Study Skills Preparation

December Assessments 2025

Year 7

Name:

Form:

Top Tips:

1. Create a revision timetable that plans which subjects and topics you will revise and when.

2. When planning your revision, focus on the areas you find difficult.

3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)

Year 7 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.
- It also contains some blank pages to help you prepare for your revision.

Effective Revision Methods

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

1) Prepare: Making flashcards and revision mind maps

2) Retrieve: Using look, cover, write, check, or getting someone else to test you at home

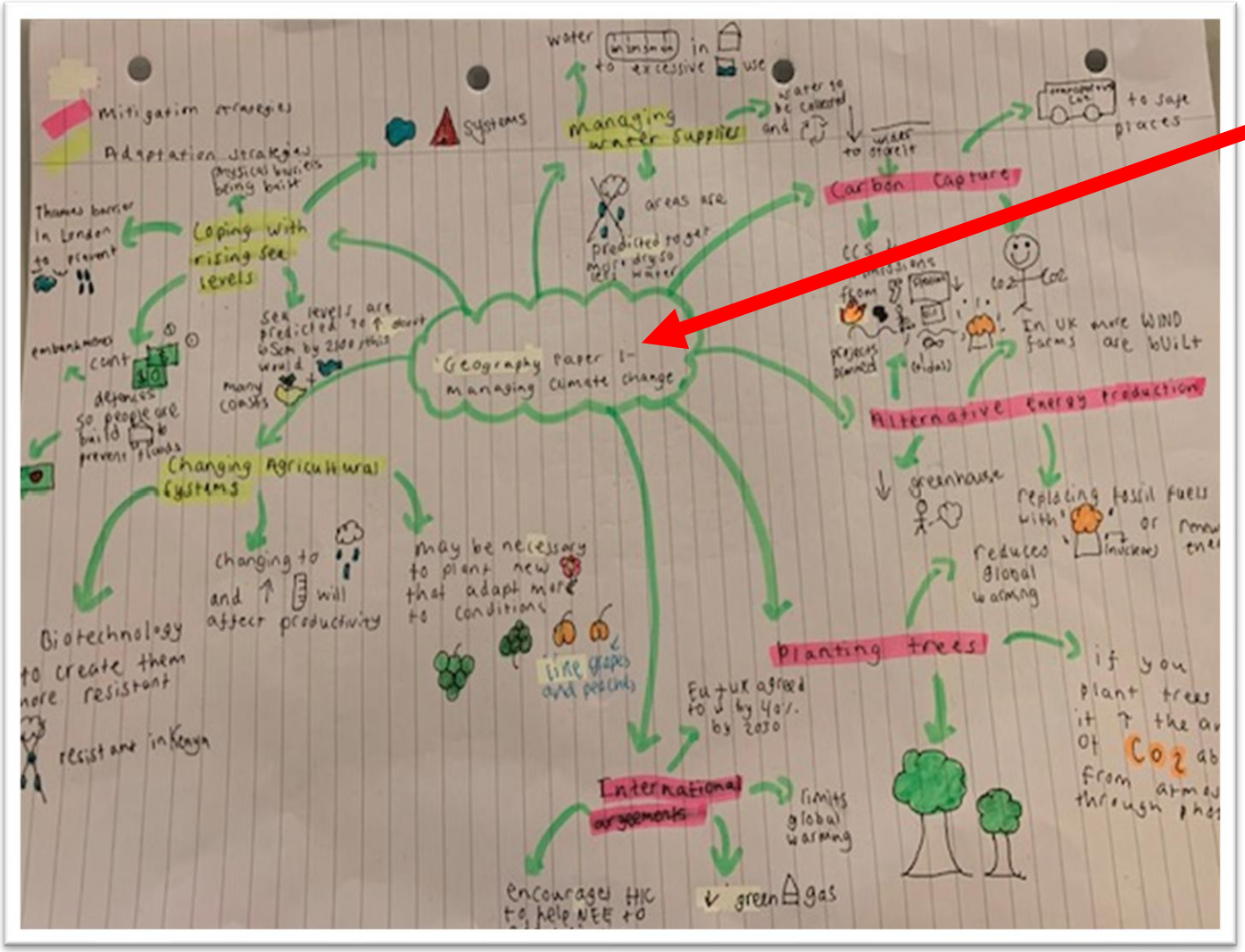
3) Apply: Applying the knowledge correctly to practice questions

Part 1) Prepare: First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

Part 2) Retrieve: This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

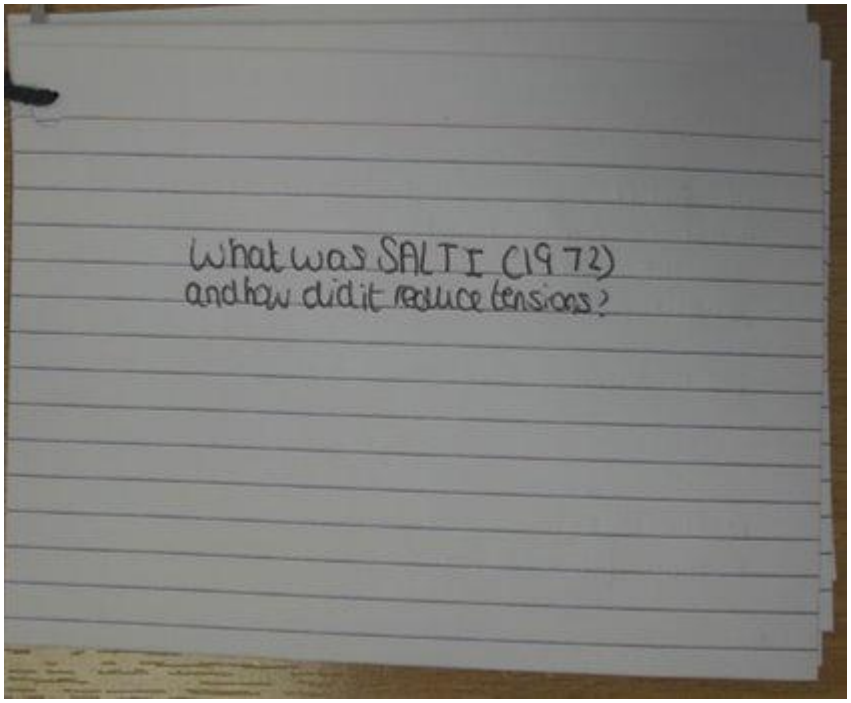
Part 3) Apply: Attempt your questions FROM MEMORY, do not copy from your notes – it is important for you to find out what you can remember

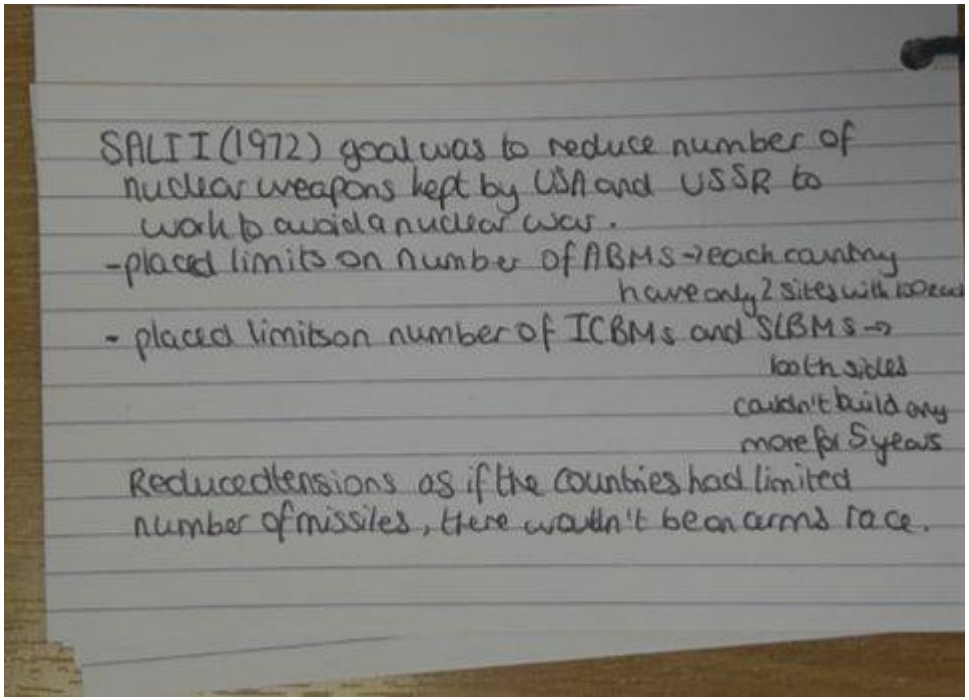
Example Mind Map



- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

Example Flash Card





Front of the flashcard

- Has a key question

Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question

Example Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday	Computing 5:00-5:30	English 5:40-6.10	Biology 6.20-6.50
Tuesday	Geography 5.00-5.30	RE 5.45-6.15	Chemistry 6.30-7
Wednesday	Maths 5.15-5.45	DT 6.00-6.30	Physics 6.45-7.15
Thursday	RE 10.45-11.15	History 6.00-6.30	Biology 6.45-7.15
Friday	French/Spanish 6.30-7	Geography 7.15-7.45	Chemistry 8-8.30
Saturday	Computing 2.00-2.30	History 2.45-3.15	Physics 3.15-3.45
Sunday	DT 10.00-10.30	Art 10.45-11.15	Biology 11.30-12

Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Year 7		
Subject	**Term 1 Topics**	**Revision Resources**
Art	• Formal Elements • Constructing basic shapes • Tone & Texture • Accurate shape • Artist 'Adonna Khare'	• https://www.bbc.co.uk/bitesize/topics/z9kmhyc • https://www.youtube.com/playlist?list=PLiOil1qP-cMURN_8baOr3QWfySmIjqKIj • https://www.youtube.com/watch?v=vMr6eimcolc • https://www.youtube.com/watch?v=2JsN3s_9Kjs
Computing	• Software Skills • Impact of Technology	• Knowledge organiser • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f • https://www.bbc.co.uk/bitesize/subjects/z8mtsbk

Design and Technology	• Design
	• Market
	• Sustainability
	• ACCESSFM
	• Shape
	• Drawing
		• Exercise book
		• DT - Mindful Chef - The Future of Recipe Boxes - Revision Guide.pdf
		• Drawing videos:
		  ○ Cube and Cuboid – Sketching and Isometric Drawing
		  ○ How to draw a trapezoid
		• CAD:
		  ○ Cube > Cuboid - Isometric and Net (Cube and Cuboid)
		  ○ Trapezoid - Isometric and Net

English	• Identity • Social Media	• Yellow Exercise book • BBC bitesize (grammar)

	• Grammar for writing non-fiction texts	
Food	• Health and safety in the kitchen • Bacteria and high-risk foods • Food storage • The eat well guide	• Knowledge organiser • https://www.youtube.com/watch?v=7MlE4G8ntss • https://www.youtube.com/watch?v=pLJ703rOTq4&t=44s • https://www.youtube.com/watch?v=_8s2FsT9VYY
French	• **Introductions** – greetings, saying your name, asking how you are and saying how you're feeling, saying hello/goodbye, alphabet • **School equipment** – saying what you have in your bag and pencil case (stationery), using verbs (I have/don't have) • **Age** and **birthday**	• Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks • K.O revision packs • www.linguascope.com Username: yardleys Password: tyseley1 • www.languagenut.com (login details glued into back of exercise books)
Geography	• UK Geography - key locations and urban areas.	• Green exercise book • Knowledge Organizers on VLE

	• River systems - processes, landforms and OS map skills.	• BBC bitesize
History	• Anglo-Saxon and Norman England including chnages to castles, the church and the Feudal System • Magna Carta including the Crusades, King John and the Barons War	• Exercise book • Booklets • Knowledge organisers (VLE) • https://www.bbc.co.uk/bitesize/subjects/zk26n39
Maths	• Factors, Multiples and Primes • Operations with fractions • Perimeter • Percentages (non-calc) • Rounding • Multi-step worded questions (inc. multiplying and dividing with decimals) • Coordinates, lines and reflections	• Corbett Maths • Knowledge organisers (VLE and printed) • Exercise book • Assessment Book - Weekly Quizzes
Music	**Identity In Music** • Learn how to play 4 chords on the ukulele - C, Am, F, G7.	• VLE Lesson PowerPoints

	• Learn how to read Ukulele notation • Learn how to strum – including advanced strumming patterns • Learn to play in a whole class ensemble • Learn to play in time	
RE	• Chronology of religion • Beliefs about the Brahman • Examples of Gods in the Tri-murti and their roles • Henotheism • Different Gods outside of the Tri-Murti • Hindu Creation stories – linked to caste • Reincarnation, dharma, karma and moksha • The story of Sati in Hinduism and its themes	• Knowledge Organiser • Exercise book • Quiz done in class • 4 mark practice questions
Science	• Forces • Space • Energy	• Please refer to your Yardleys KS3 Science Revision Guide which will be handed out in lessons by your class teacher. Keep this as you'll need it until the end of year 8!

		• Your exercise book and DIPs completed in class • BBC Bitesize
Spanish	• **Introductions** – greetings, saying your name, asking how you are and saying how you're feeling, saying hello/goodbye, alphabet • **School equipment** – saying what you have in your bag and pencil case (stationery), using verbs (I have/don't have) • **Age** and **birthday**	• Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks • K.O revision packs • www.linguascope.com Username: yardleys Password: tyseley1 • www.languagenut.com (login details glued into back of exercise books)

UK Geography

- I can locate, name & spell correctly the physical features of the UK
- I can locate, name & spell correctly the human features of the UK
- I can categorise human & physical features
- At a local level, I can use OS map skills to describe how a city changes

How the Burgess Model is laid out

Key locations		
1	United Kingdom (UK)	The UK includes the island of Great Britain, the north-eastern part of the island of Ireland and many smaller islands including the Isle of Man and the Isle of Wight.
2	Birmingham	The UKs second city (second most important after London), located in the Midlands of England.
3	Ben Nevis	The tallest mountain in the UK, located in North-West Scotland
4	The River Severn	The longest river in the UK, starting in the Cambrian Mountains of Wales and flowing through both Wales and England.

Models & theory		
5	The Burgess Model	A Model of land use to show how a 'typical' city is laid out. The model has the tallest public buildings in the centre and grows outwards in rings, with older, smaller houses nearer the middle and larger, newer homes closer to the edge. (Diagram in top corner).

Key terms		
6	CBD (Central Business District)	The middle of the Burgess Model. The centre of the town including shops, offices and banks. Wide roads with the bus and train stations. There are not many houses e.g. Birmingham City Centre
7	Detached house	A house standing alone (not joined to another)
8	Geography	The study of the world around us and how both natural things and people can change that world.
9	Human Geography	Is the study of where and how people live.
10	Inner city	Part of the Burgess Model. Many large factories and rows of terraced houses. Houses were small because land was expensive. e.g. Tyseley (Warwick Road)
11	Inner suburbs	Part of the Burgess Model. This zone is mainly medium sized semi-detached houses, nearly all of which were built in the 1920s and 1930s e.g. Hall Green or Kings Heath
12	Outer suburbs	Part of the Burgess Model. There are many large, modern detached houses and some council estates. Large shops have been built here, often areas of open space e.g. Solihull
13	Physical Geography	Is the study of the Earth's natural features. It is about the land and the sea and the atmosphere around us.
14	Rural	The word Geographers use when they are talking about the countryside.
15	Semi-detached house	(Often abbreviated to semi) is a single house built as one of a pair that are joined by one common wall.
16	Terraced house	Is one of a row of similar houses joined together by their side walls
17	Urban	The word Geographers use when they talk about towns and cities.

UK Rivers

Key locations		
1	River Severn	The longest river in the UK, the source is in Wales and the mouth in England
2	Cambrian Mountains	The source of the River Severn is in these Welsh mountains
3	Severn Estuary	The mouth of the Severn, it separates England and Wales. The estuary empties into the Bristol Channel.
4	Bristol Channel	A small sea that separates southern Wales from Devon & Cornwall in Wales. The water from the River Severn empties into this sea.

Models & theory		
5	Water cycle	The water cycle describes how water evaporates from the surface of the earth, rises into the atmosphere, cools and condenses into rain or snow in clouds, and falls again to the surface as precipitation.

	Key terms	
6	Abrasion	A form of erosion. When material (rocks) carried by the river scrape away the bank (sandpaper effect)
7	Attrition	A form of erosion. Is when stones hit each other becoming smaller and rounder.
8	Condensation	Water changing from gas to liquid
9	Confluence	A point where two rivers meet
10	Corrosion	A form of erosion. This is when acidic waters dissolve the river bed and banks, slowly eroding it.
11	Deposition	When the river loses energy, it drops any of the material it has been carrying.
12	Drainage Basin	An area of land drained by a river (all the rain that falls in that area will go into that one river)
13	Erosion	The process of wearing away of rock by water.
14	Evaporation	Water changing from liquid to gas
15	Groundwater	Water in rocks underground (wells tap groundwater)
16	Hydraulic action	Is the force of the flowing water wearing away river bed and banks.
17	Impermeable	Rocks water cannot flow through
18	Infiltration	Water sinking into the ground
19	Long Profile	A diagram of a river showing gradient from source to mouth
20	Meander	large bend in a river which forms on the gentler slopes of the middle or lower course
21	Mouth	Where a river ends
22	Oxbow lake	A C shaped lake created when a meander loop is cut off from the main channel
23	Permeable	Rocks that water can flow though
24	Precipitation	Water falling from the sky (rain, snow, sleet, hail etc.)
25	Relief	The shape and height of the land e.g. hilly, flat etc
26	River banks	The sides of the river
27	River bed	The base/bottom of the river.
28	Saltation	A form of transport. Small stones and pebbles are ‘bounced’ along the river bed.
29	Solution	A form of transport. Takes place when material is dissolved in the water
30	Source	Where a river starts
31	Suspension	A form of transport. Very small particles of sand or clay that are ‘suspended’ or carried in the water.
32	Traction	A form of transport. Heavy rocks and boulders are rolled along the river bed.
33	Transportation	Rivers carry eroded materials such as mud, sand, boulders and dissolved material (load)
34	Tributary	A smaller river that joins a larger one
35	Water cycle	A closed system (water is not added or taken away from the planet) that shows how the fresh water on Earth is continually recycled round and round
36	Waterfall	When a river falls over a ledge of rock
37	Watershed	A line of higher land which forms the boundary separating two river drainage basins

7.1 WHAT WAS ENGLAND LIKE IN THE 1060s? History

In order to discover how significant the Norman invasion was, it is important to investigate what kind of a place England was just before it.

Wealth –

England had a population of 2 million. Most of these people worked on the land as farmers. England was rich in grain, cattle and sheep. Merchants traded food, leather and wool with other countries. England had many wealthy towns. Craftsmen made cloth, metal goods, pottery and luxury items.

The king –

England had become a single country at the end of the 900s. In the 1060s had strong control of the country from London. He also owned most of the land. The king made sure that all coins were produced in the royal mints. England was divided into shires and the authorities in each shire collected tax and controlled law and order.

Soldiers –

At times of war, the king and his earls could gather together an army of around 3000 housecarls. These were highly trained soldiers who fought with spears, swords and axes. Unlike the Normans, the Saxons did not have cavalry. They fought only on foot.

Defences –

Unlike the Normans, the Saxons did not build castles. However, the Saxon kings did build burhs in many parts of England, especially in the south.

Burhs were fortified towns of earth. They were surrounded by high banks and had trained soldiers there ready to fight to keep people safe.

The earls –

Powerful earls owned huge areas of land across England. They advised the king and helped him to keep the kingdom under control. By 1065, the leading earls came from just three families. Rivalry between them could make England weak, especially if they disagreed about who should be king.

Religion –

England had been a Christian country for hundreds of years. In many places, people gathered around large stone crosses to worship. In some villages, the Saxons built small wooden churches. In London, King Edward had paid for Westminster Abbey to be built in stone, but it was rare for stone churches to be built in churches.

7.2 WHY DID WILLIAM WIN THE BATTLE OF HASTINGS? History

1066 was a year of three kings and two battles, one of them the most famous in British history. How and why did the events of 1066 take place

TIMELINE:

- **5 Jan** Death of King Edward
- **6 Jan** Harold Godwinson crowned King of England. William and Harald Hardrada begin to make preparations for an invasion.
- **8 Sep** Harold disbands his army on the south coast of England, releasing soldiers to gather the harvest
- **20 Sep** Harald Hardrada's army had landed on the north east coast and defeated an English army at Fulford Gate.
- **25 Sep** King Harold's army defeated Hardrada at Stamford Bridge
- **28 Sep** William's fleet lands at Pevensey on the south coast
- **13 Oct** Harold's forces camp at Senlac Hill near Hastings.
- **14 Oct** Battle of Hastings. Harold killed
- **25 Dec** William crowned king at Westminster Abbey

Why did the Normans win?

Normans:

William's army had time to rest and prepare for the battle.

The Normans used infantry, archers and cavalry in battle

The Norman army pretended to retreat to try to break the Saxon shield-wall.

Rumour spread that William had been killed. He removed his helmet to show his troops that he was still alive.

Anglo-Saxons:

Harold's army had lost many men at the Battle of Stamford Bridge. They then had little time to rest after marching south.

The Anglo-Saxons used horses to travel to battle but not fight in it.

Harold's army formed a defensive shield-wall at the top of the hill. Fooled by the Normans pretend retreat, they gave up their position

Harold was killed in battle, according to the story by an arrow in the eye. His army gave up after that.

Tactics

Good fortune

Military strength

Bayeux Tapestry tells the story of the invasion. It was produced in 1070 at the instructions of Odo, William's half-brother. This means it tells the Normans' version of events.

The tapestry is really an embroidery and is 230 feet long, showing 50 different scenes.

7.2 WHO HAD THE KING FACTOR IN 1066? History

1066 was a pivotal year in British history because of the Norman Conquest. Why were there arguments about who should be next in line to the throne? Who were the contenders?

TIMELINE:

- **1003** Birth of Edward, son of King Athelred and Emma of Normandy.
- **1016** Death of King Athelred, succeeded by Viking Cnut.
- **1017** Emma marries Cnut. Edward sent to live in Normandy.
- **1042** Edward become King of England. He marries the daughter of powerful Saxon earl, Godwin.
- **1051** Duke William of Normandy is supposed to have visited Edward and been promised the throne of England.
- **1053** Earl Godwin dies, his hon Harold is now the most powerful man in England, other than the king.
- **1061** The Normans claim that Harold Godwinson had promised to support William's claim to the throne. He had made an oath on the bones of a saint.
- **1066** Edward is old, sick and without an heir. There are three major claimants to the throne.

Who were the claimants to the throne in 1066?

Harold Godwinson - Earl of Wessex

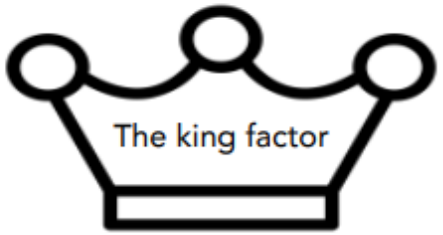
The most powerful Saxon in the country, Harold was an experienced warrior and had helped to run the country for many years. He was not a blood relative of Edward, but was his brother-in-law. Harold claimed that Edward made him his heir just before his death. The Witan supported his claim.

Duke William of Normandy

William was related to Edward, although not very closely. He was an experienced ruler and warrior. Edward had spent a lot of time in Normandy. He claimed that both Edward and Harold had promised that he should be the next king. He also had the support of the king of France and the Pope – head of the Christian church.

Harald Hardrada

Harald Hardrada was King of Norway – a Viking. He was also an experienced king and a feared fighter. His claim was based on a promise made by King Cnut that Harald's father should succeed him as king. This never happened as Cnut's sons, including Edward, followed him instead. He had the support of Harold's brother, Tostig.



The criteria for a good choice of king would be:

- A close relative of the current king
- An experienced leader and warrior
- Have the support of powerful people, including the church

7.2 HOW DID THE NORMANS KEEP CONTROL? History

Even after William's successful conquest of England, the Normans needed to use a range of techniques to keep the Anglo-Saxons under their control.

Castles:

The Normans built wooden forts all over the country very quickly. The original castles were called motte and bailey. A earthen mound (the motte) had a wooden keep constructed on top of it. The bailey was a flat area surrounded by a wooden fence and a ditch or moat. Animals and sleeping quarters for the soldiers were built here.

These castles provided security for the Normans and allowed them to control the surrounding areas and the Saxons who lived there.

Over 5000 castles were built by the Normans, about 90 of which can still be seen today

Domesday Book:

In 1086, William ordered a survey to be carried out of each village to determine who lived there, how much land they owned and how many animals they kept on that land.

It gave William the opportunity to introduce a new system of taxation which would enable him to increase the amount that he raised. This would help him to pay for more castles and soldiers to tighten his grip over the country.

The Domesday Book is still in existence to this day.

Feudal System:

William claimed that all of the land of England now belonged to him by the right of conquest. He used this to keep control of England by rewarding his followers and making all sections of society dependent upon him.

He divided up the land between the barons – leading Normans who had fought at Hastings and also some Saxon nobles who promised loyalty. In return they had to provide soldiers for the king if necessary. They then divided their land up among knights who administered areas as lords of the manor. They provided military service for the barons. The peasants or villeins relied on the knights for land and worked for them in return.

Harrying of the North:

Despite these measures, there was a great deal of resistance and uprisings among the Anglo-Saxon population.

William decided to crush these Norman rebellions with force. This was known as the Harrying of the North. In the north-east of England, from 1069 to 1070, he ordered villages to be destroyed and people to be killed. Herds of animals and crops were burnt. Most people who survived starved to death; there were even stories of people turning to cannibalism. William did not care if they had rebelled or not. Not only was the population reduced by 75% but land was salted (poisoned) to prevent people growing crops in the future.

RE Year 7 Revision Guide

Brahman

- Hindus believe that Brahman is the supreme force that exists in everything.
- "In truth Brahman is in all." (Upanishads)
- Brahman cannot be fully understood as he cannot be seen or heard.
- The Aum symbol represents Brahman the supreme reality.

- Hindus are henotheistic – they believe in one supreme reality (Brahman) but worship it through many different gods and goddesses.

Trimurti

("Tri" means three, "murti" means form or God.)

- Because Brahman is a supreme force that cannot be seen, Brahman is understood through different deities.
- The Trimurti shows three main roles of Brahman:
  - Brahma – the creator
  - Vishnu – the sustainer
  - Shiva – the destroyer (who allows rebirth and renewal)
- "The world is created by Brahma, maintained by Vishnu, and destroyed by Shiva." *(Mahabharata)*

Creation Stories

- A creation story is a story that explains how the world and all life began.
- Hindu creation stories come from the Vedas (one of the four holy books). Three creation stories we explored:

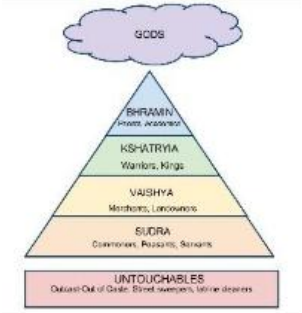
1. Brahma as the carpenter – Brahma creates the universe like a carpenter builds a house.
2. Brahma from a lotus flower – Brahma emerges from a lotus and splits into three, creating the heavens, earth, and sky.

3. Purusha story – Different parts of Purusha's body create the different caste system.

- "The world is created by Brahma" *(Mahabharata)*

Caste Systems

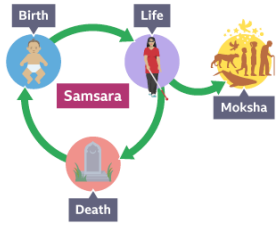
- The caste system is a social structure in Indian society.
- There are four main varnas (castes), each with a dharma (duty):



1. Brahmins (Priests) – teach the Vedas

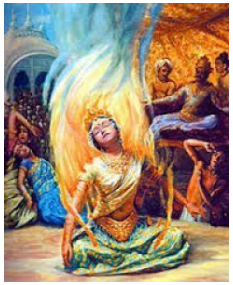
Reincarnation

- Hindus believe in reincarnation – when someone dies, their atman (soul) is reborn in a different body or life form.
- This happens in a cycle called samsara (birth, death, rebirth).



Hindu Funerals at Varanasi

- The body is washed, dressed in white, and placed on a bamboo stretcher to be taken to the riverbank.
- A male relative (usually the son) carries coals, and a pyre of slow-burning logs is prepared.
- The body is placed on the pyre with the head facing north; the eldest son lights the fire after walking around it three times.

2. Kshatriyas (Warriors) – protect and defend 3. Vaishyas (Traders) – trade and run businesses 4. Shudras (Farmers/Workers) – perform manual work - Dalits (Untouchables) – outside the caste system and historically treated unfairly, e.g., denied access to wells and temples.	- Hindus aim to escape this cycle and achieve moksha – being united with Brahman. - Karma – the actions and how one performs their dharma (duty) – affects their next life, including which caste they may be born into.	- Offerings of ghee are made to Agni (fire), and a priest leads prayers; the soul (atman) is believed to leave the body when the skull cracks.
<u>The Story of Sati</u> <u>Key Characters:</u> - Sati – Daughter of King Daksha; devoted wife of Lord Shiva. - Lord Shiva – A powerful Hindu god known for meditation and destruction; Sati's husband. - King Daksha – Father of Sati; proud and disrespectful toward Shiva. - to immolate herself (set herself on fire). 	<u>Summary of the Story</u> - Sati, the daughter of King Daksha, chose to marry Lord Shiva, even though her father disapproved of him. Later, Daksha held a grand ceremony (yajna) but did not invite Shiva. - When Sati attended and saw her father insult Shiva, she was deeply hurt. Unable to bear the disrespect, she chose to immolate herself (set herself on fire). 	<u>Themes in The Story of Sati</u> - Love – Sati's deep devotion to Shiva. "Love is sweetness and light eternal." (Vedas) - Sacrifice – She gave up her life for her beliefs and her husband's honour. - Bravery – She stood up for what she felt was right. "Do not be led by others, awaken your own mind and decide for yourself your own path." (Vedas) "Arise, awake, and stop not till the goal is reached." (Vedas) - Self-control – Shows the importance of discipline and spiritual strength. <u>Other relevant teachings</u> "Let husband and wife be of one mind, united in heart and spirit". (Rig Veda) "Sati's heart overflowed with love for Shiva. She could think of nothing else but Him, for he was her very soul." (Shiva Purana)

1. Explain **two** different roles of Gods in the Hindu Tri-murti. (6 marks)

P:	E:
P:	E:

Q: Origin of quote _____

2. Explain **two** themes explored in the Story of Sati and Shiva and its importance. (6 marks)

P:	E:
P:	E:

Q: Origin of quote _____

3. Explain **two** different beliefs Hindus have about Brahman. (4 marks)

P:	E:
P:	E:

4. Explain **two** teachings in Hinduism about reincarnation. (4 marks)

P:	E:
P:	E:

Mindful Chef – Future of Recipe Boxes – Revision Guide

Key Vocabulary	
Design and Technology	The study of how products are designed and made for people to use that make life better.
Project Outline	An initial starting point for the project.
Empathise	The ability to understand and share the thoughts and feelings of another ('to put yourself in their shoes').
Consumer/user	Someone who buys/uses the product or service.
Research	To find something out.
Market	Where, when and to whom (the user or consumer) the product or service is sold. It also includes other similar products or services (that you are competing against).
Market Research	Finding out information about the market, i.e. the user or consumer and competition.
Design Brief	Statement of intent that addresses how the product will solve the problem and/or satisfy a user's want or need.
Design Specification	Provides more detail from the brief with a list of points of what a product should do once made.
ACCESSFM	Aesthetics, Cost, Consumer, Environment, Size, Safety, Function, Material.
Sustainability	The use of natural resources without impacting the availability of them in the future.
6Rs (of sustainability)	Reduce, recycle, reuse, repair, re-think. refuse
2D	Two dimensions: height and width/length
3D	Three dimensions: height, width/length and depth
Drawing: sketching	Freehand drawing.
Drawing: isometric	3D shape using vertical lines and lines drawn at 30° to the horizontal.
Net	Flat pattern that can be folded into a 3D shape.
CAD	Computer Aided Design.
Orthographic Projection	Presents a 3D shape as a set of 2D drawings (i.e. front and back).

Design

Project outline: an initial starting point for the project.

⬇

Research is to try to find out something.

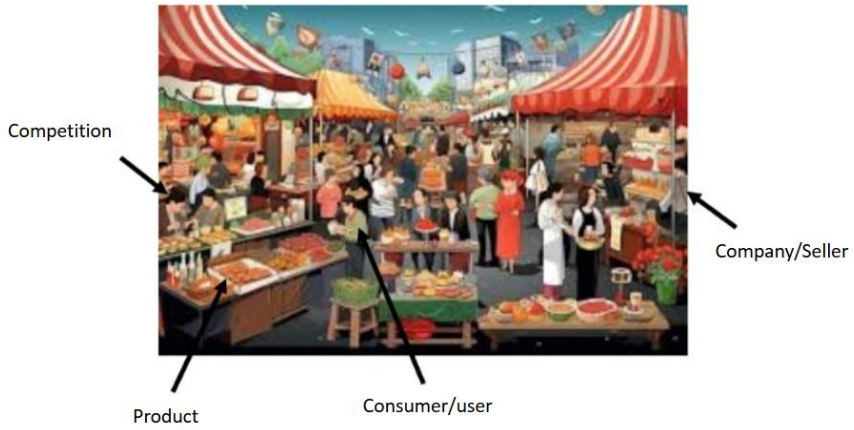
⬇

Design Brief: statement of intent that addresses how the product will solve the problem and/or satisfy a user's want or need.

⬇

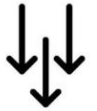
Design Specification: provides more detail from the brief with a list of points of what a product should do once made.

Market



Not necessarily a physical space, i.e. online or market in the abstract form.

Sustainability – 6Rs

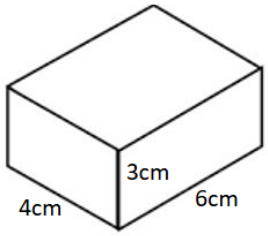


ACCESSFM

Aesthetics	Appearance: the way the product should look, shape, colour, etc.
Cost	How much the product/service should cost
Consumer	Who the product/service is aimed at
Environment	The impact on the environment
Size	Measurements: how big or small
Safety	How the product will be made safe
Function	How the product should work
Material	What the product should be made from

Maths

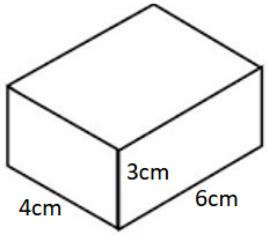
Total Surface Area = area of all of the sides (including those you cannot see).



- (4 x 3) x 2 = 24
- (3 x 6) x 2 = 36
- (4 x 6) x 2 = 48

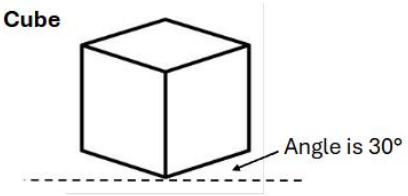
=108cm^2

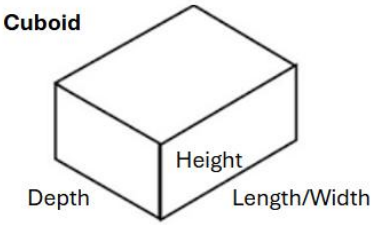
Volume = the total amount of space that an object occupies > for a cuboid, area of one side (height x length/width) multiply by the depth).

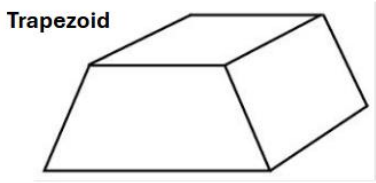


- (6 x 3) x 4) = 72cm^3

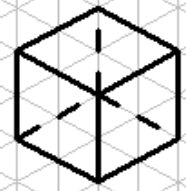
Shape

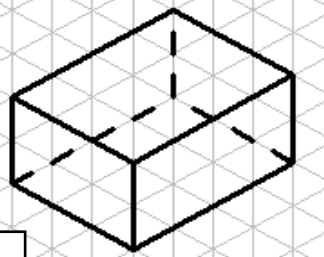




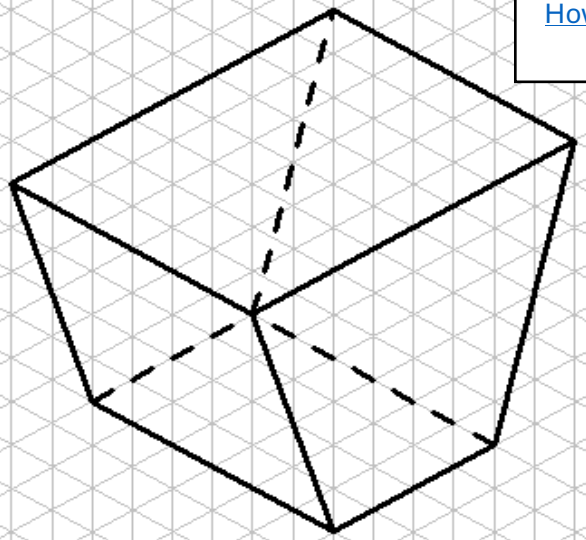


Practice drawing cubes, cuboid and trapezoids





How to draw an isometric cube and cuboid video



How to draw an isometric trapezoid video

Practice drawing nets for the different isometric shapes

Videos:

- Cube
- Cuboid
- Trapezoid