

Year 7 Knowledge Organiser

Spring 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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Spring 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:

Spring Term 1 Calendar

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

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

Spring Term 2 Calendar

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

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	

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.

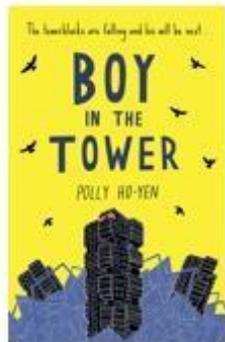
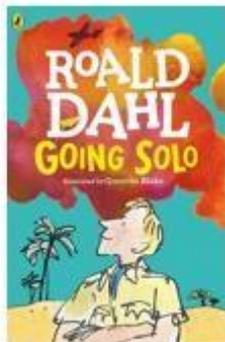
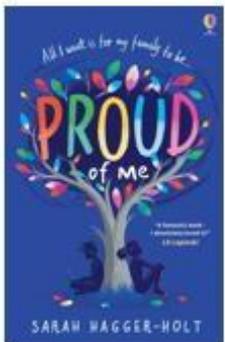
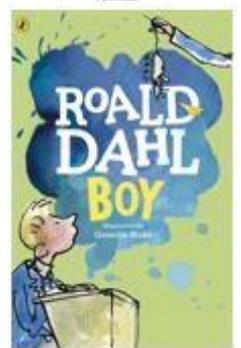
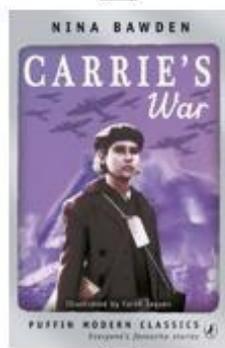
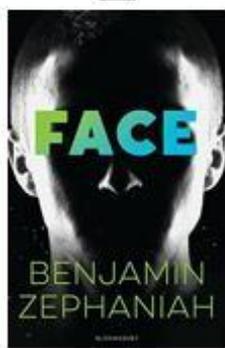
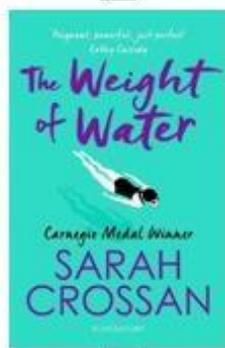
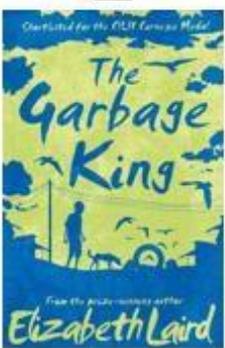
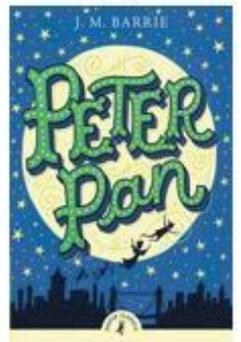
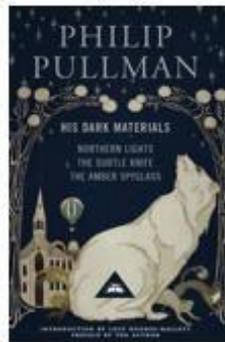
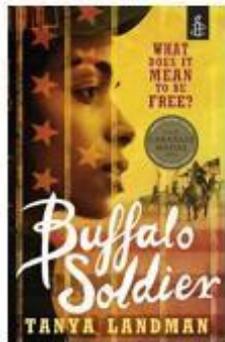
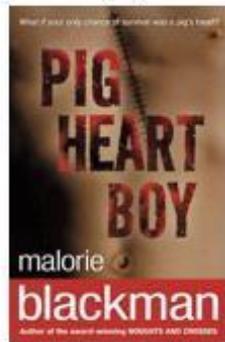
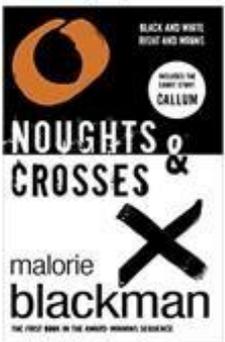
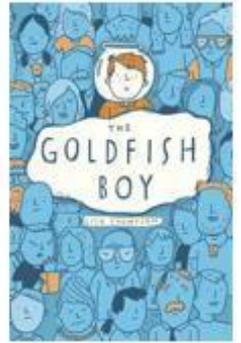
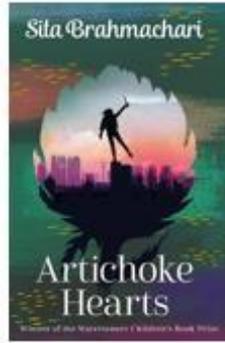
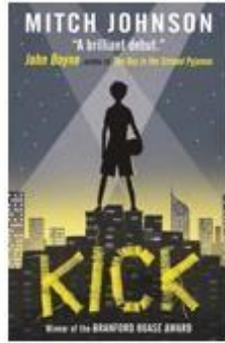
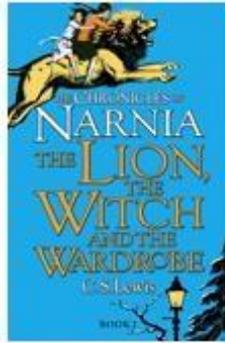
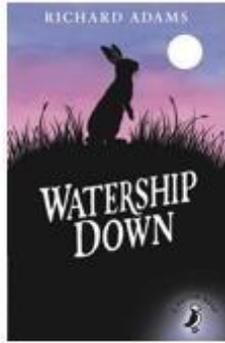
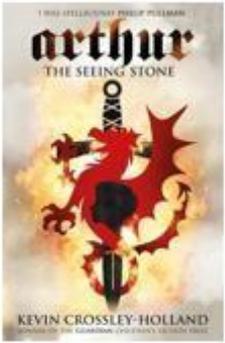
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! 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.



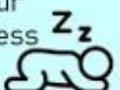
4 Find a good method

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



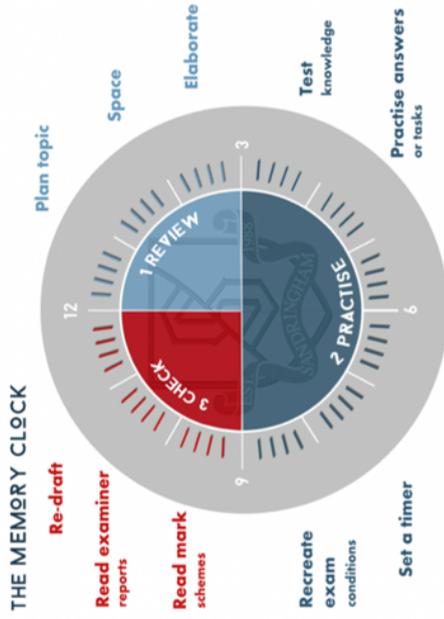
Retrieval Practice

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!



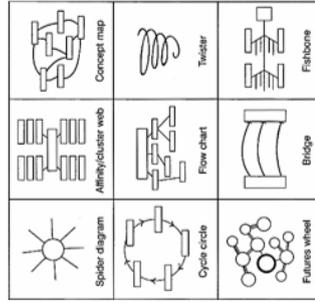
Answer Planning

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



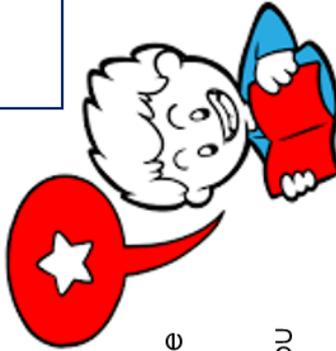
Graphic Organisers

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!

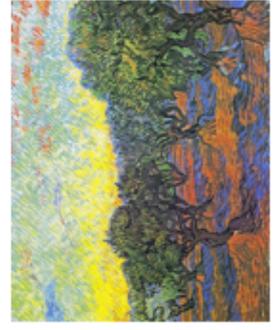
Year 7 Spring Term Knowledge Organiser

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

Art – Mark Making & Impressionism:

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

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



Year 7 Spring Term Knowledge Organiser

Art – Impressionism – Van Gogh:

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

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

Why is it called Impressionism?

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

Who were the Impressionists?

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

How did they Paint?

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



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



Camille Pissarro
The Pork Butcher 1883

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Spring Term

Media

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

Mass Media

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

Broadsheets

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

Tabloids

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

Making Connections

How can you link different topics together?

Accountability + TV + Newspapers
 Educate + Inform + Check + Entertain
 New Media + E-media
 Broadsheet + Tabloid + Newspaper
 Ofcom + TV
 Politicians + Media

Tabloid

Vs

Broadsheet

Have large headlines usually with short articles.

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

Have smaller headlines, with detailed articles.

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

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

Rarely contain much celebrity gossip.

What is the purpose of the media?

Educate

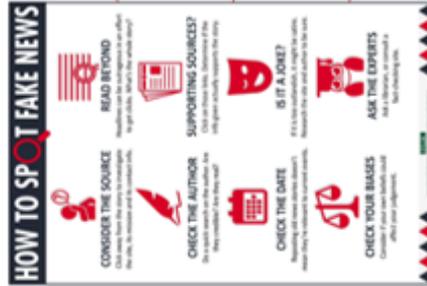
Inform

Check

Entertain



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

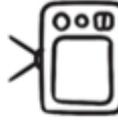


Read beyond... check the information with another source.

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

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

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



Why is the media so important?

Types of Media

Traditional

Newsprint, television and radio

New media

All-non traditional forms of media

E-media

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

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Spring Term

Active Citizen

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

Direct Action

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

Campaign

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

Community

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

Raise money

Vote in elections

Write to your MP (lobbying)

What does an active citizen do?

Help others

Volunteer

Campaign

Raise awareness

Convince others to change

Petition

Plastic Pollution

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



Yay!

Wind Turbines

Nay!

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

Useful

Citizenship Skills

Advocacy

Representing or acting on behalf of a particular cause.

Responsible Action

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

Active Participation

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

Informing Opinions

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

Solar Power

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



Active Citizenship & Sustainability

Making Connections

How can you link different topics together?

Responsible Action + Advocacy
 Advocacy + MP + Representation
 Informing Opinions + Responsible Action
 Carbon Footprint + Advocacy + MPs + Parliament

7.3 Computing – Spreadsheet Key Knowledge

Key Vocabulary

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

Key Formulas – Complete this table

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

Label the parts of a spreadsheet



Spreadsheet Task

Alpine Snow School			
Activity / product	Price per unit	Units sold	Total revenue
Ski lessons	£16.00	120	£1,920.00
Snowboarding lessons	£18.00	75	£1,350.00
Lift pass	£5.00	190	£975.00
Total revenue			£4,245.00
Costs			
Costs	Cost per unit	Units bought	Total costs
Instructors wages	£65.00	10	£650.00
Hire of lift equipment	£350.00	1	£350.00
Equipment loan repayment	£400.00	1	£400.00
Total costs			£1,400.00
Profit			£2,845.00

Use the Alpine Snow School spreadsheet above to answer the following questions:

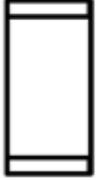
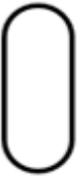
- 1.If the Snow School wanted to calculate how much it would cost to double the amount of instructors you hired, which cell would you change?
2. What is the formula used to calculate the total cost for hire of lift equipment?
3. What type of information is in each of these cells?

Put a cross under 'data', 'formula' or 'label' for each cell address.

Cell address	Formula	Data	Label
B4			
D4			
D7			
B5			
A12			

7.4 Computing – Flowol

Algorithm	An algorithm is a list of step-by-step instructions that when followed will solve a problem.
Flowchart	A flowchart is a way of showing all the steps in an algorithm or problem visually in a diagram.
Terminator	The symbol used in a flowchart to start or stop.
Decision Box	The diamond shape used in a flowchart so the user makes a decision, normally either yes or no.
Mimic	The interactive image used in Flowol to use alongside the flowchart.
Subroutine	A set of instructions made to perform another operation within a program.

Symbol	Name	Function
	Process	Indicates any type of internal operation inside the Processor or Memory
	Input/Output	Used for any Input/Output (I/O) operation. Indicates that the computer is to obtain data or output results
	Decision	Used to ask a question that can be answered in a binary format (Yes/No, True/False)
	Connector	Allows the flowchart to be drawn without intersecting lines or without a reverse flow
	Predefined Process	Used to invoke a subroutine or an Interrupt program
	Terminal	Indicates the starting or ending of the program, process or Interrupt program
	Flow Lines	Shows direction of flow

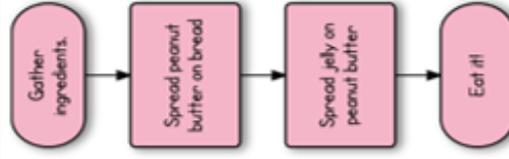
Flowol Task

Label the following flowchart Symbols



Write an algorithm to make a cup of tea

Explain in detail what the flowchart below is.



Write an algorithm that controls the traffic light system

Drama – Darkwood Manor

Vocabulary	Definition
Sound Effect	A sound effect is a sound made artificially for use in a play, film, or other broadcast production.
Stage Lighting	Stage lighting is designed to make the stage performance visible to the audience, but the method used to light the stage will impact on the way the stage picture is perceived and should reinforce the overall dramatic impact of the production.
Body as Props	Using your body to create props. This can be done either as an individual or as a group.
Moving Objects	Creating a body as a prop that then has a moving element to them.
Role on the Wall	A rehearsal technique where you write down the thoughts and feelings a character has on the inside and how they show them on the outside.
Tension	Dramatic tension is how you keep an audience hooked to the story of your play. It is about creating and maintaining an audience's involvement in the "journey" of your play.
Atmosphere	The interaction between the audience and the mood of a drama performance.
Characterisation	The creation or construction of a fictional character through the use of performance skills
Soundscape	A soundscape is the use of sounds which are combined to create mood and atmosphere, often for a play or film. Often, the sounds used might be natural sounds that you would expect to find in a particular location. For example, a churchyard at night might include the sounds of owls hooting.
Gait	Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage.
Visualisation	Look at how they are standing, their expression, any gestures they make and what they're wearing. Imagine hearing them speak. When you have a really clear vision of your character, take a step forwards and 'become' what you have visualised.
Devising	'Devising' is a group collaboration in response to a stimulus leading to the creation of an original performance.

Physical movement is at the heart of physical theatre, but the art form also adopts elements from other contemporary theatre disciplines. Actor and director Steven Berkoff's practice of "total theatre" incorporates dance pieces, improvisation, and the actors' physical skills to create innovative productions, while the UK theatre company Complicité incorporates visual art in the form of film projections into their award-winning plays.

Key Questions:

1. Why is tension important?
2. Name two ways you can create a tense atmosphere?
3. Name 3 things you would do to create a characterisation?
4. Explain what a soundscape is?
5. Why is lighting and sound important in a piece?

Non-Naturalism drama is a term used to define any theatre that does not focus on life-like representation on stage. It allows the performers to explore the plays more creatively and allows for a more conceptual approach.

Transition the movement that changes from one scene to another.

You have been doing drama for a term now, record 2 strengths and 2 areas you need to improve.

My Strengths in drama are....

1.

2.

My areas of improvement in drama are....

1.

2.

DEVISING TECHNIQUES

Starting to create your own piece of theatre

BRAINSTORM

As a group, discuss the themes that you want to explore in the performance. Brainstorm stories that involve the characters experiencing each theme.

CHARACTERS

Start by creating the characters. Too many devised pieces fail because the characters have not been carefully thought out. Name each character and talk about their personality and relationships.

FREEZE FRAME

Create freeze frames that depict crucial moments in the character's life. These can then be incorporated into your performance later on.

MUSIC

Find a piece of music that represents your theme, either lyrically or through the dynamics or texture. Use the music to create a movement sequence that shows the mood of a character.

STRUCTURE

Create a flow chart of the story and highlight the key scenes. Experimenting with the structure may help you create a more imaginative and original performance.

IMPROVISE

Improvise a scene in every rehearsal. Don't just talk thing through. Try to improvise a scene using different styles. A scene may work better as a comedy even though it was originally a drama.

MONOLOGUE

In a group, think of one word each that describes your character. Then on your own, use the list of words (in the order they were said) to write a monologue for your character.

REFLECT

At the end of a rehearsal, reflect on what you have done next. Set aims and assign jobs for the next session. Create a rehearsal schedule and stick to it.

Name:

Flour:

Died:

Job:

House:

Status in the village:

How they linked to the Manor:

Practice Task

1. Create a fact file for a previous owner of Darkwood Manor.
2. Draw a picture of the entrance hall- how will you create the spooky atmosphere?





Drama-Constantin Stanislavski

1863-1938

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



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

Key Terms

- 4th Wall
- Magic If
- The System
- Method Acting
- Given Circumstances
- Realism
- Imagination
- Feeling of Truth
- Emotional memory bank
- Objectives and super objectives

Realism...

Realism could be recognised by its selection and focus on the detailed observation of everyday life. Stanislavski often used to refer to realism and encouraged his actors to understand and portray their characters with sensitivity. He was opposed to what he saw as either over acting or too much theatricality.

Practice Task

1. Practice the Magic if at home by thinking of all different scenarios and acting them out. Example you may wish to use:-
 - You have just failed a test
 - You have found out a pet has died
 - You just passed your driving test
 - Someone has just proposed to you.
2. Create an emotional memory bank. Write down as many emotions as you can think of and link them to experiences you have had in your life.

Stanislavski's Given Circumstances

Think about what your character is like in terms of personality.

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

Key Questions:

1. How can you use the Magic if to improve your character?
2. What are given circumstances?
3. Name 3 things you could do to create improve your characterisation?
4. Explain what the feeling of truth is?

English

Poetry

Core Text: an anthology of poetry on places and time.

Poetry is a literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm. It uses aesthetic and often rhythmic qualities of language to evoke meaning in addition to, or in place of, literal or surface-level meanings. Hunting songs of African communities and the court-poems of civilizations in the Nile, Volta and Niger river valleys are considered some of the earliest origins of poetry. Poets will use a number of techniques to influence the audience's response.

Vocabulary

- stanza
- simile
- metaphor
- personification
- imagery
- tone
- alliteration
- rhyme
- rhythm
- urban
- context
- setting
- anthology
- speaker
(perspective in the poem)

Practise spelling vocabulary words and matching definitions to words.



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

- A. A collection of poems
- B. Repetition of the first consonant sound in successive words
- C. A strong regular, repetition of sound; measured flow of words
- D. Lines that end with a sound that corresponds to another.
- E. Relating to, or characteristics relating to, or characteristic of a town or city.
- F. Place or type of surroundings where something is positioned or where an event takes place.
- G. A figure of speech involving the comparison of one thing with another thing of a different kind.
- H. A group of lines form a smaller unit within a poem. If it was in a song, it would be called a verse.
- I. A literary device that conveys the author's attitude toward the subject, speaker, or audience of a poem.
- J. A figure of speech that compares two unlike things but states that it IS something else as opposed to comparing it to them using the words 'like' or 'as...as.'
- K. Visually descriptive or figurative language.
- L. The voice adopted by the poet which conveys the poet's persona or viewpoint.
- M. The background against which it is written and which influences its writing/ideas.
- N. Giving something that is not human or that is inanimate a human quality or instinct.

Check your answers:

A - Anthology	B - Alliteration	C - Rhythm	D - Rhyme	E - Urban	F - Setting	G - Simile	H - Stanza
I - Tone	J - Metaphor	K - Imagery	L - Speaker (perspective in the poem)	M - Context	N - Personification		

Extract from Benjamin Zephaniah's poem, *Talking Turkeys*

Be nice to yu turkeys dis christmas
Cos' turkeys just wanna hav fun
Turkeys are cool, turkeys are wicked
An every turkey has a Mum.
Be nice to yu turkeys dis christmas,
Don't eat it, keep it alive,
It could be yu mate, an not on your plate
Say, Yo! Turkey I'm on your side.

Speaker's perspective - when a poet (writer) shows their personal views on a topic.

Task 1 - in each of the extracts above, identify examples of alliteration, personification and rhyme.

Task 2 - Write a poem that shows your perspective on the topic of global warming or the advantages of living in a rural location. Include the poetry devices listed on the first page.



Imagery

Speaker looks back, thinks of beautiful daffodils he saw once.

Symbol

Repeated images of daffodils are joyous and nostalgic

Sound

Rhyming, many soft sounds, strong verbs "fluttering" & "twinkling"

Extract from John Agard's poem, *Checking Out Me History*

Dem tell me
Dem tell me
Wha dem want to tell me

Bandage up me eye with me own history
Blind me to my own identity

Extract from *Paris in the Rain* poem by Mark John Junor

she said the rain reminded her of Paris
can almost hear the cafe's and distant lovers laugh
can almost feel Paris 'neath my feet
she is Paris in my mind
Paris in the rain...

Making connections: **Perspective**

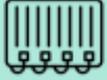
Task 3 - Compare and contrast the perspectives that Zephaniah, Agard and Junor present. For example, why does Agard use 'dem' instead of the personal pronoun 'they'? Why do Agard and Zephaniah use spellings to reflect they way they speak, such as 'wanna', 'yu', 'dis', 'dem' and 'me'? What use of language is unconventional in Junor's poem?



Word Power: Connotations
Task 4 - What comes to mind when you think of the following words

- Paris (city of ...)
- bandage
- rain

Now look at the context (check the meaning on the 1st page) used in this poem. What might the poet be implying?



Travel Writing

Core Text: a collection of travel writing extracts.

Travel writing builds on people's views and memories of places at special times in their lives. This unit follows on from Spring 1, where time and place were looked at in poems.

Writer's personal experiences and perspectives on a place are created through their use of words and techniques to build an visual and sensory experience for the readers.

English

Practise spelling vocabulary words and matching definitions to words.

Vocabulary

- Perspective
- Tense
- Non-fiction
- Autobiographical
- Humour
- Anecdote
- Audience
- Purpose
- Context
- Culture

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

- A. Dealing with the writer's own life
- B. the reason for which something is done or created or for which something exists.
- C. a short amusing or interesting story about a real incident or person, often used in writing to help readers relate to the idea(s) being presented.
- D. a literary device that conveys the author's attitude toward the subject in their writing - this might be about a place, a view, a time period.
- E. A way of life of a group of people - this might include behaviours, beliefs, values and symbols.
- F. The forms of a verb which show the time at which an action took place.
- G. The person/people who are reading a piece of written work.
- H. A genre of literature based on real people, real places or actual events that took place.
- I. The background against which it is written and which influences its writing/ideas.
- J. Something that is amusing, comical or absurd.



Check your answers:

A – Autobiographical	B – Purpose	C – Anecdote	D – Perspective	E – Culture
F – Tense	G – Audience	H – Non-Fiction	I – Context	J – Humour

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

Prior Learning / Context:

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

Key Questions

- Why is eating a rainbow of colours important when choosing which vegetables you eat?
- What is a "food mile" and why should we be reducing them?
- Many vegetables end up going to waste. How can we prevent this?

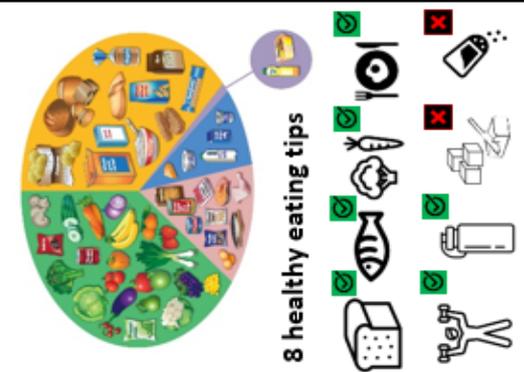
Top 3 personal hygiene

-   
- Top 3 knife skills**
 - Choose the correct **CHOPPING BOARD**
 - Use **BRIDGE** and **CLAW**
 - Avoid putting your finger on the **BLADE**
- Top 3 cooker skills**
 -  Using oven gloves
 -  Adjusting temperature
 -  Bending knees

Assessment:

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

The Eatwell Guide



Fruit and Vegetables

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

Carbohydrates

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

Themes:

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

Food Miles

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

Sensory Testing



Future Learning:

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

Key Vocabulary

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

Food Preparation Outcomes:



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



Topic 3: Fruit

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

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

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

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

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

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

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

Topic 4: Vegetables

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

Vegetables contain a variety of micronutrients, for example Vitamins C and B, and they are also a good source of fibre. Vegetables can be eaten fresh, frozen, dried, canned and juiced.

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

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

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

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



Year 7 French KO – Spring Term 1

School Subjects

Qu'est-ce que tu penses de tes matières?	What do you think of your subjects?
le français	French
le théâtre	Drama
la géographie	Geography
la musique	Music
la technologie	Technology
l'anglais	English
l'EPS	PE
l'histoire	History
l'allemand	German
l'informatique	ICT
les arts plastiques	Art
le dessin	Art
les maths	Maths
les sciences	Science
la religion	RE
la cuisine	Cookery
l'éducation civique	PSHE
Ma matière préférée est	My favourite subject is
Le/la prof est sympa.	The teacher is nice.
Le/la prof est trop sévère.	The teacher is too strict.
J'ai trop de devoirs.	I have too much homework.

Telling the Time

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

School uniform

Qu'est-ce que tu portes?	What do you wear?		
Je porte...	I wear	une veste	
On porte...	We wear	des chaussettes (f)	socks
l'uniforme scolaire	School uniform	des chaussures (f)	shoes
un pantalon	trousers	des baskets (f)	trainers
un polo	polo shirt	je pense que	I think that
un pull	jumper	à mon avis	In my opinion
un sweat	sweatshirt	c'est...	it's
un tee-shirt	tee-shirt	chic	smart/stylish
une chemise	shirt	confortable	comfortable
une cravate	tie	démodé	old fashioned
une jupe	skirt	pratique	practical
		moche	ugly

Opinions

Tu aimes?	Do you like?
j'adore	I love
j'aime	I like
je n'aime pas	I don't like
je déteste	I hate
parce que/car	because
c'est	it's
facile	easy
difficile	difficult
intéressant	interesting
ennuyeux	boring
amusant	fun/funny
créatif	creative
nul	rubbish/awful

School day

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

Useful verbs (infinitives)

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

Y7 French - Spring Term 2

Sports

Je joue...	<i>I play...</i>
au basket	<i>basketball</i>
au billard	<i>pool</i>
au football(foot)	<i>football</i>
au rugby	<i>rugby</i>
au hockey	<i>hockey</i>
au tennis	<i>tennis</i>
au volleyball	<i>volleyball</i>
à la pétanque/ aux boules	<i>boules</i>
aux cartes	<i>cards</i>
aux échecs	<i>chess</i>

Je suis	<i>I am</i>
Je ne suis pas	<i>I am not</i>
assez	<i>quite</i>
très	<i>very</i>
sportif/sportive	<i>sporty</i>

Free time activities

Qu'est-ce que tu fais? *What do you do?*

Je fais du skate.	<i>I go skateboarding.</i>
Je fais du patin à glace.	<i>I go ice skating.</i>
Je fais du vélo.	<i>I go cycling.</i>
Je fais du ski.	<i>I go skiing.</i>
Je fais du judo.	<i>I do judo.</i>
Je fais du théâtre.	<i>I do drama.</i>
Je fais de la cuisine.	<i>I do cookery.</i>
Je fais de la danse.	<i>I do dancing.</i>
Je fais de la gymnastique.	<i>I do gymnastics.</i>
Je fais de la natation.	<i>I go swimming.</i>
Je fais de l'athlétisme.	<i>I do athletics.</i>
Je fais de l'équitation.	<i>I go horse riding.</i>
Je fais des randonnées.	<i>I go hiking.</i>
Je ne fais pas de sport/ danse, (etc.).	<i>I don't do sport/ dancing, (etc.).</i>
Est-ce que tu fais souvent (du vélo)?	<i>Do you do/ go (cycling) often?</i>

Je fais... (du vélo).	<i>I do/go (cycling)...</i>
parfois	<i>sometimes.</i>
souvent	<i>often.</i>
tout le temps	<i>all the time.</i>
tous les jours	<i>every day.</i>
tous les weekends	<i>every weekend.</i>

Likes and dislikes

j'aime...	<i>I like...</i>
je n'aime pas	<i>I don't like...</i>
j'adore...	<i>I love...</i>
je déteste	<i>I hate...</i>

J'aime jouer au foot	<i>I like to play football</i>
Je n'aime pas faire du judo	<i>I don't like to do judo</i>

The weather

Quel temps fait-il? *What's the weather like?*

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

Quand (il pleut/ il fait chaud)
When (it rains/ it is hot)
 ... je reste à la maison *I stay at home.*
 ... je joue dans le jardin *I play in the garden.*

Adjectives

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

Connectives

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

Technology

Qu'est-ce que tu aimes faire sur ton portable?
What do you like doing on your phone?
 Qu'est-ce que tu aimes faire sur la tablette?
What do you like doing on your tablet?

j'aime.../je n'aime pas...	<i>I like/ I don't like...</i>
bloguer	<i>blogging</i>
écouter de la musique	<i>listening to music</i>
envoyer des SMS	<i>sending texts</i>
prendre des selfies	<i>taking selfies</i>
partager des photos/ des vidéos	<i>sharing photos/ videos</i>
regarder des films	<i>watching films</i>
tchatter avec mes copains/ copines	<i>chatting (online) with my friends</i>
télécharger des chansons	<i>downloading songs</i>
faire des achats	<i>shopping online</i>

JOUER to play

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

je joue au hockey - *I play hockey*

nous jouons au basket
we play basketball

FAIRE to do

je fais	<i>I do</i>
tu fais	<i>you do</i>
il fait	<i>he does</i>
elle fait	<i>she does</i>
nous faisons	<i>we do</i>
vous faites	<i>you do (plural)</i>
ils font	<i>they do</i>
elles font	<i>they do</i>

il fait de la cuisine - *he does cookery*

elles font de la natation
they go swimming

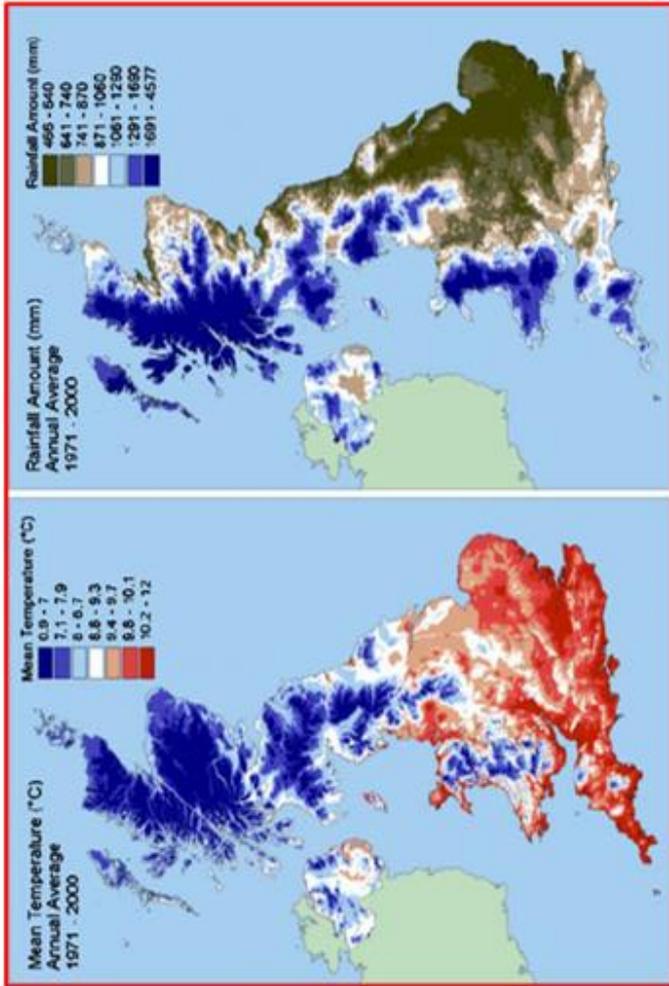
Key Ideas

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.



Year 7 Geography:

Weather and Climate

Key Questions

What is the difference between weather and climate?

How can we measure weather and climate?

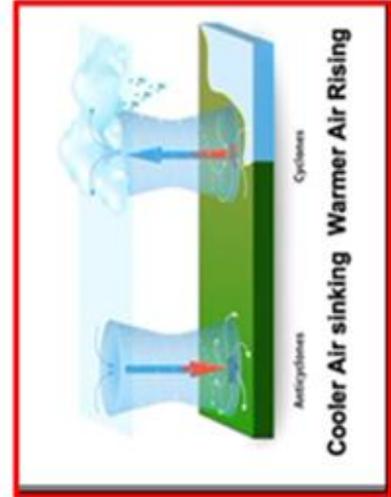
What factors effect the UK climate?

How does climate effect the location of global biomes?

Tasks

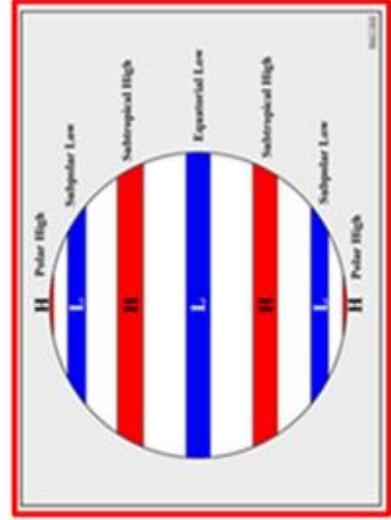
1. Create a 5 day weather forecast for where you live.
2. Research 3 reasons for Scotland's wet climate.
3. Using the MET office website, find out what type of weather high pressure usually brings.

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.



Cooler Air sinking Warmer Air Rising

Anticyclones and Cyclones



Global Air Pressure bands

Year 7 Geography: The Geography of the UK

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

Key tasks:

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

Give an example for each of the British Values.

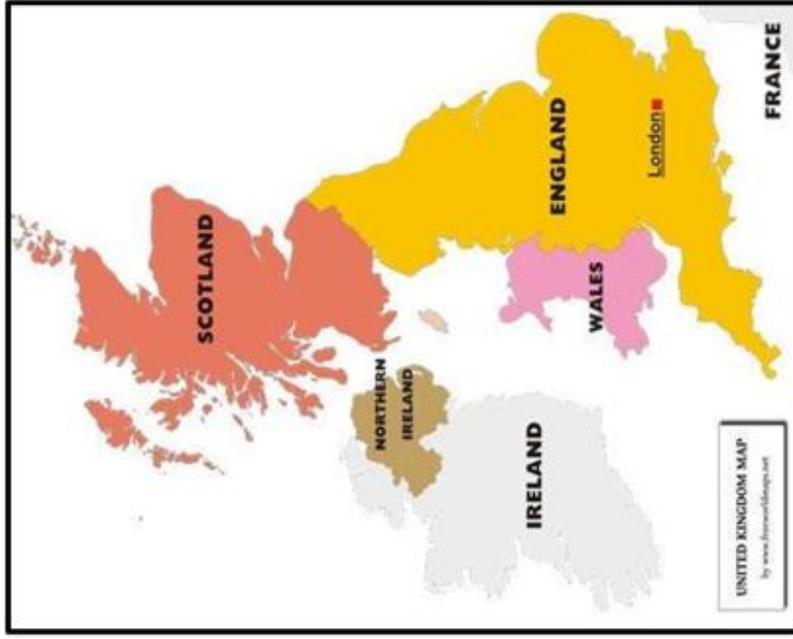
If we compare London and King's Lynn, which city will be densely populated and why?

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

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

Prior learning:

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



Y7 German - Spring Term 1

1. Die Zahlen

zwanzig	20		
einundzwanzig	21		
zweiundzwanzig	22		
dreiundzwanzig	23		
vierundzwanzig	24		
fünfundzwanzig	25		
sechszwanzig	26		
siebenundzwanzig	27		
achtundzwanzig	28		
neunundzwanzig	29		
dreißig	30	vierzig	40
		fünfzig	50
sechzig	60	siebzig	70
		achtzig	80
neunzig	90	hundert	100
ersten – first	zweiten – second	dritten - third	

2. Wann hast du Geburtstag?

Wann hast du Geburtstag?	When is your birthday?
Januar	January
Februar	February
März	March
April	April
Mai	May
Juni	June
Juli	July
August	August
September	September
Oktober	October
November	November
Dezember	December

- Ich habe am ...(s)ten ... Geburtstag.
My birthday is on the...th of

- Ich habe (heute) Geburtstag.
My birthday is today.

3. Was spielst du?

Ich spiele ...
Badminton / Basketball / Fußball
Wasserball / Eishockey / Tennis
Volleyball / Tischtennis / Handball
Bist du sportlich?
Ich bin sehr/ziemlich/nicht sehr sportlich.

What do you play?

I play...
badminton / basketball / football
water polo / ice hockey / tennis
volleyball / table tennis / handball
Are you sporty?
I am very/quite/not very sporty

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

Ich fahre Rad.	I ride my bike.	Ich spiele Gitarre.	I play guitar.
Ich lese.	I read.	Ich schwimme.	I swim.
Ich mache Judo.	I do judo.	Ich sehe fern.	I watch TV.
Ich tanze. riding.	I dance.	Ich reite.	I go horse

Wie findest du das?

Ich finde es ...	I find it...	Es ist ...	It is...
irre/super/toll/cool	amazing/super/great/cool		
nicht schlecht	not bad		
langweilig/nervig	boring/annoying		

5. Was machst du in deiner Freizeit?

Ich gehe ins Kino.
Ich höre Musik.
Ich gehe einkaufen.
Ich spiele Xbox oder Wii.
Ich gehe in den Park.
Ich gehe in die Stadt.
Ich esse Hamburger oder Pizza.
Ich chille.
Ich mache Sport.
Wann machst du das?
Wie oft machst du das?
am Abend/ am Wochenende jeden Tag
(sehr/ziemlich/nicht so) oft
einmal/zweimal pro Woche
dreimal pro Monat

What do you do in your free time?

I go to the cinema.
I listen to music.
I go shopping.
I play Xbox or Wii.
I go to the park.
I go to town.
I eat hamburgers or pizza.
I chill out.
I do sports.
When do you do that?
How often do you do that?
in the evening/on the weekend/ every day
(very/quite/not so) often
once/ twice per week
Three times a month

Y7 German - Spring Term 2

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

Ich chatte mit Freunden auf Facebook.
Ich simse.
Ich lade Musik herunter.
Ich surfe im Internet.
Ich spiele Computerspiele.
Ich mache Fotos oder Filme.
Ich suche und lese Infos für die Hausaufgaben.
Ich sehe Videos.
Ich telefoniere mit Freunden.

immer
manchmal
nie
jeden Morgen
heute
morgen
am Montag
nächste Woche
in zwei Wochen

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

I chat with friends on facebook.
I text.
I download music.
I surf the internet.
I play computer games.
I take photos or make films.
I look for and read information for homework.
I watch videos.
I call my friends.

always
sometimes
never
every morning
today
tomorrow
on Monday
next week
in 2 weeks

2. Welches Fach magst du?

Ich mag ... (nicht/sehr).
Deutsch
Mathe
Naturwissenschaften
Informatik
Erdkunde
Geschichte
Werken
Englisch
Französisch
Sport
Theater

Was ist dein Lieblingsfach?

Mein Lieblingsfach ist ...
Warum magst du das (nicht)?
Ich mag (Mathe), weil es ... ist.
einfach
faszinierend
interessant
nützlich

Which subject do you like?

I like... (not/very).
German
Maths
Science
IT
Geography
History
DT
English
French
PE
Drama

What is your favourite subject?

My favourite subject is...
Why do you (not) like that?
I like (Maths), because it is...
easy
fascinating
interesting
useful

Independent task: Do a comparison between German and English schools.

Chronology

1066	Norman Conquest
1085	Domesday Book
1154	Henry II
1170	Thomas Becket murdered
1199	King John
1215	Magna Carta
1348	Black Death
1377	Richard II
1381	Peasant's Revolt
1455-1485	Wars of the Roses
1483	Princes die in the tower
1483	Richard III
1485	Battle of Bosworth
1485	Henry VII (Tudors)

Events Key

New Monarch

War or Battle

Significant Event

History Department

Key Words

The Church	Capital C = the whole organisation / institution of the Catholic Church based in Rome.
The church	Small c = the church (building) in the village
The Pope	The leader of the Catholic Church, lives in Rome and all Catholics must obey him
Archbishop	Lower rank than The Pope but usually in charge of the Catholic Church within individual countries
The Crusades	Religious wars called by The Pope of Catholics vs. Muslims (mostly fought in the Middle East)
Domesday Book	A survey done by William the Conqueror to assess the land and wealth in England so he could tax them
Feudal System	The structure (hierarchy) of England following the Norman Conquest
Clergy	An important member of The Church (Priest, Archbishop, The Pope who is the top ranking clergy)
Monarch	The king of queen is the monarch of their country
Tithe	A tax, 10% of your earnings was paid to The Church at your church service on a Sunday
Peasant	A poor person at the bottom of the feudal system (bottom of society) who works the land
Excommunication	A punishment by The Pope banning you from attending church and church services meaning you will go to hell. Usually a threat of excommunication first
Miasma	A theory that bad air causes illness (Black Death)
Epidemic	When a disease spreads across a large area
Pandemic	A disease that has spread across the whole world
Flagellant	A form of self punishment where you whip yourself in the hope of preventing God punishing you further
Taxation	A payment made from your earnings to the government / Lord of the manor

Definition

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What word describes a punishment The Pope might do to you that might mean you went to hell?

Who was the leader of the Peasant's Revolt?

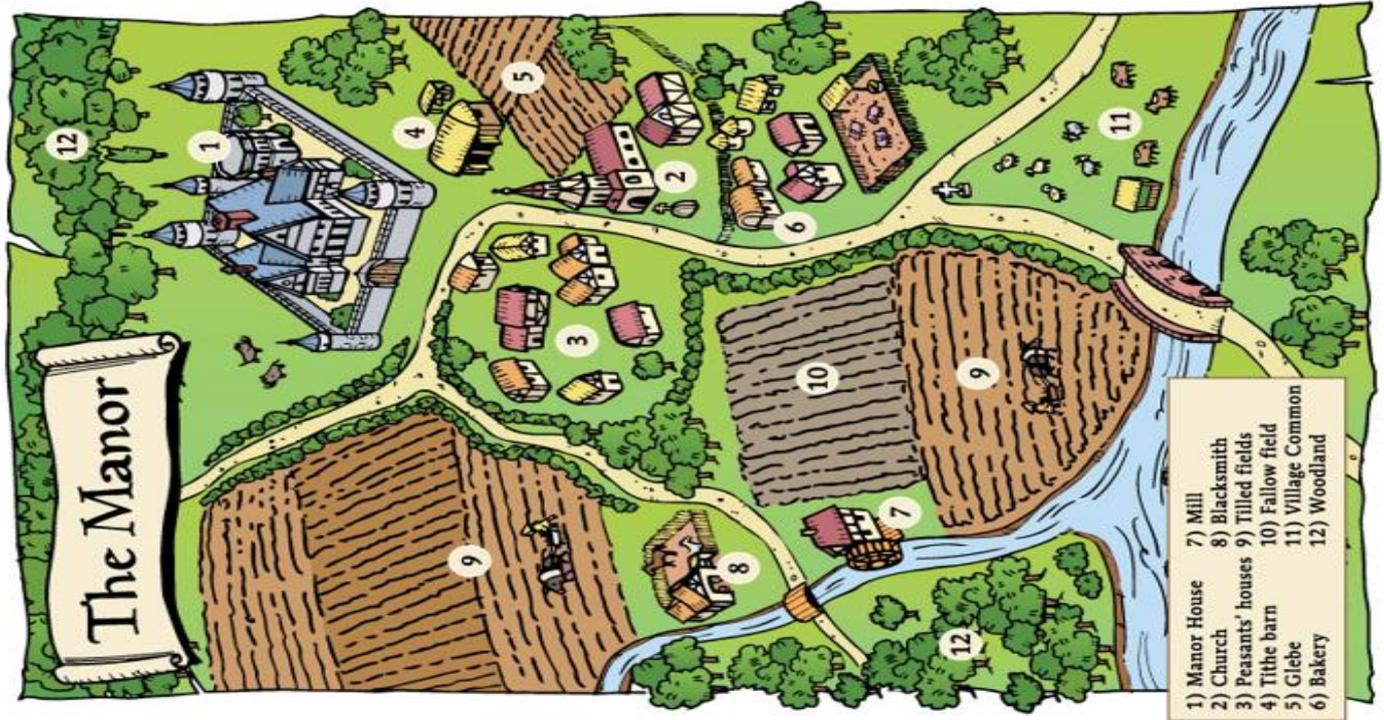
What century was the Black Death in?

What did King John sign in 1215 limiting his power?

What did people do during the Black Death to try and prevent getting it?

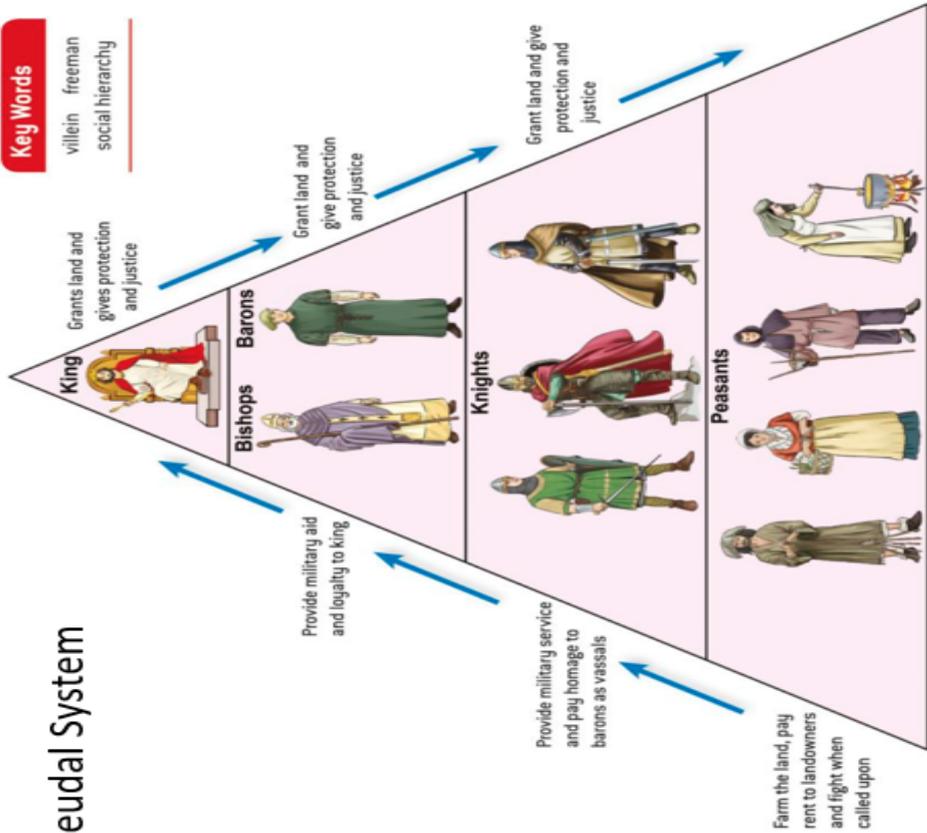
What is the collective term to describe important members of The Church, like a priest?

Important image(s)



- 1) Manor House
- 2) Church
- 3) Peasants' houses
- 4) Tithe barn
- 5) Glebe
- 6) Bakery
- 7) Mill
- 8) Blacksmith
- 9) Tilled fields
- 10) Fallow field
- 11) Village Common
- 12) Woodland

Feudal System



Common misconceptions

EVERYBODY in the Middle Ages was religious and in Western Europe were Catholic. They all feared God and followed the teachings of The Church for fear of going to hell

Whilst the Middle Ages was a period of relative filth and squalor, the people were cleaner than we think. They believed cleanliness was next to Godliness so washed their hands and faces before all meal times

People in the Middle Ages were not 'stupid', they were as creative and economical as we are today. Their attitudes were a little less adventurous but their beliefs made sense to them.

Core Knowledge

Generally speaking historians refer to the Middle Ages as the period following the Norman Conquest to the Tudor Period (1066-1485)

Living conditions in the Middle Ages were filthy with cramped conditions. Animals lived inside the houses and waste was thrown out into the streets. People bathed in the rivers whilst dumping waste in them too.

Following the Norman Conquest, William the Conqueror introduced new laws and structures to England. The Feudal System was introduced which was a hierarchy from top to bottom (King to peasant)

Thomas Becket was the Archbishop of Canterbury and had been good friends with King Henry II. Because Becket was more loyal to The Pope, Becket and Henry II fell out. Henry II said out-loud (but NOT an instruction) "will no one rid me of this troublesome priest" and Henry's knights took that as an order and murdered Becket in Canterbury Cathedral in 1170.

Following King John taking the throne from his brother Richard, his actions had led to the nobility (barons) growing increasingly angry with John. They forced **John to sign the Magna Carta** that put limits on the power of the king.

The Black Death arrived in England in 1348 on the **Silk Road** from China, killing **half of the population** of England. People in the Middle Ages believed God was punishing them for sins, or that wicked children had caused it. They also blamed Miasma (bad air) and Jews poisoning the wells. To prevent it, many became flagellants, whipping themselves to punish themselves so God wouldn't have to.

The Peasant's Revolt was led by **Wat Tyler**. The peasants had suffered greatly with the Black Death and then in 1381 they were told their pay would revert back to what it was 40 years ago. A new poll tax was introduced further angering them. The Peasant's marched on London, killing the Archbishop and demanded to speak with King Richard II. Richard agreed to deal with the taxes, but killed Tyler and other key rebels.

Key discoveries / ideas

Magna Carta in 1215 was the beginnings of challenging the monarch and their unlimited power.

Doom Paintings were designed to illustrate Heaven and Hell to war people what would happen if they sinned

Being excommunicated by The Pope was possibly the worst thing that could happen, meaning you would be going to hell when you died.

Over-lordship was the idea the king of England had the right to rule over Scotland, Wales and Ireland as well

Books / Articles / Films / websites

Measly Middle Ages (Horrible Histories)

Life in the Middle Ages BBC Bitesize

Key Themes

Government, Protest, Democracy, Military

Year 7 Knowledge Organiser

GEOMETRY (Labelling)

Key Concept

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

Polygons

Labelling

Key Words

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

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

Scalene triangle: a triangle with 3 different sides

Isosceles triangle: a triangle with 2 equal sides and angles

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

Examples

Lines of symmetry

Order of rotational symmetry of 2

Sparx Maths

U447, U121, U789, U849

Tip

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

Question

Describe this shape:

Year 7 Knowledge Organiser

FRACTIONS, DECIMALS AND PERCENTAGES

Key Concept

F	D	%
	0.01	1%
	0.1	10%
	0.2	20%
	0.25	25%
	0.5	50%
	0.75	75%

Key Words

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

Decimal: A number that contains a decimal point.

Percentage: A number expressed as a proportion of 100, indicated by the percentage symbol, %.

Examples

Write $\frac{2}{5}$ as a decimal

0	4
5	2

= 0.4

Write 0.34 as a fraction

1	1/10	1/100	1/1000
0	3	4	

= $\frac{34}{100} = \frac{17}{50}$

Write $\frac{5}{11}$ as a decimal

0	4	5	4	5	
11	5	0	60	50	60

= 0.4545...
= 0.45

Write 0.56 as a percentage

$0.56 \times 100 = 56\%$

Write 12% as a decimal

$12 \div 100 = 0.12$

Sparx Maths

M158, M939, M410, M671, M601, M335, M522, M476, M264, M553,

Tip

- A larger denominator does not mean a larger fraction.

- To find equivalent fractions multiply/divide the numerator and denominator by the same number.

Questions

1) Simplify a) $\frac{42}{96}$ b) $\frac{64}{120}$ 2) Write as a decimal a) $\frac{2}{7}$ b) $\frac{3}{8}$

3) Write as a fraction a) 0.48 b) 0.166 c) 0.308

ANSWERS : 1) a) $\frac{7}{16}$ b) $\frac{8}{15}$ 2) a) 0.2857... b) 0.375

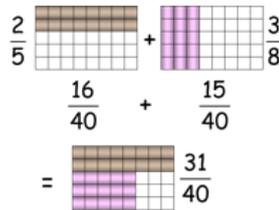
3) a) $\frac{12}{25}$ b) $\frac{83}{500}$ c) $\frac{77}{250}$

Year 7 Knowledge Organiser

ADD AND SUBTRACT FRACTIONS

Key Concept

Find equivalent fractions with same denominators and add the numerators.



Key Words

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

Add: Sum, total, plus.

Subtract: Difference, fewer, minus, take away.

Equivalent fractions: Fractions that represent the same amount.

Examples

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

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

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

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

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

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

Sparx Maths

M835

Tip

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

Questions

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

ANSWERS: 1) $\frac{13}{15}$ 2) $\frac{51}{56}$ 3) $\frac{17}{45}$

Year 7 Knowledge Organiser

Algebraic Expressions

Key Concept

Expressions

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

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

Coefficients

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

(number in front of the variable)

Key Words

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

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

Examples

1) $a \times b = ab$

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

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

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

Simplify:

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

Simplify:

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

Sparx Maths

M795, M949

Tip

When simplifying expressions be careful with negatives.

Questions

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

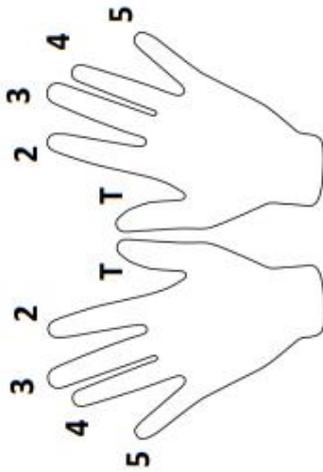
ANSWERS: 1) $5a$ 2) $2pq$ 3) $3x + 7y$ 4) $6p - 4q$

YEAR 7 — UNIT 2

KEYBOARD SKILLS PART 1

HAND POSITION

Hand position is very important in our keyboard playing. It helps us to play more fluently, prevents injury and builds towards strong muscle memory, so we can play without looking!

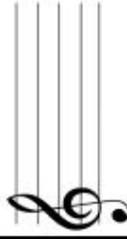


C is to the left of the two black keys!

Sharp notes are to the right ⇌

⇐ Flat notes are to the left ♭

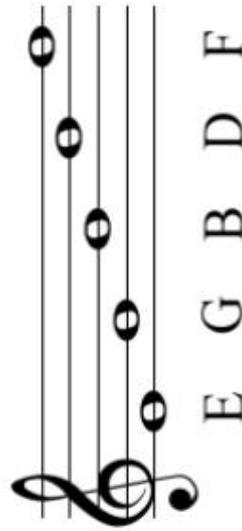
The 5 lines on which we write our music is called a **STAVE**



The symbol for right hand keyboard music is called a **Treble Clef**

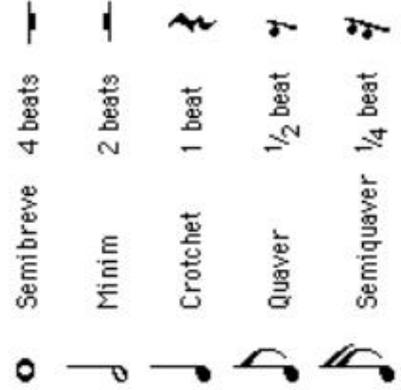
Sharp notes are higher
Flat notes are lower

TREBLE CLEF LINES

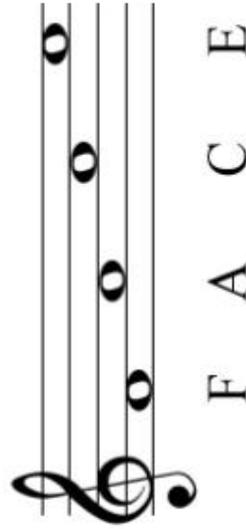


The notes on the lines on the treble clef staff can be easily remembered by the mnemonic;
Every Good Boy Deserves Football

NOTE LENGTHS



TREBLE CLEF SPACES



The notes between the lines (in the spaces), on the treble clef staff can be remembered bottom to top using the word;
FACE

YEAR 7 — UNIT 2

KEYBOARD SKILLS PART 1

Key Skills



Playing In Time -
When the **rhythm** of the music is in sync with the **pulse**



Listening and Appraising -
Identifying key features and musical elements through listening



Five Finger Technique -
Individual fingers play different notes, allowing us to play smoother melodies.



Expression -
Changing your performance to make it unique and personal.
Using dynamics and changing speed to make the piece sound more emotional

Why?

This topic extends previous learning by applying musical skills to the keyboard. Students will learn how to develop their fluency on an instrument; what it means to practise in a focused way; and how to improve upon a skill.

Many topics will use keyboard to explore concepts so technical fluency will help students access more challenging content.

Elements of Music

Articulation	The techniques used on the instrument
Melody	The main tune of the music
Dynamics	How loud or soft an instrument is played
Tonality	The mood of the music
Metre	The number of beats in a bar
Structure	The sections within a piece of music
Tempo	The speed of the pulse
Harmony	The chords in a piece of music
Sonority	The sound an instrument makes
Rhythm	A pattern of long and short notes
Texture	The layers of instruments in a piece of music

Other Key Vocabulary

Pulse	The beat, or "heartbeat" of the music
Pitch	How high or low a note is
Solo	A musician playing on their own

WIDER LISTENING

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

- THE PIANO: "Für Elise" by Beethoven, performed by Lang Lang - https://youtu.be/s741_EWJk71?si=oFVZpNz_pqL1a4v
- THE SYNTHESIZER "Take on Me", performed by A-Ha - <https://youtu.be/lvXeVnnhmM?si=AAHkCXmk1xk37quv>
- THE CELESTIE "Hedwig's Theme" (from: "Harry Potter") - <https://www.youtube.com/watch?v=tgGGNUCSWMO>
- THE ORGAN: "How to Train Your Dragon", performed by Anna Lapwood - https://youtu.be/XpLaKdI_IT0?si=6Zy2S5L0CArcLBwk



7.3 KS3 Core PE Knowledge Organiser: The Skeletal System

Function of the Skeleton (1)

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

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

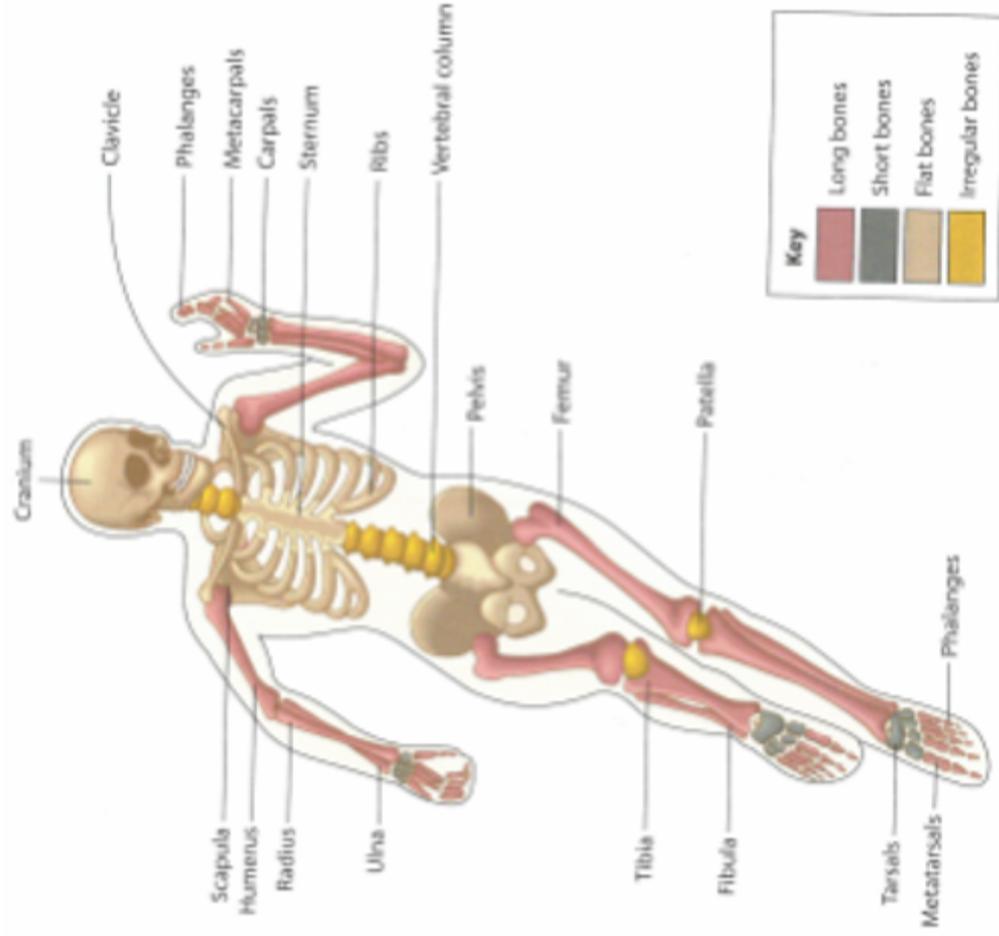
One function of the skeleton is mineral storage (1). Bones store the minerals calcium and phosphorus to ensure they stay strong (1). This is vital in rugby union as it is a contact sport and players require strong bones so that they do not break during tackles (1).

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

Key Vocabulary

Protection, mineral, attachment, irregular, flat, long, short, function, classification, leverage, weight-bearing.

Identifying bones in the Skeletal System (2)



7.4 KS3 Core PE Knowledge Organiser:

The Skeletal System

Types of Bone (3)	
Type	Function in Sport
Long	Bones that are longer than they are wide. These play a key part in leverage and movement. (humerus, radius, ulna, metacarpals, phalanges (fingers and toes), femur, tibia, fibula, metatarsals)
Short	Bones that are box-like in shape. These are designed to be weight-bearing. (carpals (wrist), tarsals (ankle))
Flat	Thin, plate bones that act as a shell. They provide protection and a large surface to which muscles can attach. (cranium, clavicle (collar bone), scapula (shoulder blade), sternum, ribs, pelvis)
Irregular	Unusually shaped bones for a unique purpose. These also provide protection and a large surface to which muscles can attach. (vertebrae, patella (knee cap))

Worked Example - State 3 bones found in the lower body.

Any 3 from: phalanges, metatarsals, tarsals, fibula, tibia, patella, femur, pelvis.

State - involves the recall of a fact

Key Misconceptions

- Use the **scientific names** for the bones – **cranium** not skull, **scapula** not shoulder blade, **clavicle** not collar bone, **vertebral column** not spine.
- Even though the phalanges are short in length they are still a **long bone** as they are *longer than they are wide*.
- Tarsals and metatarsals are in the **feet** – hint **T**arsals and **T**oes

Worked Examples

Classify the following bones of the body

Femur – (**Long**)
Carpals – (**Short**)
Patella – (**Irregular**)

Classify - group or place on a scale based on characteristics/analysis of characteristics

Analyse the importance of the tarsals to a gymnast performing a handstand. (4 marks)

The carpals are classified as **short bones (1)** and are found in the **wrist (1)**. Short bones are **box like** shapes and are responsible for **weight bearing (1)**. This is important for a gymnast as when they perform a handstand their **body weight is going through the wrists (1)** so they need to be **strong to hold the position to gain higher marks for presentation (1)**.

Analyse – break something down into its component parts

YOUR TURN: Identify 3 functions of the skeletal system

Explain the importance of long bones during a game of tennis

Analyse the importance of the skeletal system during a game of netball.

Year 7 Religious Studies Spring term – Rites of Passage

<u>Key Term</u>	<u>Definition</u>
Baptise	To make someone officially a member of the Christian Church in a service of baptism
Believer's Baptism	Is when a baptism happens at an older age when the person can make their own promises, often by Baptist denominations.
Catholic Church	Sometimes known as the Roman Catholic Church. The largest Christian Church in the world.
Church of England (Anglican Church)	The established church of England. It is also the mother church of the international Anglican Communion.
Circumcision	Circumcision is the removal of the foreskin from the human penis. It is performed in some religions as part of their beliefs.
Coming of Age	Coming of age is a term used to describe the transition between childhood and adulthood.
Confirmation	A rite of passage for Christians where they confirm the promises made at their Baptism
Denominations	Groups or branches within the Christian Church
Khalsa	The body or company of fully initiated Sikhs, to which devout orthodox Sikhs are ritually admitted at puberty
Mitzvah	A Jewish commandment or commitment
Naam Karan	A Sikh naming ceremony, usually takes place in the Gurdwara
Orthodox	Following or conforming to the traditional or generally accepted rules or beliefs of a religion
Protestant	A member of the parts of the Christian Church that separated from the Roman Catholic Church in the 16 th Century.

Key quotes

'This is my covenant with you and your descendants after you, the covenant you are to keep..' (Genesis 17:10)
 "Jesus went from Galilee to the Jordan River to be baptised by John." (Matthew 3:13)

Practice task: Find an image of one of the rites of passage you have studied. Annotate it to explain what is happening.

Answer these questions: Are rites of passage necessary? In your answer, make sure you have included different points of view. 'A welcoming ceremony is the most important rite of passage.' Discuss this statement.

Year 7 Religious Studies Spring term – Rites of Passage

Key Knowledge

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

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

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



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

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



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

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

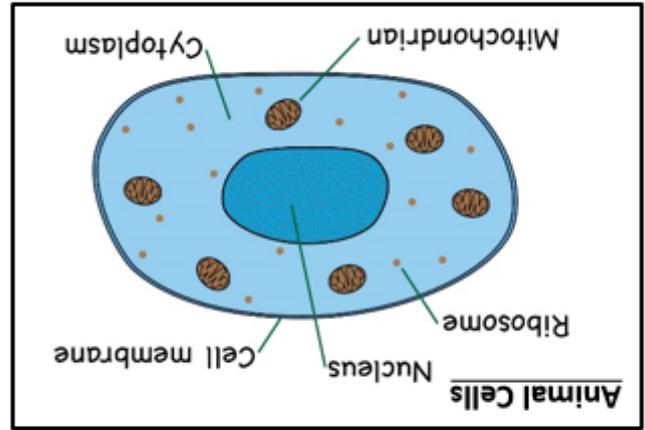
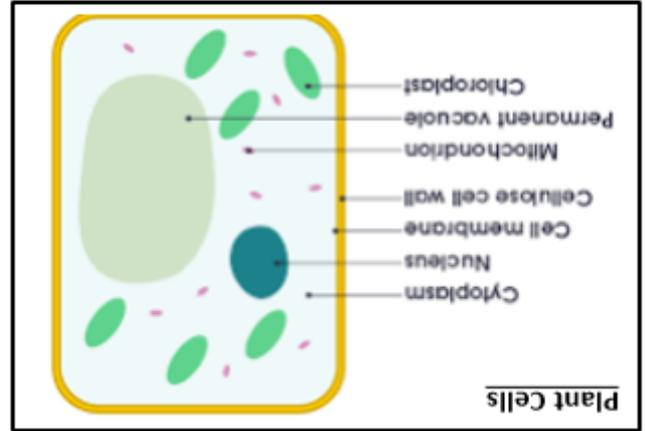
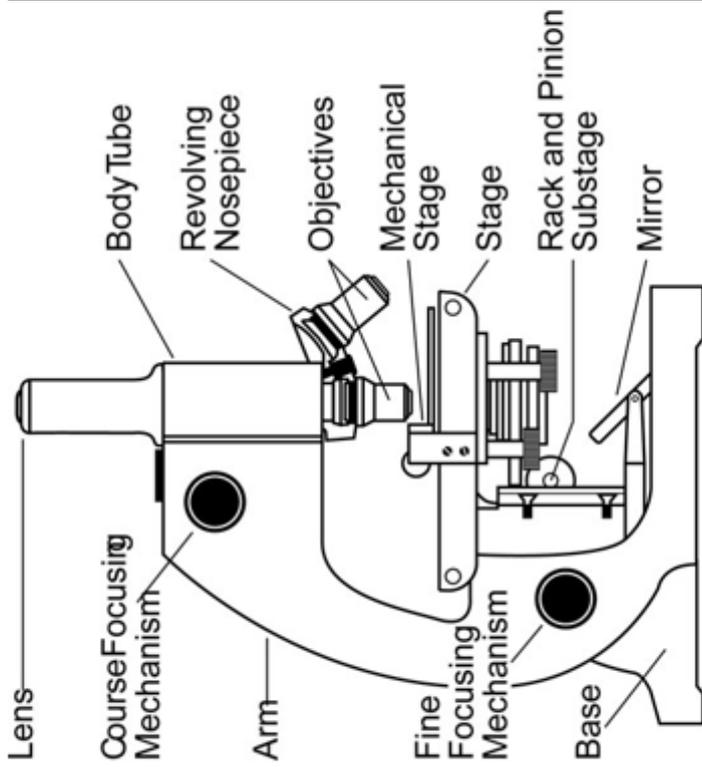


What is a Christian Confirmation? This can happen from around the age of seven up to adulthood. At the ceremony a person renews the promises made at their baptism. In Roman Catholic confirmations, the bishop anoints the believer's forehead with holy oil.

Key questions: Why are rites of passage important to people? At what age do you become an adult?

Year 7 Topic 1 Biology Knowledge Organiser

Microscope –



Task: Find out how the following cells are specialised for their jobs.

Red blood cell

White blood cell

Sperm cell

Nerve cell

Root hair cell

Tier 2 Vocabulary

Specialised
Tissue
Puberty
Pregnancy
Organs
Glands

Tier 3 Vocabulary

Microscopes
Magnification
Cell wall
Vacuole
Cytoplasm
Chloroplast
Cell Membrane
Ribosomes
Menstrual Cycle
Ovulation
Fertilisation
Ovary
Oviduct
Uterus (womb)
Cervix
Vagina
Testes
Scrotum
Sperm ducts
Urethra
Penis

Function of cell parts –

Nucleus – Controls the cell
Cell Membrane – controls what goes in and out of the cell.

Cytoplasm – site of the chemical reactions.

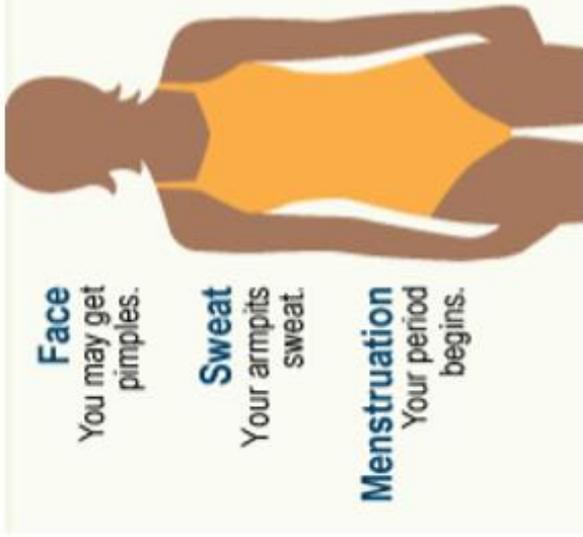
Mitochondria – site of respiration.

Ribosomes – site of protein synthesis.

Cell wall - Supports and strengthens the cell.

Vacuole – stores the cell sap.

Chloroplasts – site of photosynthesis.



Face
You may get pimples.

Sweat
Your armpits sweat.

Menstruation
Your period begins.

Puberty: What Happens?

Height
You get taller.

Breasts
Your breasts grow.

Hair
Hair grows in your armpits, on your legs, and between your legs.



Height
You get taller.

Face
You may get pimples.

Privates
Your penis and testicles get bigger.

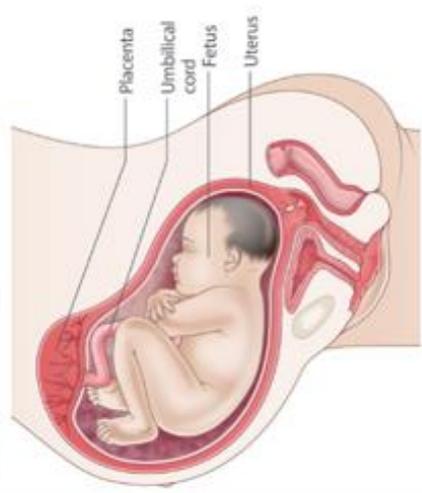
Puberty: What Happens?

Voice
Your voice deepens.

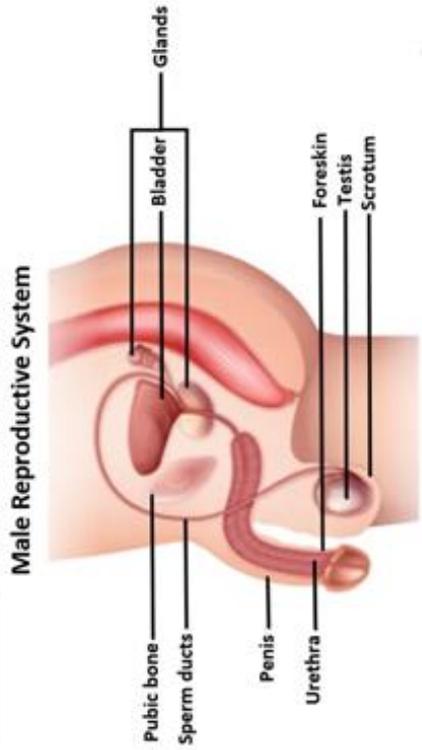
Sweat
Your armpits sweat.

Hair
Hair grows on your face, arms, legs, chest, armpits, and between your legs.

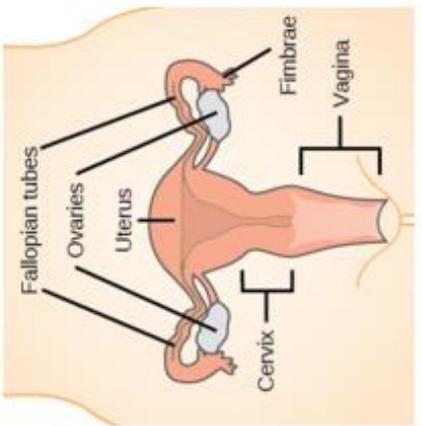
Pregnancy



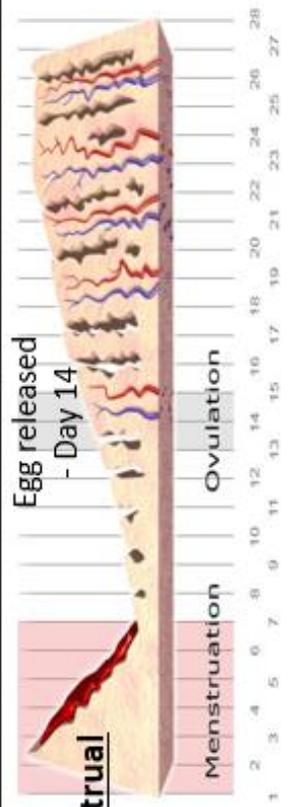
Male reproductive organs



Female reproductive organs



Menstrual cycle



Function of reproductive organs

- Ovary** – releases egg cells
- Uterus** – support a developing baby.
- Cervix** – Muscle that holds the developing baby in place.
- Testes** – produces sperm
- Urethra** – takes urine (& sperm in males) out of the body.

Naming a 3 element compound

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

Sodium + Sulfur + Oxygen → Sodium sulfate

Reduction – Removing oxygen in a reaction.

Iron oxide → Iron + Oxygen
Examples: Extracting metals

Oxidation – Adding oxygen in a reaction.

Copper + Oxygen → Copper oxide
Examples: Combustion; rusting

Naming 2 element compound

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

Sodium + Chlorine → Sodium chloride

Formula

LiNO_3
3 elements (3 capital letters)
5 atoms (1 x Li + 1 x N + 3 x O)

MgCl_2
2 elements (2 capital letters)
3 atoms (1 x Mg + 2 x Cl)

Tier 2 Vocabulary

Carbon dioxide
Rusting

Tier 3 Vocabulary

Oxidation
Reduction
Decomposition
Equation
Conservation of Mass
Formula
Acids
Alkalis
Neutralisation
Antacid
Oxides
Polymers
Ceramic
Composites

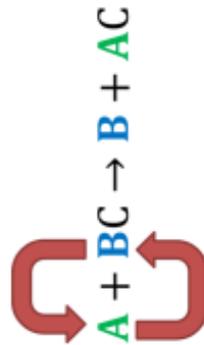
Decomposition – Breaking down a

compound (One compound breaks down into two parts).

Copper carbonate → Copper oxide + Carbon dioxide

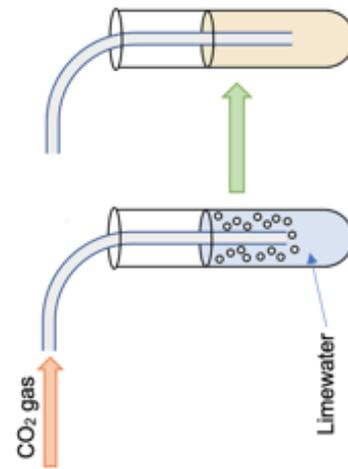
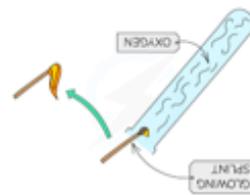


Displacement – When a more reactive element pushes a less reactive element out of its compound.



Gas Tests

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

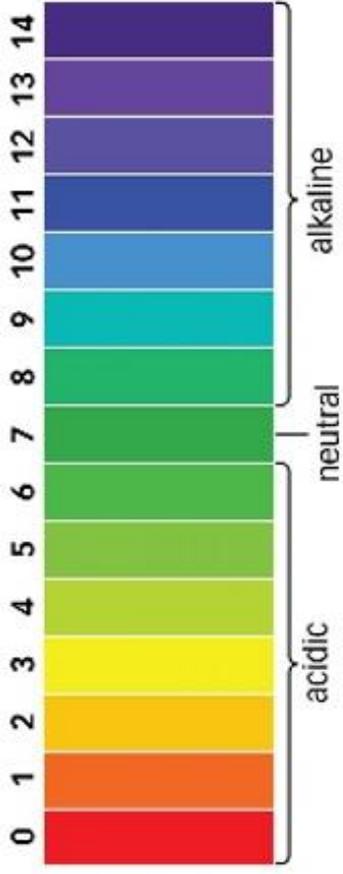


Year 7 Topic 2
Chemistry
Knowledge
Organiser

Neutralisation

Task: Could you research the pH of more things around your house and add them to the chart?

The pH scale:



Examples:



Examples:

pHs between 0 - 6 are acidic

pH 7 is neutral

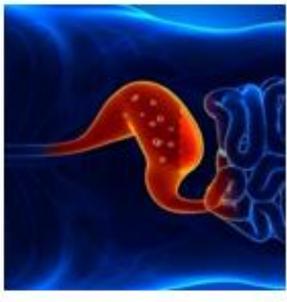
alkali

pHs between 7 - 14 are

When an acid reacts with an alkali they form a neutral solution containing salt and water. Too much acid in your stomach can cause indigestion. Antacids are used to neutralise the acid.

Antacids

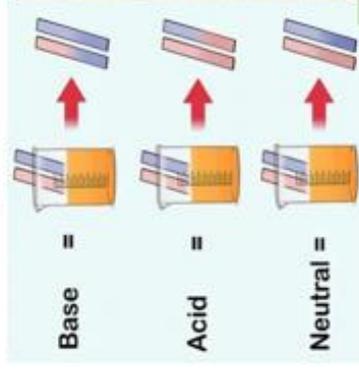
Too much stomach acid can cause indigestion.



Antacids are medication that can neutralise the stomach acid.

Universal Indicator

Universal indicator shows the colours of the pH scale. This tells you what the pH of something is.

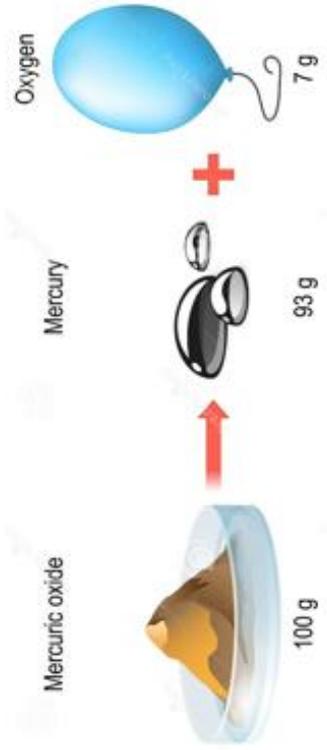


Litmus Paper

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

Conservation of Mass

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



Spanish Y7 Spring term Knowledge Organiser Unit 3: El tiempo libre – Free time

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

Key vocabulary and questions

¿Qué te gusta hacer?	What do you like to do?
Me gusta...	I like...
Me gusta mucho...	I really like...
No me gusta...	I don't like...
No me gusta nada...	I really don't like...
chatear	to chat online
escribir correos	to write emails
escuchar música	to listen to music
jugar a los videojuegos	to play video games
leer	to read
mandar SMS	to send texts
navegar por Internet	to surf the internet
salir con mis amigos	to go out with friends
ver la televisión	to watch TV
¿Por qué?	Why?
porque es...	because it's...
porque no es...	because it's not...
interesante	interesting
guay	cool
divertido	fun/funny
estúpido	stupid
aburrido	boring
Always remember to justify your opinion with <i>porque</i> and a reason.	
Infinitive verbs	
In English, infinitive verbs translate as 'to do', 'to eat', 'to go' etc.	
In Spanish, there are 3 types of infinitive verb. They each have a different ending: -AR (escuchar, mandar) -ER (leer, ver) -IR (salir, escribir)	

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

Key grammar

The present tense -AR verbs
Use the present tense to talk about things you normally do, or things that are happening right now (I dance/I am dancing).
To form the present tense for regular -AR verbs:
1. Remove the -AR ending from the infinitive.
2. Add the correct ending from the table below
e.g
Chatear – Chateo – Chateo = I chat
Mandar - Mandar - Mandas = you send

Bailar	To dance
bailo	I dance
bailas	You dance
baila	He/She/It dances
bailamos	We dance
bailáis	You (pl.) dance
bailan	They dance

Los días de la semana	Days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Remember – no capital letters!

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

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

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

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

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

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

Key vocabulary and questions	
¿Qué estudias?	What do you study?
Estudio...	I study
No estudio...	I don't study
Estudiamos...	We study...
inglés	English
dibujo	art
español	Spanish
francés	French
alemán	German
teatro	drama
informática	IT/Computing
tecnología	design technology
geografía	geography
historia	history
religión	RE
educación física	PE
ciencias	science
matemáticas	maths
idiomas	languages
¿Qué te gusta?	What do you like?
Me gusta (mucho)...	I (really) like....
No me gusta (nada)...	I (really) don't like....
Me encanta...	I love...
Prefiero...	I prefer...
Odio...	I hate...
Me gustan...	I like... (plural)
No me gustan...	I don't like... (plural)
Me encantan...	I love... (plural)

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

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

When using opinions in Spanish, remember to use the article (el/la/los/las) and add **n** for plurals:
 ¿Te gusta **el** dibujo? *Me encanta **la** religion.*
 ¿Te gustan **los** idiomas? *No me gustan **las** ciencias*

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

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

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

¿Qué hay en tu insti?	What is there in your school?
En mi insti hay...	In my school there is/are...
No hay...	There isn't/aren't...
un campo de fútbol	a football field
un comedor	a dining hall
un gimnasio	a gym
un patio	a playground
una biblioteca	a library
una piscina	a pool
unos laboratorios	some laboratories
unas clases/aulas	some classrooms

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

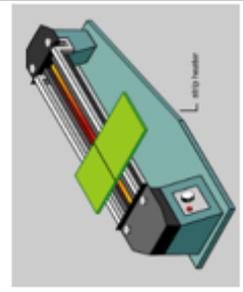
Can only be heated and shaped once
Not recyclable

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 thermofforming 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



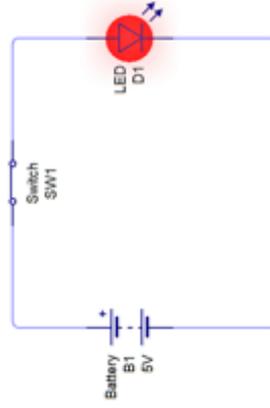
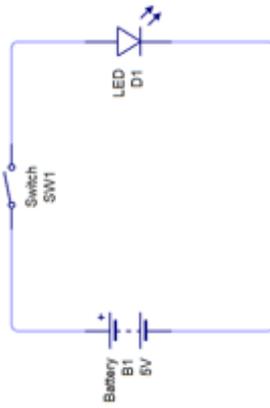
Electronics – LED's



- ▶ 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.



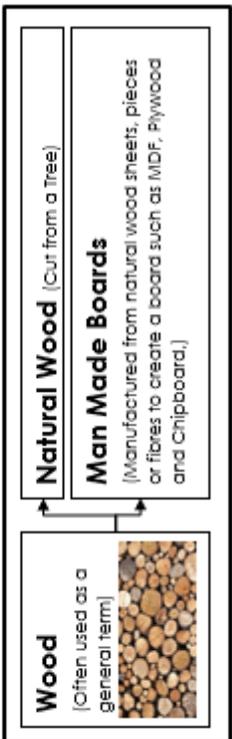
Electronics – Circuit



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



Types of Wood

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

Hardwood	Softwood
<ul style="list-style-type: none"> From trees with broad leaves Slow growing More Expensive Close grain Considered more attractive (less likely to rot) More moisture resistant (less likely to rot) Denser Heavier Harder to cut An example would be Oak 	<ul style="list-style-type: none"> From trees with needles Fast growing Cheaper Wide grain Less attractive Less moisture resistant (More likely to rot) Less dense Lighter Easier to cut An example would be Pine

Manufactured Board or Man Made Boards

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

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

Hardwood

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

Softwood

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

MDF – Medium Density Fibreboard

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

Plywood

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

HAND TOOLS USED

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

MACHINERY USED

	Scroll Saw
	Disc Sander
	Pillar Drill

Age of a Tree

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

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

Aesthetics of Timber

Lines in wood are called the grain

These marks are called knots and show where a branch grew

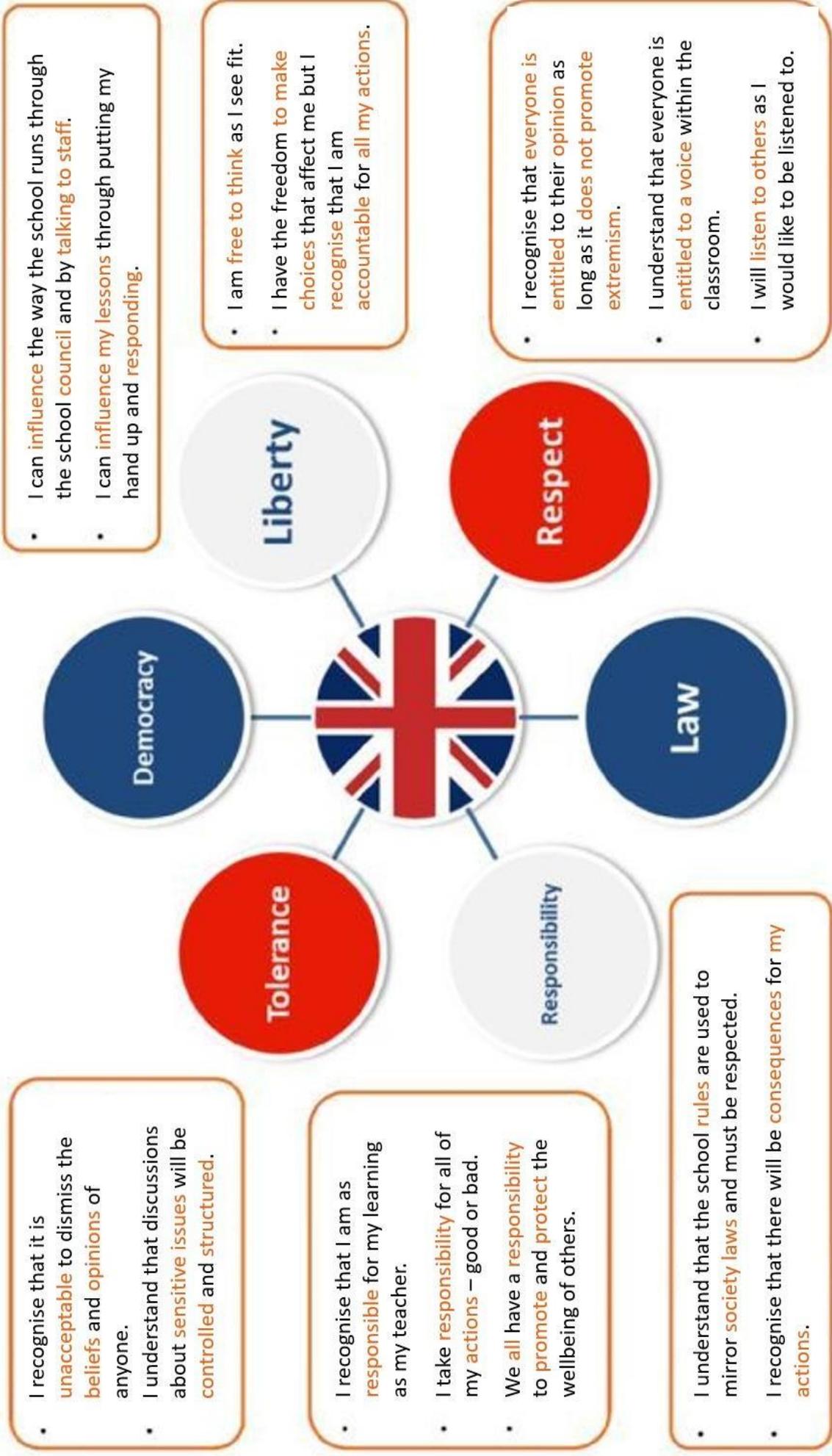
MDF can be cut on the laser cutter.

This is how your letter templates were created.

Plywood can be cut too.

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

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

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.

- 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.

Law

Democracy

Tolerance

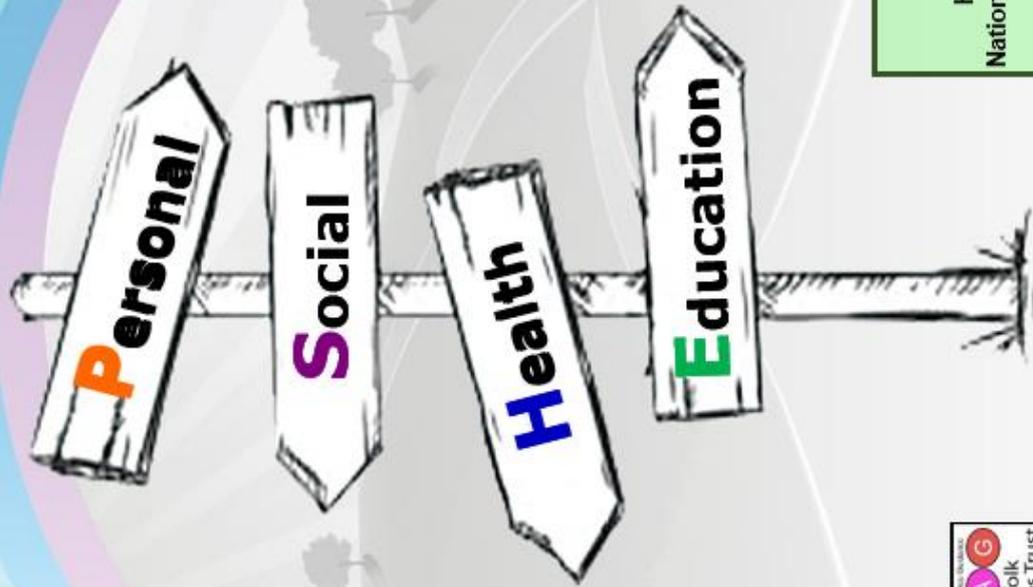
Liberty



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: LGBTQ+
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>



