

Year 7 Knowledge Organiser

Summer Term 2025/26

Name:

Form:

Week 1/A

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

Week 2/B

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

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Summer Term

Attendance and Absence

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

Punctuality

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

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2025		
Wednesday, 3 Sept – Thursday, 23 Oct 2025	Half-term: Monday, 27 Oct – Friday, 31 Oct 2025	Monday, 3 Nov – Friday, 19 Dec 2025
Spring Term 2026		
Tuesday, 6 Jan – Friday, 13 Feb 2026	Half-term: Monday, 16 Feb – Friday, 20 Feb 2026	Monday, 23 Feb – Friday, 27 Mar 2026
Summer Term 2026		
Monday, 13 Apr – Friday, 22 May 2026	Half-term: Monday, 25 May – Friday, 29 May 2026	Monday, 1 Jun – Friday, 17 Jul 2026

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Summer Term 1 Calendar

April 2026		
1	Wed	Easter Break
2	Thu	Easter Break
3	Fri	Easter Break
4	Sat	
5	Sun	
6	Mon	Easter Break
7	Tue	Easter Break
8	Wed	Easter Break
9	Thu	Easter Break
10	Fri	Easter Break
11	Sat	
12	Sun	
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	
20	Mon	
21	Tue	
22	Wed	
23	Thu	
24	Fri	
25	Sat	
26	Sun	
27	Mon	
28	Tue	
29	Wed	
30	Thu	

May 2026		
1	Fri	
2	Sat	
3	Sun	
4	Mon	Bank Holiday
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	
10	Sun	
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	
16	Sat	
17	Sun	
18	Mon	
19	Tue	
20	Wed	
21	Thu	
22	Fri	
23	Sat	
24	Sun	
25	Mon	Half Term
26	Tue	Half Term
27	Wed	Half Term
28	Thu	Half Term
29	Fri	Half Term
30	Sat	
31	Sun	

Summer Term 2 Calendar

June 2026		
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	
29	Mon	
30	Tues	

July 2026		
1	Wed	
2	Thu	
3	Fri	
4	Sat	
5	Sun	
6	Mon	
7	Tue	
8	Wed	
9	Thu	
10	Fri	
11	Sat	
12	Sun	
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	
20	Mon	Summer Break
21	Tue	Summer Break
22	Wed	Summer Break
23	Thu	Summer Break
24	Fri	Summer Break
25	Sat	
26	Sun	
27	Mon	Summer Break
28	Tue	Summer Break
29	Wed	Summer Break
30	Thu	Summer Break
31	Fri	Summer Break

Homework Log and Parental Check

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

Homework Log and Parental Check

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

Reading Log

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

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

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

Year 7 Reading Passport

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

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

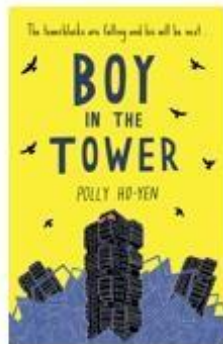
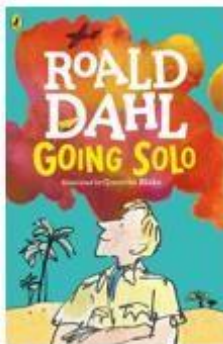
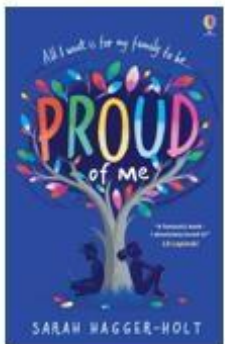
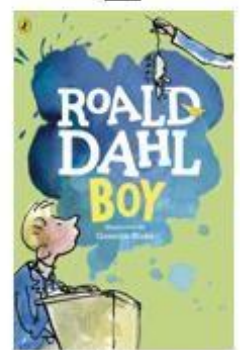
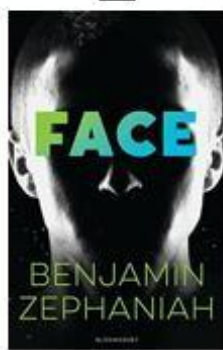
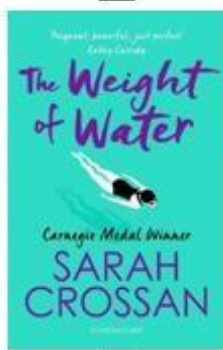
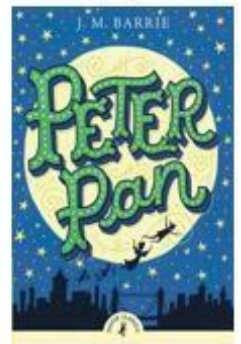
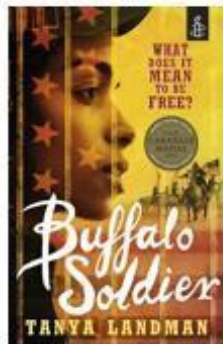
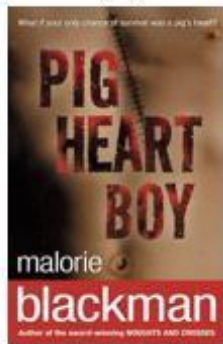
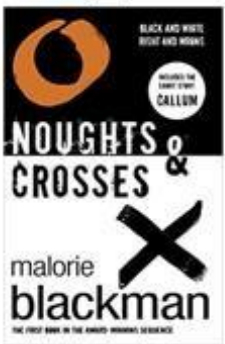
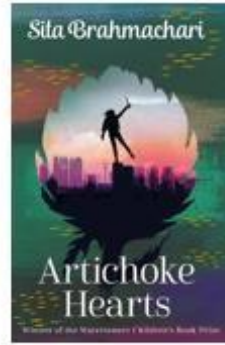
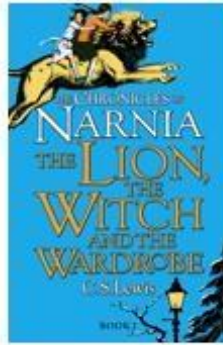
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories!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

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

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



Year 7 Reading Passport



Instructions for using your Knowledge Organiser

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

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

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

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

You will be regularly tested on knowledge contained in this booklet.

8 Top Revision Tips

1 Start early

Last minute cramming is stressful and has limited success.



2 Make a plan

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



3 Pick a good spot

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



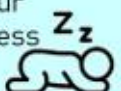
4 Find a good method

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



5 Take breaks

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



6 Revise with friends

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



7 Use past papers

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



8 Eat well

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



LONG TERM MEMORY



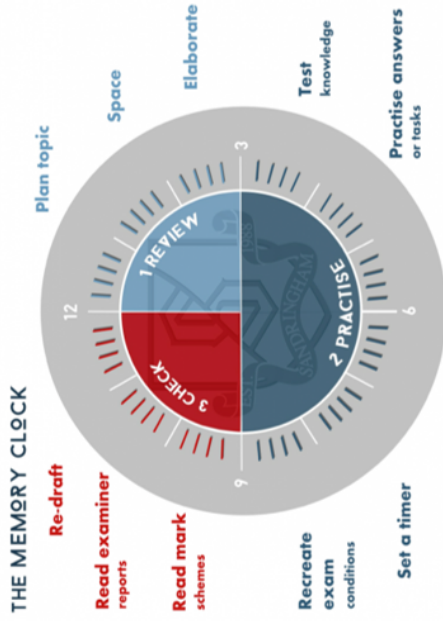
Retrieval Practice

Create your own quizzes based on topics.
Create them, test yourself or get someone to test you, it works!



Deliberate Practice

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



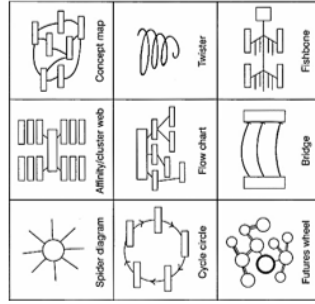
Answer Planning

Practice planning exam question answers.
Bullet point, speed plan and draft key paragraph questions.



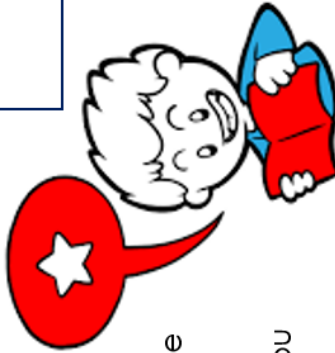
Graphic Organisers

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



Read Aloud

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



Sketch it

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



PRACTICE
MAKES
PERFECT

Practice!

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

Hide and Seek

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

Flashcards



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

Record It

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



Post its

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



Teach it!

Teach someone your key facts and then get them to test you, or even test them!

Year 7 Summer Term Knowledge Organiser

Art – Installation:

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

Contemporary Installation Art:



Pascale Marthine Tayou
Plastic Bags
2019



Rafael Gómezbarros
Casa Tomada
2013



Cornelia Parker
Cold Dark Matter: An Exploded View 1991



Jacob Hashimoto
Swarm Theory
2013

Year 7 Summer Term Knowledge Organiser

Art – Installation:

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

What is an Installation?

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

Allan Kaprow
Yard
1961/2014

When did Installation Art begin?

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



Human Rights and Me!



Key people in the fight against racism...

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

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

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

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

The right to free speech.

The right to a fair trial.

The right to an education.

Freedom from slavery.

Freedom of thought, religion and belief.

Why do we have Human Rights?

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

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

The right to life.



Discrimination

Treating someone unfairly as a result of prejudice.

Human rights

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

Civil Liberties

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

Racism

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

Gender Equality

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

Prejudice

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

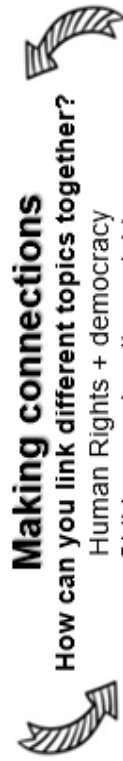
Children's Rights

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

RACISM CASE STUDY – The Murder of Stephen Lawrence

Stephen Lawrence was only 18 years old when he was stabbed and killed in a racist attack whilst waiting for a bus with his friend. There was a lot of controversy surrounding Stephen's death, firstly due to the incompetent way the police dealt with the crime and secondly because the people who committed the crime were not convicted until 2012, this was 19 years after Stephen was brutally murdered!

Stephen's friends and family never gave up and campaigned tirelessly for years to get justice for Stephen and other victims of racist attacks. Stephen's mother, Baroness Doreen Lawrence went on to campaign for equality for black people and for other victims of racist crime; she was even made a member of the House of Lords for all of her hard work and contributions to equality and racism in the UK.



Making connections

How can you link different topics together?

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

Did you know?
There are 30 articles that make up the Universal Declaration of Human Rights!



Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term

The Human Rights of Children

There are 45 articles which outline specific human rights that children are entitled to, some of them include...

- 12** RESPECT FOR CHILDREN'S VIEWS
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
- 13** SHARING IDEAS AND FREELY
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
- 19** PROTECTION FROM VIOLENCE
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.
- 31** REST, PLAY, CULTURE, ARTS
Every child has the right to rest, relax, play and to take part in cultural and creative activities.

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

Human Rights... how do they work?

FREEDOM
The ability to act, speak or think as one thinks. But what does it mean to be free?

Freedom to move around the country or around the world

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

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

Freedom to choose your own lifestyle and hobbies.

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

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

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

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

- Right to an education
- Not to take or infringe on the rights of others

- Freedom of expression
- Pay taxes
- Freedom of movement

- Obey the law
- Right to life
- To vote

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

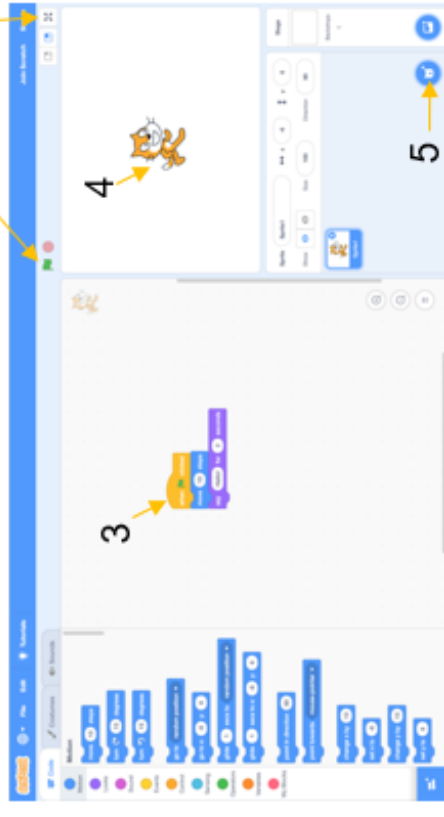
Computing – 7.5 Scratch Key Knowledge

Key Vocabulary

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

Scratch Task

Label the Scratch Interface



- 1.
- 2.
- 3.
- 4.
- 5.

a.



c.



b.



d.



Which script will make Pico move to the right?

Computing – 7.6 Text Based Programming Key Knowledge

Key Vocabulary

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

Text Programming Task

```

Import turtle
wn = turtle.Screen()
bob = turtle.Turtle()
bob.forward(150)
bob.right(90)
bob.forward(150)
bob.right(90)
bob.forward(150)
bob.right(90)
bob.forward(150)
    
```

What shape would this code show? Draw your answer



Text Programming Task

Complete the code for:



```

import _____
wn=turtle.Screen()
Bob=turtle.Turtle()
_____.left(90)
Bob.pensize(5)
Bob.forward(80)
Bob.__(90)
Bob.pensize(15)
Bob.pendown()
Bob.forward(80)
Bob.right(90)
Bob.pensize(____)
Bob.forward(80)
Bob.left(90)
Bob.__(15)
Bob.forward(80)
Bob.__(90)
Bob.pensize(5)
Bob.__(80)
Bob.right(90)
Bob.pensize(15)
Bob.forward(____)
Bob.right(90)
Bob.pensize(____)
Bob.forward(80)
    
```



Drama – Haunted lift

DEVISING THEATRE

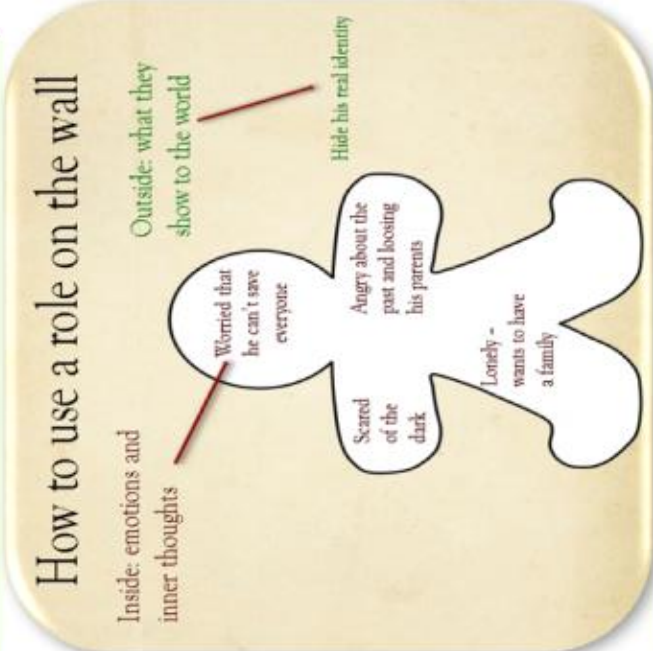
Devising from a Stimuli.....
What is devising? Creating a piece of drama collaboratively.
What is a stimulus? The starting point, idea or inspiration for your devised drama. It is what you base your drama around. It could be a poem, a song, a piece of art, etc.

- 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

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.
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.

Building Blocks
 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



- Practice Tasks:**
1. To practice creating a sequence of 'Round By Through' at home. If you cannot do this physically with someone, write a list of 15 movements that can make a sequence.
 2. Create a role on the wall for the girl in the poem, what information are you going to add.

- Key Questions:**
1. Why is 'role on the wall' a useful technique to use?
 2. What is the definition of physical theatre?
 3. Why would you use unison in a performance?
 4. Explain what a chair duet is?
 5. Give 3 examples of stimuli?

Who is Frantic Assembly?

<https://www.franticassembly.co.uk/the-frantic-method>
<https://devisingite.wordpress.com/2016/05/19/chair-duets/>
<https://www.franticassembly.co.uk/resources/curious-incident-of-the-dog-in-the-night-time-learning-to-fly>
<https://www.youtube.com/watch?v=BC9uJrY9Bh8>
<https://www.youtube.com/watch?v=9JzdIPSoAmE>
https://www.youtube.com/watch?v=P_HfdiC7ZU
<https://www.youtube.com/watch?v=AF2wtxyNUrI>

Drama- Kneehigh

Further Reading
www.kneehighcookbook.co.uk



Kneehigh were founded 40 years ago in Cornwall, England. Their founder and creator was Mike Shepherd. They were a touring company that performed in different locations, such as clay pits, marquees, cliff-tops, woods. Their style was a storytelling company and they liked to tell folk & fairy tales, working as an ensemble to tell the story. The performances they created were interactive and they required an audience response. They disbanded as a company in 2020, but their work and style is still highly relevant and impactful.

Kneehigh - Hansel & Gretel

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

The Key Themes of the Performance are

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

Follow the link for the trailer

<https://www.youtube.com/watch?v=TyHKir0CieE>



Key Features of a Kneehigh performance...

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



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

Practice Task

1. Create a script using narration for Hansel and Gretel's travel through the forest, however it is from the animals point of view only; you are to use at least 5 animals in the script.
2. Create your own lyrics for a song the witch would sing as they try to cook the children.

Key Questions:

1. What is "playing the animal"?
2. Describe how you could create a clock using 5 people?
3. What is Columbian hypnosis and how could you use it in performance?
4. Explain what coral speech is?
5. What is an ensemble and how do Kneehigh use it?

Introduction to Shakespeare

Core Text: Much Ado About Nothing

Shakespeare will be looked at from two angles; initially, using non-fiction elements through information on his life and era, as well as considering how others viewed him and his works.

Studying his comedy '*Much Ado About Nothing*', you will explore characterisation, (introduced in Autumn Yr 7) and relationships between and how Shakespeare's comical lines relied on the audience understanding key ideas and the writer's language choices.

English

Vocabulary

- Imperative
- Conditional Tense
- Hyperbole
- Protagonist
- Antagonist
- Rhyme
- Iambic
- Villain
- Villainous
- Character arc

Practise spelling vocabulary words and matching definitions to words.



- A. A person who actively **opposes** or is **hostile** to someone or something; an adversary.
- B. Giving an authoritative command; of vital importance; crucial.
- C. The transformation or inner journey of a character over the course of a story.
- D. Relating to, constituting, or guilty of wicked or criminal behaviour.
- E. Line of prose or poetry that consists of iambs - these are two consecutive syllables where the first is unstressed, the second stressed, as in "de-DUM."
- F. Used to speculate about what could happen, what might have happened, and what we wish would happen.
- G. A character whose evil actions or motives are important to the plot.
- H. Correspondence of sound between words or the **endings** of words, especially when these are used at the ends of lines of poetry.
- I. The leading character or one of the major characters in a play, film, novel, etc.
- J. Exaggerated statements or claims not meant to be taken literally.

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

Check your answers:

A - Antagonist;	B - Imperative;	C - Character arc;	D - Villainous;	E - Iambic;
F - Conditional Tense;	G - Villain;	H - Rhyme;	I - Protagonist;	J - Hyperbole

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

Prior Learning / Context:

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

Assessment:

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

Themes:

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

Key Questions

Give ONE alternative name for sugar you might see on a food label? (1 Mark)

Explain what is meant by the term "hidden sugar"? (2 marks)

Explain the dangers of eating too much sugar and suggest ways that young people can cut it down (10 marks)

Top 3 personal hygiene



Top 3 knife skills

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

Top 3 cooker skills



- Using oven gloves
- Adjusting temperature
- Bending knees

The Eatwell Guide



8 healthy eating tips



Fruit and Vegetables

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

Carbohydrates

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

Food Miles

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

Sensory Testing



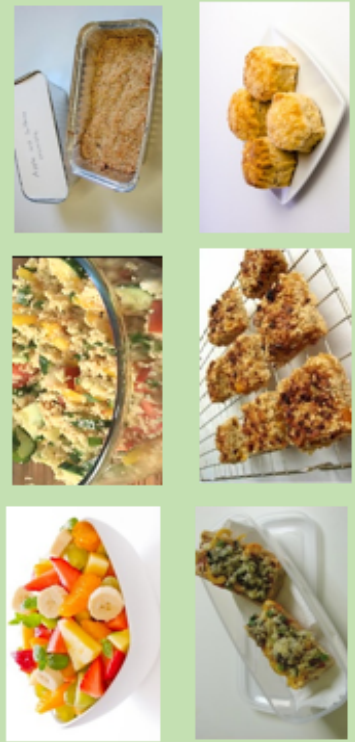
Future Learning:

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

Key Vocabulary

Personal hygiene, cross-contamination, bacteria, equipment, ingredients, nutrition, carbohydrates, fruit and vegetables, food miles, pollution, sensory testing, caramelisation, dextrinization, conduction, convection, radiation, enzymic browning, raising agents

Food Preparation Outcomes:



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



Topic 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
1. **Fibre** - another complex carbohydrate found in the cell walls of plants. The body can't break fibre down but it is important to help with removing waste from the body.

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

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

Healthy eating advice suggests that meals should be based on starchy carbohydrates such as breakfast cereals, bread, pasta, potatoes or rice. Wholemeal varieties of these foods are also a good source of fibre and keep you feeling fuller for longer. Starchy food is often served as an accompaniment for meat, chicken fish or vegetable dishes. Starches, such as cornflour, can also be used to thicken sauces through a processes called gelatinisation.

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

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.



Y7 French Knowledge Organiser - Summer Term 1

Rooms in a house

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

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

Il y a... *there is/are...*

le salon	<i>the living room</i>
le grenier	<i>the attic</i>
le bureau	<i>the office</i>
l'entrée	<i>the hallway</i>
la cuisine	<i>the kitchen</i>
la chambre	<i>the bedroom</i>
la salle de bains	<i>the bathroom</i>
la salle à manger	<i>the dining room</i>
la cave	<i>the cellar</i>
le jardin	<i>the garden</i>

Where you live

Où habites-tu? *Where do you live?*

J'habite dans... *I live in...*

un appartement	<i>a flat</i>
un château	<i>a castle</i>
une maison	<i>a house</i>
une maison de plain-pied	<i>a bungalow</i>
une chaumière	<i>a cottage</i>
une ferme	<i>a farm</i>

au bord de la mer	<i>at the seaside</i>
à la campagne	<i>in the countryside</i>
à la montagne	<i>in the mountains</i>
en ville	<i>in town</i>
dans un village	<i>in a village</i>

qui s'appelle	<i>called</i>
près de	<i>near to</i>
à (Hunstanton)	<i>in (place name)</i>

J'aime habiter ici *I like living here*

Je n'aime pas habiter ici
I don't like living here

Countries

J'habite...	<i>I live...</i>
au pays de Galles	<i>in Wales</i>
au Portugal	<i>in Portugal</i>
en Angleterre	<i>in England</i>
en Écosse	<i>in Scotland</i>
en Irlande	<i>in Ireland</i>
en Grèce	<i>in Greece</i>
en Pologne	<i>in Poland</i>
en Suisse	<i>in Switzerland</i>
en Allemagne	<i>in Germany</i>
en Espagne	<i>in Spain</i>
en Italie	<i>in Italy</i>
aux Etats-Unis	<i>in America</i>

Adjectives

c'est...	<i>it's...</i>
tranquille	<i>peaceful</i>
bruyant	<i>noisy</i>
confortable	<i>comfortable</i>
grand	<i>big</i>
petit	<i>small</i>

Activities at home

Chez moi... *At home...*

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

Places in town

Qu'est-ce qu'il y a dans...?
What is there in...?

ta ville/ ton village	<i>your town/ village</i>
il y a...	<i>there is/ there are...</i>
un centre de loisirs	<i>a leisure centre</i>
un centre commercial	<i>a shopping centre</i>

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

Weekend activities

Où vas-tu le weekend?
Where do you go at the weekend?

je vais...	<i>I go...</i>
au bowling	<i>to the bowling alley</i>
au cinéma/ parc	<i>to the cinema/ park</i>
au stade	<i>to the stadium</i>
à la piscine	<i>to the swimming pool</i>
à la plage	<i>to the beach</i>
à l'église	<i>to the church</i>
aux magasins	<i>to the shops</i>

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

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

Describing your bedroom

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

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

un lit	<i>a bed</i>
un ordinateur	<i>a computer</i>
un bureau	<i>a desk</i>
un nounours	<i>a teddy bear</i>
un réveil	<i>an alarm clock</i>

une armoire	<i>a wardrobe</i>
une chaise	<i>a chair</i>
une commode	<i>a chest of drawers</i>
une chaîne hifi	<i>a stereo</i>

des étagères	<i>some shelves</i>
des posters	<i>some posters</i>
des photos	<i>some photos</i>

ALLER to go

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

HABITER to live

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

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

Y7 French Knowledge Organiser- Summer Term 2

Breakfast

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

Visiting Paris

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

In a café

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

Going out

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

Time frames

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

Picture description

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

BOIRE to drink

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

MANGER to eat

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

ALLER to go

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

VOULOIR to want

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

Near Future Tense

Aller + INFINITIVE = Future Tense	
Je vais <u>boire</u>	<i>I am going to drink</i>
tu vas <u>manger</u>	<i>you are going to eat</i>
Il va <u>regarder</u>	<i>he is going to watch</i>
elle va <u>chanter</u>	<i>she is going to sing</i>
nous allons <u>écouter</u>	<i>we are going to listen</i>
vous allez <u>jouer</u>	<i>you are going to play</i>
ils vont <u>visiter</u>	<i>they are going to visit</i>
elles vont <u>faire</u>	<i>they are going to do</i>

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

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

Task: Research the Bangladesh 2017 floods — create a factfile with a picture, map and at least 5 facts

Year 7 Geography

Asia

Key Questions:

- How does the monsoon season affect Asia's climate
- What are the causes and consequences of rapid urbanisation in Asia
- What are the impacts of an ageing and youthful population

The population of Afghanistan

Rapid population growth of 2.34% in 2016 as birth rates exceed death rates. Birth rates are high as there is a need for children to look after parents in old age and a need to have children to help and work. It is a Strict Muslim society where people do not believe in contraception. Its 2016 population pyramid shows 42% of people below the age of 15 and 2.34% of people over the age of 65.

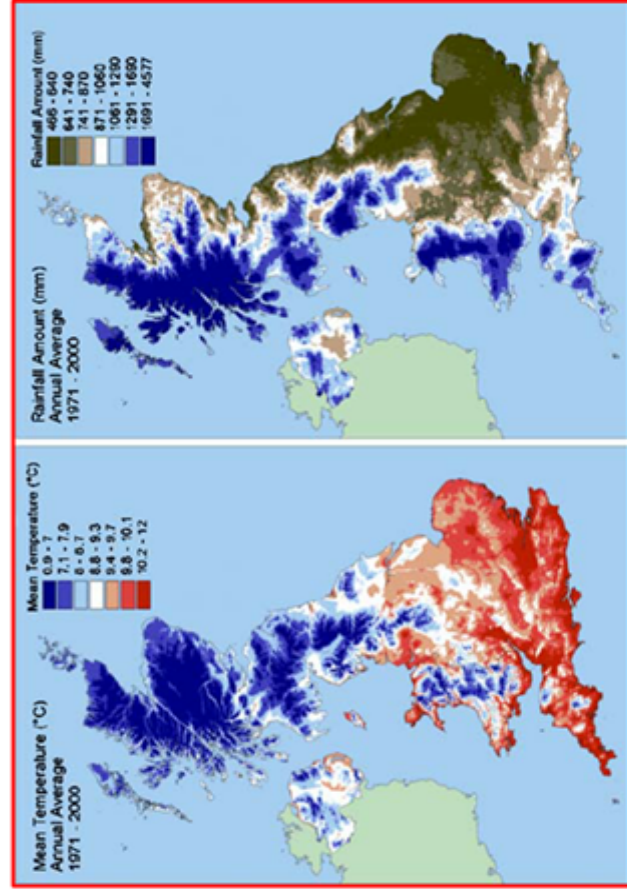


Asia is the largest continent in the world. It has 48 countries and a population of over 4.3 billion. Asia covers an area of about 49.7 million km², which corresponds to about 30 percent of the Earth's total land area.

The Population of Japan

Japan's population of 126 million is forecast to fall by 1/3 in the next 50 years as people are not having as many children in a country with an ageing population. Its 2016 population pyramid shows 13% of people below the age of 15 and 26% over the age of 65. Japan is overcoming worker shortages using robots and increasing the number of overseas workers.

Task: Find out about a robot used in Japan to help manage an ageing population. Draw or print a picture and explain its function



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 insolation 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 Questions

What is the difference between weather and climate?

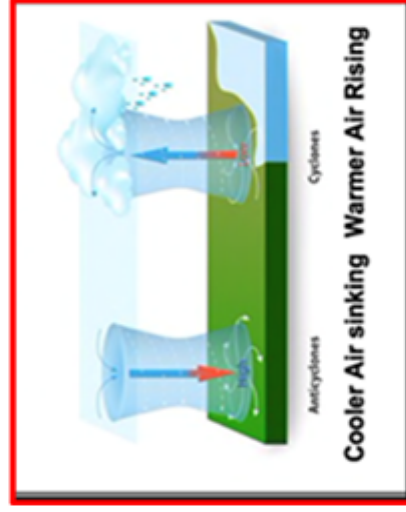
How can we measure weather and climate?

What factors effect the UK climate?

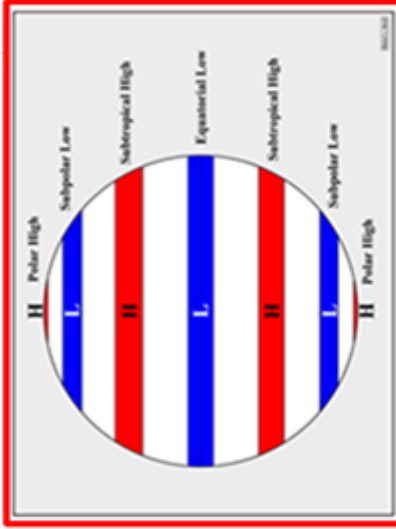
How does climate effect the location of global biomes?

Tasks

1. Create a 5 day weather forecast for where you live.
2. Research 3 reasons for Scotland's wet climate.
3. Using the MET office website, find out what type of weather high pressure usually brings.



Anticyclones and Cyclones



Global Air Pressure bands

Year 7 Geography: Weather and Climate

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

Y7 German - Summer Term 1

1. Was für ein Wochentag ist heute? What day of the week is it today?

Heute ist...
Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Samstag
Sonntag

Today is...
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Was hast du am Montag?

Am Montag ...
... habe ich/ haben wir ...
... Deutsch/ Sport/ keine Schule.

What do you have on Monday?

On Monday...
I have / we have...
German/ PE/ no school

Wie viel Uhr ist es?

Es ist acht Uhr.

What time is it?

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

Um (8) Uhr (15).
in der ersten / zweiten / dritten Stunde
vor / nach der Pause

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

At (8:15)
in the first / second / third lesson
before / after break

2. Wie heißt dein(e) Lehrer(in)?

Mein Lehrer/Englischlehrer heißt ...
called...
Meine Lehrerin/Deutschlehrerin heißt ...

What is your teacher called?

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

Wie ist er/sie?

Er / Sie ist ...
zu/ sehr/ ziemlich/ ein bisschen/ nicht ...
freundlich / streng / fair

What is he/she like?

He / Sie is...
too/very/quite/a bit/ not...
friendly / strict / fair

3. 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

Y7 German - Summer Term 2

1. Was gibt es in deiner Stadt?

der Bahnhof / der Park / der Marktplatz
square

die Kirche / die Imbissstube / die Kegelbahn

das Kino / das Schwimmbad / das Schloss

Es gibt einen/keinen ...

Es gibt eine/keine ...

What is there in your town?

the railway station / the park/ the market

the church / the snack stand / the bowling alley

the cinema / the swimming pool / the castle

There is a / no... (for masc. nouns - der)

There is a / no... (for fem. nouns - die)

2. Was möchtest du kaufen?

Ich möchte ... (kaufen).

Du möchtest ... (kaufen).

Er/Sie möchte ... (kaufen).

einen Kuli

einen Schlüsselanhänger

einen Aufkleber

eine Tasse

eine Postkarte

eine Kappe

ein Freundschaftsband

ein Trikot

ein Kuscheltier

Was kostet das?

Das kostet (3) Euro (40).

What would you like to buy?

I would like (to buy)...

You would like (to buy)...

He/She would like (to buy)...

a ball pen

a key ring

a sticker

a cup

a post card

a (baseball) cap

a friendship bracelet

a (football) shirt

a cuddly toy

What does it cost?

That costs (3) Euro (40).

3. Was möchtest du? Was möchten Sie?

Etwas zu essen/trinken?

Ich möchte ...

Ich hätte gern ...

zweimal Bratwurst (mit ...), bitte.

der (...einen) Hamburger

der (...einen) Tee

die (...eine) Bratwurst

die (...-) Pommes

das ... (ein) Eis

What would you like? (informal and formal)

Something to eat/drink?

I would like...

I would like to have...

2 times fried sausage (with...). please.

the (...a) hamburger

the (...a) tea

the (...a) fried sausage

the (...-) fries

the (...an) ice cream

4. Was wirst du in den Sommerferien machen?

Ich werde ... / Wir werden ...

segeln / klettern / wandern

tauchen / windsurfen / rodeln

an den Strand gehen

im See baden

im Meer schwimmen

In den Sommerferien werde ich mit ...

Wir werden nach ... fahren

Wir werden ... Wochen bleiben

Wir werden ... und auch ...

Dort gibt es ... und ..., aber kein ...

Man kann dort ... und ...

Am Montag/Freitag ...

Ich möchte auch ...

What will you do in the summer holidays?

I will ... / we will...

sail / climb / hike

dive / windsurf / toboggan

go to the beach

bathe in the lake

swim in the sea

In the summer holidays I will.. with..

We will go to...

We will stay... .. weeks.

We will... and also...

There isthere, but no...

You can.... there and ...

On Monday / Friday...

I would also like to...

Independent Task: Design a souvenir price list.

History

The Tudors



Questions

- How did the Tudor's establish a **dynasty**?
- Why did the Reformation happen in England?
- Should the Tudors be remembered as "great" monarchs?

Chronology

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

Key People

Henry VII	First Tudor King of England (1485-1507)
Henry VIII	King of England (1509-47)
Martin Luther	Priest who was instrumental in the formation of the Protestant faith.
Thomas Cromwell	Chief adviser of Henry VIII, responsible for the dissolution of the monasteries.
Edward VI	King of England (1547-53)
Phillip II of Spain	King of Spain responsible for the Spanish Armada (Also King of England during the reign of Mary I).
Mary, Queen of Scots	Catholic Queen of Scotland. Forced to abdicate from power and fled to England.

Role

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

Misconceptions

Catholicism and Protestantism are not different religions. They are different **denominations** of Christianity.

Henry VIII was not a Protestant. Although he broke from Rome and so was no longer Catholic, he did not embrace Protestantism either.

Year 7 Knowledge Organiser

ROUNDING

Key Words

Integer: A whole number that can be positive, negative or zero.

Decimal place: The position of a digit to the right of a decimal point.

(d.p.)

Significant figure: The significant figures of a number are the digits which carry meaning (i.e. are significant) to the size of the number. **(s.f.)** [The first significant figure of a number cannot be zero.]

Estimate: To find something close to the correct answer.

≈ means 'approximately equal to'

Key Concept

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

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

Applications

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

$$\frac{5.38 \times 99.3}{19.246} \approx \frac{5 \times 100}{20} = \frac{500}{20} = 25$$

PLACE VALUE CHART

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

Round 568.798 to the nearest hundred $568.798 \rightarrow 600$ (decider)

Round 568.798 to the nearest integer $568.798 \rightarrow 569$

Round 568.798 to 2 significant figures $568.798 \rightarrow 570$

Round 568.798 to 2 decimal places $568.798 \rightarrow 568.80$

Round 568.798 to the nearest tenth $568.798 \rightarrow 568.8$

Questions

1. Round 12,356.357 to the nearest:

a) Thousand b) Integer c) Hundredth

2. By rounding each number to 1 s.f. estimate:

a) 58.2×2.3 b) $98.3 \div 19.2$ c) $\frac{3.68 \times 237}{7.8}$

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

SPARX MATHS

U480, U298, U731,
U965, U225

Year 7 Knowledge Organiser

SIMPLIFYING & MANIPULATING ALGEBRA

Key Concept

Formula
 $v = u + at$

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

Equation
 $34 = 12 + 6t$

Identity
 $c \times c = c^2$

Key Words

Formula: A rule written using symbols that describe a relationship between different quantities.

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

Equation: A mathematical statement that shows that two expressions are equal.

Identity: A relation which is true. No matter what values are chosen.

Tip

When expanding brackets be careful with negatives.

Examples

Simplify:

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

Expand and simplify:

$$9a - 2(3a - 4) = 9a - 6a + 8 = 3a + 8$$

Factorise:

$$9x^2 + 6x$$

Factorising is the opposite of expanding brackets

3x is common to both terms

$$3x(3x + 2)$$

Expand and simplify:

$$2(4a + 2b) - 2(a + 3b)$$

$$8a + 4b - 2a - 6b = 6a - 2b$$

Questions

- 1) $5x + 3y - 2x + 4y$ 2) $2p - 6q + 2q + 4p$ 3) $12b - 3(2b + 5)$
4) Factorise a) $4x + 10$ b) $8a^2 - 10a$

SPARX MATHS

U585, U144, U105,
U613, U103, U179,
U768, U606, U529,
U365, U993, U351,
U343, U904

ANSWERS: 1) $3x + 7y$ 2) $6p - 4q$ 3) $6b - 15$
4) a) $2(2x + 5)$ b) $2a(4a - 5)$

Year 7

TYPES OF DATA AND GRAPHS

Key Concepts

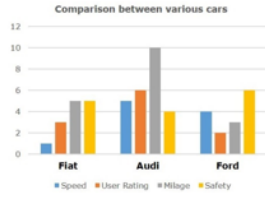
Discrete data: data that can be categorised into a classification, there are a finite number of classifications. E.g. Hair colour, shoe size, number of children in a class.

Continuous data: data that can take any value. Data that is measured. E.g. Height, weight, time.

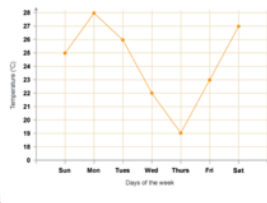
Qualitative data: data that describes something. E.g. Race, ethnicity.

Quantitative data: data that is in numerical form. E.g. Statistics, percentages, time.

Comparative bar charts



Line graphs



Tally charts

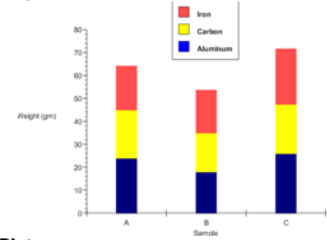
Colour	Tally	Frequency
Red		13
Blue		9
White		24
Black		12
Other		9

Pie charts



Examples

Composite bar charts



Pictograms



SPARX MATHS

U363, U557, U854,
U506, U508, U172,
U200, U909, U983

Key Words
Data
Discrete
Continuous
Qualitative
Quantitative
Graph

What types of data is each of the following?

- 1) Number of goals scored in a match
- 2) Eye colour
- 3) Time it takes to run 100m
- 4) Length of a car
- 5) Number of pets a person owns

ANSWERS: 1) Discrete, quantitative 2) Discrete, qualitative 3) Continuous, quantitative 4) Continuous, quantitative 5) Discrete, quantitative

Year 7

BAR CHARTS AND PICTOGRAMS

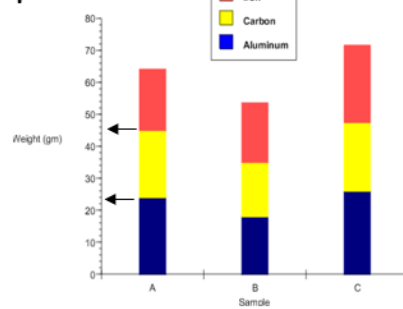
Key Concepts

Bar charts are a visual representation of categorical data.

Composite bar charts are bar charts that display multiple data points stacked on top of one another.

Pictograms uses an image relating to a physical object to represent an amount. A **key** must be included to show the value of each picture.

Composite bar chart



- 1) How much aluminium is in sample A? **24g**
- 2) How much carbon is in sample A?
Highest value for carbon in sample A. $46 - 24 = 22g$
Lowest value for carbon in sample A.

Examples

Pictogram

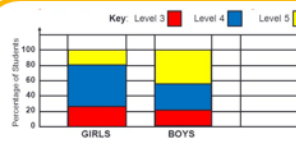


- 1) How many cupcakes were sold on Monday?
 $5 \times 6 = 30$ cupcakes
- 2) What does half a cupcake represent on the pictogram?
 $6 \div 2 = 3$ cupcakes
- 3) How many cupcakes were sold on Thursday?
 $3.5 \times 6 = 21$ cupcakes

SPARX MATHS

U363,
U557,
U854,
U506

Key Words
Bar chart
Composite
Pictogram
Key
Categorical
Data set



- 1a) What percentage of boys are level 3?
- b) What percentage of girls are level 4?



- 2a) How many pumpkins were picked by Stanley?
- b) What does half a pumpkin represent?
- c) How many pumpkins were picked by Erin?

ANSWERS: 1a) 20% b) approximately 55% 2a) 18 b) 1 pumpkin c) 7

YEAR 7— UNIT 3b FOLK MUSIC - PLAYING THE UKULELE



JOHANN SEBASTIAN BACH



BORN: 31 MARCH 1685
(Eisenach)

DIED: 28 JULY 1750 (Leipzig)
NATIONALITY: German

YEAR 7— UNIT 4 REIMAGINING BACH

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

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

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

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

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

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

WIDER LISTENING

Here are some links to pieces that will extend your knowledge of these topics. Please listen to these at home, perhaps with your parents and family

- THE ORCHESTRA: "The Young Person's Guide to the Orchestra" - <https://www.youtube.com/watch?v=rbUbx9cJPX0&t=1176s>
- UKULELE: "Somewhere Over The Rainbow" (Performed by '17) - <https://www.youtube.com/watch?v=V1bF-2SWP11>
- BACH: "Toccata and Fugue - Drumstep Remix" (Produced by Jay 30k) - https://www.youtube.com/watch?v=A_IDUegkLEY

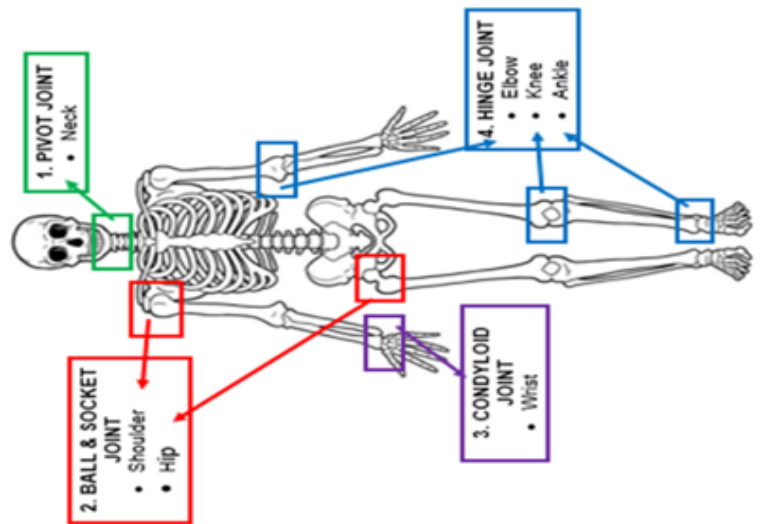


7.5 KS3 Core PE Knowledge Organiser: Joints and their Movements

VOCABULARY

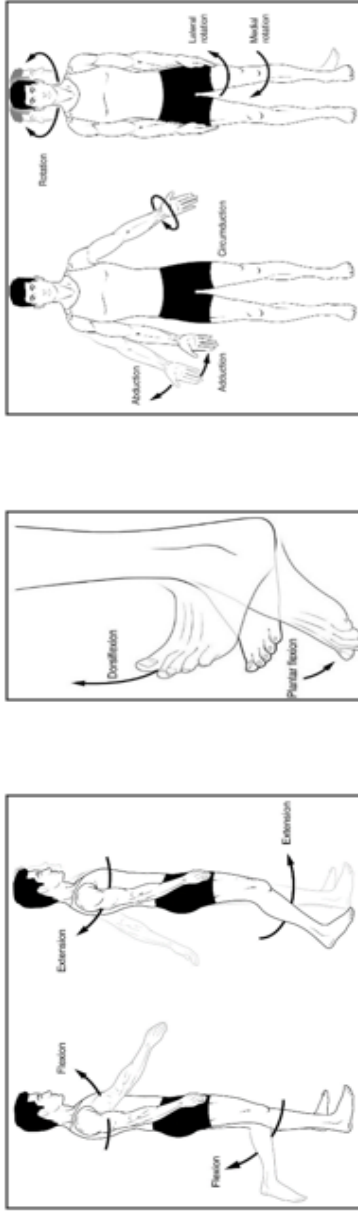
Synovial Joint
 Cartilage
 Ligament
 Flexion
 Extension
 Rotation
 Adduction
 Abduction
 Circumduction
 Plantar-flexion
 Dorsi-flexion

(1) Classification of Synovial Joints (freely movable)



JOINT:

A place where 2 or more bones meet



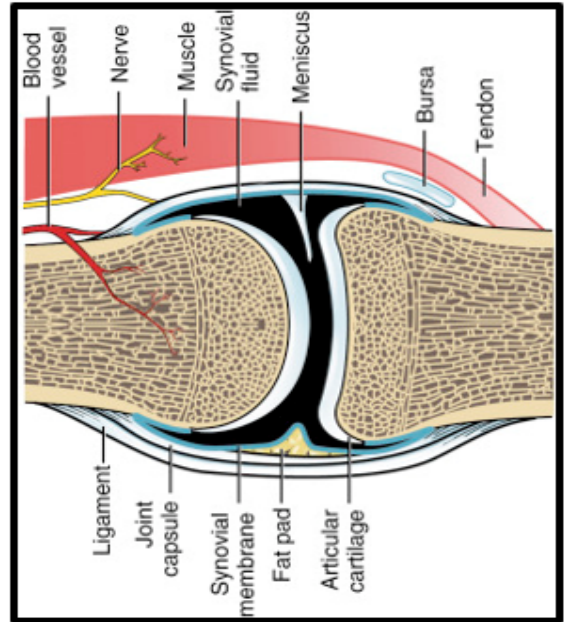
(2) Types of Movement

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

7.6 KS3 Core PE Knowledge

Organiser: Joints and their Movements

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



Command Word:

WHICH

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

Worked example:

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

Circumduction Adduction
Flexion Rotation
Dorsi-flexion Extension

Your turn - attempt the following question:

Which one of the following statements is correct?

A Ball and socket joints allow rotation

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

C Hinge joints allow abduction and adduction

D All joint types allow the same range of movement

Key Misconceptions & Helpful Tips

- Use the correct terminology for a movement. So instead of just stating the arm bends – be more specific by stating the type of movement and the joint involved i.e. the arm flexes at the elbow.
- Abduction: Taking away from the body (abducted by aliens);
- Adduction: Adding to the body;
- Circumduction – Circular;
- Plantar-flexion: Planting the ball of the foot into the ground;
- Dorsi-flexion: Dorsal fin of a shark (points upwards out of the water).

Worked Example:

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



Command Words:

ANALYSE

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

STATE

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

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

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

Your turn – attempt to fill in the blanks:

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

Religious Studies - Summer Term Festivals and Holy Books

Key Term	Definition
Adi Granth	The first version of the Guru Granth Sahib compiled by the fifth Guru.
Akhand Path	Where a granthi will read the entire Guru Granth Sahib from start to finish, usually at a festival or important event. It takes approximately 48 hours.
Amritsar	A city in Punjab, India. It is the site of the holiest shrine in the Sikh religion, the Golden Temple.
Arabic	A language spoken by around 150 million people in the Middle East and North Africa.
Deities	Someone considered divine or sacred. A god/goddess or supreme being.
Exodus	A mass departure of people.
Festivals	A day or period of celebration, typically for religious reasons.
Guru	A religious leader or teacher in the Sikh faith.
Hafiz	Someone who has learnt the entire Qur'an by heart.
Khalsa	The group of initiated Sikhs.
Nishan Sahib	The sacred holy flag found outside every Sikh temple. It is replaced during Vaisakhi.
Reincarnation	The rebirth of a soul in another body.
Sacred	Something connected to religion which is deserving of awe or respect.
Secular	Something connected with religious or spiritual matters.
Seder	The special meal to mark the beginning of the Jewish festival of Passover.
Surah	A chapter in the Qur'an.
Testament	Statement of belief, for example the Old and New Testaments form the Bible.

Key Quotes

"In the beginning God created the heavens and the earth" (Genesis 1:1)

'He has risen!' (Mark 16:5)

You shall keep the feast of unleavened bread, as I commanded you.....' (Exodus 23:15)

Religious Studies - Summer Term Festivals and Holy Books

Key Knowledge

Passover is the most celebrated festival in Judaism. It is celebrated in Spring and marks when the Israelites left Egypt to slavery. It begins with a special meal (Seder).

Vaisakhi is a festival in the Sikh and Hindu calendar, usually celebrated around 13th/14th April. In the Sikh religion it celebrates the formation of the Khalsa.

Easter is the most important festival in the Christian calendar. It celebrates Jesus rising from the dead, three days after he was executed.

Wesak is an important Buddhist festival, sometimes known as 'Buddha Day'. It usually happens on the first full moon in May, and is a time to celebrate the Buddha's birth.

The Qur'an is the central religious text of Islam, which Muslims believe to be a revelation from God.

Guru Granth Sahib ji is the central religious scripture of Sikhism, regarded by Sikhs as the final, sovereign and eternal living guru following the lineage of the ten Gurus.

The Torah is the Jewish Holy book. It contains 613 commandments which are followed to different extents by Orthodox and Reform Jews. The Torah makes up the Tenakh with the Nevi'im and the Ketuvim. The Talmud is another collection of teachings for Jews.

The Bible is the collection of sacred texts within Christianity. It is split into the Old Testament which covers the creation of God, and the New Testament which covers the life of Jesus and his follows.

Practice Task

Find an extract from each Holy Book. Explain what this extract would mean to a believer.

Look for images of festivals – what is happening at them?

Research why there are different interpretations of the holy books of the religions we have studied.

Key Questions

Why are Holy Books important to believers?

Why are there different festivals within the same religions?

Adaptations of animals – Animals have special features that help them survive or help them catch food. Below you can see an example:



Can you list some adaptations for the following animals?

- Camel
 - Frog
 - Shark
 - Parrot
- Think about adaptations that help them survive where they live, avoid predators or help them hunt.

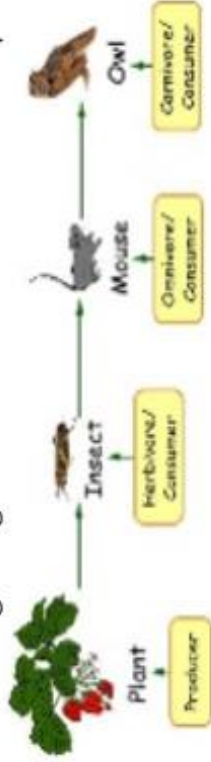
Habitats – The area where an organism lives.

How would you describe the habitat below? Which animal above is best suited to live here and why?



Year 7 Topic 2 Biology Knowledge Organiser

Food Chains – A food chain shows the path of energy from one living thing to another. Here is an example:

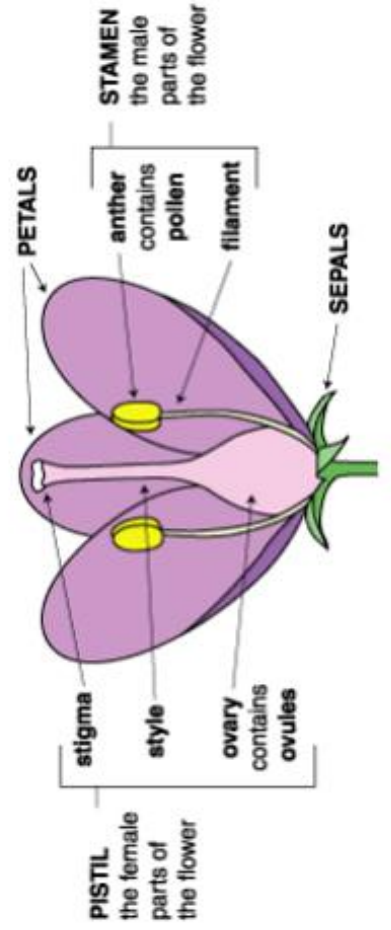


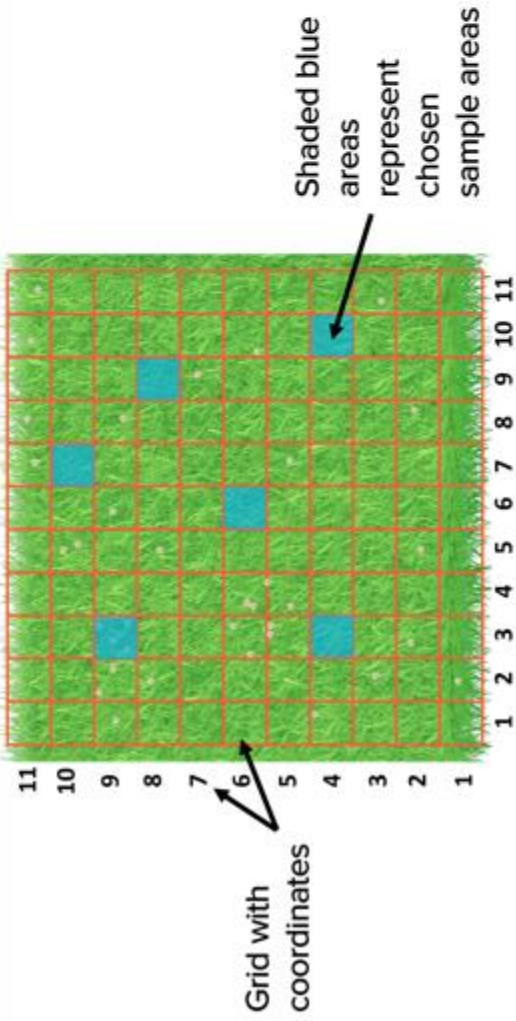
Can you create a food chain including a snake, a grasshopper, grass and a frog. Consider the order carefully and which directions the arrows should point. What do the arrows represent?

Photosynthesis - Plants use light energy to make food.



Parts of a plant - Look at a flower and see if you can find...

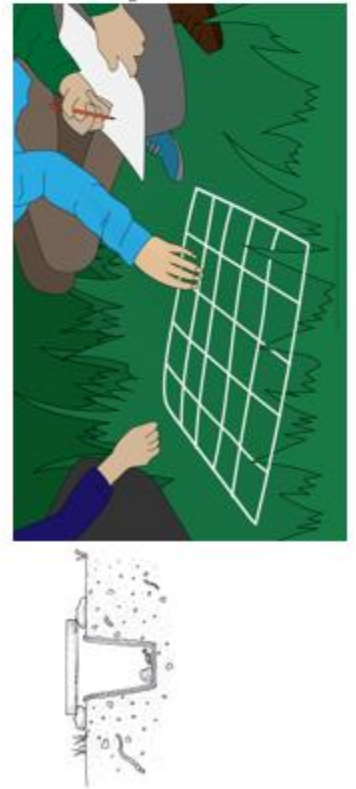




Sampling Plants using quadrats

Random sampling: This involves using two tape measures to make a grid.

- 1) Think about how you use the grid to help make sure you sample the area randomly. Why is this important?
- 2) When you lay your quadrat down, what is the next thing you should do?
- 3) One area of the field you are sampling is very dry. How might this affect the number of plants you find there?
- 4) Can you suggest some way to sample the animals in the area. Some of the images below might help you.



Adaptations of Plants – Plants need light, nutrients, water and carbon dioxide to survive. Plants can adapt to different environments to help them survive different conditions.

Examples include:

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

Question: Plants can pollinate using wind. Can you suggest two other ways they can spread their seeds?

Look at the images below. What adaptations can you see. What environment is each plant suited to and why? *you can complete resource to help you*



a)



b)



c)

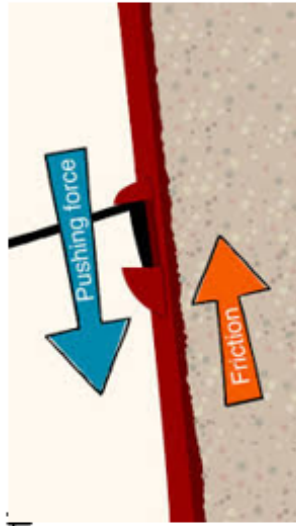
Plants: Cactus, Venus fly trap, water lily

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

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

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

Friction – Friction occurs when two surfaces rub past each of



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

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

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

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

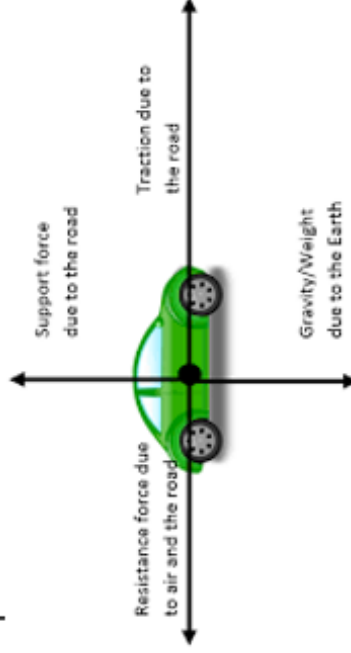


Magnetism – Magnets will try and attract and repel just by bringing them close together.

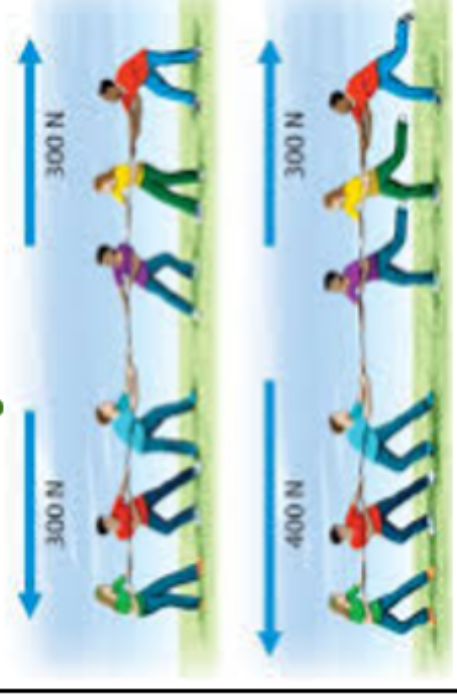
Gravity – Gravity is a force that pulls an object to the centre of another object.

Year 7 Topic 2 Physics Knowledge Organiser

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



Task: What are the resultant forces in the diagrams below?



Tier 2 Vocabulary

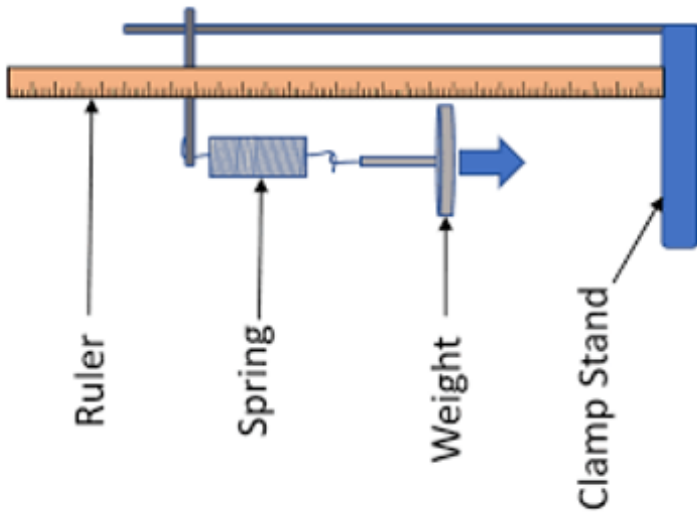
Contact
Non-Contact
Terminal
Parachute
Extension
Speed
Exert
Balanced
Unbalanced
Proportionality

Tier 3 Vocabulary

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

Hooke's Law -

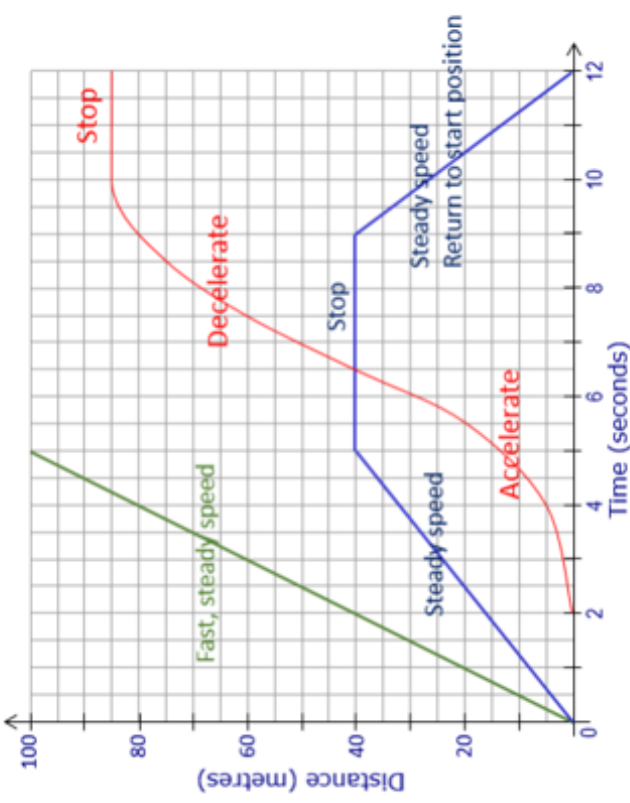
As more mass is added to a spring, the spring will stretch proportionally.



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

Distance Time Graphs -

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

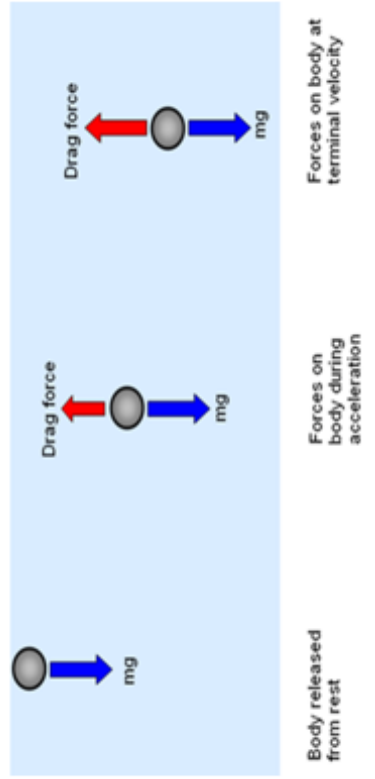


Task: What are some of the features all graphs need?

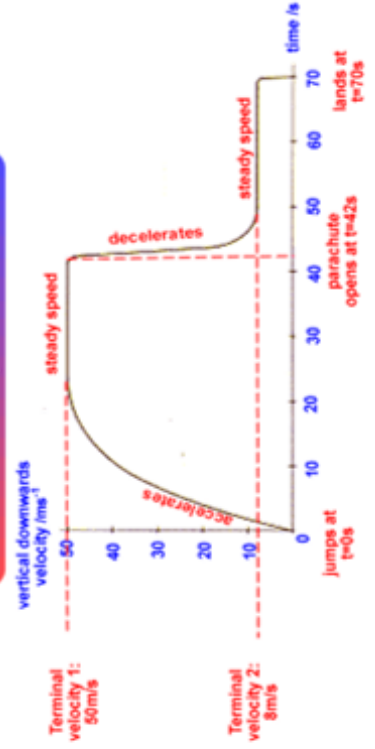
Faster objects cover more distance in less time and give steeper lines
Slower objects have less steep lines.

A flat line occurs when the object is stationary.

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



A parachutist jumping from an aeroplane



Spanish

Y7 Summer term Knowledge Organiser

Unit 5: Mi barrio – My area

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

Key vocabulary and questions

¿Cómo es tu casa o tu piso?	What is your house or flat like?
Vivo en...	I live in...
una casa/un piso	a house/a flat
Mi casa/piso es...	My house/flat is...
antiguo/a	old/old-fashioned
bonito/a	pretty
cómodo/a	comfortable
feo/a	ugly
moderno/a	modern
pequeño/a	small
grande	big

¿Dónde está?	Where is it?
Está en...	It's in...
el campo	the countryside
la costa	the coast
la montaña	the mountains
el desierto	the desert
una ciudad	a city
un pueblo	a village
el norte/el sur	the North/South
el este/el oeste	the East/West
el centro	the Midlands

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

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

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

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

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

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

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

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

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

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

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

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

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

Key grammar – The near future	
Use the near future to talk about what is going to happen (I am going to eat, he is going to buy, we are going to dance)	
This tense is formed by 3 parts, make sure you have all of them to use it correctly.	
<ol style="list-style-type: none"> The present tense of IR (the verb to go) 'a' An infinitive verb (ending in -ar/-er/-ir) 	
1. The present tense of IR	2. 'a'
Voy	comer
Vas	bailar
Va	llevar
Vamos	visitar
Vais	comprar
Van	beber

Time phrases	
mañana	tomorrow
en verano	in summer
la semana que viene	next week
este fin de semana	this weekend
por la mañana	in the morning
por la tarde	in the evening
primero	first
luego	then
después	after
finalmente	finally

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

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



Acrylic is the main thermoplastic used within schools.

Advantages:

- Available in many colours and styles
- Recyclable

Disadvantages:

- Brittle
- Scratches easily
- Oil based (bad for the environment)

Types of Plastic

Thermosetting

Epoxy resin, polyester resin, urea formaldehyde

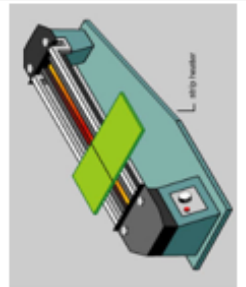
Can only be heated and shaped once
Not recyclable

Thermoplastic (Thermo-forming Plastic)

Acrylic, PVC, polythene, nylon, polypropylene

Can be heated and shaped repeatedly
Can be recycled

Thermo-Forming: Bending Plastic



Strip Heater

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

Health & Safety



Wear A Mask



Wear Protective Clothing



Wear Ear Protectors



Wear Protective Gloves

Health & Safety Language and Terms

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

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

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

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



Health and safety rules MUST be followed at all times.



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



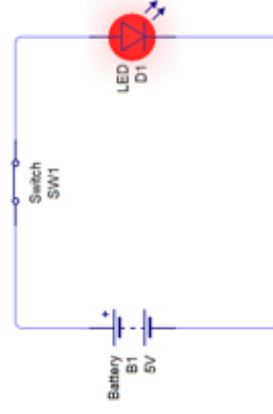
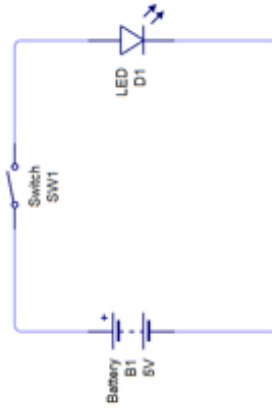
Electronics – LED's



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



Electronics – Circuit



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

Battery	
Switch	
LED	

KS3 Knowledge Organiser – Year 7 Timbers and Boards

Wood

(Often used as a general term)



Natural Wood (cut from a Tree)

Man Made Boards

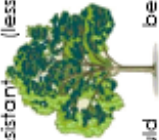
(Manufactured from natural wood sheets, pieces or fibres to create a board such as MDF, Plywood and Chipboard.)

Types of Wood

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

Hardwood

- 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



Softwood

- From trees with needles
- Fast growing
- Cheaper
- Wide grain
- Less attractive
- Less moisture resistant (More likely to rot)
- Less dense
- Lighter
- Easier to cut
- An example would be Pine



Manufactured Board or Man Made Boards

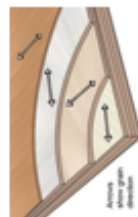
MDF – Medium Density Fibreboard

Wood fibres glued together and rolled flat to form a sheet.



Plywood – Manufactured Board

Thin layers of wood glued together with grain at 90° angles.



Age of a Tree

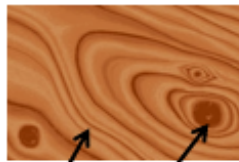
The rings on a tree stump indicate annual growth so you can age a tree by counting the number of rings.

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



Hardwood

Advantages

- Good Aesthetics (looks good)
- Extremely durable
- Easy to maintain
- High strength

Disadvantages

- Generally harder to cut and shape
- More expensive
- Slow growth rate

Softwood

Advantages

- More sustainable (trees grown quicker)
- Easier to cut and shape
- Cheaper

Disadvantages

- Can be knotty
- Weaker, less durable

MDF – Medium Density Fiberboard

Advantages

- It is easy to cut and shape
- Takes paint well
- Available in large sheets
- Cheaper than other options

Disadvantages

- Not as attractive
- Quickly damaged by water
- MDF dust is harmful
- Weaker than plywood

Plywood

Advantages

- Available in large sheets
- Available in various thicknesses
- Good strength and durability
- Better than MDF with water contact

Disadvantages

- More expensive than MDF
- Raw edge needs finishing
- Edges can splinter

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



MDF can be cut on the laser cutter.

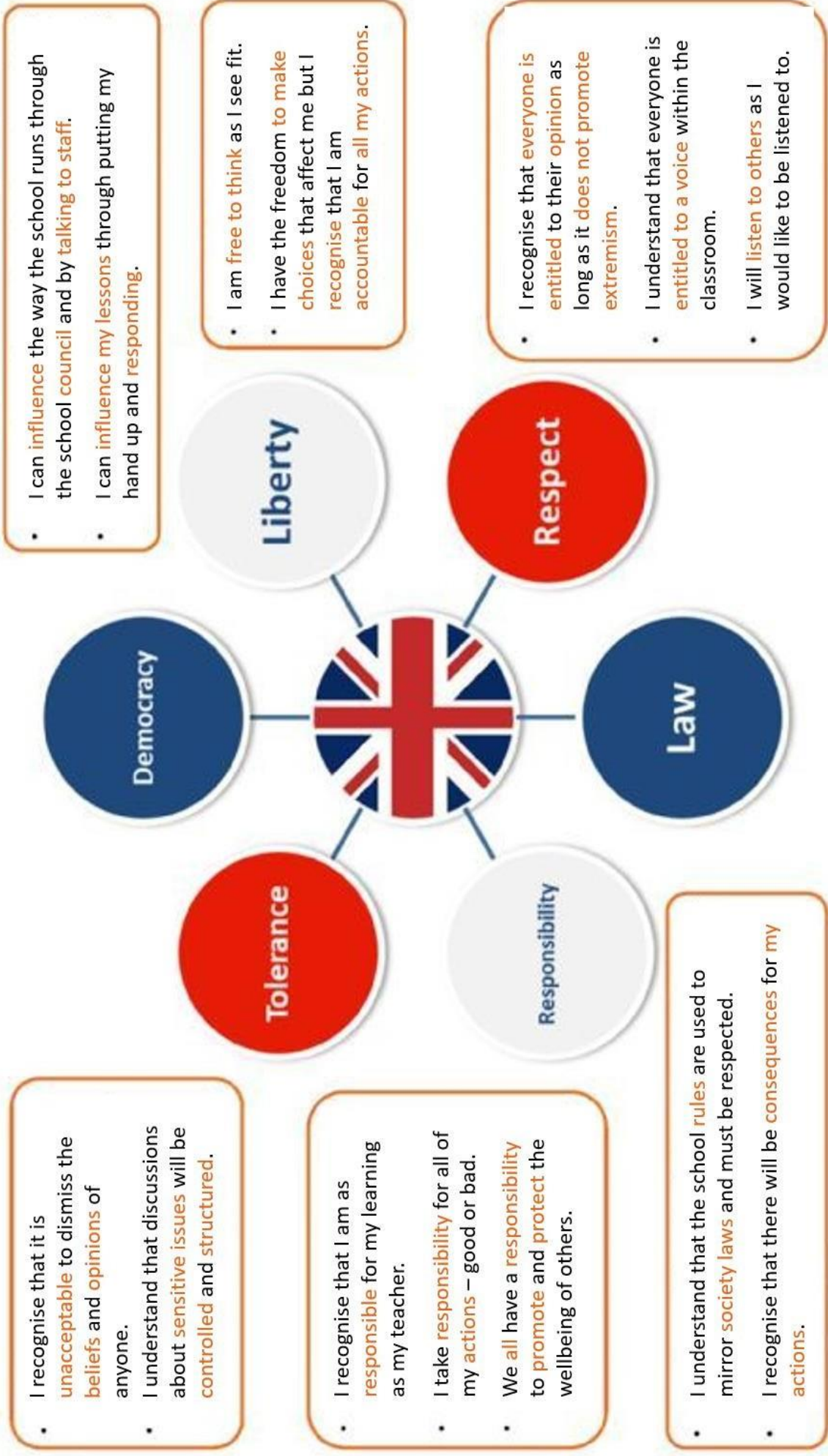
This is how your letter templates were created.

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.

Core British Values



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

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

- I 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 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.

Responsibility

- 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.

Respect

- 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.

Democracy

Tolerance

Law

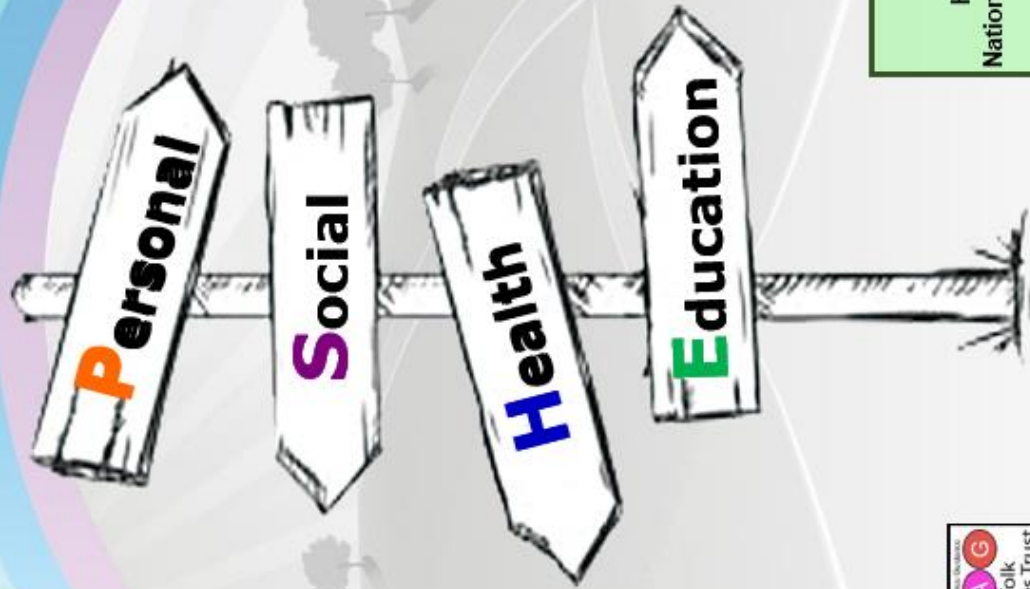
Liberty



Social - Moral - Spiritual - Cultural

YEAR 7

STAYING SAFE



Theme: E-safety, Online safety & Exploitation

Organisation: The National Crime Agency's CEOP Education team
Website: www.thinkuknow.co.uk

Theme: Safety, Support & Abuse

Organisation: Childline
Phone: 0800 1111
Website: www.childline.org.uk

Theme: Road Safety
Organisation: THINK! & Community Support Officer
Phone: 101
Website: www.think.gov.uk/

Theme: Health
Organisation: Chat Health
Website: <https://chathealth.nhs.uk/>

Theme: First Aid
Organisation: St John Ambulance
Phone: 0370 0104 950
Website: www.sja.org.uk/

Theme: LGBTQ+ Equality

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

Theme: LGBTQI+

Organisation: Stonewall
Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality

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

Theme: Mental Health

Organisation: Kooth
Website: <https://www.kooth.com/>

Protected Characteristics



Careers:

Unifrog - www.unifrog.org

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

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

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



