



Year 7 Knowledge Organiser

**Spring Term
2021/22**

Name:

Form:

Core British Values

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

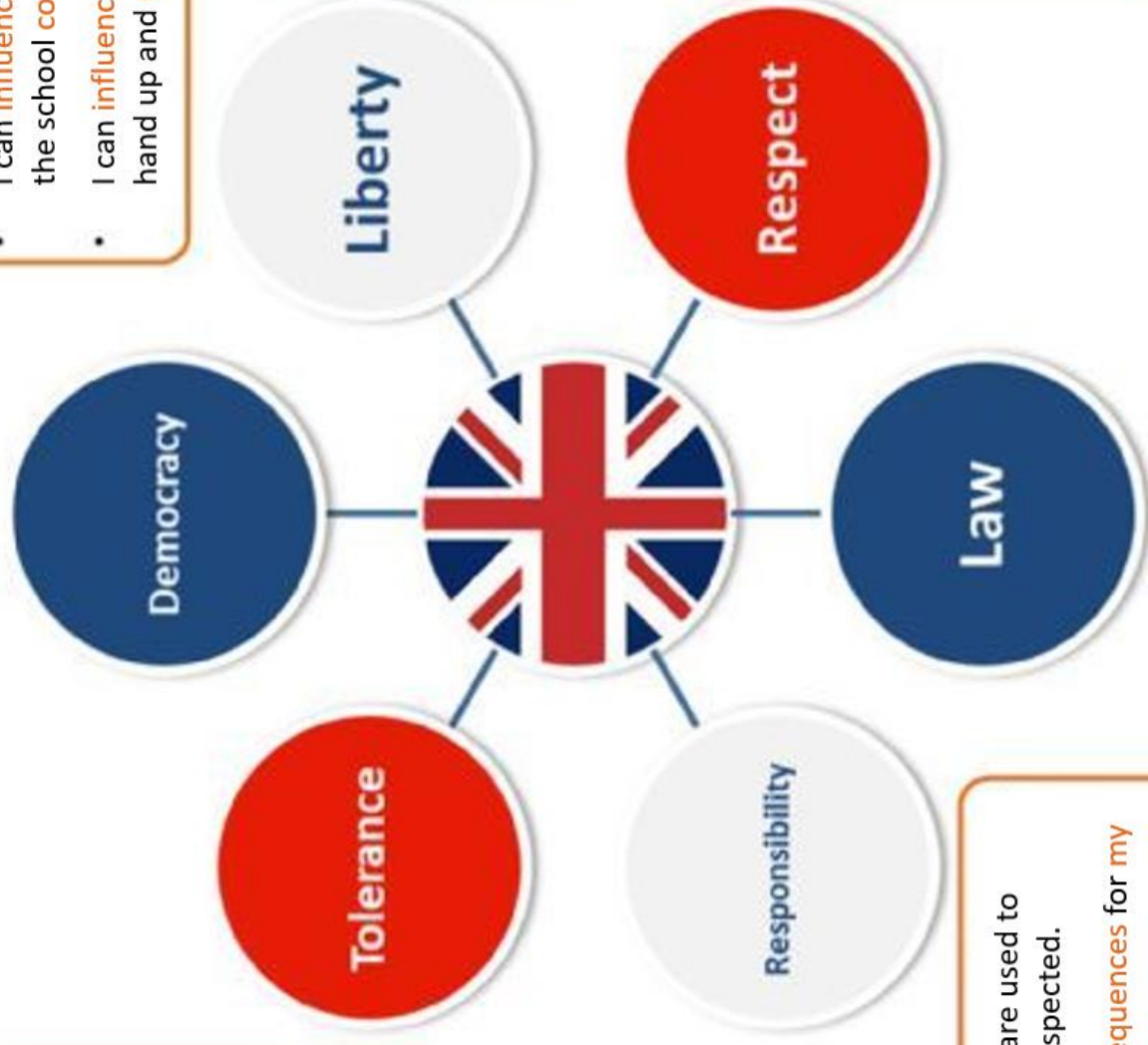
- I recognise that I am as **responsible** for my learning as my teacher.
- I take **responsibility** for all of my **actions** – good or bad.
- We **all** have a **responsibility** to **promote** and **protect** the wellbeing of others.

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

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

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

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



Social - Moral - Spiritual - Cultural



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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

LEARNINGSIENTISTS.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.



Explain and describe
ideas with many details



Practice bringing
information to mind



ELABORATION

RETRIEVAL PRACTICE

Use specific examples
to understand abstract
ideas



CONCRETE EXAMPLES

Space out your
studying over time



SPACED PRACTICE

INTERLEAVING

DUAL CODING



Switch between ideas
while you study

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.

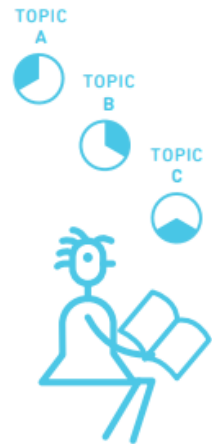
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LEARN TO STUDY USING...

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

Year 7 Spring Term Knowledge Organiser

Mark making is a term used to describe the different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface.

Art – Mark Making & Impressionism:

Art Specific Language and Terms			
Watercolour	Watercolour is a painting method in which the paints are made of pigments suspended in a water-based solution.	Plein Air	Plein air painting is about leaving the four walls of a studio behind and experiencing painting and drawing in the landscape.
Layering	The process of layering while painting makes it easier to add surface texture, subtle colour changes and depth in a piece of art.	Realism	Realism was a mid nineteenth century artistic movement where artists painted from everyday life in a naturalistic manner. The term is also used to describe artworks painted in a realistic almost photographic way.
Directional Line	Lines can lead the eye around an image and they can also be used to express something to the viewer e.g. shape or movement.	Impressionism	A theory or practice in painting especially among French painters of about 1870 of depicting the natural appearances of objects by means of dabs or strokes of primary unmixed colours in order to simulate actual reflected light.
Texture	Texture relates to the surface quality of a work of art.	Post - Impressionism	Post-Impressionism is an art movement that developed in the late 19 th century. It a subjective approach to painting and artists opted to paint emotion rather than realism in their work.

Vincent Van Gogh was a Dutch post-impressionist painter who is among the most famous and influential figures in the history of Western art.



Year 7 Spring Term Knowledge Organiser

Art – Impressionism – Van Gogh:

Vincent Van Gogh was a Dutch post-impressionist painter who is among the most famous and influential figures in the history of Western art.

Art Specific Language and Terms			
Realism	Realism was a mid nineteenth century artistic movement where artists painted from everyday life in a naturalistic manner. The term is also used to describe artworks painted in a realistic almost photographic way.	Post - Impressionism	Post-Impressionism was an art movement that developed in the late 19 th century from Impressionism. It is a subjective approach to painting and artists painted emotions rather than realism in their work.
Impressionism	A style of painting especially among French painters around 1870 of depicting the natural appearances of objects by means of dabs or strokes of primary unmixed colours in order to simulate actual reflected light.	Plein Air	Plein air painting is about leaving the four walls of a studio behind and experiencing painting and drawing in the landscape.

Why is it called Impressionism?

Impressionist artists were not trying to paint a reflection of real life, but an 'impression' of what the person, light, atmosphere, object or landscape looked like to them. And that's why they were called impressionists! They tried to capture the movement and life of what they saw and show it to us as if it were happening before our eyes.

Some of the main impressionist artists are Claude Monet, Camille Pissarro, Alfred Sisley, Auguste Renoir, Mary Cassatt and Edgar Degas.

How did they Paint?

Before impressionism, landscapes in art were often imaginary, perfect landscapes painted in the studio. The impressionists changed all that. They painted outdoors. As they were outside, they looked at how light and colour changed the scenes. They often painted thickly and used quick (and quite messy) brush strokes. In most of the paintings before impressionism you can't really see the brushstrokes at all.



John Singer Sargent
Claude Monet Painting by the Edge of a Wood 1885



Camille Pissarro
The Pork Butcher 1883

Media

Different methods of delivering a message, story or information to a large audience

Mass Media

Different methods of delivering a message, story or information to a large audience

Broadsheets

Have smaller headlines, with detailed articles. They are considered to be a more educational newspaper with key focuses on political, financial, national and international news. Broadsheets rarely contain much celebrity gossip.

Tabloids

Have large headlines usually with short articles. Also tend to include lots of gossip and celebrity news as well as national news. Most tabloids tend to be less 'serious' than some other newspapers.

Making connections

How can you link different topics together?

Accountability + TV + newspapers
Educate + Inform + check + entertain
New media + E-media
Broadsheet + tabloid + newspaper
Ofcom + TV
Politicians + Media

Tabloid

Vs

Broadsheet



What is the purpose of the media?

Educate

Inform

Check

Entertain



Have large headlines usually with short articles.

More educational, with key focuses on political, financial, national and international news.

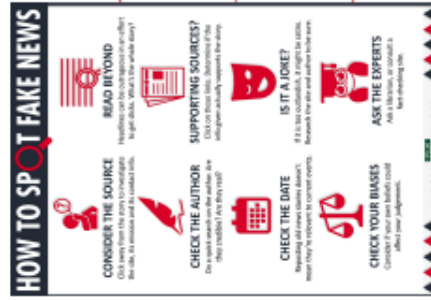
Have smaller headlines, with detailed articles.

Tend to include lots of gossip and celebrity news as well as mostly national news.

Tend to be less 'serious' than some other newspapers.

Rarely contain much celebrity gossip.

Fake News - Inaccurate, fake and fictional stories created by authors to trick the public into believing they are true.



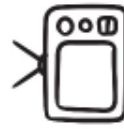
Read beyond... check the information with another source.

Check the date... reporting stories can be misleading because it doesn't mean they're relevant today.

Check the author... are they credible and reliable?



Ofcom are an independent organisation who make sure that each TV programme is suitable for the audience.



Why is the media so important?

Types of Media

Traditional

Newsprint, television and radio

New media

All-non traditional forms of media

E-media

All forms of media related to the internet; e stands for electronic

Active Citizen

Trying alone or with others to bring about change. Using knowledge and understanding of **citizenship skills** to try and make a difference.

Direct action

Action taken where the normal channels are regarded as too slow or ineffective, often some sort of disruptive activity, to arouse public awareness.

Campaign

Activities that candidates and their supporters undertake to persuade people to vote for them.

Community

A group of people who live near each other in a local area; a group of people who share common beliefs or way of life.

Raise money

Help others

Raise awareness

Vote in elections

What does an active citizen do?

Volunteer

Campaign

Convince others to change

Petition

Write to your MP (lobbying)

Useful

Citizenship Skills

Advocacy

Representing or acting on behalf of a particular cause.

Responsible action

Doing something on behalf of others to try and raise awareness, make a difference or achieve certain aims. This will be done in order to have a positive impact on others or a particular cause.

Active Participation

Taking part by becoming involved; doing something or saying something to try and make a change or make a difference.

Informing opinions

Giving other people information in order to try and change their opinions and views.

Plastic Pollution

The biggest problem with unwanted plastic is the pollution and damage it causes the environment. Plastic breaks into tiny pieces, which then get blown around by the wind and the rain. It ends up in our streams, rivers and the ocean.



Yay!

Wind Turbines

Nay!

- ✓ Environmentally friendly.
- ✓ Never ending fuel source.
- ✓ No pollution.
- ✓ Excellent supplement (help) to other renewable fuel sources.
- ✓ The energy used in creating wind farms is earned back within the first 3-6 months.
- ✗ Can take up a lot of land.
- ✗ Low energy production – Only a large number of turbines can mass produce energy.
- ✗ Quite expensive to maintain.
- ✗ Can be quite noisy – Often the locals will complain.
- ✗ Wind power alone cannot serve all of our needs.

Solar Power

Solar energy is light, heat, and other forms of energy given off by the Sun. Solar energy can be collected and used to heat buildings and to make electricity.



Active Citizenship & Sustainability



Making connections

How can you link different topics together?

Responsible action + advocacy
Advocacy + MP + representation
Informing opinions + responsible action
Carbon Footprint + advocacy + MPs + Parliament

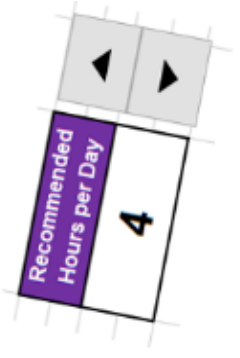
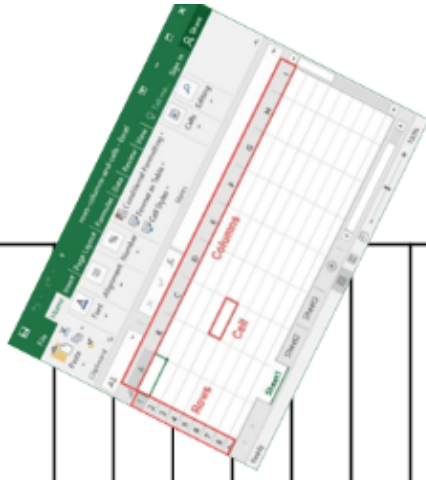


Computing – Spreadsheet Key Knowledge

Key Vocabulary



Cell Reference	The name of an individual cell (The coordinates to a cell)
Row	A range of cells that go across (horizontal) the spreadsheet. Rows have a number.
Column	A vertical range of cells. Columns have a letter.
Cell	A rectangular box that can contain any value
Sheet	A single page in a spreadsheet document
Workbook	A collection of sheets
Formula	A mathematical operation performed on values in the spreadsheet
Tab	The button that changes which sheet you are looking at
Formatting	The appearance of the cell (Colour, font size, type and colour. Borders
Conditional Formatting	This changes the format of a cell based on what condition you enter.
If Statement	A function that sees if a condition is met. If it is met a true value is returned if not a false.
Cell Replication	Copying of data in a cell to another cell
Validation	Where the computer checks your data entry to see if it is allowed.
Absolute Cell Reference	Makes the cell static (Will not change when copying a formula)
Colon :	Defines a range of cells. Colon in effect means to e.g A2:D5
Static Cell	A cells value that has to be changed manually
Dynamic Cell	A cell value changes automatically based on contents from another cell.



=Sum	Adds the values of a cell range
=Average	Finds the average value of a range
=Max	Finds the maximum value in a range
=Min	Finds the minimum value in a range
=IF	Used to create an IF statement

Key Formulas

Computing – Flowol and Cryptology Keywords

Algorithm	An algorithm is a list of step-by-step instructions that when followed will solve a problem.
Flowchart	A flowchart is a way of showing all the steps in an algorithm or problem visually in a diagram.
Terminator	The symbol used in a flowchart to start or stop.
Decision Box	The diamond shape used in a flowchart so the user makes a decision, normally either yes or no.
Mimic	The interactive image used in Flowol to use alongside the flowchart.
Subroutine	A set of instructions made to perform another operation within a program.
Cryptography	The art of creating codes.
Cryptology	The study of codes – both creating and solving them.
Caesar Cipher	The first modern cipher code, developed by Julius Caesar.
Barcode	A combination of lines and numbers which stores information – product identification, the size/weight of a product, where the product comes from and the manufacturer. It does not store the product name or the price.
Barcode Reader	A device that is used to read the information from a barcode. Either a barcode scanner at the checkout or a hand held barcode reader.
Check Digit	The check digit is the final number. It is used by the computer to check all the other numbers have been entered correctly.
Data Matrix Codes	A two-dimensional code made of black and white cells or dots in a square or rectangular pattern. The information is encoded to hold text or numeric data.
QR Codes	A Quick Response code is a two-dimensional barcode. It is machine readable which contains information about the item it is attached to.
Ecommerce	Electronic commerce – means to buy or sell good and/or services online.
Encryption	Converting information into secret code that hides the information's true meaning.
Decryption	The process of taking encrypted data and converting it back into text that you or the computer can read and understand.
SSL	Secure Socket Layer. An encryption method that encrypts purchase details when online shopping. It gets switched on when you visit a secure server.
Public and Private Keys	An encryption/decryption method that uses an algorithm that makes two keys – a public one and a private one. The public key is given to anyone, but it can only encrypt. The private key is what is needed to decrypt and is kept private.

Drama - Genre

Some examples of **theatre practitioners** include Greek Theatre, Brecht, Stanislavski, Kate Mitchell, Steven Berkoff, John Godber or Gecko. These **practitioners** have very different and exciting approaches to Drama!

- **Genre** can be defined as a style or category of drama, art, music, or literature.
- A **theatre practitioner** is a person or theatre company that creates practical work or theories to do with performance and theatre. The list of theatre practitioners is constantly changing and evolving, as people are always creating new work and coming up with new thoughts and methodologies for theatre and performance.

Why do we study theatre practitioners and genres? Looking at how theatre has changed, developed and progressed over time can be very useful for helping to shape ideas when we are devising and considering how we can create. Various genres may favour certain types of staging, acting and/or design ideas which can influence our practical work.

The **genre** of a performance refers to the type of story being told, and the **style** refers to how the work is presented on stage. Popular theatrical genres and styles include (but are not limited to):

- **Theatre in education (TiE)**
- **Physical theatre**
- **Epic theatre**
- **Political theatre**
- **Comedy**
- **Tragedy**
- **Melodrama**
- **Commedia Dell'arte**
- **Gothic**
- **Surrealism**
- **Realism**
- **Absurdism**

Practitioners usually stick to a genre or style and this is often linked with their work

Theatre roles:

Cast: All of the performers including the leads and chorus

Director: Theatre directors set their artistic vision for a play, including selecting the cast, collaborating with designers, blocking the play's movements, leading rehearsals, and monitoring the production's pacing. They may be influenced by a particular **practitioner's** ideas or the **genre** they are using.

Stage production team: Stage production workers handle the behind-the-scenes tasks that are necessary for putting on theatrical performances. Their responsibilities include costume and set design, installing lights, rigging, sound equipment, and scenery, and set building for events in parks, stadiums, arenas, and other places.

Theatre techniques are the things we include within performance to ensure a successful presentation of a play. They also include any rehearsal practices that advance and enhance the understanding of the audience through the acting of the cast on stage. An example of this might be to explore **proxemics** on stage... **Proxemics** is when the performers show characters relationships through their use of space on stage.

Practitioners are associated with their use of specific techniques within their work. Some of these techniques can become recognisable features within all their work.

Drama - Physical Theatre

Devising from a Stimuli....

What is devising? Creating a piece of drama collaboratively.

What is a stimulus? The starting point, idea or inspiration for your devised drama. It is what you base your drama around. For example, it could be a poem, a song, a piece of art.

Things to consider when devising from a stimulus:

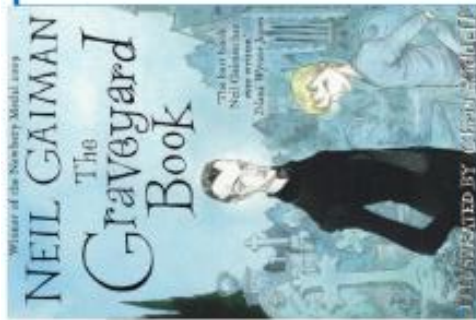
- What does the stimulus mean to you?
– Keep it simple
- What thoughts and feelings does it communicate?
- Pick one and explore it
- Do we need to start with a story to communicate meaning?
- Create a piece of movement and see what the audience thinks it means/communicates
- It's ok to make the audience think – not everything needs to make sense

Some of the techniques used this half term were from the *theatre company/practitioner* called **Frantic Assembly. The **genre** of their work is **physical theatre**.**

The techniques we used are known as building blocks:

**Round, by Through
Hymns Hands
Chair Duets**

Vocabulary	Definition
Physical theatre	Communicating a story or meaning through movement
Bodies as props	Using your body to create the idea of a prop
Physicalising emotions	Using your body to show a particular emotion
Round by through	A sequence of movement, often performed by two people, which involves partners moving round, by and through one another.
Hymns hands	A sequence of contact movement, often performed by two people, that involves moving hands on each other's torsos.
Chair duets	A series of contact movements that are performed mainly on chairs, often between two people.
Role on the wall	A rehearsal technique where you write down the thoughts and feelings a character has on the inside and how they show them on the outside.
Canon	Movement or sound/speech that is performed one after the other.
Unison	Movement or sound/speech that is performed at the same time, in synch.



Year 7, Spring Term: Characterisation

Core Text: *The Graveyard Book* (Neil Gaiman)

Characterisation is the deliberate and conscious construction of a character; this will include—amongst other things—choices regarding appearance, nature, background, perspective, behaviour, and relationships with others. Characterisation choices are also closely linked to plot, genre and setting.

Vocabulary

- characterisation • gothic
- character • setting
- protagonist • structure
- antagonist • verb
- bildungsroman
- character arc
- develop/development
- plot
- conflict
- genre



What is a 'bildungsroman'?

A bildungsroman is a text that tracks the development of a character across their formative years and into adulthood.

Protagonist and Antagonists

A protagonist is the 'lead' character in a text. Protagonists are often presented positively.

An antagonist is a character who is in opposition to the protagonist. Antagonists are presented negatively.

Stories centre around a key conflict: this is often a conflict between the protagonist and the antagonist. In *The Graveyard Book*, this conflict is between Bod and the man Jack.

<p><u>Writing Assessment:</u></p> <p>Write about a character who is looking for something of value.</p>	<p>Verbs:</p> <p>Identify the verbs in this sentence from the opening page of <i>The Graveyard Book</i>.</p> <p>‘The street door was still open, just a little, where the knife and the man who held it had slipped in, and wisps of night time mist slithered and twined into the house through the open door.’</p>
<p><u>Reading Assessment:</u></p> <p>How does Gaiman use language to characterise the man Jack as the antagonist?</p>	<p>STRETCH: Write a short explanation about the impact of these verb choices: for example, why would Gaiman have chosen the verb ‘slipped’ rather than ‘walked’?</p>
<p>How to write an analytical paragraph</p> <ul style="list-style-type: none"> ♦ identification of a method; ♦ embedded quotations; ♦ explanation and impact of method; ♦ link to thesis (shaped by the question). 	<p>Adjectives:</p> <p>Identify the adjectives in this sentence from the opening page of <i>The Graveyard Book</i>.</p> <p>‘The knife had a handle of polished black bone, and a blade finer and sharper than any razor.’</p>
<p><i>Gaiman uses animalistic language. He describes how the man Jack ‘sniffed the air’, as a predatory animal might in an attempt to detect its prey. This characterises the man Jack as driven and dangerous: he is determined to track down the innocent child, Bod. This successfully places him in the role of the antagonist.</i></p>	<p>STRETCH: Write a short explanation about what the adjectives help to emphasise about the knife?</p> <p>Writing Practice: Write about your character who is looking for something of value; your character should be holding something. Think carefully about the verb choices to describe your character’s movements and actions, and the adjectives you associate with the object your character is holding.</p>

Food Technology - 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



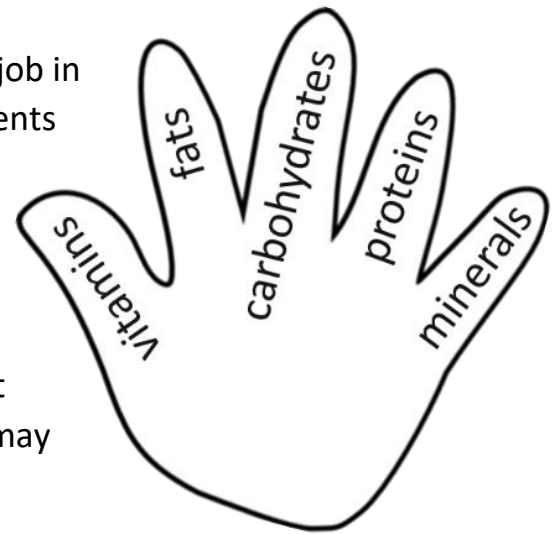
Heat transfer – food is cooked by transferring heat by conduction (heat from the hob warms up the saucepan and the food inside it), convection (e.g. heat in the oven warms up the air which circulates around the food to cook it) or radiation (heat from the grill radiates downwards to cook food).

Food Technology - 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

8 healthy eating tips



Food Technology - 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.



Food Technology - 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.

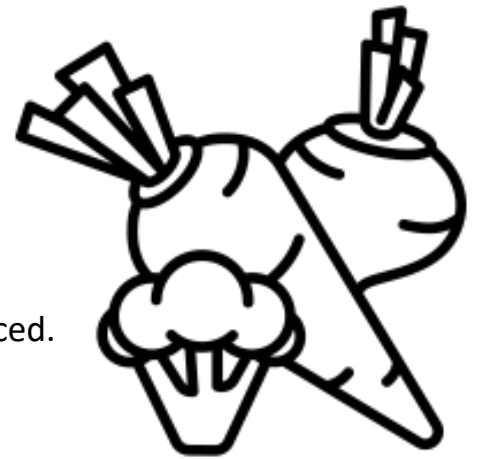


There are different types of vegetables:

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.



Food Technology - Topic 5: Starchy Carbohydrates

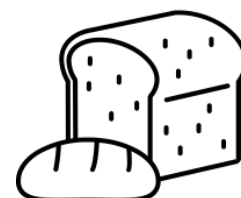
Carbohydrate is made by green plants is one of the five nutrients essential for life. There are 3 types of carbohydrate:

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 process 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.

Food Technology - 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 eg chewy, sweet, sticky or golden brown.

One reason why sugars improve the colour and flavour of baked foods, such as flapjacks, is because they caramelize 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 - Spring Term 1

Describing a classroom

il y a...	there is
un tableau (noir/blanc)	a (black/white) board
un poster	a poster
un/une prof	a teacher
un écran	a screen
un ordinateur	a computer
une porte	a door
une fenêtre	a window
une tablette	a tablet
les rideaux	the curtains
les stores	the blinds
des tables	some tables
des chaises	some chairs
des élèves	some pupils
c'est...	it's...
sympa/ génial/ modern/ triste/ nul/ démodé	
nice/ great/ modern/ sad/ rubbish/ old-fashioned	

Telling the time

Quelle heure est-il?	What time is it?
il est...	it is...
cinq heures	five o'clock
cinq heures dix/ vingt	ten/twenty past five
cinq heures et quart	quarter past five
cinq heures et demie	half past five
cinq heures moins dix/vingt	ten/twenty to five
cinq heures moins le quart	quarter to five
midi/minuit	midday/ midnight

Photo description

ici il y a...	here there is...
en bas	at the bottom
au centre	at the centre
à droite	to the right
à gauche	to the left
il y a aussi...	there is also...

School subjects

Qu'est-ce que tu penses de tes matières?	What do you think of your subjects?
le français	French
le théâtre	drama
la géographie	geography
la musique	music
la technologie	technology
l'anglais	English
l'EPS	P.E.
l'histoire	history
l'allemand	German
l'informatique	I.C.T.
les arts plastiques	art
le dessin	art
les maths	maths
les sciences	science
la religion	religious studies
la cuisine	cooking
l'éducation civique	P.S.H.E.
ma matière préférée est...	my favourite subject is...
le/la prof est sympa	the teacher is kind
le/la prof est trop sévère	the teacher is too strict
j'ai trop de devoirs	I have too much homework

School day

Ta journée scolaire est comment?	What is your school day like?
je me lève	I get up
je me lave	I wash
je me brosse les dents	I brush my teeth
je mange le petit-déjeuner	I eat breakfast
je quitte la maison	I leave home
j'arrive au collège	I arrive at school
je retrouve mes copains	I meet my friends
on commence les cours	we start lessons
je mange à la cantine	I eat in the canteen
je chante dans la chorale	I sing in the choir
je joue dehors	I play outside
on recommence les cours	we begin lessons again
je rentre à la maison	I get home

School uniform

Qu'est-ce que tu portes?	What do you wear?
je porte...	I wear...
on porte...	we wear...
l'uniforme scolaire	school uniform
un pantalon	trousers
un polo	polo shirt
un pull	jumper
un sweat	sweatshirt
un tee-shirt	tee-shirt
une chemise	shirt
une cravate	tie
une jupe	skirt
une veste	jacket
un costume	suit
des chaussettes (f)	socks
des chaussures (f)	shoes
des baskets (f)	trainers
à mon avis c'est...	in my opinion it is...
chic	smart/ stylish
confortable	comfy/ comfortable
démodé	old-fashioned
pratique	practical
moche	ugly

Opinions

Tu aimes...?	Do you like?
j'adore...	I love...
j'aime...	I like...
j'aime assez	I quite like...
je n'aime pas...	I don't like...
je déteste...	I hate...
parce que/ car	because
C'est...	it's...
facile	easy
difficile	difficult
intéressant	interesting
ennuyeux/barbant	boring
amusant	fun
utile	useful
un gaspillage de temps	a waste of time

AIMER

to like

j'aime	I like
tu aimes	you like
il aime	he likes
elle aime	she likes
nous aimons	we like
vous aimez	you like (plural)
ils aiment	they like
elles aiment	they like
j'aime le dessin car c'est amusant	I like art because it is fun
il aime l'allemand mais c'est difficile	he likes German but it is difficult

Useful verbs (INFINITIVES)

porter	to wear
commencer	to begin
jouer	to play
chanter	to sing
penser	to think
aimer	to like
adorer	to love
manger	to eat
faire	to do
étudier	to study
apprendre	to learn

Sports

Je joue...	<i>I play...</i>
au basket	<i>basketball</i>
au billard	<i>pool</i>
au football(foot)	<i>football</i>
au rugby	<i>rugby</i>
au hockey	<i>hockey</i>
au tennis	<i>tennis</i>
au volleyball	<i>volleyball</i>
à la pétanque/ aux boules	<i>boules</i>
aux cartes	<i>cards</i>
aux échecs	<i>chess</i>
Je suis	<i>I am</i>
Je ne suis pas	<i>I am not</i>
assez	<i>quite</i>
très	<i>very</i>
sportif/sportive	<i>sporty</i>

Free time activities

Qu'est-ce que tu fais?	<i>What do you do?</i>
Je fais du skate.	<i>I go skateboarding.</i>
Je fais du patin à glace.	<i>I go ice skating.</i>
Je fais du vélo.	<i>I go cycling.</i>
Je fais du ski.	<i>I go skiing.</i>
Je fais du judo.	<i>I do judo.</i>
Je fais du théâtre.	<i>I do drama.</i>
Je fais de la cuisine.	<i>I do cookery.</i>
Je fais de la danse.	<i>I do dancing.</i>
Je fais de la gymnastique.	<i>I do gymnastics.</i>
Je fais de la natation.	<i>I go swimming.</i>
Je fais de l'athlétisme.	<i>I do athletics.</i>
Je fais de l'équitation.	<i>I go horse riding.</i>
Je fais des randonnées.	<i>I go hiking.</i>
Je ne fais pas de sport/ danse, (etc.).	<i>I don't do sport/ dancing, (etc.).</i>
Est-ce que tu fais souvent (du vélo)?	<i>Do you do/ go (cycling) often?</i>
Je fais... (du vélo).	<i>I do/go (cycling)...</i>
parfois	<i>sometimes.</i>
souvent	<i>often.</i>
tout le temps	<i>all the time.</i>
tous les jours	<i>every day.</i>
tous les weekends	<i>every weekend.</i>
tous les lundis/mardis, (etc.)	<i>every Monday/Tuesday, (etc.).</i>

Likes and dislikes

j'aime...	<i>I like...</i>
je n'aime pas	<i>I don't like...</i>
j'adore...	<i>I love...</i>
je déteste	<i>I hate...</i>
j'aime jouer au foot	<i>I like to play football</i>
je n'aime pas faire du judo	<i>I don't like to do judo</i>

The weather

Quel temps fait-il?	<i>What's the weather like?</i>
il fait beau	<i>The weather is fine.</i>
il fait mauvais	<i>The weather is bad.</i>
il fait chaud	<i>It's hot.</i>
il fait froid	<i>It's cold.</i>
il fait nuageux	<i>It's cloudy.</i>
il y a du soleil	<i>It's sunny.</i>
il y a du vent	<i>It's windy.</i>
il y a de l'orage	<i>It's stormy</i>
il pleut	<i>It's raining.</i>
il neige	<i>It's snowing.</i>
il gèle	<i>It's freezing.</i>
au printemps	<i>in spring</i>
en été	<i>in summer</i>
en automne	<i>in autumn</i>
en hiver	<i>in winter</i>

Quand (il pleut/ il fait chaud)
When (it rains/ it is hot)

... je reste à la maison	<i>I stay at home.</i>
... je joue dans le jardin	<i>I play in the garden.</i>

Adjectives

amusant	<i>fun</i>
marrant/drôle	<i>funny</i>
ennuyeux	<i>boring</i>
facile	<i>easy</i>
intéressant	<i>interesting</i>
barbant	<i>boring</i>
rapide	<i>fast</i>
utile	<i>useful</i>
reposant	<i>relaxing</i>
c'est...	<i>it is...</i>
à mon avis c'est...	<i>in my opinion it is...</i>
je pense que c'est...	<i>I think that it is...</i>

Connectives

parce que	<i>because</i>
mais	<i>but</i>
et	<i>and</i>
cependant	<i>however</i>
car	<i>because</i>
donc	<i>therefore</i>
aussi	<i>also</i>

Technology

Qu'est-ce que tu aimes faire sur ton portable?	<i>What do you like doing on your phone?</i>
Qu'est-ce que tu aimes faire sur la tablette?	<i>What do you like doing on your tablet?</i>
j'aime.../je n'aime pas...	<i>I like/ I don't like...</i>
blogger	<i>blogging</i>
écouter de la musique	<i>listening to music</i>
envoyer des SMS	<i>sending texts</i>
prendre des selfies	<i>taking selfies</i>
partager des photos/ des vidéos	<i>sharing photos/ videos</i>
regarder des films	<i>watching films</i>
tchatter avec mes copains/ copines	<i>chatting (online) with my friends</i>
télécharger des chansons	<i>downloading songs</i>
faire des achats	<i>shopping online</i>

JOUER

	<i>to play</i>
je joue	<i>I play</i>
tu joues	<i>you play</i>
il joue	<i>he play</i>
elle joue	<i>she play</i>
nous jouons	<i>we play</i>
vous jouez	<i>you play (plural)</i>
ils jouent	<i>they play</i>
elles jouent	<i>they play</i>
je joue au hockey	<i>I play hockey</i>
nous jouons au basket	<i>we play basketball</i>

FAIRE

	<i>to do</i>
je fais	<i>I do</i>
tu fais	<i>you do</i>
il fait	<i>he does</i>
elle fait	<i>she does</i>
nous faisons	<i>we do</i>
vous faites	<i>you do (plural)</i>
ils font	<i>they do</i>
elles font	<i>they do</i>
il fait de la cuisine	<i>he does cookery</i>
elles font de la natation	<i>they go swimming</i>

Year 7 Geography: The Geography of the UK

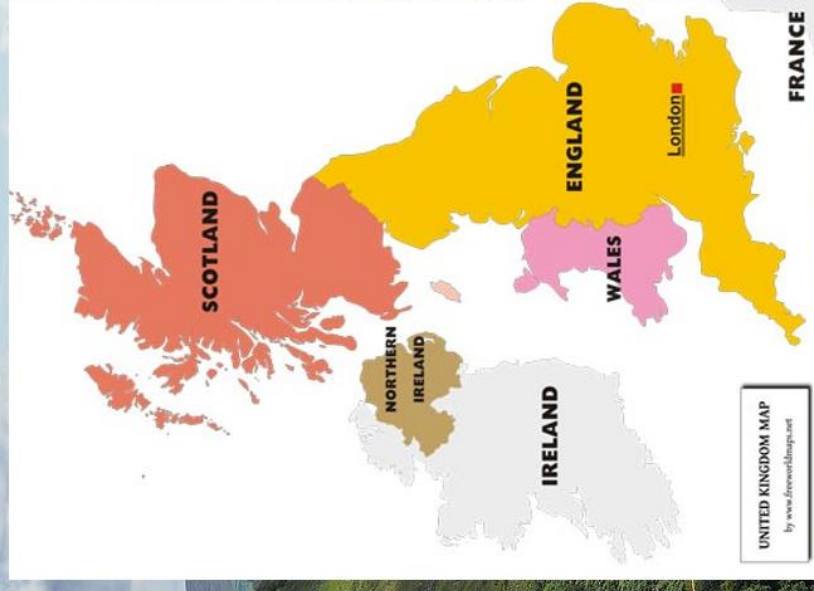
Key Term	Definition
United Kingdom	An island nation in north-western Europe made up of England, Scotland, Wales and Northern Ireland.
Migration	The movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location.
Commonwealth	A collection of 54 independent and equal countries, nearly all were once part of the British Empire .
Densely populated	A location that contains a higher number of people per km ² .
Sparsely populated	A location that contains a lower number of people per km ² .
Census	A survey of the entire population, to find out about people's characteristics, completed once every 10 years.
Import	Bringing goods into a country from abroad for sale.
Export	Sending goods to another country for sale.

Key ideas

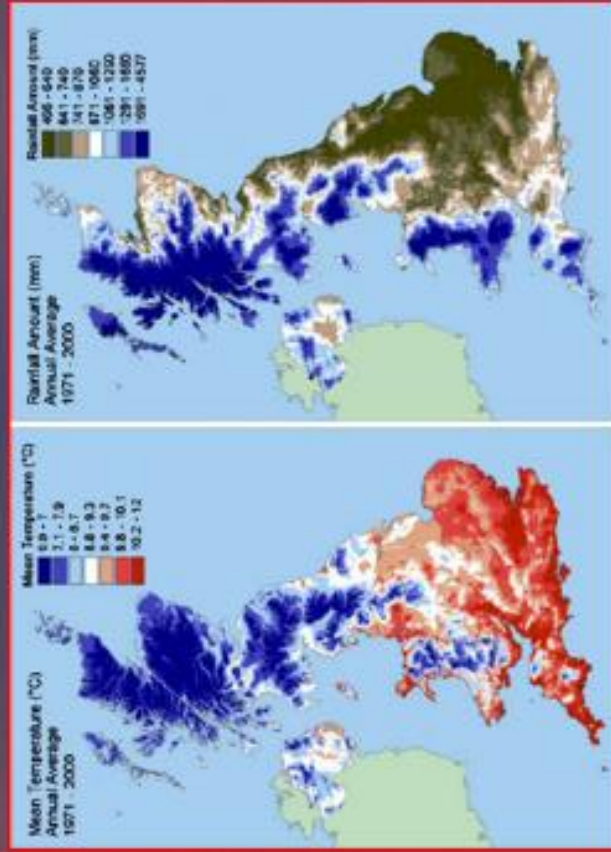
The population of the UK is unevenly distributed. The UK is most densely in the south-east, where the capital London is located. The most sparsely located area of the UK is Scotland, which is mostly rural.

The UK's population is diverse with many different ethnicities and cultures due to migration over a long period of time. When the Second World War ended in 1945, large numbers of workers and their families from outside Europe, mainly from the Caribbean and from India and Pakistan, migrated into the UK. In more recent years the UK has had migration from European countries such as Poland.

The UK is part of Europe. From 1973 to 2020, the UK was also part of the European Union. A referendum (vote) was held in June 2016, in which 52% voted to leave and 48% voted to remain in the EU.



Year 7 Geography: Weather and Climate



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.

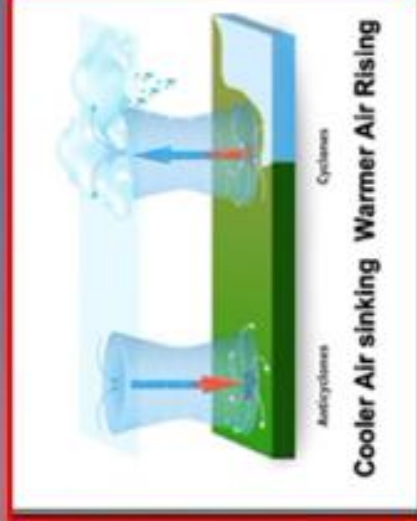
Weather is experienced at different scales, locally, regionally, nationally, and globally. There are several factors which affect our weather at a local scale, these are: **Distance from the sea, altitude, latitude** and **prevailing winds**.

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

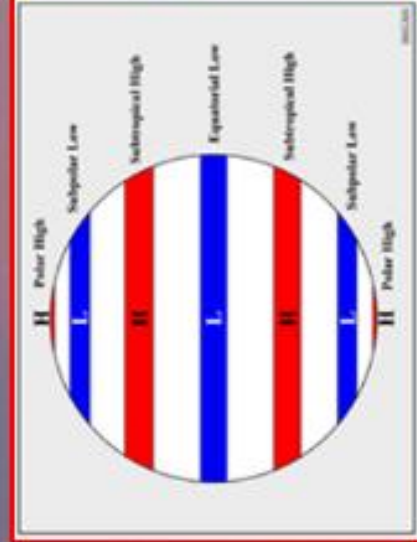
The Earth's climate is warming due to **human activity**. Cutting down trees (**deforestation**), **burning fossil fuels** and **population growth** are all contributing to the world growing warmer. **Different political systems** in countries will influence the laws and policies put in place to slow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

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.

Anticyclones and Cyclones



Global Air Pressure bands



Y7 German - Spring Term 1

1. Was spielst du?

Ich spiele ...

Badminton / Basketball / Fußball

Wasserball / Eishockey / Tennis

Volleyball / Tischtennis / Handball

Bist du sportlich?

Ich bin (sehr/ziemlich/nicht sehr) sportlich.

What do you play?

I play...

badminton / basketball / football

water polo / ice hockey / tennis

volleyball / table tennis / handball

Are you sporty?

I am (very/quite/not very) sporty.

2. Was machst du gern? What do you like to do?

Ich fahre Rad.

I ride my bike.

Ich spiele Gitarre.

I play guitar.

Ich lese.

I read.

Ich schwimme.

I swim.

Ich mache Judo.

I do judo.

Ich sehe fern.

I watch TV.

Ich tanze.

I dance.

Ich reite.

I go horse riding.

Wie findest du das?

Ich finde es ...

What do you think of it?

I find it...

Es ist ...

It is...

irre/super/toll/cool

amazing/super/great/cool

nicht schlecht

not bad

langweilig/nervig

boring/annoying

3. Was machst du in deiner Freizeit?

Ich gehe ins Kino.

Ich höre Musik.

Ich gehe einkaufen.

Ich spiele Xbox oder Wii.

Ich gehe in den Park.

Ich gehe in die Stadt.

Ich esse Hamburger oder Pizza.

Ich chille.

Ich mache Sport.

Wann machst du das?

Wie oft machst du das?

am Abend/am Wochenende

(sehr/ziemlich/nicht so) oft

jeden Tag

einmal/zweimal pro Woche

dreimal pro Monat

What do you do in your free time?

I go to the cinema.

I listen to music.

I go shopping.

I play Xbox or Wii.

I go to the park.

I go to town.

I eat hamburgers or pizza.

I chill out.

I do sports.

When do you do that?

How often do you do that?

in the evening/at the weekend

(very/quite/not so) often

every day

once/ twice per week

Three times a month

4. Was machst du am Computer oder auf deinem Handy?

Ich chatte mit Freunden auf Facebook.

Ich simse.

Ich lade Musik herunter.

Ich surfe im Internet.

Ich spiele Computerspiele.

immer

manchmal

nie

jeden Morgen

am Montag

nächste Woche

in zwei Wochen

What do you do on the computer or on your mobile phone?

I chat with friends on facebook.

I text.

I download music.

I surf the internet.

I play computer games.

always

sometimes

never

every morning

on Monday

next week

in 2 weeks

Y7 German - Spring Term 2

1. Welches Fach magst du?

Ich mag ... (nicht/sehr).

Deutsch / Mathe

Naturwissenschaften

Informatik / Erdkunde

Geschichte / Werken

Englisch / Französisch

Sport / Theater

Was ist dein Lieblingsfach?

Mein Lieblingsfach ist ...

Warum magst du das (nicht)?

Ich mag (Mathe), weil es ... ist.

einfach / schwierig / faszinierend

interessant / nützlich

Which subject do you like?

I like... (not/very).

German / Maths

Science

IT / geography

history / DT

English / French

PE / Drama

What is your favourite subject?

My favourite subject is...

Why do you (not) like that?

I like (Maths), because it is...

easy / difficult / fascinating

interesting / useful

2. Was für ein Wochentag ist heute?

Heute ist...

Montag/ Dienstag/ Mittwoch/

Donnerstag/ Freitag / Samstag

Sonntag

Was hast du am Montag?

Am Montag ...

... habe ich/ haben wir ...

... Deutsch/ Sport/ keine Schule.

Wie viel Uhr ist es?

Es ist acht Uhr.

Wann/Um wie viel Uhr hast du/haben wir (Englisch)?

Um (8) Uhr (15).

in der ersten / zweiten / dritten Stunde

vor / nach der Pause

What day of the week is it today?

Today is...

Monday/ Tuesday/ Wednesday/

Thursday/ Friday/ Saturday

Sunday

What do you have on Monday?

On Monday...

I have / we have...

German/ PE/ no school

What time is it?

When/ at what time do you have/ do we have (English)?

At (8:15)

in the first / second / third lesson

before / after break

3. Wie heißt dein(e) Lehrer(in)?

Mein Lehrer/Englischlehrer heißt ...

Meine Lehrerin/Deutschlehrerin heißt ...

Wie ist er/sie?

Er / Sie ist ...

zu/ sehr/ ziemlich/ ein bisschen/ nicht ...

freundlich / streng / fair

unpünktlich / arrogant / lustig

What is your teacher called?

My teacher / English teacher (masc.) is called...

My teacher / German teacher (fem.) is called...

What is he/she like?

He / Sie is...

too/very/quite/a bit/ not...

friendly / strict / fair

unpunctual / arrogant / funny

4. Beschreib das Klassenzimmer.

der Tisch / der Stuhl / der Computer

das Whiteboard / das Poster / das Fenster

die Wand / die Tür / der Korridor

in der Schule

im Klassenzimmer / im Korridor

auf dem Tisch

an der Wand

am Fenster

neben der Tür

neben dem Computer

Describe the classroom.

the table / the chair / the computer

the whiteboard / the poster / the window

the wall / the door / the corridor

in / at school

in the classroom / in the corridor

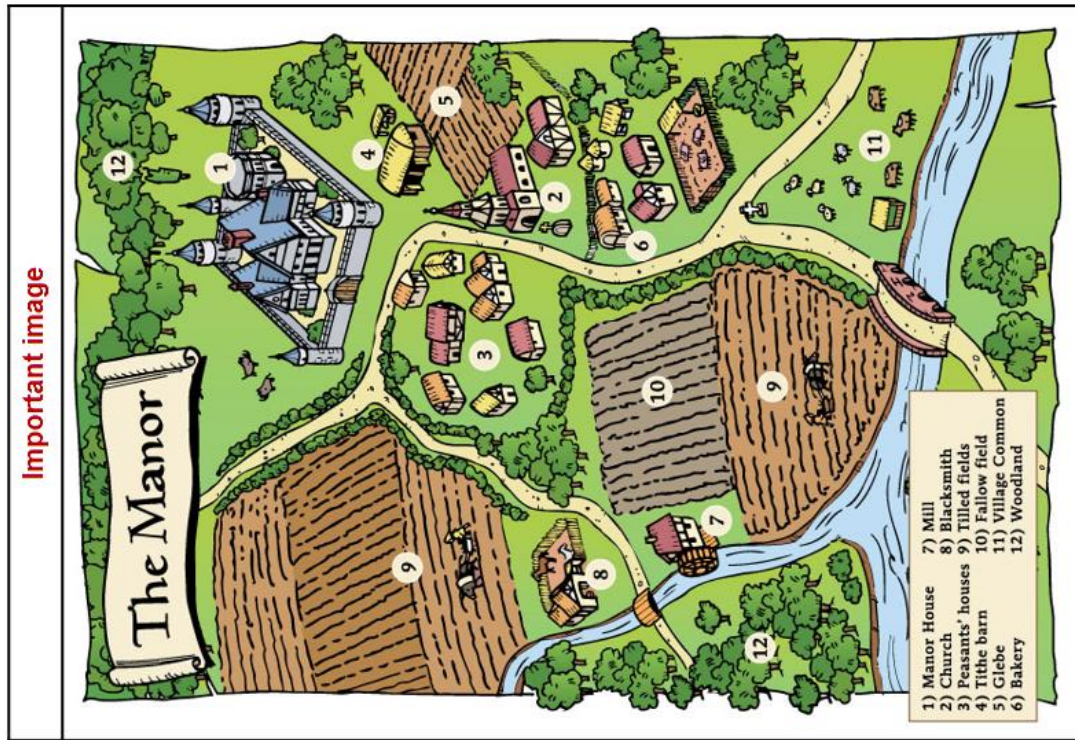
on the table (auf = on horizontally)

on the wall (an = on vertically)

at / by the window

next to the door

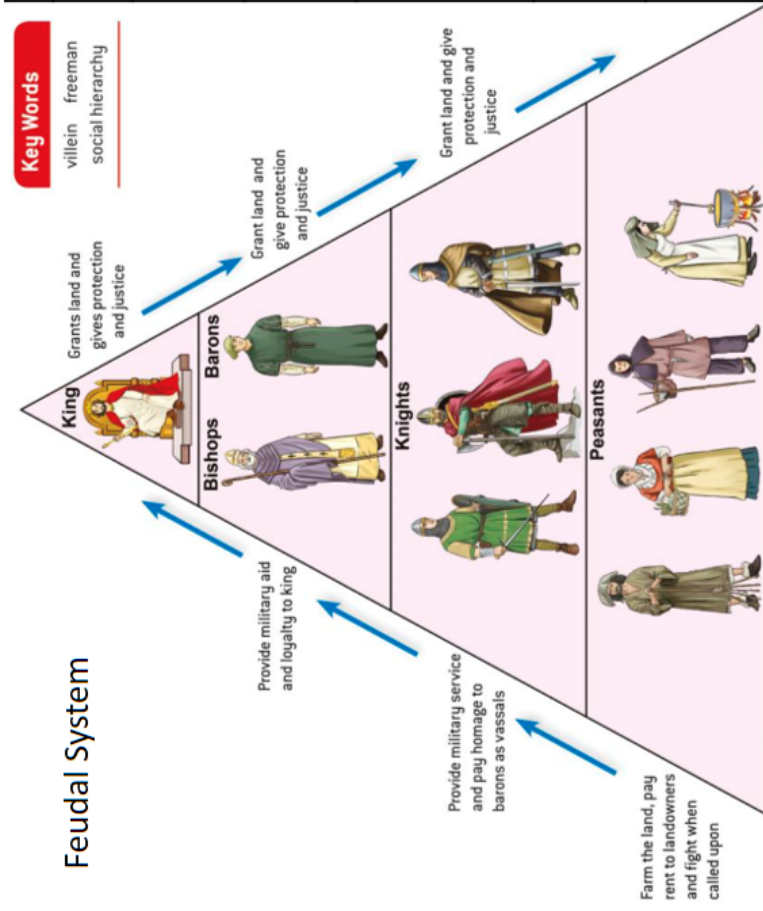
next to the computer



HISTORY

Chronology	Key Words	Definition
1066 Norman Conquest	The Church	Capital C = the whole organisation / institution of the Catholic Church based in Rome.
1085 Domesday Book	The church	Small c = the church (building) in the village
1087 William II	The Pope	The leader of the Catholic Church, lives in Rome and all Catholics must obey him
1095-1492 The Crusades	Archbishop	Lower rank than The Pope but usually in charge of the Catholic Church within individual countries
1100 Henry I	The Crusades	Religious wars called by The Pope of Catholics vs. Muslims (mostly fought in the Middle East)
1135 Stephen & Matilda	Domesday Book	A survey done by William the Conqueror to assess the land and wealth in England so he could tax them
1154 Henry II	Feudal System	The structure (hierarchy) of England following the Norman Conquest
1170 Thomas Becket murdered	Homage	The act of swearing an oath of loyalty to your lord (Knight, Baron, Noble or King)
1189 Richard I (Lionheart)	Clergy	An important member of The Church (Priest, Archbishop, The Pope who is the top ranking clergy)
1199 King John	Monarch	The king of queen is the monarch of their country
1215 Magna Carta	Tithe	A tax, 10% of your earnings was paid to The Church at your church service on a Sunday
1216 Henry III	Manor (House)	The Manor was an area of land granted by the king to a lord. He was the Lord of the Manor and lived in the Manor House. The Peasants worked the land of the Manor
1272 Edward I	Peasant	A poor person at the bottom of the feudal system (bottom of society) who works the land
1265-1314 Welsh & Scottish wars	Villein	Peasants with land to farm, unable to leave their manor
1307 Edward II	Serf	Peasant with land to farm, was able to leave their manor but it was safer not to
1327 Edward III	Excommunication	A punishment by The Pope banning you from attending church and church services meaning you will go be going to hell. Usually a threat of excommunication first
1348 Black Death	Miasma	A theory that bad air causes illness (Black Death)
1377 Richard II	Epidemic	When a disease spreads across a large area
1381 Peasant's Revolt	Pandemic	A disease that has spread across the whole world
1399 Henry IV	Flagellant	A form of self punishment where you whip yourself in the hope of preventing God punishing you further
1413 Henry V	Taxation	A payment made from your earnings to the government / Lord of the manor
1422 Henry VI (Lancaster) 1		
1455-1485 Wars of the Roses		
1461 Edward IV (York) 1		
1470 Henry VI (Lancaster) 2		
1471 Edward IV (York) 2		
1483 Edward V		
1483 Princes die in the tower		
1483 Richard III		
1485 Battle of Bosworth		
1485 Henry VII (Tudors)		

Events Key
New Monarch
War or Battle
Significant Event



Core Knowledge
Generally speaking historians refer to the Middle Ages as the period following the Norman Conquest to the Tudor Period (1066-1485)
Living conditions in the Middle Ages were filthy with cramped conditions. Animals lived inside the houses and waste was thrown out into the streets. People bathed in the rivers whilst dumping waste in them too.
Following the Norman Conquest, William the Conqueror introduced new laws and structures to England. The Feudal System was introduced which was a hierarchy from top to bottom (king to peasant)
Thomas Becket was the Archbishop of Canterbury and had been good friends with King Henry II. Because Becket was more loyal to The Pope, Becket and Henry II fell out. Henry II said out-loud (but NOT an instruction) "will no one rid me of this troublesome priest" and Henry's knights took that as an order and murdered Becket in Canterbury Cathedral in 1170.
Following King John taking the throne from his brother Richard, his actions had led to the nobility (barons) growing increasingly angry with John. They forced John to sign the Magna Carta that put limits on the power of the king.
The Black Death arrived in England in 1348 on the Silk Road from China, killing half of the population of England. People in the Middle Ages believed God was punishing them for sins, or that wicked children had caused it. They also blamed Miasma (bad air) and Jews poisoning the wells. To prevent it, many became flagellants, whipping themselves to punish themselves so God wouldn't have to.
The Peasant's Revolt was led by Wat Tyler . The peasants had suffered greatly with the Black Death and then in 1381 they were told their pay would revert back to what it was 40 years ago. A new poll tax was introduced further angering them. The Peasant's marched on London, killing the Archbishop and demanded to speak with King Richard II. Richard agreed to deal with the taxes, but killed Tyler and other key rebels.

Key discoveries / ideas
Magna Carta in 1215 was the beginnings of challenging the monarch and their unlimited power.
Doom Paintings were designed to illustrate Heaven and Hell to war people what would happen if they sinned
Being excommunicated by The Pope was possibly the worst thing that could happen, meaning you would be going to hell when you died.
Over-lordship was the idea the king of England had the right to rule over Scotland, Wales and Ireland as well

Common misconceptions
EVERYBODY in the Middle Ages was religious and in Western Europe were Catholic. They all feared God and followed the teachings of The Church for fear of going to hell
Whilst the Middle Ages was a period of relative filth and squalor, the people were cleaner than we think. They believed cleanliness was next to Godliness so washed their hands and faces before all meal times
People in the Middle Ages were not 'stupid', they were as creative and economical as we are today. Their attitudes were a little less adventurous but their beliefs made sense to them.
Key Themes
Government, Protest, Democracy, Military
Books / Articles / Films / websites
Measly Middle Ages (Horrible Histories)
Life in the Middle Ages BBC Bitesize

Year 7 Knowledge Organiser

ADD AND SUBTRACT FRACTIONS

Key Concept

Find equivalent fractions with same denominators and add the numerators.

$$\frac{2}{5} + \frac{3}{8} = \frac{16}{40} + \frac{15}{40} = \frac{31}{40}$$

Key Words

Fraction: A fraction is made up of a numerator (top) and a denominator (bottom).

Add: sum, total, plus.

Subtract: difference, fewer, minus, take away.

Equivalent fractions: fractions that represent the same amount.

Examples

$$\frac{2}{7} + \frac{3}{7} = \frac{2+3}{7} = \frac{5}{7}$$

$$\frac{5}{7} - \frac{2}{7} = \frac{5-2}{7} = \frac{3}{7}$$

$$\frac{2}{5} + \frac{3}{11} = \frac{22}{55} + \frac{15}{55} = \frac{37}{55}$$

$$1\frac{2}{5} + 2\frac{3}{11} = 1\frac{22}{55} + 2\frac{15}{55} = 3\frac{37}{55}$$

$$\frac{2}{5} + \frac{3}{5} = \frac{2+3}{5} = \frac{5}{5} = 1$$

$$1 - \frac{1}{3} = \frac{3}{3} - \frac{1}{3} = \frac{3-1}{3} = \frac{2}{3}$$



Clip Numbers

61 – 66

Tip

- A larger denominator **does not** mean a larger fraction.
- To find equivalent fractions multiply/divide the numerator and denominator by the same number.

Questions

1) $\frac{3}{5} + \frac{4}{15}$ 2) $\frac{2}{7} + \frac{5}{8}$ 3) $\frac{7}{9} - \frac{2}{5}$

ANSWERS: 1) $\frac{13}{15}$ 2) $\frac{56}{56}$ 3) $\frac{47}{45}$

Year 7 Knowledge Organiser

Algebraic Expressions

Key Concept

Expressions

$$3a + 2b + 4a + b$$

$$f^2 + f^2 + f^2$$

Coefficients

$$6a^2 \quad 15c$$

(number in front of the variable)

Key Words

Variable: A letter/symbol used to represent an unknown number or quantity.

Expression: Shows a mathematical relationship whereby there is no solution.

Substitution means putting numbers in place of letters/symbols to calculate the value of an expression

Examples

1) $a \times b = ab$

3) $0.5w = \frac{1}{2}w$

2) $y + y + y = 3 \times y = 3y$

4) $\frac{1}{4}d + \frac{1}{4}d + \frac{1}{4}d = \frac{3}{4}d$

Simplify:

$$4a + 3b - a + 2b = 3a + 5b$$

Simplify:

$$x^2 + 3x + 4x^2 + 2x = 5x^2 + 5x$$



Clip Numbers

154-169, 548-550

Tip

When simplifying expressions be careful with negatives.

Questions

1) $a + a + a + a + a$ 2) $2 \times p \times q$ 3) $5x + 3y - 2x + 4y$
4) $2p - 6q + 2q + 4p$

ANSWERS: 1) 5a 2) 2pq 3) 3x + 7y 4) 6p - 4q

Year 7 Knowledge Organiser

GEOMETRY (Labelling)

Key Concept

Polygons

Number of Sides	Polygon Name
3	Triangle
4	Quadrilateral
5	Pentagon
6	Hexagon
7	Heptagon
8	Octagon
9	Nonagon
10	Decagon
11	Hendecagon
12	Dodecagon

Labelling



Key Words

Lines of symmetry: imaginary line and divides a shape into identical halves.

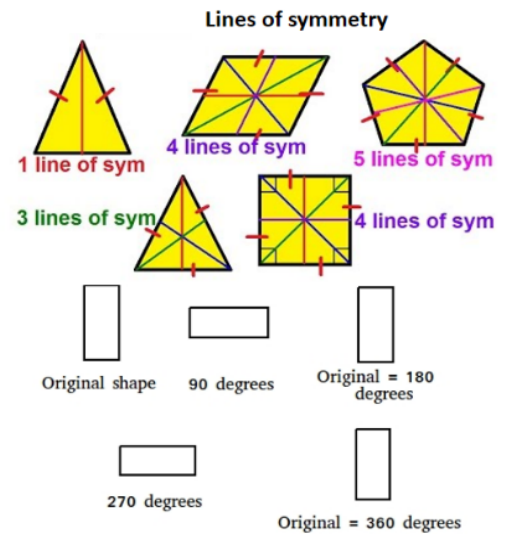
Rotational symmetry: a shape has rotational symmetry when it still looks the same after some rotation.

Scalene triangle: a triangle with 3 different sides

Isosceles triangle: a triangle with 2 equal sides and angles

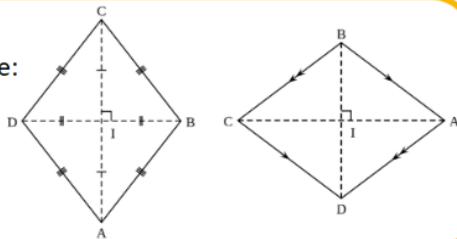
Equilateral triangle: a triangle with 3 equal sides and all angles 60°

Examples



Question

Describe this shape:



Tip

Using accurate labelling will ensure you do not miss out any properties.



Clip Numbers 455, 822, 824, 827, 828

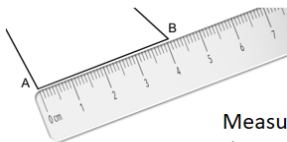
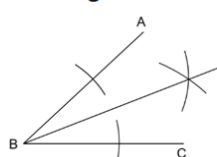
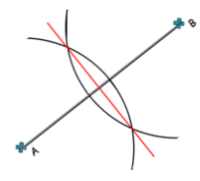
Year 7 Knowledge Organiser

GEOMETRY (Construction/Measure)

Line Bisector

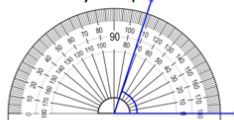
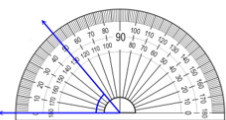
Key Concept

Angle Bisector



Measuring a line: ensure you start at 0.

Measuring an angle: ensure you use the correct scale on your protractor.



Key Words

Construction: To draw a shape, line or angle accurately using a compass and ruler.

Parallel: Two lines which never intersect.

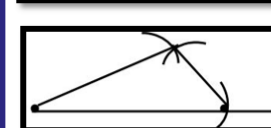
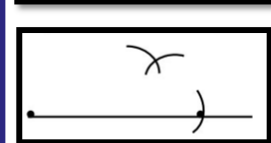
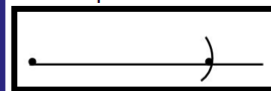
Perpendicular: Two lines that intersect at 90° .

Bisect: Divide into two parts.

Equidistant: Equal distance.

Examples

Constructing an isosceles triangle using a compass.



Tip

Make sure you can use a ruler, compass and protractor properly in order to measure and draw accurately. Always use ruler and pencil.



Clip Numbers 458-461, 660-669

Questions

- Draw these angles then bisect them using constructions:
 - 46°
 - 18°
 - 124°
- Draw these lines and bisect them:
 - 6cm
 - 12cm

Music

Performing Skills 2

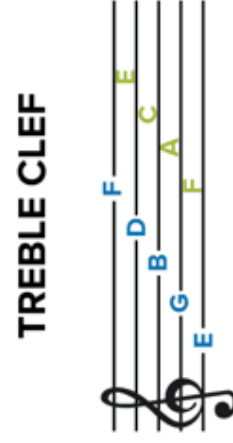
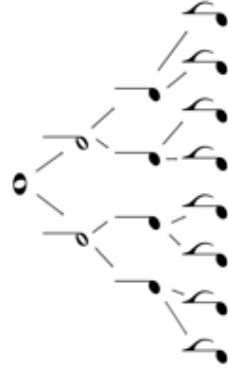
Scores	
A score is a way that music can be written down	
Graphic Score	A graphic score can use anything to help convey the composers intentions – pictures, symbols, diagrams etc.
Notated Score	A notated score uses traditional musical notation.
Key term – Metre	
Metre	A regular pattern of beats indicated by a time signature
Bar	How a musical score is divided up with a set number of beats in each bar as defined by the time signature
Time Signature	How many beats in a bar
Beat	How a bar is sub-divided
Pulse	The steady beat felt throughout the music
3/4	3 beats in a bar
4/4	4 beats in a bar
Key Term - Tempo	
How fast or slow music is played	
Key term – Rhythm Notation	
Rhythm	How notes of varying lengths can be used to make interesting patterns
Minim	2 beat duration
Crotchet	1 beat duration
Quaver	1/2 beat duration
Rests	A silent duration
Ostinato	A repeated pattern of notes

Key term – Pitch Notation	
How different pitches are notated on a traditional score	
Stave	
Treble Clef	EGBDF/FACE
Key term - Chords	
How notes can be played together to create chords	
Triads	3 notes played together at the same time
Basic Chords	Chords I and V

Listening	Identification and application of vocabulary relating to rhythm
Performing	Identification of time signatures Performing music from Graphic and Notated scores Singing in a class environment
Composing	Compose a short rhythm based piece demonstrating knowledge of key words
Contextual Knowledge	Short research project based upon a historical period of music

Practical Skills

Keyboard	Developing keyboard skills including layout of the keyboard and using the correct fingers when playing.
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7.3 KS3 Core PE Knowledge Organiser: The Skeletal System

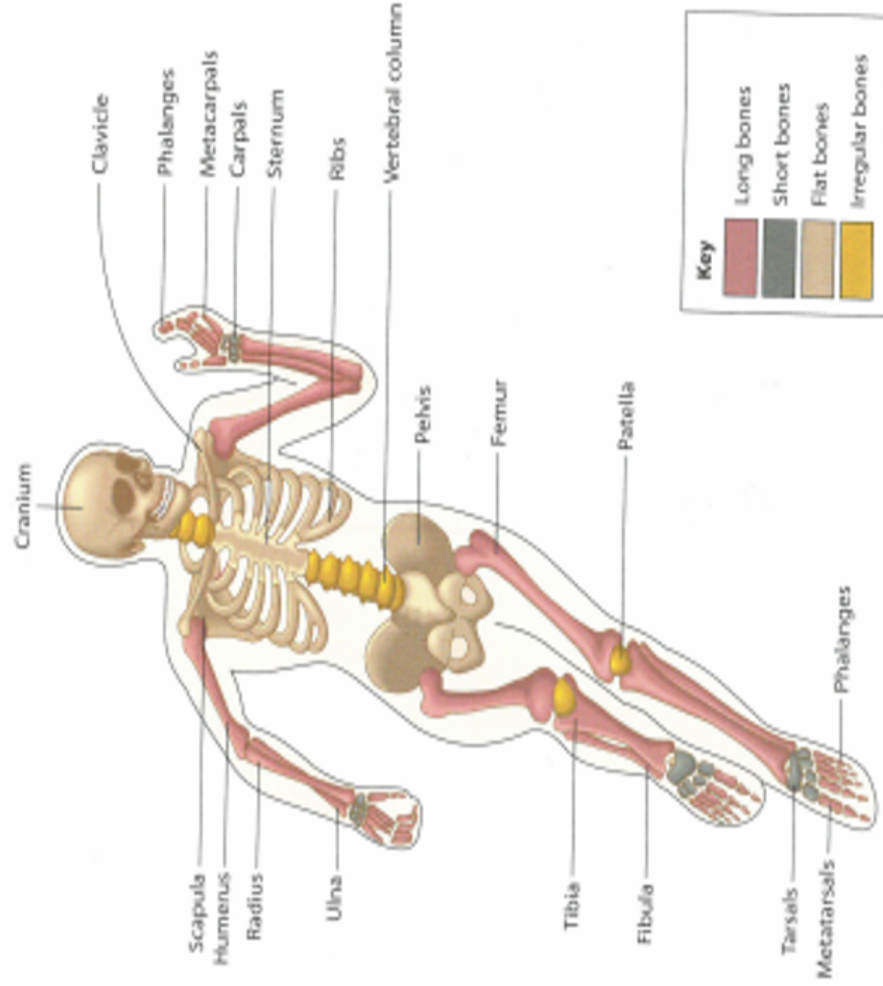
Function of the Skeleton (1)	
Function	Example
1 Protection	The cranium and ribs protect the brain and vital organs in the chest.
2 Joints for movement	Joints allow the skeleton to move (e.g. the knee allows the leg to bend)
3 Muscle attachment	The skeleton provides a surface for muscles to attach to via tendons
4 Mineral storage	Bones store calcium and phosphorus to make sure they are strong.
5 Blood cell production	Red blood cells (to carry oxygen) and white blood cells (to protect against infection) are produced in the bone marrow of some bones.

Worked example – **Explain** how a function of the skeleton aids performance in *rugby union* (3 marks)

One function of the skeleton is mineral storage (1). Bones store the minerals calcium and phosphorus to ensure they stay strong (1). This is vital in rugby union as it is a contact sport and players require strong bones so that they do not break during tackles (1).

Explain - Requires a justification/exemplification of a point. The answer must contain some linked reasoning

Key Vocabulary
Protection, mineral, attachment, irregular, flat, long, short, function, classification, leverage, weight-bearing.
Identifying bones in the Skeletal System (2)



7.4 KS3 Core PE Knowledge Organiser: The Skeletal System

Types of Bone (3)		Key Misconceptions
Type	E.g. Function in Sport	<ul style="list-style-type: none"> Use the scientific names for the bones – cranium not skull, scapula not shoulder blade, clavicle not collar bone, vertebral column not spine. Even though the phalanges are short in length they are still a long bone as they are <i>longer than they are wide</i>. Tarsals and metatarsals are in the feet – hint Tarsals and Toes
Long	Femur (humerus, radius, ulna, metacarpals, phalanges (fingers and toes), femur, tibia, fibula, metatarsals)	
Short	Carpals (carpals (wrist), tarsals (ankle))	
Flat	Sternum (cranium, clavicle (collar bone), scapula (shoulder blade), sternum, ribs, pelvis)	
Irregular	Vertebrae (vertebrae, patella (knee cap))	
Worked Example - State 3 bones found in the lower body.		Worked Examples
Any 3 from: phalanges, metatarsals, tarsals, fibula, tibia, patella, femur, pelvis.		Classify the following bones of the body
State - involves the recall of a fact		Femur – (Long) Carpals – (Short) Patella – (Irregular)
		Classify - group or place on a scale based on characteristics/analysis of characteristics
		Analyse the importance of the tarsals to a <i>gymnast performing a handstand</i> . (4 marks)
		The carpals are classified as short bones (1) and are found in the wrist (1) . Short bones are box like shapes and are responsible for weight bearing (1) . This is important for a gymnast as when they perform a handstand their body weight is going through the wrists (1) so they need to be strong to hold the position to gain higher marks for presentation (1) .
YOUR TURN - break something down into its component parts		Analyse
		YOUR TURN: Identify 3 functions of the skeletal system Explain the importance of long bones during a game of tennis Analyse the importance of the skeletal system during a game of netball.

Year 7 Spring Religious Studies – Rites of Passage

<u>Key Term</u>	<u>Definition</u>
Baptise	To make someone officially a member of the Christian Church in a service of baptism
Bar Mitzvah	The Jewish coming of age ceremony for boys when they reach 13 years old
Bat Mitzvah	The Jewish coming of age ceremony for girls when they reach 12 years old.
Believer's Baptism	Is when a baptism happens at an older age when the person can make their own promises, often by Baptist denominations.
Brit Milah	The Brit Milah is a Jewish religious male circumcision ceremony performed by a mohel on the eighth day of the infant's life. The Brit Milah is followed by a celebratory meal.
Catholic Church	Sometimes known as the Roman Catholic Church. The largest Christian Church in the world.
Church of England (Anglican Church)	The Church of England is the established church of England. The Archbishop of Canterbury is the most senior cleric, although the monarch is the supreme governor. The Church of England is also the mother church of the international Anglican Communion.
Circumcision	Circumcision is the removal of the foreskin from the human penis. It is performed in some religions as part of their beliefs.
Coming of Age	Coming of age is a term used to describe the transition between childhood and adulthood.
Confirmation	A rite of passage for Christians where they confirm the promises made at their Baptism.
Denominations	Groups or branches within the Christian Church.
Humanism	A belief system based on the principle that people's spiritual and emotional needs can be satisfied without following a god or religion
Khalsa	The body or company of fully initiated Sikhs, to which devout orthodox Sikhs are ritually admitted at puberty
Mitzvah	A Jewish commandment or commitment
Orthodox	Following or conforming to the traditional or generally accepted rules or beliefs of a religion
Protestant	A member of the parts of the Christian Church that separated from the Roman Catholic Church during the 16th century
Reformation	The split between the Catholic and newly-formed Protestant churches in the 16 th Century.

Key Knowledge

What is a 'rite of passage'?

Ceremonies that mark important transitional periods in a person's life, such as birth, puberty, marriage, having children, and death. Rites of passage usually involve ritual activities and teachings designed to strip individuals of their original roles and prepare them for new roles.

What happens at a Humanist Naming Ceremony?

A naming ceremony is non-religious. It gives parents the opportunity to gather with family and friends to welcome their child into the family. Each ceremony is unique but might include poems, songs, and promises to the child.

What happens at a Sikh Naming Ceremony?

A baby will be taken to the Gurdwara soon after its birth. The Guru Granth Sahib is opened on a random page and the first letter of the new verse on this page will be the first letter of the baby's name. Boys will be given the name Singh as part of his name, girls will be given Kaur.

What happens at a Christian Baptism?

In denominations which baptise babies, the baby will be brought up to the font with parents and godparents. A sign of the cross is made on the baby and parents and godparents promise to bring the baby up as part of a Christian Community.

How do Christian beliefs in Original Sin guide their decision to baptise children?

Original Sin is a result of the Fall of Man – when Adam and Eve disobeyed God in the Garden of Eden. By disobeying God, they lost their innocence, and so did the rest of humankind. Some Christians believe that Baptisms cleanse babies of Original Sin. Others believe it is a way of welcoming them to the Church and follow Jesus' example as he was baptised.

What happens at a Jewish Brit Milah?

A Brit Milah is a ceremony which happens when a baby is 8 days old. It is usually held at the Synagogue or at home. At the ceremony the boy is circumcised. It is followed by a celebratory meal.

What happens at a Jewish Bar/Bat Mitzvah?

A Bar Mitzvah happens at 13 years old for boys, and a Bat Mitzvah happens at 12 years old for a girl. They will read from the Torah and participate in the Shabbat service at their Synagogue where they will promise to keep God's commandments.

What is a Christian Confirmation?

This can happen from around the age of seven up to adulthood. At the ceremony a person renews the promises made at their baptism. In Roman Catholic confirmations, the bishop anoints the believer's forehead with holy oil.

Naming **3 element** compound
The name ending of the third element changes to **-ate**.

Sodium + sulfur + oxygen → Sodium sulfate

Naming **2 element** compound
The name ending of the second element changes to **-ide**.

Sodium + Chlorine → Sodium chloride

Decomposition – Breaking down a compound. (One compound breaks down into two parts)

Copper carbonate → Copper oxide + Carbon dioxide



Reduction – removing oxygen in a reaction.

Iron oxide → Iron + oxygen

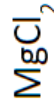
Examples: extracting metals

Oxidation – adding oxygen in a reaction.

Copper + Oxygen → Copper oxide

Examples: combustion; rusting

Formula



2 elements (2 capital letters)

3 atoms (1 x Mg + 2 x Cl)

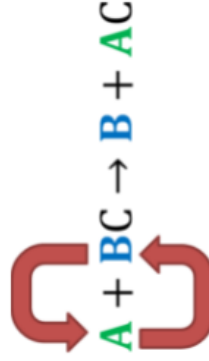


3 elements (3 capital letters)

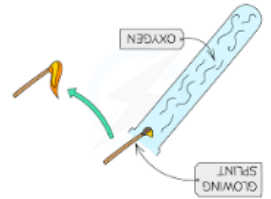
5 atoms (1 x Li +

1 x N + 3 x O)

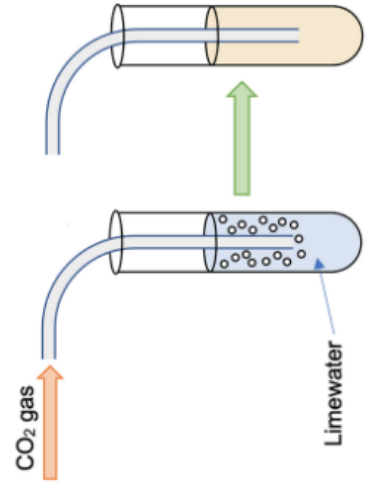
Displacement – When a more reactive element pushes a less reactive element out of its compound.



Gas Tests



Gas	Test	Observation
Hydrogen	Lit splint	Squeaky pop
Oxygen	Glowing splint	Relights
Carbon dioxide	Bubble into limewater	Turns cloudy



Tier 2 Vocabulary

Carbon dioxide

Rusting

Tier 3 Vocabulary

Oxidation

Reduction

Decomposition

Equation

Conservation of Mass

Formula

Acids

Alkalies

Neutralisation

Antacid

Oxides

Polymers

Ceramic

Composites

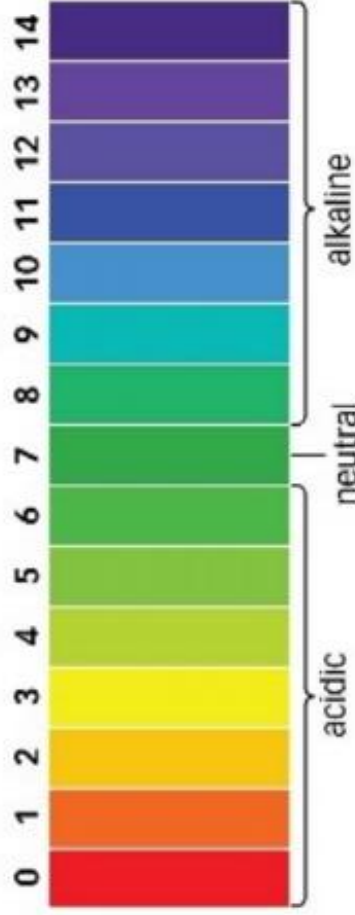
Year 7 Topic 2

Chemistry Knowledge Organiser

Neutralisation

The pH scale:

Examples:



Examples:



pH's between 0 - 6 are acidic

pH 7 is neutral

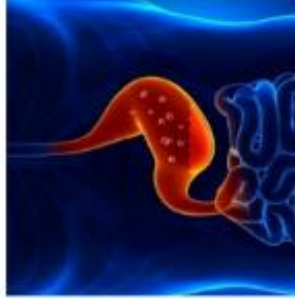
pH's between 7 - 14 are alkali

When an acid reacts with an alkali they form a neutral solution containing a salt and water.

Too much acid in your stomach can cause indigestion. Antacids are used to neutralise the acid.

Antacids

Too much stomach acid can cause indigestion.

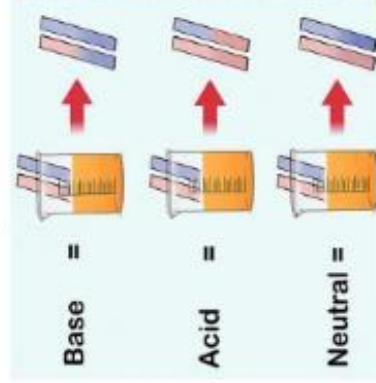


Antacids are medication that can neutralise the stomach acid.

Universal Indicator

Universal indicator shows the colours of the pH scale.

This tells you what the pH of something is.

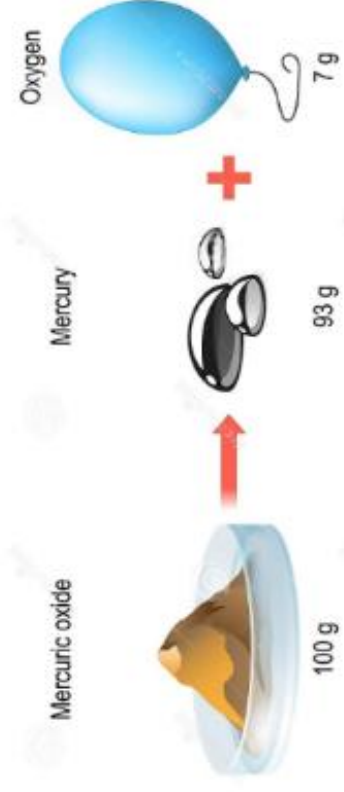


Litmus Paper

Litmus paper can also be used to tell you the pH of a substance.

Conservation of mass

During a chemical reaction, the total mass and number of atoms of the reactants equals the total mass and number of atoms of the products

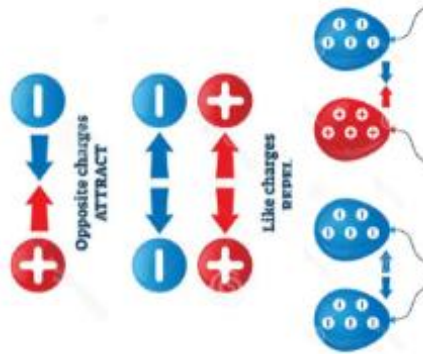


Static charge

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

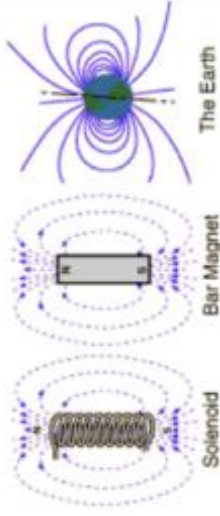
Two objects that have the same charge repel each other.

Two objects that are oppositely charged attract each other.

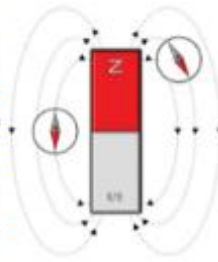


A magnet produces a

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



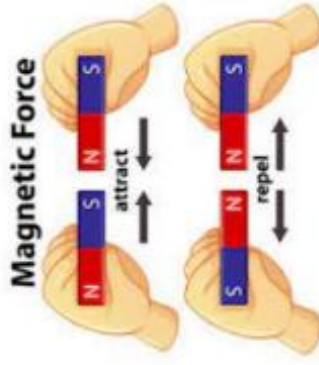
A plotting compass can help us map the magnetic field.



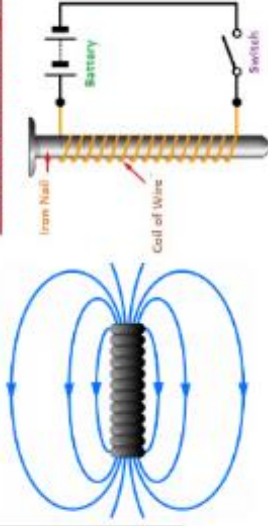
Bar magnets

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

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



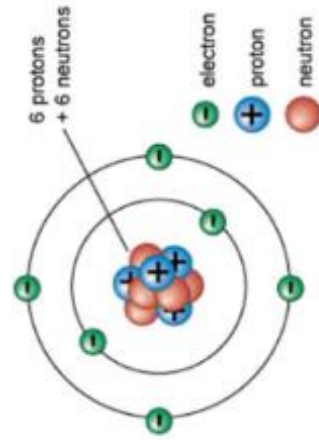
What is Electromagnet



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

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

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



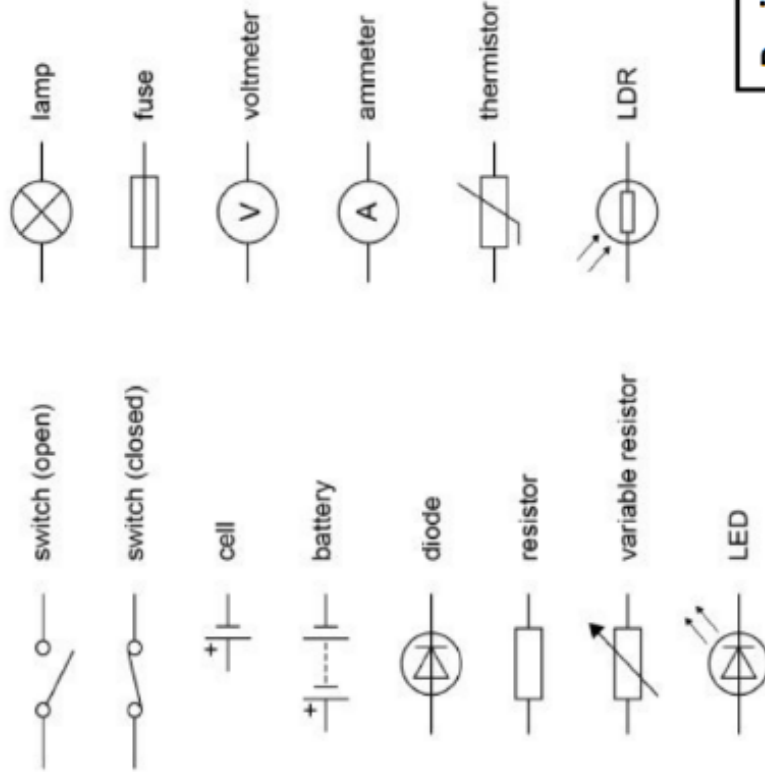
Year 7 Knowledge Organiser Physics – Electricity

Tier 2 Vocabulary

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

Tier 3 Vocabulary

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



Measuring current and voltage

An **ammeter** measures the **current** in a loop and is placed **in series**.

A **voltmeter** measures the **potential difference** across a component and is placed **in parallel** with the component.

Potential Difference (P.D.) or voltage (symbol V , measured in volts, V) is provided by a cell or battery.

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

Current

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

$$I = Q/T$$

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

Resistance and Ohm's Law

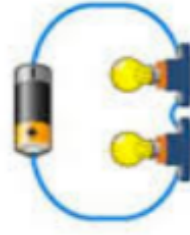
The resistance (symbol R , measured in ohms, Ω) of a component is the degree to which it opposes the flow of current.

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

$$I = V/R$$

Type of circuit	Property	The same /shared
Series	Current	The same
Series	Pot. Diff.	Shared
Parallel	Current	Shared
Parallel	Pot. Diff.	The same

Circuit diagrams help us to simply display complex circuits.



Series Circuit

Parallel Circuit

A **series circuit** has one loop.

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

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

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

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. hago	I do
2. juego	I play
3. me gusta	I like
4. no me gusta	I don't like
5. porque	because

Key vocabulary and questions

¿Qué te gusta hacer?	What do you like to do?
Me gusta...	I like...
Me gusta mucho...	I really like...
No me gusta...	I don't like...
No me gusta nada...	I really don't like...
chatear	to chat online
escribir correos	to write emails
escuchar música	to listen to music
jugar a los videojuegos	to play video games
leer	to read
mandar SMS	to send texts
navegar por Internet	to surf the internet
salir con mis amigos	to go out with friends
ver la televisión	to watch TV
¿Por qué?	Why?
porque es...	because it's...
porque no es...	because it's not...
interesante	interesting
guay	cool
divertido	fun/funny
estúpido	stupid
aburrido	boring
Always remember to justify your opinion with <i>porque</i> and a reason.	

Infinitive verbs

In English, infinitive verbs translate as 'to do', 'to eat', 'to go' etc.

In Spanish, there are 3 types of infinitive verb. They each have a different ending:

-AR (escuchar, mandar)

-ER (leer, ver)

-IR (salir, escribir)

¿Qué haces en tu tiempo libre?	What do you do in your free time?
bailo	I dance
canto karaoke	I sing karaoke
hablo con mis amigos	I talk with my friends
monto en bici	I ride my bike
saco fotos	I take photos
toco la guitarra	I play the guitar
What do you think <i>escucho música</i> and <i>mando SMS</i> mean?	

Los días de la semana	Days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
Remember – no capital letters!	

Time phrases	
a veces	sometimes
de vez en cuando	from time to time
nunca	never
a menudo	often
todos los días	every day

The verb HACER (To do)	
hago	I do
haces	you do
hace	he/she/it does
hacemos	we do
hacéis	you (pl) do
hacen	they do

The verb JUGAR (To play)	
juego	I play
juegas	you play
juega	he/she/it plays
jugamos	we play
jugáis	you (pl) play
juegan	they play

¿Qué tiempo hace?	What's the weather like?
En primavera...	In spring
En verano...	In summer
En otoño...	In autumn
En invierno...	In winter
hace buen tiempo	the weather is good
hace mal tiempo	the weather is bad
hace calor	it's hot
hace frío	it's cold
hace sol	it's sunny
llueve	it rains/it's raining
nieva	it snows/it's snowing
¿Qué haces cuando llueve?	What do you do when it's raining?
Cuando llueve...	When it's raining...

Key grammar	
The present tense -AR verbs	
Use the present tense to talk about things you normally do, or things that are happening right now (I dance/I am dancing).	
To form the present tense for regular -AR verbs:	
1. Remove the -AR ending from the infinitive.	
2. Add the correct ending from the table below	
e.g	
Chatear – Chate – Chateo = I chat	
Mandar – Mand – Mandas = you send	
Bailar	To dance
bailo	I dance
bailas	You dance
baila	He/She/It dances
bailamos	We dance
bailáis	You (pl.) dance
bailan	They dance

¿Qué deportes haces? What sports do you do?		
Hago...	I do...	Juego al... I play...
artes marciales	martial arts	baloncesto basketball
atletismo	athletics	fútbol football
equitación	horse riding	tenis tennis
gimnasia	gymnastics	voleibol volleyball
natación	swimming	rugby rugby
ciclismo	cycling	hockey hockey
esquí	skiing	golf golf
Can you use a dictionary to look up more sports to add to the list?		

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. español	Spanish
2. estudio	I study
3. aburrido	boring
4. hay	there is/are
5. divertido	fun

Key vocabulary and questions	
¿Qué estudias?	What do you study?
Estudio...	I study
No estudio...	I don't study
Estudiamos...	We study...
inglés	English
dibujo	art
español	Spanish
francés	French
alemán	German
teatro	drama
informática	IT/Computing
tecnología	design technology
geografía	geography
historia	history
religión	RE
educación física	PE
ciencias	science
matemáticas	maths
idiomas	languages

¿Qué te gusta?	What do you like?
Me gusta (mucho)...	I (really) like...
No me gusta (nada)...	I (really) don't like...
Me encanta...	I love...
Prefiero...	I prefer...
Odio...	I hate...
Me gustan...	I like... (plural)
No me gustan...	I don't like... (plural)
Me encantan...	I love... (plural)

¿Por qué?	Why?
Porque es...	Because it is...
Porque son...	Because they are...
aburrido/a(s)	boring
divertido/a(s)	fun
práctico/a(s)	practical
difícil(es)	difficult
fácil(es)	easy
útil(es)	useful
importante(s)	important
interesante(s)	interesting

¿Cómo es tu insti?	What's your school like?
Mi insti es/no es...	My school is/isn't...
bonito	pretty
antiguo	old
bueno	good
feo	ugly
grande	big
pequeño	small
moderno	modern

When using opinions in Spanish, remember to use the article (el/la/los/las) and add n for plurals: <i>¿Te gusta el dibujo? Me encanta la religion.</i> <i>¿Te gustan los idiomas? No me gustan las ciencias</i>	
¿Qué hay en tu insti?	What is there in your school?
En mi insti hay...	In my school there is/are...
No hay...	There isn't/aren't...
un campo de fútbol	a football field
un comedor	a dining hall
un gimnasio	a gym
un patio	a playground
una biblioteca	a library
una piscina	a pool
unos laboratorios	some laboratories
unas clases/aulas	some classrooms

¿Cómo son tus profes?	What are your teachers like?
La profesora es...	The teacher (female) is...
El profesor no es...	The teacher (male) isn't...
raro/a	odd
severo/a	strict
paciente	patient
What other personality adjectives can you remember from unit 1?	

Key grammar			
The present tense -ER/IR verbs			
To form the present tense for regular -ER/-IR verbs:			
1. Remove the -ER/IR ending from the infinitive. 2. Add the correct ending from the table below e.g Beber – Beb – Bebo = I drink Escribir – Escrib – Escribes = you write			
Comer	To eat	Escribir	To write
como	I eat	escribo	I write
comes	You eat	escribes	You write
come	He/She/It eats	escribe	He/She/It writes
comemos	We eat	escribimos	We write
coméis	You (pl.) eat	escribis	You (pl.) write
comen	They eat	escriben	They write

¿Qué haces durante el recreo?	What do you do at break?
Durante el recreo...	At break time...
Como...	I eat...
un bocadillo	a sandwich
fruta	fruit
unos caramelos	some sweets
una chocolatina	a chocolate bar
unas patatas fritas	some crisps/chips
Como chicle	I chew gum
Bebo...	I drink...
agua	Water
un refresco	a fizzy drink
un zumo	a juice
Leo mis SMS	I read my texts
Escribo SMS	I write texts
No hago los deberes	I don't do homework

Computer Aided Design

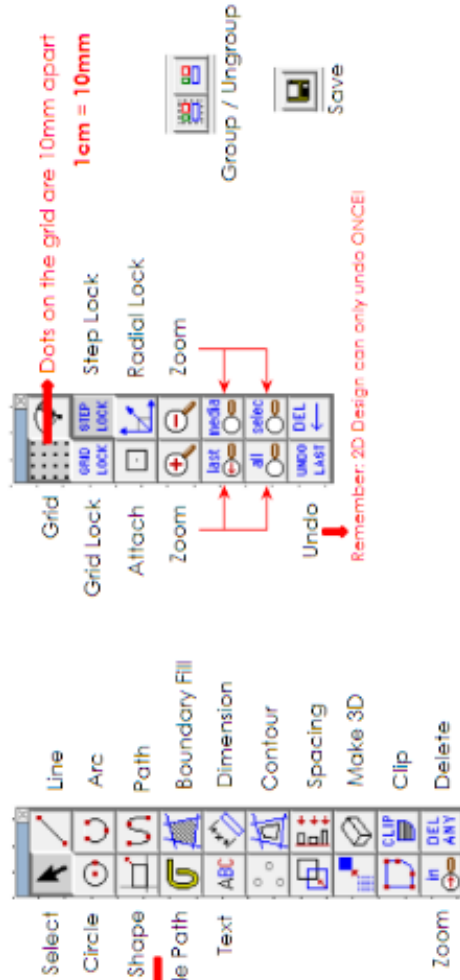
Advantages	Disadvantages
Highly accurate	Expensive set up
Can communicate with CAM	Requires Training
Files can be saved/shared via email	Files can corrupt/be deleted
Can use features like copy and paste	Requires access to a computer



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:



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

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



Garage Keys

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

Other colours can be set up and used as required

Materials suitable for laser cutting:

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



Card/Paper



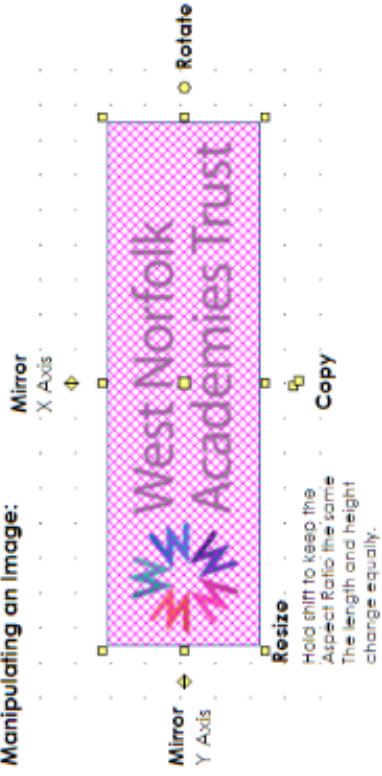
How to ensure a closed boundary:



Vectorising:



Manipulating an Image:

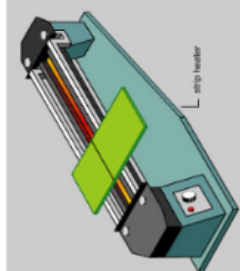





Acrylic is the main **thermoplastic** used within schools.


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
<ul style="list-style-type: none">Process is called Line BendingA heating element softens a thermoforming plastic (acrylic) along a line.This can then be bent to shape and held in place until cooled	

Health & Safety

**Wear A Mask**

**Wear Protective Clothing**

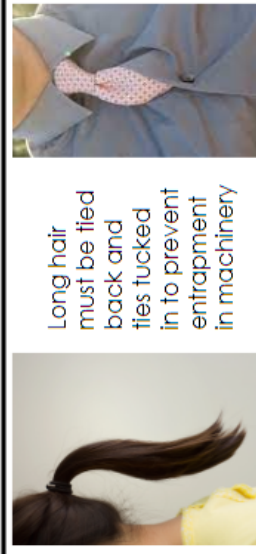
**Wear Ear Protectors**

**Wear Protective Gloves**

Health & Safety Language and Terms	
Health and Safety	Anything to do with a persons wellbeing in any given situation. From sitting at a computer for long periods to operating machinery.
Risk Assessment	A document that considers all risk to a person/s carrying out a task, and all control measure put in place to minimize or remove risk to health, this could be training, following certain rules or using PPE
PPE	Personal Protective Equipment Goggles, aprons, dusk masks, gloves
Extraction	Can be dust extraction when using machinery or fume extraction when gluing or painting.




Health and safety rules **MUST** be followed at all times.



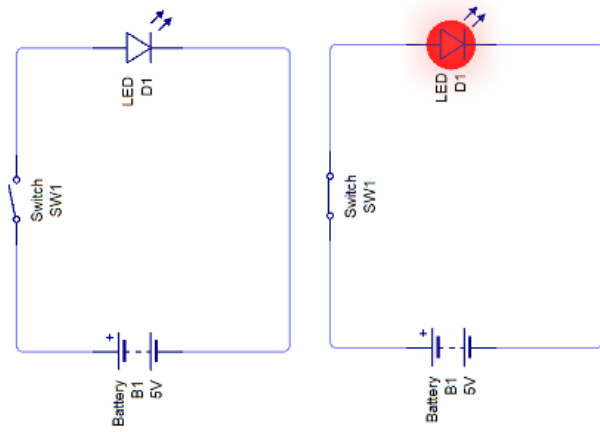
Electronics – LED's



- ▶ 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.



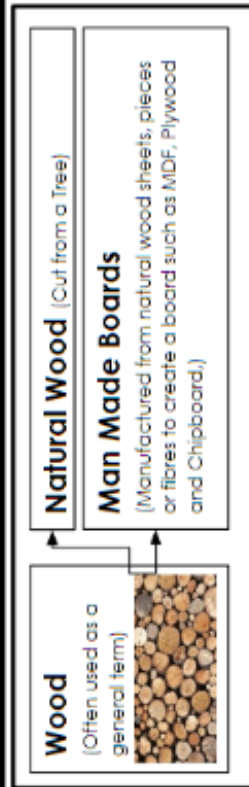
Electronics – Circuit



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



Types of Wood					
Natural Wood	Man Made Boards				
<p>Natural wood can be divided into two groups, Hardwood and Softwood. The properties shown below are generally true for each group</p> <table border="1"> <thead> <tr> <th>Hardwood</th><th>Softwood</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 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 </td><td> <ul style="list-style-type: none"> 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 </td></tr> </tbody> </table>	Hardwood	Softwood	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	
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Manufactured Board or Man Made Boards	
MDF – Medium Density Fibreboard	Plywood – Manufactured Board
<p>Wood fibres glued together and rolled flat to form a sheet.</p> 	<p>Thin layers of wood glued together with grain at 90° angles.</p> 

Age of a Tree

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

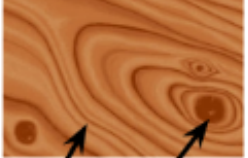
Wide rings show wetter weather when the tree grew more and narrower rings show dryer years when the tree did not grow as much.



Aesthetics of Timber

Lines in wood are called the grain


These marks are called knots and show where a branch grew



MDF can be cut on the laser cutter.








This is how your letter templates were created.

Plywood can be cut too.





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.

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



- Areas most commonly missed
- Areas least frequently missed

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

Knowledge organiser

Introduction to food safety

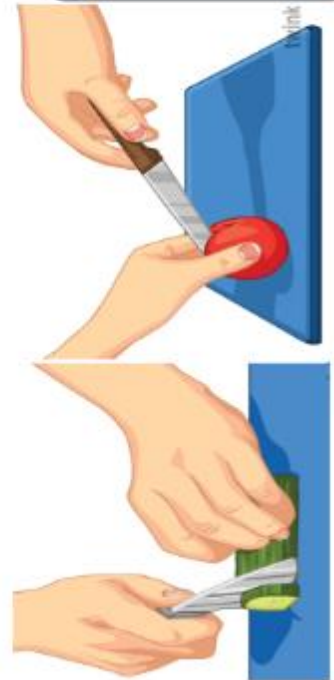
Before cooking you must....

- 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



The claw grip and bridge hold.



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



When you should wash your hands:

- Before you cook
- After going to the toilet
- After sneezing
- After handling rubbish
- After handling a pet



Batik Specific Language and Terms

Batik	A method (originally used in Java) of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.	Tjanting	a Javanese instrument for applying hot wax in batik work usually consisting of a small thin copper cut with one or more capillary spouts and a handle of reed or bamboo
Impressionism	a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impression of the moment, especially in terms of the shifting effect of light and colour.	Colour theory	Primary, secondary, tertiary colours. Also looking at harmonious and complementary colours and how to mix them.
Mark making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	Wax resist	A process similar to batik used in pottery and printing. You apply wax to a surface to resist paint or dye.

Examples of Batik designers:



Lily Avanesian, Ararat.



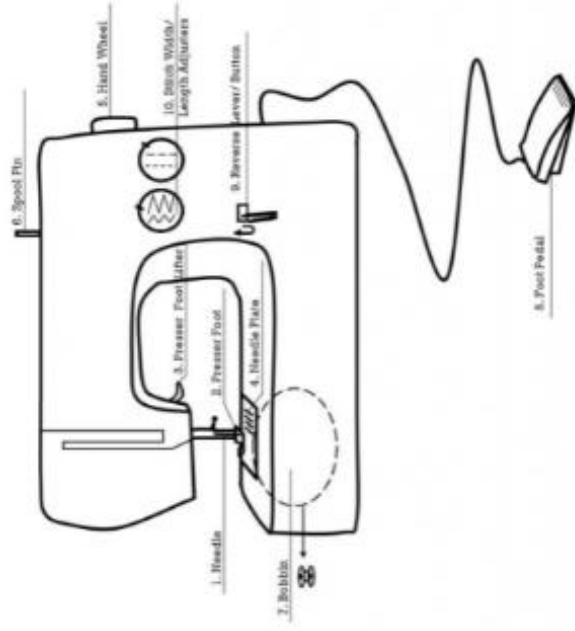
Anne Dye, Ardtoe
(detail), 2013.



Trini Kenny. Traharta, West
Cork, 2021

Specific Language and Terms

Specification	A design specification provides information about the requirements of a product and how the product is to be manufactured.	Embellishment	A decorative detail or feature added to something to make it more attractive. This could be using beads, buttons or embroidery.
Sewing	Using a needle and thread to sew or stitch fabric together. Can be done by hand or by sewing machine.	Annotation	A note by way of explanation or comment added to a text or diagram.



Where did batik come from?

Batik is an ancient art that has been carried forward for thousands of years. It is practiced in countries like Indonesia, Middle East, Thailand, Africa, Malaysia, India, China, Philippines, and other countries. The exact origin of batik is not known, but it is widely common on the island of Java, Indonesia.



What is batik?

Batik is a process of using melted wax as a resist on fabric. The wax may be painted on a white or coloured fabric using a canting or brush or it may be stamped onto the fabric using a copper stamp dipped in melted wax. The fabric is then dyed, and the areas that have been waxed will not be penetrable by the dye.

Notes Page

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes Page

[illegible]