Year 7 Knowledge Organiser

Summer Term 2021/22

Name:

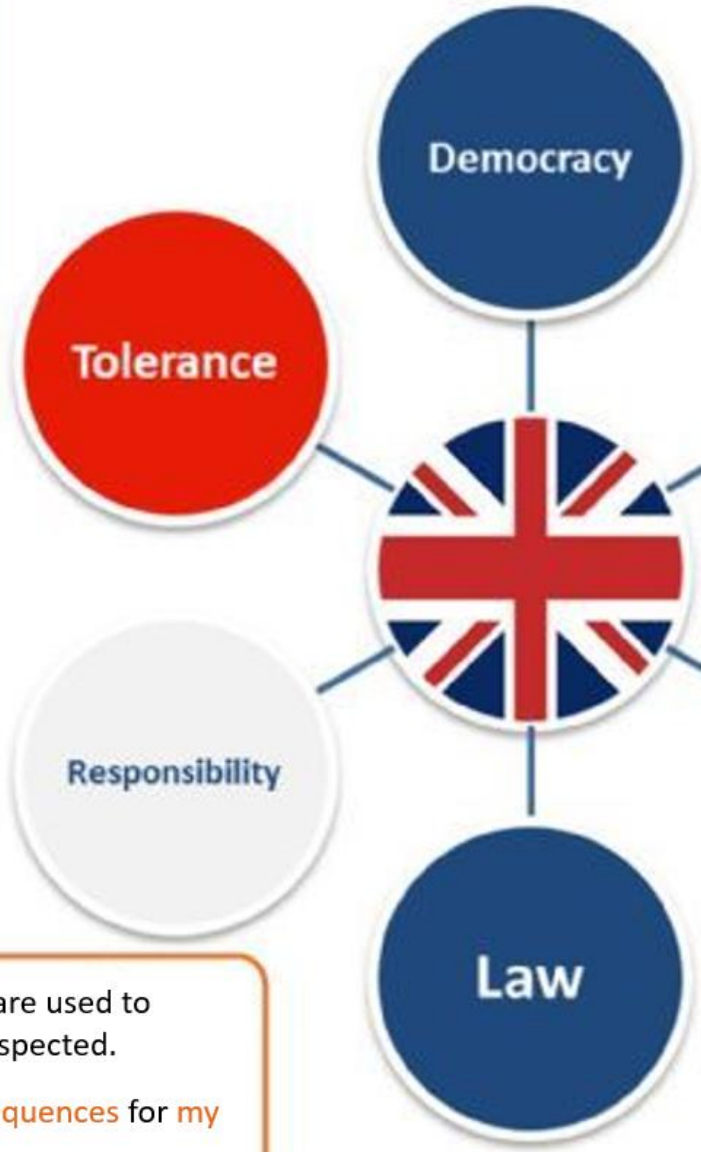
Form:

West Norfolk Academies Trust

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 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 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 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.

- 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.

Social - Moral - Spiritual - Cultural

Contents Page

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 6 and 7 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 8 and 9.

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.

Self- testing

You can use your Knowledge Organiser in a number of different ways but you should not just copy from the organiser. Use the following tips and guidance to help you get the most out of learning and revising your subject knowledge.

These are some possible tasks you could try:

- Ask someone to write questions for you
- Write your own challenging questions, leave them overnight and try answering them the next day
- Create mind maps
- Create flash cards
- Put the key words into new sentences
- Look, write, cover and check
- Write a mnemonic
- Use the 'clock' template to divide the information into smaller sections
- Give yourself a spelling test
- Give yourself a definition test
- Draw images and annotate/label them with extra information
- Do further research on the topic
- Create fact files
- Create flowcharts
- Draw diagrams

How to make the most of your knowledge organiser

Questions/Answers, Answers/Questions

Ask a parent, carer, study partner to write you questions (or answers) and then you write the answer (or possible question that would respond to that answer).
You can also write your own questions but if you do this leave it until the next day before you answer them to see what you can remember after a break.

Always remember to check and correct

Flashcards

These are a very good and simple self-testing tool.
To make your own, take some card and cut into rectangles roughly 10cm x 6cm.
Write the key word on one side and the definition on the other.
Then go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.

The Learning Scientists

As a trust, we have always been keen to find out more about how we learn and how we can support our students in their learning.

The Learning Scientists are a group of cognitive psychological scientists interested in research on education. Their main research focus is on the science of learning. (Hence, “The Learning Scientists”!)

Through decades of research, they have identified and developed six key learning strategies, which are explained over the next few pages. These are the main strategies we encourage our students to apply to their studies.

Please visit the Learning Scientists’ website for more useful information, including blogs for parents to help support their children with their learning.

https://www.learningscientists.org/

Six Strategies for Effective Learning

LEARNINGSCIENTISTS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.

ELABORATION

Explain and describe ideas with many details

RETRIEVAL PRACTICE

Practice bringing information to mind

CONCRETE EXAMPLES

Use specific examples to understand abstract ideas

SPACED PRACTICE

Space out your studying over time

INTERLEAVING

Switch between ideas while you study

DUAL CODING

Combine words and visuals

LEARN TO STUDY USING...

Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

1. TESTING
2. SPACING
3. SKETCHING

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

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LEARN TO STUDY USING...

Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

1. TESTING
2. SPACING
3. SKETCHING

TRY IT NOW

Think of a topic you read about a few chapters back. What were the main ideas?

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LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

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LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

TRY IT NOW

Close your book, and write down as much as you can from memory.

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LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH DETAILS

HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.

As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.

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LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH DETAILS

TRY IT NOW

Close the book and think about how what you just read connects to something you already know.

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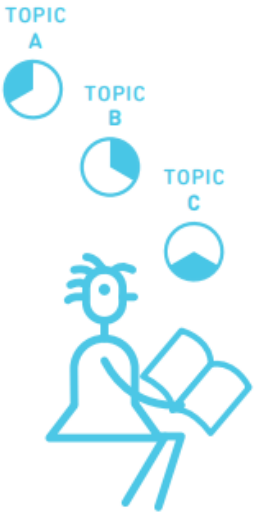
LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY



HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

Go back over the ideas again in different orders to strengthen your understanding.

Make links between different ideas as you switch between them.

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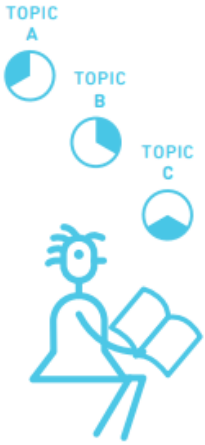
LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY



TRY IT NOW

OK, you've read enough about this topic. Why don't you try to answer some questions about a different topic for a bit?

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LEARN TO STUDY USING...

Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.

Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

Share examples with friends, and explain them to each other for added benefits.

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LEARN TO STUDY USING...

Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

TRY IT NOW

Look around you: Can you find an example related to the idea you were just reading about?

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LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS AND VISUALS

HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.

Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go along with it.

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LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS AND VISUALS

TRY IT NOW

Now that you have read a bit, close the book and draw a visual that incorporates the main ideas.

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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 record the books you read along with how long you have spent reading and the Accelerated Reader quizzes you have completed.

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Book(s) read (title and author)	Total time spent reading	Parent/Guardian /Staff signature
1										
2										
3										
4										
5										
6										
7										

Reading log

Use this reading log to record the books you read along with how long you have spent reading and the Accelerated Reader quizzes you have completed.

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Book(s) read (title and author)	Total time spent reading	Parent/Guardian /Staff signature
8										
9										
10										
11										
12										
13										
14										

Art – Installation:

Art Specific Language and Terms			
Installation	Installation art is a type of three-dimensional work that is often site-specific and designed to transform the perception of a space.	**Collaborative Art**	Collaborative art is artwork that involves working as a team to create art, and each person contributes in some significant way to the artwork.
Sculpture	Sculpture is three-dimensional art made by one of four basic processes: carving, modelling, casting or constructing.	**Contemporary Art**	Contemporary art is the art of today, produced in the second half of the 20th century or in the 21st century.
Mix Media	Mixed media is a term used to describe artworks made from a combination of different media or materials.	**Scale**	**Scale** refers to the size of an object in relationship to another object.

Contemporary Installation Art:

Pascale Marthine Tayou
Plastic Bags
2019

Rafael Gómezbarros
Casa Tomada
2013

Cornelia Parker
Cold Dark Matter: An Exploded View 1991

Jacob Hashimoto
Swarm Theory
2013

Art – Installation:

Art Specific Language and Terms			
Conceptual	Conceptual art is art for which the concept (idea) behind the work is more important than the finished art object.	**Contextual**	Contextual Information. Specific to artwork, context consists of all of the things about the artwork that might have influenced the artwork or the artist but which are not actually part of the artwork. Contextual information can deepen and improve our understanding of an artwork.
Contemporary Art	Contemporary art is the art of today, produced in the second half of the 20th century or in the 21st century.	**Exhibition**	An art exhibition is traditionally the space in which art objects meet an audience.

What is an Installation?

Installation artworks often occupy an entire room or gallery space that the spectator has to walk through in order to engage fully with the work of art. Some installations are designed simply to be walked around and contemplated, or are so fragile that they can only be viewed from a doorway, or one end of a room. What makes installation art different from sculpture or other traditional art forms is that it is a complete unified experience, rather than a display of separate, individual artworks. The focus on how the viewer experiences the work and the desire to provide an intense experience for them is a dominant theme in installation art.

When did Installation Art begin?

Installation art began in the late 1950's when artists like Allan Kaprow started creating environments. From the 1960s the creation of installations had become a major strand in modern art. This was increasingly the case from the early 1990s when the 'crash' of the art market in the late 1980s led to a reawakening of interest in conceptual art. Miscellaneous materials (mixed media), light and sound have remained fundamental to installation art.

Allan Kaprow
Yard
1961/2014

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term

Human Rights and Me!

The right to free speech.

The right to a fair trial.

The right to an education.

Freedom from slavery.

Freedom of thought, religion and belief.

The right to life.

Why do we have Human Rights?

The Universal Declaration of Human Rights is a document which states a list of rules and rights which every person is entitled to.

It was written by people from all around the world, a group of people known as the UN (United Nations) in 1948.

Key people in the fight against racism…

Racism is still an issue in modern society but throughout history there have been some key people who have made a huge impact on improving the issue.

Rosa Parcs – civil rights activist who boycotted using a segregated bus in USA.

Malcolm X – civil rights campaigner who fought for equality between black and white people.

Martin Luther King Jr – campaigned for integration between black and white people using peaceful methods.

RACISM CASE STUDY The Murder of Stephen Lawrence

Stephen Lawrence was only 18 years old when he was stabbed and killed in a racist attack whilst waiting for a bus with his friend. There was a lot of controversy surrounding Stephen's death; firstly due to the incompetent way the police dealt with the crime and secondly because the people who committed the crime were not convinced until 2012, this was 19 years after Stephen was brutally murdered!
Stephen's friends and family never gave up and campaigned tirelessly for years to get justice for Stephen and other victims of racist attacks. Stephen's mother, Baroness Doreen Lawrence went on to campaign for equality for black people and for other victims of racist crime; she was even made a member of the House of Lords for all of her hard work and contributions to equality and racism in the UK.

Making connections

How can you link different topics together?

Human Rights + democracy
Children + education + rights
Community + equality + active citizen

Did you know?

There are 30 articles that make up the Universal Declaration of Human Rights!

Discrimination
Treating someone unfairly as a result of prejudice.

Human rights
The basic rights and freedoms that belong to every person in the world, from birth until death.

Civil Liberties
These are like human rights but provide additional protection from the government. For example, Freedom of Speech.

Racism
Racism is the belief that people of a certain race are inferior. It can be both prejudice (feelings) and discrimination (actions).

Gender Equality
Making sure that all people, of all genders are treated equally and are given equal opportunities in life. For example in politics or education.

Prejudice
Negative thoughts and feelings towards a person because of their age, gender, race or religion which are not based on real experience.

Children's Rights
Human Rights which have been created especially to protect and support children all around the world.

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term

The Human Rights of Children

There are 45 articles which outline specific human rights that **children** are entitles to, some of them include…

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

FREEDOM

The ability to act, speak or think as one thinks.

But what does it mean to be free?

Freedom to join a political party or another group of your choice.

Freedom to protest and show that you are unhappy with something.

Freedom to move around the country or around the world!

Freedom of the press to print any article that they think the public should read.

Freedom to choose your own lifestyle and hobbies.

Freedom to follow whatever religion you lie, or no religion at all!

Human rights give us freedoms that enable us to live a good life. Some countries do not value Human Rights which means their citizens are not as free as we are here in the UK. A country's government must respect Human Rights in order for its citizens to live in FREEDOM.

Human Rights… how do they work?

Human rights are **universal**. This means they apply to **everyone** – no matter who they are or where they are from. Human beings are all worthy and important and are entitled to have all of their **human rights** met.

Rights vs Responsibilities

All people have rights, which enable them access to certain freedoms but as citizens we also have responsibilities too.

RIGHT

How a person expects or wants to be treated; things you are entitled to.

- Right to an education
- Not to take or infringe on the rights of others
- Freedom of expression
- Pay taxes
- Freedom of movement
- Obey the law
- Right to life
- To vote

RESPONSIBILITY

Recognising that you are accountable for your actions; things you are supposed to do.

Computing – Scratch Key Knowledge

Key Vocabulary

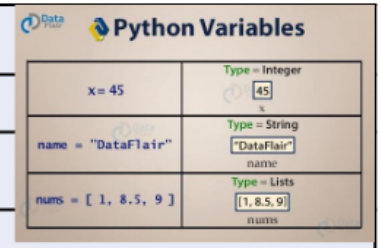
West Norfolk Academies Trust

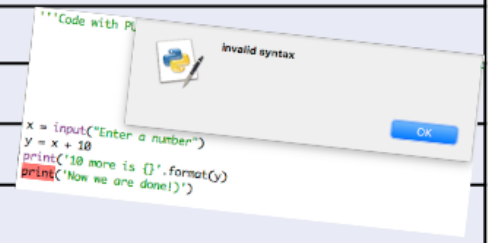
Sprite	This is an object in Scratch. Scratch the cat is a sprite. Sprites can have commands
Hide	Makes the sprite disappear.
Show	Makes the sprite appear.
Stage	The area that can be seen when scratch is ran.
Backdrop	Background displayed on your Scratch stage.
Costume	A different appearance of a sprite.
Cartesian Coordinates	Use to pinpoint a location using x and y values (see below)
X axis	Horizontal axis. From left to right. 0 is in the middle.
Y axis	Vertical axis. From top to bottom. 0 is in the middle.
Algorithm	A step by step series of instructions to solve a problem
Repeat	A repetition of an instruction a set number of times
forever	This creates a loop (iteration) that repeats a command over and over again.
If	This is a decision in programming. Performs one thing if a criteria is met.
else	As in Elif. This performs a different task based on the if statement.
Broadcast	Sends an message to Scratch to say that something has happened.
Receive	Performs a task when a 'Broadcast' is received.
Operators	Mathematical elements such as +, -, *, / meaning plus, subtract, multiply and divide.
Conditional Operators	Mathematical elements such as =, <, > meaning equal to, less than, greater than.
Variable	A stored value that can change (for example score)
Debug	The process of identifying and removing errors in your code.

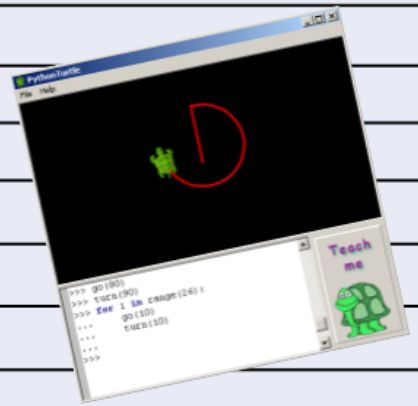
Computing – Introduction to text based programming

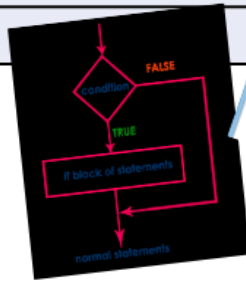
Key Vocabulary

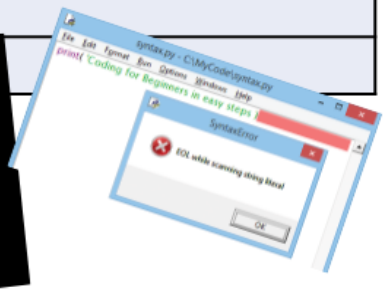
Input	Any information or data sent to a computer for processing eg entering data by a keyboard
Output	Data generated by a computer such as the result of a calculation
Variable	A value that can change during the running of a program
Constant	A value that does not change during the running of a program
Sequence	Instructions are executed one after the other
Iteration	Instructions are repeated a specified number of times or until a condition is met
Syntax error	Mistakes in the way the code is written eg misspelling a command word such as print
Logic error	Program works but produces an unintended result eg multiplying instead of dividing
Debugging	The process of finding and resolving defects or problems within a computer program that prevent correct operation.
Selection	A decision where choices need to be made usually using IF statements
Program	A set of ordered instructions to solve a problem
Condition controlled loop	Code that is repeated until a condition is met
Operator	A symbol that usually represents an action or process eg != meaning not equal to
Comment	A text note to explain the code.
Module	Code that other people have written to save you having to write it yourself eg turtle
Procedure	A set of instructions stored under a name so they can be easily reused
IDE	Integrated development environment used to write code, test for errors and translate a program
Count controlled loop	Code that is repeated a set number of times











Drama-Constantin Stanislavski 1863-1938

Stanislavski was a Russian theatre practitioner famous for creating a system of acting.

Key Concepts	
4th Wall	It is an imaginary wall at the front of the stage separating the audience from the actors which allowed for Stanislavski's method called the suspension of disbelief to take place.
Magic If	The magic word of 'IF' opens up many possibilities for the actor to 'create a whole new life' of stimulating emotions. What would I do if .....happens?
Given Circumstances	The given circumstances are the information about the character that you start off with and the play as a whole. How old is the character? What's their situation in the play and in relation to the other characters? Are there any notes provided about the play and its characters? Such notes and stage directions may not tell you everything you need to build a character but they are the starting point.
Emotional Memory	An actor's store room. Remembering feelings and emotions that they have had and felt, strengthens their characterisations.
Accentuation	Emphasising the incorrect word in a sentence changes the context and meaning of the whole story. Being clear of what to accentuate is vital, so that the correct meaning and atmosphere is communicated.
Imagination	"...when you begin to study each role you should first gather all the materials that have a bearing on it, and supplement them with more and more imagination..." You must use your imagination to discover your character.
Feeling of truth	This is a state of mind that can't be learnt....The actor MUST believe in what they are doing for the audience to believe.
Tempo and Rhythm	There is an inner and an outer tempo and rhythm. He linked tempo to the speed of an action or feeling and the rhythm to the intensity or depth of the experience.

Stanislavski's 8 Questions

1. **Who am I?**
   Think about what your character is like in terms of personality.
2. **What are my given circumstances?**
   Think about your recent past and how this has affected you and brought you to where you are.
3. **What are my relationships?**
   Think about your relationship with other characters, events and things that surround you.
4. **What is my objective? Why?**
   This is what you want, your motivation or reason for action.
5. **What must I overcome?**
   This is the problem that is stopping you from achieving your objective; what you need to overcome to reach your goal.
6. **What is my action?**
   This is what you do to overcome your obstacle and attempt to reach your goal.
7. **What is my super objective?**
   This is your main or overall goal throughout the whole play.
8. **What is my through line of action?**
   These are the links in all of your objectives that drive it to the super objective.

Naturalism Vs Realism…

Naturalism **-** refers to theatre that tries to create a perfect illusion of reality by use of a range of dramatic and theatrical strategies.

Realism **- Realism** in the **theatre** was a general movement that began in 19th-century **theatre**, around the 1870s, and remained present through much of the 20th century. It developed a set of dramatic and **theatrical** conventions with the aim of bringing a greater fidelity of real life to texts and performances.

Both are a style of theatre that aims to mimic real life. Characters, stories, costumes and set designs should all appear as if the audience is watching real life, not a performance. This is what Stanislavski was aiming for in his theatre.

Key Terms

- 4th Wall
- Naturalism
- Magic If
- The System
- Method Acting
- Given Circumstances
- Realism
- Imagination
- Feeling of Truth

Drama- Kneehigh 1980's - Present

Kneehigh are from Cornwall, England. Their founder and creator is Mike Shepherd. They are a touring company that performs in different locations, such as clay pits, marquees, cliff-tops, woods. They are a storytelling company and they like to tell Folk & Fairy tales. Their performances are interactive and they require an audience response. They always work as an ensemble.

Kneehigh - Hansel & Gretel

- First performed in 2009
- Adapted (from the original Grimm tale) by Carl Grose
- Use of talking puppet animals
- Supernature Chorus (Supernature means beyond the rules of nature e.g. magic, transformations or unusual happenings)

The Key Themes of the Performance are

- Family
- Famine
- Fear & Survival
- Abandoned Children
- Witches

Follow the link for the trailer
https://www.youtube.com/watch?v=TyHKir0CfeE

Key Features of a Kneehigh performance…

- Physical Theatre- actors use their bodies in inventive ways to make objects
- Live Music
- Songs
- Ensemble work
- Puppetry
- Mask
- Improvisation
- Clowning
- Costume
- Grotesque & Comedy elements

- Dance
- Animation
- Stunts
- 'Clocking' the audience
- Direct address
- Chorus work
- Audience interaction
- Theatre in the round (sometimes)
- Pre show activities (as audience arrives)
- Exaggerated characters
- Gender swapping

Further Reading www.kneehighcookbook.co.uk

Vocabulary	Definition
Body As Prop	Using your body in performance to make props. Actors should be able to use these in their performance.
Columbian Hypnosis	Involves students working in pairs to lead one another through a space as one participant follows another participant's hand. This activity requires trust, awareness, and non-verbal communication as students work together to move safely through the space.
Choral Speech	All speaking as one.
Narration	Narration is recounting of events and actions that have happened or are currently happening on the stage, it is done by one of the actors in the performance as the narrator.
Direct Address	Directly speaking to and involving the audience.

Year 7, Summer Term: Genre and Theme

Core Text: The Giver (Lois Lowry)

This term we will be looking at the ideas of theme and genre. When we refer to themes in a text, we are considering the writer's big ideas. Genre is the term used to describe the style or category of books, films, music, and art. It is defined by a set of conventions that we come to recognise when we have become familiar with them.

Vocabulary

Key vocabulary

- Genre
- Conventions
- Theme
- Context

Words related to punctuation and grammar

- Prepositional phrase
- Colon

Words related to dystopia

- Utopia/Dystopia
- Totalitarianism
- Control
- Society
- Regime
- Individual
- Surveillance
- Oppression
- Moral/morality

Dystopian Fiction

Dystopia is a genre that presents an imagined future, often characterised by injustice or human suffering. Dystopian writers will usually explore common concerns and anxieties that exist in society at the time. They will take these concerns and amplify them to show what the future could like should these problems be allowed to thrive. A key theme of dystopian texts is how a lack of individual privacy allows for those in power to have greater control over society.

Reading Assessment:

How does Lowry present the theme of control in *The Giver*?

How to approach the Reading Assessment

* thesis statement: make the link between the genre of dystopia and the theme of control—what is Lowry suggesting about control?

* topic sentence;

* text reference (embedded quotation);

* what is implied by this reference;

* how it is implied;

* what Lowry might be trying to get across to the reader (link back to thesis statement).

Example:

Dystopian texts often feature a totalitarian government that controls every aspect of society as a way of maintaining power. Lois Lowry's 'The Giver' fits this convention well; perhaps she is asking the reader to consider what such control means for the individual.

Lowry shows us that citizens in the community are expected to be honest. Each night, families must participate in the 'ritual' of sharing feelings. Although Jonas 'would have preferred to keep his feelings hidden', he is obliged to say what he feels because it is 'the rules'. This implies a complete of privacy. Jonas is clearly uncomfortable about sharing his feelings on this occasion, but the noun 'rules' emphasises to the reader that he has no choice. Lowry could be suggesting that it is necessary to intrude on people's privacy so that they can be continuously monitored and controlled.

Writing Assessment:

Write the opening to a story that establishes the genre as dystopia.

Colons

Colons follow independent clauses (clauses that could stand alone as sentences) and can be used to present some information, draw attention to something, or join ideas together.

Common uses of colons

1. To announce, introduce, or direct attention to a list, a noun or noun phrase, a quotation, or an example/explanation.

2. To join sentences. You can use a colon to connect two sentences when the second sentence summarises, sharpens, or explains the first. Both sentences should be complete, and their content should be very closely related.

Prepositional Phrases

A prepositional phrase is **a group of words consisting of a preposition, its object, and any words that modify the object**. Most of the time, a prepositional phrase modifies a verb or a noun. These two kinds of prepositional phrases are called adverbial phrases and adjectival phrases, respectively.

Dystopian writers will usually explore common concerns and anxieties that exist in society at the time: in *The Giver*, Lois Lowry considers various issues that were prevalent in early 1990s America:

- The fact that public consciousness of political correctness was at a peak.
- Ethical issues, such as pro-choice/pro-life, which led to further questions regarding euthanasia.
- Advancement of reproductive technology, raising questions about reproductive rights and the nature of families.

Food - 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.

Ingredients – you need to weigh and measure all the foods you need for a recipe before coming to school.

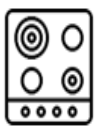
Equipment – all the equipment you need to prepare and cook food can be found in the kitchen cupboards and drawers in school.

Knife safety – when using a knife to prepare food you need to follow these important rules:

1. Collect the knife by holding the handle and pointing the blade downwards
2. Choose the correct chopping board
3. Use bridge and claw to keep your fingers away from the sharp blade
4. Avoid putting your finger on the top of the blade
5. Wash the knife up first (don't leave in the bottom of the sink)

Cooker safety – you will be using all parts of the cooker (hob, grill and oven). Follow these important rules:

1. Always use oven gloves for the grill and oven
2. Bend your knees to see if your food is cooked – don't get on your knees
3. Adjust the temperature of the hob if food is cooking too quickly or is about to boil over
4. Point handles of saucepans to the side so you don't knock them

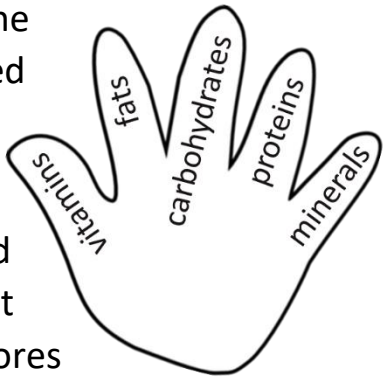




Heat transfer – food is cooked by transferring heat by conduction (heat from the hob warms up the saucepan and the food inside it), convection (e.g. heat in the oven warms up the air which circulates around the food to cook it) or radiation (heat from the grill radiates downwards to cook food).

Food - 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.



The amount of energy we need depends upon our age, gender, activity level and body size. If we eat more food than we need, and don't use it up by exercising, any energy that's left is turned into fat and we put on weight. If we eat less food than we need, the fat stores are used up and we may end up losing weight.

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

Topic 3: Fruit

Fruits are an important part of a balanced diet and should make up two portions of your 5-a-day.

Fruits contain a variety of micronutrients, for example Vitamins C and A, and they are also a good source of fibre.

There are different types of fruit:

1. **Soft fruits** e.g. raspberries and strawberries
2. **Citrus fruits** e.g. lemons and limes
3. **Stone fruits** e.g. plums and apricots
4. **Tree fruits** e.g. apples and pears
5. **Exotic fruits** e.g. bananas and kiwis
6. **Dried fruits** e.g. currants and sultanas

Fruits can be eaten fresh, frozen, canned or dried. They can be preserved in jams or puréed to make a sauce.

Some fruits are grown in the UK and some are imported from other countries. If imported they can travel thousands of miles to get to the shops. The distance travelled between where food is grown and your table is called a ‘food mile’. Pollution from food miles can harm the environment.

Most fruits grown in the UK have a growing season - a time of the year when the growing conditions are best. Choosing seasonal foods has many advantages:

1. They have more nutrients as they are fresher
2. They are cheaper because they are plentiful
3. If grown locally you can support local farmers
4. The food miles will be lower so it’s less harmful to the environment

There are some disadvantages too. Only eating seasonal or local foods means that your favourite foods might not be available all year round. Your diet could also lack variety.

Some fruits, for example apples, will spoil if you cut them and their cells are exposed to oxygen in the air. This is called enzymic browning and it can be prevented by covering the fruit with fruit juice or syrup.

Topic 4: Vegetables

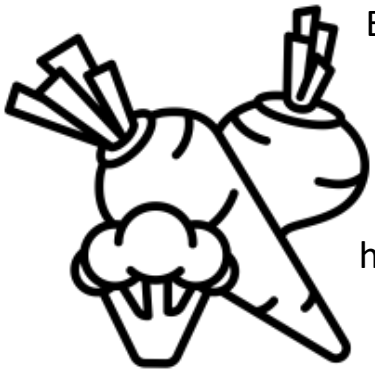
Vegetables are an important part of a balanced diet and should make up three portions of your 5-a-day.

Vegetables contain a variety of micronutrients, for example Vitamins C and B, and they are also a good source of fibre.

There are different types of vegetables:

1. **Fruit vegetables** e.g. tomatoes and cucumbers
2. **Seeds and pods** e.g. peas and beans
3. **Flower vegetables** e.g. broccoli and cauliflower
4. **Leafy vegetables** e.g. spinach and cabbage
5. **Stem vegetables** e.g. asparagus and celery
6. **Tubers** e.g. potatoes and sweet potatoes
7. **Fungi** e.g. different types of mushrooms
8. **Bulbs** e.g. onions and garlic
9. **Roots** e.g. carrots and beetroot

Vegetables can be eaten fresh, frozen, dried, canned and juiced.



Eating a rainbow of colours provides different vitamins and minerals and can make a meal look more appetising.

Modern growing techniques and the use of technology mean that vegetables can be grown, harvested and packaged within hours so they are very fresh.

Many supermarkets now sell 'wonky' vegetables. These are different shapes and sizes or the wrong colour but they are still tasty and nutritious. Wonky vegetables are often cheaper to buy and stop good food from going to waste.

Children in the UK are not eating enough vegetables. Advertising campaigns to promote vegetables to children and their parents are trying to tackle the problem.

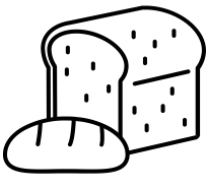
Topic 5: Starchy Carbohydrates

Carbohydrate is made by green plants is one of the five nutrients essential for life. There are 3 types of carbohydrate:

1. **Sugar** - simple carbohydrates that can be broken down by the body quickly and turned into glucose for energy
2. **Starch** - complex carbohydrates that are made up of different sugar molecules linked together. The body takes longer to break them down into glucose giving us slow release energy
3. **Fibre** - another complex carbohydrate found in the cell walls of plants. The body can't break fibre down but it is important to help with removing waste from the body

Many starchy foods are grown in the UK. Potatoes are a tuber which grow from the roots of a potato plant. Because they contain so much starch, they are included in the starchy foods section of the Eatwell Guide even though they are a vegetable.

Cereals like wheat are grown, harvested and the seeds milled to produce flour. Flour is used to make baked goods like bread, cakes and scones and also pasta. Oats grow in cool, wet climates and can be milled to make rolled oats and oatmeal. Oats are used to make porridge and flapjacks.



Healthy eating advice suggests that meals should be based on starchy carbohydrates such as breakfast cereals, bread, pasta, potatoes or rice. Wholemeal varieties of these foods are also a good source of fibre and keep you feeling fuller for longer.

Starchy food is often served as an accompaniment for meat, chicken fish or vegetable dishes. Starches, such as cornflour, can also be used to thicken sauces through a processes called gelatinisation.

When starch comes into contact with dry heat it is broken down into a sugar which turns the food brown and gives a nutty flavour and aroma, for example when bread is toasted. This is called dextrinization.

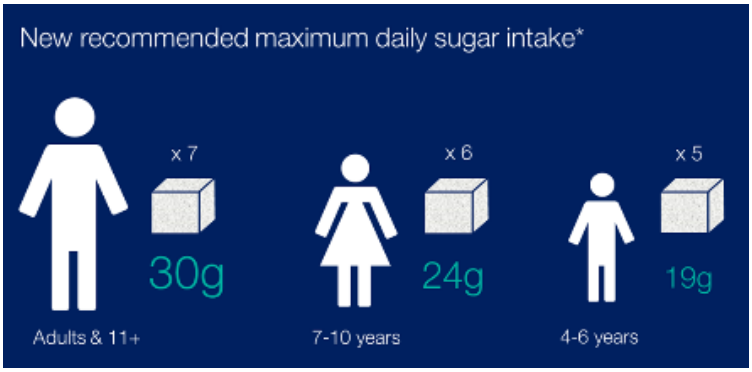
Many starchy foods are baked and use raising agents to give them a light and spongy texture. Raising agents can be chemical (baking powder), mechanical (whisking), physical (water turning to steam) or biological (yeast). Chemical and biological agents work by producing carbon dioxide gas to aerate a mixture.

Topic 6: Simple Carbohydrates (Sugar)

Sugar and syrup are both types of carbohydrate but you will not find them on the Eatwell Guide because, although we like sugary foods, we do not NEED them in order to be healthy.

Sugar is found naturally in fruits and vegetables and fruit juices. Honey is also a natural sugar made by bees. In addition, there are many types of processed sugars made from sugar beet and sugar cane. They are often called 'free sugars' and examples include granulated and icing sugar and treacle and golden syrup.

These processed sugars are added to many processed foods such as breakfast cereals, biscuits, jams, chocolate and fizzy drinks. It is sometimes difficult to judge how much sugar these foods contain. Sugar is also hidden in some savoury foods such as salad dressings, bread, ketchup and soups. These 'hidden sugars' mean that people eat more sugar than they realise.



You need to look carefully at food labels to identify hidden sugars. They are sometimes called other names like dextrose, glucose, syrup or molasses. Sugars are also listed on the traffic light labelling on packaging. If food is high in sugar it will show up red on the traffic light. Recommended daily intake of sugar is a maximum of 24g or 6 teaspoons for children.

A diet high in free sugars can lead to tooth decay and obesity in children. It is also linked to Type 2 diabetes and some cancers in adults.

People enjoy high sugar foods because they have sensory appeal – it improves the appearance, taste, aroma and texture of food. Sensory evaluation is when you judge food on its sensory appeal. Sensory evaluation is helpful when food manufacturers are launching a new product or improving a recipe. It's important to use sensory words that are objective when you are taste testing e.g., chewy, sweet, sticky or golden brown.

One reason why sugars improve the colour and flavour of baked foods, such as flapjacks, is because they caramelise when heated. The heat causes water to evaporate which produces a darker, sticky liquid. The longer it is heated, the darker the caramel becomes.

Y7 French Knowledge Organiser - Summer Term 1

Rooms in a house

Dans (ma maison) il y a (quatre) pièces
In (my house) there are (four) rooms
il n'y a pas de place — *there is no space*

il n'y a pas de (jardin) — *there is no (garden)*

Il y a... — *there is/are…*
- le salon — *the living room*
- le grenier — *the attic*
- le bureau — *the office*
- l'entrée — *the hallway*
- la cuisine — *the kitchen*
- la chambre — *the bedroom*
- la salle de bains — *the bathroom*
- la sale à manger — *the dining room*
- la cave — *the cellar*
- le jardin — *the garden*

Activities at home

Chez moi… — *At home…*

je range ma chambre	*I tidy my room*
j'écoute de la musique	*I listen to music*
je fais mes devoirs	*I do my homework*
je joue à l'ordinateur	*I play on the computer*
je joue aux jeux vidéo	*I play computer games*
je lis	*I read*
je fais de la cuisine	*I do cooking*
je mets la table	*I set the table*
je lave la voiture	*I wash the car*
je travaille dans le jardin	*I help in the garden*
je sors les poubelles	*I take out the rubbish*
je fais mon lit	*I make my bed*

Describing your bedroom

dans ma chambre il y a…
In my bedroom there is/ are…

il n'y a pas de (chaise) — *there is no (chair)*

un lit	*a bed*
un ordinateur	*a computer*
un bureau	*a desk*
un nounours	*a teddy bear*
un réveil	*an alarm clock*
une armoire	*a wardrobe*
une chaise	*a chair*
une commode	*a chest of drawers*
une chaîne hifi	*a stereo*
des étagères	*some shelves*
des posters	*some posters*
des photos	*some photos*

Where you live

Où habites-tu? *Where do you live?*

j'habite dans… — *I live in…*

un appartement	*a flat*
un château	*a castle*
une maison	*a house*
une maison de plain-pied	*a bungalow*
une chaumière	*a cottage*
une ferme	*a farm*
au bord de la mer	*at the seaside*
à la campagne	*in the countryside*
à la montagne	*in the mountains*
en ville	*in town*
dans un village	*in a village*
qui s'appelle	*called*
près de	*near to*
à (Hunstanton)	*in (place name)*

j'aime habiter ici — *I like living here*

je n'aime pas habiter ici — *I don't like living here*

Countries

j'habite… — *I live…*

au pays de Galles	*in Wales*
au Portugal	*in Portugal*
en Angleterre	*in England*
en Écosse	*in Scotland*
en Irelande	*in Ireland*
en Grèce	*in Greece*
en Pologne	*in Poland*
en Suisse	*in Switzerland*
en Allemagne	*in Germany*
en Espagne	*in Spain*
en Italie	*in Italy*
aux Etats-Unis	*in America*

Adjectives

c'est…	*it's…*
tranquille	*peaceful*
bruyant	*noisy*
confortable	*comfortable*
grand	*big*
petit	*small*

Places in town

Qu'est-ce qu'il y a dans…?
What is there in…?
ta ville/ ton village — your town/ village
il y a… — *there is/ there are…*
un centre de loisirs — *a leisure centre*
un centre commercial — *a shopping centre*

un château	*a castle*
un marché	*a market*
un musée	*a museum*
une mosquée	*a mosque*
une gare	*a train station*
une poste	*a post office*
une banque	*a bank*
une patinoire	*an ice rink*
une piscine	*a swimming pool*
des magasins	*(some) shops*

ALLER — *to go*

je vais	*I am going/ I go*
tu vas	*you are going*
il va	*he is going*
elle va	*she is going*
nous allons	*we are going*
vous allez	*you are going (plural)*
ils vont	*they are going*
elles vont	*they are going*

Weekend activities

Où vas-tu le weekend?
Where do you go at the weekend?
je vais… — *I go…*

au bowling	*to the bowling alley*
au cinema/ parc	*to the cinema/ park*
au stade	*to the stadium*
à la piscine	*to the swimming pool*
à la plage	*to the beach*
à l'église	*to the church*
aux magasins	*to the shops*

le samedi matin/ après- midi/ soir
on Saturday morning/ afternoon/ evening

avec ma famille/ mes amis
with my family/ my friends

HABITER — *to live*

j'habite	*I am living/ I live*
tu habites	*you are living*
il habite	*he is living/ he lives*
elle habite	*she is living/she lives*
nous habitons	*we are living/ we live*
vous habitez	*you are living (plural)*
ils habitent	*they are living*
elles habitant	*they are living*

j'habite dans une maison en ville
I live *in a house in town*

Y7 French Knowledge Organiser- Summer Term 2

Breakfast

je mange…	*I eat…*
du pain	*bread*
du pain grillé	*toast*
du beurre	*butter*
du miel	*honey*
du Nutella	*Nutella*
du muesli	*granola*
de la confiture	*jam*
des céréales	*cereal*
des viennoiseries	*pastries*
des gaufres	*waffles*
des crêpes	*pancakes*
des beignets	*doughnuts*
des fruits	*fruit*
je bois…	*I drink*
du thé	*tea*
du café	*coffee*
du thé vert	*green tea*
du chocolat chaud	*hot chocolate*
de l'eau/ de l'eau du robinet	*water/ tap water*
du jus d'orange	*orange juice*
du lait	*milk*

Going out

Tu veux aller au café? *Do you want to go to the café?*

Tu veux venir?	*Do you want to come?*
aujourd'hui	*today*
ce matin	*this morning*
cet après-midi	*this afternoon*
ce soir/ weekend	*this evening/ weekend*

Rendez-vous à quelle heure? *What time will we meet?*

rendez-vous à…	*Let's meet at…*
Merci. Bonne idée!	*Thank you. Good idea!*
Oui, je veux bien.	*Yes, I want to.*
D'accord	*OK*
Pourquoi pas?	*Why not?*
Non, merci.	*No, thanks.*
Désolé(e)!	*Sorry!*
Je ne veux pas.	*I don't want to.*
Tu rigoles!	*You're joking!*

BOIRE — *to drink*

je bois	*I am drinking/ I drink*
tu bois	*you are drinking*
il boit	*he is drinking / he drinks*
elle boit	*she is drinking /she drinks*
nous buvons	*we are drinking / we live*
vous buvez	*you are drinking (plural)*
ils boivent	*they are drinking*
elles boivent	*they are drinking*

ALLER — *to go*

je vais	*I go/ I am going*
tu vas	*you go/ you are going*
il va	*he goes/ he is going*
elle va	*she goes/ she is going*
nous allons	*we go/ we are going*
vous allez	*you go/ you are going (plural)*
ils vont	*they go/ they are going*
elles vont	*they go/ they are going*

Visiting Paris

Qu'est-ce que tu vas faire à Paris? *What are you going to do in Paris?*

Je vais… *I am going…*

visiter la cathédrale Notre Dame *to visit Notre Dame Cathedral*
visiter la tour Eiffel *to visit the Eiffel Tower*
aller au musée du Louvre *to go to the Louvre*
aller aux Catacombes *to go to the Catacombs*
faire une balade en bateau-mouche *to go on a boat trip*
prendre des photos *to take photos*
acheter des souvenirs *to buy souvenirs*
admirer la Joconde *to admire the Mona Lisa*
faire un pique-nique *to go on a picnic*

Time frames

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

MANGER — *to eat*

je mange	*I am eating/ I eat*
tu manges	*you are eating*
il mange	*he is eating*
elle mange	*she is eating*
nous mangeons	*we are eating*
vous mangez	*you are eating (plural)*
ils mangent	*they are eating*
elles mangent	*they are eating*

VOULOIR — *to want*

je veux	*I want*
tu veux	*you want*
il veut	*he wants*
elle veut	*she wants*
nous voulons	*we want*
vous voulez	*you want*
ils veulent	*they want*
elles veulent	*they want*

In a café

Vous désirez? *What would you like?*
Pardon, madame/ monsieur *Excuse me madam/ sir*

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

Picture description

Qu'est-ce qu'il y a sur la photo? *What is on the picture?*
Sur la photo, il y a… *On the photo, there is…*
au fond/ au centre *at the back/ in the middle*
à gauche/ à droite *on the left/ on the right*

Near Future Tense

Aller + INFINITIVE = Future Tense

je vais boire	***I am going*** *to drink*
tu vas manger	***you are going*** *to eat*
il va regarder	***he is going*** *to watch*
elle va chanter	***she is going*** *to sing*
nous allons écouter	***we are going*** *to listen*
vous allez jouer	***you are going*** *to play*
ils vont visiter	***they are going*** *to visit*
elles vont faire	***they are going*** *to do*

Year 7 Geography: Asia

Key Term	Definition
Labour	The work force of a country, especially those employed in factories (production) and farming.
Monsoon	A seasonal prevailing wind in the region of South and SE Asia, blowing from the south-west between May and September and bringing heavy rain (the *wet monsoon*), or from the north-east between October and April (the *dry monsoon*).
Transboundary	Moving or having effect across a boundary or boundaries. For example the Ganges River which flows through Nepal, China, India and Bangladesh.
Agriculture	The practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
Migration	Human migration involves the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location.
Cyclone	A system of winds rotating inwards to an area of low pressure, with an anticlockwise (northern hemisphere) or clockwise (southern hemisphere) circulation; a depression.
Ageing population	An ageing population is one where the proportion of older people is increasing. This is very common in HICs like Japan
Infrastructure	The basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.

Asia is the largest continent in the world. It has 48 countries and a population of over 4.3 billion. Asia covers an area of about 49.7 million km², which corresponds to about 30 percent of the Earth's total land area.

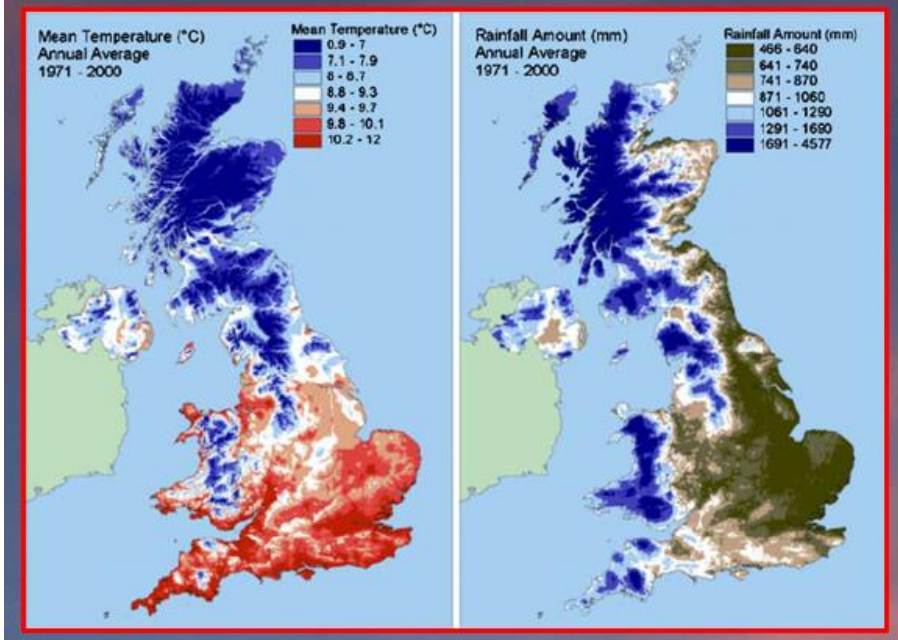
Key ideas

China has experienced economic growth of 10% per year since 1979. Reasons for this include a large labour supply, large percentage of female workers, investment in infrastructure, low wages, improving energy supply, natural resources, and strong leadership.

Japan's population of 126 million is forecast to fall by 1/3 in the next 50 years as people are not having as many children in a country with an ageing population. 13% of people in Japan are below the age of 15 and 26% are over the age of 65. This is causing a shortage of workers which Japan are trying to overcome by using robots and increasing migration.

The **Monsoon** period of heavy rain occurs between June and September. It is caused by land heating up quickly causing air to rise, as a result moist rain-bearing winds from the surrounding oceans fill the gap caused by the rising air. Heavy rainfall results. It brings the water required for the rice harvest to grow supporting India's 1.3 billion population. 50% of Indian people employed in agriculture, however, too much rain can destroy the crops.

Year 7 Geography: Weather and climate



Key Term	Definition
Describe	Give a detailed account of the features of something without interpreting the information.
Explain	Give reasons for.
Identify	Name or otherwise characterise.
State	Express in clear terms.
Compare	Identify similarities and/ or differences.

Key ideas

The **weather** is made up of a number of components: **pressure, temperature, wind, drought, precipitation, humidity** and **sunlight**. Each of these components are what make up the daily weather condition experienced in an area.

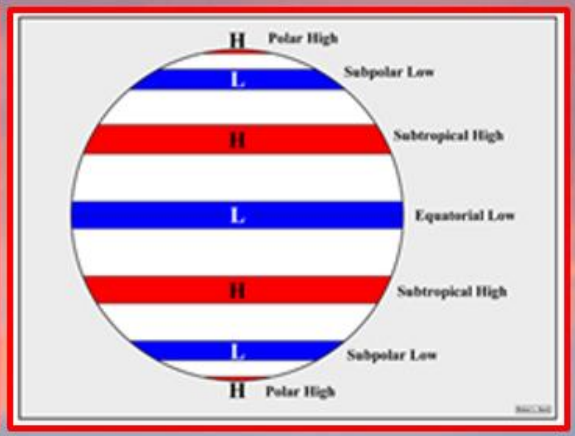
Weather is experienced at different scales, locally, regionally, nationally, and globally. There are several factors which affect our weather at a local scale, these are: **Distance from the sea**, **altitude**, **latitude** and **prevailing winds**.

At a global scale the weather is affected by **global pressure bands** and the amount of **solar insulation an area receives**.

The Earth's climate is warming due to **human activity**. Cutting down trees (**deforestation**), **burning fossil fuels** and **population growth** are all contributing to the world growing warmer. **Different political systems** in countries will influence the laws and policies put in place to slow climate change down.

Anticyclones and Cyclones

Global Air Pressure bands



Y7 German - Summer Term 1 Topic: Ferien – Holidays

1. Was gibt es in deiner Stadt?	**What is there in your town?**
der Bahnhof / der Park / der Marktplatz	the railway station / the park/ the market square
die Kirche / die Imbissstube / die Kegelbahn	the church / the snack stand / the bowling alley
das Kino / das Schwimmbad / das Schloss	the cinema / the swimming pool / the castle
Es gibt einen/keinen …	There is a / no… (for masc. nouns - der)
Es gibt eine/keine …	There is a / no… (for fem. nouns - die)
Es gibt ein/kein … (for neut. nouns)	There is a / no… (for neut. nouns – das)

2. Was möchtest du kaufen?	**What would you like to buy?**
Ich möchte … (kaufen).	I would like (to buy)…
Du möchtest … (kaufen).	You would like (to buy)…
Er/Sie möchte … (kaufen).	He/She would like (to buy)…
einen Kuli	a ball pen
einen Schlüsselanhänger	a key ring
einen Aufkleber	a sticker
eine Tasse	a cup
eine Postkarte	a post card
eine Kappe	a (baseball) cap
ein Freundschaftsband	a friendship bracelet
ein Trikot	a (football) shirt
ein Kuscheltier	a cuddly toy
Was kostet das?	What does it cost?
Das kostet (3) Euro (40).	That costs (3) Euro (40).

3. Was möchtest du? Was möchten Sie?	**What would you like? (informal and formal)**
Etwas zu essen/trinken?	Something to eat/drink?
Ich möchte …	I would like…
Ich hätte gern …	I would like to have…
zweimal Bratwurst (mit …), bitte.	2 times fried sausage (with…). please.
der (…einen) Hamburger	the (…a) hamburger
der (…einen) Tee	the (…a) tea
die (…eine) Bratwurst	the (…a) fried sausage
die (…-) Pommes	the (…-) fries
das …(ein) Eis	the (…an) ice cream
das (…ein) Mineralwasser	the (…a) sparkling water

4. Was wirst du in den Sommerferien machen?	**What will you do in the summer holidays?**
Ich werde …/ Wir werden …	I will … / we will…
segeln / klettern / wander	sail / climb / hike
tauchen / windsurfen / rodeln	dive / windsurf / toboggan
an den Strand gehen	go to the beach
im See baden	bathe in the lake
im Meer schwimmen	swim in the sea
In den Sommerferien werde ich mit …	In the summer holidays I will.. with..
Wir werden nach … fahren	We will go to…
Wir werden … Wochen bleiben	We will stay… … weeks.
Wir werden … und auch …	We will… and also…
Dort gibt es … und …, aber kein …	There is ….there, but no…
Man kann dort … und …	You can…. there and …
Am Montag/Freitag …	On Monday / Friday…
Ich möchte auch …	I would also like to…

Y7 German - Summer Term 2 Topic: Ostwind 1 Film Study

1. Was für eine Person ist....?	**What kind of person is...?**
Meiner Meinung nach ist...(name)...	In my opinion, ...(name) is...
frech	cheeky
willensstark	strong willed
freundlich	friendly
selbstbewusst	confident
geduldig	patient
launisch	moody
klug	clever
liebevoll	caring
faul	lazy
eifersüchtig	jealous

2. Becshreibe die anderen Darsteller.	**Describe the other characters.**
Die Tochter / Enkelin ist...	The daughter / granddaughter is...
Der Sohn / Enkel hat...	The son / grandson has...
Die Chefin ist...	The boss (female) is...
Der Stalljunge ist...	The stable boy is...
Das Pferd hat...	The horse is...
schwarzes Fell	black fur
lange rote Haare	long red hair
kurze braune Haare	short brown hair
sportlich / nervig / gemein / lustig	sporty / annoying / mean / funny
... hat eine Glatze	... is bald headed
... trägt eine Brille	... wears glasses
....ist verletzt / humpelt	... is injured / limps

3. Eine Filmkritik	**A film review**
<u>Einleitung</u>	<u>Introduction</u>
Der Film heißt	The film is called....
Der Titel des Films ist	The title of the film is....
In dem Film geht es um	The film is about.....
Thema des Films ist	The theme of the film is....
<u>Filmbeschreibung</u>	<u>Film description</u>
Die Hauptpersonen sind	The main people are...
Die Geschichte handelt von	The story is about....
<u>Meinung</u>	<u>Opinion</u>
Ich finde den Film	I find the film....
gut / schlecht / interessant / uninteressant	good / bad / interesting / not interesting
spannend / langweilig / lustig / traurig	exciting / boring / funny / sad
überraschend / monoton	surprising / monotonous
Meine Lieblingsfigur ist....	My favourite character is...
Ich mag...	I like...
Ich mag nicht...	I don't like...
Meine Lieblingsszene ist....	My favourite scene is...
Ich würde den Film dir empfehlen /	I would recommend/
nicht empfehlen, weil	not recommend the film because...
der Film so spannend ist	the film is so exciting.
der Film so langweilig ist	the film is so boring.
die Geschichte toll ist / nicht so gut ist	the story is great / is not so good.
die Schauspieler gut sind	the actors are good.
die Schauspieler nicht so gut sind.	the actors are not so good.
ich mir der Film (nicht) gefallen hat.	I enjoyed (didn't enjoy) the film.

History

The Tudors

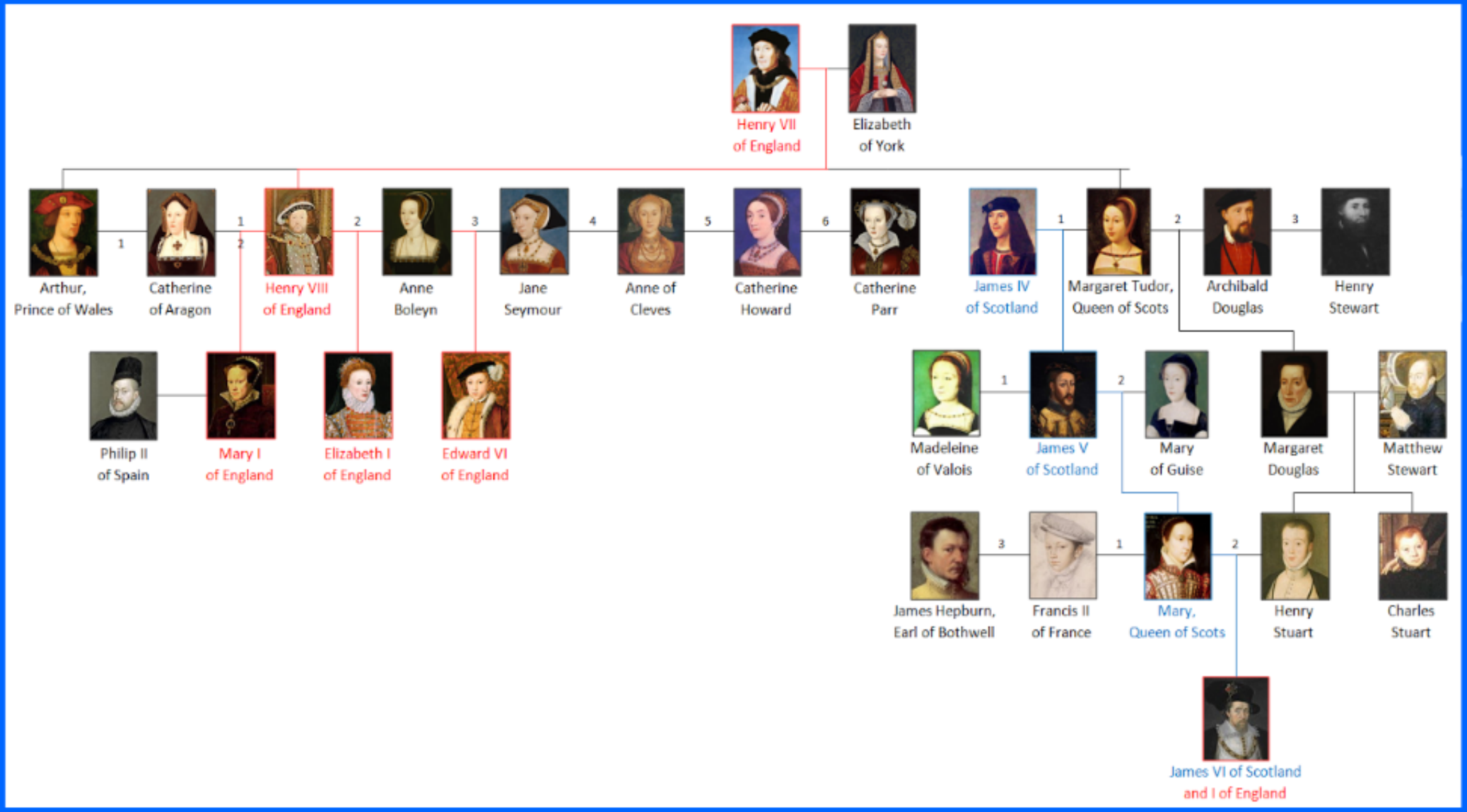
Chronology	
1485	Battle of Bosworth / Henry VII become king
1509	Henry VIII becomes king
1517	Martin Luther nails his 95 theses to the church door in Wittenberg, starting the Reformation
1536	Pilgrimage of Grace
1545	Mary Rose sinks
1547	Edward VI becomes king
1549	Kett's Rebellion
1553	Jane Grey and Mary I each become queen in turn
1558	Elizabeth I becomes queen
1587	Mary Queen of Scots executed
1588	Spanish Armada
1603	Elizabeth I dies – James I (Stuart) become king

Key People	Role
Henry VII	First Tudor King of England (1485-1507)
Henry VIII	King of England (1509-47)
Martin Luther	Priest who was instrumental in the formation of the Protestant faith.
Thomas Cromwell	Chief adviser of Henry VIII, responsible for the dissolution of the monasteries.
Edward VI	King of England (1547-53)
Duke of Somerset	Lord Protector of England (regent) for Edward VI.
Earl of Warwick / Duke of Northumberland	The same person. As Earl of Warwick he put down Kett's Rebellion. After becoming Duke of Northumberland he became regent for Edward VI.
Thomas Cranmer	Protestant Archbishop of Canterbury. Burnt at the stake by Mary I.
Phillip II of Spain	King of Spain responsible for the Spanish Armada (Also King of England during the reign of Mary I).
Mary, Queen of Scots	Catholic Queen of Scotland. Forced to abdicate from power and fled to England.

Key Words	Definition
Annulment	To declare that a marriage is null and void. Unlike a divorce, it is as if the marriage had never happened.
Catholic	A Christian denomination. The Pope is the head of the Catholic Church.
Protestant	A Christian denomination which started as a protest movement against the Catholic Church.
Reformation	A religious movement which led to the creation of Protestant churches as people broke with Catholicism.
Renaissance	A French word meaning "rebirth". A flourishing of the arts and sciences during the early modern period of history.
Enclosure	Rich landowners merging small farms into larger ones, usually for the purpose of raising sheep. This led to poverty for many peasants.
Martyr	A person who is killed for their beliefs (usually religious).

Misconceptions
Catholicism and Protestantism are not different religions. They are different **denominations** of Christianity.
Henry VIII was not a Protestant. Although he broke from Rome and so was no longer Catholic, he did not embrace Protestantism either.

The Tudor and Stuart Family Tree



Both the Tudors and the Stuarts are descended from Henry VII. When the line of Henry VIII died out, the Stuart branch of the family tree (through Henry VIII's sister Margaret), had the best claim to the English throne. The monarchs of England are highlighted in red. The monarchs of Scotland are highlighted in blue.

Year 7 Knowledge Organiser
Primes and Indices

Key Concept

Square numbers

1^2
$1 \times 1 = 1$

2^2
$2 \times 2 = 4$

3^2
$3 \times 3 = 9$

Cube numbers

1
1^3
$1 \times 1 \times 1$

8
2^3
$2 \times 2 \times 2$

27
3^3
$3 \times 3 \times 3$

Key Words

Square: A square number is the result of multiplying a number by itself.
Cube: A cube number is the result of multiplying a number by itself twice.
Root: A root is the reverse of a power.
Prime number: A prime is a number that has only two factors which are 1 and itself.

Examples

What is 2^4 ?
$2 \times 2 \times 2 \times 2 = 16$

What is $\sqrt{64}$?
$8^2 = 64$, so $\sqrt{64} = \pm 8$

List all the prime numbers less than 20

Write 36 as a product of prime factors

$36 = 2 \times 2 \times 3 \times 3 = 2^2 \times 3^2$

Product means 'multiply'

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Clip Numbers
27-30, 99-101

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) a) 2^5 b) 3^3 c) 1^{17} d) $\sqrt{81}$ e) $\sqrt{16}$ f) $\sqrt[3]{64}$
2) Find the reciprocal of: a) 4 b) $\frac{1}{3}$ c) 0.25
3) Write 72 as a product of primes.

ANSWERS: 1) a) 32 b) 27 c) 1 d) ± 9 e) ± 4 f) 4
2) a) $\frac{1}{4}$ b) 3 c) 4 3) $2^3 \times 3^2$

Year 7 Knowledge Organiser
Primes and Indices

Key Concept

Prime Factors:

Find the HCF of 12 and 18.
Step 1: List the prime factorization of each number.
12: $2 \times 2 \times 3$ or $2^2 \times 3$
18: $2 \times 3 \times 3$ or 2×3^2 .
Step 2: Look for factors that are common, or the same, in both lists. Then multiply those factors. The common factors of 12 and 18 are 2 and 3; $2 \times 3 = 6$.
Solution: The HCF of 12 and 18 is 6.

Key Words

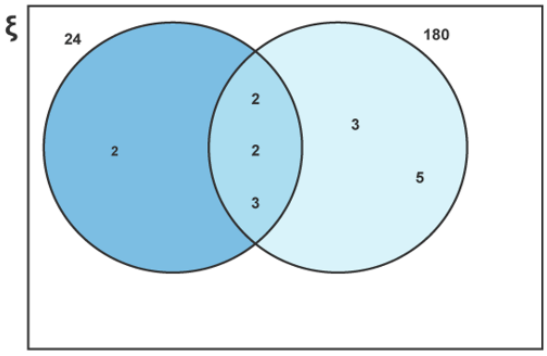
Factor: The numbers which fit into a number exactly.
Multiple: The numbers in the times table.
Prime: Numbers which have only two factors which are 1 and itself.
Highest Common Factor: The highest factor which is common for both numbers.
Lowest Common Multiple: The smallest multiple which is common to both numbers.
Venn Diagrams: is an illustration of the relationships between **and** among sets, groups of objects

Examples

Find the HCF and LCM of 12 and 180.
Break the numbers into the product of prime factors using prime factor trees, as before.

The product of prime factors for 24 are: $2 \times 2 \times 2 \times 3$

The product of prime factors for 180 are: $2 \times 2 \times 3 \times 3 \times 5$



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Clip Numbers
4,6,10, 26 – 34

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
Rounding

Key Concept

The purpose of **rounding** is to make a number simpler but keep its value close to what it was.

The digit to the right of the rounding digit tells you if you should round up or down. If **is less than 5, round down.**
If the digit to the right of the rounding digit is **5 or more, round up.**

Key Words

Integer: A whole number that can be positive, negative or zero.
Decimal place: The position of a digit to the right of a decimal point. **(d.p.)**
Significant figure: The significant figures of a number are the digits which carry meaning (i.e. are significant) to the size of the number. **(s.f.)** [The first significant figure of a number cannot be zero.]
Estimate: To find something close to the correct answer.
≈ means '**approximately** equal to'

PLACE VALUE CHART

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths	Ten-Thousandths	Hundred-Thousandths	Millionths

Examples

decider

Round 568.798 to the nearest hundred 568.798 → 600

Round 568.798 to the nearest integer 568.798 → 569

Round 568.798 to 2 significant figures 568.798 → 570

Round 568.798 to 2 decimal places 568.798 → 568.80

Round 568.798 to the nearest tenth 568.798 → 568.8

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Clip Numbers
17, 56, 130, 131

Applications

Rounding each number to 1 s.f. can be used to help you **estimate** answers to difficult calculations. e.g.

$$\frac{5.38 \times 99.3}{19.246} \approx \frac{5 \times 100}{20}$$

$$= \frac{500}{20} = 25$$

Questions

1. Round 12,356.357 to the nearest:
a) Thousand b) Integer c) Hundredth
2. By rounding each number to 1 s.f. estimate:
a) 58.2 x 2.3 b) 98.3 ÷ 19.2 c) $\frac{3.68 \times 237}{7.8}$

ANSWERS: 1a) 12,000 b) 12,356 c) 12,356.36 2a) 120 b) 5 c) 100

Year 7 Knowledge Organiser
Algebraic Expressions 2

Key Concepts

$a^2 = a \times a$

$a^3 = a \times a \times a$

$\sqrt{16} = 4$ as $4 \times 4 = 16$

$a^0 = 1$

$a^m \times a^n = a^{m+n}$

$a^m \div a^n = a^{m-n}$

$(a^m)^n = a^{mn}$

Key Words

Powers
Roots
Indices
Reciprocal

Examples

Simplify each of the following:

1) $a^6 \times a^4 = a^{6+4}$
$= a^{10}$

2) $a^6 \div a^4 = a^{6-4}$
$= a^2$

3) $(a^6)^4 = a^{6\times4}$
$= a^{24}$

4) $(3a^4)^3 = 3^3a^{4\times3}$
$= 27a^{12}$

Calculate each of the following without a calculator:

1) $3^2 = 3 \times 3$
$= 9$

2) $4^3 = 4 \times 4 \times 4$
$= 64$

3) $10^5 = 10x10x10x10x10$
$= 100{,}000$

4) $6^3 = 6 \times 6 \times 6$
$= 216$

5) $1^4 = 1 \times 1 \times 1 \times 1$
$= 1$

6) $\sqrt{81} = 9$

7) $\sqrt{121} = 11$

8) $128^0 = 1$

Section A: Calculate each of the following without using a calculator:
1) 7^2 2) 12^2 3) 5^3 4) 3^3 5) $\sqrt{4}$ 6) $\sqrt{36}$ 7) $\sqrt{1}$ 8) $\sqrt{100}$ 9) 1^0 10) 7^{-1}
Section B: Write as a single power:
1) $a^3 \times a^2$ 2) $b^4 \times b$ 3) $d^{-5} \times d^{-1}$ 4) $m^6 \div m^2$ 5) $n^4 \div n^4$ 6) $\frac{8^4 \times 8^5}{8^6}$ 7) $\frac{4^9 \times 4}{4^3}$

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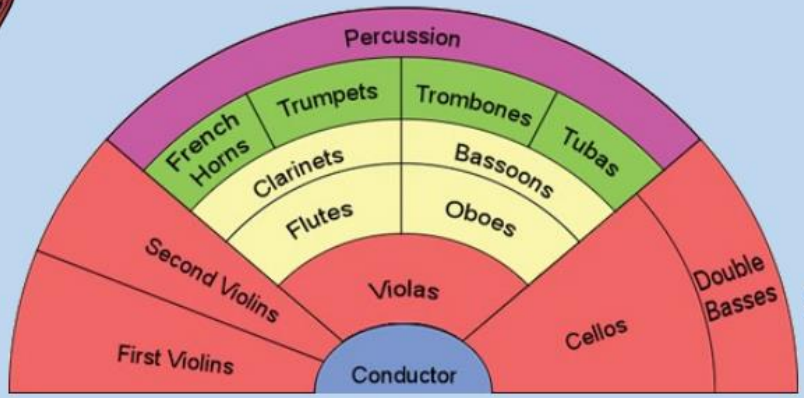
102 – 110

ANSWERS: 1) 49 2) 144 3) 125 4) 27 5) 2 or -2 6) 6 or −6 7) 1 or −1 8) 10 or −10 9) 1 10) $\frac{1}{7}$ Section B 1) a^5 2) b^5 3) d^{-6} 4) m^4 5) 1 6) 8^3 7) 4^7

MUSIC: YEAR 7– UNIT 3a
INSTRUMENTS OF THE ORCHESTRA

The String Family

The Woodwind Family

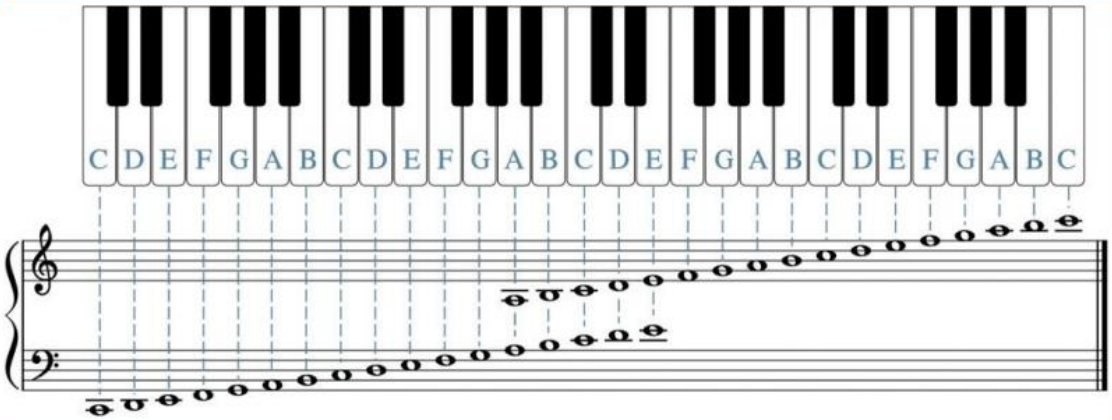


The Brass Family

The Percussion Family

Rhythm in Music
Note Values– UK

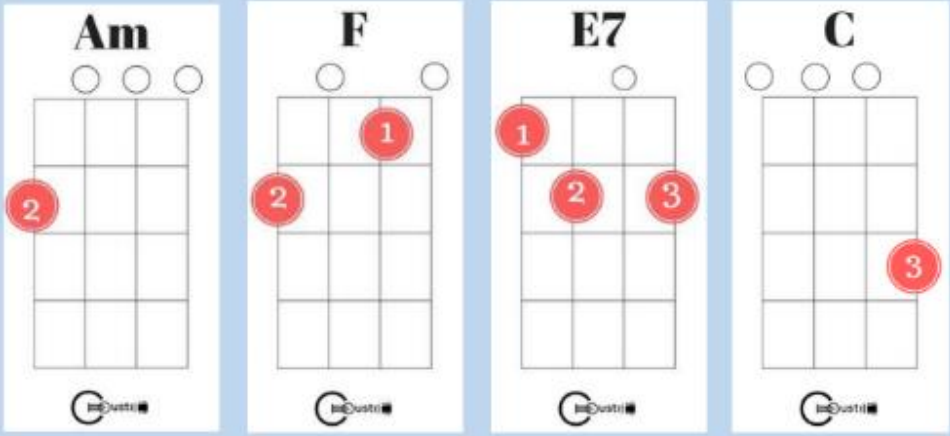
Term	Symbol	Value
semibreve	𝅝	4 beats
minim	𝅗𝅥	2 beats
crotchet	♩	1 beat
quaver	♪	1/2 beat
pair of quavers	♫	1/2 + 1/2=1
semiquaver	𝅘𝅥𝅯	1/4 beat
joined semiquavers	𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	1/4 + 1/4 + 1/4 + 1/4=1

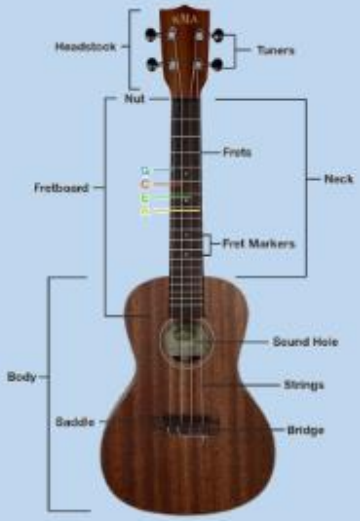


Rhythm in Music
Rest Values– UK

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

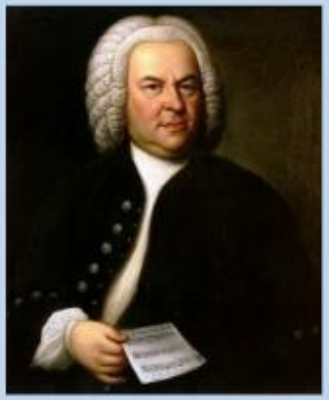
MUSIC: YEAR 7– UNIT 3b
FOLK MUSIC and "THE WELLERMAN"
PLAYING THE UKULELE





MUSIC: YEAR 7—UNIT 4
REIMAGINING BACH

JOHANN SEBASTIAN BACH



BORN: 31 March 1685 (Eisenach)

DIED: 28 July 1750 (Leipzig)

NATIONALITY: German

Known as the 'Grandfather of Music', it was almost impossible for J.S.Bach not to become involved in Music. You see, Bach came from a very....very...long line of composers and musicians. In fact, if you were to take a look at his family tree you would find over 300 years worth of Bachs all working as professional musicians. It was quite the family trade!

A turning point came for J.S.Bach just before his 10th birthday when both of his parents passed away suddenly. Now an orphan, Bach moved in with his oldest brother, Abraham. It was Abraham who first taught Bach to play the violin and encouraged his passion for music.

When he was 15, Bach won a scholarship to study at Michaelisschule in Lüneburg, where he sang in the choir. Two years later he was offered a job as organist at Sangerhausen (about 180 miles away) but was prevented by the reigning duke, who preferred a candidate of his own choice. For several months after this dramatic stand-off, Bach occupied his time as a violinist down the road in Weimar.

For the most part of his career, Bach worked as an organist and choirmaster at various churches throughout Germany. From 1723 he was employed by St. Thomas' Church in Leipzig, where he composed a cantata (a vocal composition with an instrumental accompaniment, which the church congregation could join in with) for every single Sunday service over the course of 17 years, as well as additional special pieces for festivals like Christmas and Easter. That's a lot of music!

Throughout his life, Bach wrote over 1000 pieces of music. He also had 20 children, so it's fair to say that he didn't really do things by halves. Bach was a determined, stubborn and competitive man, but was also known to have a sense of humour—he once composed an entire piece about a girl who was addicted to coffee.....

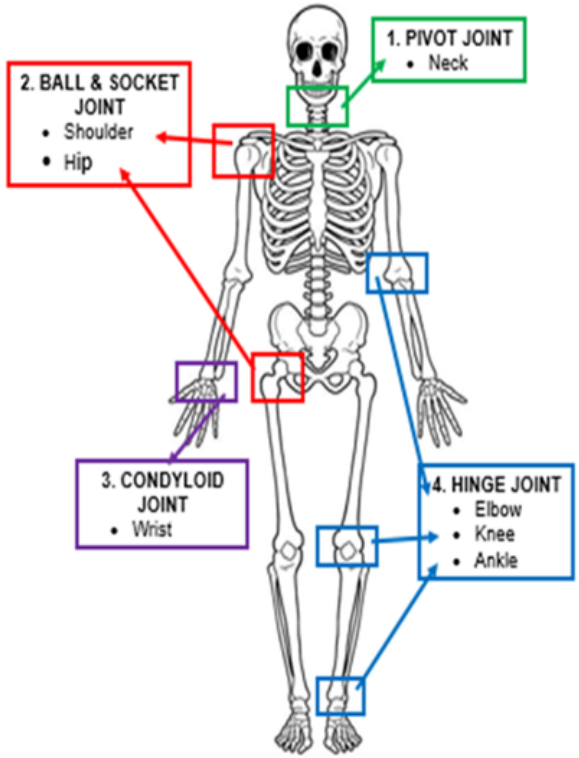
His *Toccata and Fugue in d minor* has two sections: the Toccata (meaning "to touch") - is a sort of free-form introduction whereas the second part—the Fugue—is characterised by complex overlapping repetitions of a main theme played alongside different counter-melodies.

7.5 KS3 Core PE Knowledge Organiser: Joints and their Movements

JOINT:
A place where 2 or more bones meet

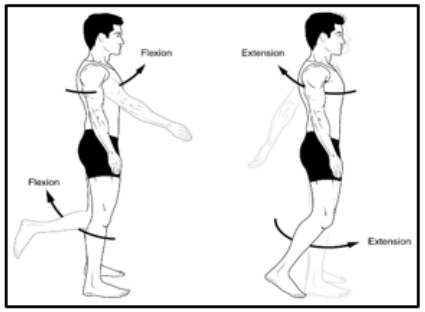
VOCABULARY
Synovial Joint Condyloid Cartilage Ligament Flexion Extension Rotation Adduction Abduction Circumduction Plantar-flexion Dorsi-flexion

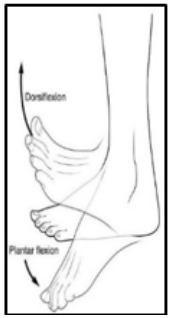
(1) Classification of Synovial Joints (freely movable)

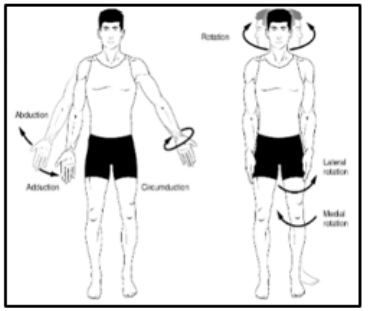


(2) Types of Movement

	Movement types	Description	Joints where movement takes place	Practical Application
1	Flexion	Bending the limbs at a joint	Ball & Socket, Condyloid, Hinge	The elbow flexes when performing a pull-up
2	Extension	Straightening limbs at a joint	Ball & Socket, Condyloid, Hinge	The elbow extends when putting a shot
3	Abduction	Movement away from the midline of the body	Ball & Socket, Condyloid	The hip and shoulder joints during a star jump movement.
4	Adduction	Movement towards the midline of the body	Ball & Socket, Condyloid	The hip and shoulder, returning the arms and legs back to their original position from a star jump movement.
5	Rotation	Twisting movement around a fixed point	Ball & Socket, Pivot	The hip in golf while performing a drive shot
6	Circumduction	Circular movement of a limb	Ball & Socket, Condyloid	The shoulder in cricket when bowling a ball
7	Dorsi-flexion	Bending or flexing the toes upwards closer to the shin	Hinge (ankle only)	The ankle in sprinting when positioning their feet in the starting blocks
8	Plantar-flexion	Pointing or extending the toe downwards away from the shin	Hinge (ankle only)	The ankle in gymnastics when pointing their toes during a cartwheel

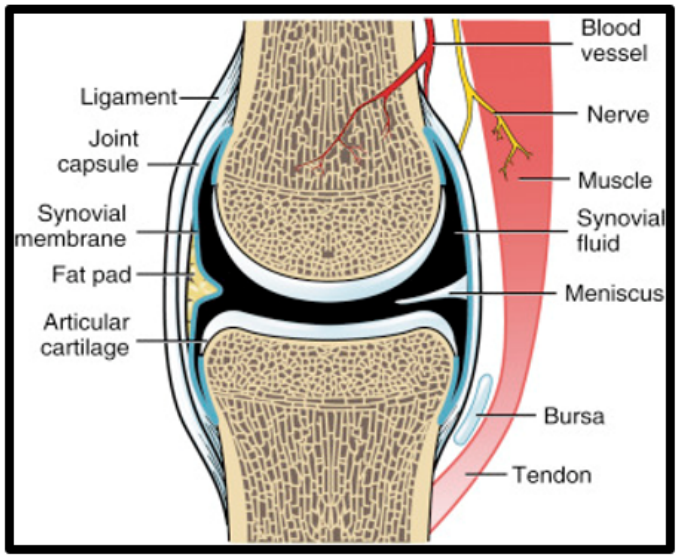






7.6 KS3 Core PE Knowledge Organiser: Joints and their Movements

(3) Characteristics of Synovial (freely movable) Joints		
Characteristic		Description
1	Synovial Fluid	Lubricates the joint.
2	Cartilage	Cushions the joint and prevents friction and wear and tear between the bone ends.
3	Ligament	Joins bone to bone, stabilising the joint.
4	Tendon	Joins muscle to bone enabling movement.



Command Word: WHICH

Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which **one** of the following….'

Worked example:

Which of the following types of movements are possible at the elbow?

Circumduction Adduction
Flexion Rotation
Dorsi-flexion Extension

Your turn - attempt the following question:

Which one of the following statements is correct?

A Ball and socket joints allow rotation

B Flexion and extension are only possible at the ball and socket joint

C Hinge joints allow abduction and adduction

D All joint types allow the same range of movement

Key Misconceptions & Helpful Tips

- Use the correct terminology for a movement:

So instead of just stating the arm bends – be more specific by stating the type of movement and the joint involved i.e. the arm flexes at the elbow.

- Abduction: Taking away from the body (abducted by aliens);
- Adduction: Adding to the body;
- Circumduction – Circular;
- Plantar-flexion: Planting the ball of the foot into the ground;
- Dorsi-flexion: Dorsal fin of a shark (points upwards out of the water). 

Worked Example:

Analyse the photograph below of the football player. State the types of movements and the joints being used.

Command Words:

ANALYSE
Break something down into its component parts, this could be in relation to movement analysis.

STATE
Involves the recall of a fact, or an example based on the given stimulus.

Let's start with the left side of the body:

- Left Arm: Abduction at the shoulder, extension at the elbow.
- Left Leg: Flexion at the hip, extension at the knee, dorsi-flexion at the ankle.

Your turn – attempt to fill in the blanks:

- Right Arm: _____at the shoulder, flexion at the_____.
- Right Leg: Extension at the _____, _____ at the knee, _____ at the ankle.

Year 7 Religious Studies Summer Term
Festivals and Holy Books Knowledge Organiser

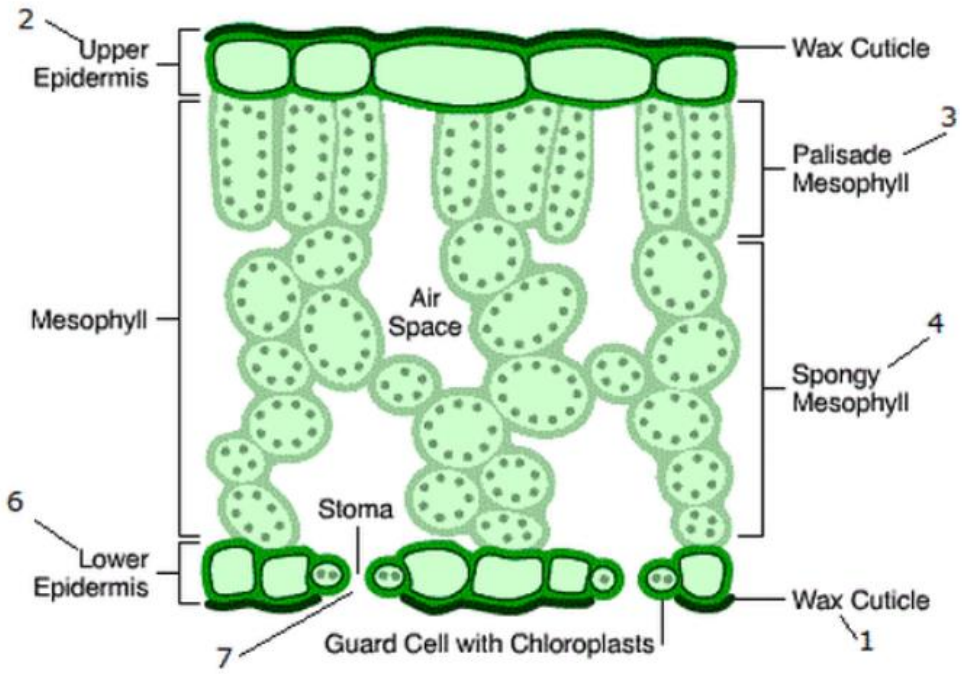
Key Knowledge
Passover is the most celebrated festival in Judaism. It is celebrated in Spring and marks when the Israelites left Egypt to slavery. It begins with a special meal (Seder).
Vaisakhi is a festival in the Sikh and Hindu calendar, usually celebrated around 13th/14th April. In the Sikh religion it celebrates the formation of the Khalsa.
Easter is the most important festival in the Christian calendar. It celebrates Jesus rising from the dead, three days after he was executed.
Wesak is an important Buddhist festival, sometimes known as 'Buddha Day'. It usually happens on the first full moon in May, and is a time to celebrate the Buddha's birth.
The Qur'an is the central religious text of Islam, which Muslims believe to be a revelation from God.
Guru Granth Sahib ji is the central religious scripture of Sikhism, regarded by Sikhs as the final, sovereign and eternal living Guru following the lineage of the ten Gurus.
The **Torah** is the Jewish Holy book. It contains 613 commandments which are followed to different extents by Orthodox and Reform Jews. The **Torah** makes up the **Tenakh** with the **Nevi'im** and the **Ketuvim**. The **Talmud** is another collection of teachings for Jews.
The Bible is the collection of sacred texts within Christianity. It is split into the Old Testament which covers the creation of God, and the New Testament which covers the life of Jesus and his followers.

Key Quotes
"In the beginning God created the heavens and the earth" (Genesis 1:1)
'He has risen!' (Mark 16:5)
You shall keep the feast of unleavened bread, as I commanded you.....' (Exodus 23:15)

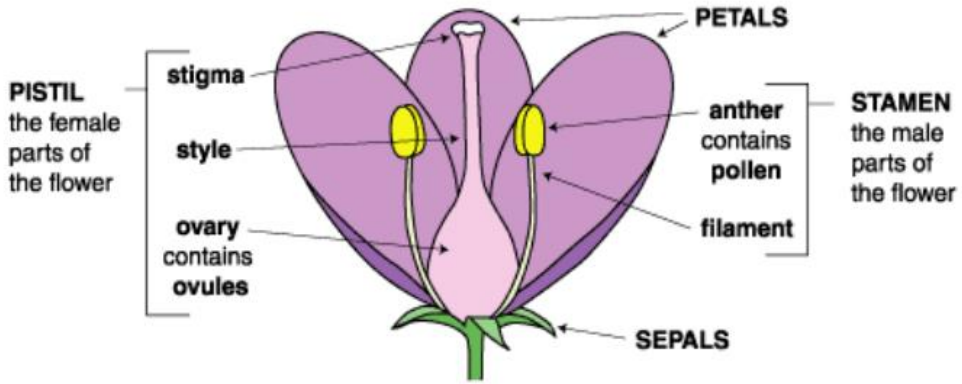
Key Term	Definition
Adi Granth	The first version of the Guru Granth Sahib compiled by the fifth Guru.
Akhand Path	Where a granthi will read the entire Guru Granth Sahib from start to finish, usually at a festival or important event. It takes approximately 48 hours.
Amritsar	A city in Punjab, India. It is the site of the holiest shrine in the Sikh religion, the Golden Temple.
Arabic	A language spoken by around 150 million people in the Middle East and North Africa.
Deities	Someone considered divine or sacred. A god/goddess or supreme being.
Exodus	A mass departure of people.
Festivals	A day or period of celebration, typically for religious reasons.
Guru	A religious leader or teacher in the Sikh faith.
Hafiz	Someone who has learnt the entire Qur'an by heart.
Khalsa	The group of initiated Sikhs.
Nishan Sahib	The sacred holy flag found outside every Sikh temple. It is replaced during Vaisakhi.
Reincarnation	The rebirth of a soul in another body.
Sacred	Something connected to religion which is deserving of awe or respect.
Secular	Not connected with religious or spiritual matters.
Seder	The special meal to mark the beginning of the Jewish festival of Passover.
Surah	A chapter in the Qur'an.
Testament	A statement of belief, for example the Old and New Testaments forming the Bible.

Year 7 Topic 2 Biology Knowledge Organiser

Leaf Structure –



Parts of a plant –

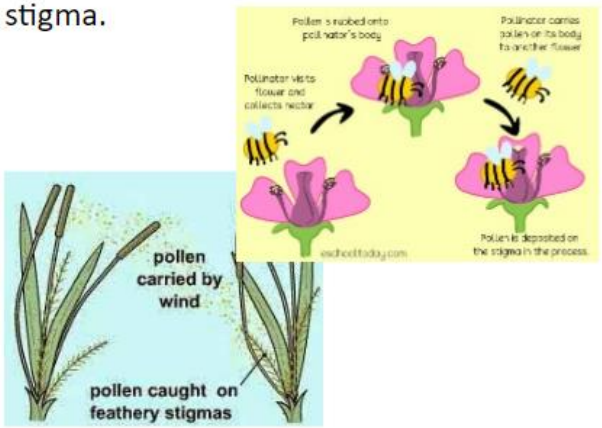


Adaptations of Plants – Plants need light, nutrients and water to survive. Plants can adapt to different environments.

- Waxy covering
- Spines for leaves
- Long roots
- Fast growing seeds
- Flowers

Pollination–

The act of transferring pollen grains from the male anther of a flower to the female stigma.



Sampling Plants –

Quadrats: Quadrats are usually square. They are taken to an area and placed down at random. The number of plants inside are counted.

Transect: A measuring tape is laid out over an area to be sampled. The quadrat is placed at equal intervals along the measuring tape. The number of a plant inside are counted.

Tier 2 Vocabulary

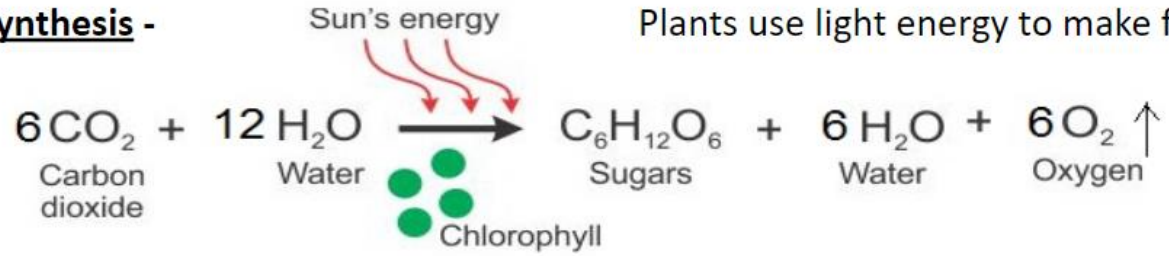
Sampling
Random
Adaptation
Glucose
Oxygen
Carbon dioxide

Tier 3 Vocabulary

Habitat
Ecosystem
Organism
Species
Palisade cells
Mesophyll cells
Guard Cells
Stomata
Diffusion
Photosynthesis
Food Web
Food Chain
Pyramid of Numbers
Pyramid of Biomass
Producer
Herbivore
Carnivore
Omnivore
Consumer
Trophic level

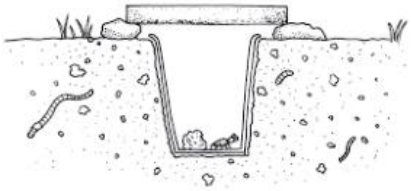
Photosynthesis -

Plants use light energy to make food.

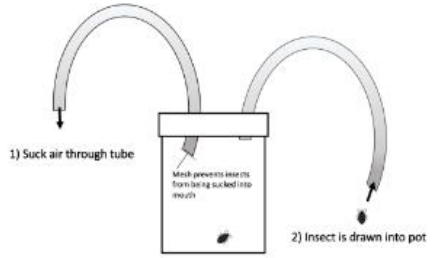


Sampling Animals -

Pitfall trap



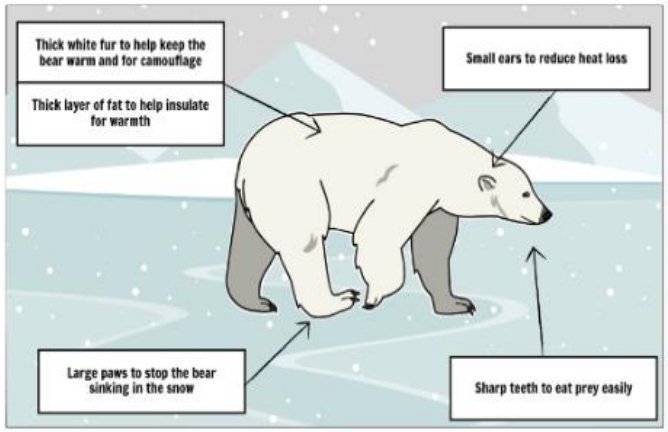
Pooter

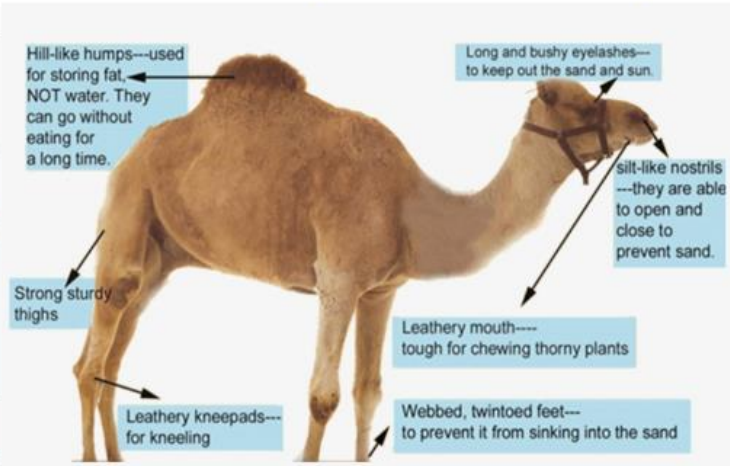


Pyramid of numbers –

Producer always at the bottom

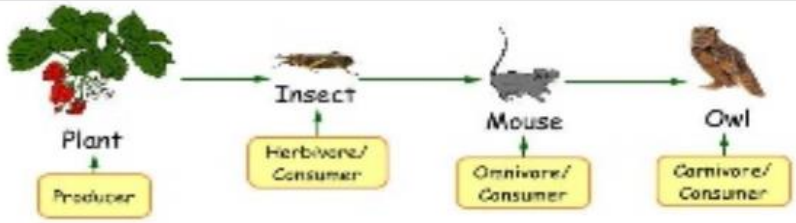
Adaptations of animals – Animals have special feature that help them survive or help them catch food.





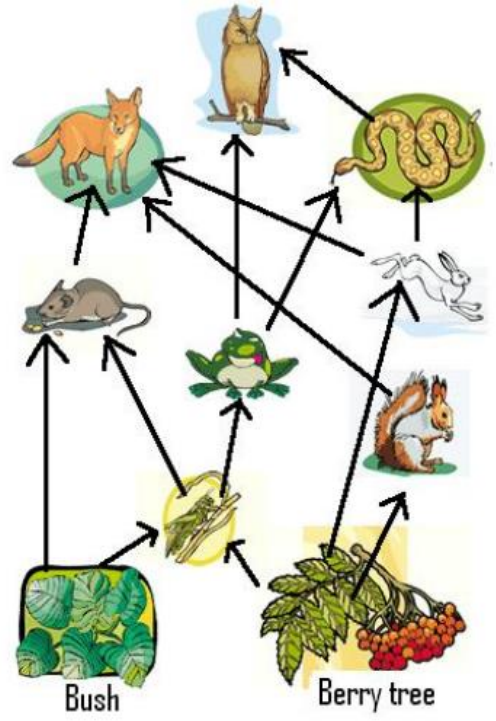
Food Chains–

A food chain shows the path of energy from one living thing to another.



Food webs–

Food chains interlink to make a food web. Food webs help show the impact if a population were to change in number.



Habitats – The area where an organism lives.

Forces – A push or a pull that make objects accelerate, decelerate, change direction or change shape.

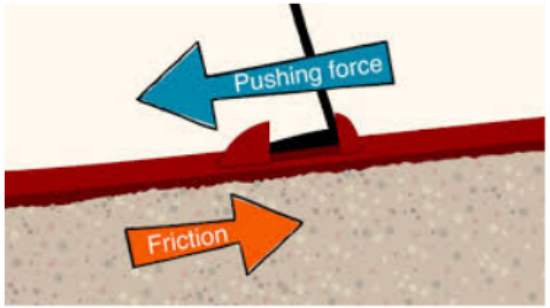
Examples of forces are: Air resistance, friction, gravity, magnetism, upthrust as well as others.

Year 7 Topic 2 Physics

Knowledge Organiser

Contact Forces – Forces that have to touch an object to exert a force.

Friction – Friction occurs when two surfaces rub past each other.



Air Resistance – the air particles hit off the object to slow it down.

Water resistance – the water particles hit off the object to slow it down.

Normal reaction – the force that acts against an object that is sat on a surface.

Non-contact force – Forces that are not required to touch to make them happen.

Magnetism – Magnets will try and attract and repel just by bringing them close together.

Gravity – Gravity is a force that pulls an object to the centre of another object.

Force Arrows

We can use force arrows to show the size of an arrow. Some forces are balanced when the size of the opposing forces are equal. Some forces are unbalanced when the size of the opposing forces are not equal.

Tier 2 Vocabulary

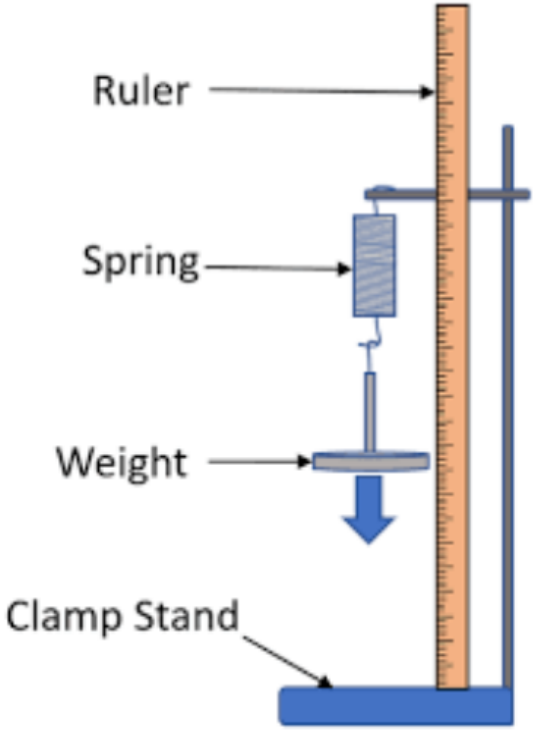
Contact
Non-Contact
Terminal
Parachute
Extension
Speed
Exert
Balanced
Unbalanced
Proportionality

Tier 3 Vocabulary

Forces
Resultant Force
Friction
Drag
Air Resistance
Upthrust
Water Resistance
Thrust
Magnetism
Normal Reaction
Velocity

Hooke's Law -

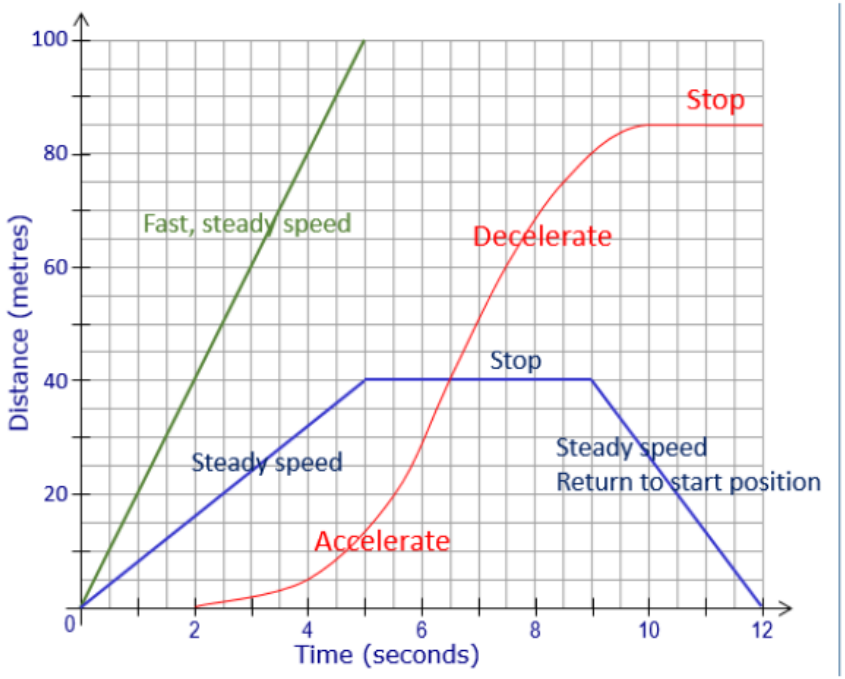
As more mass is added to a spring, the spring will stretch proportionally.



If something happens proportionally then it will go up or down by the same amount each time.

Distance Time Graphs –

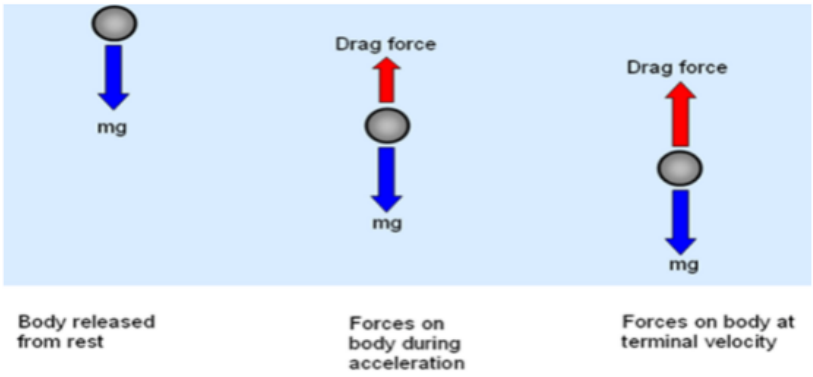
Distance time graphs show far an object travels in a certain amount of time.

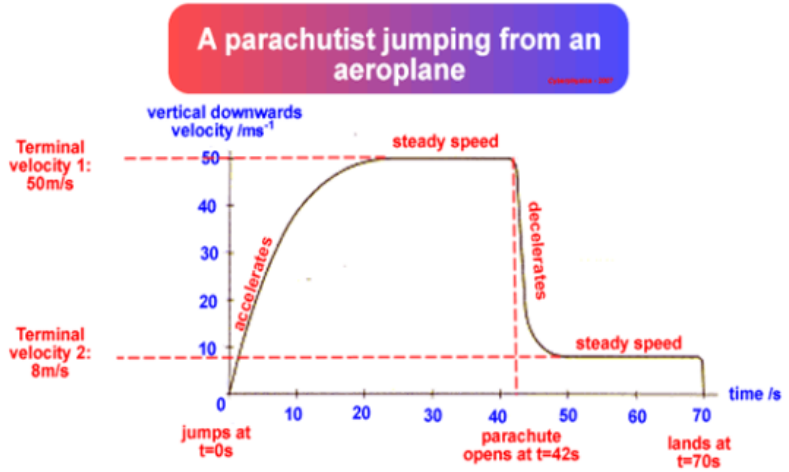


Faster objects cover more distance in less time and give steeper lines
Slower objects have less steep lines.

A flat line occurs when the object is stationary.

Terminal Velocity - Terminal velocity is the maximum velocity attainable by an object as it falls through a fluid (air is the most common example).





Spanish Y7 Summer term Knowledge Organiser

Unit 5: Mi barrio – My area

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. está en…	it's in…
2. una ciudad	a city
3. voy	I go
4. voy a ir	I'm going to go
5. vamos a jugar	we're going to play

Key vocabulary and questions

¿Cómo es tu casa o tu piso?	What is your house or flat like?
Vivo en…	**I live in…**
una casa/un piso	**a house/a flat**
Mi casa/piso es…	**Mi house/flat is…**
antiguo/a	old/old-fashioned
bonito/a	pretty
cómodo/a	comfortable
feo/a	ugly
moderno/a	modern
pequeño/a	small
grande	big
¿Dónde está?	**Where is it?**
Está en…	**It's in…**
el campo	the countryside
la costa	the coast
la montaña	the mountains
el desierto	the desert
una ciudad	a city
un pueblo	a village
el norte/el sur	the North/South
el este/el oeste	the East/West
el centro	the Midlands

The verb ESTAR - To be (located)	
estoy	I am
estás	you are
está	he/she/it is
estamos	we are
estáis	you (pl) are
están	they are

¿Qué hay en tu ciudad?	What is there in your town?
En mi ciudad hay…	**In my city there is…**
No hay…	**There isn't…**
un castillo	a castle
un centro comercial	a shopping centre
un estadio	a stadium
un mercado	a market
un museo	a museum
un polideportivo	a sports centre
un restaurante	a restaurant
un parque	a park
una piscina	a swimming pool
una plaza	a square
una tienda	a shop
una universidad	a university
unos museos	some museums
unas tiendas	Some shops
muchos parques	lots of parks
muchas plazas	lots of squares
Can you use a dictionary to look up some more places in the town?	

¿Qué haces en la ciudad?	What do you do in town?
Salgo con mis amigos	**I go out with my friends**
Voy…	**I go…**
al cine	to the cinema
al parque	to the park
al polideportivo	to the sports centre
al centro comercial	to the shopping centre
a la bolera	to the bowling alley
a la cafetería	to the café
a la piscina	to the swimming pool
a la playa	to the beach
Voy de compras	**I go shopping**
Voy de paseo	**I go for a walk**
No hago nada	**I do nothing**
Can you spot the rule for using *al* or *a la* with places?	

¿Qué hora es?	What time is it?
Es la una	It's 1:00
Son las dos	It's 2:00
Son las tres **y diez**	It's 3:10
Son las cuatro **y cuarto**	It's 4:15
Son las cinco y **veinticinco**	It's 5:25
Son las seis **y media**	It's 6:30
Son las siete **menos veinte**	It's **6**:40
Son las ocho **menos cuarto**	It's **7**:45
Son las nueve **menos cinco**	It's **8**:55
Es mediodía/Es medianoche	It's midday/midnight
¿A qué hora?	**At what time?**
A la una	At 1:00
A las dos/tres/cuatro…	At 2:00/3:00/4:00…
A mediodía	At midday
Be careful to get the right hours when using *menos*. 7:45 = son las ocho menos cuarto (quarter to eight).	

¿Qué vas a hacer	What are you going to do?
Voy a salir	**I am going** to go out
Vas a ver la televisión	**You are going** to watch TV
Va a ir de paseo	**He/She is going** to go for a walk
Vamos a jugar al tenis	**We are going** to play tennis
Vais a chatear	**You (pl) are going** to chat online
Van a hacer los deberes	**They are going** to do homework

The verb IR - To go	
voy	I go
vas	you go
va	he/she/it goes
vamos	we go
vais	you (pl) go
van	they go

Look at the next page to see how the verb **IR** is used to talk about future plans

¿Te gusta vivir en…?	Do you like living in…?
Me gusta (mucho) vivir en…	I (really) like living in…
No me gusta vivir en…	I (don't like living in…
porque es/no es…	because it is/isn't
porque hay/no hay…	because there is/isn't…

Spanish Y7 Summer term Knowledge Organiser Unit 6: En Barcelona - In Barcelona

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. quiero	I want
2. una ración de	a portion of
3. ¿Cuánto es?	How much is it?
4. voy a visitar	I'm going to visit
5. se puede	you can

Key vocabulary and questions

En la cafetería	In the café
¿Qué quiere(s)?	**What do you want? (-s = informal)**
Quiero…	**I want…**
un batido de chocolate/fresa	a chocolate/strawberry milkshake
un té/café	a tea/coffee
una Coca-Cola	a Coca-Cola
una Fanta limón	a lemon Fanta
un granizado de limón	an iced lemon drink
una ración de…	a portion of…
calamares fritos	fried squid
croquetas de jamón	ham croquettes
gambas	prawns
pan con tomate	bread with tomatoes
patatas bravas	spicy potatoes
tortilla española	Spanish omelette
¿Algo más?	**Anything else?**
No, nada más.	**No, nothing else**
¿Y de beber?	**And to drink?**
¿Cuánto es?	**How much is it?**
Son tres euros cincuenta	**It's 3,50€**

The verb QUERER -To want	
quiero	I want
quieres	you want
quiere	he/she/it wants
queremos	we want
queréis	you (pl) want
quieren	they want

¿Qué se puede hacer en Barcelona?	What can you do in Barcelona?
Se puede…	**You can…**
ver un partido en el Camp Nou	watch a match at the Nou Camp
ir al acuario/al zoo	go to the aquarium/the zoo
ver la catedral famosa	see the famous cathedral
ir de paseo en el Park Güell	go for a walk in Park Güell
visitar el museo Picasso	visit the Picasso museum
aprender a cocinar tapas	learn to cook tapas
ver un espectáculo flamenco	see a flamenco show
disfrutar de las vistas en Montserrat	enjoy the views in Montserrat
ver artistas callejeros en Las Ramblas	watch performers on Barcelona's main street.
hacer una visita guiada	do a guided tour
ir a la playa	go to the beach
Se pueden…	**You can (plural)**
comer platos típicos	eat regional dishes
comprar recuerdos en la Boquería	buy souvenirs in the Boquería market
comer churros en un café	eat churros in a café

Time phrases	
mañana	tomorrow
en verano	in summer
la semana que viene	next week
este fin de semana	this weekend
por la mañana	in the morning
por la tarde	in the evening
primero	first
luego	then
después	after
finalmente	finally
Make sure you always use a time phrase to make it clear which tense you are using, and link your work together using sequencers like *primero, luego,* and *finalmente*.	

Key grammar – The near future

Use the near future to talk about what is going to happen (I am going to eat, he is going to buy, we are going to dance)

This tense is formed by 3 parts, make sure you have all of them to use it correctly.

1. The present tense of IR (the verb to go)
2. 'a'
3. An infinitive verb (ending in -ar/er-ir)

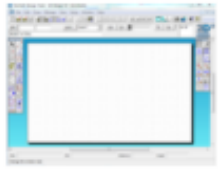
1. The present tense of IR	2. 'a'	3. An infinitive verb	
Voy	a	comer	I am going to eat
Vas		bailar	You are going to dance
Va		llevar	(S)he is going to wear
Vamos		visitar	We are going to visit
Vais		comprar	You (pl.) are going to buy
Van		beber	They are going to drink

¿Qué vas a hacer en Barcelona?	What are you going to do in Barcelona?
Voy a…	**I'm going to…**
Vamos a…	**We're going to**
Mi hermana va a…	**My sister is going to…**
Mis padres van a…	**My parents are going to…**
montar en bici	go cycling
comer helados	eat ice creams
visitar monumentos	visit monuments
ir de paseo	go for a walk
comprar recuerdos	buy souvenirs
sacar fotos	take photos
tomar el sol	sunbathe
ir de excursión	go on a trip
descansar	relax

KS3 Knowledge Organiser – **Year 7 CAD/CAM**

Computer Aided Design

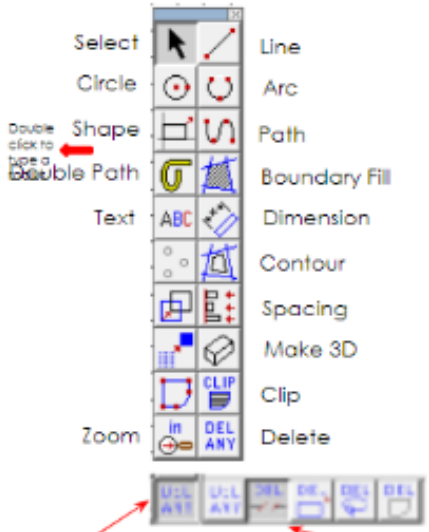
Advantages	Disadvantages
Highly accurate	Expensive set up
Can communicate with CAM	Requires Training
Files can be saved/shared via email	Files can corrupt/be deleted
Can use features like copy and paste	Requires access to a computer

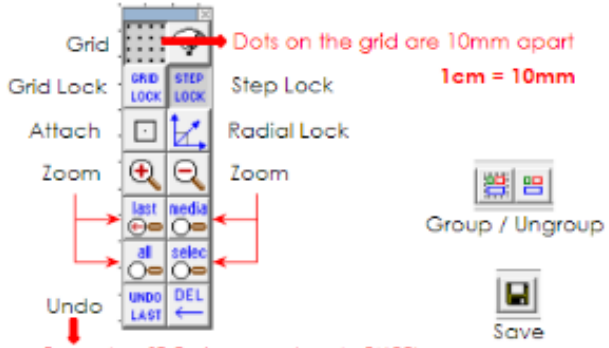


Computer Aided Manufacture

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:





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.

Black = Laser engrave
- Laser moves quickly at a low power

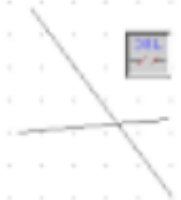
Red = Laser cut
- Laser moves slowly at high power

Other colours can be set up and used as required

Materials suitable for laser cutting:

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

How to ensure a closed boundary:



Overlap lines and 'Delete Part'

Use the 'Attach' tool

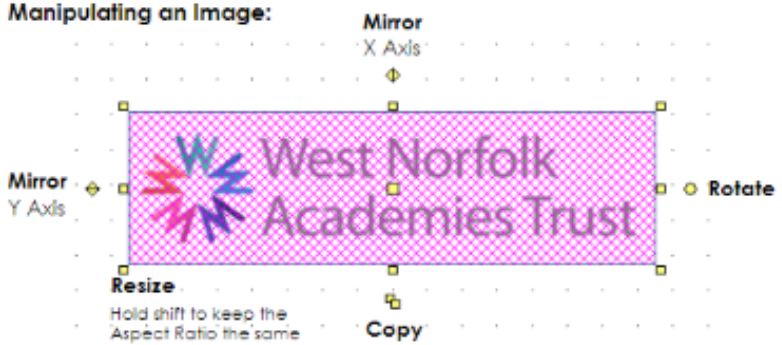
'Edit' the lines and join the nodes

Vectorising:

Bitmap Image
Full Colour

Vector
Monochrome = Black and White

Manipulating an Image:



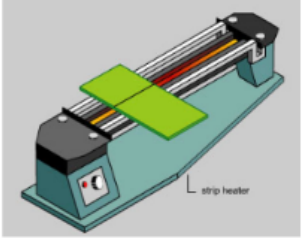
KS3 Knowledge Organiser – **Year 7 Plastics, Health & Safety, Simple Electronics**

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

Advantages:	**Disadvantages:**
Available in many colours and styles Recyclable	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



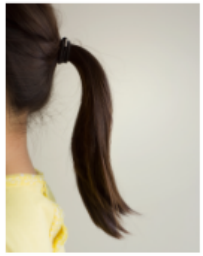
Strip Heater

- 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

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 Googles, 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

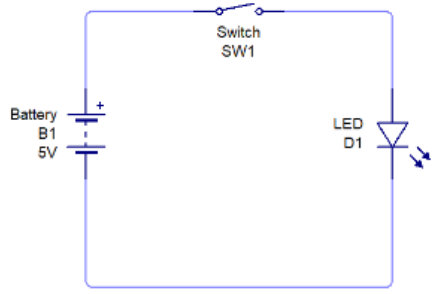
► LEDs have a positive leg and a negative leg

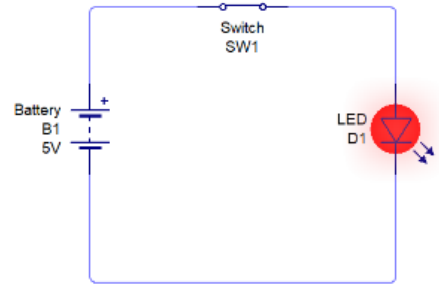
► The anode (positive) has a longer leg

► 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

Switch	
LED	

KS3 Knowledge Organiser – **Year 7 Timbers and Boards**

Wood
(Often used as a general term)

Natural Wood (Cut from a Tree)

Man Made Boards
(Manufactured from natural wood sheets, pieces or fibres to create a board such as MDF, Plywood and Chipboard.)

Types of Wood

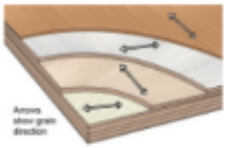
Natural wood can be divided into two groups, Hardwood and Softwood. The properties shown below are generally true for each group

Hardwood	Softwood
· From trees with broad leaves · Slow growing · More Expensive · Close grain · Considered more attractive · More moisture resistant (less likely to rot) · Denser · Heavier · Harder to cut · An example would be Oak	· From trees with needles · Fast growing · Cheaper · Wide grain · Less attractive · Less moisture resistant (More likely to rot) · Less dense · Lighter · Easier to cut · An example would be Pine

Manufactured Board or **Man Made Boards**

MDF – Medium Density Fibreboard
Wood fibres glued together and rolled flat to form a sheet.

Plywood – Manufactured Board
Thin layers of wood glued together with grain at 90° angles.



Hardwood

Advantages	Disadvantages
Good Aesthetics (looks good)	Generally harder to cut and shape
Extremely durable	More expensive
Easy to maintain	Slow growth rate
High strength	

Softwood

Advantages	Disadvantages
More sustainable (trees grown quicker)	Can be knotty
Easier to cut and shape	Weaker, less durable
Cheaper	

MDF – Medium Density Fibreboard

Advantages	Disadvantages
It is easy to cut and shape	Not as attractive
Takes paint well	Quickly damaged by water
Available in large sheets	MDF dust is harmful
Cheaper than other options	Weaker than plywood

Plywood

Advantages	Disadvantages
Available in large sheets	More expensive than MDF
Available in various thicknesses	Raw edge needs finishing
Good strength and durability	Edges can splinter
Better than MDF with water contact	

HAND TOOLS USED

	Bench Hook
	Coping Saw
	Tennon Saw
	G Clamp
	Woodwork Vice
	Hand Clamp
	Glass Paper

MACHINERY USED

	Scroll Saw
	Disc Sander
	Pillar Drill

Age of a Tree

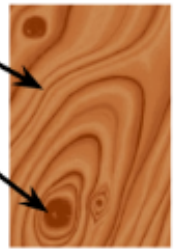
The rings on a tree stump indicate annual growth so you can age a tree by counting the number of rings.

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.

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.

Knowledge organiser
Introduction to food safety

Areas most commonly missed

Areas least frequently missed

Bacteria are everywhere, but only a few will make us ill

Before cooking you must….

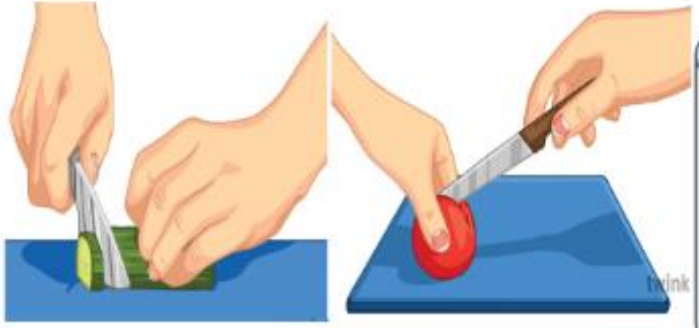
- → Wash your hands and dry them on paper towel
- → Put on an apron
- → Tie back long hair
- → Clean the work surface with an antibacterial cleaner

Reducing health risks

Where can you store food:

- ★ **In the fridge** (for foods with a use by date)
- ★ **The cupboard** (for foods with a best before date)
- ★ **The freezer**

The claw grip and bridge hold.



When you should wash your hands:
Before you cook
After going to the toilet
After sneezing
After handling rubbish
After handling a pet

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