



# Year 7 Knowledge Organiser

Autumn Term  
2023/24

**Name:**

**Form:**

## Week 1/A

|            | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|--------|---------|-----------|----------|--------|
| Tutor Time |        |         |           |          |        |
| 1          |        |         |           |          |        |
| 2          |        |         |           |          |        |
| 3          |        |         |           |          |        |
| 4          |        |         |           |          |        |
| 5          |        |         |           |          |        |

## Week 2/B

|            | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|--------|---------|-----------|----------|--------|
| Tutor Time |        |         |           |          |        |
| 1          |        |         |           |          |        |
| 2          |        |         |           |          |        |
| 3          |        |         |           |          |        |
| 4          |        |         |           |          |        |
| 5          |        |         |           |          |        |

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# Autumn Term

## Attendance and Absence

In cases of absence, parents are asked to contact the relevant staff office, as early as possible, giving details. The only acceptable reasons for absence are unavoidable ones such as illness. Appointments of all kinds should be made out of school time whenever possible.

## Punctuality

While some delays are unavoidable, pupils should be punctual to lessons. Anyone arriving late to school must report to the relevant staff office and use the late system in order to get a mark. Late after registration closes is technically an **unauthorised absence**.

## Pastoral Support Contacts

Telephone Number:

Email Address:

# Term Dates Summary

| <b>Autumn Term 2023</b>                  |  |  |
|--|--|--|
| Wednesday 6 Sept -<br>Friday 20 Oct 2023 | Half-term:<br>Monday 23 – Friday 27 Oct 2023 | Monday 30 Oct -<br>Wednesday 20 Dec 2023 |
| <b>Spring Term 2024</b>                  |  |  |
| Thursday 4 Jan -<br>Friday 16 Feb 2024   | Half-term:<br>Monday 19 – Friday 23 Feb 2024 | Monday 26 Feb –<br>Wednesday 27 Mar 2024 |
| <b>Summer Term 2024</b>                  |  |  |
| Monday 15 Apr –<br>Friday 24 May 2024    | Half-term:<br>Monday 27 – Friday 31 May 2024 | Monday 3 Jun -<br>Friday 19 Jul 2024     |

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

# Autumn Term 1 Calendar

| September 2023 |     |  |
|----------------|-----|--|
| 1              | Fri |  |
| 2              | Sat |  |
| 3              | Sun |  |
| 4              | Mon |  |
| 5              | Tue |  |
| 6              | Wed |  |
| 7              | Thu |  |
| 8              | Fri |  |
| 9              | Sat |  |
| 10             | Sun |  |
| 11             | Mon |  |
| 12             | Tue |  |
| 13             | Wed |  |
| 14             | Thu |  |
| 15             | Fri |  |
| 16             | Sat |  |
| 17             | Sun |  |
| 18             | Mon |  |
| 19             | Tue |  |
| 20             | Wed |  |
| 21             | Thu |  |
| 22             | Fri |  |
| 23             | Sat |  |
| 24             | Sun |  |
| 25             | Mon |  |
| 26             | Tue |  |
| 27             | Wed |  |
| 28             | Thu |  |
| 29             | Fri |  |
| 30             | Sat |  |

| October 2023 |     |  |
|--------------|-----|--|
| 1            | Sun |  |
| 2            | Mon |  |
| 3            | Tue |  |
| 4            | Wed |  |
| 5            | Thu |  |
| 6            | Fri |  |
| 7            | Sat |  |
| 8            | Sun |  |
| 9            | Mon |  |
| 10           | Tue |  |
| 11           | Wed |  |
| 12           | Thu |  |
| 13           | Fri |  |
| 14           | Sat |  |
| 15           | Sun |  |
| 16           | Mon |  |
| 17           | Tue |  |
| 18           | Wed |  |
| 19           | Thu |  |
| 20           | Fri |  |
| 21           | Sat |  |
| 22           | Sun |  |
| 23           | Mon |  |
| 24           | Tue |  |
| 25           | Wed |  |
| 26           | Thu |  |
| 27           | Fri |  |
| 28           | Sat |  |
| 29           | Sun |  |
| 30           | Mon |  |
| 31           | Tue |  |

# Autumn Term 2 Calendar

| November 2023 |     |  |
|---------------|-----|--|
| 1             | Wed |  |
| 2             | Thu |  |
| 3             | Fri |  |
| 4             | Sat |  |
| 5             | Sun |  |
| 6             | Mon |  |
| 7             | Tue |  |
| 8             | Wed |  |
| 9             | Thu |  |
| 10            | Fri |  |
| 11            | Sat |  |
| 12            | Sun |  |
| 13            | Mon |  |
| 14            | Tue |  |
| 15            | Wed |  |
| 16            | Thu |  |
| 17            | Fri |  |
| 18            | Sat |  |
| 19            | Sun |  |
| 20            | Mon |  |
| 21            | Tue |  |
| 22            | Wed |  |
| 23            | Thu |  |
| 24            | Fri |  |
| 25            | Sat |  |
| 26            | Sun |  |
| 27            | Mon |  |
| 28            | Tue |  |
| 29            | Wed |  |
| 30            | Thu |  |

| December 2023 |     |  |
|---------------|-----|--|
| 1             | Fri |  |
| 2             | Sat |  |
| 3             | Sun |  |
| 4             | Mon |  |
| 5             | Tue |  |
| 6             | Wed |  |
| 7             | Thu |  |
| 8             | Fri |  |
| 9             | Sat |  |
| 10            | Sun |  |
| 11            | Mon |  |
| 12            | Tue |  |
| 13            | Wed |  |
| 14            | Thu |  |
| 15            | Fri |  |
| 16            | Sat |  |
| 17            | Sun |  |
| 18            | Mon |  |
| 19            | Tue |  |
| 20            | Wed |  |
| 21            | Thu |  |
| 22            | Fri |  |
| 23            | Sat |  |
| 24            | Sun |  |
| 25            | Mon |  |
| 26            | Tue |  |
| 27            | Wed |  |
| 28            | Thu |  |
| 29            | Fri |  |
| 30            | Sat |  |
| 31            | Sun |  |

# Homework Log and Parental Check

|           |           |           |        |
|-----------|-----------|-----------|--------|
| Week 1    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 2    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 3    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 4    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 5    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 6    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 7    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |



# Homework Log and Parental Check

|           |           |           |        |
|-----------|-----------|-----------|--------|
| Week 8    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 9    | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 10   | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 11   | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 12   | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 13   | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |
| Week 14   | Subject 1 | Subject 2 | Signed |
| Monday    |           |           |        |
| Tuesday   |           |           |        |
| Wednesday |           |           |        |
| Thursday  |           |           |        |
| Friday    |           |           |        |

# Reading Log

Use this reading log to keep a record of the books you read during the year. You should also use this reading log to record the books from the Reading Passport that you have read but make sure your tutor records them, too.

| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log         |
|------------------|------|---------------|-----------|-----------------------|---------------------|
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       | Teacher<br>Initials |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log         |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       | Teacher<br>Initials |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log         |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       | Teacher<br>Initials |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |
|                  |      |               |           |                       |                     |

| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log      |
|------------------|------|---------------|-----------|-----------------------|------------------|
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       | Teacher Initials |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log      |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       | Teacher Initials |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log      |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       | Teacher Initials |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |
|                  |      |               |           |                       |                  |

# Year 7 Reading Passport

We have created a Reading Passport to inspire students to read some of the best literature available to them. Over the course of the year, we expect students to read as many of the texts included in the passport for their year group as possible.

If students manage to read 7, or more, books from this passport by the end of the year they will receive a certificate. They can, of course, read other books and texts throughout the year and we encourage and support students' wider reading. Students can track which texts they have read using the tick boxes on the next page.

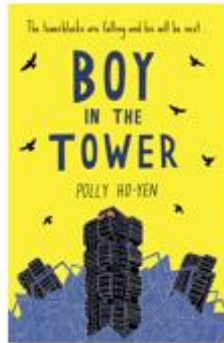
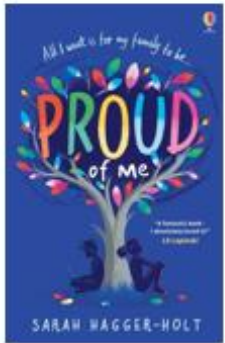
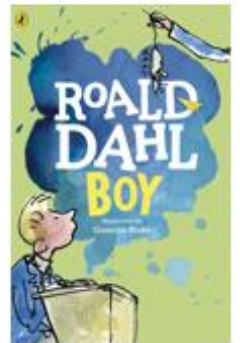
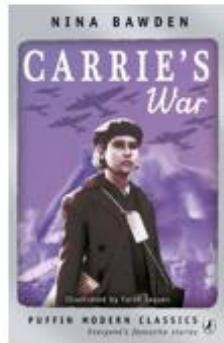
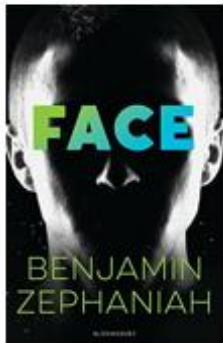
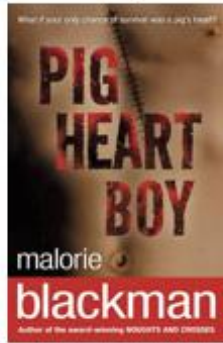
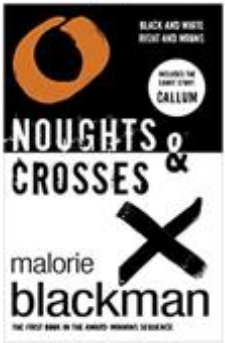
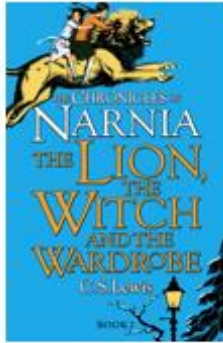
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! We hope that all students will finish Year 11 having read at least 35 incredible books.

The easiest way to get hold of these books is from our school library where children can take them home to read. These texts can also be purchased from Amazon, or from many local bookstores.

Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that children mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.



# Year 7 Reading Passport







# Instructions for Using Your Knowledge Organiser

Every school day, you should study 1 to 2 subjects from your knowledge organiser for homework lasting at least 1 hour in total.

On pages 8 and 9 there is space for you to record the subjects you have studied to make sure you are giving equal time to all of them. Your parent should sign off your homework each evening on these pages.

Your parent should also sign your reading log on pages 10 and 11. You can use the note pages in this booklet to help with your studies.

You need to bring your Knowledge Organiser to school every day. It will be checked regularly during form time.

You will be regularly tested on knowledge contained in this booklet in your lessons and through quizzes on Show My Homework.

## 8 Top Revision Tips

1

### Start Early

Last minute cramming is stressful and has limited success.



2

### Make a Plan

Work out how much time you have and how much of it you can spend on each subject.



3

### Pick a Good Spot

Find a quiet and comfortable spot away from distractions and keep all of your things in one place.



4

### Find a Good Method

Choose the best revision methods for you and try to use a mixture of methods for the best results.



5

### Takes Breaks

It is possible to work too hard! Your brain needs rest and time to process the information you've studied.



6

### Revise with Friends

Talking through what you've learned with a friend can help information stick.



7

### Use Past Papers

These are a great way to test yourself and a good way to get used to the exam format



8

### Eat Well

You need to maintain a healthy diet to be able to retain information and not lose energy or focus during study.





## LONG TERM MEMORY



## Retrieval Practice

Create your own quizzes based on topics.

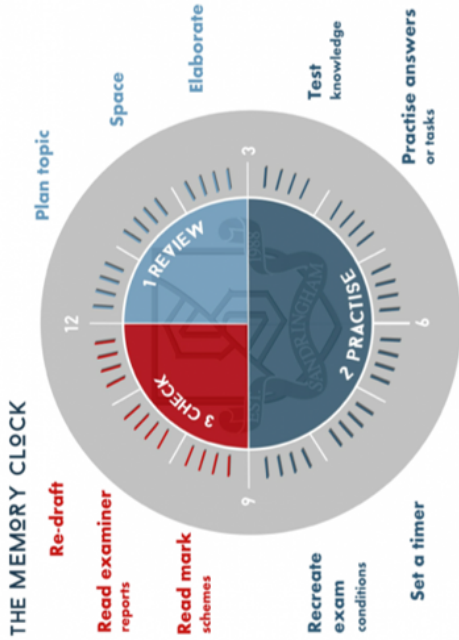
Create them, test yourself or get someone to test you, it works!



## Deliberate Practice

Apply your knowledge!

Revise it, practice exam questions and then go over using your notes, adding or redrafting!



## Answer Planning

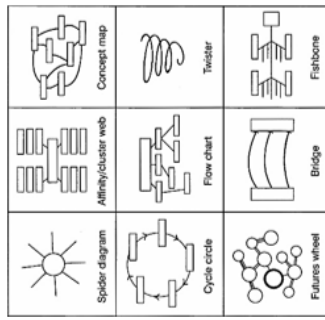
Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.



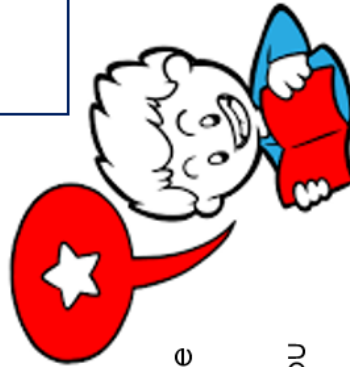
## Graphic Organisers

Transform the information into visual revision to create links, show a narrative, identify the causes, consequences and importance.



## Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



## Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



**PRACTICE**  
**MAKES**  
**PERFECT**

**Practice!**  
Some find they remember by simply writing the facts over and over again.

**Hide and Seek**  
Read through your knowledge organiser / book, put it down and try and write out as much as you can remember. Then keep adding to it until its full!



**Teach it!**  
Teach someone your key facts and the get them to test you, or even test them!

## Flashcards



Create with questions on one side and answers on the other side. Colour code specific topics and quiz yourself.

## Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



## Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

# Year 7 Autumn Term Knowledge Organiser

## Art – Learning to See – Drawing:

**Drawing** is the art or technique of producing images on a surface, usually paper, by means of marks, usually of graphite, ink, chalk, charcoal, or crayon.

| Art Specific Language and Terms |  |
|---------------------------------|--|
| <b>Tone</b>                     | The lightness or darkness of something.  |
| <b>Tonal Gradation</b>          | A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another. |
| <b>Depth</b>                    | Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.                      |
| <b>Proportion</b>               | The size relationship between different elements. E.g. height compared to width.   |
| <b>Composition</b>              | Where you place objects on the page.   |
|                                 | <b>Observational</b>   |
|                                 | <b>Scaling Up</b>  |
|                                 | <b>Control</b>   |
|                                 | <b>Negative Shape</b>  |
|                                 | <b>Accuracy</b>  |

A drawing or painting from life.

A precise way to transfer and enlarge a small image.

How carefully you work with a specific media.

The empty or unfilled areas of a piece of artwork.

The extent to which one piece of work looks like another.

### Choose the right pencil:



4H 2H H HB B 2B 4B 6B  
 Very Hard Light Shading → Very Soft Dark Shading

### Drawing and it's importance as an artistic expression:

Drawing is used to express creativity, and therefore has been prominent in the world of art. Throughout much of history, drawing was regarded as the foundation for artistic practice. Initially, artists used and reused wooden tablets for the production of their drawings. Following the widespread availability of paper in the 14th century, the use of drawing in the arts increased. At this point, drawing was commonly used as a tool for thought and investigation, acting as a study medium whilst artists were preparing for their final pieces of work.

The Renaissance brought about a great sophistication in drawing techniques, enabling artists to represent things more realistically than before and revealing an interest in geometry and philosophy.

# Year 7 Autumn Term Knowledge Organiser

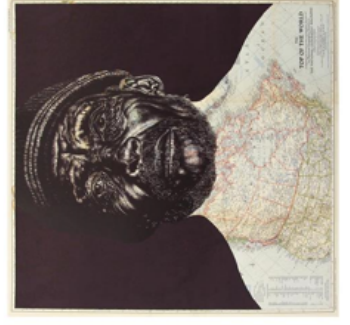
**Mark making** is a term used to describe the different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only pen or pencil on paper.

## Art – Learning to See – Mark Making:

| Art Specific Language and Terms |  |   |
|---------------------------------|--|---|
| <b>Hatching</b>                 | Closely drawn parallel lines to create tone.   | <b>Composition</b><br>Where you place objects on the page.  |
| <b>Crosshatching</b>            | Crosshatching is the drawing of two layers of hatching at right-angles to create a mesh-like pattern.  | <b>Control</b><br>How carefully you work with a specific media.   |
| <b>Texture</b>                  | <b>Texture</b> is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object. In art we can create texture by using Mark Making techniques. | They could be vertical, horizontal or diagonal. Lines can be used in art and design to help guide your eye around a painting, or to create a sense of balance and structure.    |
| <b>Quality of Line</b>          | <i>Line quality or line weight</i> - refers to the thickness or thinness of a line. By varying the line quality you can make objects appear more 3-Deminsional and more interesting.   | <b>Monoprinting</b><br>Monoprinting is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals. |

## Mark Powell:

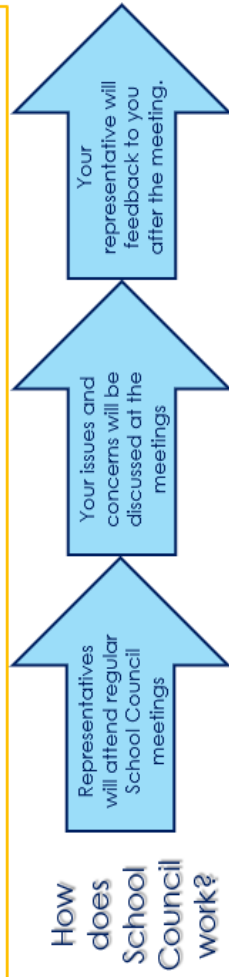
London-based artist Mark Powell reuses old envelopes as canvases to produce incredible drawings. His sketches are made using only a Biro pen, and they often incorporate original stamps and postage marks. By recycling the envelopes, he is in some way preserving a bit of history and the tales behind the sender. He says this is why his work, which is primarily portraiture, focuses on older characters that appear to tell their own stories from the very creases and wrinkles of their faces.





Pressure Groups

A group of people who have similar ideas and interests who try to put pressure on the government in order to make a specific change to a specific law. They do not need votes, but they do campaign for public support.

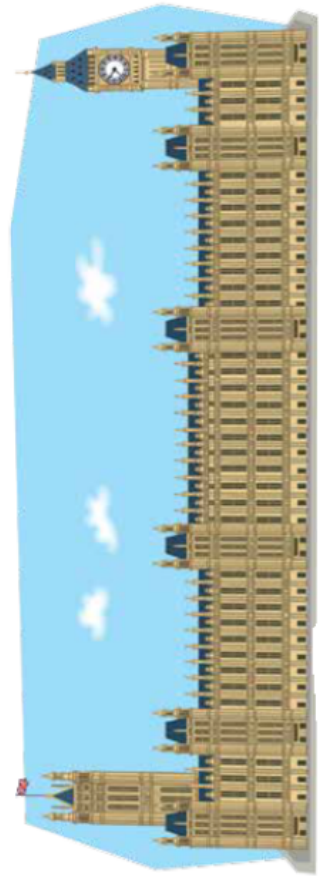


## Houses of Parliament

The Houses of Parliament, also known as the Palace of Westminster, is in the centre of London.

Parliament is made up of three parts: the House of Commons, the House of Lords and the king or queen – known as the Monarch.

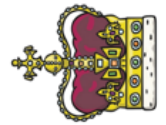
The role of the Monarch is mainly ceremonial these days. The Monarch meets the **Prime Minister** once a week to hear what's going on in Parliament, signs new laws (gives Royal Assent) and attends the State Opening of Parliament.



| Key words            |   |
|----------------------|---|
| Houses of Parliament | Parliament is the place where MPs and Peers meet to make decisions and pass laws. Parliament makes sure that the government are running the country properly.                               |
| Government           | The winning party in a General Election form the government. The Government is led by the Prime Minister. The Prime Minister belongs to the political party with the majority of the seats. |
| MP                   | Member of Parliament – an elected representative who works in the House of Commons. There are 650 all together.   |
| Westminster          | The Palace of Westminster, is in the centre of London, also known as The Houses of Parliament.  |
| Seats                | If an MP wins the most votes in their area (constituency) they can have a seat in Parliament – there are 650.   |
| Laws                 | Rules that have been passed as Acts of Parliament and now must be followed.   |
| Vote                 | Making a choice in an election or other group decision.   |
| General Election     | An election that takes place across the whole UK (Northern Ireland, England, Wales & Scotland) to elect 650 MPs.  |

**Democracy**  
A system of government based on opinions of the people through a fair electoral system.

**Assessing the Impact**  
Interviews, discussion, Q&A or surveys.



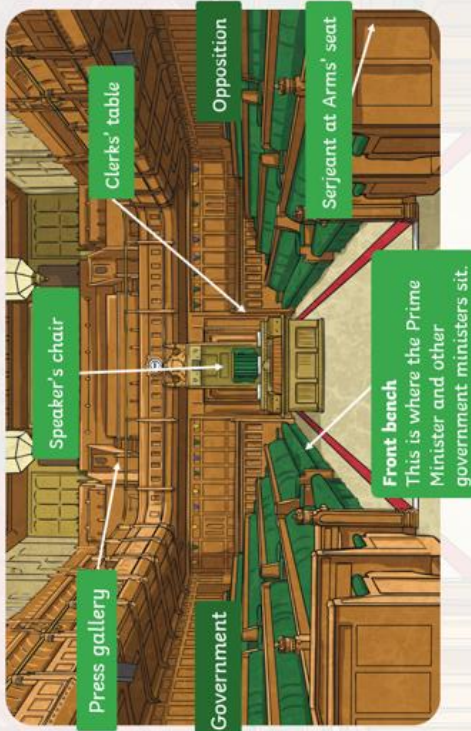
**Democratic Participation**  
Everybody has the opportunity to take part in a fair decision making process, e.g. by voting.

Head of State in the UK is King Charles III

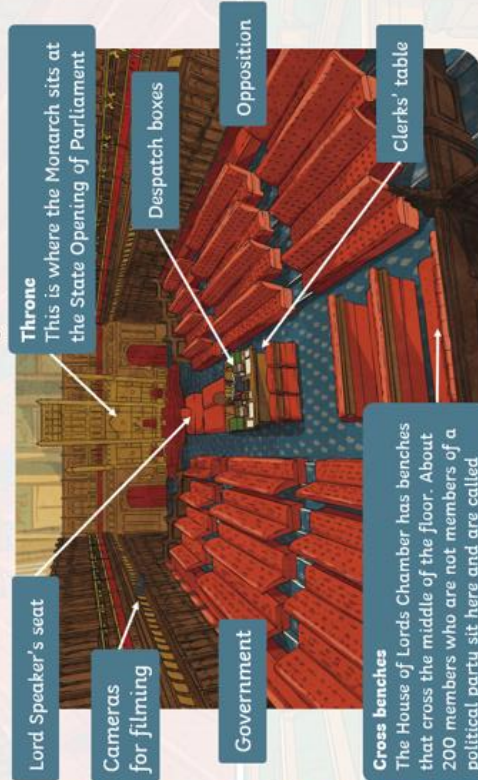
# Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Autumn Term

## What Does the House of Commons Look Like?



## What Does the House of Lords Look Like?



The House of Commons is made up of Members of Parliament (MPs). MPs are elected to represent our views in the House of Commons.

The **Speaker** sits at the head of the Chamber and is responsible for making sure the MPs are polite and fair.

The **Serjeant at Arms** carries the mace into the Chamber at the start of each day. This ancient job dates back to 1415. The Serjeant at Arms is the only person allowed to carry a sword in Parliament.

In the House of Lords, members are appointed from inside and outside of Parliament, based on their special experience and knowledge, to check and challenge the work of the Government. The job of the Lords is to question and challenge the work of the Government.

They spend lots of time examining ideas for new laws in detail.

| Command Words |  |
|---------------|--|
| Argue         | Present a reasoned case                    |
| Comment       | Present an informed opinion                |
| Compare       | Identify similarities and/or differences   |
| Define        | Specify the meaning                        |
| Describe      | Set out the main characteristics           |
| Name          | Identify using a recognised technical term |
| Outline       | Set out main characteristics               |
| Suggest       | Present a possible case/solution           |

## Political Party

A group of people with similar ideas and interests, who try to make changes to the way the country is run and seek to gain votes and win elections.

They focus on a broad range of issues like education, healthcare, police and the economy (money & taxes).



**International**  
Related to two or more nations (countries).

**National**  
Related to one country, usually means the country you live in.

**Local**  
Related to a persons village, town or community within which they live in.

# 7.1 Computing – Introduction



## Key Vocabulary

|                                |   |
|--------------------------------|---|
| <b>Login</b>                   | Used to get on to a computer or system. A password or code is used when logging in. The user enters a "username" and "password".  |
| <b>Password</b>                | To confirm the identity of a user (e.g. letters, numbers, symbols and capitals).  |
| <b>Authentication</b>          | The process of verifying the identity of a person or device (e.g. entering a username and password when you log in to a website). |
| <b>2 Factor Authentication</b> | Second layer of security to give extra protection (e.g. receiving a text message with a verification code).                       |
| <b>Email</b>                   | A method of exchanging messages between people using electronic devices.  |
| <b>File Management</b>         | Storing files such as documents, photos and videos on computers in an organised way using sensible file/folder names.             |
| <b>Hardware</b>                | Physical parts of a computer (e.g. central processing unit, monitor, keyboard).   |
| <b>Input Device</b>            | A device enters data into the computer (e.g. keyboard, mouse, microphone).  |
| <b>Output Device</b>           | A device used to get information out of a computer (e.g. speaker, monitor, printer).  |
| <b>Computer System</b>         | A device that receives input, processes data, and outputs information.  |
| <b>Software</b>                | Programs that run on a computer such as applications (apps, games, MS PowerPoint).  |
| <b>Clone</b>                   | Creating an exact replica of an object.   |
| <b>Navigation</b>              | Programming the object to move.   |
| <b>Manual Control</b>          | Object's actions depend on the use of a keyboard character (e.g. arrow keys moves right).   |
| <b>Automated Control</b>       | Object moves independently (e.g. when see - move, when bump - cry).   |

## Key Questions



1. Give an example of a strong password.

2. What does Ctrl V do?

3. Other than the software packages identified in the Key vocabulary section, identify 3 different software packages

- 1
- 2
- 3

## Task



Label the images below. Are they Input devices, Output devices or both?

|  |   |   |   |
|--|---|---|---|
| <br>keyboard            | <br>computer monitor | <br>television | <br>headphones     |
| <br>touch screen tablet | <br>games controller | <br>speakers   | <br>webcam         |
| <br>printer             | <br>microphone       | <br>controller | <br>computer mouse |

## Key Vocabulary

## 7.2 Computing – E-Safety

## Key Questions

| Keywords                                | Definition  |
|---|---|
| Cyber Bullying                          | The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.  |
| Social Media                            | Interactive technologies that facilitate the sharing of information, ideas, interests and other forms of expression through virtual networks.   |
| Grooming                                | The actions undertaken by a paedophile to befriend and establish an emotional connection with a child in order to lower the child's inhibitions in preparation for sexual abuse and/or rape.  |
| Online Privacy                          | Is the level of privacy protection an individual has while connected to the Internet.   |
| Netiquette                              | The word netiquette is a combination of 'net' (from internet) and 'etiquette'. It means respecting other users' views and displaying common courtesy when posting your views online.  |
| Sexting (Youth Produced Sexual Imagery) | The sending and receiving of sexually explicit photos, messages and video clips by text, email or posting them on social networking sites.  |
| Digital Footprint                       | Whenever you visit a website, share a photo or make a comment online, you leave a digital footprint that other people can see. Your digital footprint includes all the information you share or that's collected about you online, and there can be a lot of it.        |
| Hacking                                 | Slang term used to describe illegal access of computer systems by unauthorised users.   |
| Troll                                   | Someone who posts inflammatory or off-topic messages in an online community, such as an online discussion forum, chat room or blog with the primary intent of provoking readers into an emotional response or otherwise disrupting normal on-topic discussion services. |
| Phishing Email                          | An email that tricks you into handing over sensitive personal information.  |
| Trojan Horse/Malware                    | An email that offers something tempting and when opened, installs a virus onto your computer.   |
| Cryptography                            | The study of codes – both creating and solving them.  |
| Caesar Cipher                           | The first modern cipher code developed by Julius Caesar.  |
| Encryption                              | Converting information into secret code that hides the information's true meaning.  |
| Decryption                              | The process of taking encrypted data and converting it back into text that you or the computer can read and understand.   |

1. What should you do if you are being bullied online?

2. What is the minimum age for using social media?

Which of the following is an example of sexting?

- a) The sending and receiving pictures on the internet
- b) The sending and receiving of sexually explicit photos
- c) The sending and receiving of videos and photos on WhatsApp

## Task

Create a mnemonic to remember how to stay safe online.

# Introduction to Drama

Drama is a lesson where you will get to work practically, in groups, practice speaking and listening skills. You will have the opportunity to build key skills like confidence, communication, concentration and team work. You'll learn to think about your performance and your audience, whether you're improvising or working from a script. Throughout KS3, we will devise work and explore drama through a variety of mediums as well as looking at the technical element such as costume, lighting, set design and staging!

| Strategy Learnt    | Explanation   |
|--------------------|---|
| Still Image        | A 'still image' is a frozen picture which communicates meaning. It provides an insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.                              |
| Thought Track      | 'Thought-track' is when a character steps out of a scene to address the audience about how they are feeling.  |
| Marking the Moment | 'Marking the moment' highlights a key moment in a scene or improvisation. This can be done in a number of different ways, for example, through slow-motion, a freeze-frame, narration.  |
| Hot Seating        | 'Hot seating' is a strategy in which an actor 'role plays' a character. They are interviewed by the rest of the group to find out more information about the character.   |
| Role Play          | 'Role play' is about stepping into another character's shoes. Taking on the role of someone different to yourself, becoming a character.  |
| Flashback          | 'Flashback' is where performers improvise scenes which take place seconds, minutes, days or years before or after a dramatic moment. This enables the exploration of characters' motivations and the consequences of their actions. |
| Cross Cutting      | 'Cross cutting' is a technique used to move back or forward in time and cross cuts the story.   |
| Mime               | 'Mime' is the theatrical technique of expressing an idea entirely by gesture and bodily movement, without the use of words. Miming uses gesture and movement.   |
| Narration          | 'Narration' is recounting of events and actions that have happened or are currently happening on the stage.   |
| Monologue          | A 'monologue' is where one actor performs an extended speech. This can be to the audience or towards another character on stage.  |

**Key Questions:**

- Why would you add 'thought track' to a performance?
- Why use 'hot seating'?
- When would you 'mark the moment'?
- Explain 'flashback' and 'forward'.
- When would you use 'narration' in a piece.

**Practice Tasks:**

- To practice hot seating write a list of questions and answers you could ask a character, for example Little Red Riding Hood.
- Choose either a strategy learnt or key vocabulary and create a poster to display in the drama space.

| Key Vocabulary    | Explanation   |
|-------------------|---|
| Status            | 'Status' is about the power difference in the relationship between two characters. A character in a high status looks down on the lower status character.   |
| Facial Expression | A 'facial expression' conveys an emotion and can also convey the character's true feelings.   |
| Body Language     | 'Body language' conveys a character to the audience. It can show the audience the characters personality, emotions / status / relationships.  |
| Character         | 'Character' is a person portrayed in a drama, novel, or other artistic piece.   |
| Corpse            | To 'corpse' is to break your character by laughing, using inappropriate vocabulary or movement.   |
| Stimuli           | 'Stimuli' are resources that are used to give you the ideas on the context, focus and purpose of the dramatic topic being preformed. Examples include stories, scripts, pictures, songs, poems, saying words. |
| Plot              | 'Plot' is a term used to describe the events that make up a story, or the main part of a story. These events relate to each other in a pattern or a sequence.   |
| Levels            | Using different heights or 'levels' onstage creates visual interest, suggests status, can be symbolic and suggest various locations.  |
| Proxemics         | 'Proxemics' is the use of space on a stage, or how the actors/characters are placed on a stage. The distance or level between character/actors shows their relationships and feelings.                        |



# Drama Greek Theatre

**The Great Spring Festival** lasted seven days. Every year at the end of March the people of Athens celebrated the god Dionysus, who brought Spring back to the countryside. He was also the god of wine. There would be parade singing and dancing. The priests passed through the farms and fields of Athens blessing the crops. A major part of this great festival were the plays. For four days the Theatre of Dionysus became the venue of a play competition, and thus theatre was born. Over the four days twenty plays were performed. The plays were judged with prizes awarded for the best authors and most popular actors.

## The Greeks had three genres of theatre

**Comedy** - A plot of laughable people. It involved a blunder or ugliness. It would not cause pain or disaster.

**Tragedy** - Based on myths. Stories often involved the majority of characters dying.

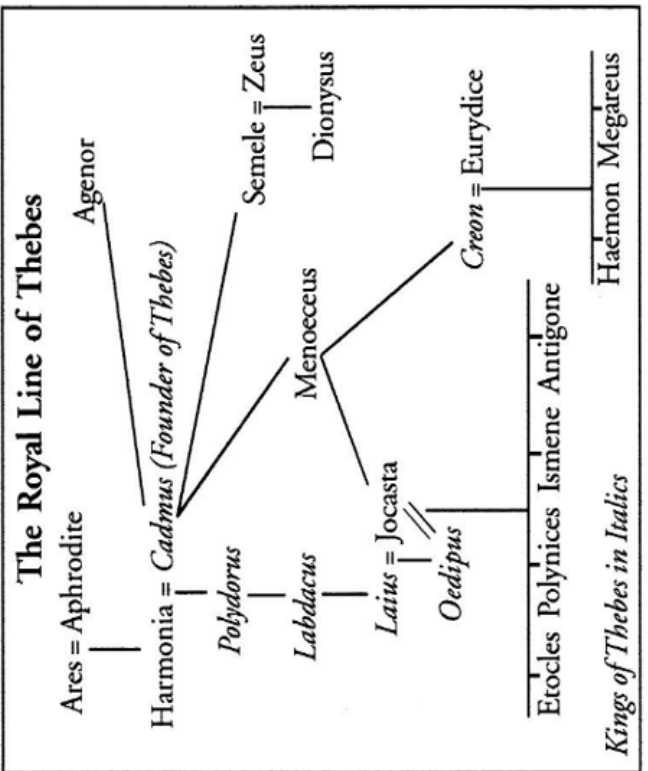
**Satyr** - A form of 'tragicomedy' (containing elements of both comedy and tragedy), they were rife with mock drunkenness, brazen sexuality, pranks and general merriment.



Greek theatre masks were designed so that the spectators could see the expressions of the actors more clearly. This helped build their understanding of the story. Greek masks had large mouth holes so that the actors could effectively project their voice through the mask.

## Practice Tasks:

1. Draw and label a Greek amphitheatre.
2. Write the opening narration for a Greek chorus at the start of Antigone, explaining the events of the previous plays Oedipus Rex & Oedipus at Colonus?



## Key Questions:

1. What is the role of the Greek chorus?
2. What vocal techniques did the chorus use?
3. How many genres of theatre did the Greeks perform?
4. What are the 3 Greek unities?

## The Unities

Aristotle, a great Greek philosopher, declared that tragic drama should have unity of

TIME, PLACE & ACTION.

This means all action should take place in a 24 hour period. The play should be set in one location and action can only be reported and not seen.

| Key Vocabulary  | Description   |
|-----------------|---|
| Protagonist     | A 'protagonist' is the central character or leading character. A protagonist is sometimes a "hero" to the audience or readers. The word originally came from the Greek language. In Greek drama it referred to the person who led the chorus. |
| Chorus          | The 'chorus' in classical Greek drama was a group of male actors (12-15) who described and commented upon the main action of a play with song, dance, and recitation.   |
| Unison          | 'Unison' is where you say or do the SAME thing at the SAME time.  |
| Canon           | 'Canon' is when a group of people all complete the same action, movement or gesture one after the other.  |
| Echo            | 'Echo' is a type of verse in which repetition of the end of a line or stanza imitates an echo. The repetition usually constitutes the entire following line and changes the meaning of the part being repeated.                               |
| Oracle          | An 'oracle' is a person or agency considered to provide wise and insightful counsel or prophetic predictions or precognition of the future, inspired by the gods.   |
| Choral movement | 'Choral movement' is where the actors perform the same movement at exactly the same time. Actors can use 'Unison', repetition and 'Canon' to develop choral movement.   |
| Amphitheatre    | 'Amphitheatre' is an open-air venue used for entertainment, performances and sports.  |

## Story and Context

Core Text: *Sir Gawain and the Green Knight* translated by Simon Armitage

A story is shaped by its context: even when a story is clearly fictitious, it can reflect elements of real life and human experience. Stories and poems can tell us something about the world, as experienced or understood by the writer.

### Vocabulary

- Context
- Epitome
- Courtly love
- Hierarchical
- Status
- Chivalric code
- Advice
- Advise
- Argument
- Quotation
- Reference
- Imperative verb
- Modal verb
- Subordinating conjunction
- Complex sentence
- Alliteration
- Fallibility
- Symbolism

- A. The use of symbols to represent ideas or qualities
- B. Noun - guidance
- C. Verb - to offer suggestions / recommend
- D. Arranged in order of rank
- E. Social or professional position
- F. Two or more words close together that start with the same sound
- G. Adds additional information to the main clause
- H. A reason or reasons why you support or oppose an idea
- I. A system which instructed knights on how to behave
- J. A sentence that contains a main clause and one or more subordinate clauses
- K. The influences and events related to a text
- L. Expectations for a romantic relationship between lords and ladies
- M. To be the perfect example of something
- N. The tendency of making mistakes or being wrong
- O. To mention or refer to
- P. The form of a verb that is used for giving orders
- Q. Expresses degrees of certainty / possibility
- R. A group of words taken from a text

Practise spelling vocabulary words and matching definitions to words.



Test yourself - cover the vocabulary words. Can you recall each term using the **definitions?**

### Challenge!

Can you find examples of rhyme, rhythm, alliteration, complex sentences, modal verbs, etc in *Sir Gawain* or another text?

Check your answers:

context K; epitome A; courtly love L; hierarchical D; status E; chivalric code I; advice B; advise C; argument H; quotation R; reference O; imperative verb P; modal verb Q; subordinating conjunction G; complex sentence J; alliteration F; fallibility N; symbolism A



### Context ~ 14th century England

- *Sir Gawain and the Green Knight* is a 14th century Arthurian legend. We are studying a modern translation by Simon Armitage.
- Society in 14th century England was hierarchical; people were defined by social status.
- The poem offers insight into the 14th century royal court and the activities of noble men.
- The chivalric code, an idealised moral code for knights, defined how knights were supposed to behave.
- Knightly values included courtesy, truth, honour and loyalty.
- Knights were expected to engage in courtly love only.
- Straying from the chivalric code brought dishonour.
- The Church was a highly influential institution.
- The poem presents 14th century ideas about sin and forgiveness.

**Task 2 -**  
What does this extract tell us about context?  
Comment on the behaviour of the guests.

**Task 1 -** From the extract below, identify examples of how the guests react to the arrival of the Green Knight.

### Extract from FITT 1

The guests looked on. They gaped and they gawked and were mute with amazement: what did it mean that human and horse could develop this hue, should grow to be grass-green or greener still, like green enamel emboldened by bright gold? Some stood and stared then stepped a little closer, drawn near to the knight to know his next move; they'd seen some sights, but this was something special, a miracle or magic, or so they imagined. Yet several of the lords were like statues in their seats, left speechless and rigid, not risking a response. The hall fell hushed, as if all who were present had slipped into sleep or some trance-like state.

**Task 3 -** Write a paragraph advising other students about the importance of washing their hands.

Use complex sentences beginning with a subordinating conjunction. Look at the examples below for support. Remember to place a comma after the subordinate clause.

- ➔ **If** Gawain wants to be a good knight, he must show bravery and honour.
- ➔ **When** Gawain reaches the castle, he could...
- ➔ **While** Lord Bertilak is out hunting, Gawain should...

### How to Be a Good 14th Century Knight

What characteristics does a good knight embody?

What do knights adhere to?

- Plan - title, introduction, subheadings / sections, closing paragraph.
- Create a checklist - conventions of advice writing.
- Plan, draft, review, redraft.

### Advice writing conventions:

- First person plural (We, Our)
- Second person (You, imperative verb)
- Modal verb
- Rhetorical question
- Reasoning (do x because y)
- Conditional (If..., then....)
- Supposed situations (when..., then....)



'Gawain is the epitome of a 14th century knight.' How far do you agree with this view?

### Make notes as you read.

Grammar focus: what are the differences in meaning between these modal verbs?

- You **could** go to the shops.
- You **should** go to the shops.
- You **must** go to the shops.

# Year 7 KS3 Cooking and Nutrition: The Eatwell Guide Part 1 (Fruit and Vegetables and Carbohydrates)

## Prior Learning / Context:

Some knowledge of the Eatwell Guide and healthy eating may be brought forward from primary schools, but this will be the first experience of preparing food for most students.

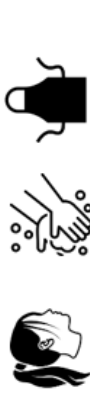
## Key Questions:

What TWO steps can be taken to avoid accidents in the classroom?

Give two reasons why we need to eat food?

List the 8 healthy eating guidelines.

## Top 3 personal hygiene



### Top 3 knife skills

- Choose the correct **CHOPPING BOARD**
- Use **BRIDGE** and **CLAW**
- Avoid putting your finger on the **BLADE**

### Top 3 cooker skills



Using oven gloves

Adjusting temperature

Bending knees

## Assessment:

- Retrieval Practice – quizzing, starter/plenary tasks
- Formal knowledge assessments – delivered in time with reporting
- Food preparation skills assessed after every practical (P, D, C, E)

## The Eatwell Guide



### 8 healthy eating tips



## Fruit and Vegetables

- Eating **5-a-day**
- Eating a **rainbow** of colours
- Fresh, frozen, dried & canned all count
- Gives you fibre, vitamins and minerals

## Carbohydrates

- Base your meals on **starchy** carbohydrates
- Eat **wholemeal** varieties for extra **fibre**
- Gives you slow release energy and a healthy digestive system
- Cut down on **sugars**

## Themes:

- Nutrition and Health
- Food preparation
- Food safety
- Food provenance
- Food choice
- The science of cooking

## Food Miles

- The distance travelled between where food is produced and the shops
- Pollution from food miles can harm the environment

## Sensory Testing



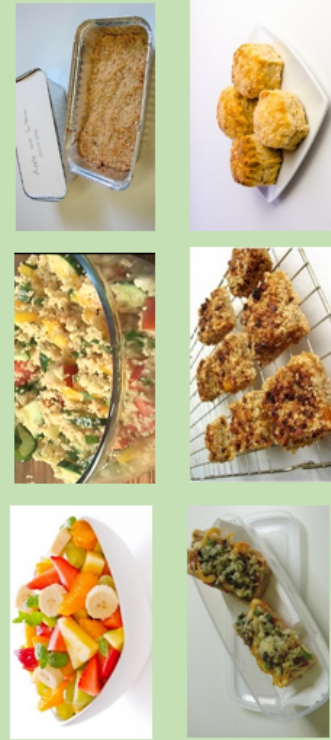
## Future Learning:

- Year 8:** Eatwell Guide Part 2 and more complex cooking skills
- Year 9:** Food Choice and cooking traditional dishes
- KS4:** AQA GCSE in Food Preparation and Nutrition

## Key Vocabulary

Personal Hygiene, Cross-contamination, Bacteria, Equipment, Ingredients, Nutrition, Carbohydrates, Fruit and Vegetables, Food Miles, Pollution, Sensory Testing, Caramelisation, Dextrinization, Conduction, Convection, Radiation, Enzymic Browning, Raising Agents

## Food Preparation Outcomes:



Year 8 Eatwell Guide Part 2 (proteins, dairy and fats and oils)

## Topic 1: Getting Ready to Cook

### Personal hygiene – Before starting to cook, you need to get yourself ready:

1. Taking off outdoor clothing (coats, blazers, jumpers and ties) and putting on a clean apron
2. Tying up long hair
3. Cleaning hands with hot soapy water

Good personal hygiene will stop you cross-contaminating food with the harmful bacteria that causes food poisoning. When preparing food you should not be eating your ingredients or licking your fingers.

## Topic 2: Healthy Eating

We need food for growth and repair of cells, energy, warmth, protection from illnesses and keep our bodies working properly.

Food is made of 5 nutrients. Each nutrient does a different job in the body. Eating a balanced diet means we get all the nutrients we need for a long and healthy life.

29 The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides up different food groups and shows how much of each group is needed. Extra information about the amount of water we need and the labels on food packaging is also provided.

There are also eight guidelines for a healthy lifestyle, they are:

1. Eating at least 5 portions of fruit and vegetables every day
2. Eating higher fibre starchy foods like potatoes, bread, rice or pasta
3. Eating less food high in fats and sugar
4. Eating less salt
5. Eating more fish – including one portion of oily fish
6. Drinking plenty of fluids (at least 6 to 8 glasses a day)
7. Being more active
8. Eating breakfast every day



# Year 7 French KO – Autumn Term 1

## Greetings

|                         |                            |
|-------------------------|----------------------------|
| Bonjour                 | Hello                      |
| Salut                   | Hi!                        |
| Comment t'appelles-tu?  | What's your name?          |
| Je m'appelle...         | My name is...              |
| Comment ça va? (Ça va?) | How are you? (Are you ok?) |
| Ça va (très) bien       | I'm (very) well            |
| Pas mal, merci          | Not bad, thanks            |
| Ça ne va pas!           | Not good!                  |
| Et toi?                 | How about you?             |
| Au revoir               | Goodbye                    |
| À plus!                 | See you later!             |

## Numbers 32-69

|    |                |
|----|----------------|
| 34 | trente-quatre  |
| 40 | quarante       |
| 42 | quarante-deux  |
| 45 | quarante-cinq  |
| 47 | quarante-sept  |
| 50 | cinquante      |
| 51 | cinquante-neuf |
| 57 | cinquante-six  |
| 60 | soixante       |
| 63 | soixante-trois |
| 68 | soixante-huit  |

## Numbers 1-31 and Age

|                  |          |                          |              |
|------------------|----------|--------------------------|--------------|
| 1                | un       | 17                       | dix-sept     |
| 2                | deux     | 18                       | dix-huit     |
| 3                | trois    | 19                       | dix-neuf     |
| 4                | quatre   | 20                       | vingt        |
| 5                | cinq     | 21                       | vingt-et-un  |
| 6                | six      | 22                       | vingt-deux   |
| 7                | sept     | 23                       | vingt-trois  |
| 8                | huit     | 24                       | vingt-quatre |
| 9                | neuf     | 25                       | vingt-cinq   |
| 10               | dix      | 26                       | vingt-six    |
| 11               | onze     | 27                       | vingt-sept   |
| 12               | douze    | 28                       | vingt-huit   |
| 13               | treize   | 29                       | vingt-neuf   |
| 14               | quatorze | 30                       | trente       |
| 15               | quinze   | 31                       | trente-et-un |
| 16               | seize    |                          |              |
| Quel âge as-tu?  |          | How old are you?         |              |
| J'ai ... ans.    |          | I am ... years old.      |              |
| Il/elle a ...ans |          | He/she is ... years old. |              |

## Months and birthdays

|   |                          |
|---|--------------------------|
| janvier                                 | January                  |
| février                                 | February                 |
| mars                                    | March                    |
| avril                                   | April                    |
| mai                                     | May                      |
| juin                                    | June                     |
| juillet                                 | July                     |
| août                                    | August                   |
| septembre                               | September                |
| octobre                                 | October                  |
| novembre                                | November                 |
| décembre                                | December                 |
| Quelle est la date de ton anniversaire? | When is your birthday?   |
| Mon anniversaire c'est le...            | My birthday is on the... |

## Days of the week and the date

|                                 |                         |
|---------------------------------|-------------------------|
| lundi                           | Monday                  |
| mardi                           | Tuesday                 |
| mercredi                        | Wednesday               |
| jeudi                           | Thursday                |
| vendredi                        | Friday                  |
| samedi                          | Saturday                |
| dimanche                        | Sunday                  |
| Quelle est la date aujourd'hui? | What is the date today? |

## Siblings

|                            |                                      |
|----------------------------|--------------------------------------|
| J'ai un (demi)-frère       | I have a (half) brother              |
| J'ai une (demi)-sœur       | I have a (half) sister               |
| As-tu des frères et sœurs? | Do you have any brothers or sisters? |

## Personality

|                           |                     |
|---------------------------|---------------------|
| Je suis.../Je ne suis pas | I am/...I am not... |
| Il/Elle est...            | He/She is...        |
| amusant(e)                | funny               |
| arrogant(e)               | arrogant            |
| bavard(e)                 | talkative/chatty    |
| fort(e)                   | strong              |
| grand(e)                  | big/tall            |
| intelligent(e)            | intelligent         |
| méchant(e)                | nasty/bad           |
| patient(e)                | patient             |
| petit(e)                  | small/short         |
| timide                    | shy                 |
| Tu es comment?            | What are you like?  |

**Independent Task: Find a French word beginning with each letter of the alphabet.**

## Year 7 French KO – Autumn Term 2

| <b>Pets</b>             |                           |
|-------------------------|---------------------------|
| J'ai...                 | I have...                 |
| un chat                 | a cat                     |
| un chien                | a dog                     |
| un cochon d'Inde        | a guinea-pig              |
| un hamster              | a hamster                 |
| un lapin                | a rabbit                  |
| un lézard               | a lizard                  |
| un oiseau               | a bird                    |
| un poisson              | a fish                    |
| un serpent              | a snake                   |
| Je n'ai pas d'animal.   | I don't have a pet.       |
| <b>As-tu un animal?</b> | <b>Do you have a pet?</b> |

| <b>Numbers 20-100</b>      |                           |
|----------------------------|---------------------------|
| 20                         | vingt                     |
| 30                         | trente                    |
| 40                         | quarante                  |
| 50                         | cinquante                 |
| 60                         | soixante                  |
| 70                         | soixante-dix              |
| 80                         | quatre-vingts             |
| 90                         | quatre-vingt-dix          |
| 100                        | cent                      |
| Il/Elle a ...ans           | He/She is ...years old.   |
| <b>Il/Elle a quel âge?</b> | <b>How old is he/she?</b> |

| <b>Family</b>                |                             |
|------------------------------|-----------------------------|
| la famille                   | family                      |
| la famille d'accueil         | foster family               |
| le (beau-)père               | (step-)father               |
| le grand-père                | grandfather                 |
| le (demi-) frère             | (half/step-) brother        |
| le fils/la fille             | son/daughter                |
| la (belle-) mère             | step-mother                 |
| la grand-mère                | grandmother                 |
| la (demi-)sœur               | (half/step-)sister          |
| les parents                  | parents                     |
| Il y a                       | There is/are                |
| <b>mon</b>                   | <b>my - masculine</b>       |
| <b>ma</b>                    | <b>my - feminine</b>        |
| mes                          | my - plural                 |
| <b>Décris-moi ta famille</b> | <b>Describe your family</b> |

| <b>Description</b>         |                              |
|----------------------------|------------------------------|
| Il/Elle est..              | He/she is...                 |
| petit(e)                   | small                        |
| grand(e)                   | tall                         |
| de taille moyenne          | medium-sized                 |
| Il/elle a les yeux...      | He/she has... eyes.          |
| bleus / verts / marron     | blue / green / brown         |
| Il/Elle a les cheveux...   | He she has ... hair.         |
| noirs / blonds             | black / blonde               |
| roux / gris / bruns        | red / grey / brown           |
| courts / longs / mi-longs  | short / long / medium length |
| bouclés / raides           | curly / straight             |
| une barbe                  | a beard                      |
| des taches de rousseur     | freckles                     |
| des tatouages              | tatoos                       |
| Il/elle porte des lunettes | He/She wears glasses         |

**Independent Task: Describe some famous people.**

# Year 7 Geography: The Geography of the UK

|                    |  |
|--------------------|--|
| <b>Key Term</b>    | <b>Definition</b>  |
| United Kingdom     | A <b>country</b> in north-western <b>Europe</b> made up of four <b>nations</b> : England, Scotland, Wales and Northern Ireland       |
| British Values     | Democracy, the rule of law, individual liberty, mutual respect, tolerance  |
| Migration          | The <b>movement</b> of people <b>from one place to another</b> with the intentions of settling at a new location                     |
| Commonwealth       | A collection of 54 independent and equal countries, nearly all were once part of the <b>British Empire</b>                           |
| Densely Populated  | <b>High</b> number of people <b>per km<sup>2</sup></b>   |
| Sparsely Populated | <b>Low</b> number of people <b>per km<sup>2</sup></b>  |
| Physical Feature   | A <b>place, object</b> or <b>characteristic</b> formed by <b>nature without human influence</b> , e.g. River Thames                  |
| Human Feature      | A <b>place, object</b> or <b>characteristic</b> created by <b>humans</b> e.g. King's Lynn  |
| Temperate Climate  | This is the <b>climate of the UK</b> , it has <b>cool wet winters</b> and <b>warm wet summers</b>                                    |
| Census             | A <b>survey</b> of the entire population, to find out about <b>people's characteristics</b> , completed once <b>every 10 years</b> . |
| North-south Divide | <b>Division</b> of the UK into <b>poorer north</b> and <b>richer south</b>   |
| Import             | Bringing goods <b>into</b> a country <b>from abroad</b> for sale   |
| Export             | <b>Sending</b> goods to another country for sale   |

Key tasks:

Name the capital city of each of the four nations that make up the UK. Map them on the map in the top right corner.

Give an example for each of the British Values.

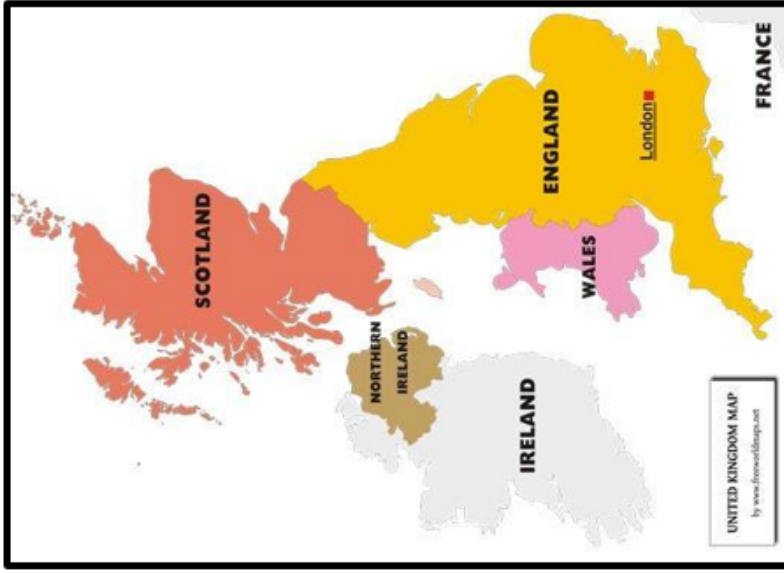
If we compare London and King's Lynn, which city will be densely populated and why?

Why do people move to the UK nowadays? Give two reasons.

Look at the map in the bottom right corner and point out three differences between north and south of the UK.

Prior learning:

1. What ocean is the closest to the UK?
2. What is a choropleth map?
3. What is the difference between physical and human Geography?





# Year. 7 Geography: UK and Map Skills

| Key Term           | Definition (the underlined words are important to understand too!)  |
|--------------------|---|
| Country            | A nation with its own <u>government</u> and <u>boundaries</u> . Lots of different countries are located on one continent.   |
| Urban              | An <u>urban</u> area, or built-up area, usually a city or town, is a settlement with high population, <u>services</u> and <u>infrastructure</u> .   |
| Rural              | An area that has low population density, usually a village, where there are fewer <u>economic opportunities</u> often mostly <u>agriculture</u> .   |
| Densely Populated  | An area that contains many people (per km <sup>2</sup> ). Busy, <u>congested</u> settlements like cities and towns are densely populated.   |
| Sparsely Populated | An area that contains few people (per km <sup>2</sup> ). Quiet, farming communities like <u>villages</u> and <u>hamlets</u> have low population. Places with <u>population decline</u> are becoming sparsely populated. |

In Geography it is important to be able to recall where **oceans** and **continents** are. Use the: *look, cover, say, write, check* to learn these key locations.

7 continents map with 5 oceans



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## The British Isles & Capital Cities



### Key Questions:

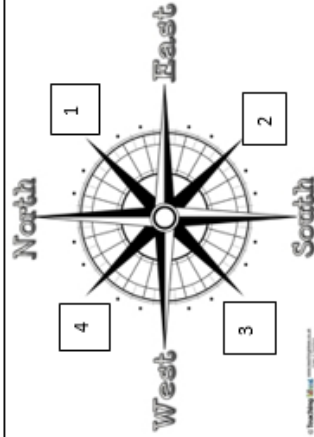
- Which country is red?
- Which country is yellow?
- Which country is purple?
- Which country is dark green?
- Which country is light green?
- Which countries are in Great Britain?
- Which countries are in the United Kingdom?
- Do you know any other cities in the British Isles?

### Compass Directions

It is important in geography to use directions instead of up, down, right, left.

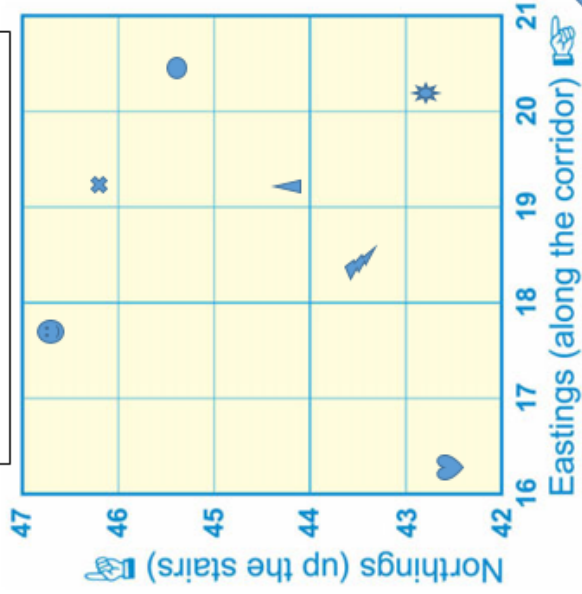
Which directions do the numbers represent?

In the British Isles which direction are each of the countries and the capitals. Which direction are the continents?



**Questions:** Why are maps important? When have you ever used a map? How did it help? Which professions use maps in their job?

### Four & Six Figure Grid References



It is crucial you can use four and six figure grid references in geography. Use the grid above to practice. Add some more of your own. Remember along the corridor first, then up the stairs.

# Y7 German - Autumn Term 1

## 1. Wie heißt du?

|                  |                    |
|------------------|--------------------|
| Hallo!           | Hello!             |
| Ich heiße ...    | My name is...      |
| Guten Tag!       | Good day! / Hello! |
| Wie geht's?      | How are you?       |
| Und dir?         | And you?           |
| Gut, danke       | Good, thanks       |
| Nicht schlecht.  | Not bad.           |
| Tschüs!          | Bye!               |
| Auf Wiedersehen! | Good bye!          |

## What's your name ?

## 2. Wie alt bist du?

|                        |    |                   |    |
|------------------------|----|-------------------|----|
| Ich bin ... Jahre alt. |    | How old are you ? |    |
| eins                   | 1  | elf               | 11 |
| zwei                   | 2  | zwölf             | 12 |
| drei                   | 3  | dreizehn          | 13 |
| vier                   | 4  | vierzehn          | 14 |
| fünf                   | 5  | fünfzehn          | 15 |
| sechs                  | 6  | sechzehn          | 16 |
| sieben                 | 7  | siebzehn          | 17 |
| acht                   | 8  | achtzehn          | 18 |
| neun                   | 9  | neunzehn          | 19 |
| zehn                   | 10 | zwanzig           | 20 |

## How old are you ?

## 3. Wo wohnst du?

|                              |
|------------------------------|
| Ich wohne in ...             |
| Er/Sie wohnt in ...          |
| Das ist in ...               |
| England                      |
| Schottland                   |
| Wales                        |
| Nordirland                   |
| Irland                       |
| Wie schreibt man das (Haus)? |
| Das schreibt man (H-A-U-S).  |

## Where do you live ?

|                                |
|--------------------------------|
| I live in...                   |
| He/She lives in...             |
| That is in...                  |
| England                        |
| Scotland                       |
| Wales                          |
| Northern Ireland               |
| Ireland                        |
| How do you spell that (house)? |
| You spell that (H-O-U-S-E).    |

## 4. Wie bist du?

|                                 |                     |
|---------------------------------|---------------------|
| freundlich                      | friendly            |
| launisch                        | moody               |
| kreativ                         | creative            |
| intelligent                     | intelligent         |
| sportlich                       | sporty              |
| laut                            | loud                |
| faul                            | lazy                |
| musikalisch                     | musical             |
| lustig                          | funny               |
| Ich bin sehr/ziemlich/nicht ... | I am very/quite/not |
| Was ist deine(e) ...?           | What is your... ?   |
| Mein(e) ... ist ...             | My... is...         |
| der Lieblingssport              | the favourite sport |
| die Lieblingsmusik              | the favourite music |
| das Lieblingsspiel              | the favourite game  |

## What are you like?

## 5. Fragen

|                   |                      |
|-------------------|----------------------|
| Wie?              | How?                 |
| Wie geht's?       | How are you?         |
| Was?              | What?                |
| Was ist das?      | What is that?        |
| Wo?               | Where?               |
| Wo wohnst du?     | Where do you live?   |
| Woher?            | Where from?          |
| Woher kommst du?  | Where are you from?  |
| Wer?              | Who?                 |
| Wer ist das?      | Who is that?         |
| Wie sagt man das? | How do you say that? |

## Questions

|                      |                   |                          |                          |                           |                      |
|----------------------|-------------------|--------------------------|--------------------------|---------------------------|----------------------|
| <b>A</b><br>ah       | <b>B</b><br>bay   | <b>C</b><br>tsay         | <b>D</b><br>day          | <b>E</b><br>ay            | <b>F</b><br>eff      |
| <b>G</b><br>gay      | <b>H</b><br>ha    | <b>I</b><br>eee          | <b>J</b><br>yacht        | <b>K</b><br>car           | <b>L</b><br>ell      |
| <b>M</b><br>em       | <b>N</b><br>en    | <b>O</b><br>oh           | <b>P</b><br>pay          | <b>Q</b><br>coo           | <b>R</b><br>air      |
| <b>S</b><br>ess      | <b>T</b><br>tay   | <b>U</b><br>ooh          | <b>V</b><br>fow          | <b>W</b><br>vay           | <b>X</b><br>ix       |
| <b>Y</b><br>oopsilon | <b>Z</b><br>tsett | <b>Ä</b><br>ah<br>Umlaut | <b>Ö</b><br>oh<br>Umlaut | <b>Ü</b><br>ooh<br>Umlaut | <b>ß</b><br>esstsett |

## Spontaneous Language:

- Wie sagt man das auf Deutsch/Englisch?
- How do you say this in German/English?
- Darf ich Englisch sprechen?
- May I speak English?
- Darf ich meine Jacke ausziehen?
- May I take of my jacket?
- Darf ich trinken?
- May I drink?
- Ja, das stimmt.
- Yes, that is correct.
- Nein, das stimmt nicht.
- No. that is not correct.

## Y7 German - Autumn Term 2

### 1. Hast du ein Haustier? Do you have a pet?

|                     |              |
|---------------------|--------------|
| Ich habe ...        | I have...    |
| einen Hund          | a dog        |
| einen Hamster       | a hamster    |
| eine Katze          | a cat        |
| eine Maus           | a mouse      |
| eine Schlange       | a snake      |
| ein Kaninchen       | a rabbit     |
| ein Pferd           | a horse      |
| ein Meerschweinchen | a guinea pig |
| groß/klein          | big/small    |
| dick/schlank        | fat/thin     |
| freundlich          | friendly     |
| intelligent         | intelligent  |
| lustig              | funny        |

### 2. Wie ist er/sie/es?

### What is he/she/it like?

|                   |                 |
|-------------------|-----------------|
| Er/Sie/Es ist ... | He/She/It is... |
| schlau            | cunning/smart   |
| schnell           | fast            |
| süß               | cute/sweet      |
| langsam           | slow            |
| Er/Sie kann ...   | He/She can...   |
| fliegen           | fly             |
| (schnell) laufen  | run (fast)      |
| Rad fahren        | ride a bike     |
| schwimmen         | swim            |
| singen            | sing            |
| springen          | jump            |
| tanzen            | dance           |

### 3. Hast du Geschwister?

In meiner Familie gibt es... Personen.  
 meine Mutter  
 mein Vater  
 meine Eltern  
 meine Großeltern  
 Er wohnt in ...  
 Ich habe eine Schwester/ zwei Schwestern.  
 Ich habe einen Bruder / zwei Brüder.  
 Ich habe keine Geschwister.  
 Ich bin ein Einzelkind.

### Do you have siblings?

In my family there are... people.  
 my mother  
 my father  
 my parents  
 my grandparents  
 He lives in...  
 I have a sister / two sisters.  
 I have a brother / two brothers.  
 I have no siblings.  
 I am an only child.

### 4. Die Farben

### The colours

|                   |                 |
|-------------------|-----------------|
| schwarz           | black           |
| weiß              | white           |
| grau              | grey            |
| braun             | brown           |
| rot               | red             |
| orange            | orange          |
| gelb              | yellow          |
| grün              | green           |
| blau              | blue            |
| indigoblau        | indigo          |
| violet            | violet          |
| lila              | purple          |
| rosa              | pink            |
| Er/Sie hat...     | He/She has...   |
| Ich habe...       | I have...       |
| blonde/rote Haare | blond/red hair  |
| lange/kurze/      | long/short      |
| mittellange Haare | mid-length hair |
| grüne/graue Augen | green/gray hair |

### 5. The present tense – regular verbs

#### Wohnen – to live

|           |        |                     |
|-----------|--------|---------------------|
| ich       | wohne  | I live              |
| du        | wohnst | you live (singular) |
| er/sie/es | wohnt  | he/she/it lives     |
| wir       | wohnen | we live             |
| ihr       | wohnt  | you live (plural)   |
| sie       | wohnen | they live           |
| Sie       | wohnen | you live (polite)   |

#### Irregular verb – haben – to have

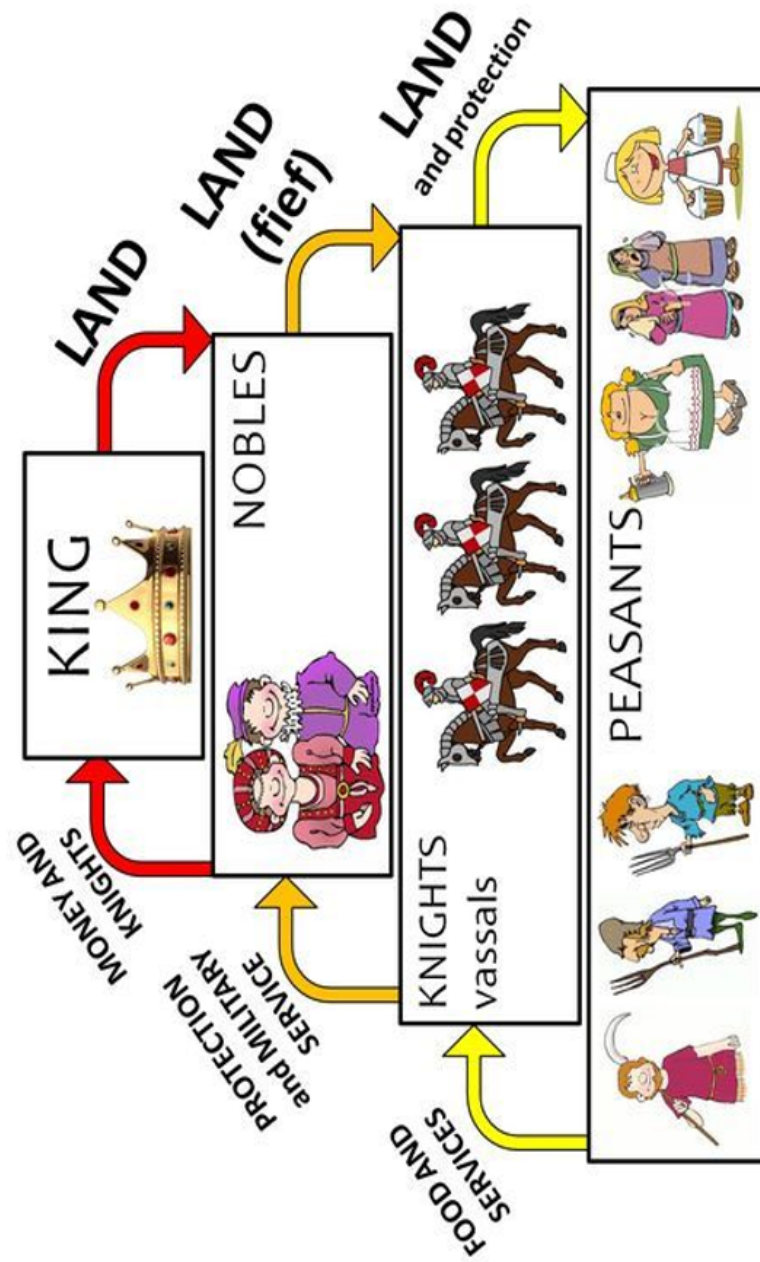
|               |                     |
|---------------|---------------------|
| ich habe      | I have              |
| du hast       | You have (singular) |
| er/sie/es hat | He/she/it has       |
| wir haben     | We have             |
| ihr habt      | You have (plural)   |
| sie haben     | They have           |
| Sie haben     | You have (polite)   |

Independent Task: Find out some other German words for animals.

## HISTORY: Anglo-Saxon and Norman England

### Core Knowledge

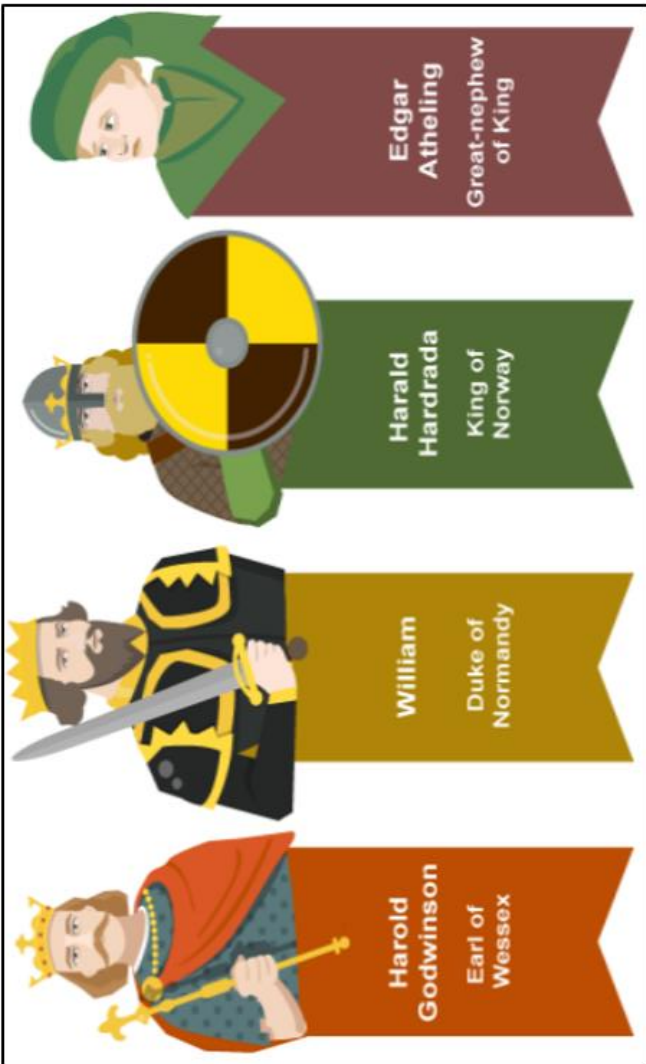
- The Romans left in 410 AD because of attacks on the Empire, including Anglo-Saxon invasions of Britain.
- **Pull factors** - Saxons were pulled to Britain due to climate, raw materials such as iron, silver, tin and copper.
- It was easy to travel due to rivers.
- **Push Factors** - Anglo Saxons society was competitive. It was very important for kings to explore, conquer new lands also their homeland often flooded.
- The Viking King Cnut was also king of Denmark and Norway.
- Edward the Confessor became King of England in 1042. He was a Saxon but was the stepson of King Cnut.



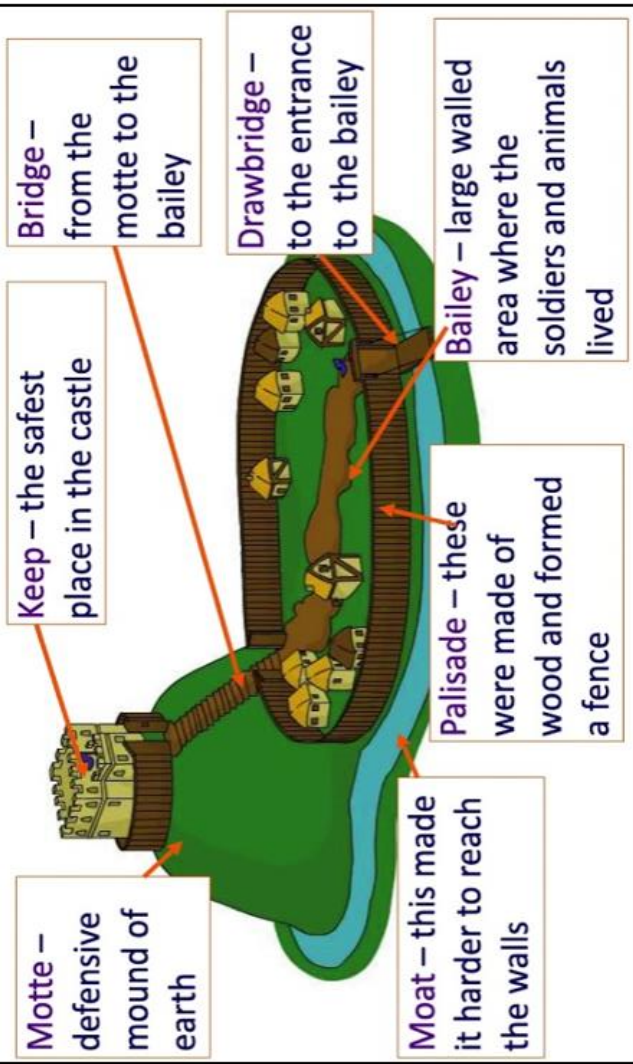
## Feudal Pyramid of Power

| Key Words               |  |
|-------------------------|--|
| Witan                   | The advisors of the Anglo-Saxon king.  |
| Earls                   | Rich and powerful landowners.  |
| Earldom                 | The area of land controlled by Earls.  |
| Thegn                   | Smaller landowners.  |
| Ceorl                   | Ordinary people who owned just enough land to grow food on.  |
| Thrall                  | Anglo-Saxon slave.   |
| Heir                    | A person legally entitled to the property or rank of another on that person's death.   |
| The Feudal System       | A system of land control.  |
| Oath                    | A sacred promise.  |
| Housecarl               | Harold Godwinson's elite soldiers.   |
| Fyrd                    | Harold Godwinson's inexperienced soldiers.   |
| Senlac Hill             | The area of land occupied by Harold's army at the Battle of Hastings.  |
| Bayeux Tapestry         | 70 metre long cloth created in the 1070s depicting events before, during and after the battle of Hastings.   |
| Domesday Book           | A survey ordered by King William.  |
| Motte and Bailey Castle | A fortification with a wooden or stone keep situated on a raised area of ground called a motte, accompanied by a walled courtyard, or bailey, surrounded by a protective ditch and palisade. |

## Contenders for the throne in 1066



## Diagram of a Motte and Bailey Castle



| Chronology                 |  |
|----------------------------|--|
| 410 AD/CE                  | The last Roman leaders left Britain as Anglo-Saxons began to invade          |
| 793 AD/CE                  | First Viking invasion of Britain   |
| 865 AD/CE                  | The Danelaw was established  |
| 1016 AD/CE                 | King Cnut became the first Viking to rule a united England                   |
| 1042 AD/CE                 | King Edward the Confessor made England Anglo-Saxon again                     |
| January 1066               | Edward the Confessor dies with no heir                                       |
| September 1066             | Harald Hardrada and Vikings invade England in the North                      |
| 20th September             | Battle of Fulford Gate – Vikings defeat Morcar and an English army           |
| 25 <sup>th</sup> September | Battle of Stamford Bridge – Harold defeated Harald Hardrada– English victory |
| 14 <sup>th</sup> October   | Battle of Hastings – Norman victory<br>Harold Godwinson is killed            |
| December 1066              | William the Conqueror is crowned King of England                             |
| 1069                       | Harrying of the North  |
| 1085                       | Creation of the Domesday book  |

### Independent Task:

Make a list of reasons why William won the Battle of Hastings using the information on the Google Classroom or your own research.

# Year 7 Knowledge Organiser

## Addition and Subtraction

### Key Concept



**Place Value:** The value a digit takes when placed in a particular position of a number.

**Addition is commutative.** This means  $6 + 8$  is the same as  $8 + 6$ .

**Subtraction is not commutative.** This means  $8 - 6$  is not the same as  $6 - 8$ .

Addition and subtraction are inverse operations of each other.

### Key Words

|   |
|---|
| <br>Add<br>Sum<br>Total<br>All together<br>Plus<br>In all                            |
| <br>Subtract<br>Remain<br>Difference<br>Less than<br>Fewer<br>How many more<br>Minus |

### Examples

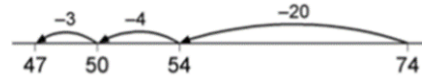
$$48 + 36 = 84$$



$$\begin{array}{r} 258 \\ + 87 \\ \hline 345 \\ 11 \end{array}$$

$$\begin{array}{r} 315 \\ - 415 \\ \hline 28 \\ \hline 17 \end{array}$$

$$74 - 27 = 47 \text{ worked by counting back:}$$



### Sparx

M704, M522,  
M429, M152,  
M635, M106

### Tip

Addition is associative, so you can work them out in any order.  
 $4 + 3$  is the same as  $3 + 4$

### Questions

- 1) a)  $49 + 37$  b)  $125 + 69$  c)  $5.6 + 24.8$   
2) a)  $64 - 28$  b)  $134 - 57$  c)  $16.2 - 9.5$

Answers can be:

- Integers
- Decimals

: (1) a) 86 b) 194 c) 30.4 2) a) 36 b) 77 c) 6.7

# Year 7 Knowledge Organiser

## Multiplication and Division

### Key Words

**Multiply, times and product** are all words that can indicate **multiplication**.

**Divide, share, goes into and quotient** are all words that can indicate **division**.

Multiplication is **associative**. This means that  $(1.2 \times 5) \times 2$  is the same as  $1.2 \times (5 \times 2)$ .  
Multiplication is **commutative**. This means  $6 \times 8$  is the same as  $8 \times 6$ .  
Division is **not commutative**. This means  $8 \div 4$  is not the same as  $4 \div 8$ .

Multiplication and division are **inverse operations** of each other.

### Examples

Multiply/Divide by powers of 10

|        |      |     |    |   |                |                 |                  |
|--------|------|-----|----|---|----------------|-----------------|------------------|
| 10 000 | 1000 | 100 | 10 | 1 | $\frac{1}{10}$ | $\frac{1}{100}$ | $\frac{1}{1000}$ |
|        |      |     |    |   |                |                 |                  |

| Multiplying   | Dividing   |
|---|--|
| $\times 10$ digits move LEFT 1 space<br>$\times 100$ digits move LEFT 2 spaces<br>$\times 1000$ digits move LEFT 3 spaces | $\div 10$ digits move RIGHT 1 space<br>$\div 100$ digits move RIGHT 2 spaces<br>$\div 1000$ digits move RIGHT 3 spaces |

Multiply/Divide integers

**Integer means a whole number**

|          |      |     |      |
|----------|------|-----|------|
| $\times$ | 20   | 7   |      |
| 50       | 1000 | 350 | 1350 |
| 6        | 120  | 42  | 162  |
|          |      |     | 1512 |

$$\begin{array}{r} 97 \\ 3 \overline{)2921} \end{array}$$

$$56 \times 27 = 1512$$

Multiply/Divide decimals

**Decimal means a number with a point**

$$8 \times 4 = 32$$

$$8 \div 4 = 2$$

$$0.8 \times 4 = 3.2$$

$$0.8 \div 4 = 0.2$$

$$0.8 \times 0.004 = 0.0032$$

$$0.8 \div 0.004 = 200$$

$$291 \div 3 = 97$$

Multiply/Divide negatives

**Negative means less than zero**

$$8 \times 4 = 32$$

$$8 \div 4 = 2$$

$$8 \times (-4) = -32$$

$$8 \div (-4) = -2$$

$$(-8) \times 4 = -32$$

$$(-8) \div 4 = -2$$

$$(-8) \times (-4) = 32$$

$$(-8) \div (-4) = 2$$

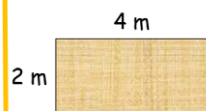
### Sparx

M113, M187, M354,  
M288, M803, M262,  
M263, M390, M940,  
M462

### Applications

#### Area

$$2 \times 4 = 8m^2$$



#### Mean

Add up the values and divide by how many values there are.

E.g. the mean of 6, 2 and 1 is 3 because:  
 $6+2+1=9$  and  $9 \div 3=3$

### Questions

- a)  $4.5 \times 10$  b)  $4.5 \div 10$  c)  $4.5 \div 1000$
- a)  $53 \times 74$  b)  $228 \div 4$
- a)  $5.3 \times 0.74$  b)  $-53 \times 74$  c)  $228 \div 0.004$
- Calculate the mean of 5, 2, 3, 1, 6, and 1

ANSWERS 1a) 45 b) 0.45 c) 0.0045 2a) 3922 b) 57 3a) 3.922 b) -3922 c) 57000 4) 3

# Year 7 Knowledge Organiser

## Factors, Multiples and Primes

### Key Concept

#### Factors:

Find these in pairs

**12**

1, 12

2, 6

3, 4

#### Multiples:

Start with the number itself

**7:** 7, 14, 21, 28, ...

### Key Words

**Factor:** The numbers which fit into a number exactly.

**Multiple:** The numbers in the times table.

**Prime:** Numbers which have only two factors which are 1 and itself.

**Highest Common Factor:** The highest factor which is common for both numbers.

**Lowest Common Multiple:** The smallest multiple which is common to both numbers.

### Examples

#### Lowest Common Multiple (LCM)

E.g. Find the LCM of 6 and 7:

**6:** 6, 12, 18, 24, 30, 36, **42**, 48, 54, 60, ...

**7:** 7, 14, 21, 28, 35, **42**, 49, 56, ...

LCM = 42

#### Highest Common Factor (HCF)

E.g. Find the HCF of 18 and 24

**18:** 1, 2, 3, **6**, 9, 18

**24:** 1, 2, 3, 4, **6**, 8, 12, 24

HCF = 6

# Sparx

**M823, M322,  
M698, M227**

### Tip

There is only one even prime number which is the number 2. This can be used to help solve lots of problems.

### Questions

- 1) List the first 5 multiples of:
  - a) 7
  - b) 12
  - c) 50
- 2) List the factors of:
  - a) 12
  - b) 15
  - c) 16
- 3)
  - a) Find the LCM of 5 and 7
  - b) Find the HCF of 20 and 16

ANSWERS: 1) a) 7, 14, 21, 28, 35 b) 12, 24, 36, 48, 60 c) 50, 100, 150, 200, 250  
2) a) 1, 2, 3, 4, 6, 12 b) 1, 3, 5, 15 c) 1, 2, 4, 8, 16  
3) a) 35 b) 4

# Year 7 Knowledge Organiser

## Order of Operations

### Key Concept

**B** Brackets

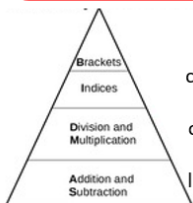
**I** Indices

**D** Division

**M** Multiplication

**A** Addition

**S** Subtraction



If a calculation contains the looped calculations work from left to right.

### Key Words

**Operation:** In maths these are the functions  $\times \div + -$ .

**Commutative:** Calculations are commutative if changing the order does not change the result.

**Associative:** In these calculations you can re-group numbers and you will get the same answer.

**Indices:** These are the squares, cubes and powers.

### Examples

$$5 \times 4 - 8 \div 2$$

{      {  
}      }  
 20    -    4    = 16

---


$$(2^2 + 6)^2 \times 4 - 8$$

$$\downarrow$$

$$(4 + 6)^2 \times 4 - 8$$

$$\downarrow$$

$$(10)^2 \times 4 - 8$$

$$\downarrow$$

$$100 \times 4 - 8$$

$$\downarrow$$

$$400 - 8 = 392$$

### Questions

- 1)  $7 - 10 \div 2$
- 2)  $4^3 - 13 \times 4$
- 3)  $21 \div 7 - 7$
- 4)  $-12 \div (7 - 3)$
- 5)  $20 \div 2^2$
- 6)  $(16 - 13) \div 3$
- 7) Place brackets to make the calculation work  $20 \div 5 - 7 = -10$

ANSWERS: 1) 2 2) 12 3) -4 4) -3 5) 5 6) 1 7)  $20 \div (5 - 7) = -10$

# Sparx

**M521**

### Tips

- Put brackets around the calculations which need to be done first.
- Indices also includes roots.

## YEAR 7 – UNIT 1 ELEMENTS OF MUSIC AND STAFF NOTATION

Music is made up of a mix of key "Elements":

- **RHYTHM:** A combination of long, and short, sounds in Music; each note has a set duration.
- **DYNAMICS:** The volume of music.
- **PITCH:** Whether the notes are 'high' or 'low'.
- **STRUCTURE:** The way a piece of music is put together, such as 'verse' and 'chorus' in songs.
- **TEMPO:** The speed of the music. (often described as 'The Beat' or 'pulse')
- **TIMBRE:** The different sounds that make up music; also often described as 'sonority'.
- **TEXTURE:** The number of sounds happening at any one time; often described as 'Thick' (*lots of sounds*) or 'Thin' (*fewer sounds*)
- **SILENCE:** The periods of rest, or no sound.

Music is written on a 'staff' (or 'stave'), five horizontal lines (and four spaces in between) with pitch shown by a Clef at the beginning of the line. Duration is shown by a variety of musical symbols as well as equivalent rests to show periods of silence.

The key ones are Semibreve (4), Minim (2), Crotchet (1), Quaver (1/2) and Semiquaver (1/4). The symbols for each are shown below. Where the note value is followed by a 'dot' (.) 50% (1/2) the note value is added to the length – so a Minim with a dot would be worth 3 counts (2 counts for the *minim plus an extra 50% for the 'dot'*)

NOTES ON THE LINES

Every Good Boy Does Fine

F A C E

| Rhythm in Music<br>Note Values – UK |        |                                  |
|-------------------------------------|--------|----------------------------------|
| Term                                | Symbol | Value                            |
| semibreve                           |        | 4 beats                          |
| minim                               |        | 2 beats                          |
| crotchet                            |        | 1 beat                           |
| quaver                              |        | 1/2 beat                         |
| pair of quavers                     |        | 1/2 + 1/2 = 1                    |
| semiquaver                          |        | 1/4 beat                         |
| joined semiquavers                  |        | 1/4 + 1/4 = 1/2<br>1/4 + 1/4 = 1 |

| Rhythm in Music<br>Rest Values – UK |        |                     |
|-------------------------------------|--------|---------------------|
| Term                                | Symbol | Value               |
| semibreve rest                      |        | 4 beats of silence  |
| minim rest                          |        | 2 beats of silence  |
| crotchet rest                       |        | 1 beat of silence   |
| quaver rest                         |        | 1/2 beat of silence |
| semiquaver rest                     |        | 1/4 beat of silence |



# Keyboard Skills

## A. Layout of a Keyboard/Piano



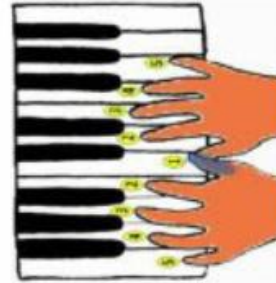
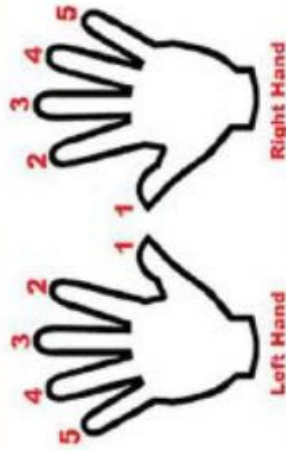
A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section F). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

## D. Keyboard Functions

Power On/Off Volume Voices/Sounds



## E. Left Hand/Right Hand (1-5)



# Exploring Treble Clef Reading and Notation

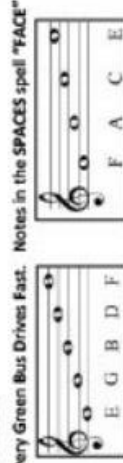
## B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written.

The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of **5 LINES** and **4 SPACES**.



Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



## C. Keyboard Chords

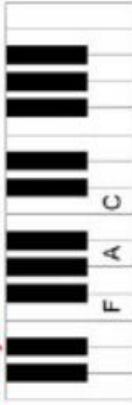
**C Major**



**G Major**



**F Major**



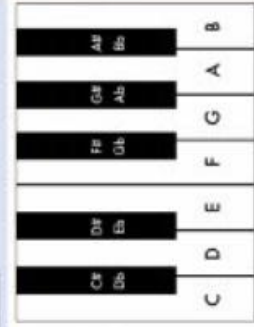
**A Minor**



Play one – Miss one – play one – miss one – play one

## F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



## 7.1 KS3 Core PE

Warm Ups, Cool Downs  
& The Voluntary Muscles

### WARM UPS

#### Key Vocab

**Flexibility**      **Temperature**  
**Preparation**    **Oxygenated**  
**Focus**

Key PE Command word.  
Evaluate: means to judge the value or worth of something. Understand how well something achieves its goal. It is a verb.



**Worked example: Explain the phases of a warm up. (4 marks)**  
The warm up needs to take place before any form of activity. It has three phases and must be done in the following order. **1) Pulse raiser**, to get the blood flowing around the body quicker and to increase the athletes breathing rate, energising them, **2) stretches**, this allows the muscles and joints to become more flexible reducing any injuries, **3) skill drills** which will help the athlete practice some of the key movements they will need to perform well and **4) psychological/mind on task preparation** which will help the athlete focus on the task in hand, resulting in a better performance.



## Principles of a Warm Up (1)

|   | Principle                  | Description   |
|---|----------------------------|---|
| 1 | Prepare the Body and Mind  | To <b>gradually prepare</b> the <b>body</b> and <b>mind</b> for physical activity.  |
| 2 | Increases Body Temperature | <b>Makes muscles, tendons and ligaments more elastic</b> increasing range of movement and <b>reducing the risk of injury</b> at a joint or in a muscle. |
| 3 | Increase Blood Flow        | By increasing the heart rate, blood flow increases resulting in an <b>increase in the oxygen being supplied to the working muscles.</b>                 |
| 4 | Injury Prevention          | To ensure that muscles, tendons and ligaments are <b>stretched and prepared for physical activity</b> to avoid injuries such as strains and sprains.    |

## Stages of a Warm Up (2)

|   | Stage                                       | Description   |
|---|---|---|
| 1 | <b>Pulse Raiser</b>                         | Gradually <b>increases the heart rate</b> (pulse) to <b>increase blood flow</b> around the body and <b>speed up Oxygen delivery</b> (needed to create energy) to the working muscles. This activity should last 3 to 5 minutes and can include activities such as jogging, cycling, slow swimming or rowing which will to <b>increase your breathing rate and body temperature.</b> |
| 2 | <b>Stretching &amp; Joint Mobilisation</b>  | <b>Stretching the main muscle groups</b> and <b>joints</b> increases their <b>flexibility</b> and <b>mobility</b> so that they are <b>less likely</b> to be <b>injured</b> (strained or 'pulled').  |
| 3 | <b>Sport Specific Drills (skill drills)</b> | <b>Practicing the skills</b> and <b>drills</b> needed in the session/competition <b>prepares</b> the performer for the <b>movements</b> that they will need.  |
| 4 | <b>Psychological Warm Up (mind on task)</b> | Allows the performer to <b>focus</b> on the performance and nothing is able to <b>distract</b> them from it. Helps to minimise <b>nerves</b> .  |

# Cool Downs 7.2 KS3 Core PE Knowledge Organiser: Warm Ups, Cool Downs & The Voluntary Muscles

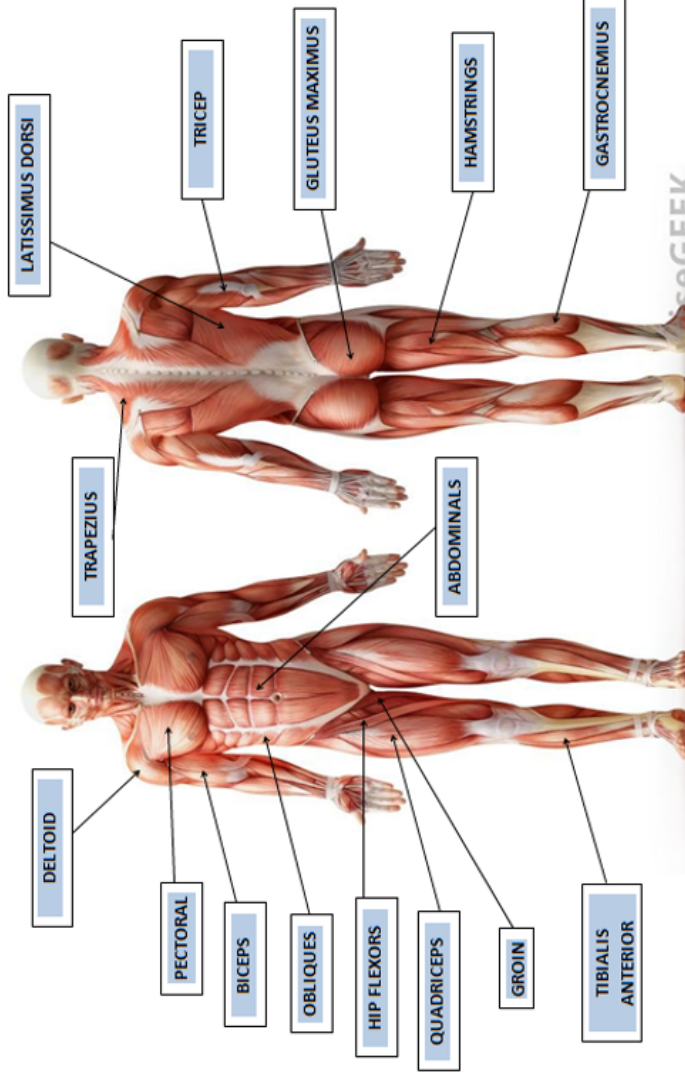
## Principles of a Cool Down (3)

|   | Principle                               | Description   |
|---|---|---|
| 1 | Remove Waste Products                   | Remove such waste products as <b>Lactic Acid</b> , which builds up in your muscles during activity, removing the acid will <b>limit soreness (DOMS)</b> after exercise and <b>blood pooling</b> . It <b>improves flexibility</b> too! |
| 2 | Reduce Body Temperature                 | Allows <b>muscles</b> to <b>cool down slowly</b> reducing the chance of tightness and muscle aches to set in after activity.  |
| 3 | Reduce Both Heart Rate & Breathing Rate | Allows the body to slowly return to its <b>resting state</b> .  |

## Stages of a Cool Down (4)

|   | Stage                    | Description  |
|---|--------------------------|--|
| 1 | Pulse Lowering           | <b>Reduce the heart rate and breathing rate</b> by performing light exercise for a minimum of 5 minutes or until the heart returns to its resting rate.                                  |
| 2 | Active Static Stretching | <b>Lengthening and relaxing the muscles</b> used during the activity – holding them for <b>10-30 seconds</b> .   |
| 3 | Developmental Stretching | <b>Improving flexibility and increasing the range of movement at the joint</b> by lengthening the muscles used during the main activity – holding the stretch for <b>30-60 seconds</b> . |

## Muscles Of The Body



**Key Misconceptions/mistakes**

- 1) Cool downs **DON'T** stop injuries – They prepare you for recovery. As the session is over it cannot stop an injury in that session!
- 2) 'Pulse raiser' – **Not just 'jog'** other things can be done for pulse raising, such as rowing machine, cycle slow swim.
- 3) 'Calf Muscle' – it is a **GASTROCNEMIUS** – this is the correct term, 'Calf Muscle' is 'baby speak'.
- 4) **No** abbreviations – Abs, Quads, Hammies are all incorrect.

**Your turn**  
On a sheet of paper design a warm up using all of the stages you have learned about.

**Year 7 Religious Studies Autumn Term.**  
**World Religions and Rule Systems**  
**Knowledge Organiser**



| Key Term        | Definition   |
|-----------------|--|
| Monotheistic    | A belief that there is only one God, as found in Christianity or Islam.  |
| Agnostic        | The belief that the existence of God is not known.   |
| Atheist         | A person who does not believe in the existence of God.   |
| Humanism        | A focus on human needs + values rather than religious beliefs or God(s).   |
| Commandment     | A divine rule, for example the Ten Commandments.   |
| Precept         | A general rule, helping to guide behaviour.  |
| Rights          | An entitlement, something a person should do or have.  |
| Responsibility  | Something a person has a duty to do.   |
| Apostle's Creed | A summary of Christian teachings / beliefs. It confirms the belief in God the Father, the Son and the Holy Spirit.   |
| The Shahadah    | Summary of Muslim beliefs: There is no God but Allah, and Muhammad (pbuh) is his prophet.  |
| Parable         | A story with a moral, used to teach a lesson.  |
| Agape           | Unconditional love, shown by God to humans – and talked of by Jesus.   |
| Key Quotes      |  |
|                 | <i>"God said to Moses, 'Come up to Me, to the mountain, and remain there. I will give you the stone tablets, the Torah and the commandment that I have written for [the people's] instruction.'"</i> (Exodus 24:12)                                      |
|                 | <i>"He who does not love does not know God, for God is love." (1 John 4 – 8)</i>   |
|                 | <i>"And you shall love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength. The second is this; 'Love your neighbour as yourself'. There is no commandment greater than these".</i> (Mark 12:30-31) |



**Key Knowledge – Rule Systems**

**The Ten Commandments in Judaism and Christianity** are a set of rules given to Moses by God to help people know how to live. The first four are about people's relationship with God, the next six are about people's relationship with other people. One of the commandments is 'Thou shall not murder', another is 'Keep the Sabbath day holy'.

**The Two Greatest Commandments** are two rules stressed by Jesus. Jesus said these are the Greatest Commandments as they sum up the others. The Greatest Commandments show Christians that they must **love God and their neighbour** (=everyone).

**The Five Pillars of Islam** are key duties in Islam, seen as the foundation of Muslim life. The Shahadah is a statement of belief, Salah is prayer 5x a day, Sawm is fasting during Ramadan, Hajj is pilgrimage to Makkah and Zakah is giving alms.

**The Eightfold Path of Buddhism**, or the Middle Way, provides guidance for Buddhists to follow and a path to Enlightenment. It covers wisdom (e.g. Right Viewpoint), moral behaviour (e.g. Right Action) and meditation (e.g. Right Concentration). The **Five Precepts** give further guidance and helps them to get rid of suffering. One precept is 'abstain from harming a sentient being, another is 'abstain from false speech'.

The **Universal Declaration of Human Rights** (created 1948) is a list of 30 rights that all people should have. It is universal, so is for everyone regardless of religious belief – many Humanists support it, as do those who follow religions.



**Key Story:** Jesus told **the parable of the Good Samaritan** to explain the second of the Greatest Commandments: **"Love your neighbour as yourself"**. The Good Samaritan shows Christians that they must always try to **help others**, even if they are from a different country/race. It shows the idea of agape.

**Key questions:** How do you make decisions about right and wrong? What role does religion play in making decisions about right and wrong? Write about this, giving examples...

## Buddhism

**Origins / Sources of Authority:** Buddhism began in India over 2500 years ago when a **Prince, Siddhartha Gautama**, wanted to discover the truth. After searching and meditating he achieved enlightenment, becoming a **Buddha** (enlightened one) before travelling around India, sharing his wisdom. There are many Buddhist Scriptures, e.g. the **Tripitaka** which contains the Dhammapada, the Buddha's teachings. The **Dharmachakra**, a wheel representing the Eightfold path followed by many Buddhists, is often used as a symbol.

**Beliefs + practices:** Buddha never claimed to be God, and many Buddhists do not see him as divine. Buddhist practice is about personal reflection and improvement, **meditation** rather than prayer. Following the Buddha's teachings like the 4 Noble Truths should help them escape from the constant cycle of rebirth (samsara). **Enlightenment** is the goal.



## Islam

**Origins / Sources of Authority:** Islam started around 1400 years ago in the Middle East, today it is the second biggest religion in the world. Muslims believe **God (Allah)** revealed himself to earlier prophets, like Moses and Jesus, but these messages changed over time, and so **God sent a final prophet – Muhammed (pbuh)** with revelations recorded in the **Qur'an**. The symbol is the **crecent moon and star**.

**Beliefs + practices:** Islam is a monotheistic religion. The word 'Muslim' means 'one who submits to God', Muslims say that they should live their whole lives for God. Muslims say their religion is supported by the **5 pillars**, the first, the **Shahadah** is a statement of beliefs. Muslims worship in a **Mosque**, led by an **Imam**, but will also perform prayers at home or at work. Muslims hope to go to **heaven** after death.

These are the 6 main religions, but each one contains different branches and groups. There are also many other religious traditions/belief systems. **Baha'i** stress unity of God and of humanity – equality is a key belief and they do not see science and religion as contradictory. **Humanism** focuses on human need and values rather than religion. **Jains** have no God(s) or spiritual beings to help them, it is a religion of 'self help' which stresses non-violence/respect for life. **Zoroastrians** believe there is one universal supreme creator deity called Ahura Mazda, the Wise Lord.



## Christianity

**Origins / Sources of Authority:** Christianity was founded 2000 years ago in present-day Israel. The first Christians said a recently crucified Jewish man, **Jesus**, was the Messiah (promised saviour of people) and **God incarnate**. After his death he had been resurrected.

These beliefs spread and created a new religion: Christianity, the biggest religion in the world today. The **Bible** is the Christian holy book, and their symbol is the **Cross**.

**Beliefs + practices:** Christians often worship in a **Church**, with worship led by a **Priest or Vicar**. Private prayer is also important, however. Christianity is monotheistic, believing in only one God, but they talk about the **Trinity** of God the Father (God in heaven), God the Son (Jesus) and God the Holy Spirit (God in the world). They hope to go to **heaven** with God / Jesus after death.



## Judaism

**Origins / Sources of Authority:** The key Jewish Scripture, the **Torah**, tells how Judaism began about 4000 years ago when **G-d made a covenant (agreement) with a man called Abraham**. G-d told Abraham he had chosen him and his descendants to be a great nation. Jews have often been persecuted in Europe, and suffered extreme persecution under Hitler and the Nazis, the state of Israel is seen as a Jewish homeland. Their symbol is the **Star of David**.

**Beliefs + practices:** Judaism is monotheistic. They see G-d as eternal, the creator of everything. Many Jews believe that the name of G-d is so holy that it should not be spoken or written, so they use 'G-d' instead. They worship in a **Synagogue**, services are led by a Rabbi. The Torah contains Mitzvot / rules for life.

## Hinduism

**Origins / Sources of Authority:** Hinduism can be traced to India around 3000 years ago, but **there was no single founder**. There is no one book telling Hindus what to believe or how to live, but the four Vedas are often seen as sacred. While Hinduism has special connections to India, Hindus today can be found worldwide. The Hindu symbol is the **Aum**.

**Beliefs + practices:** Hindus have many different beliefs, they do not worship the same gods and goddesses. They may talk about one overall God (**Brahman**) worshipped through **deities** like Ganesha. Some describe Hinduism as a collection of many ideas rather than one religion. **Reincarnation** and **karma** are key beliefs, with **Moksha** as a goal. Many Hindus worship at home **shrines**, although Hindu temples (**Mandirs**) are also used. Hindus may worship individually, but some services are led by trained priests.



## Sikhism

**Origins / Sources of Authority:** Sikhism began in India 500+ years ago, **originating with a man called Nanak** who came from a Hindu family. He had an encounter with God, and became known as Guru / teacher. **The Guru Granth Sahib is now the living Sikh Guru**. The Sikh symbol is the **Khanda**.

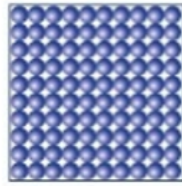
**Key Beliefs:** Nanak's message was that there are many religions, but **only one God**. Sikhs are monotheists who believe that **God loves all equally**, no matter how they worship. The term '**Sikhi**' is often used as it suggests continual learning and involvement with Sikh ideals like **Sewa** (service). Sikhs worship in a **Gurdwara**, with services led by a Granthi who will read the **Guru Granth Sahib, the Sikh holy book**. Many Sikhs wear the **5 Ks** and join the **Khalsa**. **Rebirth** and **karma** are also Sikh beliefs.

**Particles** – Tiny objects that make up matter.  
Often drawn as small circles.

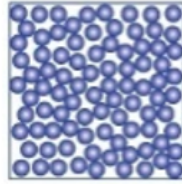


## Year 7 Topic 1 Chemistry Knowledge Organiser

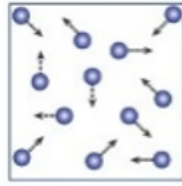
**States of Matter** – There are three states of matter. The particles are arranged differently in each:



Solid



Liquid

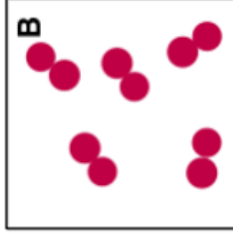


Gas

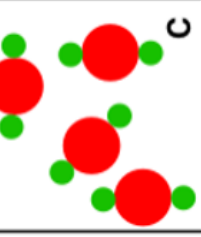
**Solids** have a fixed shape, have a high density and cannot be compressed.  
**Liquids** flow and can be poured, take the shape of the bottom of the container. Liquids cannot be compressed.

**Gases** can flow, have very low density and can be compressed. They take the shape of the whole container.

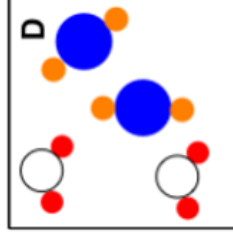
**Element** – One type of atom.  
(All the dots are the same).



**Compound** – Two or more different atoms chemically combined.



**Mixture** – Different substances together but not chemically joined. (Different kinds of molecules, not joined together).



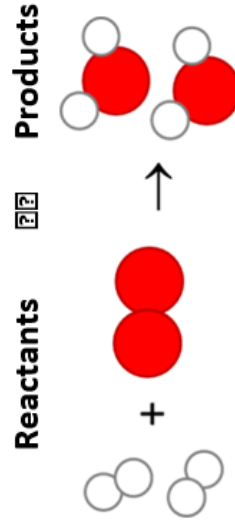
### **Chemical Reactions**

Chemical reactions make a new substance as a product.

They can be represented by a word equation in the format:

#### **Reactants → Products**

Many different things can be observed during a chemical reaction such as fizzing/ bubbling (gas given off); temperature change; colour change; precipitate formed.



### **Tier 2 Vocabulary**

Mixture  
Equipment  
Measurement  
Observation  
Technique  
Properties  
Evaporation  
Condensation  
Melting  
Freezing

### **Tier 3 Vocabulary**

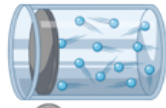
Particle  
State of Matter  
Reaction  
Element  
Compound  
Filtration  
Crystallisation  
Pressure  
Pascal  
Molecule  
Protons  
Neutrons  
Electrons  
Atoms

## Changes of state



Task: Can you describe water moving between all three states?

## Pressure

Gas pressure is the force exerted by gas particles per unit area of a surface. 

### Effect of temperature on pressure in gases

When a gas is **heated** the **particles move faster**.

In a container the gas is **trapped** so the particles hit the wall of the container. As they move faster and faster they **hit the walls more often**. The **pressure** on the walls of the container therefore **increases**.

## Water Pressure

When we go below the surface of the water, it exerts a pressure on our bodies. The deeper we go, the **greater the pressure**. 

$$\text{Pressure (pascal, Pa)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}}$$

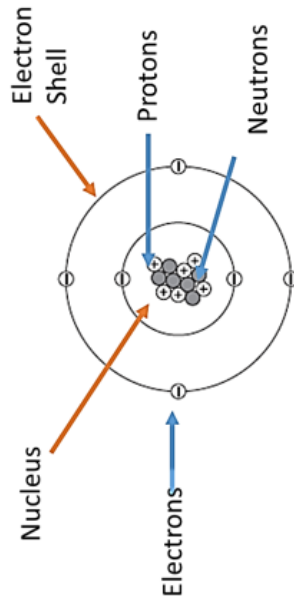
## Year 7 Topic 1 Chemistry Knowledge Organiser

### Brownian Motion

Particles in gases and liquids move about **randomly**. This is called

**Brownian motion**. Particles are too small to see but we can use a **microscope** and smoke to watch them.

**Atoms** – The smallest part of an element.

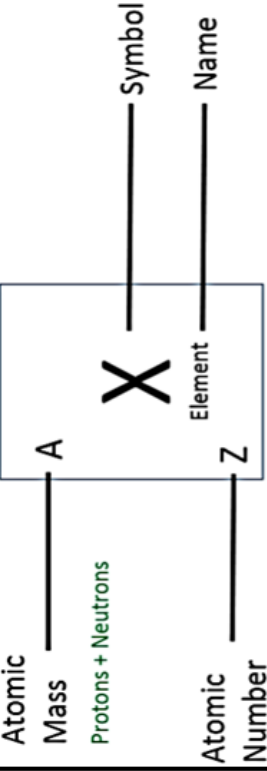


Atomic Mass

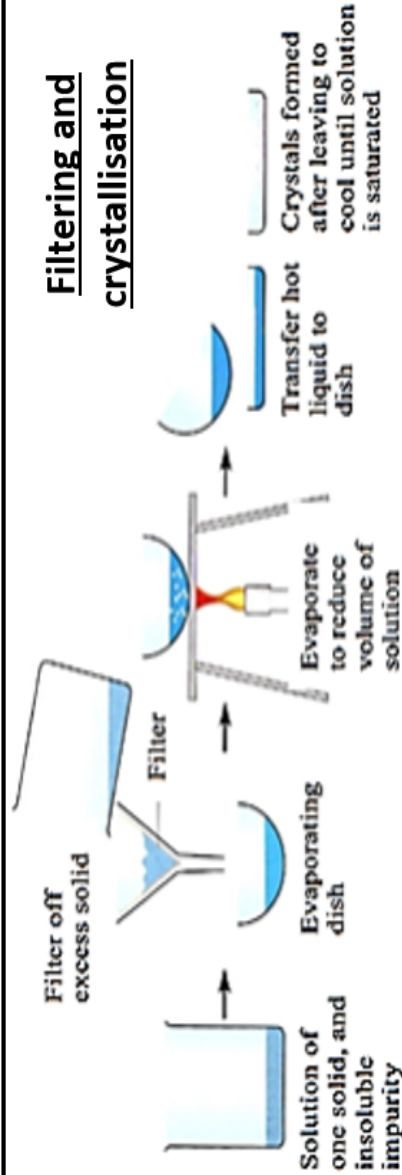
Protons + Neutrons

Atomic Number

Protons (Which are the same as electrons)



### Filtering and crystallisation

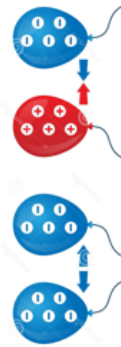
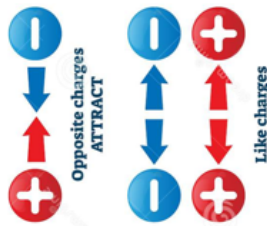


### Static charge

Insulators (not conductors) can become charged when rubbed. They become either positively or negatively charged.

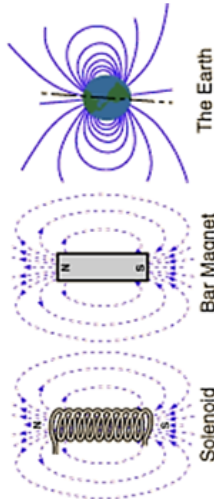
Two objects that have the same charge repel each other. Two objects that are oppositely charged attract each other.

**Task: Can you think of examples when you have experienced static charge?**

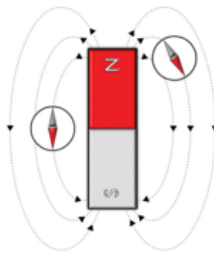


### A magnet produces a

magnetic field which is a region where magnetic materials (like iron, steel, nickel and cobalt) feel a force.



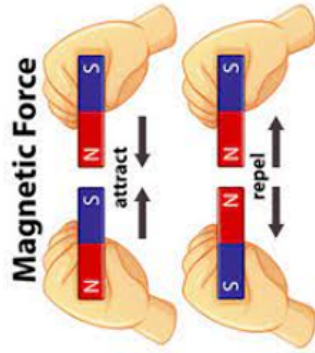
A plotting compass can help us map the magnetic field.



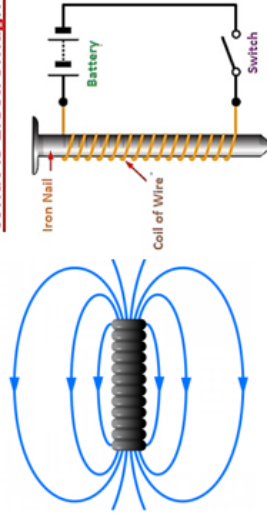
### Bar magnets

Bar magnets have a north (N) and south (S) magnetic pole.

Opposite poles of magnets attract (N v S), but like poles repel (N v N or S v S).



### What is Electromagnet



A solenoid is a loop of wire with a current passing through it which creates a magnetic field.

More loops of wire or a larger current make a stronger magnetic field. Electromagnets (solenoids with soft iron cores and electricity going through the wire) also produce magnetic fields.

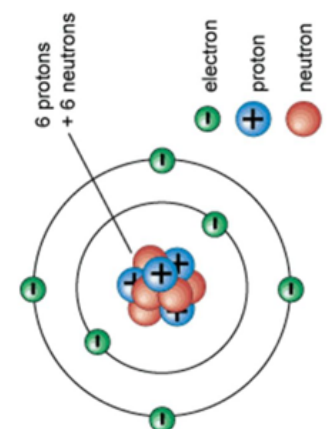
### Tier 2 Vocabulary

Attract  
Battery  
Charged  
Circuit  
Compass  
Current  
Fuse  
LED  
Magnetic  
Negative  
Neutral  
Parallel  
Pole  
Positive  
Repel  
Series

### Tier 3 Vocabulary

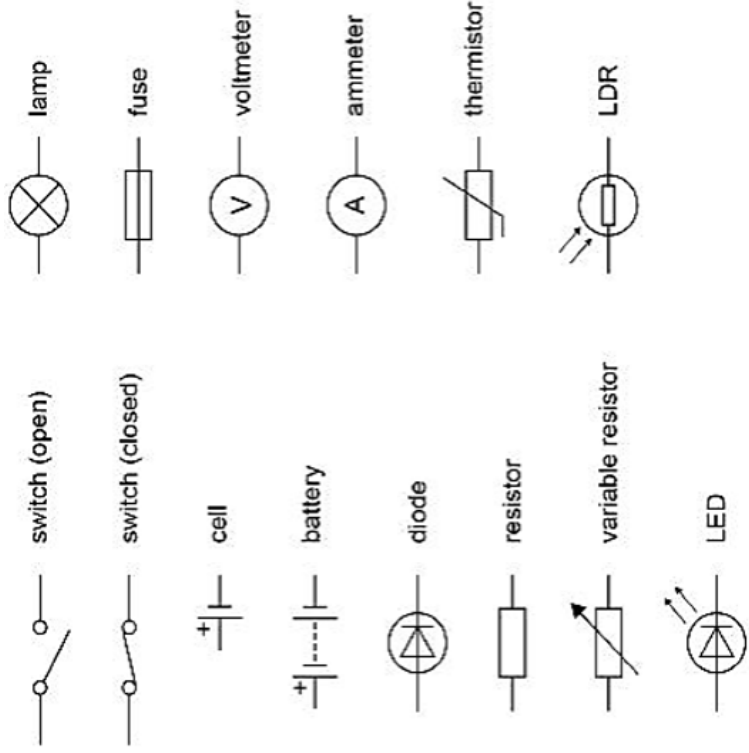
Ammeter  
Cell  
Conductor  
Diode  
Electromagnet  
Electron  
Field  
Insulator  
LDR  
Neutron  
Potential Difference  
Proton  
Resistor  
Solenoid  
Thermistor  
Voltmeter

| Particle | Charge       |
|----------|--------------|
| Proton   | Positive (+) |
| Electron | Negative (-) |
| Neutron  | Neutral      |
| Nucleus  | Positive (+) |



## Year 7 Knowledge Organiser Physics – Electricity





**Measuring current and voltage**

An **ammeter** measures the **current** in a loop and is placed **in series**.  
 A **voltmeter** measures the **potential difference** across a component and is placed **in parallel** with the component.

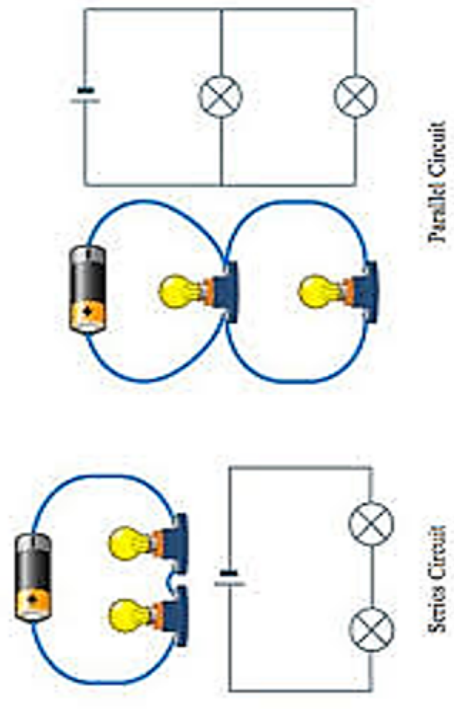
**Type of circuit**

**Property**

**The same /shared**

|          |            |          |
|----------|------------|----------|
| Series   | Current    | The same |
| Series   | Pot. Diff. | Shared   |
| Parallel | Current    | Shared   |
| Parallel | Pot. Diff. | The same |

**Circuit diagrams** help us to simply display complex circuits.



A **series circuit** has one loop.

- As you add more bulbs into the same loop they will become dimmer.

A **parallel circuit** has more than one loop.

- Two bulbs in different loops will stay the same brightness.

**Resistance and Ohm's Law**

The resistance (symbol R, measured in ohms,  $\Omega$ ) of a component is the degree to which it opposes the flow of current.

The current passing through a circuit is directly proportional to the potential difference pushing the current around the circuit.

$$I = V/R$$

**Potential Difference (P.D.) or voltage**

(symbol V, measured in volts, V) is provided by a cell or battery.

It measures the size of the push given to charges around the circuit (or across a component).

**Current**

Current (symbol I, measured in amperes, A) is the rate of flow of charge (symbol Q, measured in coulombs, C).

$$I = Q/T$$

For current to flow the circuit must be complete (no gaps).

# Spanish

## Y7 Autumn

## Term Knowledge Organiser

## Unit 1: ¡Bienvenidos! – Welcome!

| Key spellings   |             |
|---|-------------|
| Learn these spellings, they will be really useful for this unit and you will be tested on them. |             |
| 1. Hola   | Hello       |
| 2. Me llamo   | I am called |
| 3. cumpleaños   | Birthday    |
| 4. Vivo en  | I live in   |
| 5. Soy  | I am        |

### Key vocabulary and questions

| Presentaciones        | Introductions        |
|-----------------------|----------------------|
| ¡Hola!                | Hello!               |
| Buenos días           | Good morning         |
| Buenas tardes         | Good afternoon       |
| Señor/Señora/Señorita | Sir/Mrs/Miss         |
| ¿Qué tal?             | How are you?         |
| ¿Cómo estás?          | How are you?         |
| ¡Fenomenal!           | Great!               |
| (Muy) bien, gracias.  | (Very) well, thanks  |
| Regular               | Okay                 |
| Fatal                 | Awful                |
| ¿Cómo te llamas?      | What's your name?    |
| Me llamo...           | My name is...        |
| ¿Cómo se escribe?     | How do you spell it? |
| Se escribe...         | You spell it...      |
| ¿Dónde vives?         | Where do you live?   |
| ¡Hasta luego!         | See you later!       |
| ¡Adiós!               | Goodbye!             |

### Look at the question marks (?) and exclamation marks (!) – what do you notice about Spanish punctuation?

| ¿Cuántos años tienes?   | How old are you? |
|---|------------------|
| Tengo...años  | I am...years old |
| In Spanish, we use the verb TENER (to have) to talk about our age, instead of the verb to be: |                  |
| Tengo once años = I am 11 years old<br>(literally, I have 11 years)                           |                  |

| Los números   | Numbers |
|---------------|---------|
| uno           | 1       |
| dos           | 2       |
| tres          | 3       |
| cuatro        | 4       |
| cinco         | 5       |
| seis          | 6       |
| siete         | 7       |
| ocho          | 8       |
| nueve         | 9       |
| diez          | 10      |
| once          | 11      |
| doce          | 12      |
| trece         | 13      |
| catorce       | 14      |
| quince        | 15      |
| dieciséis     | 16      |
| diecisiete    | 17      |
| dieciocho     | 18      |
| diecinueve    | 19      |
| veinte        | 20      |
| veintiuno     | 21      |
| veintidós     | 22      |
| veintitrés    | 23      |
| veinticuatro  | 24      |
| veinticinco   | 25      |
| veintiséis    | 26      |
| veintisiete   | 27      |
| veintiocho    | 28      |
| veintinueve   | 29      |
| treinta       | 30      |
| treinta y uno | 31      |
| cuarenta      | 40      |
| cincuenta     | 50      |
| sesenta       | 60      |
| setenta       | 70      |
| ochenta       | 80      |
| noventa       | 90      |
| cien          | 100     |

| Los meses  | Months    |
|------------|-----------|
| enero      | January   |
| febrero    | February  |
| marzo      | March     |
| abril      | April     |
| mayo       | May       |
| junio      | June      |
| julio      | July      |
| agosto     | August    |
| septiembre | September |
| octubre    | October   |
| noviembre  | November  |
| diciembre  | December  |

**There are no capital letters for months in Spanish.**

| ¿Qué tipo de persona eres? | What kind of person are you? |
|----------------------------|------------------------------|
| Soy...                     | I am...                      |
| No soy...                  | I am not...                  |
| divertido/a                | fun/funny                    |
| generoso/a                 | generous                     |
| listo/a                    | clever                       |
| serio/a                    | serious                      |
| simpático/a                | kind/nice                    |
| sincero/a                  | sincere                      |
| timido/a                   | shy                          |
| tonto/a                    | silly                        |
| honesto/a                  | honest                       |
| tranquilo/a                | quiet/calm                   |
| creativo/a                 | creative                     |
| antipático/a               | mean                         |
| perezoso/a                 | lazy                         |
| aburrido/a                 | boring                       |

| Make sure your adjective ending is correct. -o for boys and -a for girls |   |
|--|---|
| Qualifiers   | Connectives                             |
| muy = very<br>bastante = quite<br>un poco = a bit                        | y = and<br>también = also<br>pero = but |

| ¿Cuál es la fecha de hoy? | What's the date today?     |
|---------------------------|----------------------------|
| Es el dos de abril        | It's 2 <sup>nd</sup> April |
| Es el cinco de junio      | It's 5 <sup>th</sup> June  |

**For the 1<sup>st</sup> of the month, you can either say el uno or el primero.**  
El primero de mayo/El uno de mayo

| ¿Cuándo es tu cumpleaños?  | When is your birthday?     |
|--|----------------------------|
| Mi cumpleaños es el...de...  | My birthday is the...of... |
| <b>Example:</b><br>Mi cumpleaños es el seis de agosto<br>My birthday is 6 <sup>th</sup> August |                            |

| Palabras útiles     | Useful words     |
|---------------------|------------------|
| un boli (bolígrafo) | a pen            |
| un lápiz            | a pencil         |
| una regla           | a ruler          |
| una agenda          | a planner        |
| un libro            | a textbook       |
| un diccionario      | a dictionary     |
| una calculadora     | a calculator     |
| un cuaderno         | an exercise book |

All nouns in Spanish are either masculine or feminine. 'un' is used with masc nouns and 'una' is used with fem nouns.

|                |             |
|----------------|-------------|
| ¡Entrad!       | Enter!      |
| ¡Escuchad!     | Listen!     |
| ¡Escribid!     | Write!      |
| ¡Hablad!       | Talk!       |
| ¡Repetid!      | Repeat!     |
| ¡Copiad!       | Copy!       |
| ¡Leed!/¡Mirad! | Read!/Look! |
| ¡Sentaos!      | Sit down!   |
| ¡Levantaos!    | Stand up!   |
| ¡Silencio!     | Silence!    |

### Key spellings

Learn these spellings, they will be really useful for this unit and you will be tested on them.

1. Se llama He/She/It is called
2. Tiene He/She/It has
3. Tengo I have
4. un hermano a brother
5. es He/She/It is

### Key vocabulary and questions

|  |   |
|--|---|
| ¿Cuántas personas hay en tu familia?   | How many people are in your family?       |
| Hay <u>cuatro</u> personas en mi familia                                       | There are <u>four</u> people in my family |
| mi madre   | my mum                                    |
| mi padre   | my dad                                    |
| mi madrastra   | my stepmum                                |
| mi padrastro   | my stepdad                                |
| mis padres   | my parents                                |
| mi abuelo  | my grandfather                            |
| mi abuela  | my grandmother                            |
| mi tío   | my uncle                                  |
| mi tía   | my aunt                                   |
| mis primos   | my cousins                                |
| mis hermanos   | my siblings                               |
| <b>Can you spot the easy rule for learning male and female family members?</b> |   |

|   |                                  |
|---|----------------------------------|
| ¿Tienes hermanos?   | Do you have siblings?            |
| Sí, tengo...  | Yes, I have...                   |
| un hermano  | a brother                        |
| una hermana   | a sister                         |
| un hermanoastro   | a stepbrother/half-brother       |
| una hermanastra   | a stepsister/half-sister         |
| dos hermanos  | 2 brothers                       |
| <b>No tengo hermanos</b>                                      | <b>I don't have any siblings</b> |
| <b>Soy hijo único</b>   | <b>I'm an only child (boy)</b>   |
| <b>Soy hija única</b>   | <b>I'm an only child (girl)</b>  |
| <b>Use the next box to say your siblings' names and ages.</b> |                                  |

|                          |                                    |
|--------------------------|------------------------------------|
| ¿Cómo se llama...?       | ¿What are they called?             |
| Mi abuelo se llama...    | My granddad is called....          |
| Mis padres se llaman.... | My parents <b>are</b> called....   |
| Mi tía tiene...años      | My aunt is...years old             |
| Mis primos tienen...años | My cousins <b>are</b> ...years old |

| ¿Tienes mascotas?        | Do you have pets?            | Los colores | Colours |
|--------------------------|------------------------------|-------------|---------|
| <b>Sí, tengo...</b>      | <b>Yes, I have...</b>        | blanco/a    | white   |
| una cobaya               | a guinea pig                 | amarillo/a  | yellow  |
| una serpiente            | a snake                      | negro/a     | black   |
| una tortuga              | a tortoise                   | rojo/a      | red     |
| un perro                 | a dog                        | verde       | green   |
| un gato                  | a cat                        | gris        | grey    |
| un caballo               | a horse                      | marrón      | brown   |
| un pájaro                | a bird                       | azul        | blue    |
| un ratón                 | a mouse                      | rosa        | pink    |
| un pez                   | a fish                       | naranja     | orange  |
| <b>No tengo mascotas</b> | <b>I don't have any pets</b> | violeta     | purple  |

### Key grammar – Adjectival agreement

Adjectives in Spanish have masculine, feminine, singular and plural forms. You must make sure that your adjective ending **agrees** with the noun it is describing. Use the table below to help you get the right ending:

| Singular |          | Plural    |           |
|----------|----------|-----------|-----------|
| Masc     | Fem      | Masc      | Fem       |
| amarillo | amarilla | amarillos | amarillas |
| blanco   | blanca   | blancos   | blancas   |
| verde    | verde    | verdes    | verdes    |
| azul     | azul     | azules    | azules    |
| rosa     | rosa     | rosas     | rosas     |

| The verb TENER (To have) |               | The verb SER (To be) |              |
|--------------------------|---------------|----------------------|--------------|
| tengo                    | I have        | soy                  | I am         |
| tienes                   | you have      | eres                 | you are      |
| tiene                    | he/she/it has | es                   | he/she/it is |
| tenemos                  | we have       | somos                | we are       |
| tenéis                   | you (pl) have | sois                 | you (pl) are |
| tienen                   | they have     | son                  | they are     |

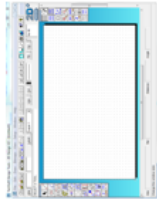
|   |                         |
|---|-------------------------|
| ¿Cómo eres?                                 | What are you like?      |
| Soy/No soy...                               | I am/I'm not...         |
| Es/No es...                                 | (S)he is/(S)he isn't... |
| alto/a                                      | tall                    |
| bajo/a                                      | short                   |
| delgado/a                                   | slim                    |
| feo/a                                       | ugly                    |
| guapo/a                                     | good-looking            |
| gordo/a                                     | fat                     |
| joven                                       | young                   |
| viejo/a                                     | old                     |
| ni alto/a ni bajo/a                         | neither tall nor short  |
| Make sure your adjective ending is correct. |                         |

|                    |                         |
|--------------------|-------------------------|
| ¿Cómo es tu pelo?  | What's your hair like?  |
| Tengo el pelo...   | I have...hair           |
| Tiene el pelo...   | (S)he has...hair        |
| castaño            | brown                   |
| negro              | black                   |
| rubio              | blonde                  |
| blanco/gris        | white/grey              |
| largo              | long                    |
| corto              | short                   |
| ni largo ni corto  | medium-length           |
| liso               | straight                |
| rizado             | curly                   |
| ondulado           | wavy                    |
| Soy/Es calvo/a     | I am/(S)he is bald      |
| Soy/Es pelirrojo/a | I am/(S)he is a redhead |

|                             |                            |
|-----------------------------|----------------------------|
| ¿De qué color son tus ojos? | What colour are your eyes? |
| Tengo los ojos...           | I have...eyes              |
| Tiene los ojos...           | (S)he has...eyes           |
| azules                      | blue                       |
| verdes                      | green                      |
| marrones                    | brown                      |
| grises                      | grey                       |
| avellana                    | hazel                      |
| Llevo gafas                 | I wear glasses             |

## Computer Aided Design

| Advantages                           | Disadvantages                  |
|--------------------------------------|--------------------------------|
| Highly accurate                      | Expensive set up               |
| Can communicate with CAM             | Requires Training              |
| Files can be saved/shared via email  | Files can corrupted/be deleted |
| Can use features like copy and paste | Requires access to a computer  |



## Computer Aided Manufacture

| Advantages                       | Disadvantages                |
|----------------------------------|------------------------------|
| Accurate to low tolerances       | Expensive to set up          |
| Quick – rapid prototyping        | Requires Specialist Training |
| Multiples can be produced easily | Job loss to automation       |

### Drawing Aides and Tools:

Grid Lock, Attach, Zoom, Undo, Remember: 2D Design can only undo ONCE!

Line, Arc, Path, Boundary Fill, Dimension, Contour, Spacing, Make 3D, Clip, Delete

Select, Circle, Shape, Double Path, Text, Zoom

Grid, Step Lock, Radial Lock, Zoom, Group / Ungroup, Save

If you hold the mouse button down over a tool you will be offered a variety of options.

**DEL ANY** will delete a whole object, the **DEL part** tool will delete a line to where it intersects another line.



**Garage Keys**

- Black = Laser engrave
- Laser moves quickly at a low power
- Red = Laser cut
- Laser moves slowly at high power

Other colours can be set up and used as required

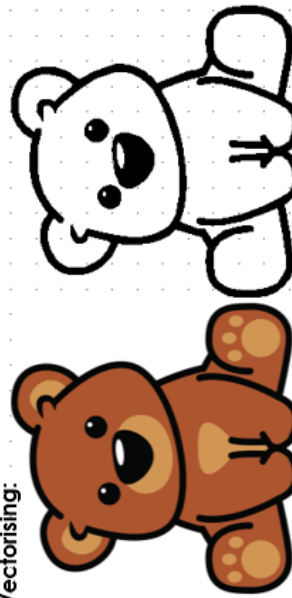


### Materials suitable for laser cutting:

- Acrylic – Thermofforming Plastic
- MDF – Manufactured Board
- Plywood – Manufactured Board
- Card/Paper – Paper/Board
- Felt – Fabric



### Vectorising:



**Bitmap Image**  
Full Colour

**Vector**  
Monochrome = Black and White

### Manipulating an Image:

Mirror X Axis, Mirror Y Axis, Rotate, Copy

**Resize:** Hold shift to keep the Aspect Ratio the same. The length and height change equally.

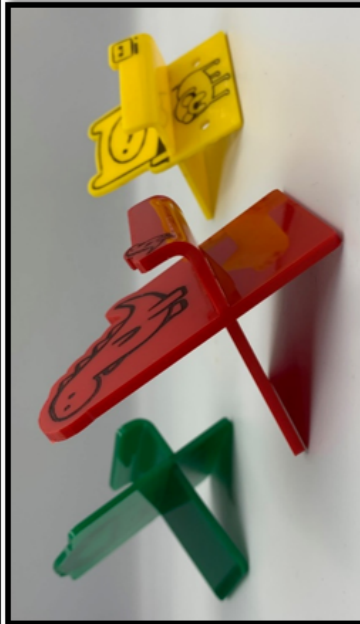
### How to ensure a closed boundary:

Overlap lines and 'Delete Part'

Use the 'Attach' Tool

'Edit' the lines and join the nodes

# KS3 Knowledge Organiser – Year 7 Plastics, Health & Safety, Simple Electronics



Acrylic is the main **thermoplastic** used within schools.

### Advantages:

Available in many colours and styles  
Recyclable

### Disadvantages:

Brittle  
Scratches easily  
Oil based (bad for the environment)

### Types of Plastic

#### Thermosetting

Epoxy resin, polyester resin, urea formaldehyde

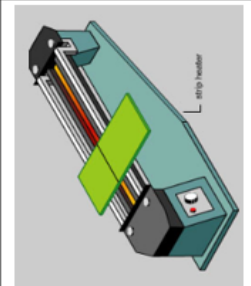
Can only be heated and shaped once  
Not recyclable

#### Thermoplastic (Thermo-forming Plastic)

Acrylic, PVC, polythene, nylon, polypropylene

Can be heated and shaped repeatedly  
Can be recycled

### Thermo-Forming: Bending Plastic



Strip Heater

- Process is called Line Bending.
- A heating element softens a thermoforming plastic (acrylic) along a line.
- This can then be bent to shape and held in place until cooled.

### Health & Safety



Wear A Mask



Wear Protective Clothing



Wear Ear Protectors



Wear Protective Gloves

### Health & Safety Language and Terms

**Health and Safety**  
Anything to do with a persons wellbeing in any given situation. From sitting at a computer for long periods to operating machinery.

**Risk Assessment**  
A document that considers all risk to a person/s carrying out a task, and all control measure put in place to minimize or remove risk to health, this could be training, following certain rules or using PPE.

**PPE**  
Personal Protective Equipment  
Goggles, aprons, dusk masks, gloves.

**Extraction**  
Can be dust extraction when using machinery or fume extraction when gluing or painting.



Health and safety rules MUST be followed at all times.



Long hair must be tied back and ties tucked in to prevent entrapment in machinery.



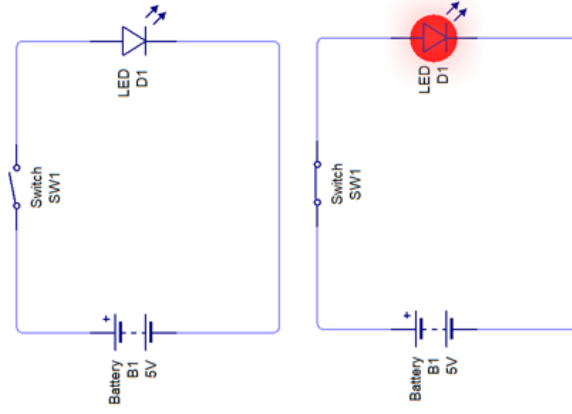
### Electronics – LED's



- ▶ A light emitting diode (LED) lights up when electrons are flowing through it
- ▶ LEDs have a positive leg and a negative leg
- ▶ The anode (positive) has a longer leg
- ▶ The cathode (negative) has a shorter leg
- ▶ If the legs have been cut to the same length you can tell the negative leg as it has a flat edge to the plastic casing




### Electronics – Circuit

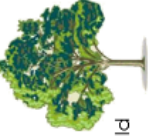


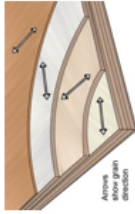


A simple circuit has been created to run a colour change LED. It consists of:

|         |  |
|---------|--|
| Battery |  |
| Switch  |  |
| LED     |  |

# KSS3 Knowledge Organiser – Year 7 Timbers and Boards

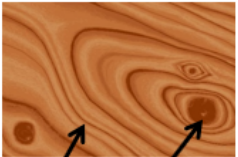
|  |  |
|--|--|
| <p><b>Wood</b><br/>(Often used as a general term)</p>         | <p><b>Natural Wood</b> (Cut from a Tree)</p> |
| <p><b>Man Made Boards</b><br/>(Manufactured from natural wood sheets, pieces or fibres to create a board such as MDF, Plywood and Chipboard)</p> |  |

| Types of Wood   |  |
|---|--|
| <p><b>Natural wood</b> can be divided into two groups, Hardwood and Softwood. The properties shown below are generally true for each group</p>  |  |
| <p><b>Hardwood</b></p> <ul style="list-style-type: none"> <li>From trees with broad leaves</li> <li>Slow growing</li> <li>More Expensive</li> <li>Close grain</li> <li>Considered more attractive</li> <li>More moisture resistant (less likely to rot)</li> <li>Denser</li> <li>Heavier</li> <li>Harder to cut</li> <li>An example would be Oak</li> </ul>  | <p><b>Softwood</b></p> <ul style="list-style-type: none"> <li>From trees with needles</li> <li>Fast growing</li> <li>Cheaper</li> <li>Wide grain</li> <li>Less attractive</li> <li>Less moisture resistant (more likely to rot)</li> <li>Less dense</li> <li>Lighter</li> <li>Easier to cut</li> <li>An example would be Pine</li> </ul>  |
| <p><b>Manufactured Board</b> or <b>Man Made Boards</b></p> <p><b>MDF</b> – Medium Density Fibreboard<br/>Wood fibres glued together and rolled flat to form a sheet.</p>    | <p><b>Plywood</b> – Manufactured Board<br/>Thin layers of wood glued together with grain at 90° angles.</p>    |


**Age of a Tree**  
The rings on a tree stump indicate annual growth so you can age a tree by counting the number of rings.  
Wide rings show wetter weather when the tree grew more and narrower rings show dryer years when the tree did not grow as much.










**Aesthetics of Timber**  
Lines in wood are called the grain  
These marks are called knots and show where a branch grew






MDF can be cut on the laser cutter.  
This is how your letter templates were created.  
Plywood can be cut too.





| HAND TOOLS USED  |
|--|
|  <p>Bench Hook</p>    |
|  <p>Coping Saw</p>    |
|  <p>Tennon Saw</p>    |
|  <p>G Clamp</p>       |
|  <p>Woodwork Vice</p> |
|  <p>Hand Clamp</p>    |
|  <p>Glass Paper</p>   |

| MACHINERY USED  |
|---|
|  <p>Scroll Saw</p>   |
|  <p>Disc Sander</p>  |
|  <p>Pillar Drill</p> |

**Health and Safety:** MDF dust is harmful so must not be machined without extraction and/or a mask to prevent you from breathing in the dust.

# Health and Safety Rules in the D&T Workshop!

1. Why is it important to **never enter** the D&T workshop/classroom without the supervision of an adult?
2. Why **must long hair** be tied up in a D&T practical?
3. Why are H&S rules **important** in the D&T workshop?

Fully covered footwear must be worn in a D&T workshop to protect your feet!

No running in the workshop!  
No bags or stools out – trip hazard!

Only 1 person allowed to operate any machinery/tools!

No jewellery to be worn in D&T workshops!

Always wear eye protection when using machinery!

Know where all the emergency stops buttons are for all machinery!

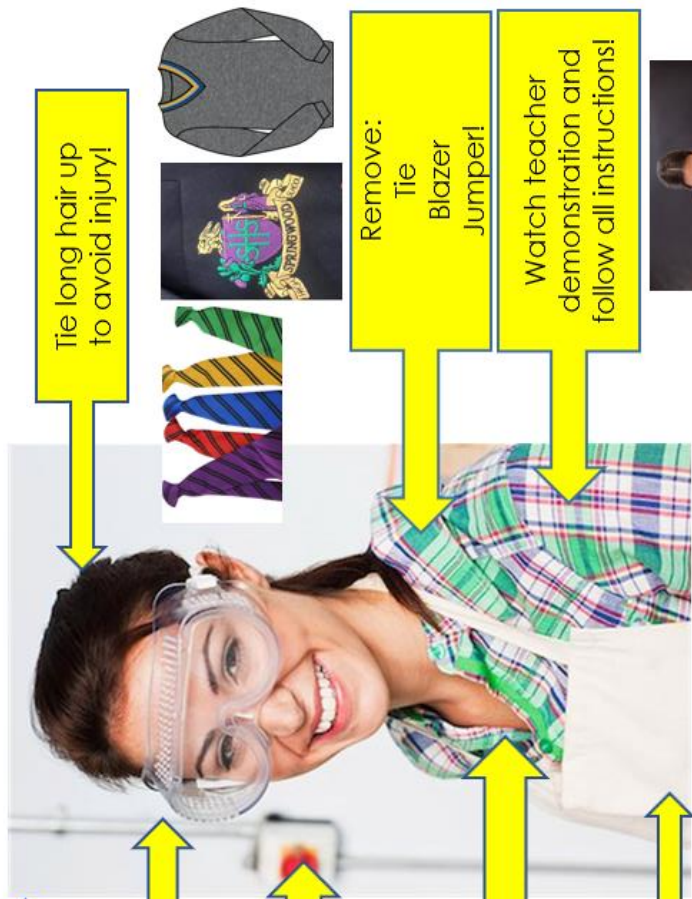


Don't touch any equipment/machinery that you have not been trained to use!



Wear an apron to protect clothing.

No food or drink!



Tie long hair up to avoid injury!



Remove: Tie Blazer Jumper!

Watch teacher demonstration and follow all instructions!



Mandatory signs – Obey/Must do!



Safe condition signs.

Warning signs: chemicals, take precaution or care!



Hazardous signs – alerts/warns you to stop! Restricted area!

1. Explain the difference between **softwood** and **hardwoods**.

2. What is an **advantage** and **disadvantage** of having **knots** in planks of wood?

3. What are the **characteristics/properties** of **pine**?

4. Give **two** advantages of using **MDF** and **Plywood** over natural timber.



### Softwood

Fast growing tree (**Coniferous**).

**Evergreen trees**, keeps the **green foliage** all year round.

Evergreens **do not shed needles** as much as **deciduous** plants that completely lose their **leaves** during **Autumn**.

### Hardwood

Slow growing tree (**deciduous**).

Trees, which shed their leaves each **autumn**.



### Pine – Softwood

**Used for:** door frames, skirting boards, furniture etc.

### Characteristics:

Lightweight.  
Easy to work with.  
Can split and be resinous near knots.  
Pine needles.  
Has a vibrant open grain pattern.  
Cheaper than hardwoods.



### Spruce - Softwood

**Used for:** construction, furniture, musical instruments etc.

### Characteristics:

Easy to work with.  
High stiffness to weight ratio.  
Creamy white colour.  
A delicate grain.



### Oak – Hardwood

**Used for:** flooring, furniture, veneers etc.

### Characteristics:

Tough, hard & durable.  
High quality finish.  
Light brown colour.  
A tight grain compared to pine where the grain is open and vibrant.



### Mahogany – Hardwood

**Used for:** high-end furniture, joinery and veneers etc.

### Characteristics:

Durable.  
Finishes well.  
Reddish brown, very dark, deep tones.



### Medium Density Fiberboard (MDF)

**Used for:** flat pack furniture, toys, kitchen units, etc.

### Characteristics:

Good value, no grain, smooth, easy to finish surface.  
Uses waste material from recycled soft/hardwood.



### Plywood:

**Used for:** furniture, shelving, toys, construction etc.

### Characteristics:

Very strong, layers of veneers,  
glued/compressed.  
Uses recycled wood.



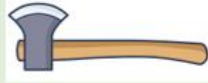
### Knots

Knots come from where the **branches** have been **removed**.



### Felling

Is the process of **cutting** down a tree.  
An **Axe, saw** or **chainsaw** may be used to **fell** a tree.



### Grain

The uniqueness of a piece of wood is defined by many **characteristic** such as **colour**, hardness and **grain**.















# Core British Values

- I recognise that it is **unacceptable** to dismiss the **beliefs and opinions** of anyone.
- I understand that discussions about **sensitive issues** will be **controlled and structured**.

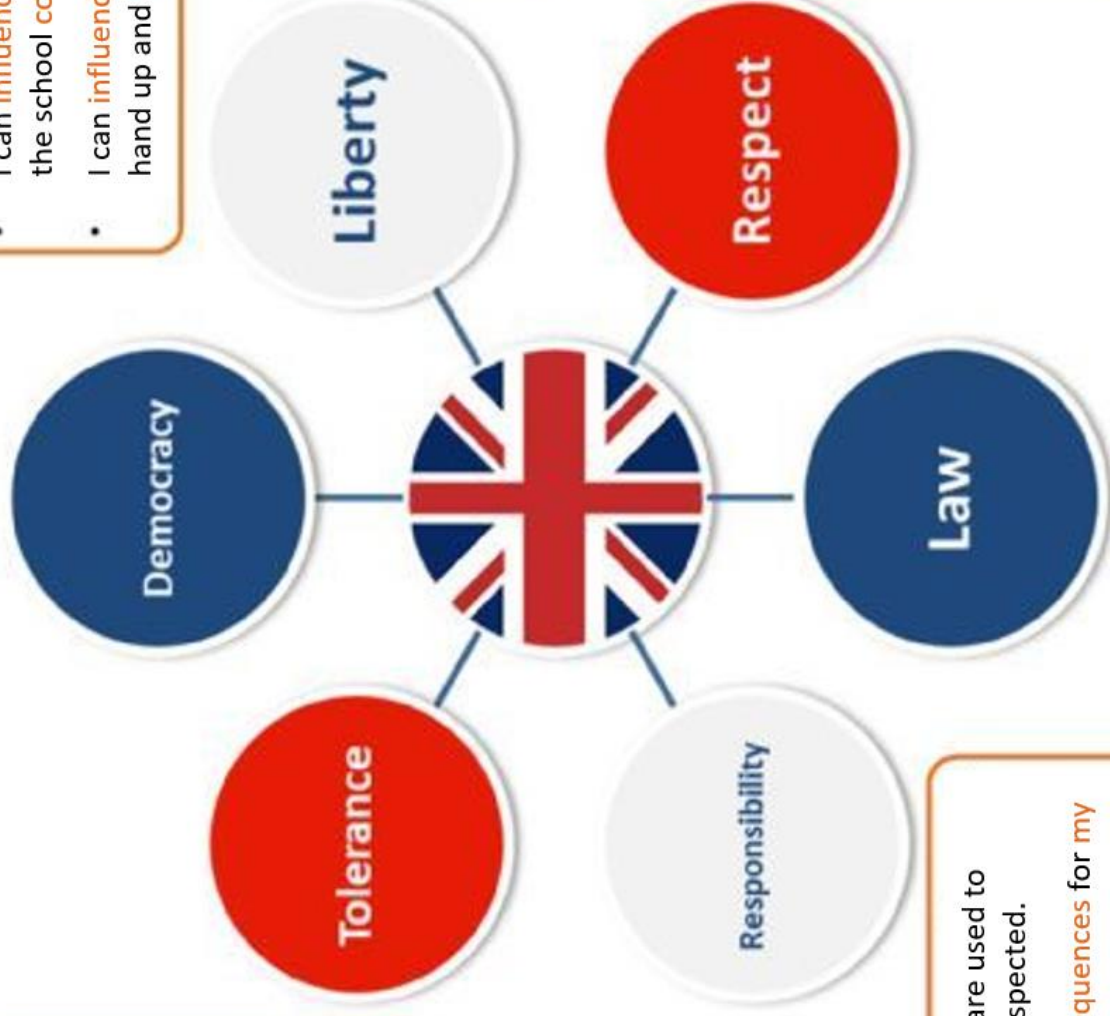
- I recognise that I am as **responsible** for my learning as my teacher.
- I take **responsibility** for all of my **actions** – good or bad.
- We all have a **responsibility** to **promote** and **protect** the wellbeing of others.

- I understand that the school **rules** are used to mirror **society laws** and must be respected.
- I recognise that there will be **consequences** for my **actions**.

- I can **influence** the way the school runs through the **school council** and by **talking to staff**.
- I can **influence my lessons** through putting my hand up and **responding**.

- I am **free to think** as I see fit.
- I have the **freedom to make** choices that affect me but I recognise that I am **accountable for all my actions**.

- I recognise that **everyone is entitled to their opinion** as long as it **does not promote extremism**.
- I understand that everyone is **entitled to a voice** within the classroom.
- I will **listen to others** as I would like to be listened to.

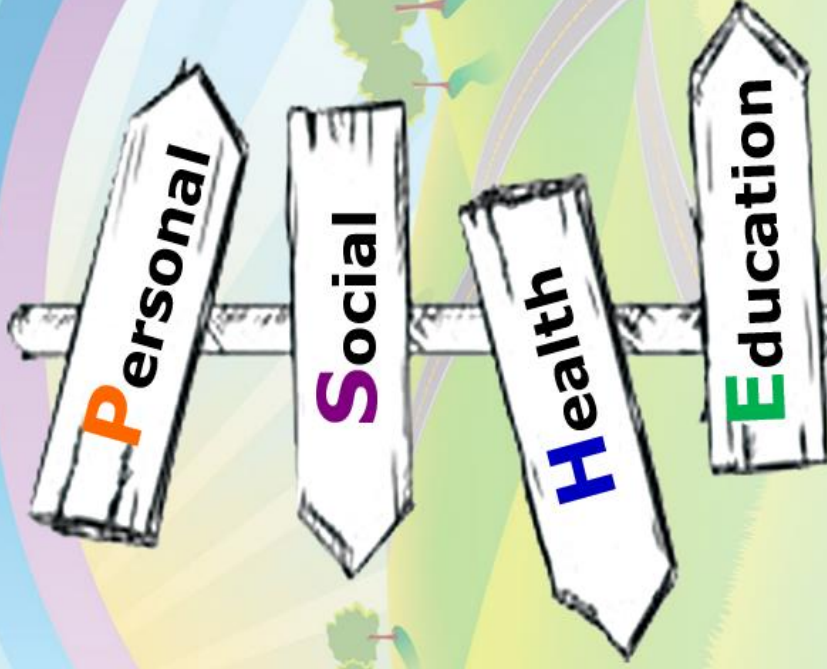


**Social - Moral - Spiritual - Cultural**



# YEAR 7

## STAYING SAFE



**Theme:** E-safety, Online safety & Exploitation

**Organisation:** The National Crime Agency's CEOP Education team  
**Website:** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Theme:** Safety, Support & Abuse

**Organisation:** Childline  
**Phone:** 0800 1111  
**Website:** [www.childline.org.uk](http://www.childline.org.uk)

**Theme:** Road Safety

**Organisation:** THINK! & Community Support Officer  
**Phone:** 101  
**Website:** [www.think.gov.uk/](http://www.think.gov.uk/)

**Theme:** First Aid

**Organisation:** St John Ambulance  
**Phone:** 0370 0104 950  
**Website:** [www.sja.org.uk/](http://www.sja.org.uk/)

**Theme:** LGBTQI+

**Organisation:** Stonewall  
**Website:** [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Theme:** LGBTQ+ Equality

**Organisation:** Kite Trust (Camps)  
**Website:** <https://thekitetrust.org.uk/>

**Theme:** LGBTQ+ Equality

**Organisation:** Norfolk LBGT+ Project  
**Phone:** 01603 219299  
**Website:** <https://norfolklgbtproject.org.uk/>

**Careers:**

Unifrog - [www.unifrog.org](http://www.unifrog.org)

Help you choose: <https://helpyouchoose.org/content/>

National Careers Service: <https://nationalcareers.service.gov.uk/>

UCAS: <https://www.ucas.com/explore/career-compass>

I Can Be A: <https://www.icanbea.org.uk>

