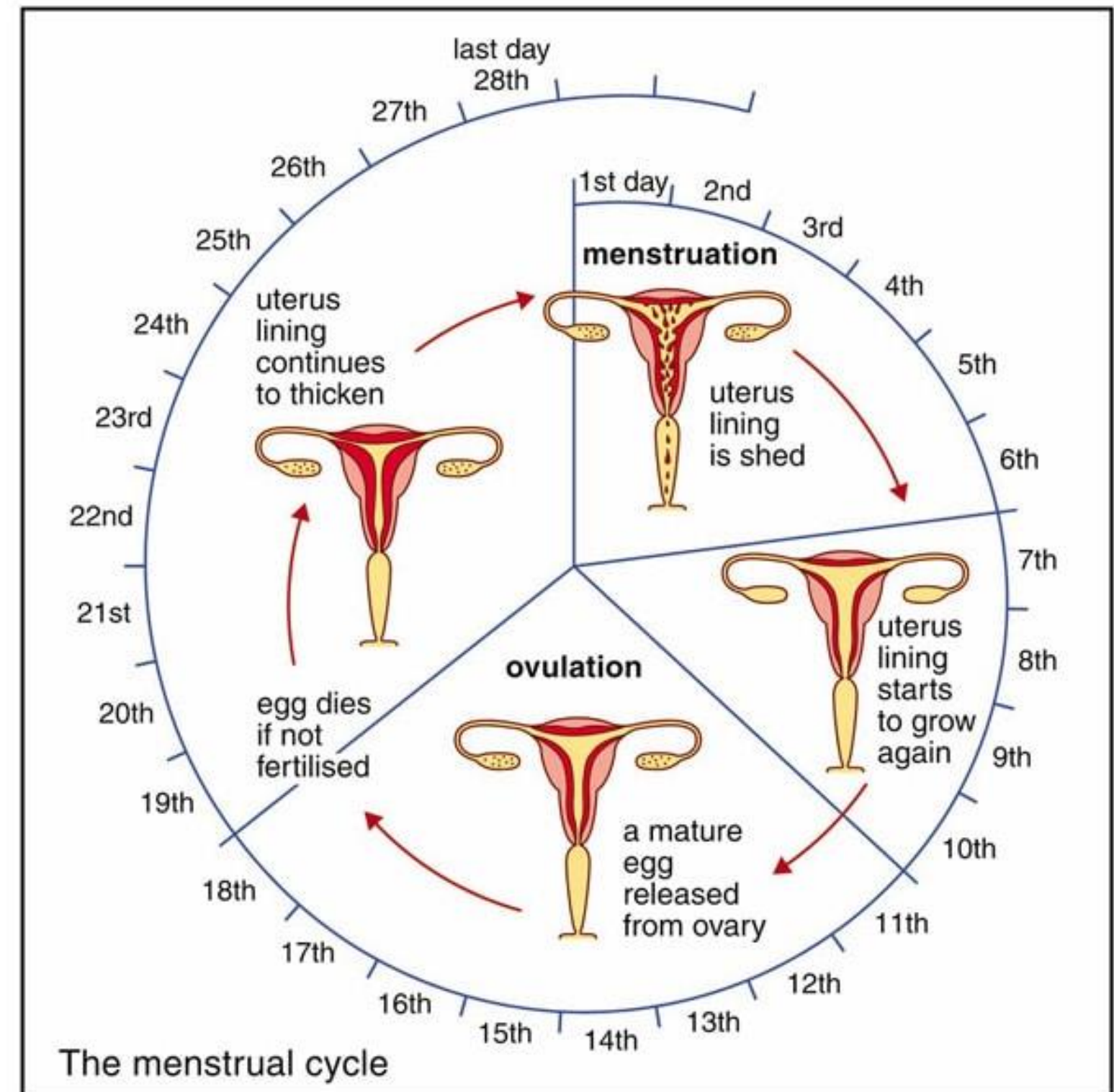
human sperm



Key ideas: Menstrual Cycle

During puberty girls will eventually start **menstruation** (have a period).

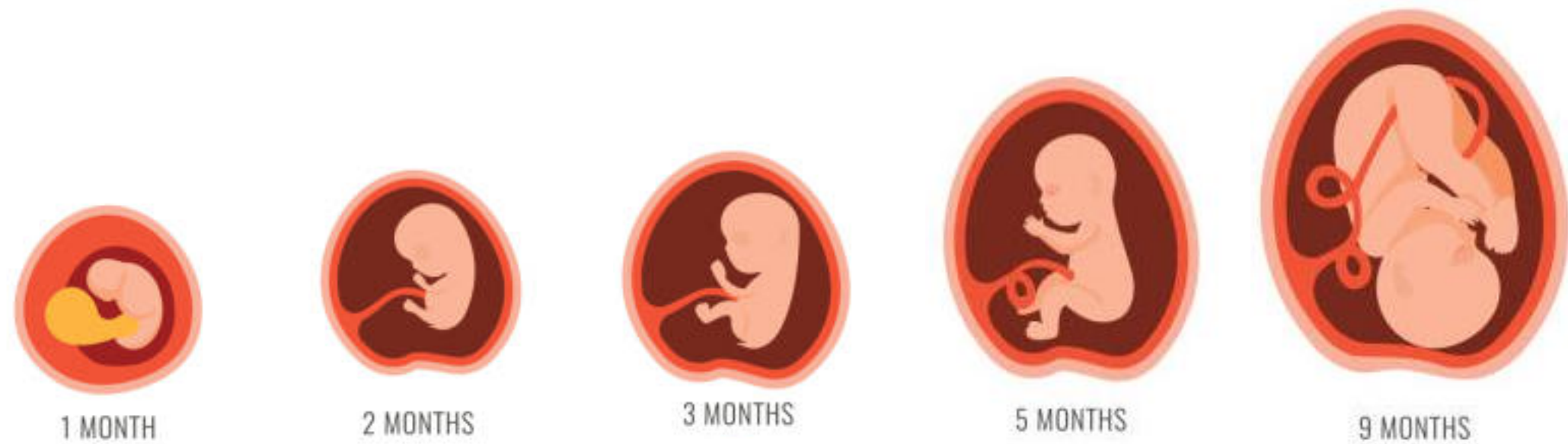
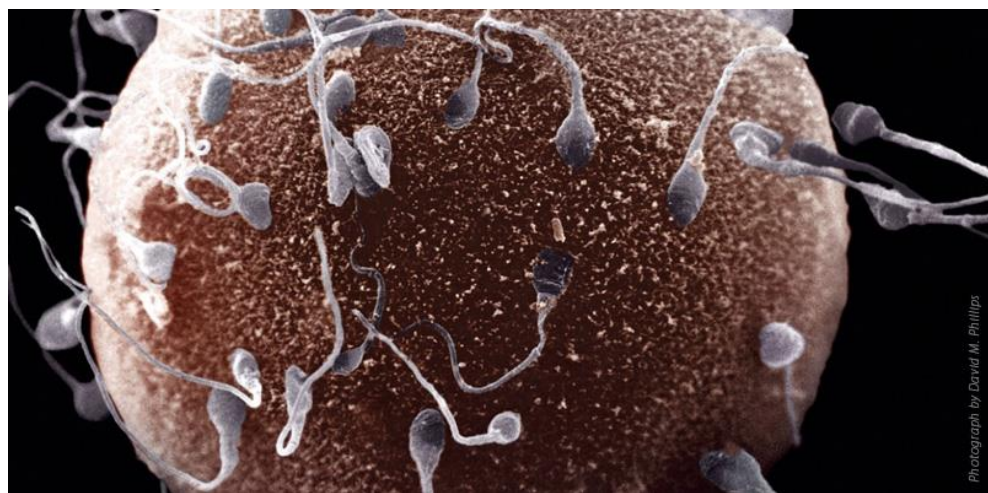
The **menstrual cycle** is the monthly series of changes a woman's body goes through in preparation for the possibility of pregnancy. Each month, one of the ovaries releases an egg — a process called ovulation. At the same time, hormonal changes prepare the uterus for pregnancy.



Key ideas: Fertilisation and development of the foetus

In sexual reproduction, a male and female gamete can join together. This is fertilisation.

Around days 14-17 of the menstrual cycle, the egg cell might fuse with a sperm cell in the oviduct. If this occurs, the egg cell may become fertilised, creating a zygote. A zygote is the name given to the newly created cell when a sperm cell fertilises an egg cell.

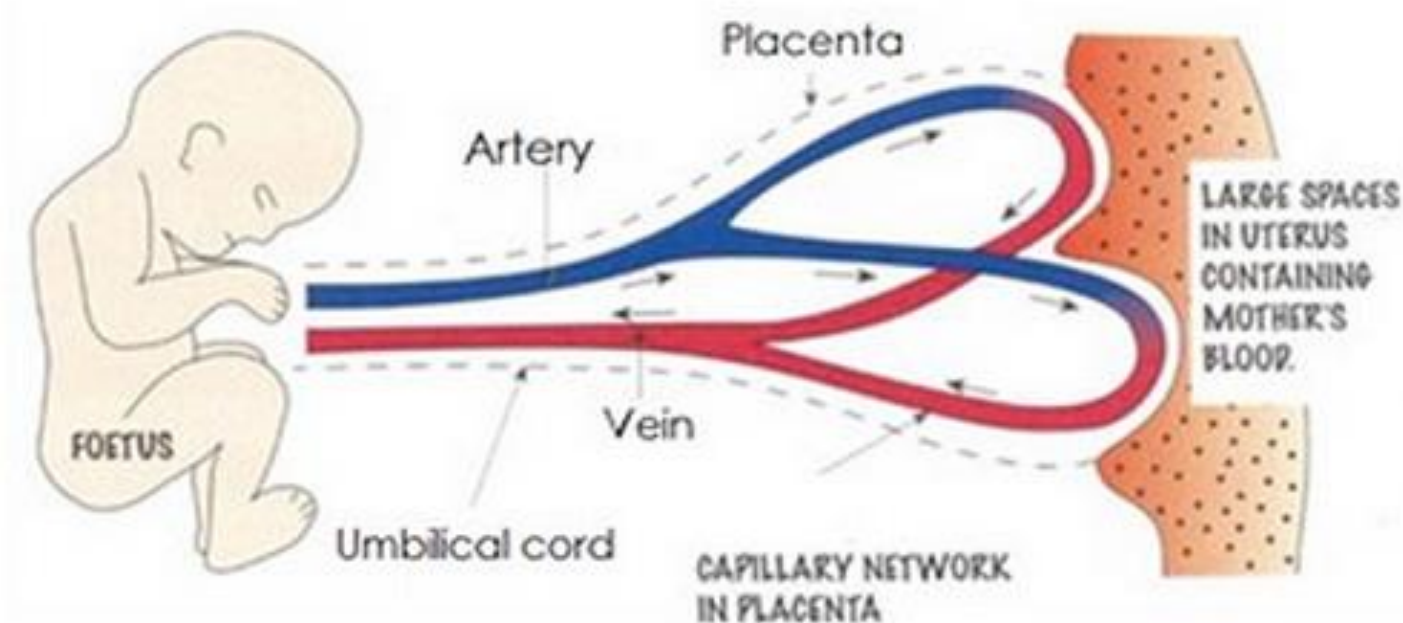


The foetus is surrounded by a fluid-filled sac (amnion) filled with amniotic fluid that protects it. In the placenta the blood of the foetus flows close to the blood of the mother, but they **do not mix**.

Key ideas: Drugs, alcohol and the foetus

The blood of the foetus and blood of the mother never actually mix, they just come really close to each other. The mother's lifestyle can affect the developing foetus because any substance that the mother takes into her body can be transferred across the placenta and into the foetus.

This means that toxins found in certain substances could cause damage to the foetus' development.



Drinking alcohol, smoking or taking drugs during pregnancy or while breastfeeding can affect your child's health.

Women who are pregnant, trying to conceive or breastfeeding should avoid smoking, drinking alcohol or taking illegal drugs.

Key ideas: Contraception 1

There are two types of barrier contraception/condoms:

- Male condoms, which are worn on the penis.
- Female condoms, which are worn inside the vagina.

Advantages:

Prevent to transmission of diseases, up to 98% effective

Disadvantage:

Can tear if not used properly, can expire if not used in time



Two examples of hormonal contraception are:

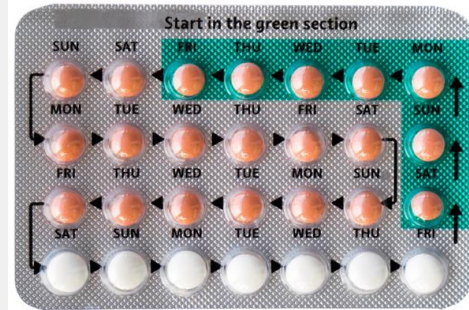
- The contraceptive pill.
- The contraceptive implant.

Advantages:

When taken correctly, the pill is over 99% effective at preventing pregnancy

Disadvantage:

Minor side effects include mood swings, breast tenderness and headaches, does not protect against STIs



Key ideas: Contraception 2

Sterilisation is a permanent way of preventing pregnancy

During male sterilisation, the tubes that carry sperm from a man's testicles to the penis are cut, blocked or sealed.

Female sterilisation involves blocking or sealing the fallopian tubes, which link the ovaries to the womb (uterus).

Advantage:

Permanent, more than 99% effective

Disadvantage:

Irreversible, does not protect against STIs



Abstinence can mean different things for different people but strictly speaking it means no sexual contact of any kind.

Advantages:

Free to all, 100% effective against pregnancy, no risk of STIs

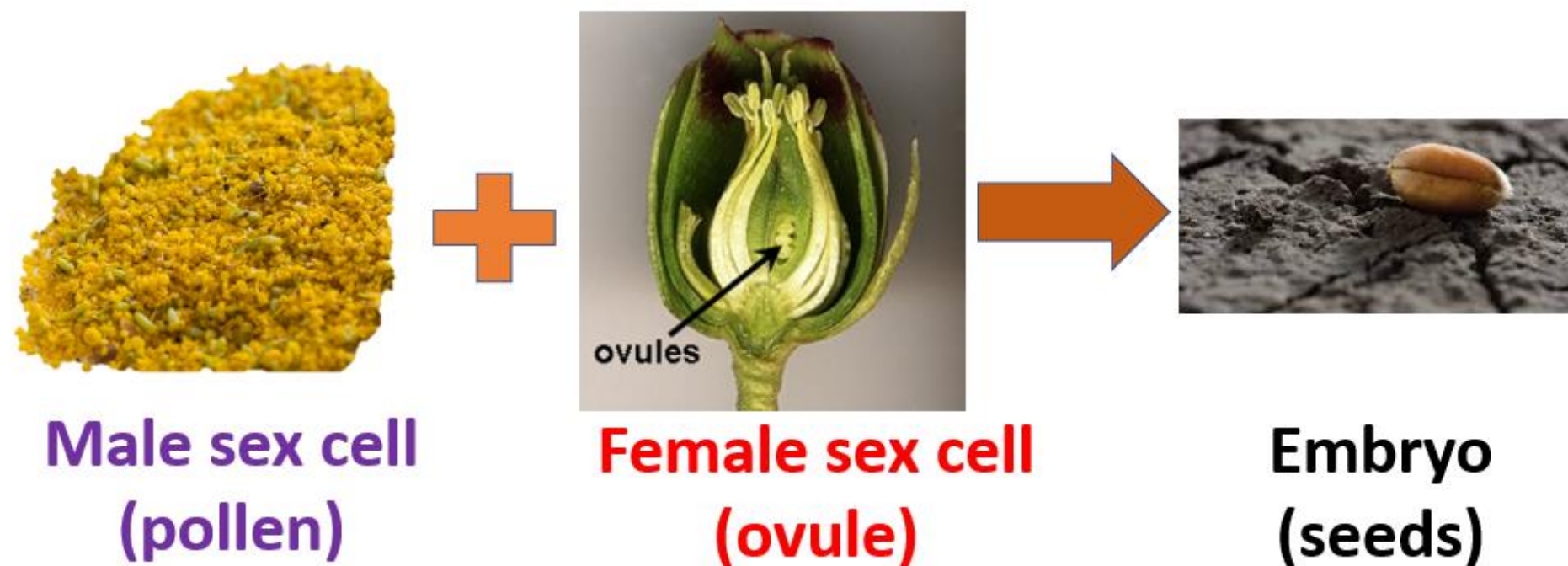
Disadvantage:

If you change your mind, there might not be any contraception to hand

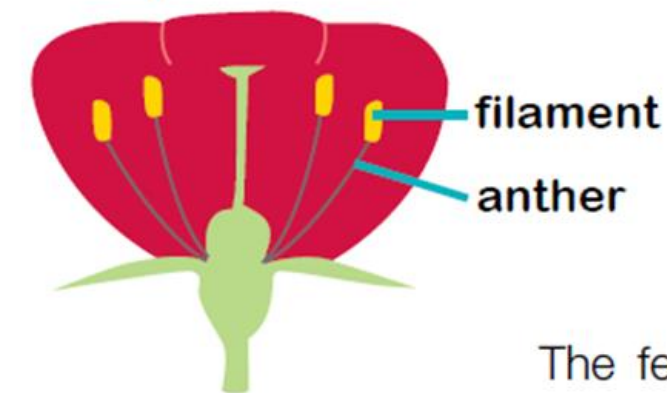


Key ideas: Reproduction in Plants

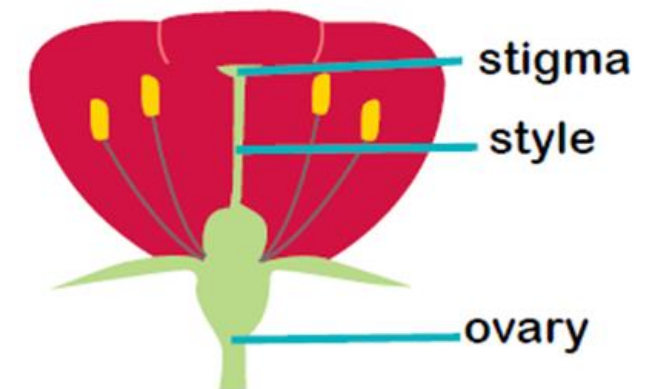
Pollination is the transferring of pollen from the anther of one flower to the stigma of another. **Fertilisation** takes place when there is fusion between the nucleus of the pollen grain with the ovule. Seeds are then formed and **dispersed** to grow into new plants.



THE STAMEN
The male part of the flower



THE CARPEL
The female part of the flower



There are two main ways that pollination can take place; either by **insects** or by the **wind**. Flowers which are pollinated by insects have different features to those pollinated by the wind.

Key ideas: Sexual and Asexual Reproduction

Reproduction must occur to ensure the **survival** of a living species. This could be a plant, animal or even bacteria. But the **way** they reproduce can be very different.



Sexual reproduction

- Requires 2 parents and the fusion of gametes
- Provides variation in organisms which is why everyone in this class looks different from one another.

Asexual reproduction

- Requires only 1 parent
- Does not provide variation as the offspring of asexual reproduction are clones of their parents.
- Examples: bacteria, yeast, stick insects



Topic 7: Waves 1

In this unit we will be studying:

- Sound waves
- The ear
- Light
- Reflection
- Refraction
- Lenses
- The eye
- Colour

Use the QR codes to find more information on BBC bitesize

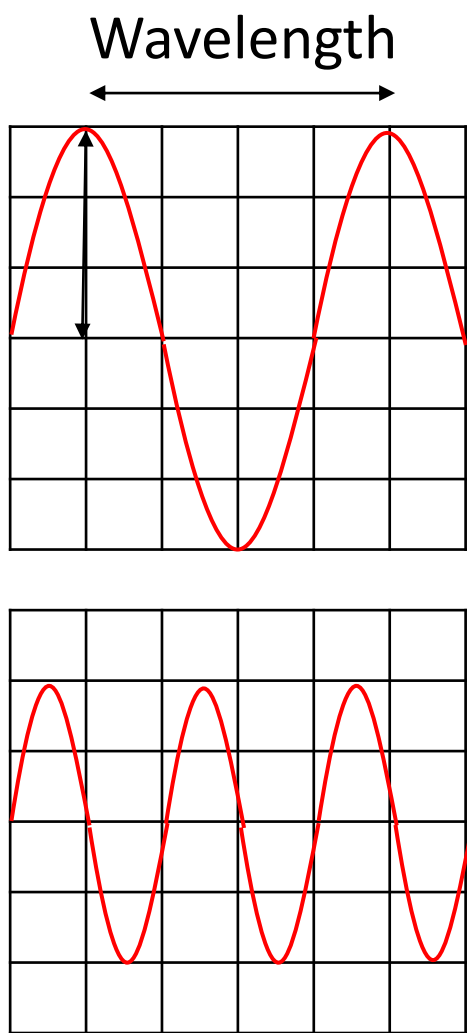


Key ideas: Sound waves

- Sound travels through the air in **longitudinal waves**. This means that the **vibrations** are in the same direction as the direction of travel.
- An object vibrates which causes **air particles** nearby to vibrate. The vibrations are then passed from particle to particle until it reaches your **ear**.
- Sounds can travel through **solids**, **liquids** and **gases**.

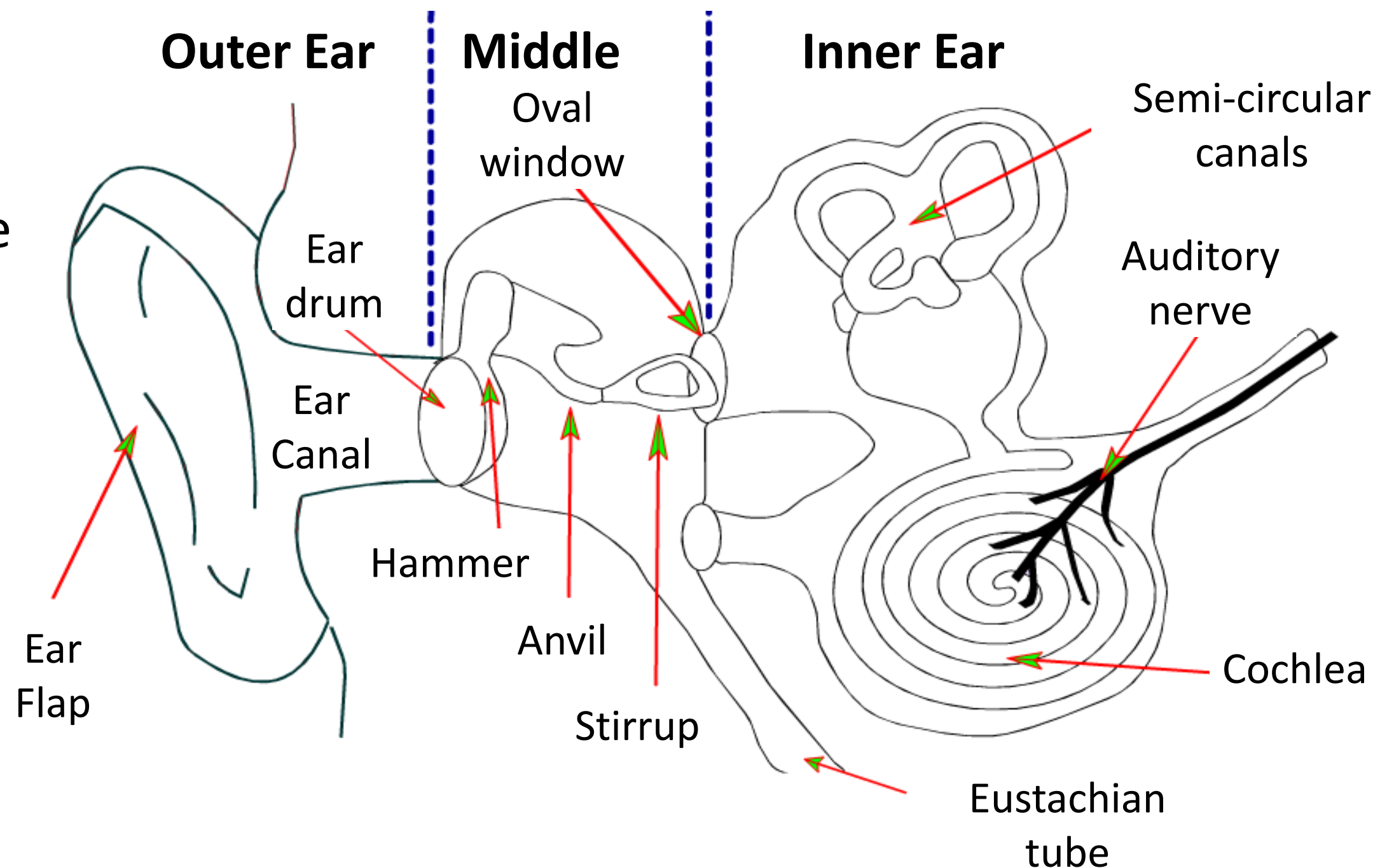
Keyword	Definition
Frequency	How many waves there are in a second.
Amplitude	How tall the peak/ trough of a wave is, from rest.
Pitch	How high or low a sound is.

- Sound waves can be shown on an oscilloscope.
- Loud sounds have a large amplitude.
- High pitch sounds have a high frequency.



Key ideas: The ear

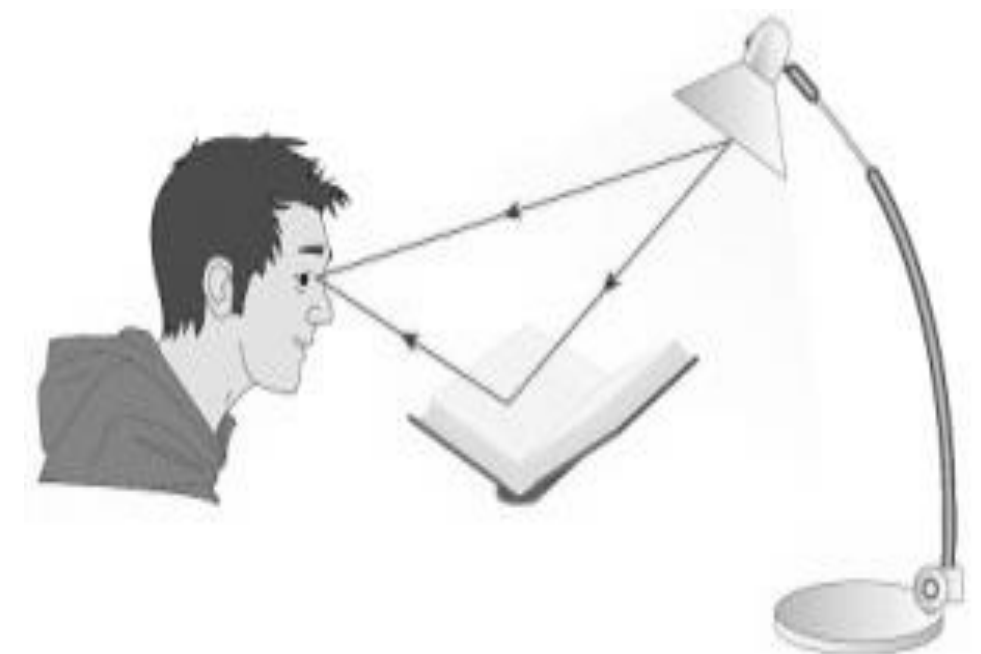
- Sound waves first travel through the ear canal and then hit the ear drum.
- Vibrations of the eardrum pass on to tiny bones in the middle ear; the hammer, the anvil and the stirrup.
- These bones transmit the vibrations to the cochlea in the inner ear via the oval window.
- Electrical signals are sent from the cochlea through the auditory nerve to the brain.



Key ideas: Light

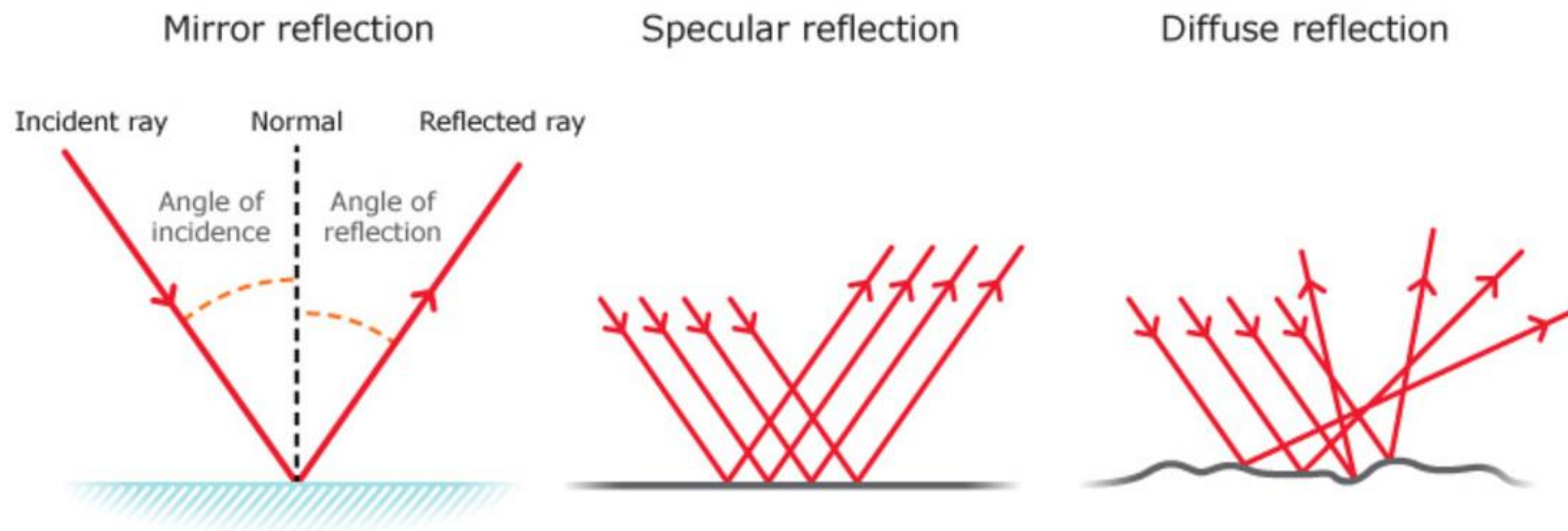
- Something that gives out light is luminous. Most objects that you look at are non-luminous. You see them because they reflect light into your eyes. Light spreads out, just like sound.
- Light travels at 300 000 000 m/s.
- Light can travel through a vacuum (does not need particles).

Keyword	Definition
Transmit	A wave can pass through
Transparent	Lets light pass through
Translucent	Light is scattered in this process
Opaque	Blocks light



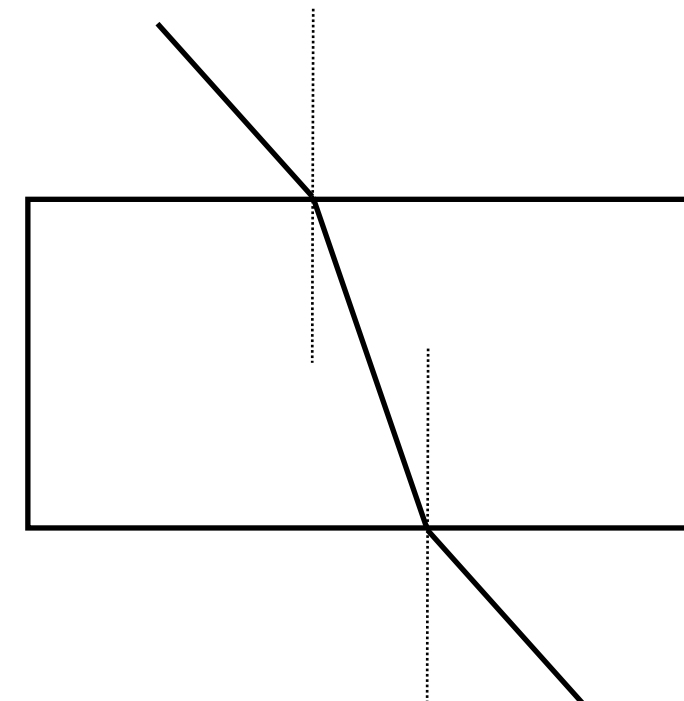
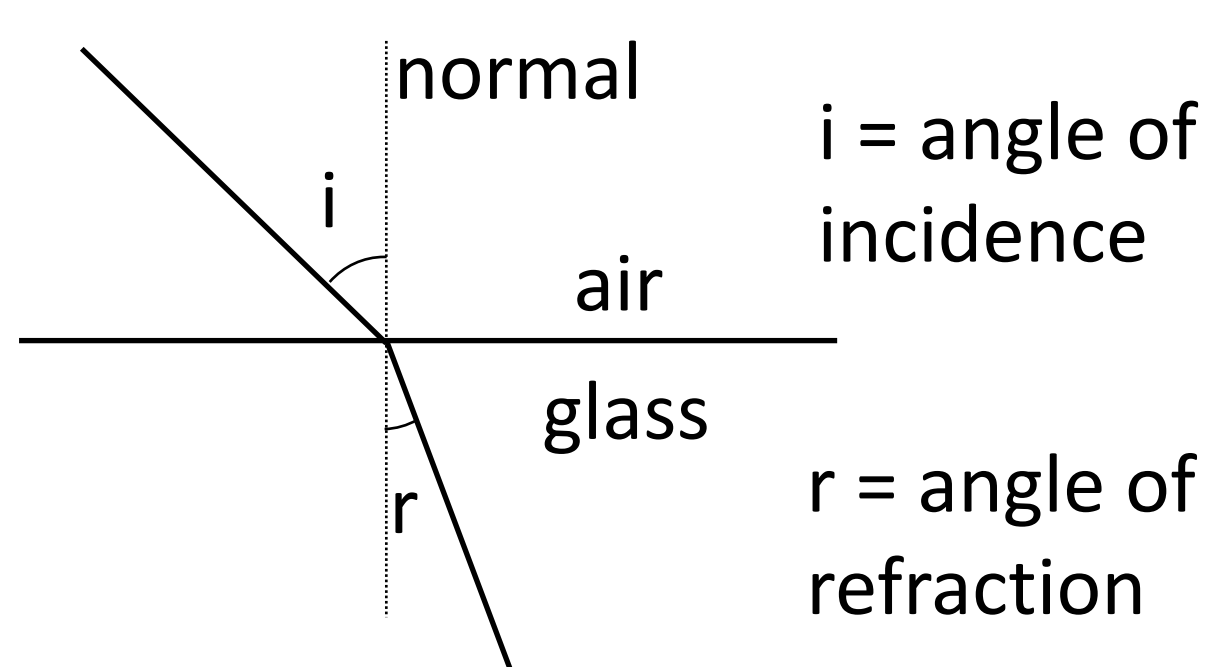
Key ideas: Reflection

- Reflection from a mirror: reflected angle = incident angle
- Specular reflection: all light reflects at the same angle due to smooth surface
- Diffuse reflection: light reflects at random angles due to rough surface



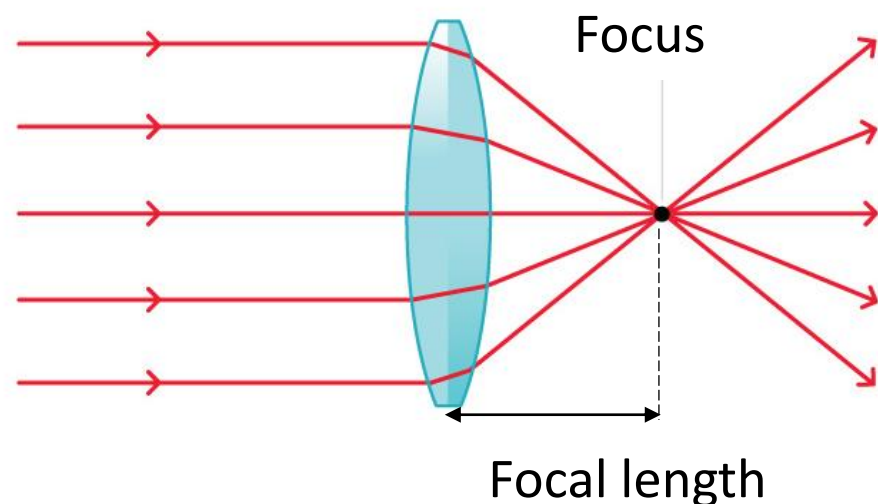
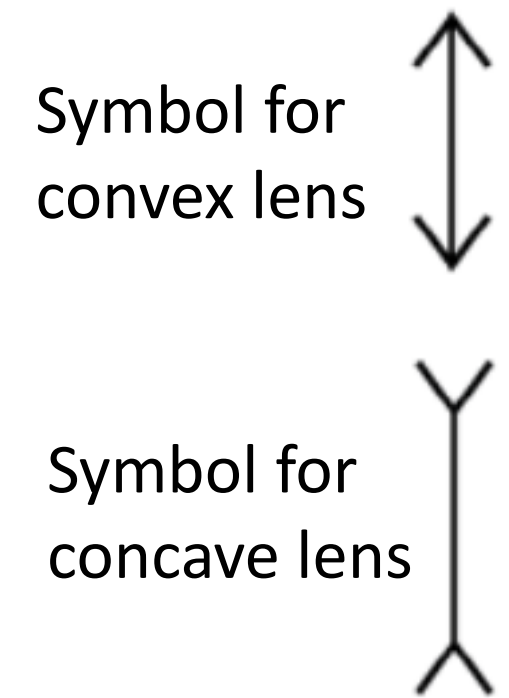
Key ideas: Refraction

- The change in direction of light when it moves from one medium to another is refraction. Refraction happens because light changes speed.
- In substances such as glass and water which are denser, light travels slower than in air.
- When light slows down, it refracts towards the normal.
- When light speeds up, it refracts away from the normal.



Key ideas: Lenses

- A lens forms an image by refracting light.
- In a convex lens, parallel rays of light are brought to a focus at the principal focus.
- The distance from the lens to the principal focus is called the focal length.
- The image produced by a convex lens can be either real or virtual. The image produced by a concave lens is always virtual.

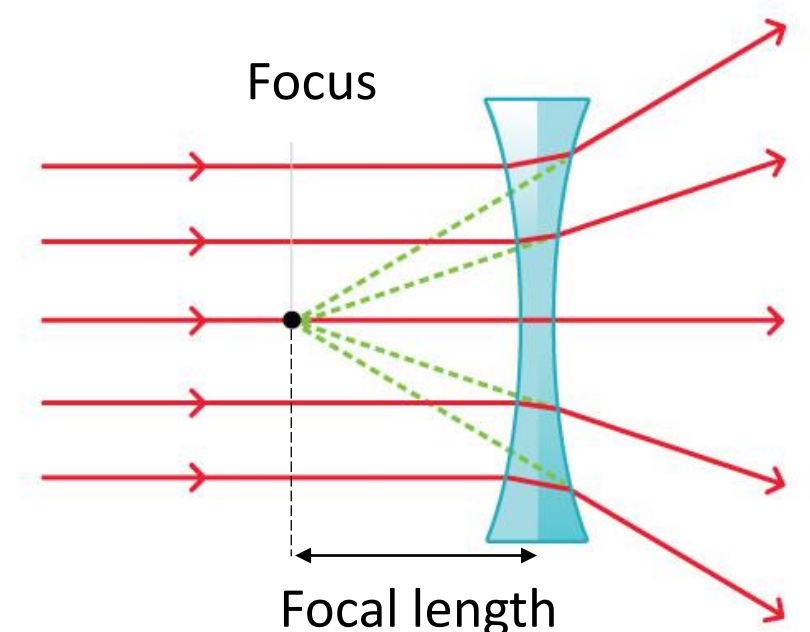


Convex / converging lens

- Parallel rays cross at the focus.
- A real image is formed at the focus where the rays cross.
- It is a real image because it can be formed on a screen.

Concave / diverging lens

- Parallel rays appear to have come from the focus.
- A virtual image is formed at the focus where the rays appear to have crossed.
- It is a virtual image because it cannot be formed on a screen.



Key ideas: The eye

Lens – to focus the light onto the retina.

Retina – detect light and converts it into an electrical signal.

Optical nerve – transmits the electrical signals to the brain.

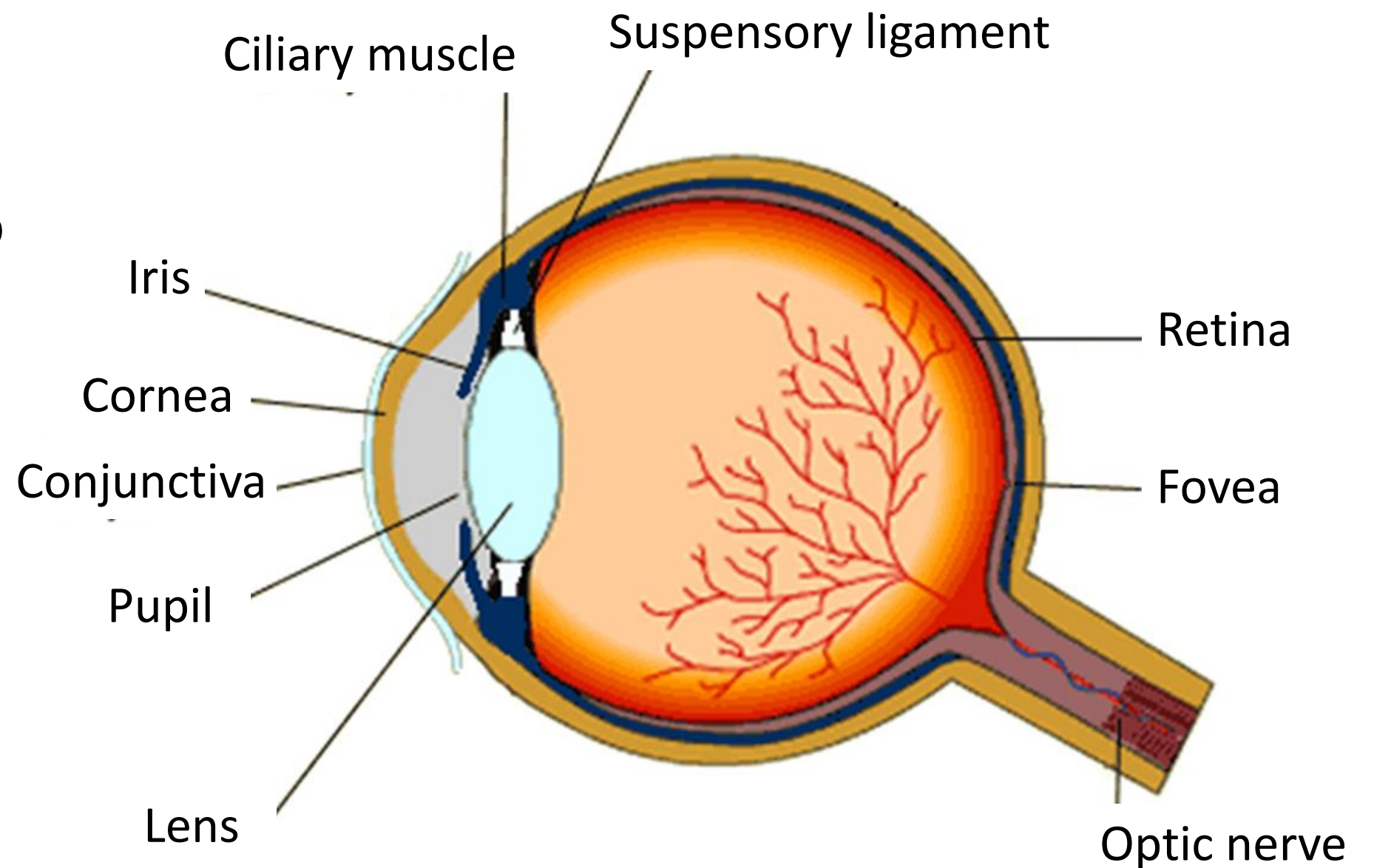
Pupil – a “hole” in the eye that allows light to enter the eye.

Iris – coloured part of the eye, controls the size of the pupil.

Eyelid – protects the eye from damage.

Sclera – the white, tough outer membrane of the eye.

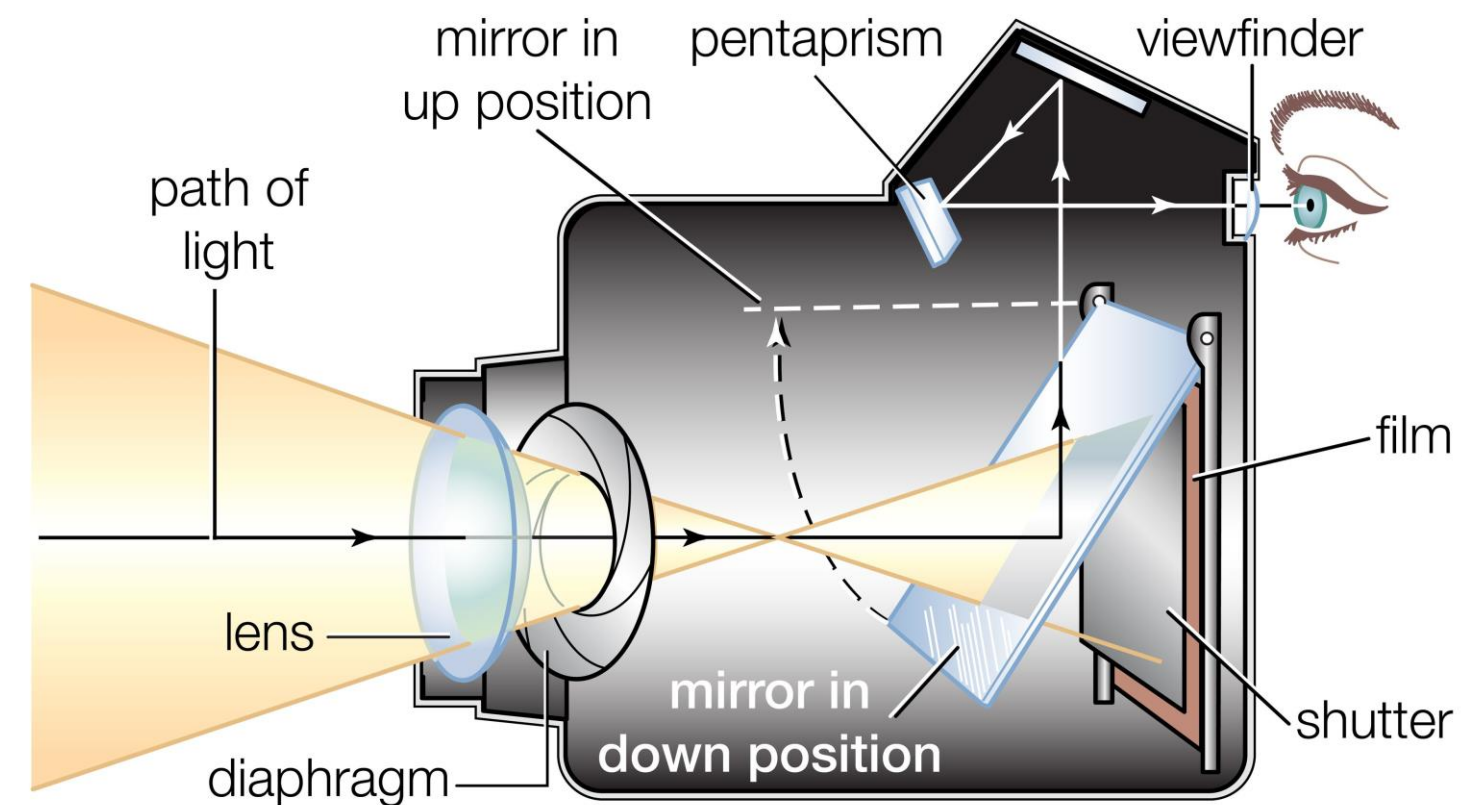
Vitreous humour – transparent, colourless and gelatinous mass that fills the eye.



Long sighted - Without a lens, the rays of light meet behind the retina. A convex lens is used to bring the rays of lights together sooner, by refracting the light. The light now becomes focussed on the back of the eye, the retina. This improves the quality of the image and makes the image clearer.

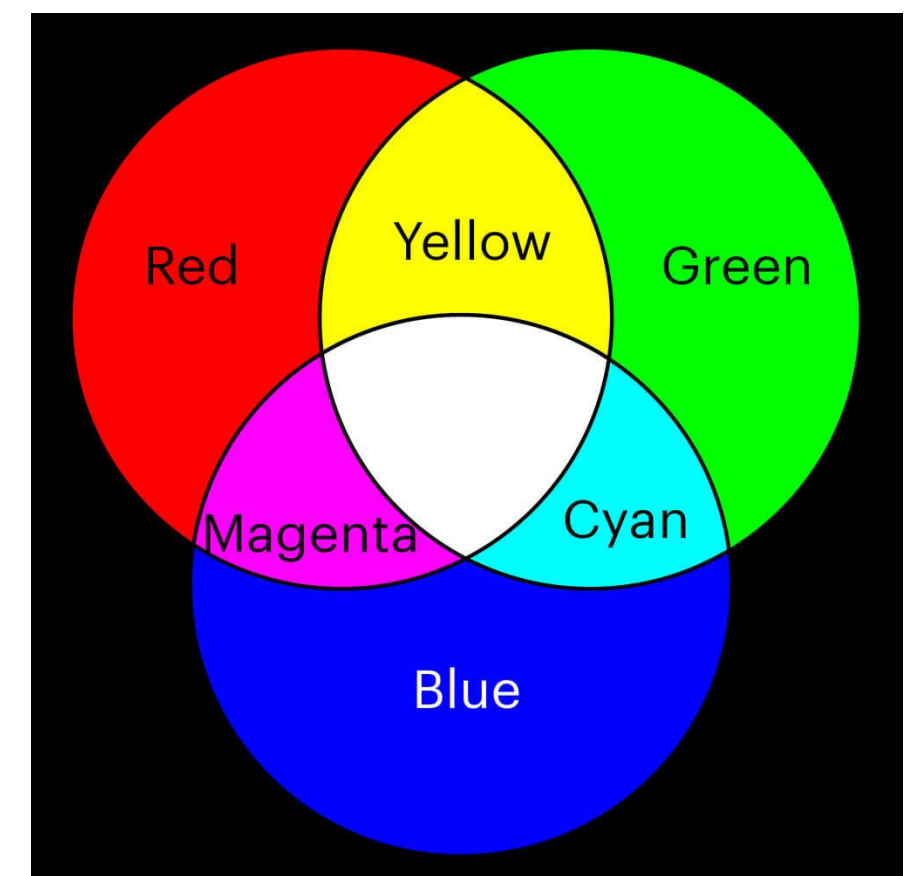
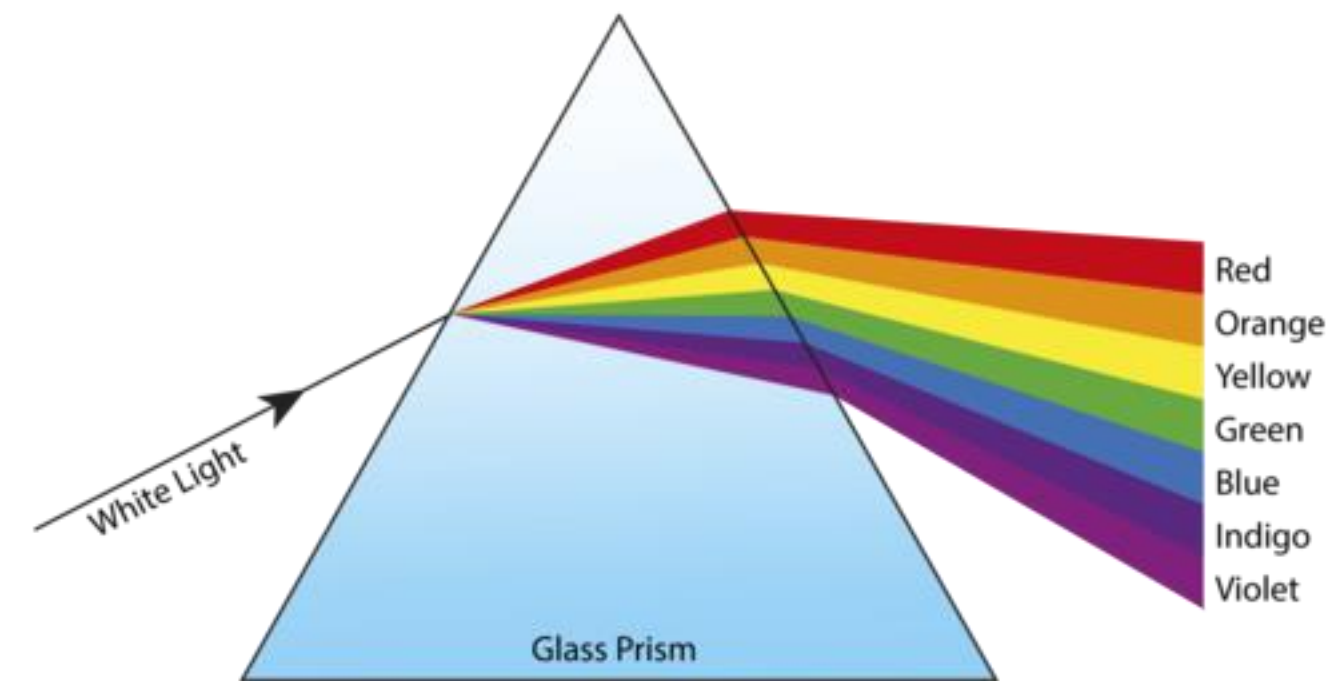
Key ideas: Comparing camera to the eye

Camera	Eye	Function
Film	Retina	Detects light
Diaphragm	Iris	Controls amount of light
Lens	Lens	Focusses the light
Aperture	Pupil	Allows the light to enter



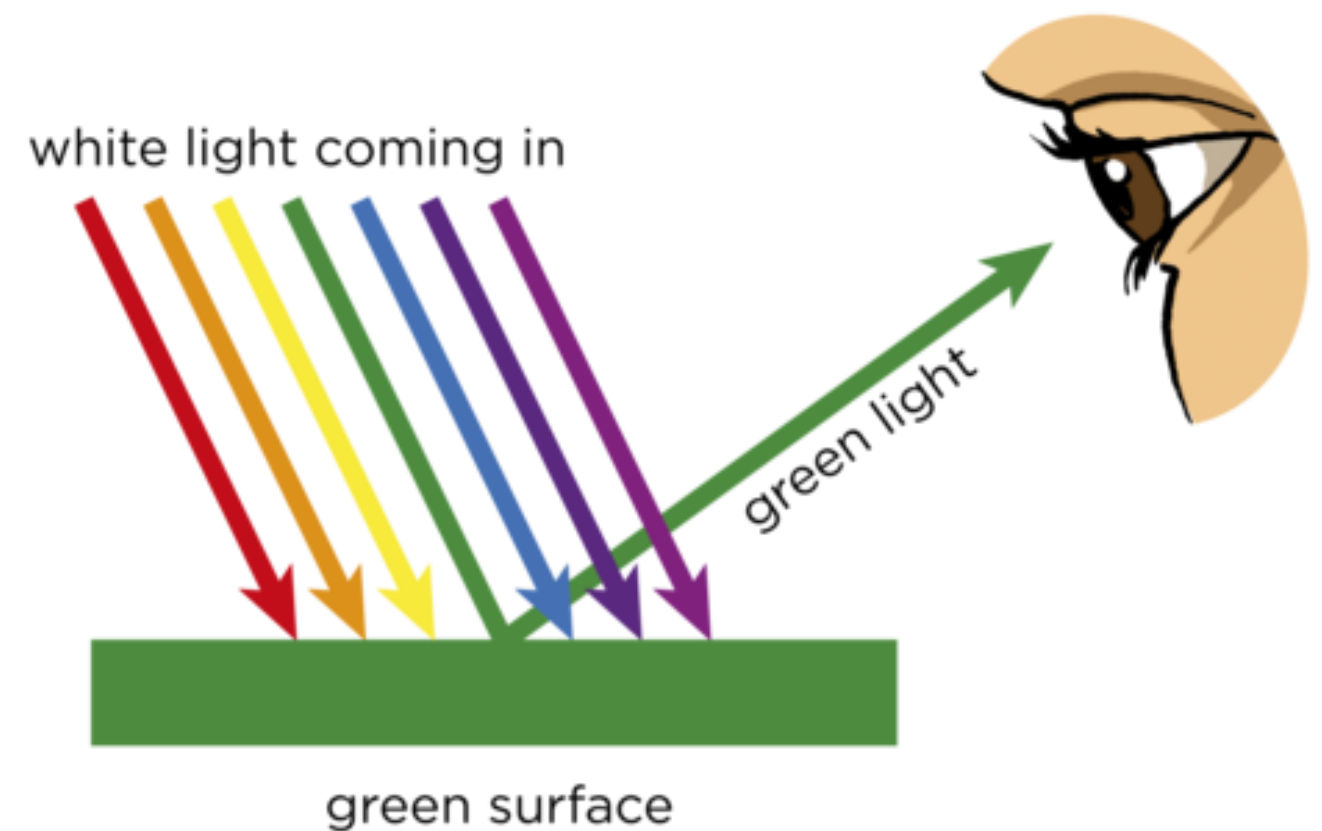
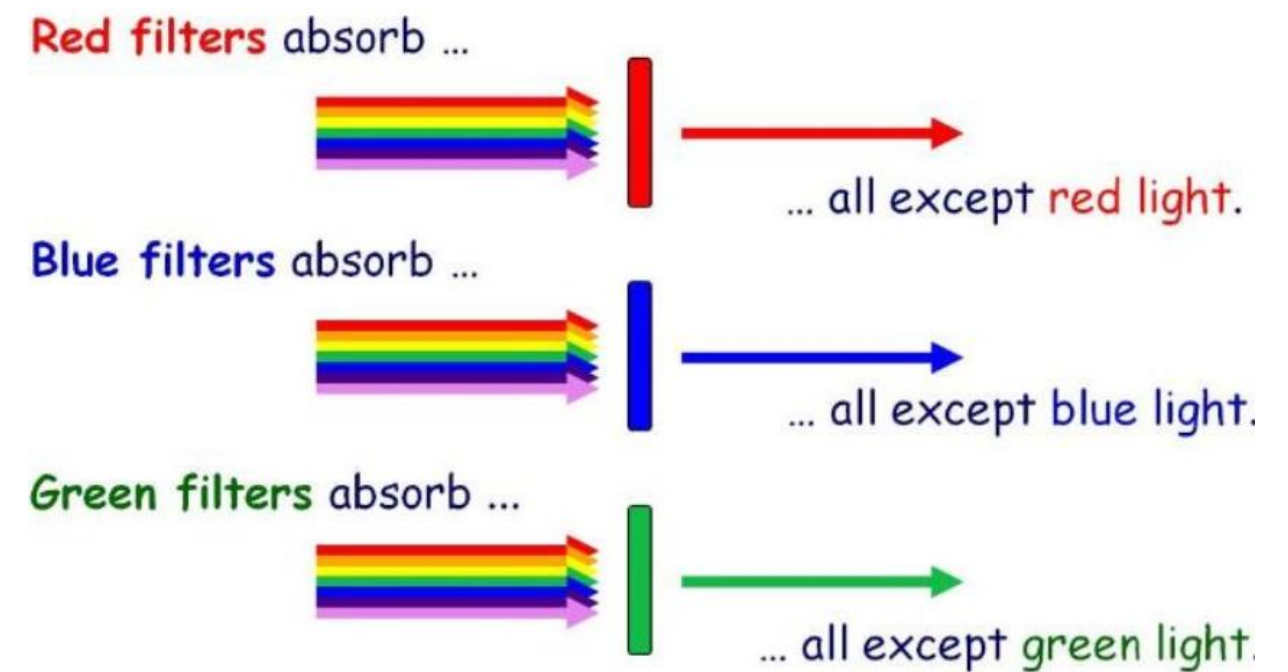
Key ideas: Colour

- White light is made of a spectrum of different colours.
- Light can be split up into these separate colours using a prism.
- There are seven colours of the visible light spectrum. In order of their frequency, from the lowest frequency (fewest waves per second) to the highest frequency (most waves per second), they are:
 - Red Orange Yellow Green Blue Indigo Violet
- White light can be split up into a spectrum of these colours using a triangular block of glass or acrylic, known as a prism.
- Light is refracted when it enters the prism, and each colour is refracted by a different amount. This means that the light leaving the prism is spread out into its different colours, a process called dispersion.
- There are three primary colours of light: red, green and blue. Light in these colours can be added (combined) together to make the secondary colours: magenta, cyan and yellow.



Key ideas: Colour

- Colour filters only transmit (let through) a specific colour.
 - A green filter transmits green light. It absorbs all other wavelengths of light.
- Objects appear a particular colour because they reflect and absorb different colours of light.
 - A white object reflects all colours of light.
 - A green object reflects only green light. It absorbs all the other colours.
 - A black object absorbs all colours of light.



Topic 8: Reactions 1

In this topic we will be studying:

- Metals and Non-metals
- Oxidation reactions
- Acids and Alkalis
- pH indicators
- Neutralisation Reactions
- Reactivity series of metals
- Metals and acids reactions
- Metal oxides and acids reactions
- Displacement reactions



Key Ideas

Metal properties are features they have in common

Some properties of **metals** are:

- Shiny (lustrous)
- Malleable (they bend without breaking)
- Solid at room temperature (except mercury)
- Good conductor of heat/electricity
- Ductile (can be drawn into wires)
- High density

Non-Metal properties are features they have in common

Some properties of **metals** are:

- Dull (not shiny)
- Brittle (break/shatter easily)
- Solid at room temperature (except bromine)
- Poor conductor of heat/electricity
- Not magnetic
- Low density

Key Ideas

When metals react with oxygen they form metal oxides.

Metal + Oxygen \rightarrow Metal Oxide

The reactants

The product(s)

This is called an oxidation reaction because oxygen is added.

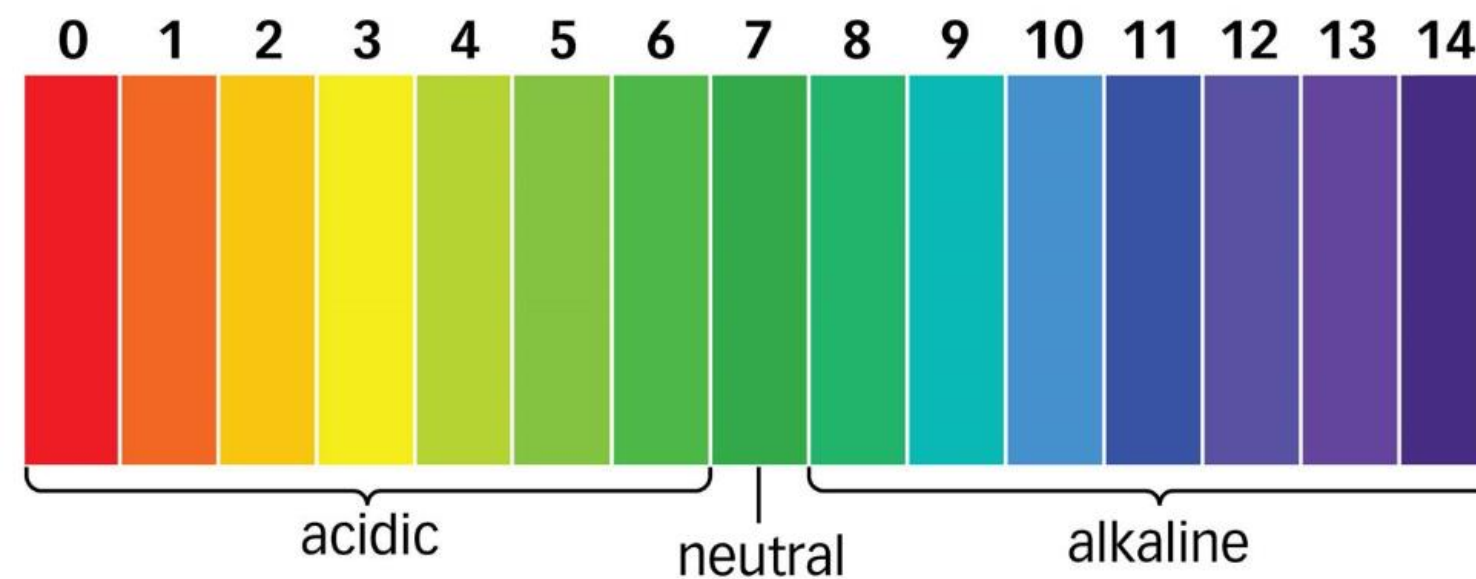
Sodium + Oxygen \rightarrow Sodium **Oxide**

Lithium + Oxygen \rightarrow Lithium **Oxide**

Key Ideas

The pH scale shows the strength of acids and alkalis. It goes from 0-14.

The scale shows you how strongly acidic or alkaline a substance is.



Acids and alkalis are opposites on the pH scale.

Key Ideas

Indicators are special dyes which change colour.

It changes colour depending on whether it is an acid, alkaline or neutral. In school we most often use universal indicator.

Another example of an indicator is **litmus paper**.

Blue litmus paper turns red under acidic conditions, and red litmus paper turns blue under alkaline conditions.

A pH probe could be used to produce an exact numerical value of pH.

Key Ideas

Acids and alkalis neutralise each other.

We can make a neutral solution by mixing the right volume of an acid and alkali.

The reaction is:



What happens when Hydrochloric acid is added to Lithium hydroxide?

Hydrochloric Acid + Lithium Hydroxide \rightarrow Lithium Chloride + Water

Key Ideas

Different metals have different 'reactivity'.

The more reactive a metal is: the more vigorously it reacts with other substances such as water or oxygen. These can be placed in a **reactivity series**.

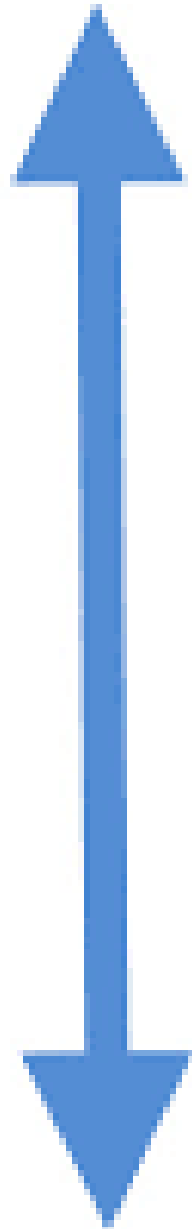
The **most** reactive metal is at the **top**

The **least** reactive metal is at the **bottom**

Why are Carbon and Hydrogen in red?

Carbon and hydrogen are in the reactivity series because these elements can be used to extract metals.

potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt



Key Ideas

Displacement reactions involve a metal and a compound of a different metal.

In a displacement reaction a more reactive metal will displace a less reactive metal from its compound.

Magnesium + Copper Sulphate → Magnesium Sulphate + Copper

Copper Sulphate + Magnesium → No reaction

Key Ideas

Name of acid	Name of salt produced
Hydrochloric acid	Chloride
Sulfuric acid	Sulfate
Nitric acid	Nitrate

When we react a metal with an acid, we get a salt and **hydrogen gas** produced.



Key Ideas

When we react a metal oxide with an acid, we get a salt and **water** produced.

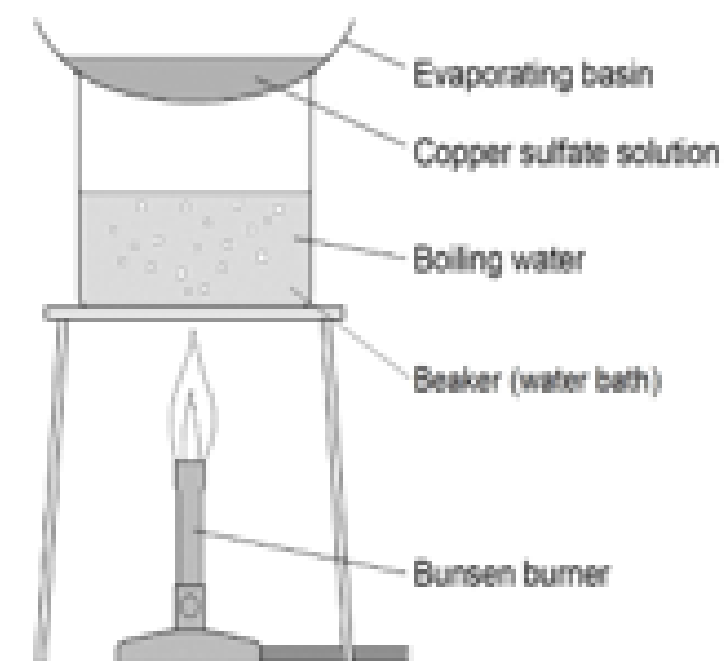
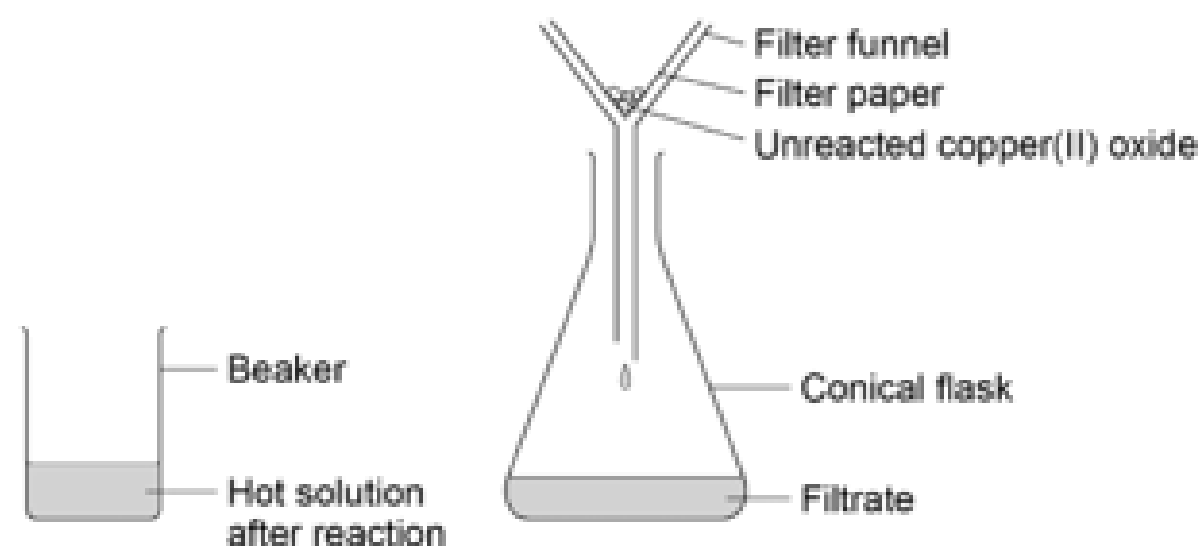
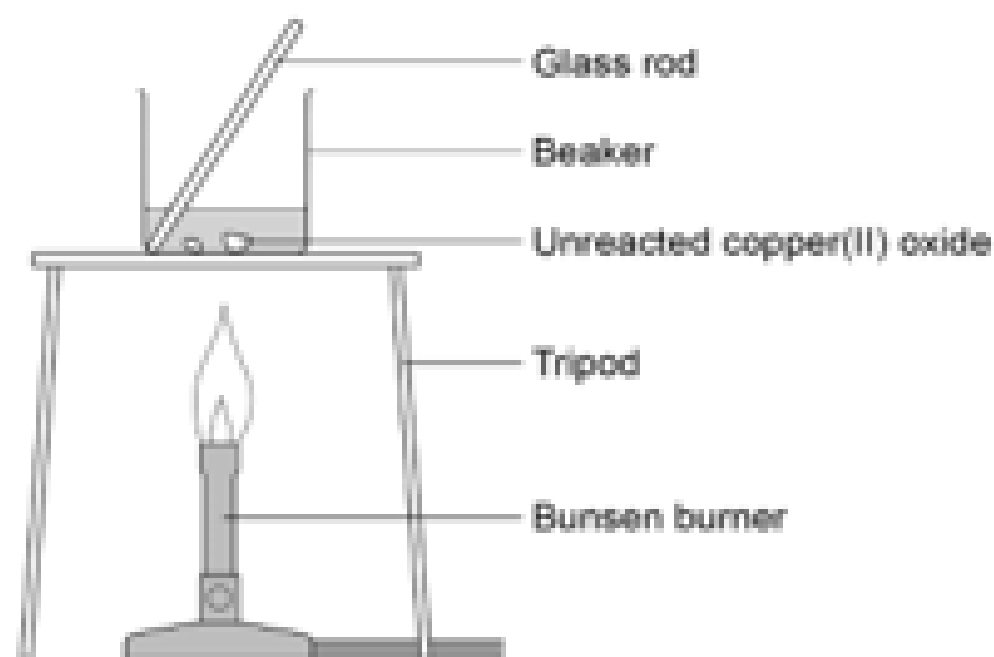


Hydrochloric acid + Sodium \rightarrow Sodium chloride + hydrogen

Sulfuric acid + Sodium \rightarrow Sodium sulfate + hydrogen

Nitric acid + Sodium \rightarrow Sodium nitrate + hydrogen

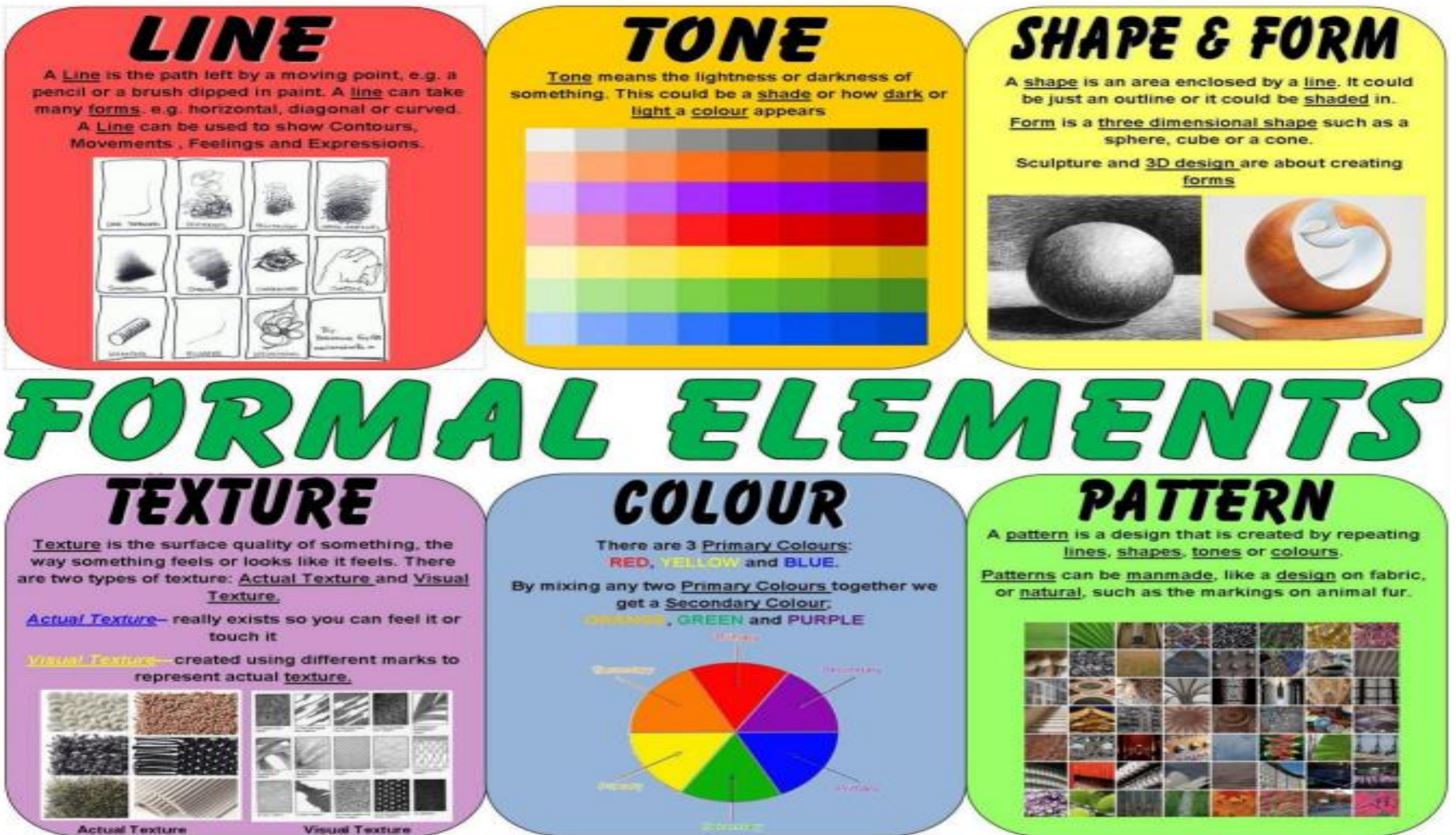
Key Ideas



1. Measure sulfuric acid into the 100 cm³ beaker.
2. Use the spatula to add **small** amounts of copper (II) oxide powder. Stir with the glass rod. Continue to add copper (II) oxide if it keeps disappearing when stirred.
3. Stop adding the copper (II) oxide when some of it remains after stirring so it is in 'excess'.

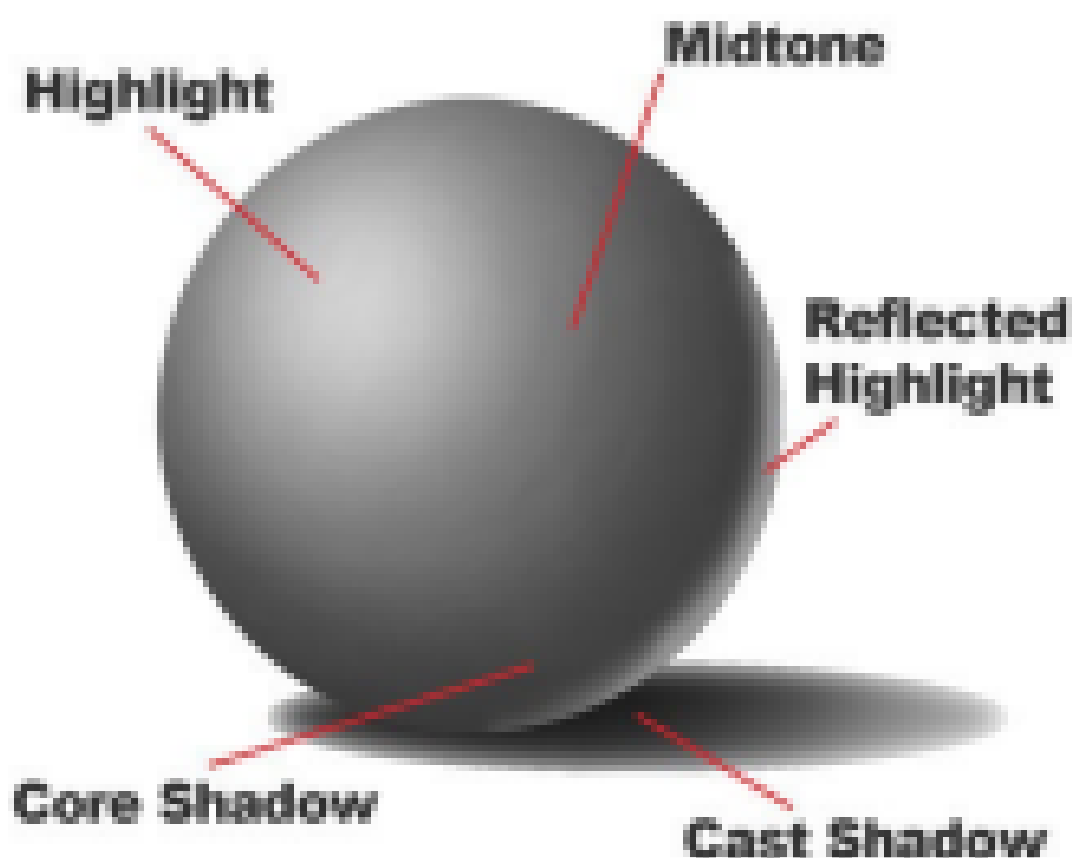
4. Set up the filter funnel and paper over the conical flask. Use the clamp stand to hold the funnel. Filter the contents of the beaker from step 3.

5. Pour the contents of the conical flask into the evaporating basin. Evaporate this gently using a water bath on the tripod. Stop heating once crystals start to form.
6. Leave this in a cool place for **at least 24 hours**.
7. **Gently** pat the crystals dry with pieces of filter paper. These are pure dry crystals of copper (II) sulphate.



TONE

Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects. In art and design, tone refers to how light or dark something is. Tones could refer to black, white and the grey tones between. It could refer to how light or dark a colour appears.



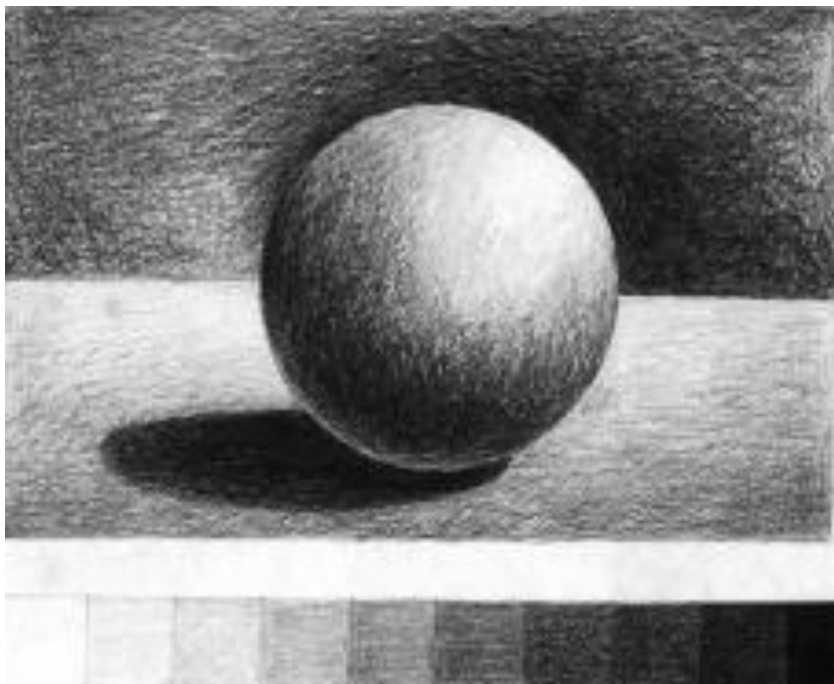
In real life tone is created by the way light falls on an object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows

Tone can be used for a range of effects:

- to create the illusion of form
- to create a particular atmosphere
- to create contrast and focus attention
- to suggest depth and distance

Art

Shading is used to create different tones in a drawing. A range of different techniques can be used to build up tones.



Value

Value refers to how light or dark a tone is. Dark tones are said to have low value. Light tones are said to have high value.



Tone can be used to create atmosphere in art and design work. Different atmospheres will be created depending on the value and contrast of the tones used. Value refers to how light or dark a tone is. Dark tones are said to have low value. Light tones are said to have high value.

Contrast

Contrast refers to the difference between tones. A small amount of contrast, or low contrast, between the lightest and darkest tones will tend to result in a more subtle or calm image. The greater, or higher, the contrast of tones, the more dramatic the atmosphere.



Haystacks (Effect of Snow and Sun), 1891, by Claude Monet.



Haystack (Morning Snow Effect). (Meule, Effet de Neige, le Matin), 1891, by Claude Monet.

Tone

Try answering the following questions:

1. Tone means?

2. Tone is created by the way 'what' falls on an object?

3. The parts of the object where the light is the strongest are called?

4. The darker areas of an object are called?

5. Tone can be used to create the illusion of what?

6. Shading techniques are used to create different tones in a?

7. Which term refers to how dark or light a tone is?

8. Which term refers to the difference between tones?

The formal element of Tone

[\(15\) Elements of Art: Value | KQED Arts - YouTube](#)

Chiaroscuro

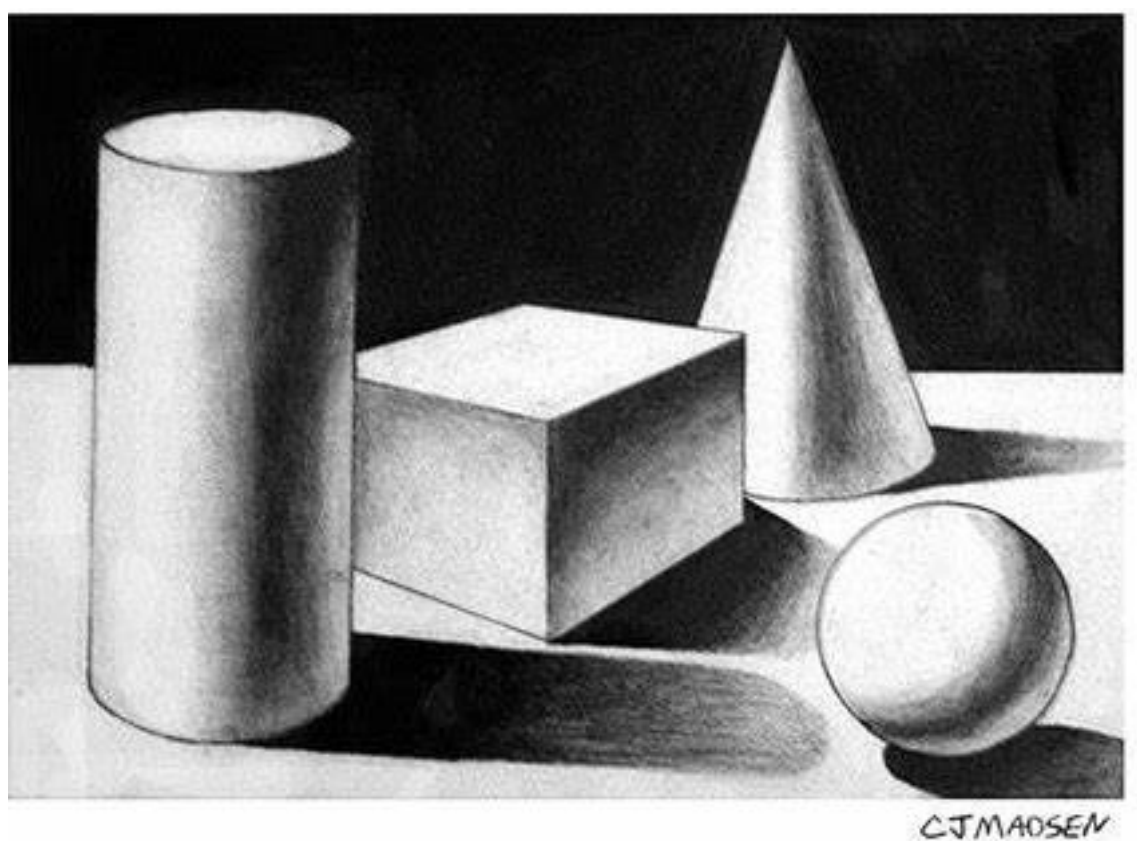
[\(15\) The Power of Chiaroscuro | Art Terms | LittleArtTalks - YouTube](#)

Caravaggio: Master Of Light

[\(15\) Caravaggio: Master Of Light - YouTube](#)

Task:

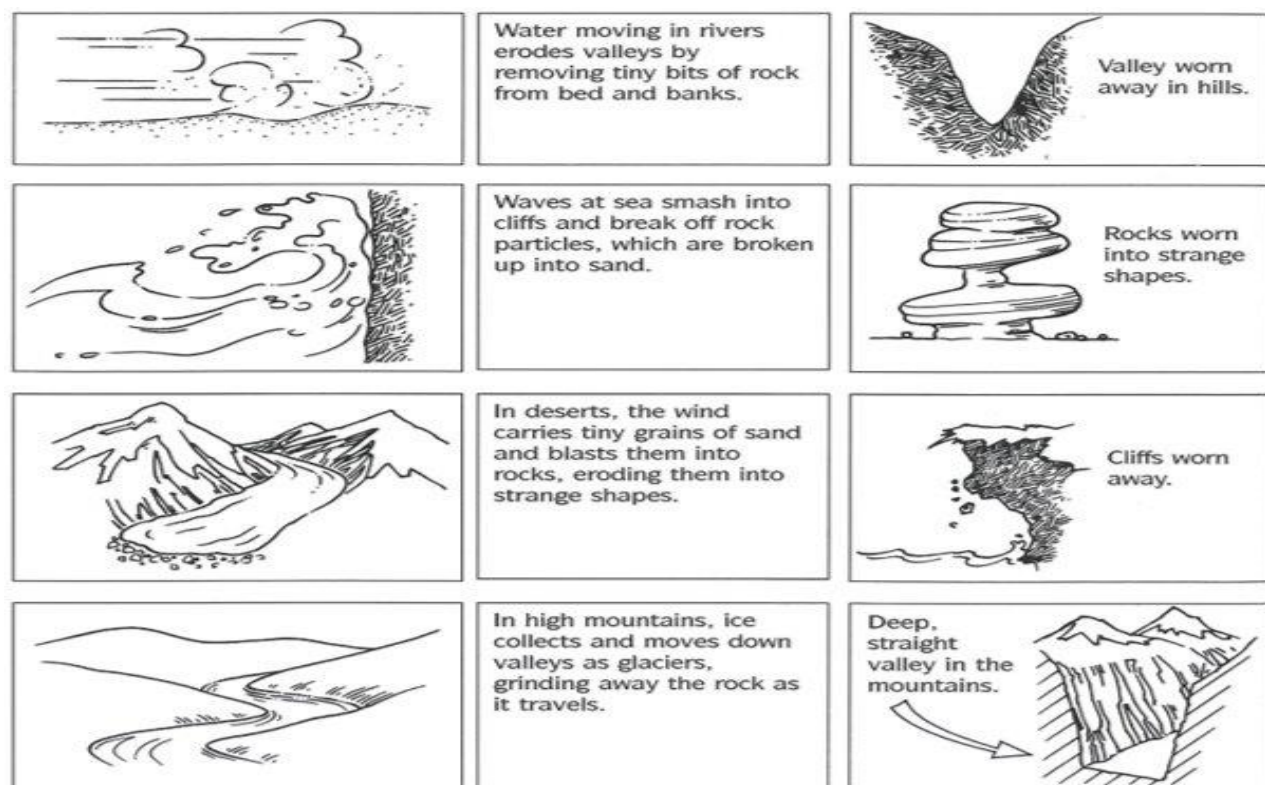
Create a contrasting work with deep blacks and bright whites. Inspired by the technique of chiaroscuro.



Geography Year 7: Water on the Land: Rivers and Glaciation

Week 1: Weathering

Our world is home to a variety of different scenery. Some places are mountainous. Some are flat. Geographers call the scenery of a place the landscape. Weathering is the breakdown of rocks by physical and chemical processes. Weathering breaks down rocks on the surface of the Earth. There are three types of weathering; biological, physical and chemical.

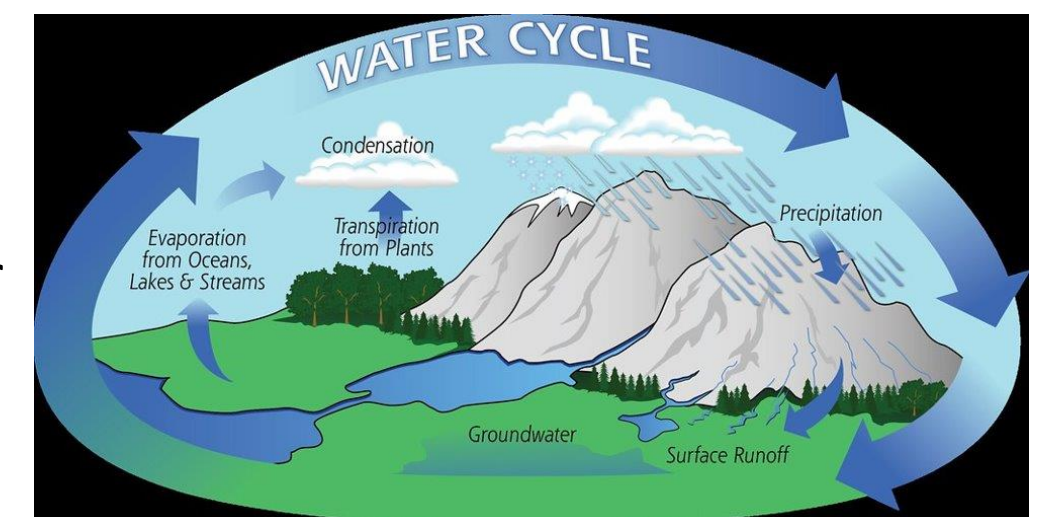


Week 2 : Erosion

Erosion is when land is worn away by another material and is carried away by rivers, ice, waves and wind. Water moving in rivers erodes valley's by removing tiny pieces of rocks from the bed and banks. Waves at sea smash into cliffs and break off rock particles which are broken up into sand. In deserts the wind carries tiny grains of sand and blasts them into rocks, eroding them into strange shapes. In high mountains, ice collects and moves down valleys into glaciers, grinding away the rock as it travels.

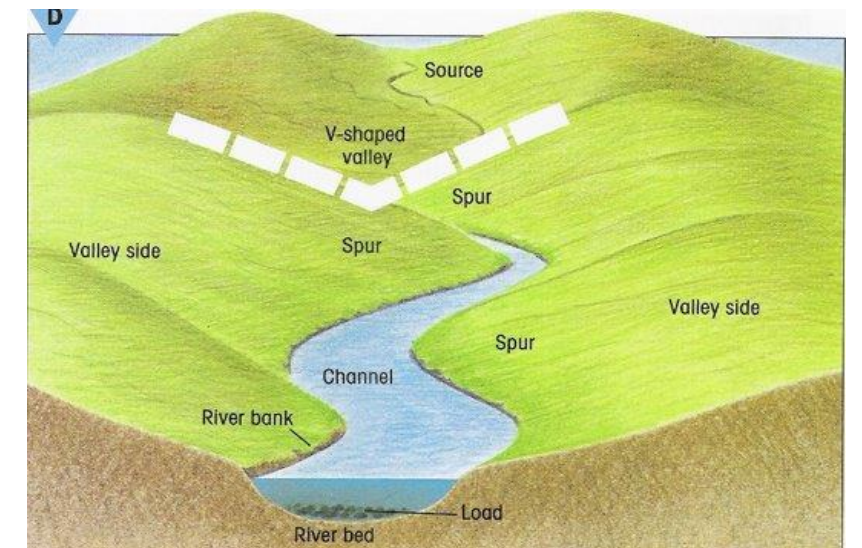
Week 3 : The Water Cycle

The water cycle is the journey water takes as it moves from the land to the sky and back again. It follows a cycle of evaporation, condensation and precipitation. The water cycle helps us to understand how rivers work. It is called a cycle because water continuously moves around the system. It can be a liquid, vapour or a solid. Key components of the water cycle are; evaporation, precipitation, transpiration, surface water, condensation and groundwater.



Week 4: Water shaping the land

Rivers work hard. They continually erode and move material downstream. It is not the water that does most of this, but the boulders, stones and rocks that the river water pushes down the river's channel. This causes the river valley (where the river is found) to change shape. Rivers change as they move downstream. As weathering and erosion work to change the shape of the river, different features and landforms can be seen. These include spurs, V-shaped valleys, riverbanks and valley sides.



Weeks 4 & 5: Drainage basin and river flooding

A river basin or drainage basin is an area of land drained by a river and its tributaries. The edge of the drainage basin is known as the watershed. This can be compared to a sink or basin, which catches the water falling into it. Several important features can be found within a drainage basin. These include the source, watershed, tributary channel and mouth. A river floods when the water normally flowing in the channel overflows its banks and spreads out onto the surrounding land. Flooding can be caused by physical features such as heavy rainfall, steep sided valleys and impermeable rock as well as human factors such as urbanisation and deforestation.

Weeks 6 & 7: Bangladesh case study and Calder Valley flooding enquiry

Bangladesh is a developing country in Asia and it is frequently affected by flooding. The low-lying land floods easily and it is difficult to protect them. It is important to understand the physical and human causes of flooding in Bangladesh and the social, economic and environmental effects they cause as well as how the country manages them. The Calder Valley flooding enquiry highlights the different options that can increase flood protection in the local area and the factors that must be considered when making these decisions.

Please note:

Homework will be placed on Seneca for you to complete during this half term. Log in as normal into your account

History – Life of a Medieval Peasant

Working the land;

Most work was **done by hand except ploughing** (ploughs were pulled by Oxen) & breaking up soil with the use of mallets. This was exhausting work.

Harvest time: **Everyone worked in the fields**- men, women and children. Corn was cut with a scythe and people often worked on their hands and knees. **They worked very long hours**. This was very hard work, every piece of corn had to be harvested and nothing could be wasted (see life or death).



Women's work: Women worked on a **spinning wheel** turning wool in to yarn. **The yarn, or thread, was then woven into cloth**. This was as well as all their other work (cooking etc.) This method of production was slow and exhausting.

Feudal burden; To meet to the cost of the land they lived on, **peasants had to work for the local lord for 2 days a week**. This was called boon work. They were not paid for this work. The peasants came to resent this feudal burden

Life or Death

Weather was a matter of life and death. **Over 90% of people worked on the land for a living** and their lives depended on a good harvest each summer. **If the weather was poor and the crops failed people went hungry.**

However, when the harvest was good, peasants had a good diet. Excavations of medieval graves showed that **people in the Middle Ages were slightly taller than people who lived during the Industrial Revolution** (500 years later). This proves that medieval peasants did enjoy a good diet compared with people living hundreds of years later.

Treating the sick

Only the rich could afford to see university trained doctors. Other people used either barber surgeons or wise women. **Barber Surgeons often gained their knowledge of medicine and surgery on the battlefield.** They performed minor surgeries like taking teeth out and bloodletting. **Wise women lived in villages and had knowledge of how herbs could be used to cure illnesses**

Peasants' everyday life

Peasant homes were small, often just made up of one room. A peasant's hut was made of wattle and daub, (mud interwoven with sticks) with a thatch roof but no windows. Inside the hut, a third of the area was penned off for the animals, which lived in the hut with the family. A fire burned in a hearth in the centre of the hut, so the air was permanently eye-wateringly smoky. Furniture was maybe a couple of stools, a trunk for bedding, and a few cooking pots.

Children spent most of their time helping their parents with day-to-day activities. Rather than going to school, they worked on jobs in the house, looked after animals and helped grow food.

Peasants also had to pay a tithe to the Church. A tithe was 10% of what they produced on their land. The Church was central to medieval life. People would attend services there every Sunday, and it would host marriages, christenings and funerals.

Optional activities:

1. Look up a traditional peasant home made from wattle and daub. Draw and label it.
2. Research Wharram Percy and write a short report on what was found there

Life in medieval towns

There were not many towns in medieval England, and those that existed were small by modern standards. London was the largest with a population of 10,000 and Winchester the second largest with 6,000 people.

There were many skilled craftsmen working in towns, such as carpenters, blacksmiths and tailors. Trade was a key part of town life, with goods such as iron, wool, salt and agricultural products being commonly bought and sold. Coastal towns would trade with other countries.

Some women were able to work as shopkeepers, cloth-sellers or run pubs, but these opportunities were very limited. Similar to villages, women were also expected to work in the home, cleaning and looking after their family.

Towns were often unhygienic because of the larger populations and the lack of proper sanitation. Modern toilets and plumbing were a long way in the future and waste was thrown into the streets. Animals such as pigs and sheep roamed and butchers often threw waste meat into the street or river. These unsanitary conditions contributed to the spread of diseases, such as the Black Death.



The Feudal System

Peasants were at the bottom of the feudal system and had very little freedom. They had to ask for permission to leave a village or get married. They also had to work for their lords for two days a week without pay.

Wages

The Black Death killed up to 50% of the population in 1349 so there were not enough people to farm the land. Those who survived could demand higher wages, this meant that ordinary people could afford better food, more clothes and send their children to school.

Holy-Days

People had plenty of days off in the Middle Ages, probably more than people today! They didn't work Sundays or on religious days like Christmas or Easter, or on Saints' days. Wow!



Optional Comprehension questions:

- 1) What type of work did women do?
- 2) How do we know people in Medieval England had reasonably good diets?
- 3) How did the Black Death improve lives for the survivors?
- 4) Why did peasants have so many days off?
- 5) Why were peasants so dependent on the weather?
- 6) Who would treat you if you got sick?

Optional Revision tasks:

- Try and draw a feudal system from memory
- Create a mind map of;
 - Jobs and wages in Medieval England
 - Health and free time in Medieval England

The Black Death: how did it affect England?

In 1348 all the conditions were right for a huge disease to strike and kill millions.

- 1) **Doctors were powerless** and knew little about what caused diseases and how they spread.
- 2) **People were weakened** by war and harvest failures.
- 3) The rats which carried the fleas, flourished in the **dirty towns**.
- 4) **Busy trade routes** carried the plague from one place to another.

The plague **arrived at Melcombe Regis in Dorset in June 1348**, and it spread throughout the south of England. In 1349 it reached Wales, Ireland, and the north of England. By 1350, it had made it to Scotland. Estimates suggest as much as **half the population died**.

Comprehension questions:

1. When did the Black Death arrive in England?
2. Where did it arrive?
3. How many people died?
4. How did people suffer as a result of the Black Death?
5. What was the biggest **positive** result of the Black Death?

Short term impact of the Black Death (How people were affected at the time)	Long term impact of the Black Death (How people were affected in the future)
<ul style="list-style-type: none"> ➤ ½ of the Population died from the Black death ➤ The death itself was horrid; black buboes grew under your armpits and on your groin, you bled underneath the skin, were sick and then fell into a coma ➤ There were not enough peasants left so crops rotted in the fields- some died of starvation ➤ Families were destroyed and some villages disappeared for good as all the inhabitants had died 	<ul style="list-style-type: none"> ➤ Eventually peasants could gain higher wages as the Lords were so desperate for workers ➤ Peasants could bargain more for more land and lower rents as there was so much unworked land around ➤ Some peasants stopped doing so much “free” work for the lord. The lord didn’t complain in case his peasants left. ➤ Peasants had more freedom because they could always go and work for someone else

Independent learning:

Website: Seneca KS3 History.

<https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/67c7260b-6599-4155-9392-d0afb59a8611/session>

Recommended sections:

1.6.1 The Black Death

Have a go at the end of section tests too!



Website: BBC Bitesize.

Read the sections on Law and Order in medieval society and Education in medieval society

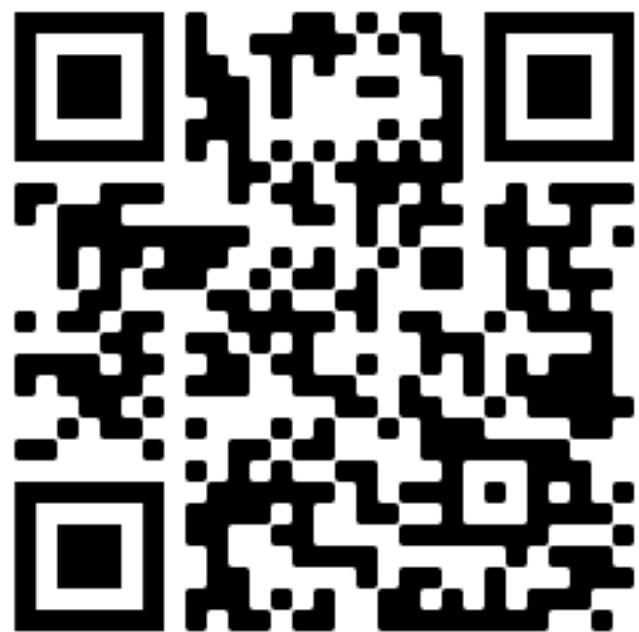
<https://www.bbc.co.uk/bitesize/topics/zbn7jsg/articles/zwyh6g8#zggn9q8>

Have a go at the end of section quiz too!

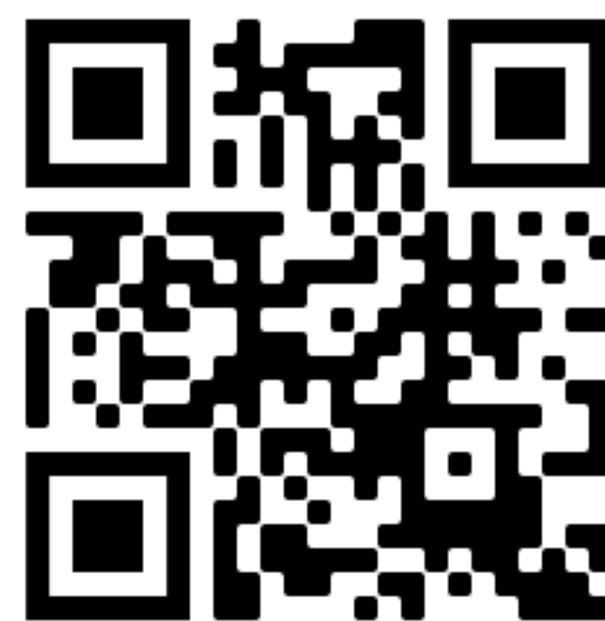


French Spring Term Homework

Students use www.pearsonactivelearn.com to complete bespoke tasks to accompany the course. They have their own individual username and the password for everyone is French123.



Students also have access to www.linguascope.com to help with learning general topic-based vocabulary. Everyone has the username **brooksbank** and password **french123**. Click on the beginner or elementary section and the French flag.



FRENCH ACCES MODULES 5-8

CLASSROOM



OPINIONS
SPORTS



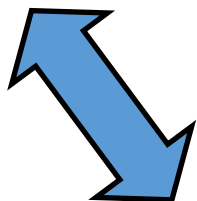
COLOURS



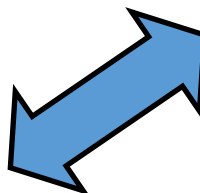
ANIMALS

6 J'adore le judo
Tu aimes le foot?

Opinions
Reasons



Modules 5-8



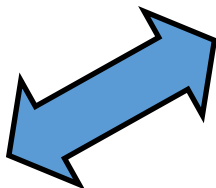
7 Les goûts et les couleurs
Tu préfères ...ou...?
Quelle est ta couleur préférée?

Adjective endings

**5 Dans ma salle de
classe!**

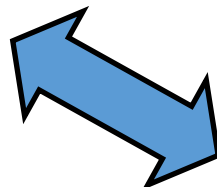
Qu'est-ce qu'il y a dans
ta salle de classe?

Le, la,les, l'
Instructions



8 Tu as un animal?

Plurals
Using a dictionary



Accès Module 5

Saying what's in your class

Words for "the"

Qu'est-ce qu'il y a dans ta salle de classe?

What's in your classroom?

Dans ma salle de classe il y a...

In my classroom there is / are.....

It is important to remember accents when writing in French. Three accents can appear on the letter 'e':

é – the acute accent eg écoutez!

è – the grave accent eg élèves

ê – the circumflex eg la fenêtre



- a la chaise
- b la fenêtre
- c le bureau
- d la porte
- e le professeur
- f la table
- g le tableau
- h l'ordinateur
- i le tableau interactif
- j les livres
- k la salle de classe
- l les élèves

Remember that not all words simply add **-s** to make the plural form. Watch out for:

les tableaux = the boards

les bureaux = the desks

le = the (for masculine nouns)

la = the (for feminine nouns)

les = the (for plural nouns)

l' = the (in front of nouns starting with a vowel)

If the noun starts with a vowel, **le** or **la** becomes **l'** as in **l'ordinateur**.

Accès Module 6 *Saying what you like and dislike* Hobbies

Tu aimes?

Do you like.....?



j'aime



je n'aime pas



j'adore



je déteste



le foot



le rugby



le tennis



le vélo



le skate



le judo



les jeux vidéo



la danse



la musique



la gymnastique

c'est

it's

nul

rubbish

super

great

ennuyeux

boring

intéressant

interesting

je préfère

I prefer

Accès Module 7 *Saying what colour things are* *Using adjectives*

Tu préfères.....ou....?

Je préfère....

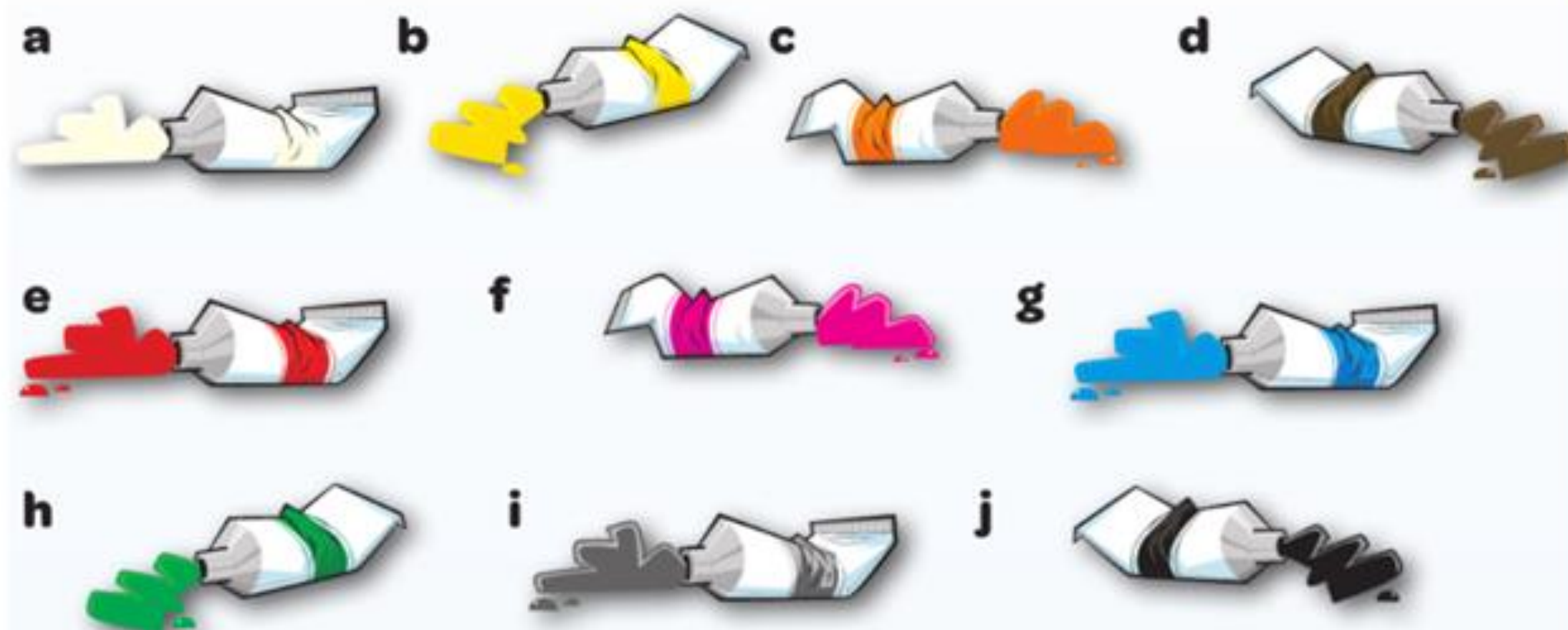
Quelle est ta couleur préférée?

Do you prefer.....or...?

I prefer.....

What is your favourite colour?

a blanc	f rose
b jaune	g bleu
c orange	h vert
d marron	i gris
e rouge	j noir



In French, the adjective (the describing word) comes after the noun.

le scooter **bleu** the **blue** scooter

la voiture **rouge** the **red** car

Look! An extra **-e** is added to some of the colours when the noun is feminine.

Listen! It may make them sound different too!

le scooter / bleu / vert / jaune / rouge

la voiture / **bleue** / **verte** / jaune / rouge

Accès Module 8 Talking about animals



Tu as un animal?

J'ai ...

Je n'ai pas d'animal

Do you have a pet?

I have ...

I don't have any pets.



Remember! If there is more than one animal, add **-s** or **-x** at the end of the noun, but don't pronounce it!

un chat → **deux** chats

un oiseau → **six** oiseaux

un lapin → **des** lapins

un cheval → **des** chevaux

Warm ups and Muscle groups

1. Why do we need to warm up?

- A) To prepare yourself physically and mentally for exercise.
- B) Increase the temperature of muscles, tendons and ligaments to reduce the chance of injury.
- C) Increase the range of movement in joints to improve performance.



2. Stages of a warm up:

- A) Pulse raiser – To raise heart rate and speed up oxygen delivery to working muscles.
- B) Stretching – Increase elasticity and range of movement of working muscles.
- C) Drills – Practices more closely related to the main session.

3. Examples of warm up activities:

Pulse raiser: Jogging, side steps, high knees, heel flicks.

Stretching: Calf stretch, hamstring stretch.

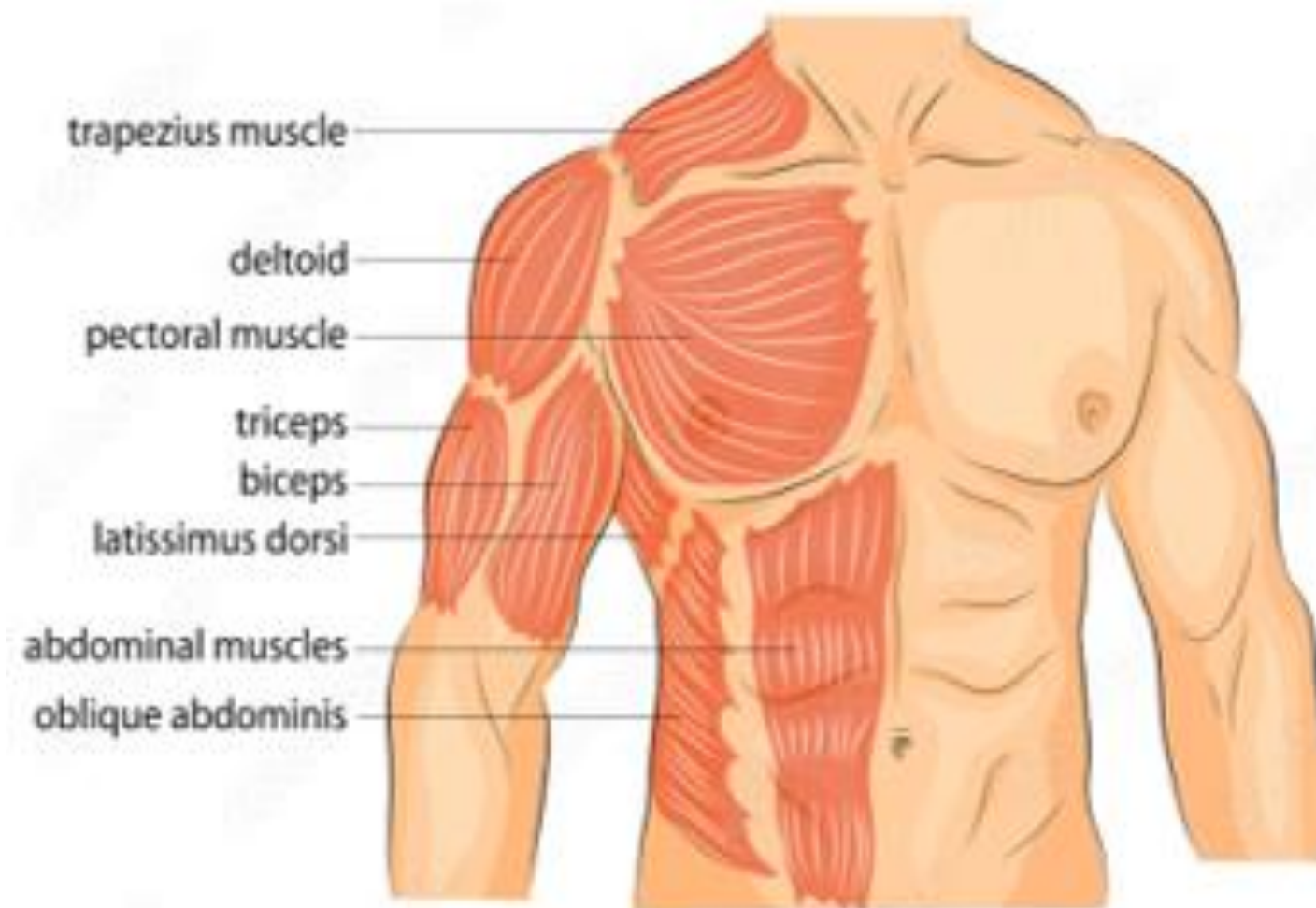
Drills: Small passing drills, footwork drills.

Warm ups and Muscle groups

Upper body muscle groups:

Below are the main upper body muscle groups.

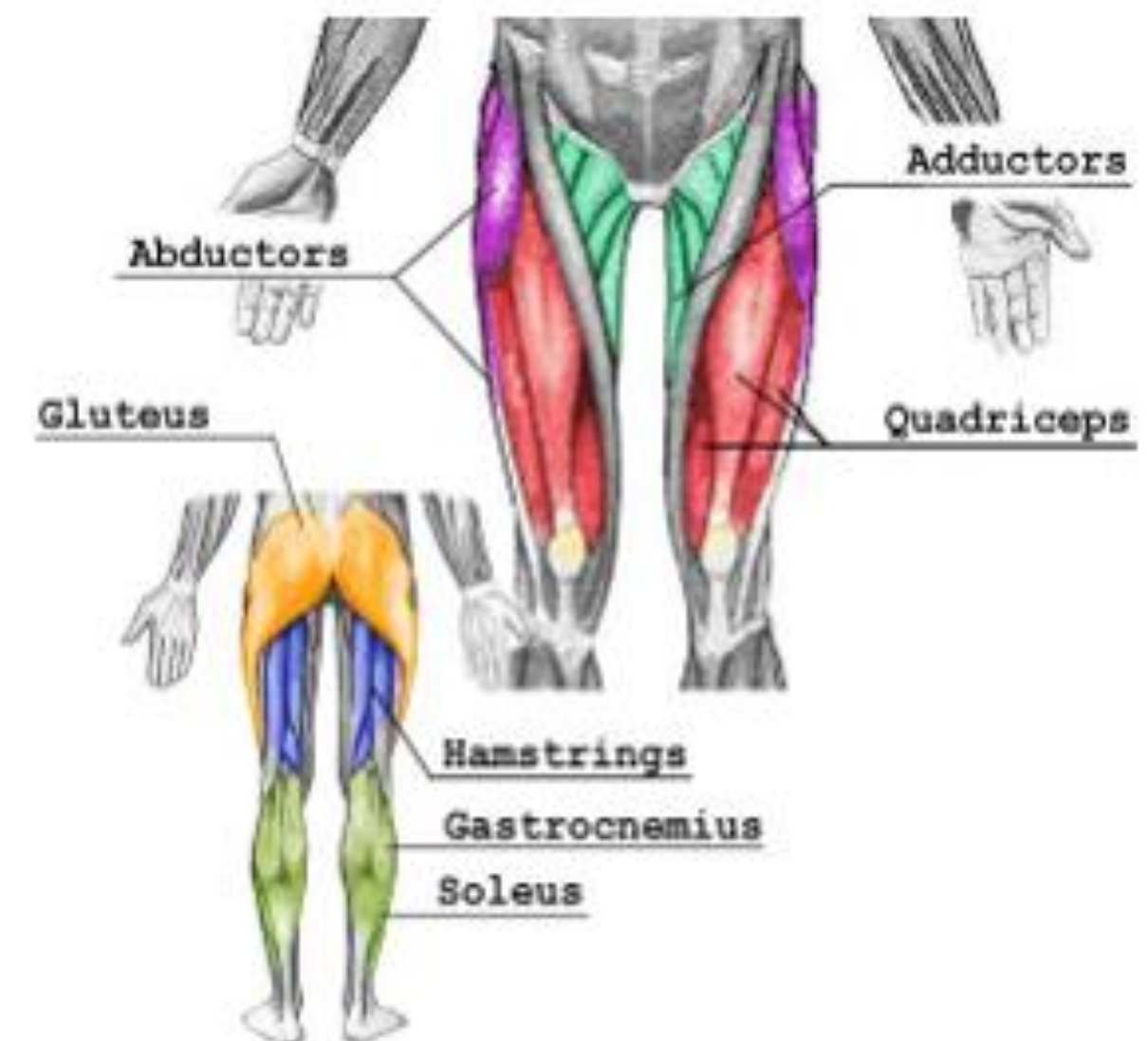
The muscles seen will be used in sports such as tennis for hitting a serve and cricket for bowling the ball.



Lower body muscle groups:

Below are the main lower body muscle groups.

These muscles will be used in sports such as football for shooting at goal and rugby for kicking a conversion.



Warm ups and Muscle groups

Importance of stretching:

Stretching is mainly important for two things, avoiding injury and improving flexibility of muscles. By stretching as part of a warm up, the range of movement of the muscles increases which will improve physical performance.

There are two types of stretching, static and dynamic.

Static stretching:

Static stretching is done by gradually stretching a muscle and then holding the position.

You should do static stretches after a workout when your muscles are warm to avoid injury.

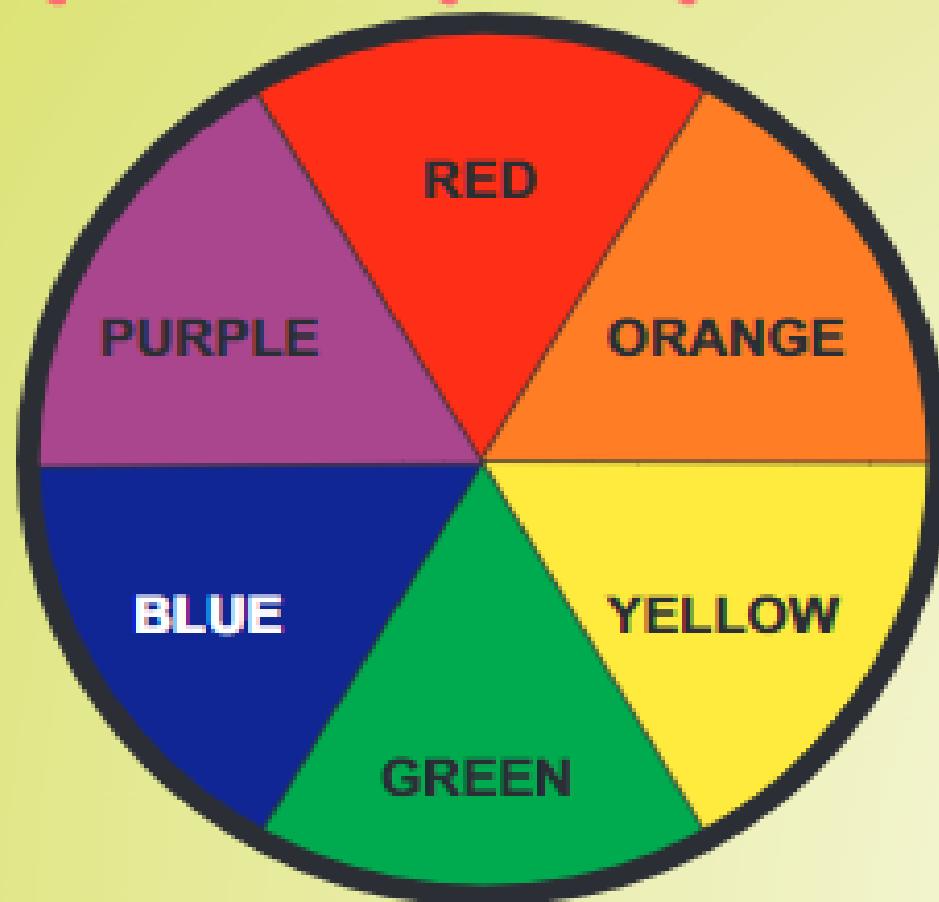


Dynamic stretching:

Dynamic stretching means moving a joint through its range of motion.

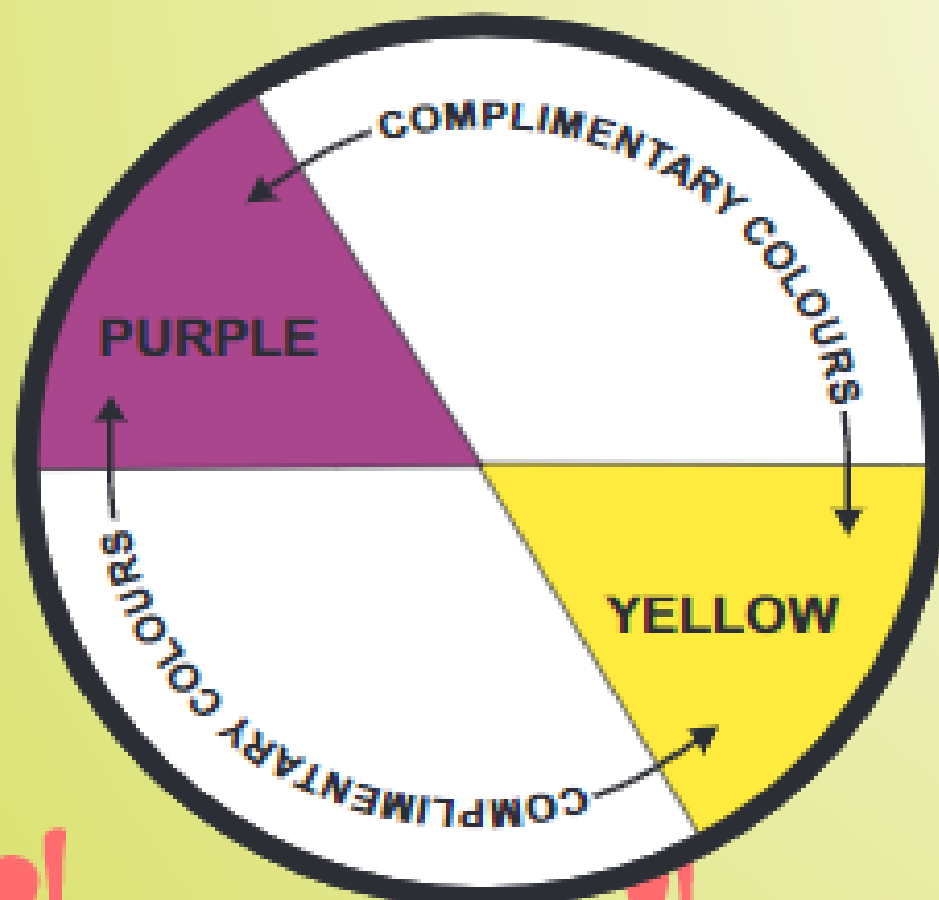
This should be done during a warm up to help loosen the muscles and help to prevent injury.

THE COLOUR WHEEL



THE COLOUR WHEEL CAN BE USED TO HELP REMEMBER PRIMARY AND SECONDARY COLOURS. THE SECONDARY COLOURS ARE BETWEEN THE PRIMARY COLOURS. FOR EXAMPLE, BETWEEN RED AND BLUE IS PURPLE. MIXING THE PRIMARY COLOURS RED AND BLUE PAINT, WILL PRODUCE THE SECONDARY COLOUR PURPLE.

COMPLEMENTARY COLORS



COMPLEMENTARY COLOURS. ARE COLOURS THAT ARE OPPOSITE EACH OTHER ON THE COLOUR WHEEL. THEY USUALLY WORK WELL TOGETHER.

PRIMARY COLOURS

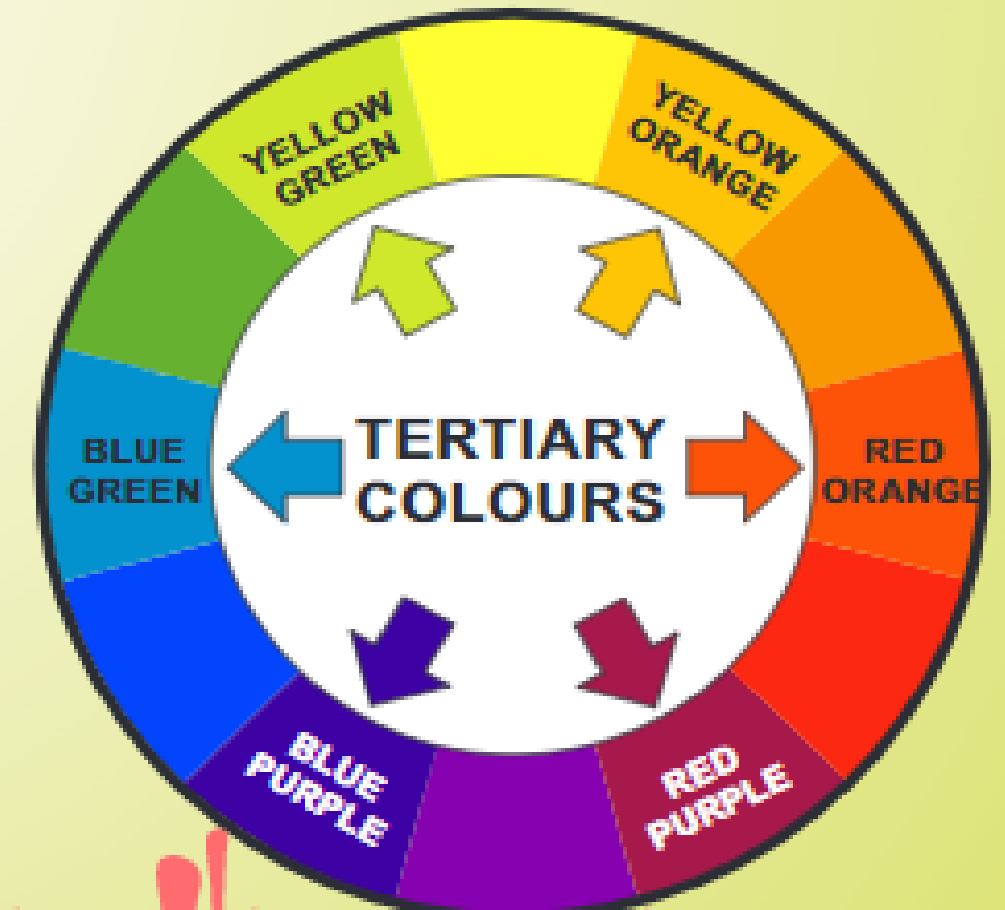


SECONDARY COLOURS



TERTIARY COLOURS

WHEN A PRIMARY COLOUR IS MIXED WITH ITS CLOSEST SECONDARY COLOUR, A TERTIARY COLOUR IS PRODUCED.



PACKAGING and MATERIALS

FUNCTIONS OF PACKAGING

To protect a product from damage or contamination. Protection during Transport and Ease of Transport.

To keep the product together, to contain it (i.e. So that it does not spill).

To identify the product. Name and product clearly identified.

Stacking and Storage. Designed to stack efficiently and easily. No space wasted between each package.

Printed Information. Product name, ingredients, contents, price, bar code etc...

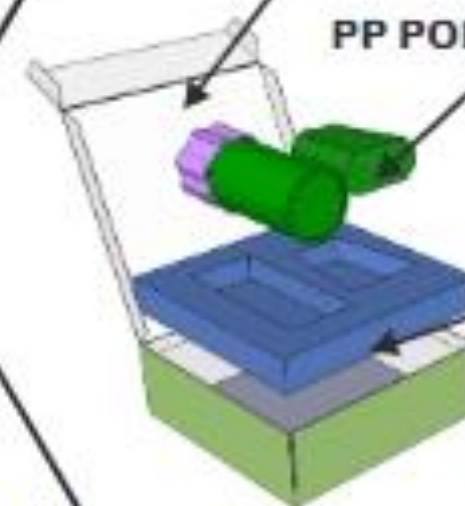
PAPERBOARD



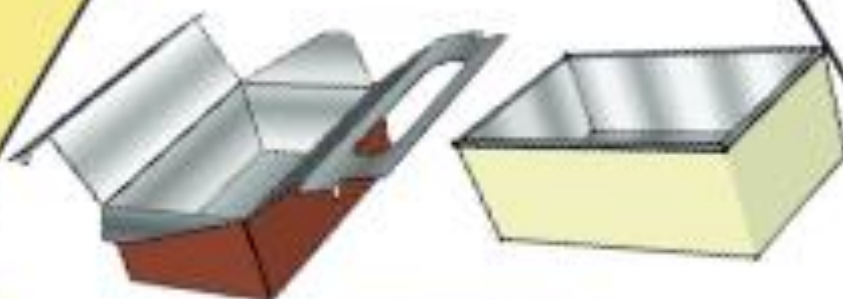
QUALITY WHITE CARDBOARD

PP POLYPROPYLENE

EPP EXPANDED POLYPROPYLENE

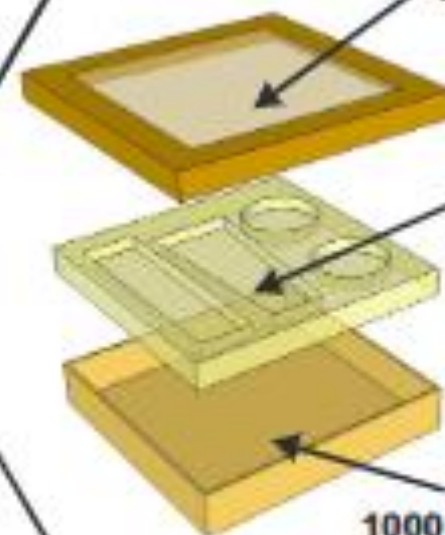


FOIL LINED BOARD



POLYPROPYLENE WINDOW

HIPS, HIGH IMPACT POLYSTYRENE



1000 MICRON CARD

BIOPOL
(BIODEGRADABLE)



POLYLACTIDE (PLA)



CORRUGATED BOARD



DUPLEX BOARD



BOX - QUALITY CARD



For more information on packaging and packaging materials, go to www.technologystudent.com



A SAMPLE PACKAGE



WINDOW

PLASTIC
check local
recycling

CLEAR POLYPROPYLENE
(PP) WINDOW, ALLOWS
THE CUSTOMER TO VIEW
THE CONTENTS

EXPANDED
POLYPROPYLENE (EPP),
PROTECTS THE
CONTENTS, AGAINST
SHOCK / DAMAGE.



TRAY

PLASTIC
check local
recycling



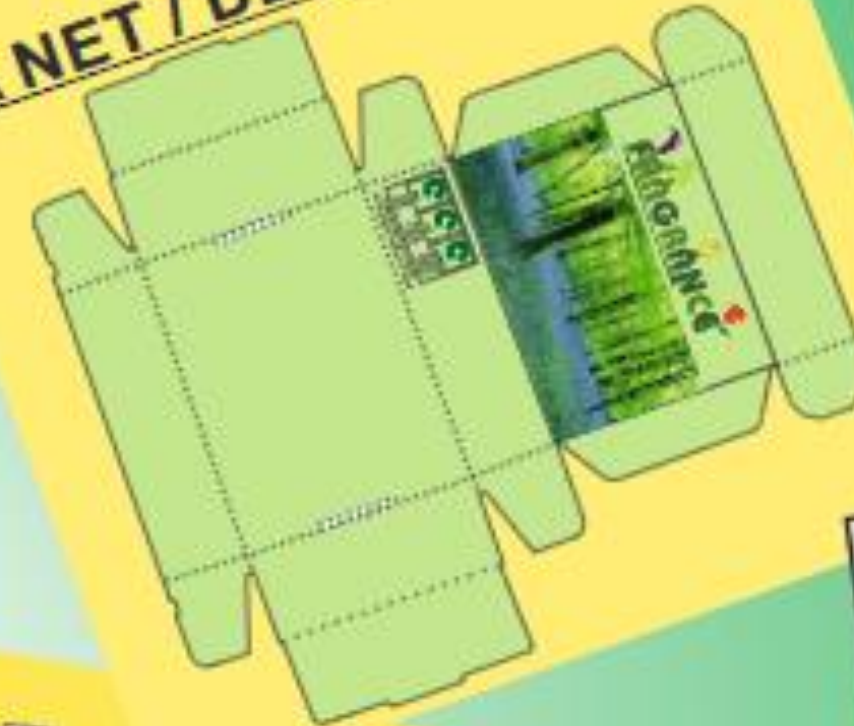
BOX

CARD
widely
recycled

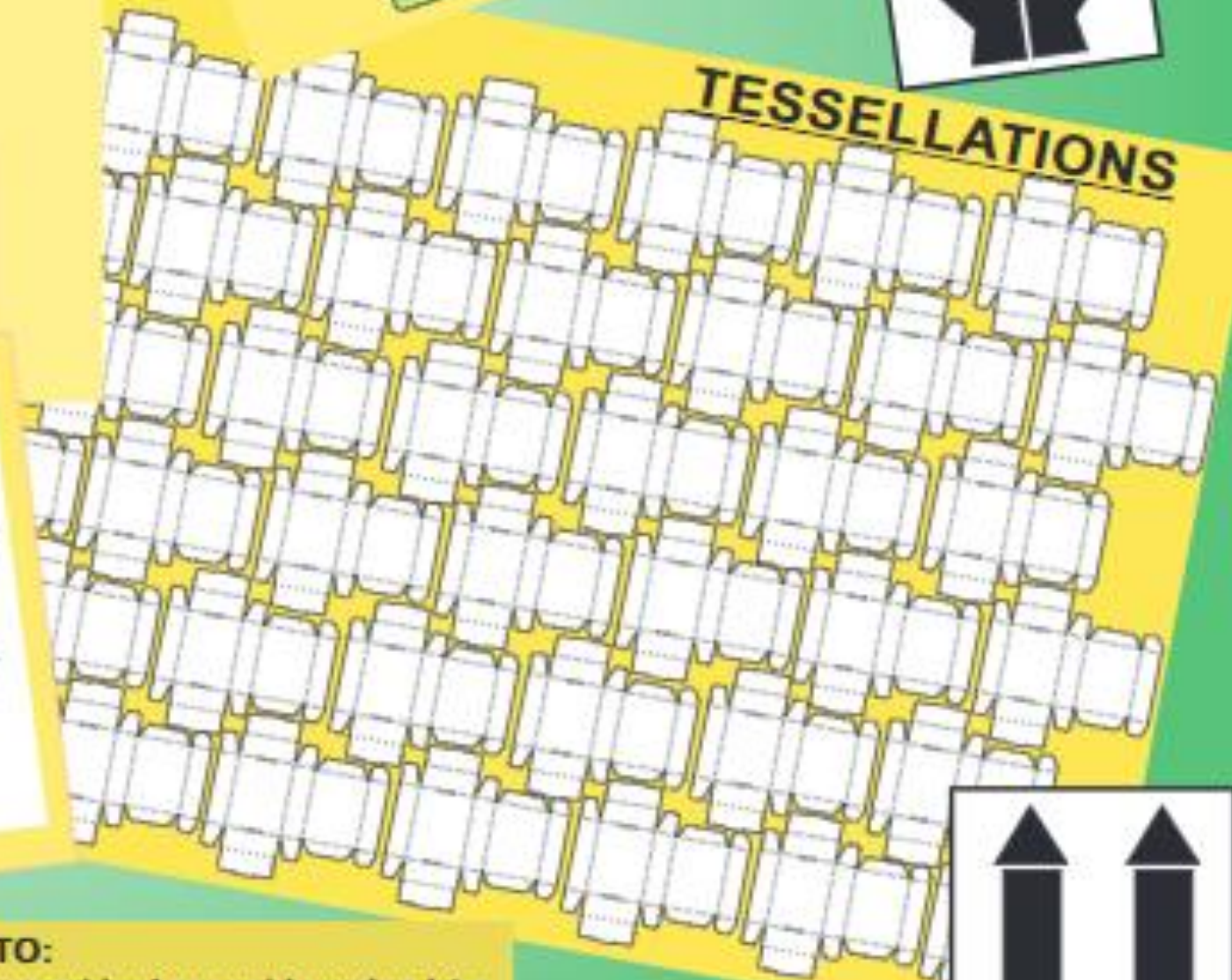
THE MAIN MATERIAL IS
QUALITY CARD. EASILY
FORMED INTO A NET /
DEVELOPMENT AND CAN BE
READILY RECYCLED.



PACKAGE AS A NET / DEVELOPMENT



TESSELLATIONS



COMMON SYMBOLS



50ml e



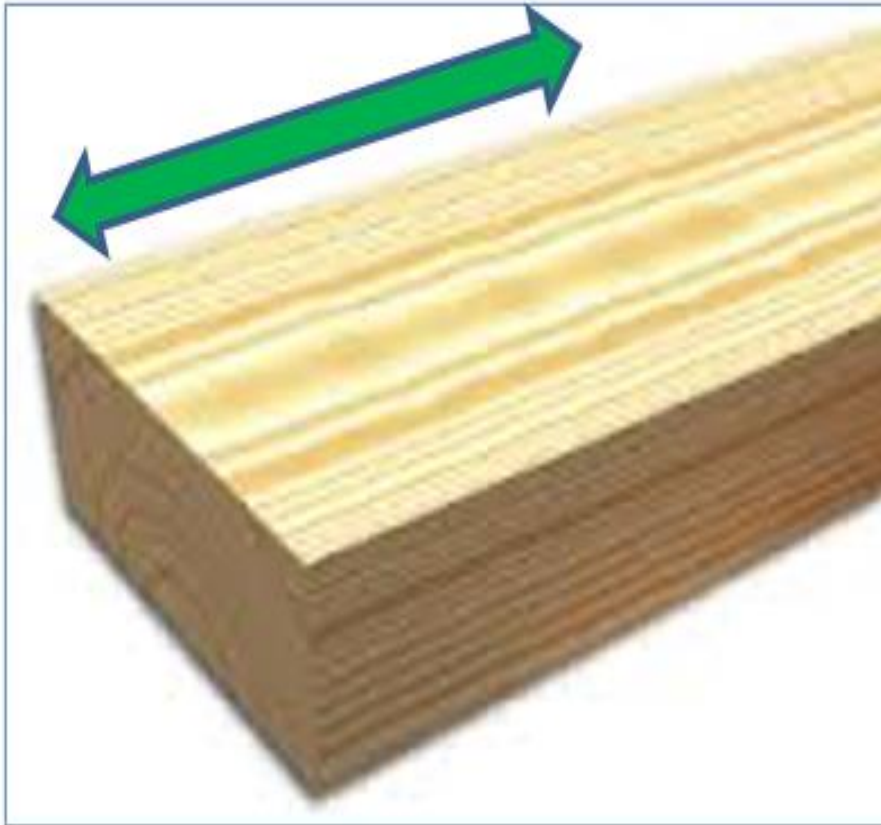
24M



GO TO:

<http://www.technologystudent.com/designpro/drawdex.htm>
FOR DETAILED INFORMATION ON PACKAGING

Achieving a good quality finish on timber



It is very important when sanding that you look at the direction of the grain lines and sand in this direction so that you do not damage the fibres in the wood.



Wire wool is used last to make sure the fibres are completely smooth and to make the wood look shiny.

There are lots of grades of sandpaper.

- Rough sandpaper (60) is used first to take the top surface off to get to the deeper scratches.
- Smoother sandpaper (120-180) is used next to smooth out the fibres on the surface of the wood.
- Finishing paper (240-320) is used to create a smooth, good quality finish on the surface.



After your work has been sanded to an excellent quality of finish, bees wax is applied with a cloth or wire wool to give a glossy, protective finish to the surface of the timber.



RISK ASSESSMENT – The Laser Cutter

Hazards – What parts of the tool are dangerous?

- The laser beam is dangerous
- Toxic fumes can be dangerous
- Electrical wires can be dangerous
- Sparks from the laser beam can be dangerous

Risks – What could go wrong when you use it?

- You could damage your eyes
- You could breathe in toxic fumes
- You could trip over a trailing wire
- The material could catch fire

Control – What do you need to do to stay safe when using this tool?

- The lid must be closed for the laser cutter to work
- Do not look directly at the laser beam
- Make sure the extraction unit is turned on
- Never leave the laser cutter unattended
- Clear waste material from the laser bed after use.



Laser cutting is a technology that uses a laser beam to vaporize materials, resulting in a cut edge.

Learning Facts About Plastic

[poster_plastics1](https://poster_plastics1.technologystudent.com)
(technologystudent.com)

Most plastics are made using oil, coal, gas, water and salt.

Plastic is split into 2 main categories – THERMOPLASTICS and THERMOSETS.



HDPE

THERMOPLASTICS

Thermoplastics can be recycled and can be easily formed into different shapes.

They do not resist heat well, so they can be ground down, melted and re-used. A moulded shape can be re-heated and re-formed.

THERMOSETS

Thermosets are not recyclable. They are resistant to heat and fire so are often used for electric fittings and pan handles.

These types of plastics undergo a chemical change when heated to become hard and rigid.



The Principles of Design

(how to use the tools to make art)

Pattern



A regular arrangement of alternated or repeated elements (shapes, lines, colours) or motifs.

Contrast



The juxtaposition of different elements of design (for example: rough and smooth textures, dark and light values) in order to highlight their differences and/or create visual interest, or a focal point.

Emphasis








Special attention/importance given to one part of a work of art (for example, a dark shape in a light composition). Emphasis can be achieved through placement, contrast, colour, size, repetition... Relates to focal point.

Balance



A feeling of balance results when the elements of design are arranged symmetrically or asymmetrically to create the impression of equality in weight or importance.

Scale		The relationship between objects with respect to size, number, and so on, including the relation between parts of a whole.
Harmony		The arrangement of elements to give the viewer the feeling that all the parts of the piece form a coherent whole.
Rhythm/ Movement		The use of recurring elements to direct the eye through the image; the way the elements are organized to lead the eye to the focal area. The eye can be directed, for example, along edges and by means of shape and colour.
Unity		All parts of an image work together to be seen as a whole.
Variety		Using different elements in an image to create visual interest.

Year 7 Food Technology – SEASONAL FOODS

TASK 1 - You are to research and produce an A4 mood board of seasonal foods grown in the UK in the current season.

Your mood board must be:-

- Full of different images.
- Be full of colour. (Even if printed in black and white, add pencil crayon)
- Include the month in which the food is grown in the UK.

TASK 2 - Using the Eatwell guide and the QR code create a series of balanced, healthy meal plans for your own family; try a breakfast, lunch and dinner, or a week of different breakfasts etc.



WEEKLY MEAL PLANNER					Week of: _____
	Breakfast	Lunch	Dinner	Snacks	Shopping List
Mon					
Tues					
Wed					
Thurs					
Fri					
Sat					
Sun					

Year 7 Food Technology – WEIGHING AND MEASURING/NUMERACY

TASK 1: Using the scone recipe given, and the measuring spoon picture:

- Double the quantities of all ingredients.
- If this recipe makes 8 scones work out how much you would need to make 2 scones.
- Work out how many teaspoons of milk would you need?

TASK 2: Using a supermarket website – find out how much each of the ingredients cost – can you work out how much they would cost to make the scones?

TASK 3: Make a list of 5 different dried fruits you could use in a scone?



SCONE RECIPE
250g self-raising flour
40g margarine/butter
125ml milk
25g sugar
60g dried fruit

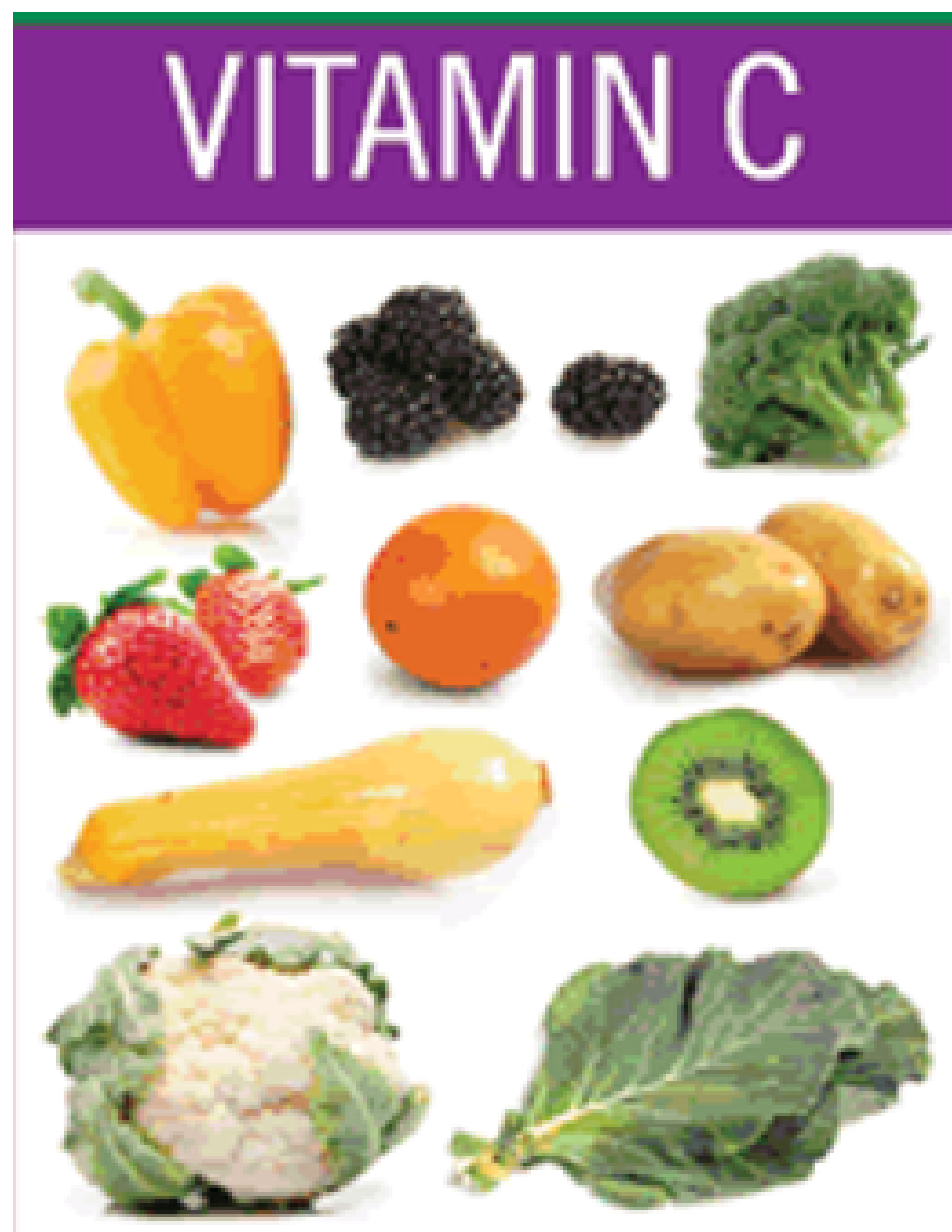


Year 7 Food Technology – MICRONUTRIENTS

TASK 1: find a definition of 'micronutrients'. Make a list of the essential micronutrients we need to stay healthy.

TASK 2: Understanding the functions vitamins perform in the body is important- using the Vitamin C information create a collage/picture to show its benefits for the body and examples of food it is found in.

TASK 3: Visit the website www.foodafactoflife.org.uk using the QR code below to find out information about the other essential vitamins and minerals. Talk to someone about what you have learnt.



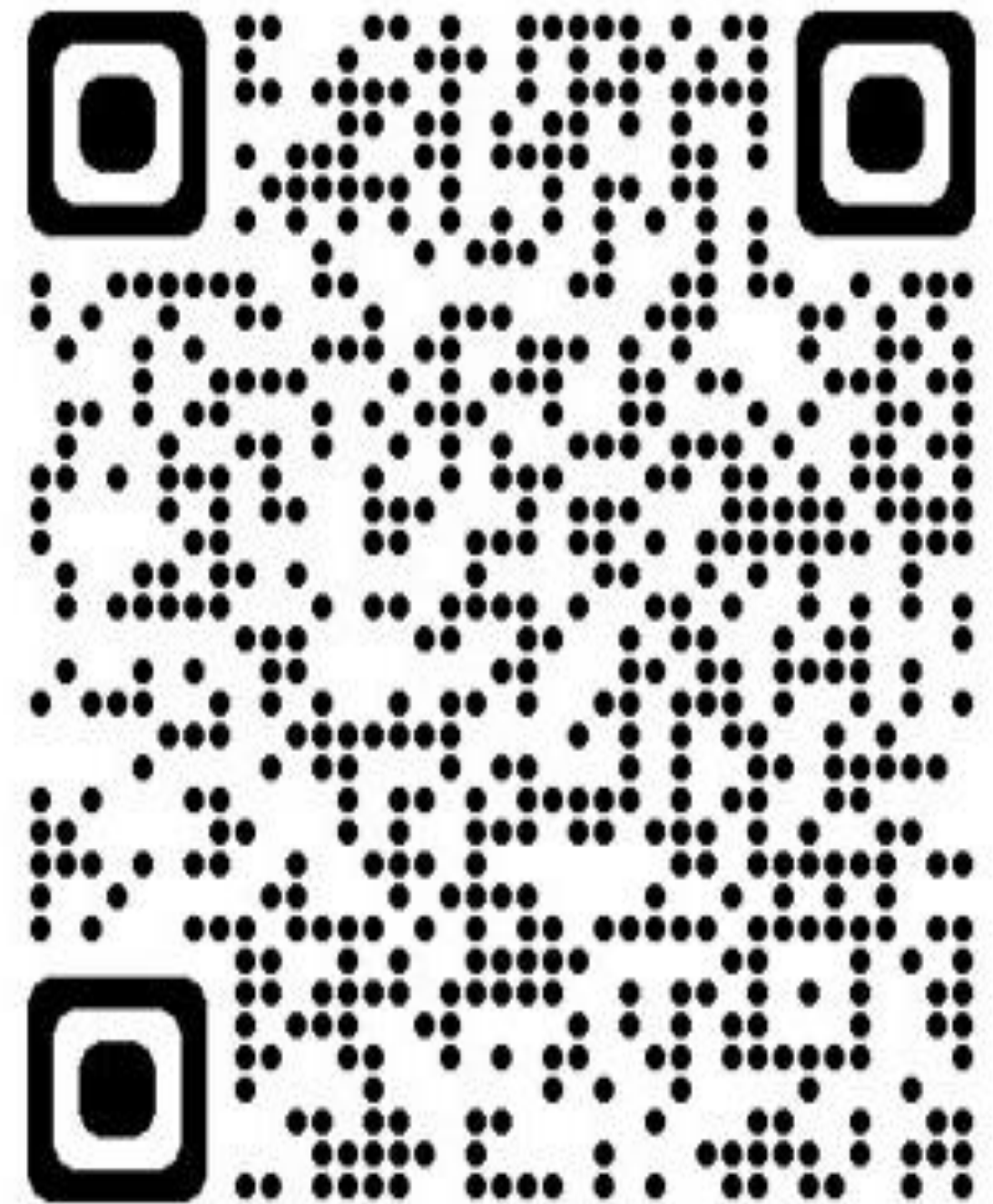
Vitamin C	<ul style="list-style-type: none">• helps to protect cells from damage;• helps with the formation of collagen, which is important for normal bones, gums, teeth and skin;• helps the immune system work as it should;• helps the nervous system to function normally.	Vitamin C is found in fruit (especially citrus fruits, blackcurrants, strawberries, papaya and kiwi), green vegetables, peppers and tomatoes.
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Year 7 Knowledge organiser-

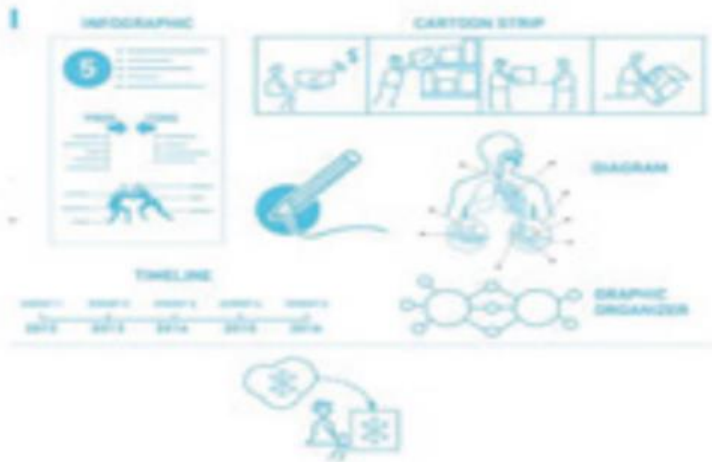
Textiles

• [Who is Yayoi Kusama? | Tate Kids](#)



HOW TO SELF TEST

WITH KNOWLEDGE ORGANISERS



Graphic Organisers

Try to come up with different ways to represent the information visually, from your knowledge organiser for example: an infographic, a timeline, a cartoon strip, a Venn diagram, or a diagram of parts that work together.

Work your way up from drawing what you know from memory. By presenting your work in a different format the information is more likely to transfer to your long-term memory.



HOW TO USE GRAPHIC ORGANISERS



Look, Cover, Write, Check

This strategy is commonly used by primary schools, it is a proven effective method of practising the spelling of key terminology found in your knowledge organiser.

Start by carefully looking at the keyword you need to spell, cover it up, write it down, check it against your knowledge organiser and correct it if necessary. Make sure to practise the words you get incorrect several times as practice makes perfect!



USING 'LOOK, COVER, WRITE, CHECK'



Keyword Mnemonics

Make up a sentence where each word begins with the same letter as the word you need to remember.

E.g.: Colours of the rainbow: 'Richard Of York Gave Battle In Vain' (Red, Orange, Yellow, Green, Blue, Indigo, Violet)

E.g.: The order of the planets: 'My Very Enthusiastic Mother Just Served Us Noodles' (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)



HOW TO USE MNEMONICS FOR REVISION



The Brooksbank School
Together Learning Trust