Year 7 Knowledge Organiser

Autumn Term 2025/26

Name:

Form:

West Norfolk Academies Trust

Week 1/A

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

Week 2/B

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

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Autumn Term

Attendance and Absence

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

Punctuality

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

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

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:

Autumn Term 1 Calendar

September 2025		
1	Mon	Teacher Training Day
2	Tue	Teacher Training Day
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	
29	Mon	
30	Tue	

October 205		
1	Wed	
2	Thu	
3	Fri	
4	Sat	
5	Sun	
6	Mon	
7	Tue	
8	Wed	
9	Thu	
10	Fri	
11	Sat	
12	Sun	
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	
20	Mon	
21	Tue	
22	Wed	
23	Thu	
24	Fri	Teacher Training Day
25	Sat	
26	Sun	
27	Mon	Half Term
28	Tue	Half Term
29	Wed	Half Term
30	Thu	Half Term
31	Fri	Half Term

Autumn Term 2 Calendar

November 2025		
1	Sat	
2	Sun	
3	Mon	
4	Tue	
5	Wed	
6	Thu	
7	Fri	
8	Sat	
9	Sun	
10	Mon	
11	Tue	
12	Wed	
13	Thu	
14	Fri	
15	Sat	
16	Sun	
17	Mon	
18	Tue	
19	Wed	
20	Thu	
21	Fri	
22	Sat	
23	Sun	
24	Mon	
25	Tue	
26	Wed	
27	Thu	
28	Fri	
29	Sat	
30	Sun	

December 2025		
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	Christmas Break
23	Tue	Christmas Break
24	Wed	Christmas Break
25	Thu	Christmas Break
26	Fri	Christmas Break
27	Sat	
28	Sun	
29	Mon	Christmas Break
30	Tue	Christmas Break
31	Wed	Christmas Break

Homework Log and Parental Check

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

Homework Log and Parental Check

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

Reading Log

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

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

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

Year 7 Reading Passport

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

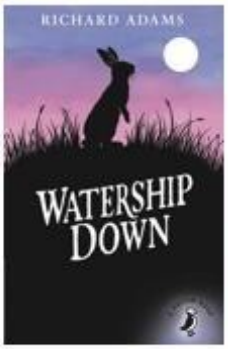
If students manage to read 7, or more, books from this passport by the end of the year they will receive a certificate. They can, of course, read other books and texts throughout the year and we encourage and support students' wider reading. Students can track which texts they have read using the tick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

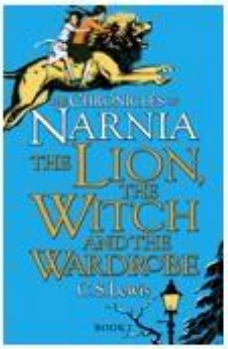
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories!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

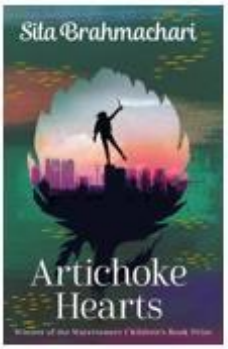
The easiest way to get hold of these books is from our school library where children can take them home to read. These texts can also be purchased from Amazon, or from many local bookstores.

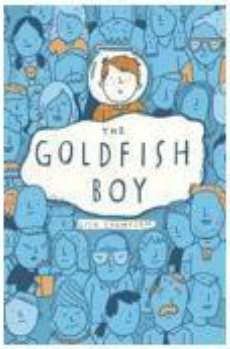
Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that children mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.

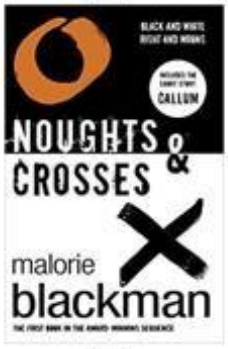
Year 7 Reading Passport

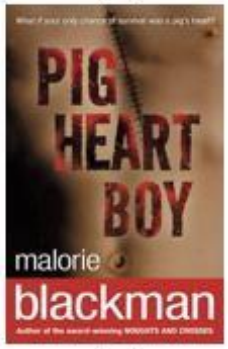


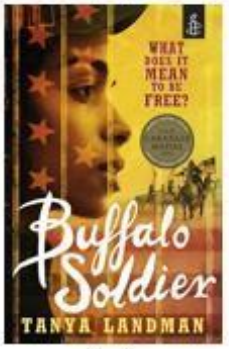


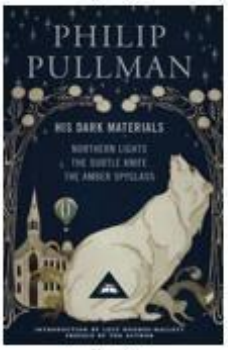


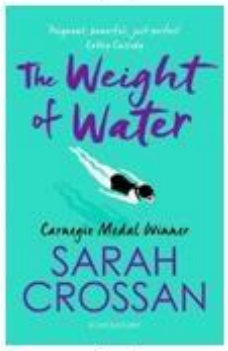


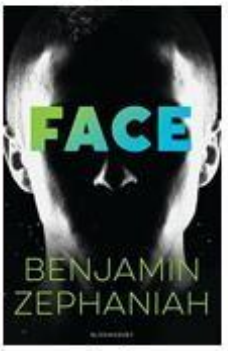


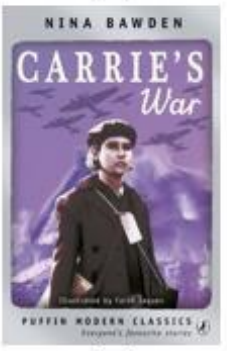


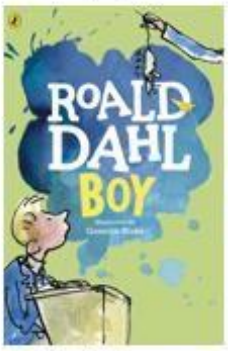


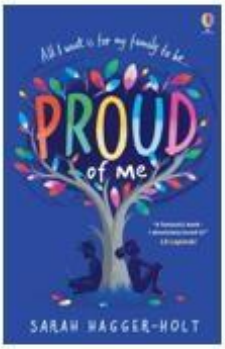


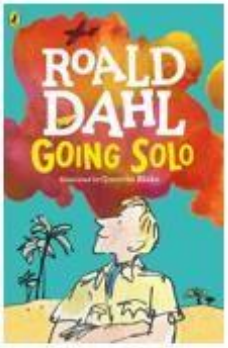


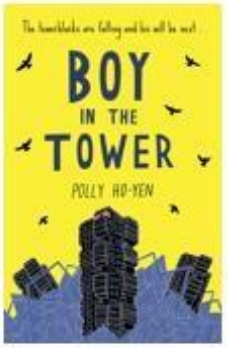












WOW! Work Task – Creative Writing

WOW! Work Task – Creative Writing

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

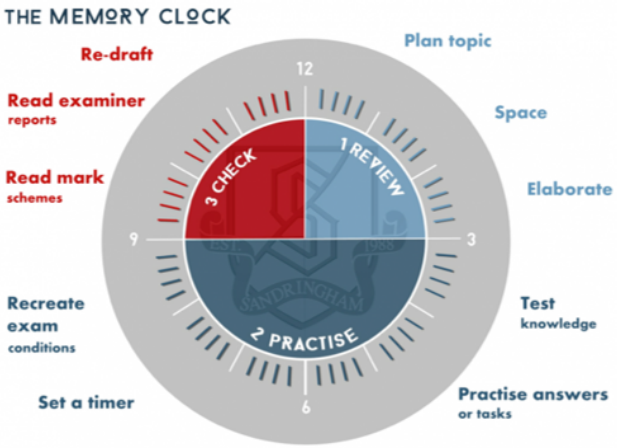
Create your own quizzes based on topics.

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!



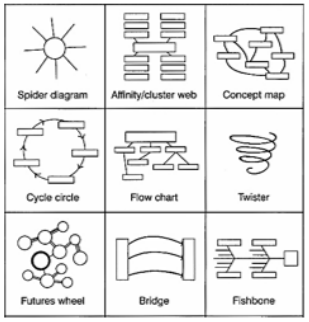
Answer Planning

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.



Flashcards

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

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!
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!

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

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

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

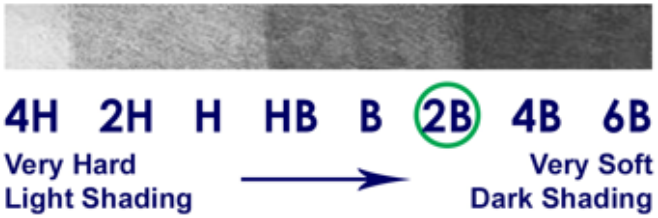
Year 7 Autumn Term Knowledge Organiser

Art – Learning to See – Drawing:

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

Art Specific Language and Terms			
Tone	The lightness or darkness of something.	**Observational**	A drawing or painting from life.
Tonal Gradation	A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.	**Scaling up**	A precise way to transfer and enlarge a small image.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.	**Control**	How carefully you work with a specific media.
Proportion	The size relationship between different elements e.g. height compared to width.	**Negative shape**	The empty or unfilled areas of a piece of artwork.
Composition	Where you place objects on the page.	**Accuracy**	The extent to which one piece of work looks like another.

Choose the right pencil:



Drawing and it's importance as an artistic expression:

Drawing is used to express creativity, and therefore has been prominent in the world of art. Throughout much of history, drawing was regarded as the foundation for artistic practice. Initially, artists used and reused wooden tablets for the production of their drawings. Following the widespread availability of paper in the 14th century, the use of drawing in the arts increased. At this point, drawing was commonly used as a tool for thought and investigation, acting as a study medium whilst artists were preparing for their final pieces of work.
The Renaissance brought about a great sophistication in drawing techniques, enabling artists to represent things more realistically than before and revealing an interest in geometry and philosophy.

Year 7 Autumn Term Knowledge Organiser

Art – Learning to See – Mark Making:

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

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

Mark Powell:

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

Projection Protection - 2018

Top of the World - 2016

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Autumn Term

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

Pressure Groups

GREENPEACE AMNESTY INTERNATIONAL RSPCA

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

How does School Council work?

Houses of Parliament

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

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

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

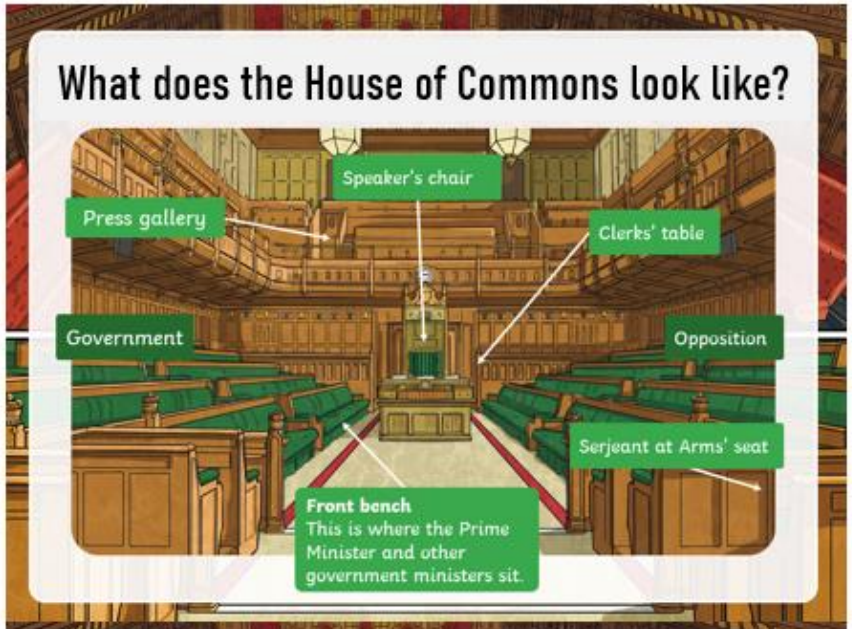
Democracy
A system of government based on opinions of the people through a fair electoral system.

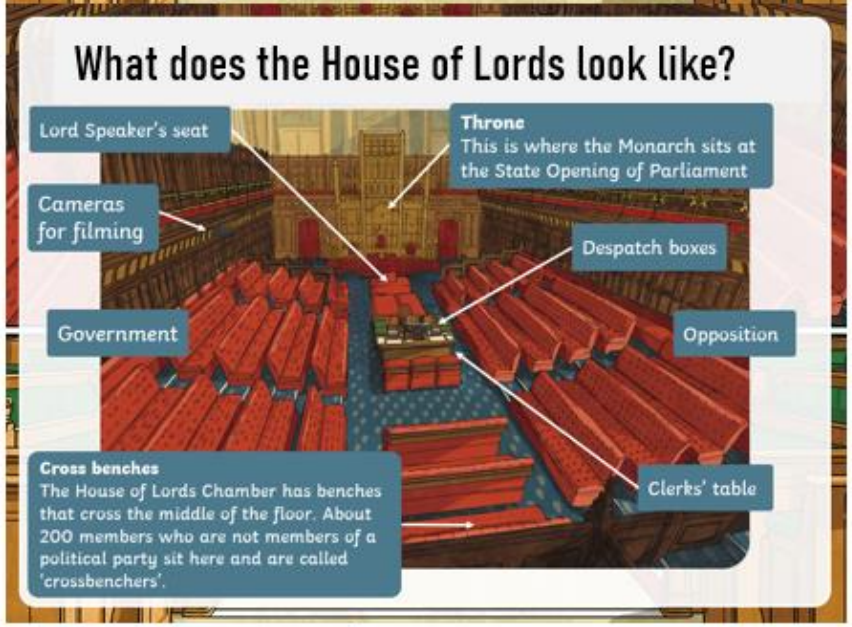
Assessing the Impact
Interviews, discussion, Q&A or surveys.

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

Head of State in the UK is King Charles III

Y7 CITIZENSHIP KNOWLEDEGE ORGANISER Autumn Term





The House of Commons is made up of Members of Parliament (MPs). MPs are elected to represent our views in the House of Commons.
The **Speaker** sits at the head of the Chamber and is responsible for making sure the MPs are polite and fair.
The **Serjeant at Arms** carries the mace into the Chamber at the start of each day. This ancient job dates back to 1415. The Serjeant at Arms is the only person allowed to carry a sword in Parliament.

In the House of Lords, members are appointed from inside and outside of Parliament, based on their special experience and knowledge, to check and challenge the work of the Government. The job of the Lords is to question and challenge the work of the Government.
They spend lots of time examining ideas for new laws in detail.

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

Political Party

A group of people with similar ideas and interests, who try to make changes to the way the country is run and seek to gain votes and win elections.
They focus on a broad range of issues like education, healthcare, police and the economy (money & taxes).

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

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

International
Related to two or more nations (countries).

Computer Science – Introduction Keywords

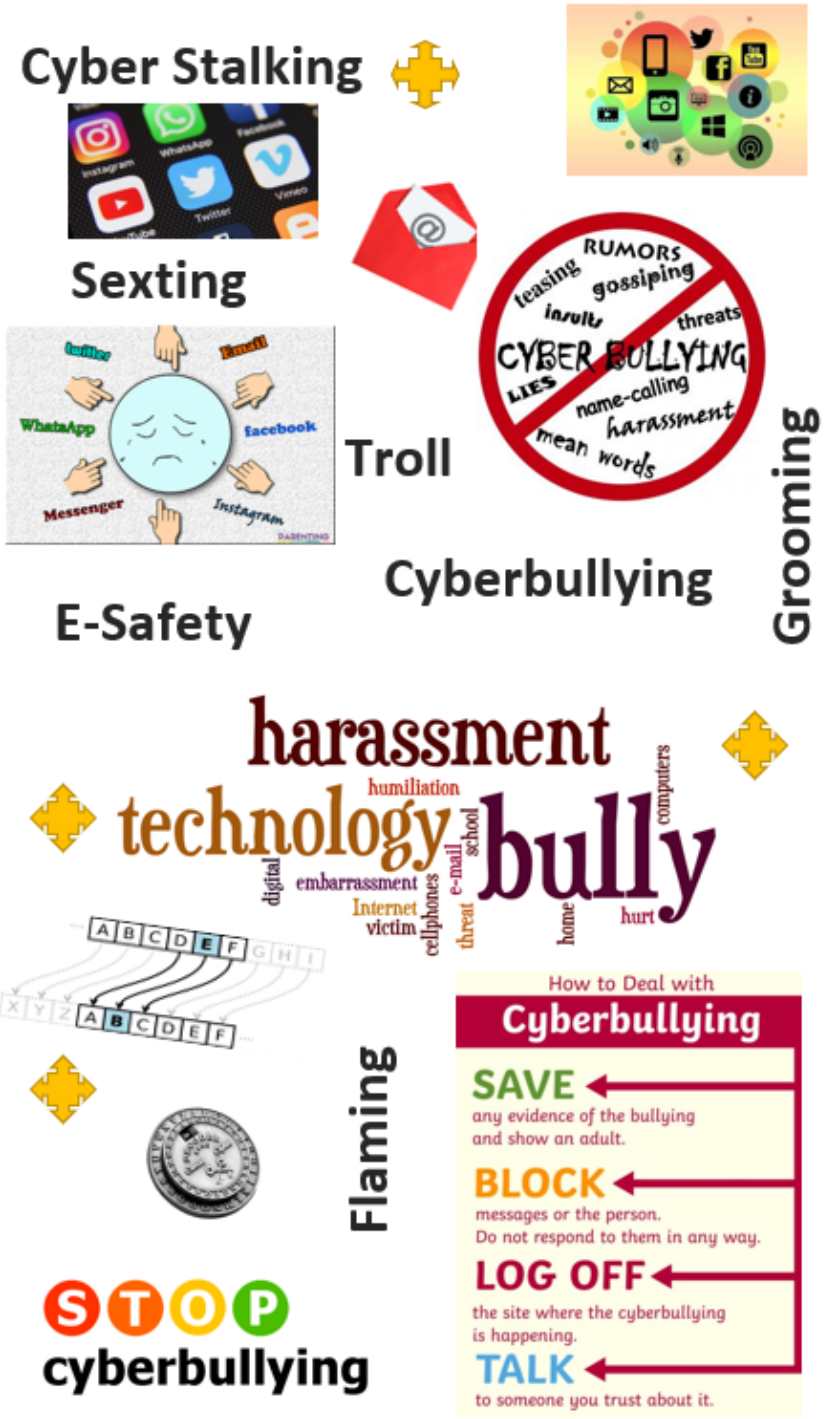
Unit 7.1 - Passwords, Logon, email, SMHW, emails, safe and effect searching, plagiarism, copyright, hardware, computer systems, and networks.

Login	Login is used to get on to a computer or system. A password or code is used when logging in. The user enters a "username" and "password"
Email	Electronic mail is a method of exchanging messages between people using electronic devices
Password	A password used to confirm the identity of a user. It is a secret word or phrase that must be used to gain access.
Boolean (AND OR NOT]	Boolean Operators are simple words (AND, OR, NOT or AND NOT) used to search, This saves time and effort getting rid of inappropriate search results.
Output Device	A device used to get information out of a computer.
Searching	Searching is used to finding information using keywords.
Copyright	Copyright is a law that gives the owner of work the right to say how other people can use it. Work can be a book, movie, picture, song or website. Work can only be copied if the owner gives permission.
Plagiarism	Plagiarism is copying another person's ideas, words or writing and pretending that they are one's own work.
Hardware	Computer hardware includes the physical parts of a computer, such as the case, central processing unit, monitor, keyboard, computer data storage, graphics card, sound card, speakers and motherboard.
Software	Computer software is a set of instructions and its tells a computer what to do or how to perform a task. Software includes all different software programs on a computer, such as applications and the operating system.
Input Device	An INPUT device sends data to the computer from the 'real world'
Computer System	A computer system is a functional computer. It receives user input, processes data, and creates information to storage or output.
Authentication	Authentication is the process of verifying the identity of a person or device. Like entering a username and password when you log in to a website.
E-safety	E-safety is safe and responsible use of technology on the computer and the internet.
Privacy	Computer privacy is to protect the personal information saved on a computer or when using a computer. Privacy settings should be set high to protect information.

Computer Science – E-Safety Knowledge Organiser

Unit 7.2 - 7.2 E safety: cyberbullying, social media, netiquette, digital footprint, reporting concerns, cryptology

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



Introduction to Drama

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

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

Key Questions:

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

Practice Tasks:

1. To practice hot seating write a list of questions and answers you could ask a character, for example Little Red Riding Hood

2. Choose either a strategy learnt or key vocabulary and create a poster to display in the drama space.

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

Drama Greek Theatre

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

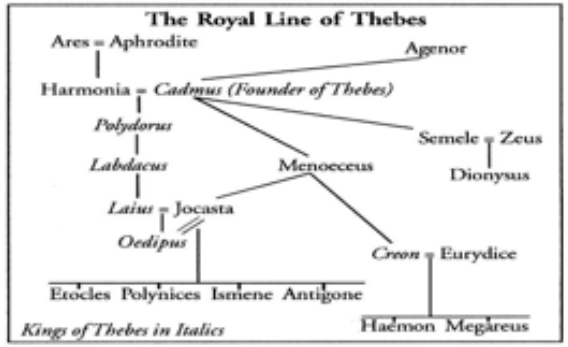
Key Questions:

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

The Unities

Aristotle, a great Greek philosopher, declared that tragic drama should have unity of TIME,PLACE & ACTION.

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



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

The Greeks has three genres of theatre

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

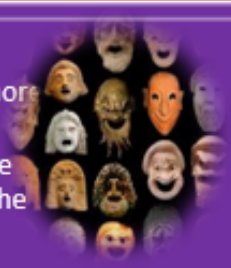
Tragedy - based on myths. Stories often involved the majority of characters dying.

Satyr – a form of 'tragicomedy' (containing elements of both comedy and tragedy), they were rife with mock drunkenness, pranks, and general merriment

Practice Tasks:

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

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



Plot Overview
Core Text: *The Graveyard Book* by Neil Gaiman
Nobody 'Bod' Owens is taken in by the ghosts of the town's graveyard following the brutal murder of his family. Safe in the graveyard, Bod grows up straddling the borderline between two worlds—that of the living and the dead—learning a number of supernatural skills and important life lessons. But the man who killed his family is still out there, looking for him, and Bod will have to draw on all his resources when the time comes to confront this man and fulfil his destiny…

Vocabulary

- ❑ ballad
- ❑ stanza
- ❑ refrain
- ❑ explicit
- ❑ implicit
- ❑ protagonist
- ❑ Bildungsroman
- ❑ antagonist
- ❑ genre
- ❑ gothic
- ❑ Character arc
- ❑ infer

Practise spelling vocabulary words and matching definitions to words.

A. A character who stirs trouble to the plot of the play; an unfavourable character

A. An idea that a reader can determine is being hinted at by the words in the text
B. A word for a type of something, most commonly linked to books, films, plays or music
C. When a stanza is repeated - if this was in a song, it might be referred to as the chorus
D. A form of poetry that sentimental/ like a love story in verse
E. The structure of a character across the plot line; it might see them changing from being the antagonist at the start to being the protagonist by the end (such as in A Christmas Carol.)
F. Something that is stated clearly and in detail, leaving no room for doubt.
G. A novel that deals with someone's early/ formative years (childhood).
H. A character who is seen as a role model of positivity, who champions an idea. Often the lead character of a book, play or film.
I. An idea that is suggested - not directly stated.
J. A style (genre) in literature that focuses on mystery,
Terror or suspense. While also exploring the darker side of human nature.
Often est in in castles, creepy places like graveyards.

English

Answers: use a dictionary to see if your ideas are correct.

Extract A from Chapter 1
How Nobody Came to the Graveyard

The man Jack paused on the landing. With his left hand he pulled a large white handkerchief from the pocket of his black coat, and with it he wiped off the knife and his gloved right hand which had been holding it; then he put the handkerchief away. The hunt was almost over. He had left the woman in her bed, the man on the bedroom floor, the older child in her brightly coloured bedroom, surrounded by toys and half-finished models. That only left the little one, a baby barely a toddler, to take care of. One more and his task would be done.

He flexed his fingers. The man Jack was, above all things, a professional, or so he told himself, and he would not allow himself to smile until the job was completed.

His hair was dark and his eyes were dark and he wore black leather gloves of the thinnest lambskin.

Task 1:
Highlight all of the adjectives in this extract in pink.

Task 2:
Using Point Evidence Explain (or What, How, Why) write two paragraphs to explain how tension is used in this extract.

Task 4: Creative Writing - Characterisation
Write about a character who is looking for something of value.

- ➔ Like the man Jack, your character could be holding something. What might this be? How does this item help your reader to understand your character?
- ➔ Think carefully about the verb choices to describe your character's movements and actions, and the adjectives you associate with the object your character is holding

Task 5:
Create a graphic novel of the above extract. No speech is needed. Use colours to represent the words of the extract.

Task 6:
Label the parts of an Elizabethan stage.

Task 3:
Look at these descriptions of parts of grammar:

More Advanced *(to try to use in your assessed writing)*

Parenthetical dashes: used to embed extra information, detail, or comment into a sentence, interrupting the flow of the sentence and making that within the dashes stand out to the reader (e.g. The food—and I am being kind here—was appalling. He could hear something odd—scratching and scraping—coming from behind the door).

Ellipsis: used to create suspense and imply that something dramatic is about to happen or be revealed. (e.g. He raised his gun, aiming it directly at the deer…).

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

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

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

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

Key Questions

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

Give two reasons why we need to eat food?

List the 8 healthy eating guidelines

Top 3 personal hygiene

Top 3 knife skills
- Choose the correct **CHOPPING BOARD**
- Use **BRIDGE** and **CLAW**
- Avoid putting your finger on the **BLADE**

Top 3 cooker skills

Using oven gloves | Adjusting temperature | Bending knees

The Eatwell Guide

8 healthy eating tips

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

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

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

Sensory Testing

Food Preparation Outcomes:

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

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

Topic 1: Getting Ready to Cook

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

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

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

Topic 2: Healthy Eating

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

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

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

There are also eight guidelines for a healthy lifestyle. They are:

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

Year 7 French KO – Autumn Term 1

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

Numbers 32-69	
34	trente-quatre
40	quarante
42	quarante-deux
45	quarante-cinq
47	quarante-sept
50	cinquante
51	cinquante-neuf
57	cinquante-six
60	soixante
63	soixante-trois
68	soixante-huit

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

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

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

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

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

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

Year 7 French KO – Autumn Term 2

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

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

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

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

Independent Task: Describe some famous people.

Colours	
bleu/bleue	blue
vert/verte	green
jaune	yellow
rouge	red
rose	pink
violet/violette	purple
blanc/blanche	white
noir/noire	black
marron	brown
orange	orange
bigarré	multicoloured

Avoir – to have	
J'ai	I have
Tu as	You have
Il a / Elle a	He has / She has
Nous avons	We have
Vous avez	You (all) have
Ils ont / Elles ont	They have
Être – to be	
Je suis	I am
Tu es	You are
Il est / Elle est	He is / She is
Nous sommes	We are
Vous êtes	You (all) are
Ils sont / Elles sont	They are

Year. 7 Geography: UK and Map Skills

Key Term	Definition (the underlined words are important to understand too!)
Country	A nation with its own government and boundaries. Lots of different countries are located on one continent.
Urban	An **urban** area, or built-up area, usually a city or town, is a settlement with high population, services and infrastructure.
Rural	An area that has low population density, usually a village, where there are fewer economic opportunities often mostly agriculture.
Densely Populated	An area that contains many people (per km²). Busy, congested settlements like cities and towns are densely populated.
Sparsely Populated	An area that contains few people (per km²). Quiet, farming communities like villages and hamlets have low population. Places with population decline are becoming sparsely populated.

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

7 continents map with 5 oceans

The British Isles & Capital Cities

Key Questions:

Which country is red?

Which country is yellow?

Which country is purple?

Which country is dark green?

Which country is light green?

Which countries are in **Great Britain**?

Which countries are in the **United Kingdom**?

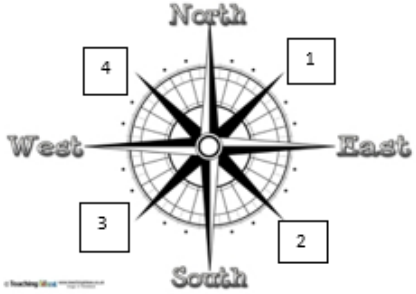
Do you know any other cities in the British Isles?

Compass Directions

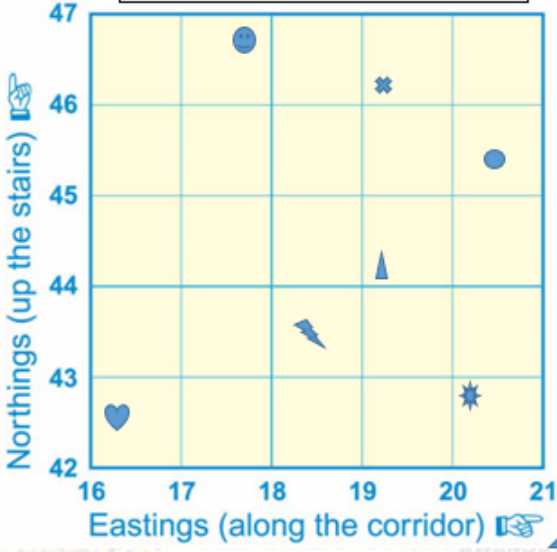
It is important in geography to use directions instead of up, down, right, left.

Which directions do the numbers represent?

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



Four & Six Figure Grid References

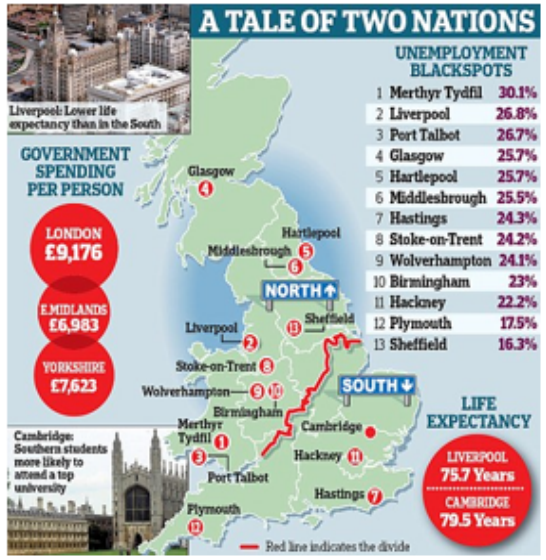


Questions: Why are maps important? When have you ever used a map? How did it help? Which professions use maps in their job?

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

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 km²**
Sparsely populated	**Low** number of people **per km²**
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 - Autumn Term 1

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

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

3. Wo wohnst du?	Where do you live ?
Ich wohne in …	I live in…
Er/Sie wohnt in …	He/She lives in…
Das ist in …	That is in…
England	England
Schottland	Scotland
Wales	Wales
Nordirland	Northern Ireland
Irland	Ireland
Wie schreibt man das (Haus)?	How do you spell that (house)?
Das schreibt man (H–A–U–S).	You spell that (H-O-U-S-E).

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

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

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

Spontaneous Language:

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

Y7 German - Autumn Term 2

1. Hast du ein Haustier?	Do you have a pet?
Ich habe …	I have…
einen Hund	a dog
einen Hamster	a hamster
eine Katze	a cat
eine Maus	a mouse
eine Schlange	a snake
ein Kaninchen	a rabbit
ein Pferd	a horse
ein Meerschweinchen	a guinea pig
groß/klein	big/small
dick/schlank	fat/thin
freundlich	friendly
intelligent	intelligent
lustig	funny
frech	cheeky

2. Wie ist er/sie/es?	What is he/she/it like?
Er/Sie/Es ist …	He/She/It is…
schlau	cunning/smart
schnell	fast
süß	cute/sweet
langsam	slow
Er/Sie kann …	He/She can…
fliegen	fly
(schnell) laufen	run (fast)
Rad fahren	ride a bike
schwimmen	swim
singen	sing
springen	jump
tanzen	dance

3. Hast du Geschwister?	Do you have siblings?
In meiner Familie gibt es… Personen.	In my family there are… people.
meine Mutter	my mother
mein Vater	my father
meine Eltern	my parents
meine Großeltern	my grandparents
Er wohnt in …	He lives in…
Ich habe eine Schwester/ zwei Schwestern.	I have a sister / two sisters.
Ich habe einen Bruder / zwei Brüder.	I have a brother / two brothers.
Ich habe keine Geschwister.	I have no siblings.
Ich bin ein Einzelkind.	I am an only child.

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

5. 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 …..

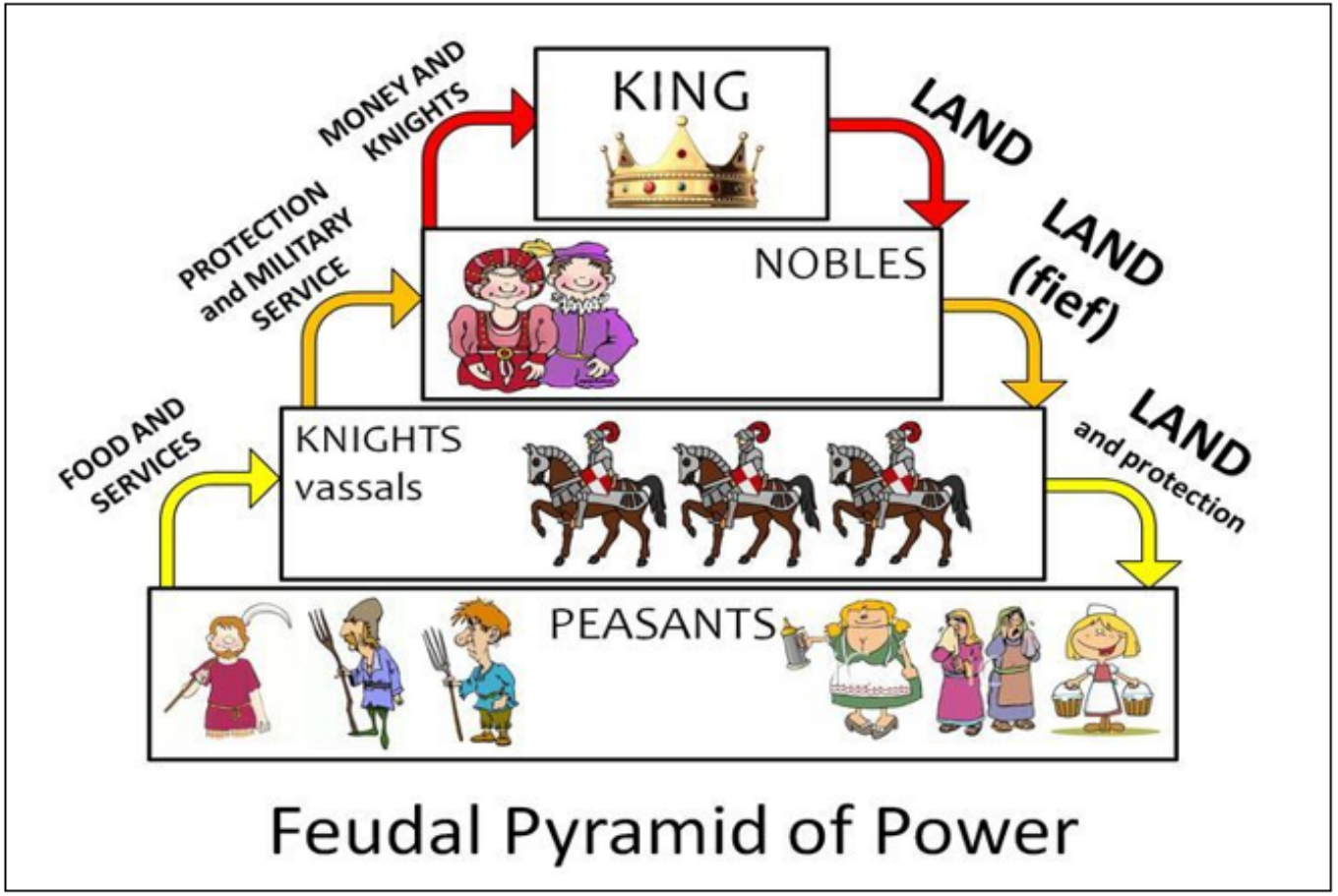
- Ich habe (heute) Geburtstag.
My birthday is today.

zwanzig **20** einundzwanzig **21** zweiundzwanzig **22** dreiundzwanzig **23** vierundzwanzig **24**
fünfundzwanzig **25** sechsundzwanzig **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

HISTORY: Anglo-Saxon and Norman England

Core Knowledge

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



Feudal Pyramid of Power

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

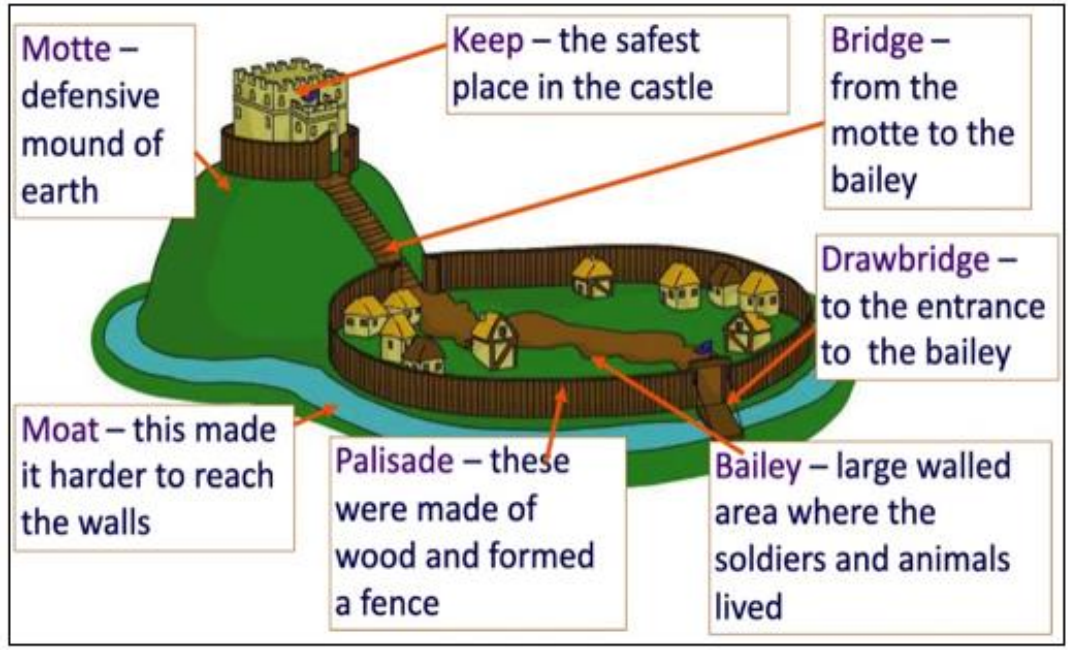
Chronology	
410 AD/CE	The last Roman leaders left Britain as Anglo-Saxons began to invade
793 AD/CE	First Viking invasion of Britain
865 AD/CE	The Danelaw was established
1016 AD/CE	King Cnut became the first Viking to rule a united England
1042 AD/CE	King Edward the Confessor made England Anglo-Saxon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

Independent Task:

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

Contenders for the throne in 1066

Diagram of a Motte and Bailey Castle



Year 7 Knowledge Organiser
Addition and Subtraction

Key Concept

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

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

Subtraction is not commutative. This means 8 – 6 is not the same as 6 – 8.

Addition and subtraction are inverse operations of each other.

Key Words

Add
Sum
Total
All together
Plus
In all

Subtract
Remain
Difference
Less than
Fewer
How many more
Minus

Examples

48 + 36 = 84

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

$$\begin{array}{r} 3\ 1 \\ 4\ 5 - \\ 2\ 8 \\ \hline 1\ 7 \end{array}$$

74 – 27 = 47 worked by counting back:

Sparx

M704, M522, M429, M152, M635, M106

Tip

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

Questions

Answers can be:
- **Integers**
- **Decimals**

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

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

Year 7 Knowledge Organiser
Multiplication and Division

Key Words

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

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

Multiplication is **associative.** This means that (1.2 × 5) × 2 is the same as 1.2 × (5 × 2).
Multiplication is **commutative.** This means 6 × 8 is the same as 8 × 6.
Division is **not commutative.** This means 8 ÷ 4 is not the same as 4 ÷ 8.

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

Sparx

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

Examples

Multiply/Divide by powers of 10

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

Multiplying ←
X 10 digits move LEFT 1 space
X 100 digits move LEFT 2 spaces
X 1000 digits move LEFT 3 spaces

Dividing →
÷ 10 digits move RIGHT 1 space
÷ 100 digits move RIGHT 2 spaces
÷ 1000 digits move RIGHT 3 spaces

Multiply/Divide integers

Integer** means a **whole number

×	20	7	
50	1000	350	1350
6	120	42	162
			1512

$$\begin{array}{r} 9\ 7 \\ 3\overline{)2\ 9^{2}1} \end{array}$$

56 x 27 = 1512

Multiply/Divide decimals

Decimal** means a number with a **point

8 × 4 = 32 8 ÷ 4 = 2

0.8 x 4 = 3.2 0.8 ÷ 4 = 0.2

0.8 x 0.004 = 0.0032 0.8 ÷ 0.004 = 200

291÷3=97

Multiply/Divide negatives

Negative** means **less than zero

8 × 4 = 32 8 ÷ 4 = 2

8 × (-4) = -32 8 ÷ (-4) = -2

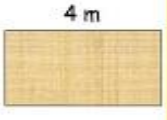
(-8) × 4 = -32 (-8) ÷ 4 = -2

(-8) × (-4) = 32 (-8) ÷ (-4) = 2

Applications

Area

$2 \times 4 = 8m^2$



Mean

Add up the values and **divide** by how many values there are.
E.g. the mean of 6, 2 and 1 is 3 because: 6+2+1=9 and 9÷3=3

Questions

1. a) 4.5 x 10 b) 4.5÷10 c) 4.5÷ 1000
2. a) 53 x 74 b) 228 ÷ 4
3. a) 5.3 x 0.74 b) -53 x 74 c) 228 ÷ 0.004
4. Calculate the mean of 5, 2, 3, 1, 6, and 1

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

Year 7 Knowledge Organiser
Factors, Multiples and Primes

Key Concept

Factors:
Find these in pairs
12
1, 12
2, 6
3, 4

Multiples:
Start with the number itself
7: 7, 14, 21, 28, …

Key Words

Factor: The numbers which fit into a number exactly.
Multiple: The numbers in the times table.
Prime: Numbers which have only two factors which are 1 and itself.
Highest Common Factor: The highest factor which is common for both numbers.
Lowest Common Multiple: The smallest multiple which is common to both numbers.

Examples

Lowest Common Multiple (LCM)
E.g. Find the LCM of 6 and 7:
6: 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, …
7: 7, 14, 21, 28, 35, 42, 49, 56, …
LCM = 42

Highest Common Factor (HCF)
E.g. Find the HCF of 18 and 24
18: 1, 2, 3, 6, 9, 18
24: 1, 2, 3, 4, 6, 8, 12, 24
HCF = 6

Sparx

M823, M322, M698, M227

Tip

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

Questions

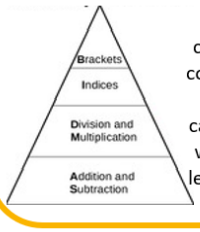
1) List the first 5 multiples of:
a) 7 b) 12 c) 50
2) List the factors of:
a) 12 b) 15 c) 16
3) a) Find the LCM of 5 and 7
b) Find the HCF of 20 and 16

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

Year 7 Knowledge Organiser
Order of Operations

Key Concept

B Brackets
I Indices
D Division
M Multiplication
A Addition
S Subtraction



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

Key Words

Operation: In maths these are the functions × ÷ + -.
Commutative: Calculations are commutative if changing the order does not change the result.
Associative: In these calculations you can re-group numbers and you will get the same answer.
Indices: These are the squares, cubes and powers.

Examples

$$\underbrace{5 \times 4}_{20} - \underbrace{8 \div 2}_{4} = \mathbf{16}$$

$$(2^2 + 6)^2 \times 4 - 8$$
$$(4 + 6)^2 \times 4 - 8$$
$$(10)^2 \times 4 - 8$$
$$100 \times 4 - 8$$
$$400 - 8 = \mathbf{392}$$

Sparx

M521

Tips

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

Questions

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

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

YEAR 7— UNIT 1a
THE ELEMENTS OF MUSIC

MUSICAL ELEMENTS

A number of elements affect how a piece of music is played and sounds.

TIMBRE / TONE COLOUR

Timbre (or **tone colour**) is the term used to describe the particular sound quality of an instrument or voice.

PITCH

Pitch is how high or low a note sounds.

TEXTURE

The effect of melodies and harmonies together. A lot of sounds playing close together is a *thick* **texture**.

DYNAMICS

Dynamics are how loud or quiet a piece of music is played.

TEMPO

Tempo refers to how fast or slow a piece of music is played.

DURATION

Duration is how long or short a note is.

STRUCTURE

Structure is the overall plan of a piece of music.

SILENCE

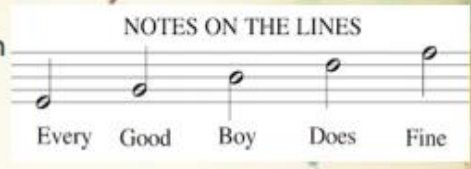
Silence (the gaps, rests and breaks) is also part of a piece of music.

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

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

YEAR 7— UNIT 1b
STAFF NOTATION - TREBLE CLEF

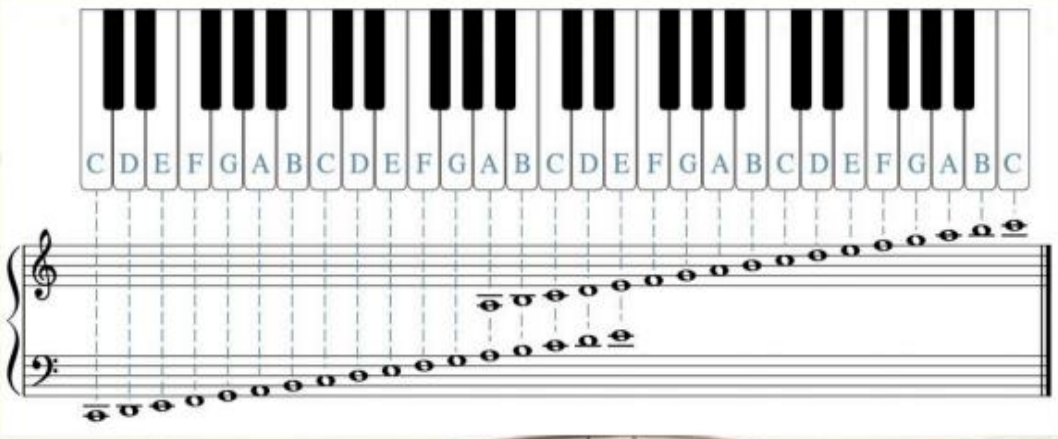
Music is written on a 'staff' (or 'stave'), five horizontal lines (and four spaces in between) with pitch shown by a Clef at the beginning of the line. Duration is shown by a variety of musical symbols as well as equivalent rests to show periods of silence.



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

Rhythm in Music
Note Values– UK

Term	Symbol	Value
semibreve		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		1/2 + 1/2 = 1
semiquaver		1/4 beat
joined semiquavers		1/4 + 1/4 + 1/4 + 1/4 = 1



Rhythm in Music
Rest Values– UK

Term	Symbol	Value
semibreve rest		4 beats of silence
minim rest		2 beats of silence
crotchet rest		1 beat of silence
quaver rest		1/2 beat of silence
semiquaver rest		1/4 beat of silence

WIDER LISTENING

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

- TREBLE CLEF NOTATION: "I Knew You Were Treble" - https://www.youtube.com/watch?v=U2TLtRu6Hqk
- RHYTHM "Musical Fruits - Rhythm through syllables" - https://www.youtube.com/watch?v=71fkBqZ_4K8
- SINGING "Proud" (the song you will be singing) - https://www.youtube.com/watch?v=OygsHbM1UCw

7.1 KS3 Core PE
Warm Ups, Cool Downs
& the Voluntary Muscles

WARM UPS

Key Vocab
Flexibility **Temperature**
Preparation **Oxygenated**
Focus

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

Principles of a Warm Up (1)

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

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

Stages of a Warm Up (2)

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

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

Principles of a Cool Down (3)

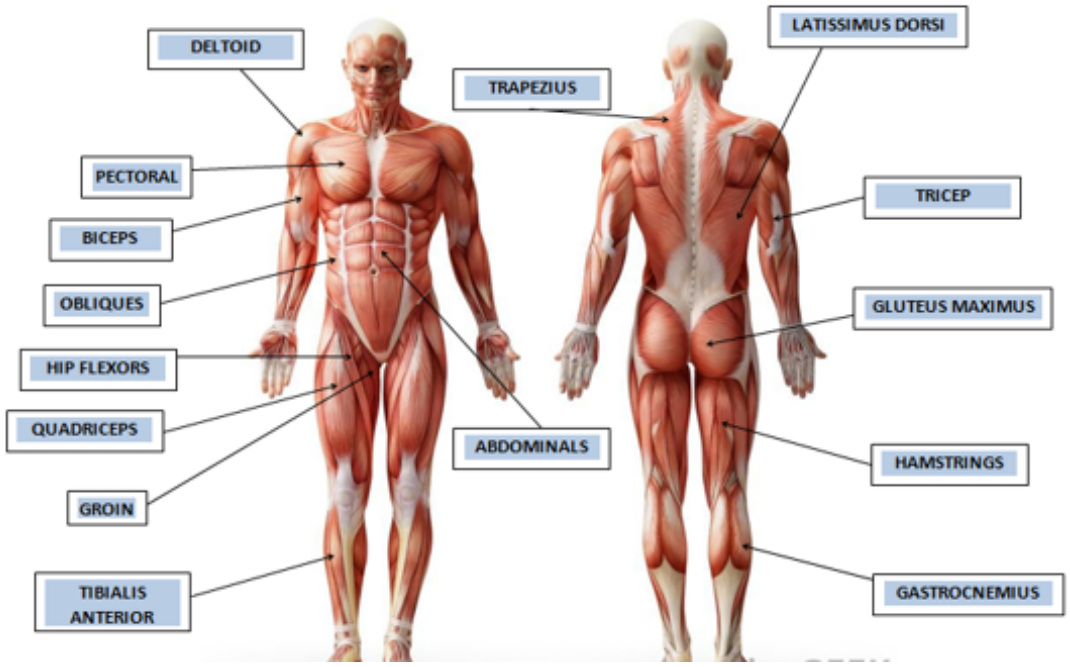
	Principle	Description
1	**Remove Waste Products**	Remove such waste products as **Lactic Acid**, which builds up in your muscles during activity, removing the acid will **limit soreness (DOMS)** after exercise and **blood pooling.** It **improves flexibility** too!
2	**Reduce Body Temperature**	Allows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

Stages of a Cool Down (4)

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

Muscles of the Body

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



Key Misconceptions/mistakes

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

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

Key Term	Definition
Monotheistic	A belief that there is only one God, as found in Christianity or Islam.
Agnostic	The belief that the existence of God is not known.
Atheist	A person who does not believe in the existence of God.
Humanism	A focus on human needs + values rather than religious beliefs or God(s).
Commandment	A divine rule, for example the Ten Commandments.
Precept	A general rule, helping to guide behaviour.
Rights	An entitlement, something a person should do or have.
Responsibility	Something a person has a duty to do.
Apostle's Creed	A summary of Christian teachings / beliefs. It confirms the belief in God the Father, the Son and the Holy Spirit.
The Shahadah	Summary of Muslim beliefs: There is no God but Allah, and Muhammad (pbuh) is his prophet.
Parable	A story with a moral, used to teach a lesson.
Agape	Unconditional love, shown by God to humans – and talked of by Jesus.

Key Quotes

"God said to Moses, 'Come up to Me, to the mountain, and remain there. I will give you the stone tablets, the Torah and the commandment that I have written for [the people's] instruction.'" (Exodus 24:12)

"He who does not love does not know God, for God is love." (1 John 4 – 8)

"And you shall love the Lord your God with all your heart, with all your soul, with all you your mind and with all your strength. The second is this; 'Love your neighbour as yourself'. There is no commandment greater than these". (Mark 12:30-31)

Key Knowledge – Rule Systems

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

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

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

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

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

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

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

Buddhism

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

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

Christianity

Origins / Sources of Authority: Christianity was founded 2000 years ago in present-day Israel. The first Christians said a recently crucified Jewish man, **Jesus,** was the Messiah (promised saviour of people) and **God incarnate**. After his death he had been resurrected. These beliefs spread and created a new religion: Christianity, the biggest religion in the world today. The **Bible** is the Christian holy book, and their symbol is the **Cross**.

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

Hinduism

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

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

Islam

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

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

Judaism

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

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

Sikhism

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

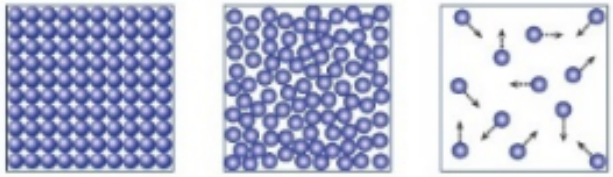
Key Beliefs: Nanak's message was that there are many religions, but **only one God.** Sikhs are monotheists who believe that **God loves all equally**, no matter how they worship. The term **'Sikhi'** is often used as it suggests continual learning and involvement with Sikh ideals like **Sewa** (service).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

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

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

Year 7 Topic 1 Chemistry Knowledge Organiser

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



Solids have a fixed shape, have a high density and cannot be compressed.

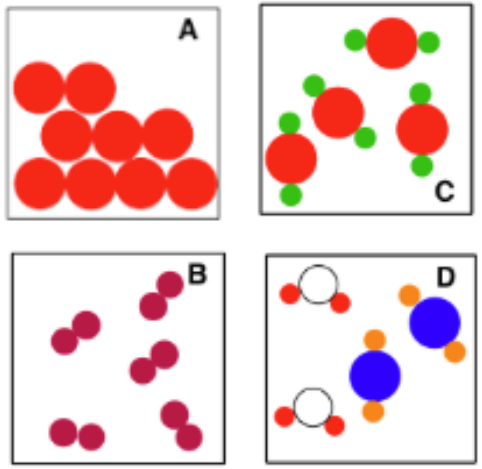
Liquids flow and can be poured, take the shape of the bottom of the container. Liquids cannot be compressed.

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

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

Compound – Two or more different atoms chemically combined. (Different kinds of circles joined together, each molecule the same).

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



Match these diagrams to the descriptions you have been given. Can you use any of these terms more than once with the same diagram.

Chemical Reactions

Chemical reactions make a new substance as a product. They can be represented by a word equation in the format:

Reactants → Products

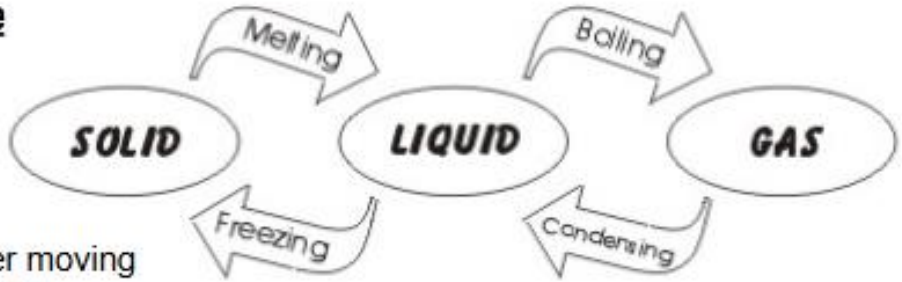
Many different things can be observed during a chemical reaction such as fizzing/ bubbling (gas given off); temperature change; colour change; precipitate (solid) formed.

Research a chemical reaction that:

- Changes colour
- Releases a gas
- Creates a temperature change

Year 7 Topic 1 Chemistry Knowledge Organiser

Changes of state



Can you describe water moving between all three states?

Find the answers to the following questions:

Who invented the periodic table?
How is the periodic table arranged?
Where are metals and non metals found on the periodic table?
Why are elements grouped in the same column of the periodic table?

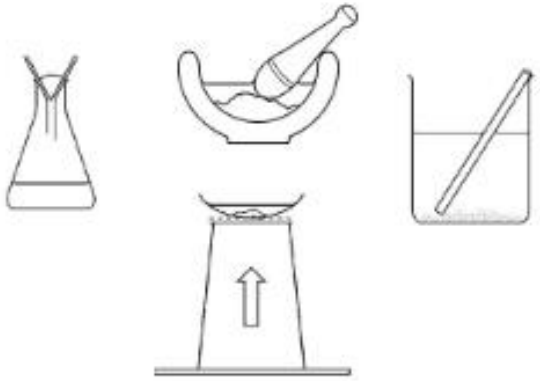
Experimental Design

This is a common experiment that looks at how to separate substances.

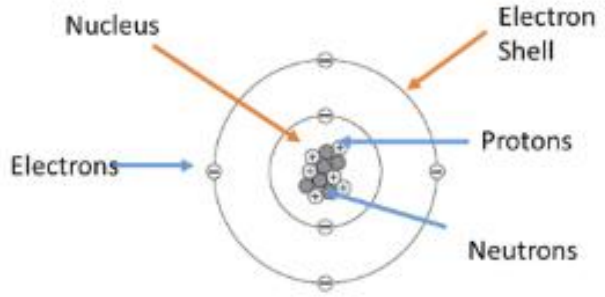
You also might like to think about how you would do this experiment in a safe way.

Planning an experiment:

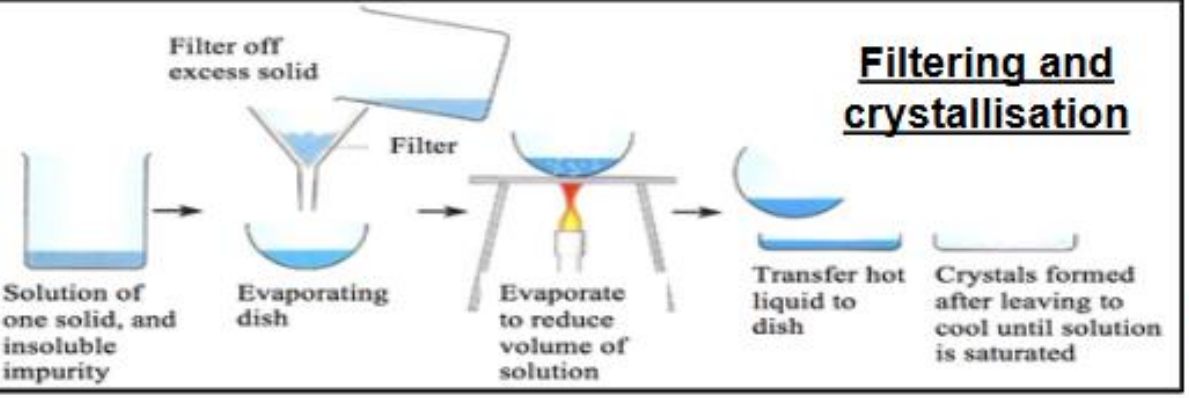
You have a beaker full of rock salt (sand and salt).
You want to separate the mixture so you have only salt.
Look at the diagrams below and use them to write a step by step method explaining how to separate salt from rock salt.

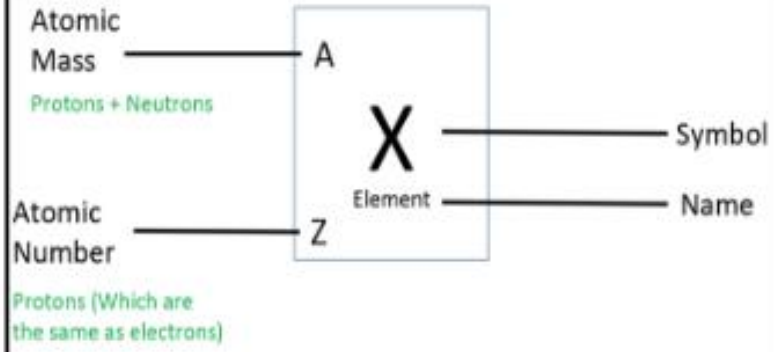


Atoms – The smallest part of an element.

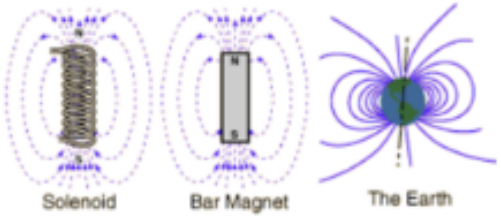


Filtering and crystallisation





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

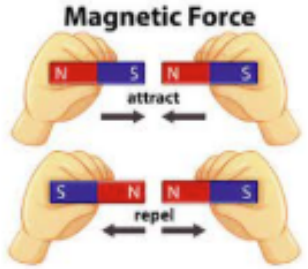


Bar magnets

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

Describe what happens when different ends of two magnets come together.

You can use the diagram to help you.

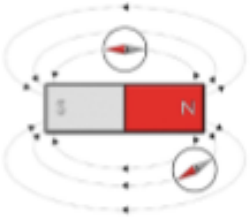


A solenoid is a loop of wire with a current passing through it which creates a magnetic field.

More loops of wire or a larger current make a stronger magnetic field.

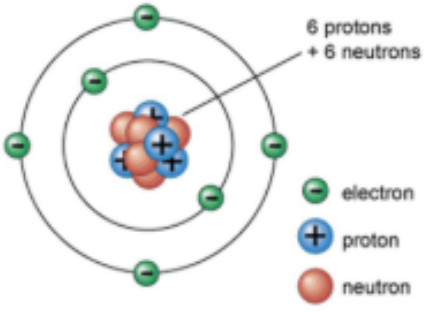
Electromagnets (solenoids with soft iron cores and electricity going through the wire) also produce magnetic fields.

A plotting compass can help us map the magnetic field.

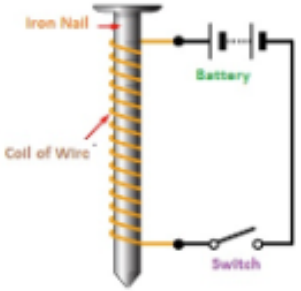


Explore the magnetic field made by a horseshoe magnet or a different planet.

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



A student creates an electromagnet like the one shown here. They test how many paper clips it can pick up with different numbers of coils around the nail and get the results shown in the table. Draw a graph for these results.



Number of Coils around the nail	Number of paper clips picked up.
10	3
20	5
30	8
40	10

Tip: Use the column titles as the labels for the y and x axis of your graph.

Year 7 Knowledge Organiser Physics – Electricity

Conductors and Insulators

Some materials are better at allowing electricity to flow through things than others.

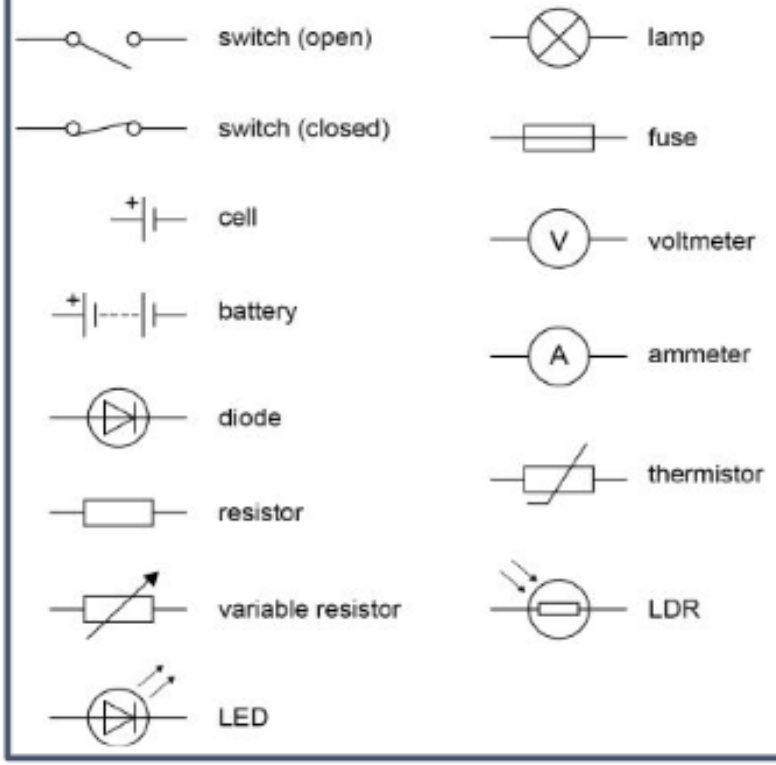
Create a list of materials that are good conductors and materials that are poor conductors (insulators) of electricity. Start with the objects here.

Measuring current and voltage

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

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

Circuit Symbols Key

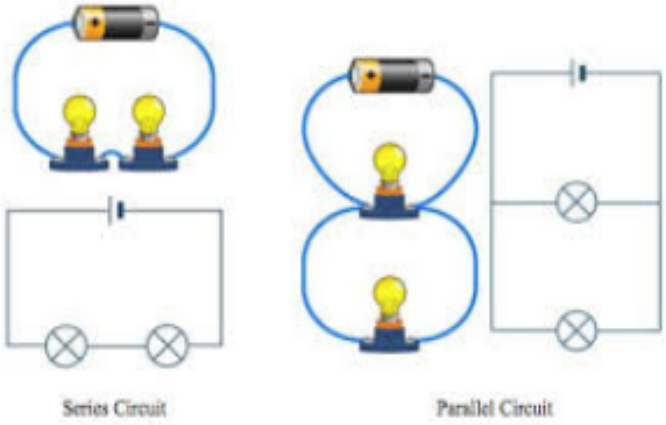


Potential Difference (P.D.) (symbol V, measured in volts, V) is provided by a cell or battery. It measures the size of the push given to charges around the circuit.

Current

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

Circuit diagrams help us to simply display complex circuits.



A **series circuit** has one loop.

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

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

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

Can you draw a series circuit that includes a cell, switch, ammeter and voltmeter measuring one of 3 bulbs?

Spanish Y7 Autumn Term Knowledge Organiser Unit 1: ¡Bienvenidos! – Welcome!

Key spellings

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

1. Hola	Hello
2. Me llamo	I am called
3. cumpleaños	Birthday
4. Vivo en	I live in
5. Soy	I am

Key vocabulary and questions

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

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

¿Cuántos años tienes?	How old are you?
Tengo…años	**I am…years old**

In Spanish, we use the verb TENER (to have) to talk about our age, instead of the verb to be:

Tengo once años = I am 11 years old
(literally, I have 11 years)

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

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

There are no capital letters for months in Spanish.

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

For the 1st of the month, you can either say *el uno* **or** *el primero*:

El primero de mayo/El uno de mayo

¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el…de…	**My birthday is the…of…**

Example:
Mi cumpleaños es el <u>seis</u> de agosto
My birthday is 6th August

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

Make sure your adjective ending is correct. -o for boys and -a for girls

Qualifiers	Connectives
muy = very bastante = quite un poco = a bit	y = and también = also pero = but

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

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

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

Spanish Y7 Autumn Term Knowledge Organiser Unit 2: Mi familia – My family

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. Se llama	He/She/It is called
2. Tiene	He/She/It has
3. Tengo	I have
4. un hermano	a brother
5. es	He/She/It is

Key vocabulary and questions

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

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

¿Cómo se llama…?	¿What are they called?
Mi abuelo se llama…	My grandad is called…
Mis padres se llaman…	My parents are called…
Mi tía tiene…años	My aunt is…years old
Mis primos tienen…años	My cousins are…years old

¿Tienes mascotas?	Do you have pets?
Sí, tengo…	**Yes, I have…**
una cobaya	a guinea pig
una serpiente	a snake
una tortuga	a tortoise
un perro	a dog
un gato	a cat
un caballo	a horse
un pájaro	a bird
un ratón	a mouse
un pez	a fish
No tengo mascotas	**I don't have any pets**

Los colores	Colours
blanco/a	white
amarillo/a	yellow
negro/a	black
rojo/a	red
verde	green
gris	grey
marrón	brown
azul	blue
rosa	pink
naranja	orange
violeta	purple

Key grammar – Adjectival agreement

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

Singular		Plural	
Masc	Fem	Masc	Fem
amarill**o**	amarill**a**	amarill**os**	amarill**as**
blanc**o**	blanc**a**	blanc**os**	blanc**as**
verde	verde	verde**s**	verde**s**
azul	azul	azule**s**	azule**s**
rosa	rosa	rosa	rosa

The verb TENER (To have)	
tengo	I have
tienes	you have
tiene	he/she/it has
tenemos	we have
tenéis	you (pl) have
tienen	they have

The verb SER (To be)	
soy	I am
eres	you are
es	he/she/it is
somos	we are
sois	you (pl) are
son	they are

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

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

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

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

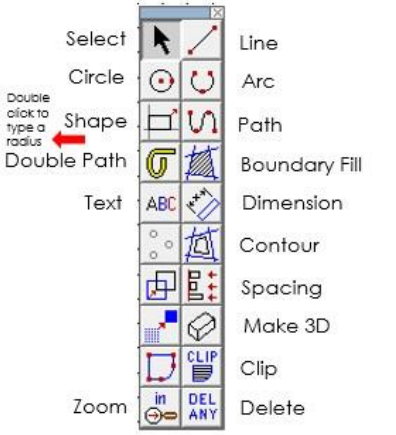
Computer Aided Design

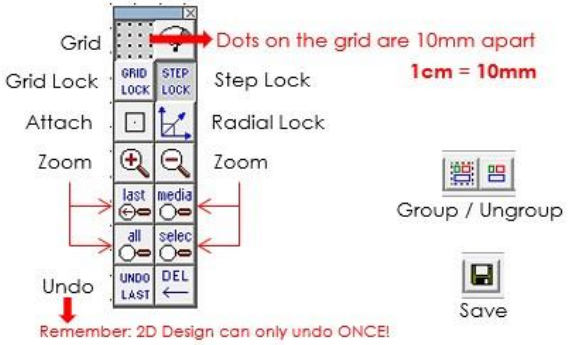
Advantages	Disadvantages
Highly accurate	Expensive set up
Can communicate with CAM	Requires Training
Files can be saved/shared via email	Files can corrupted/be deleted
Can use features like copy and paste	Requires access to a computer

Computer Aided Manufacture

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

Drawing Aides and Tools:





Group / Ungroup

Save

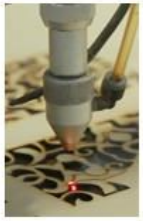
If you hold the mouse button down over a tool you will be offered a variety of options.

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

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

Red = Laser cut
- Laser moves slowly at high power

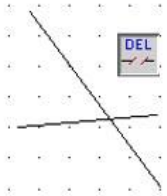
Other colours can be set up and used as required



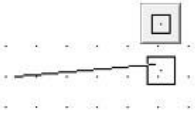
Materials suitable for laser cutting:

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

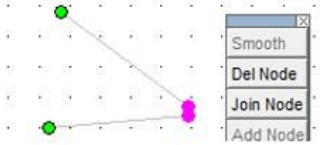
How to ensure a closed boundary:



Overlap lines and 'Delete Part'



Use the 'Attach' tool



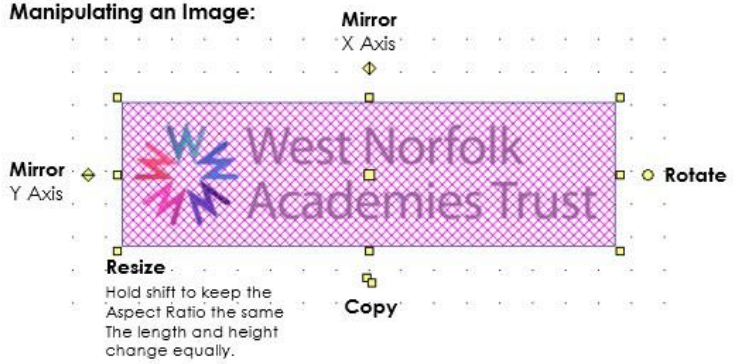
'Edit' the lines and join the nodes

Vectorising:

Bitmap Image
Full Colour

Vector
Monochrome = Black and White

Manipulating an Image:



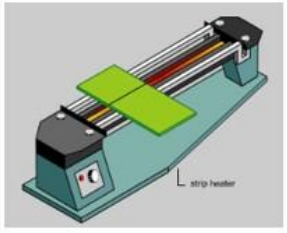
KS3 Knowledge Organiser – **Year 7 Plastics, Health & Safety, Simple Electronics**

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

Advantages:	**Disadvantages:**
Available in many colours and styles Recyclable	Brittle Scratches easily Oil based (bad for the environment)

Types of Plastic	
Thermosetting	
Epoxy resin, polyester resin, urea formaldehyde	Can only be heated and shaped once Not recyclable
Thermoplastic (Thermo-forming Plastic)	
Acrylic, PVC, polythene, nylon, polypropylene	Can be heated and shaped repeatedly Can be recycled

Thermo-Forming: Bending Plastic



Strip Heater

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

Health & Safety

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

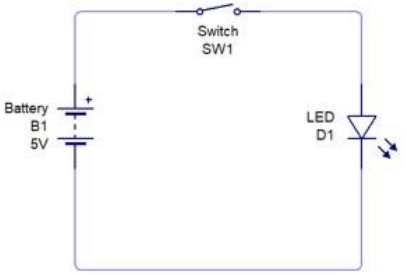
Health and safety rules MUST be followed at all times.

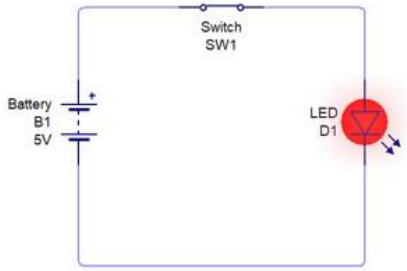
Long hair must be tied back and ties tucked in to prevent entrapment in machinery.

Electronics – LED's

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

Electronics – Circuit





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

Battery	
Switch	
LED	

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

Wood
(Often used as a general term)

Natural Wood (Cut from a Tree)

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

Types of Wood

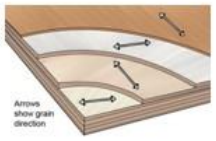
Natural wood can be divided into two groups, Hardwood and Softwood. The properties shown below are generally true for each group

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

Manufactured Board or **Man Made Boards**

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

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



Hardwood

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

Softwood

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

MDF – Medium Density Fibreboard

Advantages	Disadvantages
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

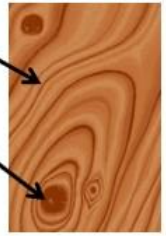
The rings on a tree stump indicate annual growth so you can age a tree by counting the number of rings.

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.

Notes

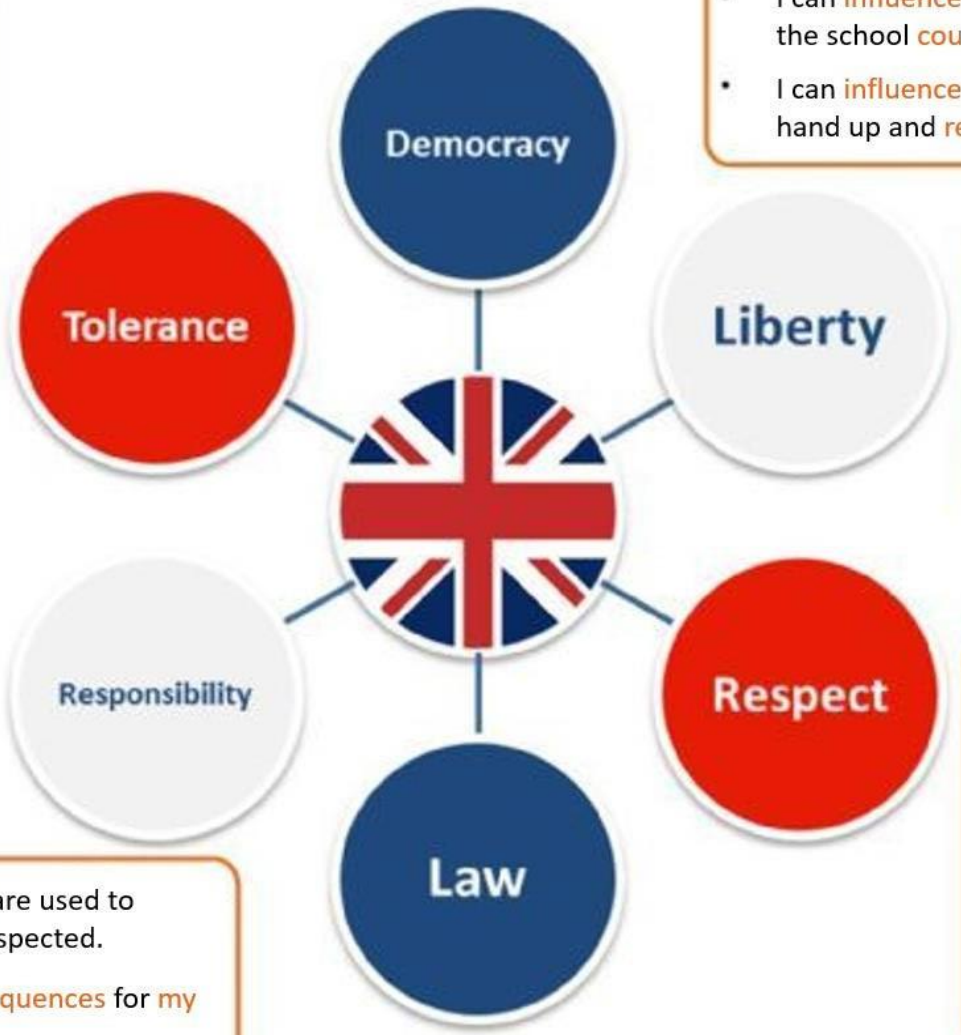
Notes

Notes

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.

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

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

Social - Moral - Spiritual - Cultural

YEAR 7
STAYING SAFE

Theme: E-safety, Online safety & Exploitation
Organisation: The National Crime Agency's CEOP Education team
Website: www.thinkuknow.co.uk

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://norfolklgbtproject.org.uk/

Theme: LGBTQI+
Organisation: Stonewall
Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality
Organisation: Kite Trust (Cambs)
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