SPWT Year 7 Knowledge Organisers: Summer

Name: Form:

"Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family" Kofi Annan

Knowledge organisers are brought to school every day, in their plastic folder.

What is a knowledge organiser?

A knowledge organiser specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that you are expected to master in your long-term memory.

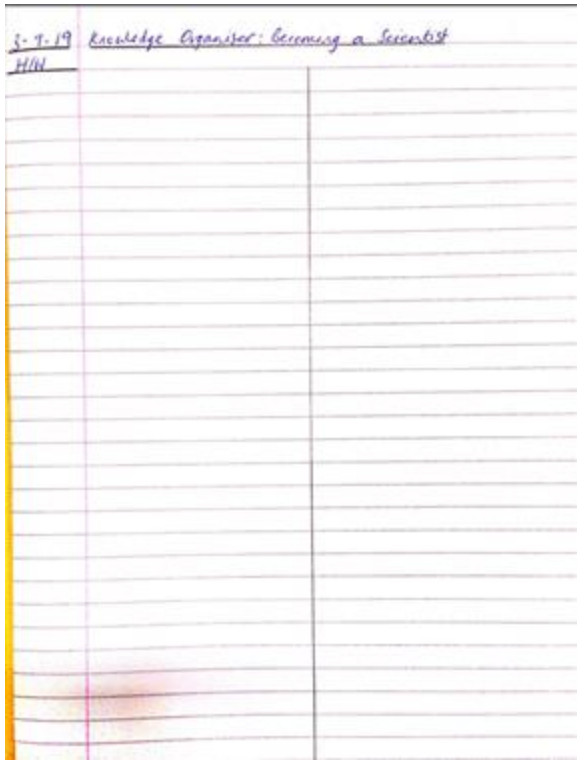
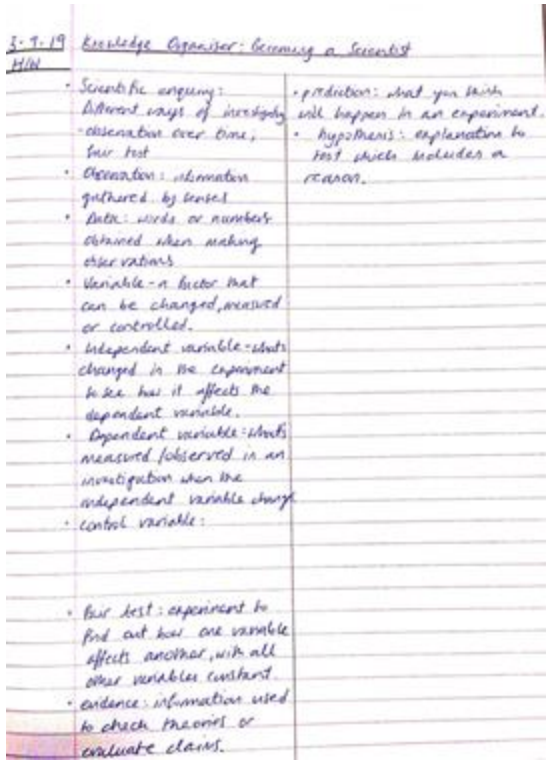
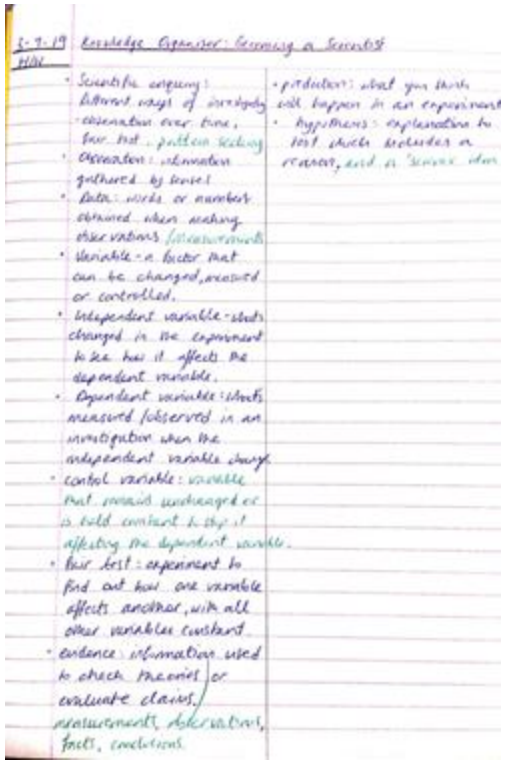
Why do we use knowledge organisers?

Knowledge organisers support you to build knowledge for long-term learning.
They also support you to learn to study independently.

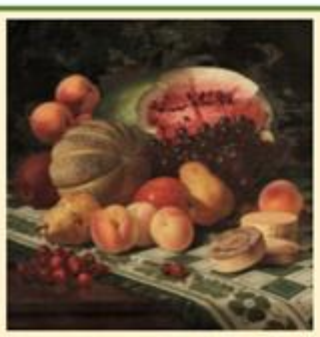
Challenge!

At SPWT, we encourage you to explore your learning further outside of the classroom. To do so, research and write about the topic you are learning about, in your subject exercise books.

How do I use my knowledge organiser?

		
Start a new page. Write the date and HW in the margin and underline. Write the title at the top of the page (Knowledge Organiser *Topic*). Draw a line down the middle of the page using a ruler (measure accurately where the middle is).	**COVER** the right-hand side of the table in a section of the Knowledge Organiser. **WRITE** down the word/ question on the left, followed by your answer.	**CHECK** your answers by uncovering and reading the right-hand side **CORRECT** any answers that are incorrect using a green pen

STILL LIFE – FOOD KNOWLEDGE ORGANISER



A still life is a painting of a group of objects that are not alive and cannot move. A typical still life might be a bowl of fruit or other food on a table, but it could equally be a dead animal or a pile of books.

Examples of food still life artists

Juan Sanchez Cotan focused on everyday unprepared foods framed in a window or cupboard

Luis Egidio Melendez depicted ripe, seasonal food on tables. He focused on the texture and tone.

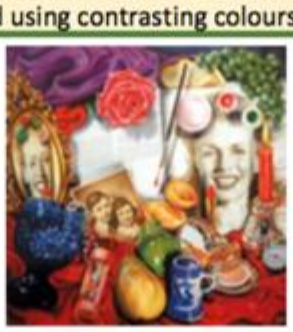
Paul Cezanne tried to understand the shape and colour tones of his fruits. He was a post impressionist.

Rene Magritte altered the scale of food in views. He is a surreal artist.

Vincent Van Gogh is famous for flower still lives, he also painted food using contrasting colours.

Andy Warhol made prints and paintings of cans and food packaging. He was a Pop artist.

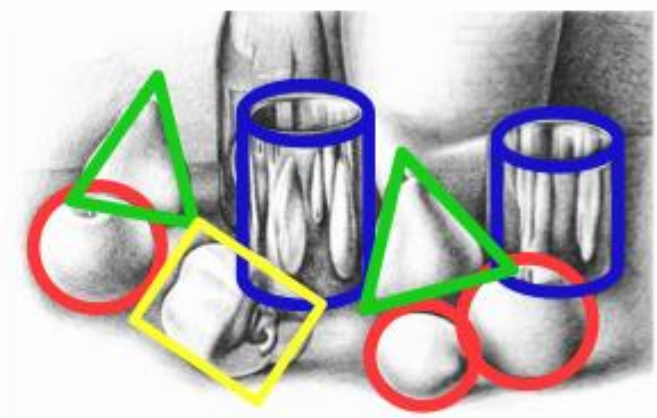
Claes Oldenburg created plaster and fabric sculptures of food.



Audrey Flack set up a still life of personal possessions and food. She has used paints to show the bright colours.

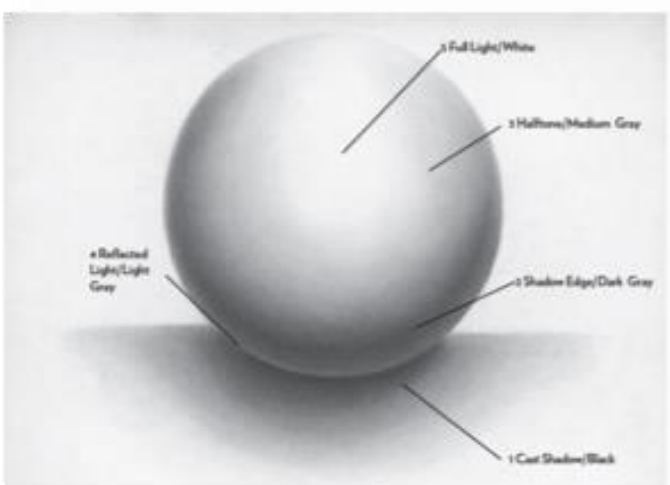
Beth Galton is a food photographer. The work was created in collaboration with Charlotte Omnès as a part of a series called Universal Foods.

How 2D, 3D shapes and tone are used in drawing			
			
			
Sphere	Cylinder	Cube	Cone



A **tone chart** shows different shades going from dark to light.

There are 5 elements of shading. Only using all five elements will you achieve a realistic, 3D object. You should always use a wide range of tones- minimum of 5 tones.



5 elements of shading:

1. Cast shadow/ black
2. Shadow edge/ dark grey
3. Halftone / medium grey
4. Reflected light / light grey
5. Full light/ white.

For help with using colour in your drawing, have a look at colour theory KO

Keywords: still life, sphere, cube, cone, cylinder, tone chart, shades, tones, shapes, formal elements, realistic, unrealistic, 3D, cast shadow, shadow edge, halftone, reflected light, full light, bright colours, dull colours, scale, objects, personal, photograph, paintings, print, design, sculpture, fruits, vegetables, texture, scale, sculpture, bright, dark.

Computer Science

Knowledge Organiser

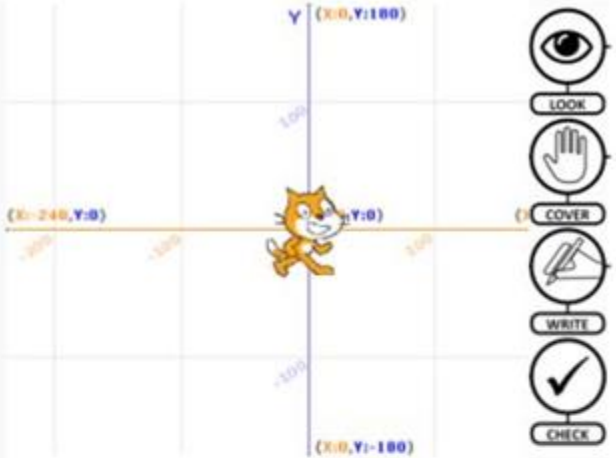
Topic: Unit 7.5 Scratch Programming

Introduction

In this unit you will learn how to solve problems using a visual (block-based) programming language called Scratch. You will learn the basic programming constructs and be able to create interactive programs that the user could use to solve problems. You will then apply your knowledge and understanding to work on a programming project. You will also be introduced to text based programming language and get the opportunity to draw the similarities and differences between the two.

Key Words:	
Script	Blocks/instructions put together to be executed
Input	Data\information that is entered into a computer system or program . E.g. A person types in their name
Output	Data\information that comes out of a computer system or program. E.g. a sound
Variable	A value that may change within the program, stored in memory.
Debug	To find and correct errors in a program
Operator	These blocks allow for manipulation of variables or raw data, This could be an arithmetic, comparison or logical operator.
Coordinate	A way to locating something on the screen. This consists of an x and y value.

Sequence	Selection	Iteration
In a sequence structure, an action or event leads to the next in a predetermined order. Tasks that are carried out step by step in sequence	A question is asked, depending on the answer the program takes one, two or more courses of action. A decision needs to be made before the next step can be carried out	A process wherein a set of instructions are repeated in a sequence a set number of times or until a condition is not met. Certain tasks are repeated until a certain condition is met.

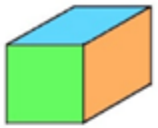


Block	What they look like?
Arithmetic Operators	
Comparison Operators	
Logic Operators	

D&T: Graphics

Isometric

All the vertical lines are drawn vertically but all horizontal lines are drawn at 30 degrees (diagonally) to the base line.



Oblique

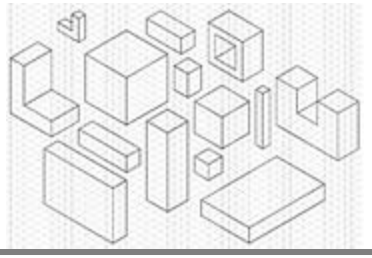
Three vertical lines and three horizontal lines meet at 90 degrees. All horizontal diagonally are parallel in the same direction.

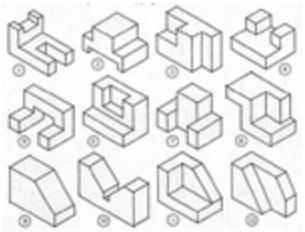
Perspective

All vertical lines are parallel. The horizontal are diagonally and get closer together to give the appearances of distant.

What is isometric projection

Isometric drawing is a 3D drawing but it doesn't show perspective. All vertical lines are vertical but all horizontal lines are drawn at 30°.



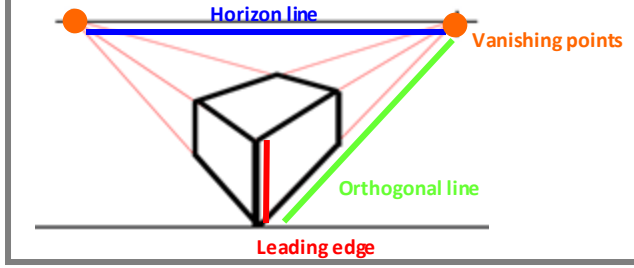


What is one point perspective?

One point perspective is a way of making an object look 3D.The object is seen from the front. The object gets smaller the further away from you it gets.

What is two point perspective?

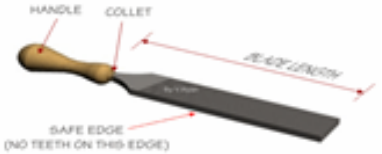
Two point perspective helps make an object look 3D but it's seen from the corner or at an angle.



Perspective	The way in which you see something
Parallel	Line that are always the same distance apart and never meet
Vertical	Lines going up and down
Horizontal	Lines going across

Three Dimensional	having or appearing to have 3 dimensions: length, breadth, and depth.
Vanishing Points	a point at which all orthogonal lines in perspective drawing meet
Leading edge	the forward part of something
Horizon line	Your eye level - the line where the earth or sea seems to meet the sky.
Orthogonal line	The diagonal lines used in perspective drawing to meet the

Hand Tools

	**Coping Saw:** used to cut shapes in wood & Acrylic
	**Hand Files:** used to shape and smooth edges and surfaces
	**Sand paper:** used to Smooth surfaces
	**Wet & dry paper:** used to smooth Plastic and metal surfaces
	**Needle files:** used to shape and smooth fine details

Materials

		
Pewter: An alloy (96% tin/4% copper), it is a soft metal that can be easily shaped by hand tools. It has a low melting point so is suitable for casting.	MDF (Medium Density Fiberboard): A man made wood, made from wood fibres/saw dust glued together under heat and pressure.	Acrylic: This plastic is a thermoplastic – it can be heated and formed into a shape and then when reheated, it returns to it's original shape.

The Brazing Hearth	The Pillar Drill
	
Used to melt and join metal.	Used to drill holes through wood, metal, plastic.

Thermoplastic	Can be formed using heat many times
Alloy	A metal that is made mixing two or more metals together
Casting	Adding liquid mental to a mould
Melting point	The temperature at which a substance melts
Mould	A hollow form that liquid can be poured into to set/harden

Material Properties

Physical properties	Aesthetic properties
How a material behaves (strength, hardness, melting point...) Exp: The wood is strong, hard and smooth	How a material looks (colour, size, decoration...) Exp: The wood is brown and grainy

DT: Year 7 Food

Food Groups	What do they do?	Where do we find them?
Protein	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
Dairy	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
Carbohydrates	Gives us energy	Potatoes, pasta, breads, rice, cereal
Vitamins & minerals	Helps us to grow maintain a healthy body	Fruit, vegetables
Fats & sugars	Used for energy, insulation and to protect the vital organs	Cakes, biscuits, sweets, oil,

The senses

In order to evaluate food and make it better we often talk about it in terms of the senses: sight, touch, taste and smell.

aroma

aromatic, floral, musty, acrid, citrus, perfumed, fragrant, strong, spicy, sweet, buttery, rotten

appearance

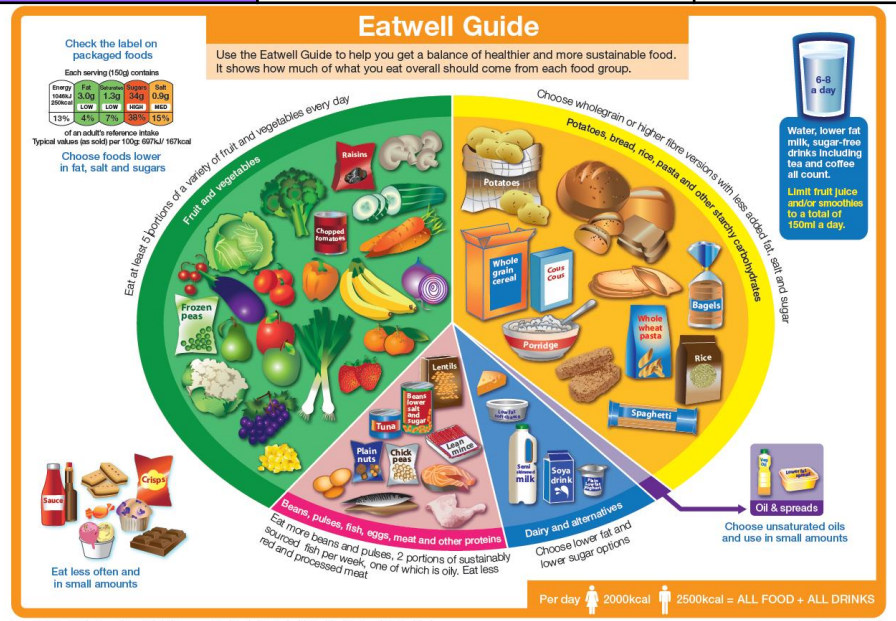
Round, square, bright, dull, plain, colourful, stacked, cubed, small, large, stringy, interesting, shapes, variety, boring, size

taste

Bitter, warm, zesty, hot, tangy, sharp, rich, salty, bland, acidic, weak, spicy, strong, sweet, cool

texture

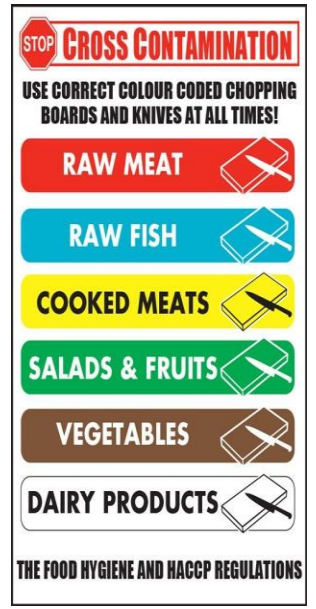
Brittle, rubbery, short, gritty, clammy, stodgy, tender, waxy, soft, hard, crumbly, crispy, chewy, smooth, mushy, sticky, dry, fluffy, firm, moist



Safe cutting techniques

The Bridge

The Claw



Year 7 Drama Summer 1

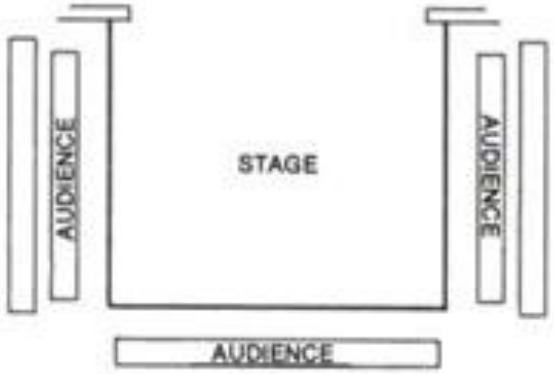
An exploration of Greek Theatre: Myths and Legends

Context	
Ancient Greece	About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
Greek Theatre	Greek theatre began in the 6th century BCE in Athens with the performance of tragedy plays at religious festivals.
Masks	Greek theatres were so large that the audience would often not be able to see the facial expressions of the actors. This is why they used large masks especially in the chorus.
Chorus	A group of characters who speak in unison and dress the same. They will often reveal things about the plot and the characters
Thespian	An actor
Stock characters	A stock character is a stereotypical fictional character in a work of art such as a novel, play, or a film who audiences recognize from frequent recurrences in a particular literary tradition.

A Greek Theatre: Theatre of Delphi

A Greek Chorus in masks

Thrust Stage



Drama Terminology: Physical and Vocal Skills	
Vocal projection	Using the voice so that all the audience can hear.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text
Chorus/ Choral speaking	A variation on chorus work where a group of performers speaks with 'one voice'
Narration	the action or process of narrating a story
Soundscapes	A collection of sounds to create atmosphere/mood
Choral speaking	More than one person speaking together at the same time
Unison movement	More than one performing the same movement together at the same time

Knowledge Organiser Year 7 French Summer 1: Module 5 *En ville*

A.

	Aller (To go)		Vouloir (To want		Future Tense – Visiter (to be going to visit)
I	Je vais		Je veux		Je vais visiter
You	Tu vas		Tu veux		Tu vas visiter
He/She/It/We	Il/elle/on va		Il/elle/on veut		Il/elle/on va visiter
We	Nous allons		Nous voulons		Nous allons visiter
You all	Vous allez		Vous voulez		Vous allez visiter
They	Ils/elles vont		Ils/elles veulent		Ils/elles vont visiter

B. GRAMMAR. Using aller à

When do we use aller à?	We use it to say where we go to
à + le	au
à + la	à la
à + les	aux
I go to the café	
Je vais au café	
He goes to the beach	
Il va à la plage	
We go to the shops	
On va aux magasins	

C. GRAMMAR The near future tense

What is it?	A tense used to describe what is going to happen in the future
How is it formed?	It is made up of two parts: Present tense of 'aller' Infinitive verb

Verb "Aller"		Infinitive verb
Je vais	+	Aller - to go Visiter - to visit Jouer - to play Faire - to do
Tu vas		
Il/Elle/On va		
Nous allons		
Vous allez		
Ils/Elles vont		

D. GRAMMAR: Tu and Vous

What do they mean?	"Tu" and "vous" both are translated as "you" in English.
When do you use "tu"?	To talk directly to one person who you know well (e.g. a friend or family member)
When do you use "Vous"?	1. When talking to one person who you don't know well or want to be respectful to (e.g. a waiter/waitress or your teacher) 2. When you are talking to a group of people and you want to say "you all".

E. OPINIONS

Je vais aimer	I'm going to like
Je ne vais pas aimer	I'm not going to like
Ça va être	It is going to be…
On va penser que c'est	We are going to think that it is…

F. COMPLEX STRUCTURES:

Si + present tense + future tense	If + present tense + future tense tense
S'il fait beau, je vais aller au parc	If it is sunny, I'm going to go to the park
S'il pleut, on va aller au cinéma	If it rains, we're going to go to the cinema

G. CULTURE CORNER!

Croque monsieur	Like a ham and cheese toastie but better! With extra white sauce and cheese on top.
Diabolo	A French version of orange squash – water mixed with flavoured syrup. One of the most popular versions is a diabolo menthe, made with mint syrup.
How do prices work in French?	The currency in France is Euros (€), and they often use a comma where we use a decimal point, and put the currency symbol at the end. So 1,50€ = €1.50

Point de départ (pages 106–107)

Qu'est-ce qu'il y a dans … ?	*What is there in … ?*
ta ville/ton village	*your town/village*
Il y a …	*there is …*
un centre de loisirs	*a leisure centre*
un centre commercial	*a shopping centre*
un château	*a castle*
un marché	*a market*
un musée	*a museum*
une mosquée	*a mosque*
une patinoire	*an ice rink*
une piscine	*a swimming pool*
des magasins	*(some) shops*
Il n'y a pas de café / magasins.	*There isn't a café./ There aren't any shops.*
Il n'y a pas d'église.	*There isn't a church.*
le prix	*price*
un euro	*one euro*
trois euros cinquante	*3,50 € (three euros fifty)*
un adulte / un enfant	*an adult / a child*
moins de 12 ans	*less than 12 years old*

Unité 1 (pages 108–109) *Où vas-tu le weekend?*

Où vas-tu le weekend?	*Where do you go at the weekend?*
Je vais …	*I go …*
au bowling	*to the bowling alley*
au cinéma / parc	*to the cinema / park*
au stade	*to the stadium*
à la piscine	*to the swimming pool*
à la plage	*to the beach*
à l'église	*to the church*
aux magasins	*to the shops*
le samedi matin / après-midi / soir	*on Saturday mornings / afternoons / evenings*

Unité 2 (pages 110–111) *Tu veux aller au café?*

Tu veux aller au café?	*Do you want to go to the café?*
Tu veux venir?	*Do you want to come?*
aujourd'hui	*today*
ce matin	*this morning*
cet après-midi	*this afternoon*
ce soir / weekend	*this evening / weekend*
Rendez-vous à quelle heure?	*What time will we meet?*
Rendez-vous à …	*Let's meet at …*
Merci. Bonne idée!	*Thank you. Good idea!*
Oui, je veux bien.	*Yes, I want to.*
D'accord	*OK*
Pourquoi pas?	*Why not?*
Non, merci.	*No, thanks.*
Désolé(e)!	*Sorry!*
Je ne veux pas.	*I don't want to.*
Tu rigoles!	*You're joking!*

Unité 3 (pages 112–113) *Vous désirez?*

Vous désirez?	*What would you like?*
Pardon, madame/monsieur.	*Excuse me, madam/sir.*
Je voudrais …	*I would like …*
Pour moi …	*For me …*
un Orangina	*a fizzy orange*
un diabolo menthe	*a mint cordial*
une grenadine à l'eau	*a pomegranate cordial*
un café express	*an espresso coffee*
un café crème	*a milky coffee*
un chocolat chaud	*a hot chocolate*
un thé au lait/au citron	*a tea with milk/lemon*
un jus d'orange	*an orange juice*
un coca (light)	*a (Diet) Coke*
une eau minérale	*a mineral water*
un croquemonsieur	*a grilled cheese and ham sandwich*
un sandwich au fromage/ au jambon	*a cheese/ham sandwich*
une crêpe au sucre	*a pancake with sugar*
une glace au chocolat/ à la vanille/à la fraise/ à la pistache	*chocolate/vanilla/ strawberry/pistachio ice cream*
des frites	*chips*
Et pour vous?	*And for you?*
C'est combien, s'il vous plaît?	*How much is it, please?*
Ça fait …	*It comes to …*
Voilà, merci.	*Here you are, thanks.*

Unité 4 (pages 114–115) *Qu'est-ce que tu vas faire*

Qu'est-ce que tu vas faire à Paris?	*What are you going to do in Paris?*
Je vais …	*I am going …*
visiter la cathédrale Notre Dame	*to visit Notre Dame Cathedral*
visiter la tour Eiffel	*to visit the Eiffel Tower*
aller au musée du Louvre	*to go to the Louvre*
aller aux Catacombes	*to go to the Catacombs*
faire une balade en bateau-mouche	*to go on a boat trip*
prendre des photos	*to take photos*
acheter des souvenirs	*to buy souvenirs*
admirer la *Joconde*	*to admire the* Mona Lisa
faire un pique-nique	*to go on a picnic*

Unité 5 (pages 116–117) *Je vais visiter Paris!*

normalement/d'habitude	*usually*
le weekend	*at weekends*
le weekend prochain	*next weekend*
samedi prochain	*next Saturday*
Je vais …	*I am going …*
jouer au basket	*to play basketball*
jouer au foot	*to play football*
jouer au laser-tag	*to play laser-tag*
manger un gâteau	*to eat a cake*
manger une pizza	*to eat a pizza*
manger une glace	*to eat an ice cream*
aller au zoo	*to go to the zoo*
aller au centre de loisirs	*to go to the leisure centre*
faire un tour en Segway	*to go on a Segway tour*
faire les magasins	*to go shopping*

Les mots essentiels *High-frequency words*

Pronouns

tu ..... *you*
(singular and familiar – one person you know well)
vous ..... *you*
(plural – more than one person; or polite – someone older or who you don't know well)

Connectives

où ..... *where*
ou ..... *or*
si (s' before a vowel) ..... *if*

Time expressions

aujourd'hui ..... *today*
ce matin ..... *this morning*
cet après-midi ..... *this afternoon*
ce soir ..... *this evening*
ce weekend ..... *this weekend*
normalement/d'habitude ..... *usually*
le lundi matin ..... *on Monday mornings*
le mardi après-midi ..... *on Tuesday afternoons*
le samedi soir ..... *on Saturday nights*
le weekend ..... *at weekends*
le weekend prochain ..... *next weekend*
dimanche prochain ..... *next Sunday*

Stratégie 5

Memory techniques

Here are a couple of techniques to try – see if they help you remember vocabulary.

1 Link the French word with an English sentence that helps you remember its meaning.

e.g. The French word for 'market' is *marché*. So you could think of a sentence like 'I like to **march** around the market'.

The French word for 'if' is *si*. So you could think of a sentence like '**See if** you can remember what *si* means'.

2 Make a **mnemonic** to help you with tricky spellings.

e.g. to learn to spell *piscine*, you could remember the phrase

Pools **I**n **S**cotland **C**ontain **I**ntelligent **N**ervous **E**els

Think of your own examples for some words from the module. The sillier, the better!

Geography:

Weather and Climate

Water cycle and rain

Evaporation	Water turning into water vapour when heated
Condensation	Water vapour turning to liquid water when cooled eg to form clouds
Precipitation	Rain, snow, sleet or hail
What happens to air when heated?	It rises
How does temperature change high in the atmosphere?	It becomes cooler
Convectional rainfall	Rainfall caused by heating by the sun
Relief rainfall	Rainfall caused by the presence of mountains/hills
Frontal rainfall	Rainfall caused by the meeting of warm and cold masses of air

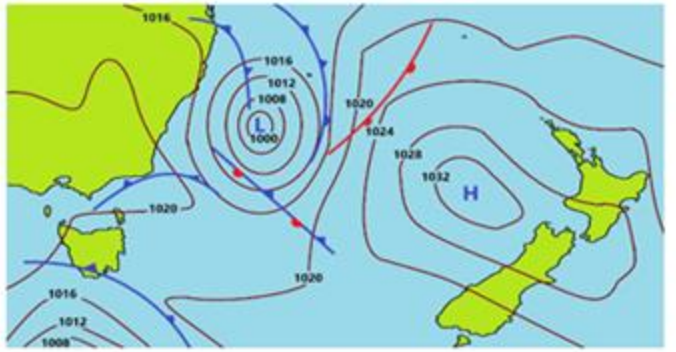
Air masses

Air mass	A body of air with uniform temperature, humidity and density
Polar maritime air mass	Cold and wet air
Polar continental air mass	Cold and dry air
Tropical maritime air mass	Hot and wet air
Tropical continental air mass	Hot and dry air

Pressure

Cyclone	An area of low pressure
Low pressure	Rising air, causing clouds and rain
Anticyclone	An area of high pressure
High pressure	Sinking air, causing clear skies with no rain
Summer anticyclone conditions	Hot in the day, cool at night
Winter anticyclone conditions	Cold in the day with fog, very cold at night

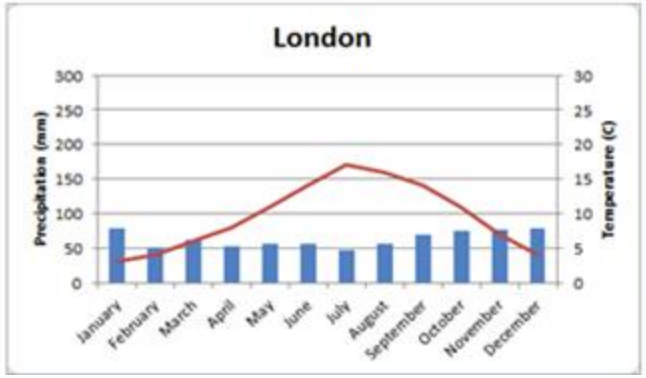
How to read a synoptic chart



What do lines show?	Isobars – areas of equal pressure
What do the numbers show?	Pressure, measured in millibars
What does an L show?	An area of low pressure
What does a H show?	An area of high pressure
What does a blue line with triangles show?	A cold front
What does a red line with semicircles show?	A warm front

Factors affecting climate

Latitude	Distance from the equator (how north or south you are)
Altitude	How high or low you are
What are 5 factors that affect the UK climate?	Latitude Air masses Altitude Seasons Marine systems
What are 4 factors that affect global climates?	Latitude Altitude Distance from the sea Prevailing wind



How to read a climate graph

What does the bar graph show?	Precipitation
What does the line graph show?	Temperature
What is the unit of precipitation?	Millimetres
What is the unit of temperature?	Degrees Celsius

Geography:

Population

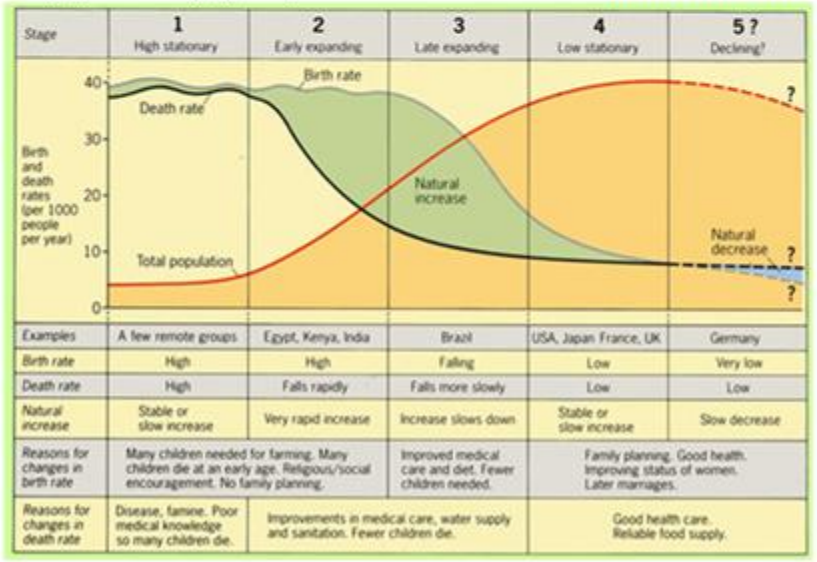
Key words

Population distribution	The spread of people in an area
Standard of living	Degree of wealth and material comfort available to a person
Voluntary Migrant	People that choose to move to a new area
Forced Migrant	People that have no choice but to move
Fertility Rate	Average number of babies born per woman
Boserupian Theory	The view that humans will invent new technology to cope with population growth
Malthusian Theory	The view that populations will grow so large the planet will run out of resources
Pro Natalist Policy	Government encourages births
Anti Natalist Policy	Government discourages births
Quality of life	Level of health, comfort and happiness experienced by a person
Push Factors	Something negative about a place that makes someone want to move away
Pull Factors	Something positive about a place that makes someone want to move there

Population trends

Explain why global population has exploded since 1800	**World development caused:** • **People to live longer** • **More babies to be born**
Describe the forecasted distribution of population growth until 2050	Over half of global population growth will be in Africa
Name the three most populated countries in the world	• China • India • USA
Give three factors that cause initial growth in an area	• Flat land • Fertile soil • At a river mouth
Give three factors that prevent growth in an area	• No natural resources • Remote location • Steep slopes

Types of population



Migration

Name the components of Lee's Migration Model	Push factors, Pull factors, Intervening obstacles
Give three push factors of migration	• War • Lack of jobs • Pollution
Give three pull factors of migration	• High paid employment • Availability of services • Safety and security
Name four intervening obstacles to migration	• Cost of transport • Crossing oceans • Strict immigration policies • Different language
Name the top three global destinations for migrants	• United States • Germany • Russian Federation
Give two reasons why Mexicans migrate to the USA	• High crime rates in Mexico • Better education in USA
Give one intervening obstacle they face	• Tightening of immigration policies

Population control

Name two incentives used to encourage births in Russia	• Money towards buying a house • Money towards the child's education
Name two methods used to discourage births in China	• Fined for having more than one child • Free child care for families with one child

Facts about global population

Name on optimistic population scenario	Boserupian View
Name one pessimistic population scenario	Malthusian View
Describe trends in fertility rate globally	Generally falling, with areas of Africa still high
What is the global average for fertility rate?	2.5 children
Explain how female education and fertility rate is related	Educating women → Women choose to have careers → Women have fewer children → Lower fertility rate
Explain why the world's population will continue to increase	Although fertility rate decreases, people live longer so population will increase
Describe two changes to population distribution between now and 2100	• <10% of the world will live in West Europe and North America • 80% of the world will live in Africa and Asia
What is the global literacy rate?	80%

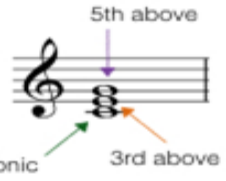
Music

Tonality

Major

Sounds: Happy

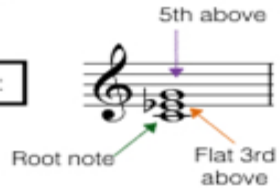
Looks like:



Minor

Sounds: Sad

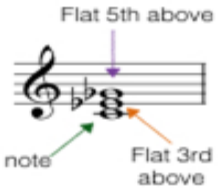
Looks like:



Diminished

Sounds: Tense/ scary

Looks like:



MUSICALS

Structure

This is the general structure of the songs in musicals.

The verse tells the story

The instrumental section or 'break' usually has a new melody or key to add interest

Intro → **Verse** → **Chorus** → **Verse** → **Chorus** → **Instrumental** → **Chorus** → **Outro**

The beginning

The chorus is the main melody with words that repeat

The ending

Singing technique

- Warm up properly: rotate your shoulders and neck, warm up your facial muscles, hum and sing different stepped pitches and volumes using vowels and consonants.
- Stand or sit in a relaxed way
- Breath using your diaphragm
- Articulate! Sing your lyrics clearly so the audience can hear what you are saying and get involved with the song
- Make sure you are singing in tune by listening to everyone around you and blending your voice in, or matching your pitch with the accompaniment

Solo — One singer

Duet — Two singers

Chorus — Many singers

Timeline

Masques 1620s

Court masques combined singing, dancing, acting and comedy as entertainment for the Royal court.

1700s **Opera**

Operetta 1850s

Short and lighthearted versions of operas developed in the 1850s, with composers like Offenbach and Gilbert and Sullivan, introducing dialogue

1920s **Musical theatre**

Early musical theatre productions, plays with songs and dance numbers throughout are created. Composers included: Gershwin, Sondheim,

1950s **Social/ political themes**

Social and political issues were addressed through MT in the 60s: Rent, West Side Story, Hair, Porgy and Bess

1980s

The 1980s saw the arrival of the 'megamusical', with pop-based scores and huge productions i.e. The Phantom of the Opera, Miss Saigon, Cats, Les Mis - followed by Disney in the 1990s.

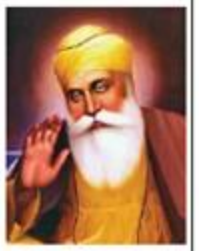
RE

Is Equality the Most Important Sikh Belief? Knowledge Organiser

Key Words			
Dhan	Material Sewa	**Man**	Mental Sewa
Diwan Hall	the Main hall in a gurdwara, where worship takes place	**Monotheist**	Someone who believes in only one God
The Five Ks	Five articles of faith worn by the Khalsa	**Mool Mantar**	The first hymn written by Guru Nanak; summarises the Sikh beliefs about God
Granthi	People who read from, and look after, the Guru Granth Sahib	**Mukti**	Union with Waheguru; to escape the world of illusion
Gurdwara	The Sikh place of worship; literally means 'doorway to the Guru'	**Naam Japna**	Repeating the name of God over and over as an act of worship
Guru	A religious teacher or guide	**Sangat**	'Company, fellowship'; men and women meeting religiously to worship.
Guru Granth Sahib	the central religious scripture of Sikhism, regarded by Sikhs as the final, sovereign and eternal living Guru	**Sewa**	Selfless service to others
Karma	the forces that influence people's future rebirths	**Sikh**	A follower of Sikhism; Sikh means 'disciple' or 'learner'
Khalsa	The community of Sikhs founded by the tenth Guru, Gobind Singh	**Tan**	Physical Sewa
Langar	A word meaning 'free kitchen', a communal eating are found in every Gurdwara	**Waheguru**	the most common name used by Sikhs to describe God meaning 'wondrous teacher'

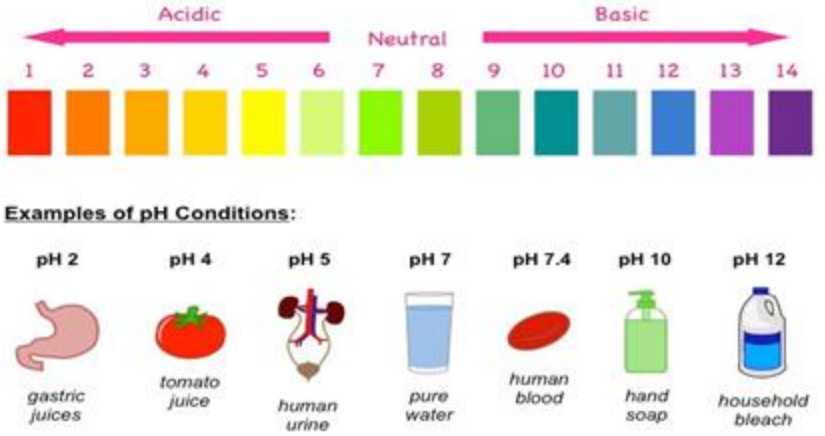
Key Ideas			
Sikhism 	Sikhism is the fifth largest organised religion in the world. There are more than 25 million Sikhs worldwide. The religion began in Punjab region of Northern India in the 15th century. Sikh means 'disciple' or 'student'. **Three Pillars of Sikhism:** 1) Naam Japna – Sikhs should meditate on God through recitation and chanting. 2) Kirat Karni – Sikhs should live honourable, decent and moral lives. 3) Vand Chakna – Sikhs should share their wealth with the community and practice selfless service.	Guru Granth Sahib 	The Guru Granth Sahib is the central religious scripture of Sikhism. It is regarded as the final, eternal Guru following the ten human Gurus of the religion, or the Eleventh Guru. It was first compiled as the Adi Granth, by the fifth Guru. It is made up of poetic hymns and speaks of a society based on divine justice without oppression as well as the one Sikh God, Waheguru. The Guru Granth Sahib has its own room in the gurdwara and the person who look after is known as a Granthi. It is placed on a raised throne which Sikhs sit below.

RE

Guru Nanak 	Sikhism was founded by Guru Nanak, who was born a Hindu in 1469 and considered a special child greatly interested in religion. Nanak experienced both Hinduism and Islam growing up. When he was 30 years old, he disappeared for three days. He had seen God and proclaimed "There is no Hindu or Muslim, but only Man. I shall follow God's path." Guru Nanak talked of one God and emphasised equality amongst God's children as more important than religious affiliation. He spent the rest of his live travelling and teaching. Those who followed him became known as Sikhs because it means 'someone who learns'.	Nature of God 	The name for God in Sikhism is Waheguru which means 'wondrous teacher'. Sikhs believe there is only on God (monotheism) who is transcendent, immanent, eternal, genderless and the creator. Since you should only worship God, no images can be made of Waheguru. Waheguru should remain in the mind of a Sikh at all times. The opening verse of the Guru Granth Sahib (the Mul Mantar) expresses God's nature. "There is one god, Eternal truth is his name, He is the creator, Without fear, Without hate, Immortal without form, Beyond birth and death, Self-existent, Known by the grace of the Guru".
Equality 	A core belief in Sikhism is that all humans are created equal by Waheguru. Therefore, they believe in egalitarianism (equality for all people).Guru Nanak instantly professed equality upon his vision of God, which directly rejected the Hindu caste system. Sikhs accept other religions believing all paths lead to one God, reflected in the welcoming nature of the Langar. "All are made of the same clay; the light within all is the same. The One Light pervades all the many and various beings" Gender Equality. During Guru Nanak's time, women were thought of as 'belongings' and unable to enter places of worship, but the Guru taught gender equality. Women and men are both allowed to lead prayers and there is no call for women to socially separate themselves or wear clothes conceal their identity.	Worship of God 	Worship of God is an essential part of any Sikh's life. Sikhs worship Waheguru in its true, abstract form, avoiding images or statues. Worship (Naam Japna) is the first pillar of Sikhism and involves meditating on God through chanting and reciting God's name and nature. Sikhs worship both privately and publicly. Sikhs began and end each day by concentrating on Waheguru. The fifth Guru, Guru Arjan said: "The Praising of His Name is the highest of all practices". Sikhs believe God is please by the act of congregational worship, or Sangat. which takes place in a gurdwara and can be led by any Sikh, male or female. The Guru Granth Sahib its higher than the worshippers to show respect to the eternal Guru and 'Waheguru' is chanted by the congregation.
Service 	"One who performs selfless service, without thought of reward, shall attain his Lord and Master". Vand Chakna is the third pillar of Sikhism and involves sharing and serving others. Sewa means selfless service and involves caring for others in a variety of ways: physical (work which helps others; defending those in need; caring for those in need), mental (talking to others; caring for them) and material (charity; food donations; money donations; volunteering time). The Langar is the most famous act of Sikh worship. Each gurdwara must have a place which serves food (the Langar) for free to anyone, regardless of caste, gender, ethnicity or religion.	Justice 	Sikhs have been persecuted throughout their history and, as such, have valued the ability to defend their religion and those who are being oppressed. Guru Gobind Singh began the Khalsa in 1699 by asking for volunteers willing to die for their religion. He did not kill these men but set up the Khalsa which valued 'Charity and Arms' ('Deg Tegh Fateh) meaning the Khalsa should provide food and protection for the needy and oppressed. These values are represented in the five Ks, worn by members of the Khalsa: Kesh (uncut hair), Kangha (a wooden comb), Kara (a steel bracelet); Kachera (cotton underwear); Kirpan (short sword). Although Sikhs believe war should always be a last resort, these items represent their willingness to defend their religion and the oppressed when all efforts to restore peace have failed.

Y7 Science: Acids and Alkali

Keywords	Definition
Acid	Chemicals that have a pH of less than 7. They turn universal indicator red.
Alkali	Chemicals that have a pH of more than 7. They turn universal indicator blue. When a bases is dissolved in water it a called an alkali.
Base	Substances that can react with acids and neutralise them to make a salt and water are called bases.
Neutral	Chemicals that have a pH of 7. They turn universal indicator green
Neutralisation	The reaction between an acid and a base
pH	A number expressing the acidity or alkalinity of a solution
Indicator	Compound that changes colour in solution over a narrow range of pH values
Litmus	Is a solution of dyes made from lichen. Red litmus paper turns blue in alkali. Blue litmus paper turns red in acids.
Universal Indicator	A mixture of dyes that changes colour gradually over a range of pH and is used (especially as indicator paper) in testing for acids and alkalis
Concentration	The number of particles in a given volume of a substance



	pH values
Strong acid	1-3
Weak acid	4-6
Neutral	7
Weak alkali	8-10
Strong alkali	11-14

Hazard	Definition	Symbols
Corrosive	A substance that may destroy living tissue on contact. It causes a burn.	
Irritant	A substance that may cause irritation to the skin, eyes or inside your body.	
Toxic	A substance that is poisonous if swallowed or breathed in. It may even go through your skin!	

Y7 Science: Acids and Alkali

Indicator	Description	Colour change			Use
Universal Indicator	Mixture of lots of different indicators	Acid	Neutral	Alkali	Everyday testing of solutions
Litmus	Solution made from lichen (vegetable based dye)	Acid	Neutral	Alkali	Red paper = Bases Blue paper= Acids
Red cabbage	Solution made from red cabbage (vegetable based dye)	Acid	Neutral	Alkali	Homemade indicator as safe to use – no hazards

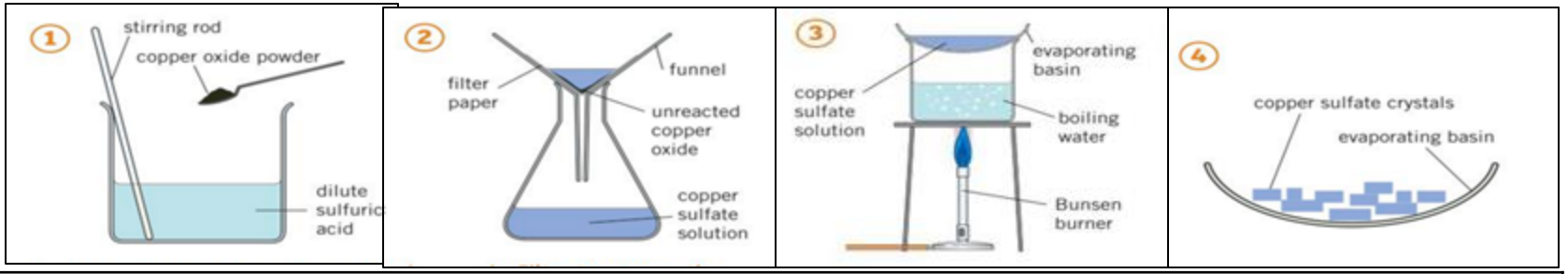
Neutralisation :

Mixing an acid and an alkali is called a neutr alisation reaction. The end product is pH 7.

A salt:

A salt is a substance that forms in the chemical reaction of an acid with a compound that contains a metal.

Name of acid	Salts produced
Hydrochloric Acid	Chloride
Sulphuric Acid	Sulphate
Nitric Acid	Nitrate
Phosphoric acid	Phosphate

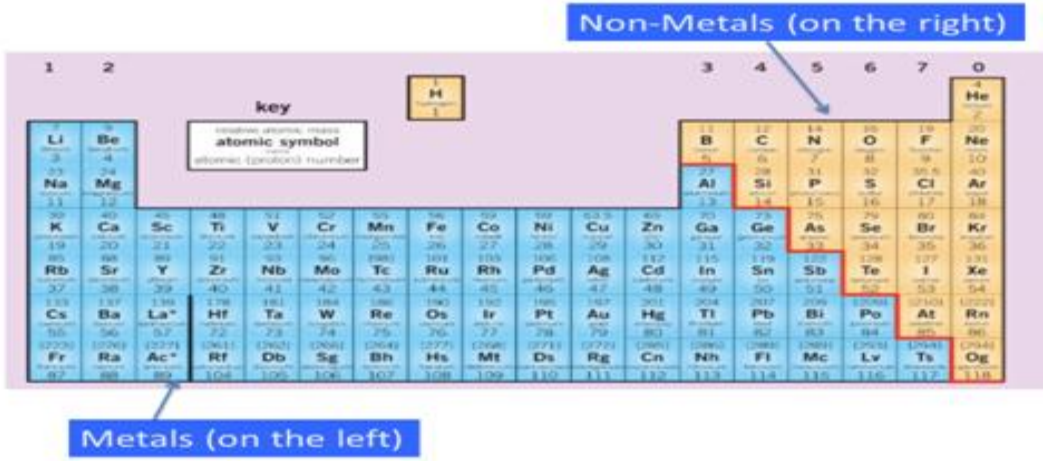


	How to make salts
1	Add copper oxide powder (a base) to dilute sulphuric acid. Keep adding until some copper oxide is left over. All the acid has now reacted.
2	Filter to remove oxide that has not reacted
3	Heat the copper sulphate solution in an evaporating basin until most of the water evaporates.
4	Leave he evaporating basin in a warm place. The rest of the water evaporates. Copper sulphate crystals remain.

Y7 Science: Metals and Non-metals

Properties – Keywords	
Conductor	A substance that allows heat or electricity to flow through it
Dense	A material that contains a lot of particles in a small space
Sonorous	A substance that makes a sound when hit
Malleable	A material that can be bent or shaped
Brittle	A material that is delicate and easily broken

Position on the Periodic Table

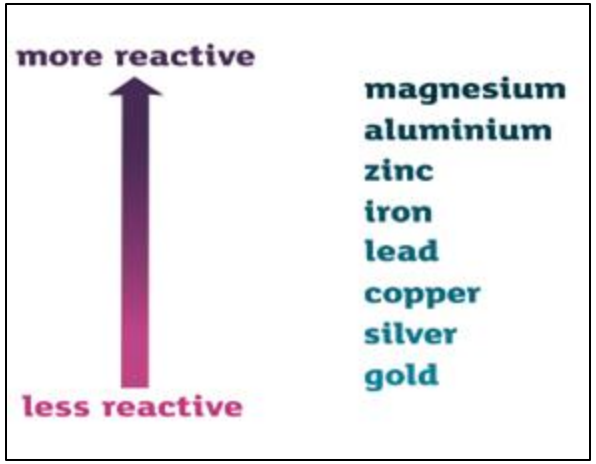


Property	Metals	Non-metals
Appearance	Shiny	Dull
State at room temperature	Solid (except mercury, which is a liquid)	About half are solids, about half are gases, and one (bromine) is a liquid
Density	High (they feel heavy for their size)	Low (they feel light for their size)
Strength	Strong	Weak
Malleable or brittle	Malleable (they bend without breaking)	Brittle (they break or shatter when hammered)
Conduction of heat	Good	Poor (they are insulators)
Conduction of electricity	Good	Poor (they are insulators, apart from graphite)
Magnetic material	Only iron, cobalt and nickel	None
Sound when hit	They make a ringing sound (they are sonorous)	They make a dull sound
Type of oxide	Basic or alkaline	Acidic

Y7 Science: Metals and Non-metals

Chemical Equation	Example
Metal + Oxygen → Metal Oxide	Iron + Oxygen → Iron oxide
Metal + Acid → Salt + Hydrogen	Zinc + Hydrochloric acid → Zinc chloride + Hydrogen
Metal + Water → Metal hydroxide + Hydrogen	Sodium + water → Sodium hydroxide + Hydrogen

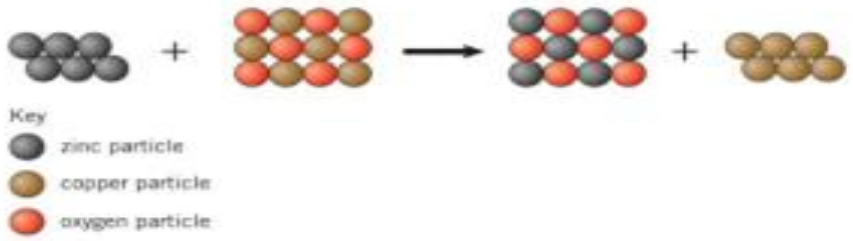
Reactivity series



Displacement reactions

In a **displacement** reaction, one element dis-places (moves out) another element from a compound and replaces it

Only a more reactive element can displace an element *from a compound*



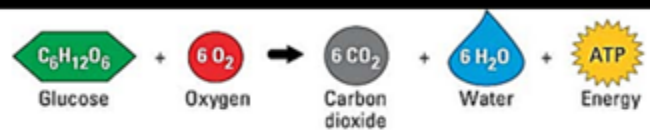
Zinc + copper oxide → Zinc oxide + copper

Y7 Science: Respiration

Energy is needed for life processes such as:
- growth and repair
- movement
- control of body temperature in mammals

Muscle cells carry out lots of respiration, so they contain large amounts of mitochondria.

AEROBIC RESPIRATION



- Occurs inside the mitochondria.
- A chemical reaction that transfers energy from organic molecules in food to your cells. The waste products are carbon dioxide and water.
- NOTE: Respiration is NOT breathing.

How does glucose get into the cells?

Glucose is found in food. Once the food is digested, glucose molecules are absorbed into the bloodstream and then transported around the body in the blood. Glucose dissolves in plasma and can diffuse into cells for respiration.

How does oxygen get into the cells?

Oxygen from the air diffuses into the bloodstream. Oxygen binds to haemoglobin in the red blood cells and gets carried around the body in the blood vessels. It then diffuses into the cells.

How does carbon dioxide leave the body?

Carbon dioxide produces diffuses out of the cells and into the blood plasma. The blood transports it to the lungs, where it diffuses into the

ANAEROBIC RESPIRATION

- Anaerobic respiration takes place when there is not enough oxygen for aerobic respiration.
- It happens during strenuous exercise like sprinting.
- The lactic acid produced causes painful cramps in the muscles.
- Breathing heavily after exercise, allows extra oxygen to break down the lactic acid (oxygen debt).
- Energy from anaerobic respiration is LESS than the energy from aerobic respiration.

	Aerobic	Anaerobic
Needs oxygen?	Yes	No
Needs glucose?	Yes	Yes
Product(s) formed	Carbon dioxide and water	Lactic acid

Which organism respire anaerobically?

- Animals normally respire aerobically. During vigorous exercise, they switch to anaerobic respiration.
- Plants also respire aerobically. If the oxygen supply runs out (e.g. when the soil gets water clogged), plants will switch to aerobic respiration in their roots.
- Some microorganism respires anaerobically. This allows them to survive in environments with no or very little oxygen (e.g. gut bacteria).

FERMENTATION

The anaerobic respiration of yeast is used to make beer and wine.

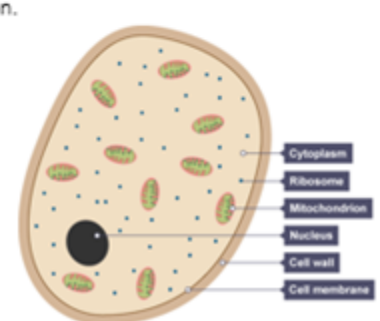
In this case, the yeast respires without oxygen and produces alcohol (ethanol). This process is known as fermentation.

Yeast converts the sugar into alcohol by anaerobic respiration:

glucose → carbon dioxide + ethanol (+ energy)

YEAST

- A microorganism used in the production of bread and many alcoholic drinks. They are made by fermentation.
- Enzymes present in yeast speed up fermentation. The enzymes work best in warm conditions



KEYWORD	DEFINITION
Aerobic respiration	Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.
Anaerobic respiration	Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and carbon dioxide (plants and microorganisms).
Biotechnology	The use of biological processes or organisms to create useful products.
Fermentation	A type of anaerobic respiration in which glucose is converted to ethanol, carbon dioxide and energy.
Haemoglobin	The substance in blood that carried oxygen around the body.
Oxygen debt	Extra oxygen required after anaerobic respiration to breakdown lactic acid.
Plasma	Liquid that transports blood cells and other materials around the body.

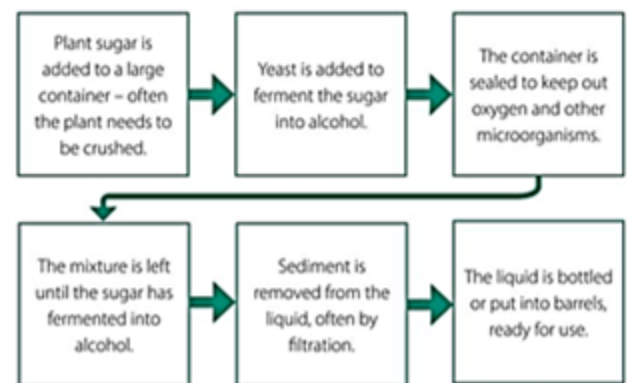
How do you make bread?

Flour, water, and yeast are mixed to make dough. The dough is then left in a warm place to rise. This is caused by the yeast respiring, changing the sugars in the flour into ethanol and carbon dioxide. The carbon dioxide gas is trapped as bubbles inside the dough, making it rise.

The dough is then baked. In the oven, the ethanol evaporates. The bubbles of gas expand, making the bread rise further.

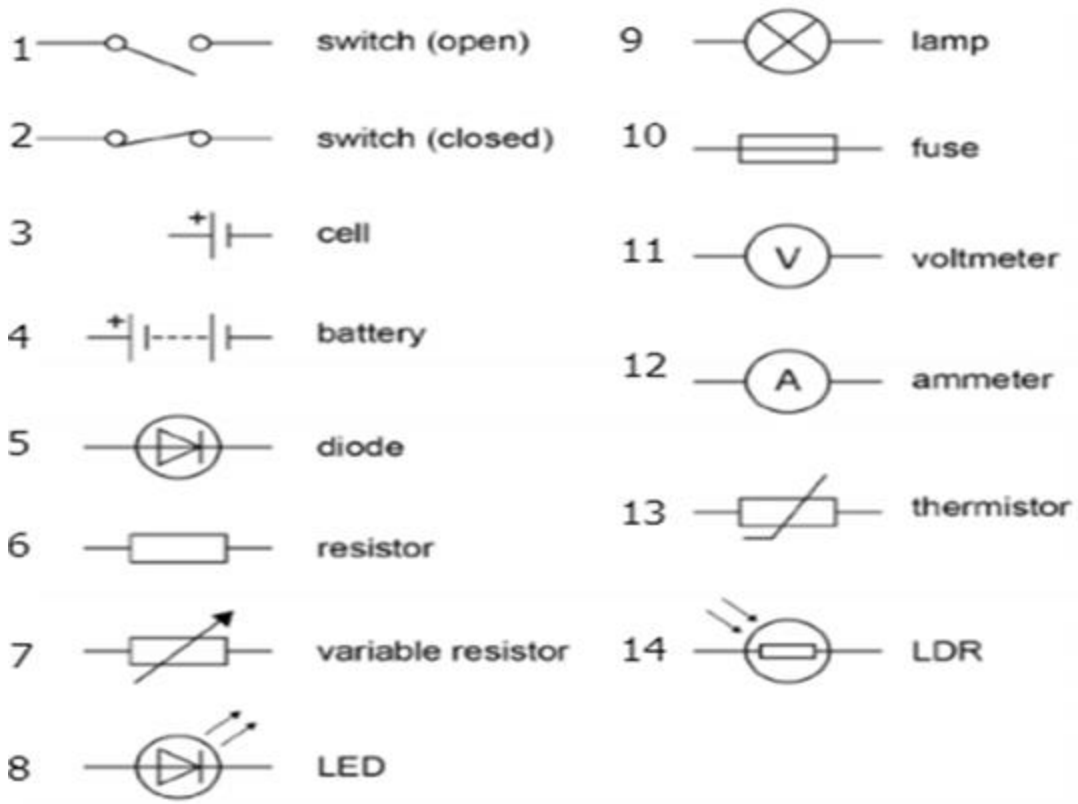
How do you make beer and wine?

- Wine is made when yeast is used to ferment grape sugar.
- Beer is made when yeast is used to ferment sugar in malted barley.



Y7 Science Potential Difference, Resistance and Current

Circuit Symbols



Conductors and Insulators

Electrical Conductors	A material that allows current to flow through it easily, and has a low resistance.
Electrical Insulators	A material that does allow current to flow through it easily, and has a high resistance.

Potential Difference

The potential difference between two points in an electric circuit is the work done when one coulomb of charge passes between the points. Potential difference causes charge to flow. It tells you the following:

1	The size of the force on the charges
2	The energy transferred *by the cell* to the charges
3	The energy transferred *by the charges* to the components in the circuit.

Resistance

Resistance is caused by anything that opposes the flow of electric charge. This tells you how easy of how difficult it is for charge to flow through the component. It is measured in (Ω).

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

Series Circuit	Adding resistors in a series makes the total resistance increase
Parallel Circuit	Adding resistors in parallel decreases the total resistance

Current

Electric current	Flow of electric charge, usually electrons in Amperes. It is the amount of charge flowing per second.

Y7 Science: Potential Difference, Resistance and Current

A cell is necessary to push electrons around a complete circuit. A battery consists of two or more cells. The + symbol next to the long line of the cell indicates that this is the positive terminal of the cell.

A switch enables the current in a circuit to be switched on or off.

An indicator, such as a bulb, is designed to emit light as a signal when a current passes through it.

A diode allows current through in one direction only.

A light-emitting diode (LED) emits light when a current passes through it.

An ammeter is used to measure electric current.

A fixed resistor limits the current in a circuit.

A variable resistor allows the current to be varied.

A fuse is designed to melt and therefore 'break' the circuit if the current through it is greater than a certain amount.

A heater is designed to transfer the energy from an electric current to heat the surroundings.

A voltmeter is used to measure potential difference (i.e. voltage).

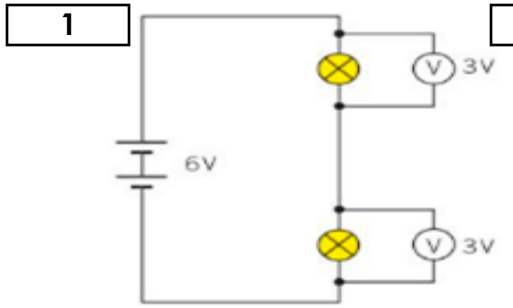
Y7 Science: Potential Difference, Resistance and Current

Series and Parallel Circuits

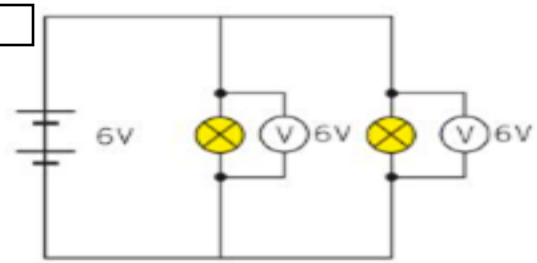
	Series Circuit	Parallel Circuit
Definition	A circuit where components are in a loop with only one route for charge to take.	A circuit where components are in separate loops with more than one route for charge to take.
Potential Difference (V)	The total p.d. of the power supply is *shared* between the components. **[1]**	The p.d. across each component is the *same* as the total p.d. of the power supply. **[2]**
Current (I)	The current is the *same* at every point in the circuit and in every component. **[3]**	The *total current* through the whole circuit is the *sum of the currents through the separate components*. **[4]**
Resistance (R)	The more resistors, the greater the resistance. Therefore the more components the greater the resistance. The total resistance of two components is the sum of the resistance of each component. $R_{total} = R_1 + R_2$	The more resistors, the lower the resistance. Therefore the more components the lower the resistance. The total resistance of two components is less than the resistance of the smallest individual resistor.

Potential Difference in Series and Parallel Circuits

1

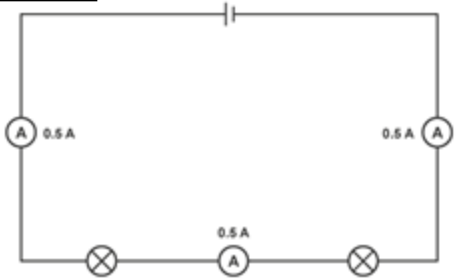


2

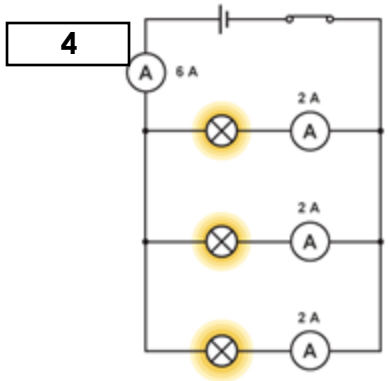


Current in Series and Parallel Circuits

3



4



Charging Up

Electric charge	Positive (+) charges **repel** positive charge Negative (-) charges **repel** negative charge Positive (+) charges **attract** negative charge
Electrostatic force	Non-contact force between two charged objects
Electric field	A region where a charged material or a particle experiences a force

Knowledge Organiser Year 7 Spanish Summer 1 Module 5 Mi ciudad

A. VERBS Present tense

Subject pronouns	Ir – To go	Ser – To be	Querer – To want	Vivir – To live
(I): Yo	Voy – I go	Soy	Quiero	Vivo
(you): Tú	Vas – You go	Eres	Quieres	Vives
(he/she: él/ella)	Va – He/she/it goes	Es	Quiere	Vive
(we:nosotros)	Vamos – We go	Somos	Queremos	Vivimos
(you all:vosotros)	Vais – You all go	Sois	Queréis	Vivís
(they: ellos/ellas)	Van – They go	Son	Quieren	Viven

B. CULTURE CORNER:

Spain is twice as big as the UK but only has three-quarters of the population!

In Spain people eat **Tapas** - snacks with a drink. In the north Tapas are called **Pinchos** (or **Pintxos** in the Basque country).

C. KEY GRAMMAR: Telling the time

Which verb do we need?	**Ser** – to be **Es** – for 1 o'clock **Son** for the other times
E.g. **Es** la una **Son** las cuatro **Son** las ocho	It is one o'clock It is four o'clock It is eight o'clock
What about the minutes?	Use **y** + the amount of minutes for past the hour Use **menos** + the amount of minutes for to the hour
E.g. Son las tres y diez Es la una **menos** veinticinco	It is ten **past** three It is twenty five **to** one

D. KEY GRAMMAR: Stem-changing verbs

What are they?	Verbs which change the spelling of their **stem** in 1st, 2nd, 3rd and 6th person in present tense
E.g.	Querer – Quiero Preferir – Prefiero Jugar – Juego

Juego, Juegas, Juega } 3 { Quiero, Quieres, Quiere

Jugamos, Jugáis } 2 { Queremos, Queréis

Juegan } 1 { Quieren

E. KEY GRAMMAR: The Near Future

What is it?	A **tense** used to describe what is **going to happen** in the **future**
How is it formed?	It is made up of three parts: Present tense of 'ir' Preposition 'a' Infinitive verb

Present tense of 'ir'		Preposition 'a'		Infinitive verb e.g.
Voy Vas Va Vamos Vais Van	+	a	+	ir/hablar/vivir etc.

F. COMPLEX STRUCTURES:

Normalmente por la tarde juego al fútbol pero mañana voy a hacer natación	Normally in the evening I play football but tomorrow I am going to go swimming
En el futuro me gustaría vivir en España	In the future I would like to live in Spain

G. OPINIONS

Prefiero…	I prefer…
En mi opinión…	In my opinion…
Me encanta…	I love…
Pienso que…	I think that…
Va a ser estupendo	It's going to be brilliant
Va a ser aburrido	It's going to be boring

¿Qué hay en tu ciudad? What is there in your town?

Hay...	There is...
un castillo	a castle
un centro comercial	a shopping centre
un estadio	a stadium
un mercado	a market
un museo	a museum
un parque	a park
una piscina	a swimming pool
una plaza	a square
un polideportivo	a sports centre
un restaurante	a restaurant
una tienda	a shop
una universidad	a university
En...	In...
mi barrio	my neighbourhood
mi ciudad	my town, my city
mi pueblo	my village, my town
No hay museo.	There isn't a museum.
No hay nada.	There's nothing.
unos museos	some museums
unas tiendas	some shops
muchos museos	a lot of museums
muchas tiendas	a lot of shops

¿Te gusta vivir en...? Do you like living in...?

Me gusta mucho vivir en...	I like living in... a lot.
No me gusta nada vivir en...	I don't like living in... at all.
porque hay/es...	because there is/it is...

¿Qué hora es? What time is it?

Es la una.	It's one o'clock.
Son las dos.	It's two o'clock.
Es la una y cinco.	It's five past one.
Son las dos y diez.	It's ten past two.
Son las tres y cuarto.	It's quarter past three.
Son las cuatro y veinte.	It's twenty past four.
Son las cinco y veinticinco.	It's twenty-five past five.
Son las seis y media.	It's half past six.
Son las siete menos veinticinco.	It's twenty-five to seven.
Son las ocho menos veinte.	It's twenty to eight.
Son las nueve menos cuarto.	It's quarter to nine.
Son las diez menos diez.	It's ten to ten.
Son las once menos cinco.	It's five to eleven.
Son las doce.	It's twelve o'clock.
¿A qué hora?	At what time?
a la una	at one o'clock
a las dos	at two o'clock

¿Qué haces en la ciudad? What do you do in town?

Salgo con mis amigos.	I go out with my friends.
Voy...	I go...
al cine	to the cinema
al parque	to the park
a la bolera	to the bowling alley
a la cafetería	to the cafeteria
a la playa	to the beach
de compras	shopping
de paseo	for a walk
No hago nada.	I do nothing.

Palabras muy frecuentes High-frequency words

aquí	here
a ver	let's see
con	with
hasta	until
más	more

En la cafetería In the café

Yo quiero...	I want...
bebidas	drinks
un batido de chocolate/de fresa	a chocolate/strawberry milkshake
un café	a coffee
una Coca-Cola	a Coca-Cola
una Fanta limón	a lemon Fanta
un granizado de limón	an iced lemon drink
un té	a tea
raciones	snacks
calamares	squid
croquetas	croquettes
gambas	prawns
jamón	ham
pan con tomate	tomato bread
patatas bravas	spicy potatoes
tortilla	Spanish omelette
¿Algo más?	Anything else?
No, nada más.	No, nothing else.
¿Y de beber?	And to drink?
¿Cuánto es, por favor?	How much is it, please?
Son cinco euros setenta y cinco.	That's 5,75 €.

¿Qué vas a hacer? What are you going to do?

Voy a salir con mis amigos.	I am going to go out with my friends.
Vas a ver la televisión.	You are going to watch TV.
Va a ir de paseo.	He/She is going to go for a walk.
Vamos a jugar al voleibol.	We are going to play volleyball.
Vais a chatear.	You are going to chat.
Van a hacer los deberes.	They are going to do their homework.

¿Cuándo? When?

este fin de semana	this weekend
el sábado por la mañana	on Saturday morning
el domingo por la tarde	on Sunday afternoon/evening
primero	first
luego	then
finalmente	finally
a las tres de la tarde	at three o'clock in the afternoon
(un poco) más tarde	(a little) later

Español	English
¿Cómo se dice...en español?	How do you say... in Spanish?
¿Cómo se dice...en inglés?	How do you say... in English?
¿Qué significa...?	What does...mean?
¿Puedes repetir por favor?	Can you repeat please?
Déjame pensar	Let me think
Necesito *una regla* por favor	I need *a ruler* please
Necesito *un boli* por favor	I need *a pen* please
Necesito *papel* por favor	I need *some paper* please

Year 7- Knowledge Organiser – Introduction to Shakespeare: A Midsummer Night's Dream

MAIN CHARACTERS

Theseus – Duke of Athens
Hippolyta – Amazon Queen
Egeus – Father of Hermia
Hermia – Loves Lysander
Lysander - Loves Hermia
Helena – Loves Demetrius
Demetrius – Suitor of Hermia
Titania – Queen of the Fairies
Oberon – King of the Fairies
Puck – Mischievous fairy
Quince – Carpenter
Bottom – a weaver
Starveling – Tailor
Snug – Joiner
Snout – Tinker

The Globe Theatre was a theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men, on land owned by Thomas Brend and inherited by his son, Nicholas Brend and grandson Sir Matthew Brend, and was destroyed by fire on 29 June 1613. A second Globe Theatre was built on the same site by June 1614 and closed on 6 September 1642. A modern reconstruction of the Globe, named "Shakespeare's Globe", opened in 1997 approximately 750 feet (230 m) from the site of the original theatre. From 1909, the current Gielgud Theatre was called "Globe Theatre", until it was renamed (in honour of John Gielgud) in 1994.

ABOUT THE PLAY

A Midsummer Night's Dream Summary

Four Athenians run away to the forest only to have Puck the fairy make both of the boys fall in love with the same girl. The four run through the forest pursuing each other while Puck helps his master play a trick on the fairy queen. In the end, Puck reverses the magic, and the two couples reconcile and marry.

Structure of the play:

ACT 1: Theseus and Hippolyta are due to marry in 4 days. Egeus asks Theseus to help him with his rebellious daughter Hermia. Egeus wants Hermia to marry Demetrius, however, Hermia is in love with Lysander. Lysander and Hermia plan to run away together – they tell Hermia's best friend Helena (who is in love with Demetrius).
Meanwhile – The Mechanicals, are rehearsing for a play (Pyramus & Thisbe) that they hope to perform at Theseus at his wedding. The mechanicals contrast with the lovers as they are more comical, especially Nick Bottom.
ACT 2: Oberon and Titania, the fairy king and queen are arguing because Oberon is jealous of Titania. To teach her a lesson Oberon asks Puck to find a flower that will make Titania fall in love with the first person she sees. Meanwhile, Helena has led Demetrius into the woods to help him find Hermia and Lysander. Puck, accidently puts the love potion on Lysander's eyes. Helena, sees Lysander in the woods and Lysander instantly falls in love with her. Helena is confused and thinks Lysander is making fun of her.
ACT 3: The Mechanicals are rehearsing in the woods. Puck changes Nick Bottom's head into an ass'. Lysander is still desperately chasing Helena. Puck then puts the love potion onto Demetrius' eyes and Demetrius also falls in love with Helena. Helena feels they are both mocking her and Hermia and her fall out. Lysander and Demetrius prepare to fight for Helena when eventually Puck puts them all to sleep. Titania wakes, the first person she sees Is Bottom, with this she immediately falls in love!
ACT 4: Titania and Bottom are sleeping and Oberon fixes it so that Titania no longer loves Bottom. Oberon then fixes the Athenian lovers' situation whilst they sleep. Theseus and Hippolyta find the four lovers and it is agreed that Helena and Demetrius will marry and so will Hermia and Lysander.
ACT 5: Hippolyta and Theseus marry, as do the four Athenian lovers. The Mechanicals perform their ridiculous play. Puck apologises to the audience for his actions and hopes he hasn't caused offence.

PLAYWRIGHT: WILLIAM SHAKESPEARE

- William was born in Stratford-upon-Avon in 1564, during England's Tudor period. He was one of eight children born to John Shakespeare, a well-to-do glove-maker and leather worker, and his wife, Mary Arden, an heiress from a wealthy family.
- During his lifetime, William Shakespeare wrote around 37 plays for the theatre and over 150 poems!
- Shakespeare's plays were immediately big hits! He wrote different kinds of plays, all of which could be divided into three categories:
  Tragedy – including Hamlet, Othello, King Lear and Romeo and Juliet
  Comedy – including Twelfth Night and the The Taming of the Shrew
  History – including Henry IV, Henry V and Richard III
- His plays made him very rich and famous. So much so, that by 1598, William owned houses in London and Stratford-up-Avon.
- Shakespeare's plays had the royal seal of approval. Both Queen Elizabeth I and James VI of Scotland and I of England would often hire Shakespeare's company to come and perform at the royal court.
- Today, Shakespeare's work is studied in schools and universities around the world, and his stories are depicted on TV and in films. In 1997, the modern Globe Theatre was opened in London. A reconstruction of the original, it's just a few hundred metres from where the original one once stood. People can go to watch plays – just like in Shakespeare's day!
- One of the most curious facts about William Shakespeare is that his name can be reshuffled to create the sentence 'I am a weakish speller'.

THEMES

LOVE

MAGIC

JEALOUSY

DREAMS

FATE

USEFUL VOCABULARY

Renaissance: The period of time within which Shakespeare was writing.
Context: The circumstances surrounding the writing and setting of a text.
Prose: Prose was considered to be the style of speech used by the common man otherwise known as "ordinary language". It is the language that people speak in, and doesn't contain any of the metrical structure of poetry.
Playwright: A person who writes plays.
State directions: An instruction in the text of the play which indicates the actions or tone of an actor as well as sound effects or lighting.
Protagonist - the leading character or one of the major characters in the play.
Antagonist - a person who actively apposes or is hostile to someone or something.
Prologue - a separate introductory section of a play. Monologue - long speech by one actor in a play or film.

A SHAKESPEARE COMEDY

Comedy

- A genre of Shakespeare's plays, typically including stories of love, magic and confusion.

Conventions of comedy:

- A struggle of young lovers to overcome a problem
- Mistaken identity – usually involving disguise
- Separation and reconciliation (becoming friendly after falling out with someone)
- Frequent use of puns (a joke that has double meaning)
- Happy ending – usually involving a marriage

Year 7- Knowledge Organiser – Introduction to Shakespeare: A Midsummer Night's Dream

SYMBOLS IN 'A MIDSUMMER NIGHT'S DREAM'

The Woods: The woods is a powerful symbol of untamed nature, and in this play, nature is specifically tied to the fairy realm. Titania and Oberon's extended argument is said to cause ongoing unrest in nature, including unseasonable weather. So the woods represents both untamed nature and untamed magic, which are intertwined. The fairies are seen to be closer to disorder than to order. Their pranks are disruptive to human activities, and they do not seem governed by laws as Theseus is. The disruptive fairy magic represented by the woods is then the perfect setting for the "dream" part of the "midsummer night's dream." In the woods, dreamlike events can take place—events that do not obey the rules of nature or Athenian civilization.

Flowers: As part of nature, flowers are necessarily associated with fairies and with magic. However, certain flowers have a special role in this play. One is the flower that Oberon tells Puck he witnessed Cupid's arrows striking. This flower contains a magical juice that when placed on a person's eyelids causes that person to instantly fall in love with whatever living creature he or she sees upon waking. The other flower is used to reverse the magical enchantment of the first flower. In the play these enchantments create confusion but ultimately work together to make a happy ending out of tragic circumstances. Therefore, the flowers symbolize not only nature and fairy magic, but also the wild yet ultimately benevolent nature of the fairy magic.

Moon: The moon exerts a powerful force on many of the characters, affecting how they act. It is associated with the love and dreaming the characters encounter. The action of the play occurs at night, when the moon presides. The moon mainly affects the humans and not the fairies. In Act 2, Scene 1 one of the fairies takes great pleasure in being a night fairy, saying that it is "swifter than the moon's sphere," which means that this fairy is much too quick to be caught in the net of the moon's spell. The moon shows the passage of time. When the play opens, as Theseus and Hippolyta are discussing their approaching marriage (Act 1, Scene 1), Theseus remarks how the "old moon" makes time progress slowly.

SOCIAL AND HISTORICAL CONTEXT

- **Ancient Athens:** "A Midsummer Night's Dream" opens in ancient Athens, a city renowned for its great philosophers. We see parallels with Theseus, a man of reason.
- **Political background:** Elizabeth I ruled England when this play was written. She is referred to by Oberon as 'a fair vestal throned by the west' (II. 1. 157).
- **Fairies as folklore:** Robin Goodfellow (the 'puck' or hobgoblin) and the fairies of this play were well-known figures in English folklore. They were traditionally mischievous spirits.
- **Festivals and pageants:** Elements of festivals in this play include the rite of May. Theseus suggests that the lovers are in the woods collecting branches for May Day.
- **Literary inspiration:** Shakespeare seems to have taken inspiration from a variety of texts, such as Ovid's "Metamorphoses", Chaucer's "The Knight's Tale" and Plutarch's "Life of Theseus".
- **English Renaissance Theatre :** The Elizabethan Era is perhaps most famous for its theatre and the works of William Shakespeare. English Renaissance theatre began with the opening of "The Red Lion" theatre in 1567. Many more permanent theatres opened in London over the next several years including the Curtain Theatre in 1577 and the famous Globe Theatre in 1599.

Elizabethan Society

- **Family:** The father was the head of the household. Children were regarded as property and could be given to marriage to a suitable partner. Honour was a matter of great importance; any wrongdoing must be corrected to protect the family's reputation or personal pride.
- **Patriarchal Society:** Men were dominant in the public and private spheres. It was a common belief that men were intellectually superior to women and had rights over decisions of law, employment, education and their household. Women had no rights and authority in law. They could not own property or money. Women were subservient and expected to be passive and submissive in nature. Women were in charge of domestic chores and primarily mothers.
- **Marriage:** Marriage was often a political, or financial transaction to secure wealth, status and retain one's wealth. It was not unusual to be married young. After marriage, a woman would become the property of her husband.
- **Courtly Love:** This described the behaviour at court; to express love was to show this from a distance – it was expected to be polite, courteous, restrained and ceremonious. Often involving the exchange of gifts/tokens.
- **Religion:** Strongly religious Catholic society with strong belief about damnation for mortal sin.

KEY QUOTES

1)'The course of true love never did run smooth' (Lysander: A1S1)

2)'I am your spaniel' (Helena: A2S2)

3)'I see their knavery: this is to make an ass of me' (Bottom: A3S1)

4)'Love looks not with the eyes, but with the mind, and therefore is winged Cupid painted blind.' (Hermia: A1S1)

5)'O, hell! to choose love by another's eyes.' (Hermia: A1S1)

6)'If we shadows have offended, think but this and all is mended' (Puck: A5S1)

KEY LANGUAGE AND STRUCTURAL TERMINOLOGY

Soliloquy: A speech delivered by a character that expresses their inner thoughts and feelings – often where they are alone on stage.
Imagery: visually descriptive or figurative language.
Metaphorical language: use of figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them.
Dramatic irony – When the audience know something that the characters don't.
Contrasts – Shakespeare uses opposing ideas throughout the play to exaggerate certain aspects
Blank verse – Form of writing speech with regular rhythm but no rhyme
Iambic pentameter – It is particular form of blank verse; 10 syllables in each line (one stressed syllable followed by one unstressed syllable)