

# Knowledge Organiser

## Year 7



Name:

Tutor:

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# How to use your Knowledge Organiser

The Knowledge Organiser is designed to help you learn a wide range of knowledge, which will mean that you are more prepared for your lessons, and exams in the future.

For homework you should use your Knowledge Organiser to either:

- Write from memory
- Make mind maps
- Transform the knowledge
- Make Flashcards

Do not just read, highlight or copy from the Knowledge Organisers! You will be set regular retrieval practice activities such as quizzes to ensure you have mastered all of the knowledge from the organisers.

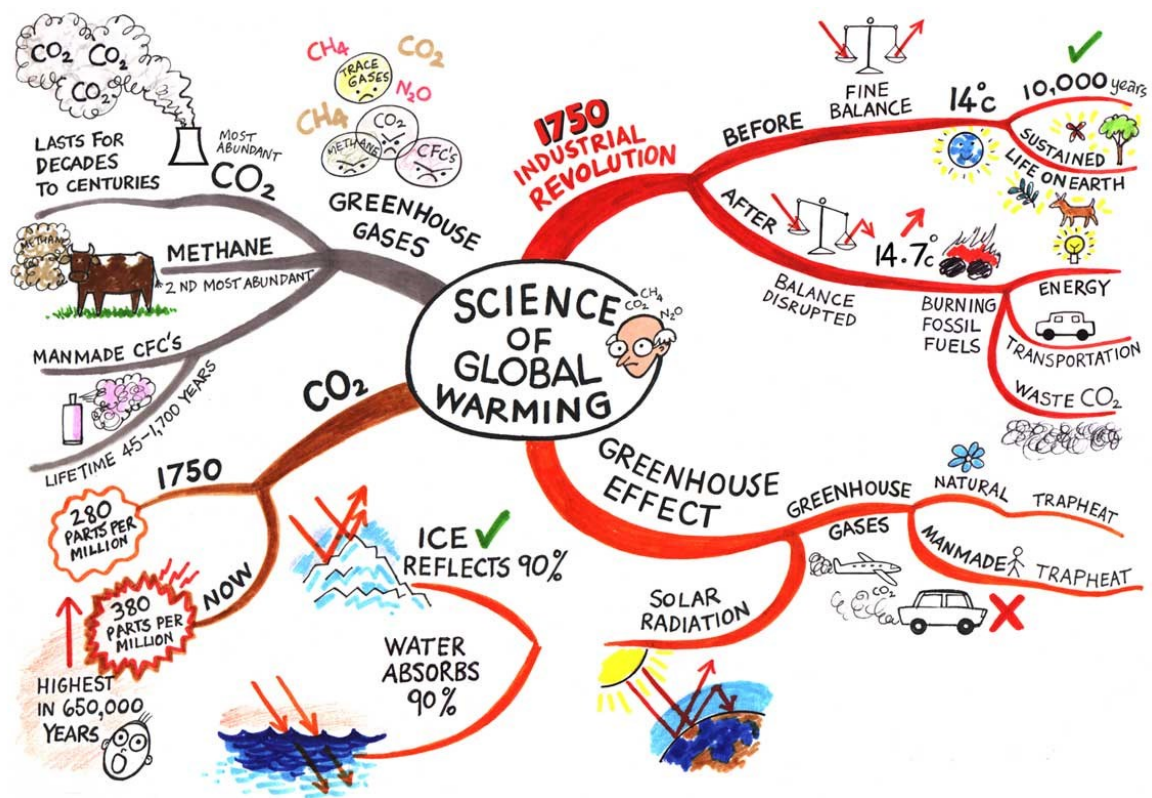
# Look, Cover, Write, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. Try and **write** out key definitions or facts that you need to know.
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.



# Look, Cover, Mind Map, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. Create a **mind map** that maps out everything from your knowledge organiser using keywords, colour and images.
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.



# Look, Cover, Transform, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. **Transform** the information on the knowledge organiser into either a mnemonic or series of images (cartoons, flow diagrams etc.).
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.

Kings	Play	Chess	On	Fine	Glass	Sets
K I N G D O M	P H Y L U M	C L A S S	O R D E R	F A M I L Y	G E N U S	S P E C I E S

# Look, Cover, Flashcard, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. Produce a **flashcard** with questions you can ask yourself on the front, and then write the answers on the back.
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.




## ART YEAR 7 BUILDINGS PROJECT


Formal Elements		Materials	
<b>Subject Matter</b>	What has the artist or photographer chosen as a theme?	<b>Pen &amp; Ink</b>	
<b>Line</b>	A mark or a stroke that can describe or define a space.	<b>Pastels</b>	
<b>Pattern</b>	A design created by repeating lines, shapes, tones or colours.		
<b>Colour Palette</b>	Range of colours chosen by an artist or photographer.		
<b>Composition</b>	Organisation of shapes within a space.		
Artists		Colour Theory	
<b>Gaudi</b>	 Gaudi, 1906 Chimney Pots in Barcelona	<b>Zaha Hadid</b>	 Zaha Hadid's Parametric Design
	 Rob Dunlavy, 2011 Crystal Cities	<b>Dunlavy</b>	 Rob Dunlavy, 2011 Crystal Cities
	 Natural forms Organic shapes - plants, animals Mosaic Architecture Stone Carving		 <b>Primary</b>
	 Organic structure Architecture Monochrome buildings Light and shadow / tone Waves, dunes Movement Curves		 <b>Secondary</b>
	 Architecture - cityscapes Straight lines - grids Patterns Overlapping shapes Limited colour palette Primary colours		 <b>Tertiary</b>



# Art

## ART YEAR 7 MOVEMENT

Formal Elements		Materials & Techniques	
<b>Subject Matter</b>	What has the artist or photographer chosen as a theme?		Tissue paper colour mixing
<b>Tone</b>	Describes dark and light.		Dry Brush
<b>Colour Palette</b>	Range of colours chosen by an artist or photographer.		Wet into Wet
<b>Composition</b>	Organisation of shapes within a space.		Blending
<b>Form</b>	A 3D shape.		On it's side
<b>Proportion</b>	Proportion tells us about a portion or part in relation to a whole.		Blending
<b>Abstract Art</b>	Has colour, lines and shapes, but they are not intended to represent objects or living things.		Lines
			On it's side
			Blending

Artists		Colour Theory	
<b>Giacometti</b>		<b>Analogous</b>	When they are very similar to each other on the colour wheel.
	Giacometti, 'Walking Man', 1947	<b>Monochrome</b>	Tints and shades of a single colour.
<b>Matisse</b>		<b>Complementary</b>	Opposite colours on the colour wheel.
	Matisse, 'Two Dancers', 1937		When mixed together they cancel each other out and make a grey.
<b>The Futurists</b>			
	Luigi Russolo, Dynamism of a Car, 1912		

**What influenced the Italian Futurist's artwork?**

Transport & Invention



World War One



1914-1918



The Invention of Photography








Speed & looking to the future

# Computer Science

## Computing Systems

### Device Specifications

Picture	Component	Use	Examples
	Processor (CPU)	Executes program instructions.	Intel Core i5 AMD Ryzen 5000
	Memory (RAM)	Stores programs and data currently in use. Volatile	DDR 4
	Storage	Store programs and data. Persistent	Hard Disk Drive (HDD) Solid-State Drive (SSD)
	Communications	Used to exchange information between computing systems	Bluetooth, Ethernet USB
	Graphics Processor	Used to process the visual information for display on screen.	NVIDIA GeForce 1660 Intel HD Graphics

### Key Terms

Key Term	Meaning
<b>CPU</b>	Central Processing Unit—the Carries out instructions and performs calculations
<b>RAM</b>	Random Access Memory—Stores programs and data currently in use.
<b>Volatile</b>	When the computer is switched off, the contents are deleted.
<b>Persistent</b>	When the computer is switched off, the contents are still stored and can be retrieved later.

## 3d modelling in SketchUp

### Key Tools

Picture	Tool Name	What it is used for	Picture	Tool Name	What it is used for
	Select	Selects the part of your model you want to work on		Orbit	Rotates the camera around your model
	Shapes	Draws a rectangle, other shapes available via the drop-down menu		Pan	Moves camera horizontally and vertically
	Offset	Draws a copy of a shape at a uniform distance from the original		Zoom	Moves camera closer or further away
	Push / Pull	Push and pull a surface to create 3d shapes		Zoom Extents	Resets the zoom so you can see all the model
	Move	Move or stretch a line		Paint Bucket	Adds colour or texture to a surface
	Line	Draw a straight line		Arc	Draws a 2 point arc

### Keyboard

Copy



Paste



Undo your last action





Screen-shot



## Programming in Python

### Commands

	Prompt	Keyword(s)	Description	Example
	input	input(...)	Use this to get data from the user.	<code>yourname = input()</code>
	output	print(...)	Use this to display data on the screen.	<code>print("Hello world") print("Hello", yourname)</code>
	selection	if...elif...else...	Branches the program off in different directions depending on different conditions.	<code>if yourname == "Fred":     print("Hello") elif yourname == "Ellie":     print("Good to see you") else:     print("Who are you?")</code>
	iteration	for ... :	Repeats code for a set number of times.	<code>for counter in range (5) :</code>
	repetition	While ... :	Repeats a code while a condition is true.	<code>while repeat == "Y":</code>

## Programming in Python

### Comparisons

Meaning	Operator
Equal to	==
Not equal to	!=
Greater than	>
Greater than or equal to	>=
Less than	<
Less than or equal to	<=

### Data Types

Name	Examples
<b>string</b>	"desk" "Fred" "γ" "67" "!*?"
<b>integer</b>	1 67 563
<b>float</b>	2.4 67.0 604.67

## Year 7 Design & Technology

### Core Material Knowledge:

### Woods and Manufactured Boards

Wood is an extremely useful **natural resource**. Different types of trees provide different types of wood with unique properties. In this module you will learn the types, properties and uses of woods.

All woods can be put into two categories **1. HARDWOODS 2. SOFTWOODS**

#### HARDWOODS

Hardwoods are from trees that have leaves, often called **Broadleaf** trees. These trees lose their leaves in autumn. They are slow-growing and as a result are often very expensive to buy.



#### WOODS

#### SOFTWOODS

Softwoods are from trees that have needle-like leaves, often containing pine cones. These are called **coniferous** trees. They grow in cold climates and are very fast growing. As a result, these woods are often cheaper to buy.



Hardwood	Properties	Uses
 <b>Oak</b>	Very heavy, good strength, durable, hard	High Class Furniture, boat building, garden furniture.
 <b>Beech</b>	Speckled grain pattern, hard, tough and strong	Furniture, children's toys, flooring
 <b>Mahogany</b>	Dark in colour, hard, strong and resistant to rot.	Flooring, indoor furniture, jewellery boxes

**WOOD GRAIN**  
All woods have a pattern, called **grain**. The wood grain is an important part of the woods strength and structure.

Softwood	Properties	Uses
 <b>Pine</b>	Easy to work with, strong, cheaper to buy	Door frames, furniture construction, roofing frames
 <b>Cedar</b>	Close-grain, durable, fairly weather resistant	Outdoor furniture, sheds, fencing

- MDF** - Tiny fibres glued and squashed together.
- Plywood** - Layers of thin sheets of wood glued together
- Chipboard** - Wood chips glued together



#### MANUFACTURED BOARDS

Left-over woods, sawdust and chippings can be made into large sheets of wooden material. These are called **manufactured boards**. These are very useful as they come in large sheets, ideal for making big products.

The 3 common examples are: **MDF, Plywood, Chipboard.**



## Year 7 Design & Technology

### Core Material Knowledge:

### Woods and Cutting Techniques

#### MARKING OUT TOOLS

1.	Before cutting any wood, you need to mark-out your design carefully.		
2.		3.	

In your Design & Technology lessons you will be introduced to a range of workshop tools and equipment. In this module you will specifically learn new tools, equipment and techniques for cutting and shaping wood.

#### CUTTING TOOLS

4.	The following tools should be used correctly when cutting woods.		5.	
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#### SANDING TOOLS & EQUIPMENT

6.	In order to get a smooth finish for woods, you need to be aware of the following sanding tools and equipment.		7.	
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#### Use

No.	Tool Name	Use
1	<i>Steel Rule</i>	Measuring in millimetres (mm) and centimetres (cm).
2	<i>Pencil</i>	Only used for marking-out lines on woods.
3	<i>Try Square</i>	Used for marking-out 90 degree angles.
4	<i>Tenon Saw</i>	Cutting straight lines in wood.
5	<i>Bench Hook</i>	Holds wood into place when cutting.
6	<i>Sandpaper</i>	Used to smooth the surface of woods (by hand).
7	<i>Linisher</i>	Used to sand and smooth wood.

#### CUTTING TECHNIQUES

##### TENON SAW & BENCH HOOK

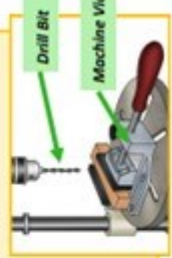
To cut wood in a straight line, we use a **tenon saw** and **bench hook**.

The bench hook holds the material in place allowing you to cut accurately. The bench hook will get secured into the vice.



##### DRILLING (PILLAR DRILL)

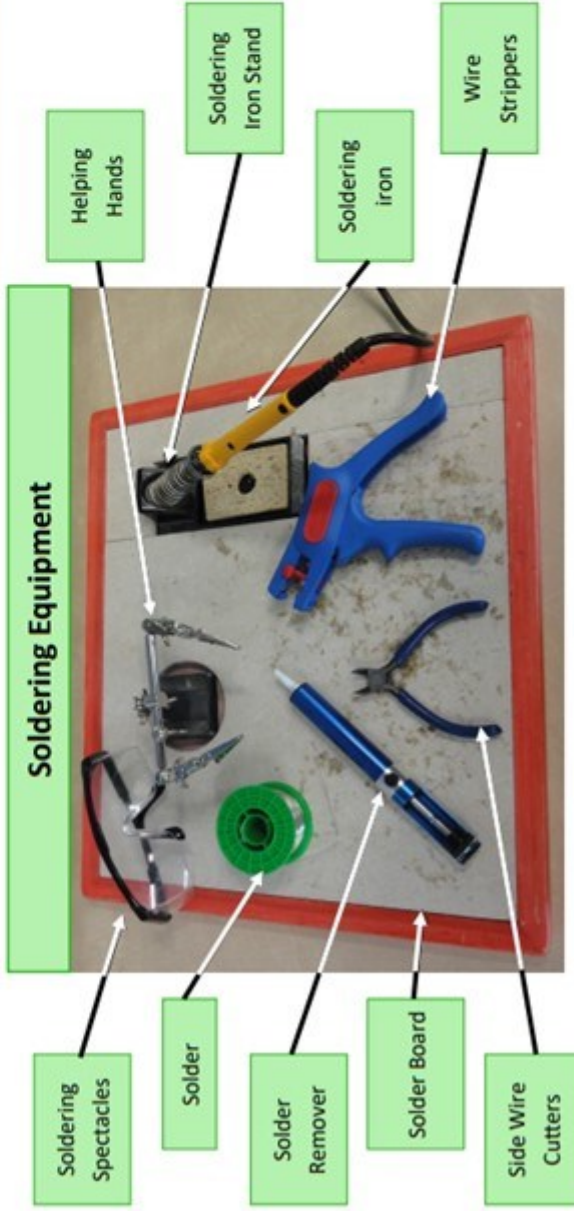
All material must be held in place by a **machine vice**. This will hold it securely in place when drilling. You must drill slowly by pulling down the handle, so that the drill bit goes into the material, drilling a hole.



## Year 7 Design & Technology

### Core Material Knowledge: Electronics: Soldering

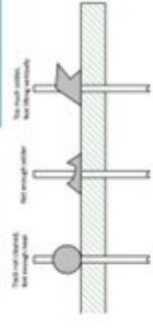
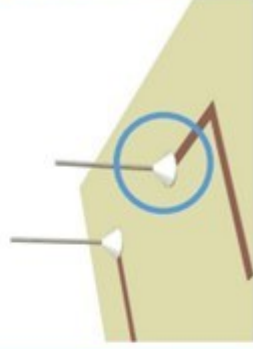
**Soldering** is a joining process used to join electronic components and the metal tracks of the PCB together by melting a metal called **solder**. In this module you will learn about the how to solder, the equipment, health and safety and how soldering should look.



#### Soldering Equipment

#### Soldering Technique

Your solder joint should be a small neat cone/pyramid shape.  
It also needs to cover the component hole so there are no gaps between the component and track.



Bad Soldering Joints

SIDE VIEW OF PCB

#### SOLDERING TOP TIPS

1. To keep components from fall out bend the legs in line with the copper tracks
2. If the solder gets stuck to the PCB/component place the soldering iron back onto it to release
3. Avoid dry joints by feeding enough solder to make a small cone
4. Ensure the components legs are sticking out trackside of the PCB

#### Healthy & Safety

**WHEN SOLDERING**  
You must wear safety specs and an apron.  
The soldering iron is extremely hot so you must always hold it by the handle and place it back into the stand when you are finished.



**Solder Specs**  
Used to protect your eyes when soldering



**Apron**  
Used to protect your clothing from splashes or spillages

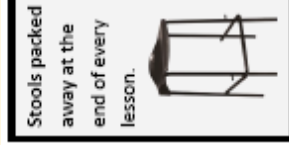


## Year 7 Design & Technology

### Core Material Knowledge: Workshop Practice

Good health and safety is really important in the school workshop, especially when using different tools and equipment. Your own safety is important, as is the safety of the people around you.

#### The Design & Technology Workshops



Stools packed away at the end of every lesson.



**Bench Vice:**  
Used to hold material. Do not touch in a lesson.



**No Bags in the work-shops.** All floor space kept free and tidy

**Do not touch or move equipment or materials unless asked to do so by a teacher**

#### SAFETY SYMBOLS

You must be aware of the following symbols that are located throughout the department:



Eye protection to be worn on some machines.



Some areas require gloves to be worn, in order to protect your hands.



Some areas of D&T are out of bounds for students.



Machines have 'emergency stop' buttons, in order to switch them off quickly.



Some equipment may be hot. Don't touch it unless told to

#### Protective Equipment

##### PROTECTIVE EQUIPMENT

Whenever you complete any practical work in the product design workshop, you are expected to wear Safety Goggles and an Apron.

**Safety Goggles**  
Used to protect your eyes when using machines



**Apron**  
Used to protect your clothing from splashes or spillages.



##### BASIC WORKSHOP REQUIREMENTS

1. Listen carefully to teacher instructions and demonstrations at all times.
2. Wear required safety equipment when asked (goggles, aprons etc).
3. No running / shouting.
4. Do not distract others when using tools and equipment.
5. No eating / drinking.
6. Do not touch materials or equipment unless told to by a teacher

## Year 7 Design & Technology

### Core Material Knowledge:

Textile products are an essential part of our everyday lives; they are often referred to as fabrics. They are made from fibres which are very varied and are used to make everything from clothes to cars and even buildings!

### Textiles Materials

*How textiles products behave depends on two things— what they are made from (source) and how they are made (construction).*

#### WHAT ARE FABRICS MADE FROM?

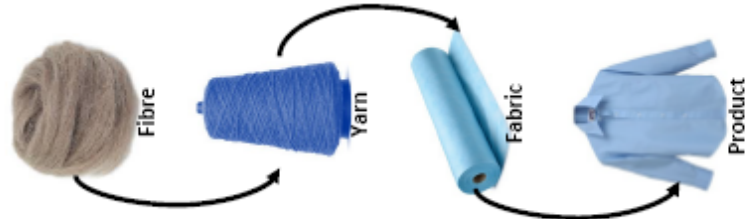
Fabric fibres come from a range of sources and are chosen for their properties. If the wrong type of fabric is used a product might not work. Imagine a towel that didn't absorb water, or a rain coat that wasn't waterproof!

Source	Properties	Examples
<b>Natural fabrics:</b> These are grown from a plant or come from animals	Biodegradable, can shrink when washed lots, comfortable, crease easily, absorbent	Denim jeans, cotton t-shirts, towelling, bedding, wool
<b>Man-made fabrics:</b> These fabrics are made from oil. They are usually types of polymers (plastics) so can sometimes be made with recycled plastic.	Durable, strong, dry quickly, don't crease easily, can sometimes be recycled, do not biodegrade	Sportswear, outdoor fabric, school bags, bullet proof vests
<b>Regenerated fabrics:</b> These fabrics come from plants and trees but have to be chemically altered to become a fabric that we can use	Cheaper than natural fabrics, dry quickly, imitate the feel of natural fabrics like wool	Ribbons, low cost fashion clothing, bamboo socks, underwear,

#### BLENDING & MIXING FABRICS:

Different types of fibres can be mixed and blended together to change the properties of the fabric. Your blue school shirts are made from a blend of polyester and cotton (sometimes called polycotton for short).

### FABRICS



#### HOW ARE FABRICS MADE?

All fabrics are either woven, knitted or non-woven. The construction on the fabric can change some of the properties from the fibre, for example fibres that don't stretch can be turned into fabrics that do stretch.

Construction	Properties	Uses
<b>Woven:</b> 	Most common type of fabric, patterns can be made from the weave, does not stretch, frays	Shirts, trousers, car bodywork, upholstery, carpets & rugs, bags
<b>Knitted:</b> 	Stretches, unravels easily, can ladder, doesn't fray, patterns can be created by using different stitches	Jumpers, t-shirts, underwear & socks, bandages
<b>Non-Woven (sometimes called bonded):</b> 	Doesn't fray, doesn't stretch, can be moulded into 3d shapes, cheap to make	Disposable textiles like baby wipes and kitchen cloths, insulation in buildings, felt products

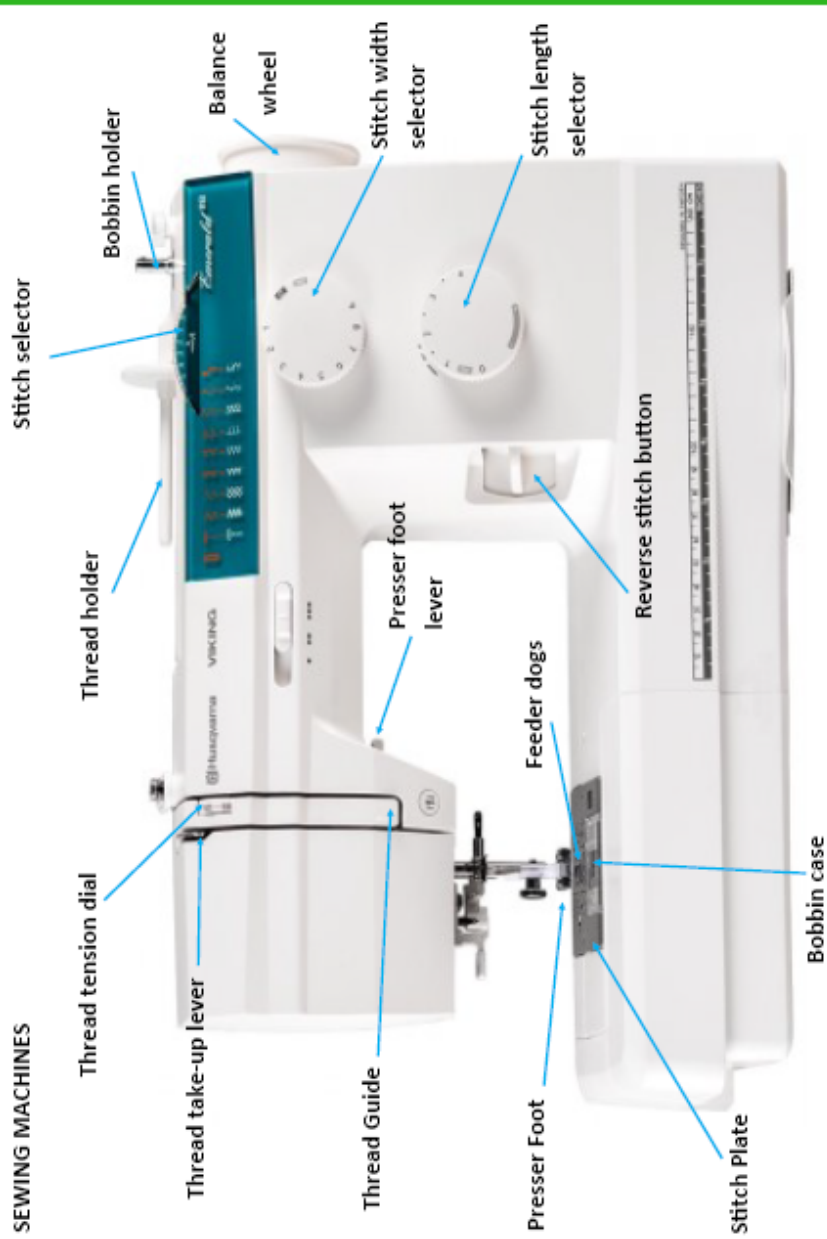
## Year 7 Design & Technology

### Specialist Material Knowledge: Textiles Materials

We have lots of different types of sewing machines in the department. They may look slightly different, but they all have the same parts and work in the same way.

*Using a sewing machine safely and accurately is an important skill. The diagram below explains the different machine parts*

#### SEWING MACHINES



#### HOW DO SEWING MACHINES WORK?

Two lines of thread are passed through the machine using lots of different levers and motions.

Motion	Diagram	Machine part
<b>Linear</b> Along a line in one direction		Fabric moving through the machine
<b>Reciprocating</b> Backwards and forwards along a line		Needle moving up and down. Presser foot lever
<b>Rotary</b> Around a point (spinning)		The balance wheel Feeder dogs
<b>Oscillating</b> Backwards and forwards around a point (swinging)		The bobbin case Stitch selector

## Year 7 Design & Technology

### Specialist Material Knowledge: Textiles: Decoration Techniques

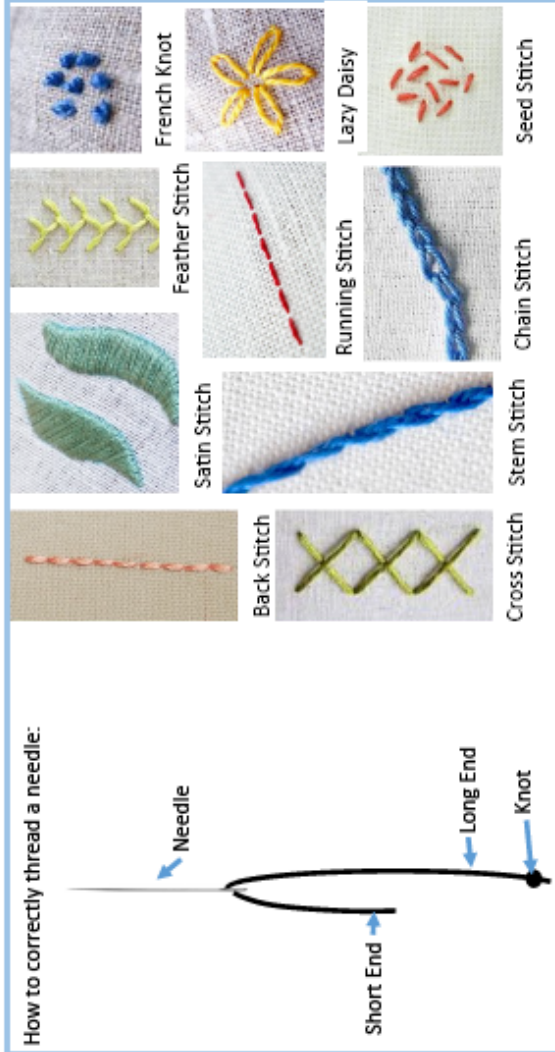
#### EQUIPMENT USED IN TEXTILES

No.	Tool Name	Use
1	Needle	Hand sewing using thread. Different size needles are used for different size thread. Has an eye.
2	Pins	Used for holding together layers of fabrics while sewing. Has a head.
3	Fabric Shears	Used for cutting fabrics. They have an extra long blade and are very sharp
4	Snips	Used for cutting small threads or small details. Have very sharp points
5	Pinking Shears	Used for cutting fabrics into a zig-zag pattern. This stops the edges fraying and looks decorative.
6	Quick Unpick	Used for undoing machine stitching. The points are very sharp
7	Iron & Board	Used for pressing creased fabric flat and attaching heat activated glue to products for decoration.



There are hundreds of ways to decorate your textiles products. You will get to try lots of different methods as part of your projects including some of the ones below.

#### HAND EMBROIDERY



#### HEAT TRANSFER VINYL

1: Lightly draw your design onto the vinyl and carefully cut it out using scissors.



2: Place it with the shiny side face up onto the background fabric



3: Cover with protective sheets and iron, pressing down firmly for about 10 seconds



4: When cool, carefully peel off the protective film on top of the vinyl.

## Year 7 Design & Technology

### Specialist Material Knowledge:

### Textiles: Decoration Techniques

#### APPLIQUÉ

##### What is appliqué?

Appliqué is a method of decorating fabric where a shaped piece of fabric is stitched on top of a background piece to make a design.



##### How to do Appliqué

Place a rectangle of Bondaweb with the glue side down on the back of your fabric. Iron it in place. It is a good idea to put protective paper over the top.



Using a pencil, draw the shape that you want to cut out on the paper side of the Bondaweb. Don't forget to that you will need to draw letters and numbers backwards!



Carefully cut out your design, then peel off the paper backing, then iron the fabric shape in place on your background fabric.



Sew around the edge of the shape either by hand or using a sewing machine. You can use different stitches depending on the effect you want.



There are hundreds of ways to decorate your textiles products. You will get to try lots of different methods as part of your projects including some of the ones below.

#### TIE DYE

##### What is Tie Dye?

Tie dye is a method of resist dyeing. This means something is put onto the fabric to prevent the dye being absorbed and creating a pattern. You will be doing single colour tie dye. There are lots of patterns to choose from that are created by folding or scrunching your fabric, then putting on tight elastic bands.

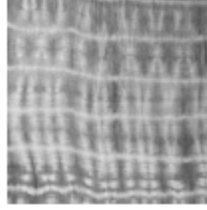


##### Tie Dye Patterns



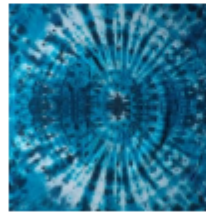
##### Marbled:

Scrunch up the fabric then add 2-3 elastic bands around the ball of fabric.



##### Stripes:

Roll the fabric into a thin sausage from one of the edges. Add 3-4 elastic bands along the sausage.



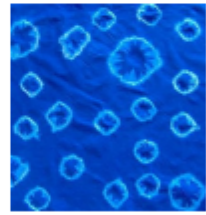
##### Starburst:

Pinch the fabric from the centre then smooth down the cone. Add 3-4 elastic bands along the cone.



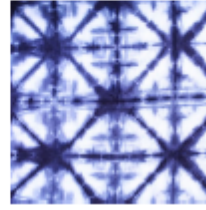
##### Diagonal Stripes:

Roll the fabric into a thin sausage from one corner. Add 3-4 elastic bands along the sausage.



##### Bubbles:

Pinch small amounts of fabric in lots of different places, adding elastic bands around each pinch.



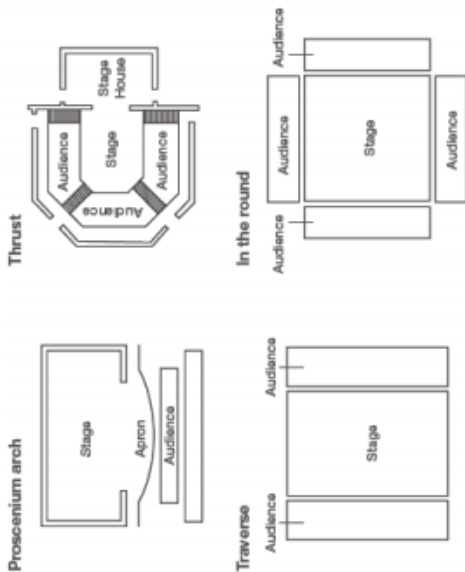
##### Triangles:

Fold the fabric into triangles. Add elastic bands to the corners of the triangle.

# Drama

## Drama: Year 7 Autumn Term

### Four Types of Stage



### Activity

Each different staging type has positive and negatives. Can you think of at least one positive and one negative for each of the staging types above.

### Why do we do drama?

Drama is not all about performing. There are lots of other skills that you learn while rehearsing and performing. The ability to work with different people in a group (not always your best friend) helps you build up resilience as we naturally get on better with some people than others. You will also work on improving your confidence by sharing ideas, communication and performing.

**Class Activity:** In groups, use the poem 'The Bully Asleep' to create a performance using Mime and Narration.

### Drama Key Words

**Tableau/Freeze-Frame:** a technique in creative drama in which actors create a frozen picture, as if the action were paused

**Mime:** acting without words. Using your body and face to tell a story.

**Stimulus.** The starting point, idea or inspiration for a performance.

**Narrating:** Adding a spoken commentary for the audience about the action onstage.

**Projection:** The ability to speak at a volume where your audience can hear you.

**Pitch:** How high or low your voice is when you are speaking.

**Pace:** How quickly or slowly you speak.

**Pause:** A temporary stop when you are speaking.

**Tone:** This is how you communicate emotion and atmosphere when you speak

### The Bully Asleep

One afternoon, when grassy  
Scents through the classroom crept,  
Bill Craddock laid his head  
Down on the desk, and slept.

The children came round him,  
Jimmy, Roger, and Jane;  
They lifted his head timidly  
And let it sink again.

'Look, he's gone sound asleep, Miss',  
Said Jimmy Adair,  
'He stays up all the night, you see,  
His mother doesn't care'.

'Stand away from him, children'  
Miss Andrews stooped to see.  
'Yes he's asleep, go on  
With your writing and let him be.'  
'Now's a good chance' whispered Jimmy;  
And he snatched Bill's pen and hid it.  
'Kick him under the desk, hard;  
He won't know who did it.'

'Fill all his pockets with rubbish –  
Paper, apple cores, chalk'  
So they plotted, while Jane  
Sat wide-eyed at their talk.

Not caring, not hearing  
Bill Craddock he slept on;  
Lips parted, eyes closed –  
Their cruelty gone.

'Stick him with pins!' muttered Roger  
'Ink down his neck!' said Jim.  
But Jane tearful and foolish,  
Wanted to comfort him.

### It does not matter if...

- You don't like your partner.
- You think the script is stupid.
- You are really sleepy.
- You would rather be in the audience.
- Your friends don't get it.
- You don't really need to be here.
- You don't know what to do.
- You have stage fright.
- You are not very good at memorizing lines.
- You won't be graded for this.
- You are not ready yet.
- Your costume is the wrong size.
- You are missing a prop.
- One of the actors is absent.
- It's not what you wanted to do.
- You think they are going to laugh.
- Nobody used your idea.
- You are having a bad day.
- Your best friend is having a crisis.
- Your group can't agree on anything.
- You have performed in better things.
- Coach said that you don't have to.
- You're not allowed to be in a group with that person.
- You are expecting a phone call.
- It's hard.
- You want to be a tech.
- That's not how they do it in the movie.
- Your agent says that you can't.
- It doesn't make any sense.
- Famous actors never have to do this.
- You don't know what to do with your hands.

### The Show Must Go On!

www.StageLightDrama.com

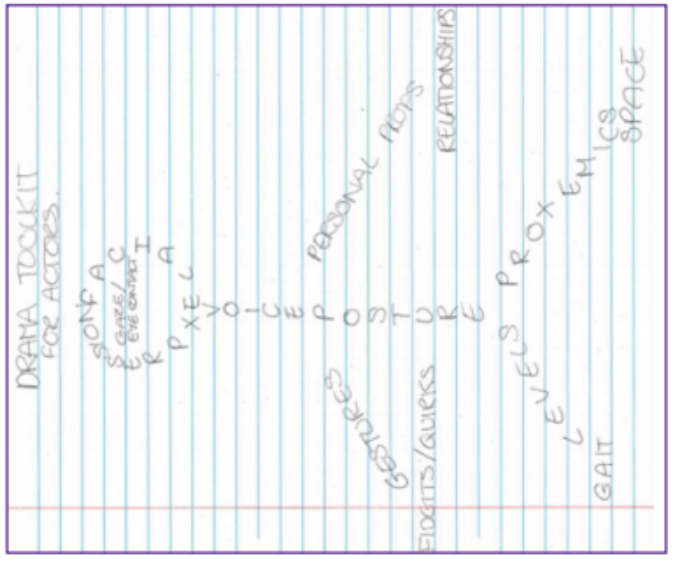
# Drama

## Drama: Year 7 Spring Term

### Tension

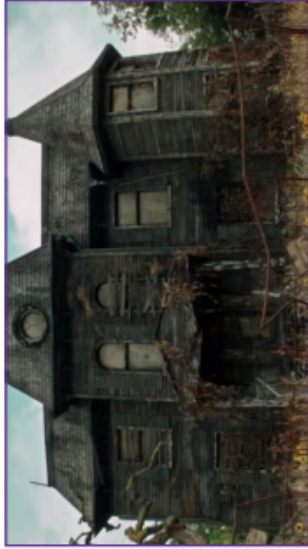
We can use our skills as actors and creatives to move an audience and make them feel a certain way. We create the mood and atmosphere through our portrayals. We can make an audience feel tense and a performance full of tension if we commit fully to our role.

How to create a role...  
use all of these skills!



### Activity

How could you create this setting through Drama, considering the 5 senses?



**Sight** - Dust, cobwebs, sheets on furniture, broken tables, chairs, windows, lamps, peeling wallpaper, gaps in the floorboards, holes in the walls, flickering lights...

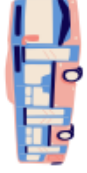
**Sounds** - footsteps on the stair, creaking doors, window shutters rattling on the outside...

**Smells** - Phantom perfume or cologne, burning smells, pipe or cigarette smoke, mildew...

**Tastes** - Sour & dry mouth from fear, dust floating in the air and coating the tongue, salty tears

**Touch** - A phantom hand on the shoulder, the puff of breath on the back of the neck, the body's reaction to a drop in temperature...

Which part of the bus are you?



In your rehearsals, are you the driver (the director?) or the person on the back seat (expecting others to direct them)? Are you the windscreen wipers (the one with the vision), or the horn (the noisiest, but not particularly helpful one)?

### Key Vocabulary

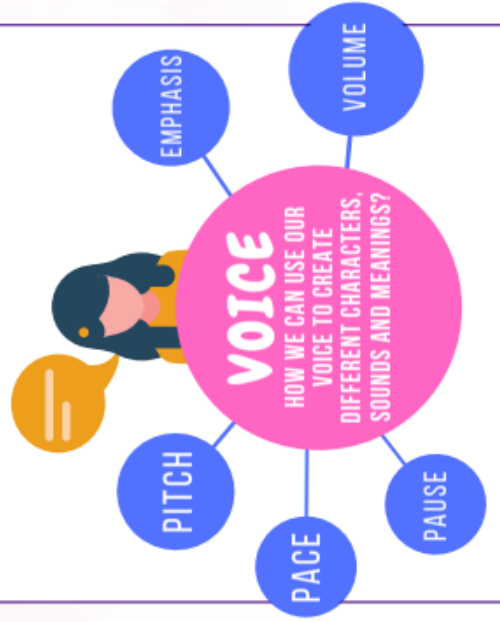
**Devised** - Drama that is neither scripted nor improvised. You and your group mates have created it, from a given stimulus— such as a picture, a poem or a subject matter.

**Genres** - The sub-category a play would fit into, eg. Comedy, tragedy, family drama, adventure etc.

**Characterisation** - The way a character is created by an actor— see your Drama toolkit below!

### Elements of Drama - Voice!

Remember the 3-P's of voice - Pitch, Pace and Pause



# Drama

## Drama: Year 7 Summer Term

### Performance Skills

How do we create a character?

1. Facial Expressions – Happy, sad, scared, excited
2. Body Language – Walk, stance, posture
3. Gestures – Exaggerated hand movements
4. Levels – Power, high, medium, low
5. Voice – Pace, pitch, pause, tone, emphasis

### Evaluation Skills

Try using these sentence starters when giving feedback in class...

- "I think this group used the 'performance skill' of ... well because..."
- "If they were to perform this again, they could improve ... to create..."

### Activity



Look at the range of facial expressions in the image. What emotions are being shown? When performing, use your own facial expressions to convey what your character is thinking and feeling to the audience.

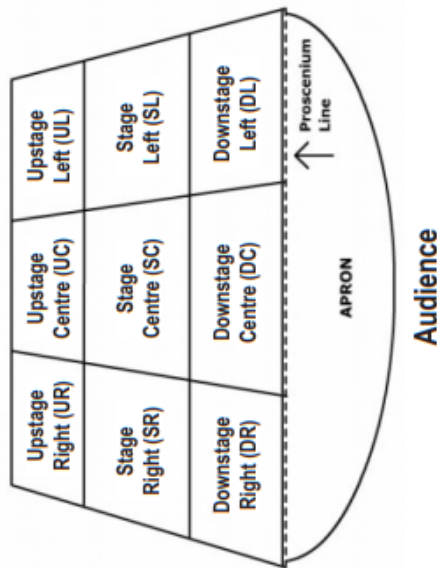
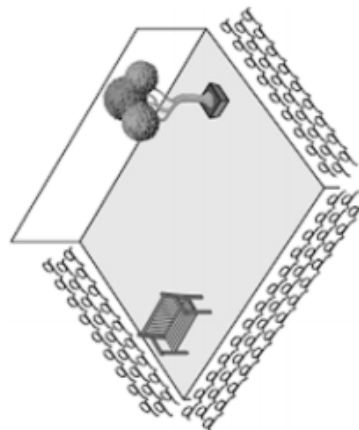
### Ernie's incredible Illucinations

by Alan Ayckbourn

Alan Ayckbourn's Ernie's Incredible Illucinations is a bright comedy based on the extraordinary powers of Ernie Fraser, a day-dreamer with a difference. Like all schoolboys Ernie has a vivid imagination, but Ernie's thoughts have a disturbing habit of turning into reality. After a number of embarrassing episodes, Ernie's parents decide to consult a doctor, who is sceptical. Several of Ernie's adventures are acted out for us in flashback, but when Ernie fails to produce a Brass Band on demand, the doctor diagnoses group hallucination and recommends a visit to a specialist. However, 'Ernie's incredible illucinations' aren't to be dismissed quite so lightly, as you will see....

### Stage positioning

1. Where is the sofa located on the stage?
2. Where is the tree located on the stage?



### How to read a script

*Mum and Dad and Ernie follow the Receptionist across the stage to the Doctor who sits behind a table*

**Mum:** Morning, Doctor.

*The Receptionist leaves*

**Doctor:** Ah. Ah. Mr and Mrs Fraser. Is that it?

**Mum:** That's right. I'm Mrs Fraser - and this is my husband, Mr Fraser - and this is our son - Ernie.

**Doctor:** Ah yes. Ernie. I've been hearing all sorts of things about you, young Ernie. Now, what have you been up to, eh?

**Dad:** Illucinations.

*Italic writing* – Stage directions – tells the director/actor what to do. They are not said on stage.

**Bold writing** – Character who says the line



## Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. Look/Cover/Write/Check

Concept	Definition
Characterisation (2)	How a person in a story is presented by the writer
Description (17)	writing which enables the reader to imagine a person, scene, or action
Meaning (13)	What a text makes you understand, either immediately as you read or afterwards when you reflect
Purpose (14)	the effect a text (or author) is trying to have on its reader e.g. persuade, advise, entertain, inform, argue
Metaphorical (5)	describing something by connecting it to something else (metaphors, similes, personification, symbolism)
Atmosphere, mood, tone (10)	the feeling portrayed or created in a text by the writer's language choices
Crafting (19)	Planning, writing and improving work: taking real care about the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content; choosing effective language

## Key Terminology

You need to understand and learn the key terms used in the unit. Look/Cover/Write/Check

Term	Definition
Objective	The key learning from the activity
Autobiography	A piece of writing based on a person's own life or experiences
Character	A person in a text
Adjective	A word that modifies or describes a noun
Adverb	A word that modifies or describes how a verb is done
Metaphor	Describing something by connecting it to something else
Simile	Describing something by comparing it to something else
Exaggeration	To represent something as being more than it really is e.g. larger, better, worse etc.
Embellish	To make something more interesting or entertaining by adding extra details
Narrative viewpoint	The perspective or viewpoint used to tell a story
First Person	The narrative perspective of 'I' or 'me'
Theme	An important recurring idea in a text
Imagery	Visually descriptive or metaphorical language

## How to approach an English Assessment

You need to understand the steps you need to take in producing an excellent piece of work

1. <b>Reading</b> the Success Criteria carefully
2. <b>Gathering</b> ideas and evidence
3. <b>Planning</b> your work carefully
4. <b>Crafting</b> your work, always thinking about the quality
5. <b>Presenting</b> your work neatly
6. <b>Reflecting</b> carefully on your work to make improvements

## Dedicated Improvement and Reflection Time DIRT

You need to understand how to reflect on and improve your work



## Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. **Look/Cover/Write/Check**

Concept	Definition
Characterisation (2)	How a character in a story is presented by the writer
Context (12)	External factors that affect the writing of a text e.g. social, biographical, cultural, historical
Meaning (13)	What a text makes you understand, either immediately as you read or afterwards when you reflect
Essay (16)	A piece of writing that argues or explores a point of view based on evidence and analysis
Analysis (18)	Exploring and explaining how a text communicates its meaning
Crafting (19)	Planning, writing and improving work: taking real care over the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content; choosing effective language


## Context

You need to understand key historical and social factors that influenced the writing of

'Animal Farm':	Look/Cover/Write/Check
Russian Revolution	Radical change of leadership in Russia. Gave power to proletariat instead of rulers.
Dictatorship	System of government. Characterised by authoritarian power and lack of freedoms.
Stalin	Famous dictator of the USSR. Created a cult around himself. Eliminated his enemies.

## Characters

When you study a text you need to know who the characters are and how to spell their names. **Look/Cover/Write/Check**

Character	Description
 Old Major	A boar Predicts a rebellion Represents Karl Marx
 Napoleon	A boar Becomes Animal Farm's dictator Represents Joseph Stalin
 Snowball	A boar Exiled from Animal Farm Represents Leon Trotsky
 Squealer	A pig Does Napoleon's bidding Represents propaganda ministers
 Boxer	A horse Sent to his death Represents the proletariat
 Clover	A horse Boxer's partner
 Benjamin	A donkey Lives longer than many others
 Mr. Jones	A human The owner of Manor Farm Overthrown by the animals

Moses	A raven who tells stories
Mollie	A horse who leaves the farm
Muriel	A goat who can read
The Sheep	Repeat slogans over and over
The Dogs	Napoleon's police
Mr. Frederick	Neighbouring Farmer
Mr. Pilkington	Neighbouring Farmer

## Boxer in 9 Stepping Stones

You need to understand and have evidence for the different aspects of his character



## How to write an essay

You need to understand the steps you need to take in producing an excellent essay

1.	<b>Gathering</b> ideas and evidence
2.	<b>Selecting</b> the most important material
3.	<b>Planning</b> PEC paragraphs
4.	<b>Writing</b> a good overview
5.	<b>Writing</b> your PEC paragraphs
6.	<b>Checking</b> content and SPAG

## Key Concepts

You need to understand **what you are learning: test yourself on the spelling and definitions of these concepts.** Look/Cover/Write/Check

Concept	Definition
Characterisation (2)	How a person in a story is presented by the writer
Context (12)	External factors that affect the writing of a text e.g. social, biographical, cultural, historical
Description (17)	Writing which enables the reader to imagine a person, scene or action
Atmosphere (10)	The feeling portrayed or created in a text by the writer's language choices
Craft (19)	Planning, writing and improving work: taking real care about the process and always thinking about the quality
Plan (20)	Thinking of ideas; deciding how to organise content; choosing effective language
Analysis (18)	Exploring and explaining how a text communicates its meaning






## Dickens' writing style

You need to **understand** and be able to spot the following features of Dickens' **writing**. You need to be able to **mimic** some aspects of his writing style.

• Detailed description	• Accent/slang in dialogue
• Black humour	• Exclamations
• Using lists	• Imperatives
• Contrast	• Irony
• Powerful verbs	• Repetition

## Characters

When you study a text you need to know **who the characters are** and **how to spell their names.** Look/Cover/Write/Check

Character	Description
 Magwitch	<ul style="list-style-type: none"> <li>• 'Great Expectations'.</li> <li>• A frightening escaped convict who forces Pip to help him.</li> <li>• He reappears later in the story</li> </ul>
 Pip	<ul style="list-style-type: none"> <li>• 'Great Expectations'.</li> <li>• A young orphaned boy who meets Magwitch.</li> <li>• Later he is invited to Miss Havisham's house.</li> <li>• He receives a surprise gift of money and becomes a gentleman</li> </ul>
 Miss Havisham	<ul style="list-style-type: none"> <li>• 'Great Expectations'.</li> <li>• A wealthy woman who was jilted at the altar</li> <li>• Her life, house and clothes are frozen from that moment on.</li> </ul>
 Estella	<ul style="list-style-type: none"> <li>• 'Great Expectations'.</li> <li>• Miss Havisham's mysterious adopted daughter</li> <li>• Brought up to break men's hearts</li> </ul>
 Oliver Twist	<ul style="list-style-type: none"> <li>• 'Oliver Twist'.</li> <li>• An orphaned boy who is forced to live in the workhouse.</li> <li>• Later he is involved with a gang of criminals</li> </ul>

## Context

You need to understand **key historical and social factors that influenced the writing of Charles Dickens.** Look/Cover/Write/Check

The Victorian Period	The period of Queen Victoria's reign, from 1837 until 1901.
The Workhouse	An institution providing basic care for the poor, offering employment and housing.
The Poor Laws	Laws written in 1834 which established the Workhouse.
Dickens' childhood	Dickens experienced poverty as a child and his father was sent to prison for debt.
Child Labour	Dickens was forced to work in a factory aged 12 that bottled "blacking" or shoe polish.
Dickens' early career	Dickens was forced to leave school aged 15 and worked as an office boy. He became a reporter for two London newspapers.
Dickens' novels	Dickens' other important novels include 'David Copperfield', which is partly autobiographical, 'Bleak House' and 'Hard Times'

## How to write an essay

You need to understand the steps you need to take in producing an excellent essay

1.	<b>Gathering</b> ideas and evidence
2.	<b>Selecting</b> the most important material
3.	<b>Planning</b> Introduction/PEC paragraphs
4.	<b>Writing/Crafting</b> a good introduction
5.	<b>Writing/Crafting</b> your paragraphs
6.	<b>Self-Assessing</b> content and SPAG

## Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. **Look/Cover/Write/Check.**

Concept	Definition
Rhetoric (2)	Language that deliberately uses techniques to influence the reader's thoughts and feelings
Context (12)	External factors that affect the writing of a text e.g. social, biographical, cultural, historical
Purpose (14)	The effect a text (or author) is trying to have on its reader e.g. persuade, advise, entertain, inform, argue
Formal /Informal Register (7)	Language which follows traditional rules and standards to fit in with a formal situation, or is relaxed to fit in with an informal situation.
Crafting (19)	Planning, writing and improving work: taking real care about the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content: choosing effective language

## How to write a speech

The steps you need to take to craft a speech.

- Gathering** ideas and evidence
- Selecting** the most important material
- Planning** the different paragraphs you would use to develop your argument
- Writing** a persuasive opening/closing
- Developing** your argument
- Checking** content and SPAG

## Greek Cultural Achievements

You need to understand key ways in which The Ancient Greeks influenced the Modern World. **Look/Cover/Write/Check.**

Philosophy 	<b>Socrates:</b> a Greek philosopher who lived in the 4 <sup>th</sup> century BC. <b>The Socratic method:</b> the style of discussion Socrates used, where you ask more and more questions, slowly bringing the conversation towards the truth.
Art and Architecture 	<b>The Parthenon:</b> A temple built on the Acropolis hill in Athens after the defeat of The Persians. An incredible example of classical, symmetrical Greek architecture.
Art and Architecture 	<b>The Elgin Marbles:</b> A series of beautiful statues of famous Greek gods and Athenian heroes, built to decorate the outside of the Parthenon. They are now displayed in The British Museum.
Mythology 	<b>Oedipus:</b> A great hero who saved the city of Thebes but tragically (and accidentally) killed his father and married his mother.
Politics 	<b>Democracy:</b> A way of organising society in which many people have the right to vote. Invented by The Ancient Greeks and still used by modern societies such as the U.K.

You should also know that the Greeks influenced **Mathematics, Poetry, Music, Sport, Medicine, and Theatre.** All Greek words!

## Rhetorical Devices

When you are trying to write a speech, you can use these linguistic tools to make your speech persuasive. **Look/Cover/Write/Check.**

Rhetorical Term	Definition
<b>Anaphora</b>	Repetition of words at the start of phrases or sentences.
<b>Antithesis</b>	Use of opposites or contrasts.
<b>Apostrophe</b>	Directly addressing the reader or audience
<b>Cacophony</b>	Deliberate use of harsh letter sounds
<b>Imperatives</b>	Giving the reader/audience instructions.
<b>Epizeuxis</b>	Repetition of words next to each other.
<b>Tri-colon</b>	Three things grouped together. This can be three words, phrases, ideas or sentences.
<b>Rhetorical Question</b>	Asking a question that forces a particular answer
<b>Responding to Critics</b>	Explaining what your opponents might say, and explaining why it is wrong.

## Key Features of Tragedy

You will study tragedies later in your time at school. Learn these key terms.

**Look/Cover/Write/Check**

<b>Catharsis</b>	The feeling of emotional purging for the audience
<b>Hamartia</b>	A tragic personality flaw
<b>Peripetia</b>	A moment where the action changes direction
<b>Anagnorisis</b>	The moment a character realises something about themselves

## Key Concepts

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Character-isation (2)	How a person in a story is presented by the writer
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## Context

You need to understand key historical and social factors that influenced the writing of 'The Tempest'. Look/Cover/Write/Check

Age of Discovery	The period of history from 1488 to about 1600 when European explorers discovered new parts of the world
Colonialism	Claiming and taking over a foreign country for your own benefit
Indigenous People	People who originate from a particular place, the original inhabitants

## Characters

When you study a text you need to know who the characters are and how to spell their names. Look/Cover/Write/Check

Character	Description
 Prospero	Rightful Duke of Milan Father of Miranda Powerful Magician
 Miranda	Daughter of Prospero Marries Ferdinand
 Caliban	Son of Sycorax the witch Slave to Prospero
 Ariel	An airy spirit Servant to Prospero
 Alonso	King of Naples Father of Ferdinand
 Sebastian	Brother of Alonso Villain
 Gonzalo	Counsellor to Alonso Kind to Prospero
 Antonio	Brother of Prospero Duke of Milan
 Ferdinand	Son of Alonso Marries Miranda

Stephano	Butler to Alonso
Trinculo	Clown to Alonso
Juno	Queen of the Gods
Ceres	Goddess of the harvest
Iris	Goddess of the Rainbow
Boatswain	Important sailor

## Caliban in 9 Stepping Stones

You need to understand and have evidence for the different aspects of his character



## How to write an essay

You need to understand the steps you need to take in producing an excellent essay

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4. **Writing** a good introduction
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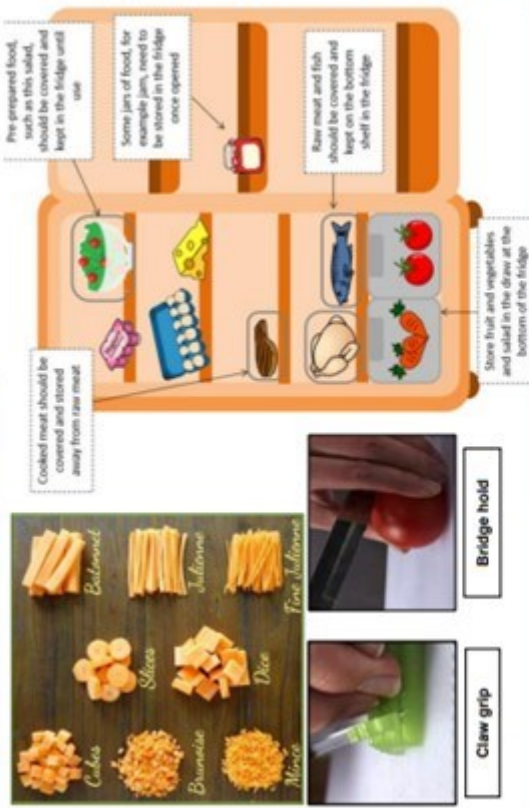
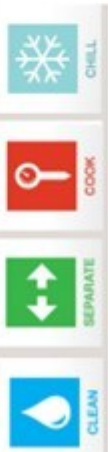
## Year 7 Food Preparation & Nutrition

### Core knowledge and understanding (things I need to know)

I must be able to talk about the following areas with confidence:

- The Principles of food safety and hygiene
- How to stay safe in the food room
- Food preparation and cooking techniques used in practical lessons
- Understand how to modify and adapt recipes

### 4 STEPS TO FOOD SAFETY



### 10 Steps of Preparation

1. Blazer off
2. Roll sleeves up
3. Tie hair up, remove watch
4. Wear apron
5. No false nails or nail varnish
6. Wash hands
7. Antibacterial spray on surfaces
8. Ingredients onto white tray
9. Bag onto floor
10. Name onto container

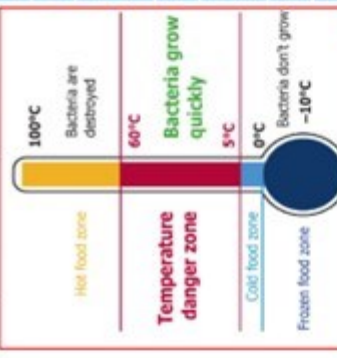


Know your keywords — can you SPELL and define them?



- bridge / claw / peeling / slicing / boiling / baking / melting / garnish / savoury / ingredients / weigh / measure / modify / assemble / recipe / method / presentation / risk / batch / hygiene / evaluation / cross contamination / prove

Key abbreviations: Weights and Measurements	
L	Litres
g	Grams
ml	millilitres
Kg	kilograms
Tbsp	tablespoons
Tsp	teaspoon
1pt	1 pint
1000ml	1 litre
1000g	1kg
15ml	1 Tbsp
5ml	1 Tsp
568ml	1pt



Skills	Techniques
Knife skills	Bridge, claw, peel, slice, dice even pieces.
Prepare fruit and veg	Scissor snip, grate, peel, segment, de-skin, de-seed, shape, garnish, enzymic browning.
Prepare combine and shape	Roll, mix, coat, shape and bind wet mix.
Select and adjust cooking process	Length, time.
Weigh and measure	Accurate, liquid & solid.
Preparation of ingredients and equipment	Grease or oil, line, flour.
Use of equipment	Hand whisk, piping bag, etc.
Water based methods of using hob	Boiling.
Using the oven	Baking.
Use of raising agent	Egg, yeast, chemical raising agent eg SR baking powder.
Making a dough	Shortening, gluten formation, fermentation eg. Bread, pastry.
Shaping and finishing a dough	Roll out eg. Pastry, proving, resting, glazing & finishing eg. bread rolls/cheese straws/scones
Test for readiness.	Finger & poke test, visual colour check, sound.
Sensory qualities.	How to taste & season.

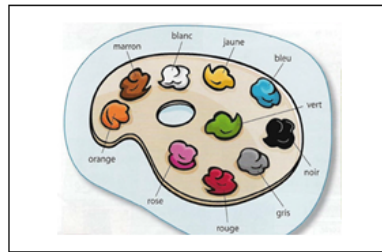
### What happens when food is cooked:



# French

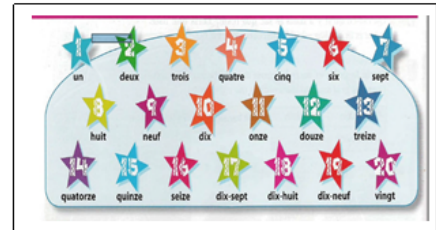
## Module 1 Bonjour! Ca va?

Bonjour!	Hello!
Salut!	Hi!
Comment t'appelles-tu?	What's your name?
Je m'appelle ...	My name's ...
Ça va?	How are you?
Oui, ça va bien, merci.	Yes, I'm OK, thanks.
Pas mal.	So-so.
Non, ça ne va pas.	No, I'm not OK.
Au revoir.	Goodbye.



Basics	
J'ai	I have
Je n'ai pas	I don't have
Tu as	You have
Tu n'as pas	You don't have
Il y a	There is
Il n'y a pas	There is not

Un cahier	
Un crayon	
Un stylo	
Un cahier de textes	
Une trousse	
Une gomme	
Une règle	



Basics	
Je voudrais	I would like
Je peux avoir...	Can I have...
s'il vous plaît?	please?
Merci	Thanks
Merci beaucoup	Thanks a lot



## Module 2 La famille et les animaux: Family and animals

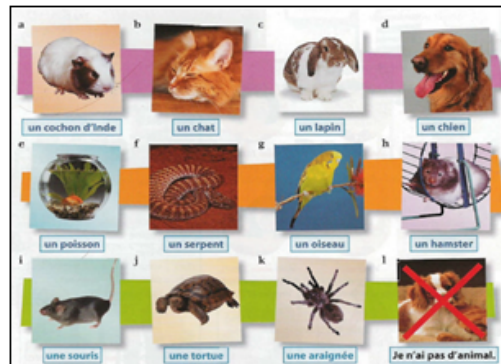
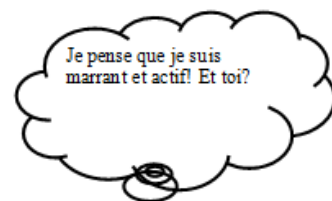
Avoir	To have
J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	We have

Un père	A father
Une mère	A mother
Un frère	A brother
Une soeur	A sister
Un beau-père	A step-father
Une belle-mère	A step-mother
Un demi-frère	A step-brother
Une demi-step-	-soeur A sister

J'ai un frère qui s'appelle Pierre. Je voudrais une soeur. Cela serait sympa!

Les yeux marron	
Les yeux bleus	
Les cheveux noirs	
Les cheveux blonds	
Les cheveux longs	
Les cheveux courts	
Les cheveux raides	
Les cheveux frisés	

Etre	To be
Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is



Most adjectives change the way they are written in the feminine form	
masculin	féminin
il est ...	elle est ...
grand	grande
petit	petite
bavard	bavarde
gourmand	gourmande
marrant	marrante
actif	active
sportif	sportive
paresseux	paresseuse
timide	timide
sympa	sympa

# French

## Module 3 Chez moi: At my house

un village	a village
une ville	a town
une grande ville	a city
la capitale	the capital
à la campagne	in the country
à la montagne	in the mountains
au bord de la mer	at the seaside
en Afrique	in Africa
en Belgique	in Belgium
au Canada	in Canada
en France	in France
en Guadeloupe	in Guadeloupe
en Tunisie	in Tunisia

Adjective Noun	Before	After
Masc	Feminine	
Grand	Grande	Big
Petit	Petite	
Small		
Nouveau	Nouvelle	
New		
Vieux	Vieille	Old

Au premier étage	On the first floor
Au rez-de-chaussée	On the ground floor
il y a ...	there is/are ...
la chambre	the bedroom
la cuisine	the kitchen
l'entrée	the hall
le garage	the garage
le jardin	the garden
la salle à manger	the dining-room
la salle de bains	the bathroom
le salon	the living-room

Adjective Noun	After	
Masc	Fem	Medium
Moyen	Moyenne	
Enorme	Enorme	Huge
Syma	Sympa	Nice
Blanc	Blanche	White
Bleu	Bleu	Blue
Gris	Grise	Grey
Jaune	Jaune	Yellow
Violet	Violette	Purple

### Habiter To live

J'habite	I live
Tu habites	You live
Il habite	He lives
Elle habite	She lives
On habite	We live



une maison jumelle	a semi-detached house
une grande maison	a big house
une petite maison	a small house
un appartement	a flat
une ferme	a farm

Les nombres 20-60	Numbers 20-60
vingt	20
trente	30
trente et un	31
trente-deux	32
trente-trois	33
trente-quatre	34
trente-cinq	35
quarante	40
cinquante	50
soixante	60

### Quelle heure est-il? What time is it?

Il est sept heures.	It's seven o'clock.
Il est sept heures dix.	It's ten past seven.
Il est sept heures et quart.	It's quarter past seven.
Il est sept heures et demie.	It's half past seven.
Il est huit heures moins le quart.	It's quarter to eight.
Il est huit heures moins dix.	It's ten to eight.
Il est midi.	It's midday.
Il est minuit.	It's midnight.

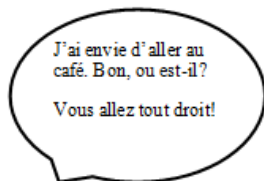


## Module 4 - On va en ville? Shall we go to town?

### Describing your town/village

Il y a	There is
Il n'y a pas	There is not
Où est...?	Where is...?
Où sont...?	Where are...?
C'est	It is
Ils sont	They are

Beaucoup de	Lots of
Peu de	Few
Assez de	Enough
Aussi	Also



### Au café At the café

Je voudrais	I would like
S'il vous plaît	Please
C'est combien?	How much is it?

Aller	To go
Je vais	I go
Tu vas	You go
Il va	He goes
Elle va	She goes
On va	We go
Allons!	Let's go!
À	To
Au	To the-masculine
noun	
À la	To the-feminine noun
A l'	To the-noun begins with a vowel

Un café	A coffee
Un chocolat chaud	A hot chocolate
Une limonade	A lemonade
Une glace	An ice cream
Une portion de pizza	A portion of pizza
Des frites	Some chips
Un sandwich	A cheese



# French

## Module 5 - Ma journée: My day

Le matin In the morning  
L'après-midi In the afternoon  
Le soir In the evening

### What I do in the morning- reflexive verbs

Je me lève I get up  
Je me lave I wash  
Je me brosse I brush  
my teeth  
les dents  
Je m'habille I get dressed  
**In the evening**  
Je me couche I go to  
bed

### In the evening

Je rentre à la maison I go back  
home  
Je regarde la télé I watch TV  
J'écoute de la musique I listen to mu-  
sic  
Je mange le dîner I eat dinner  
Je fais du sport I do sport  
Je fais mes devoirs I do my home-  
work

### Intensifiers

Un peu little A  
Assez Quite

### Opinions

J'aime I like  
Je n'aime pas I  
don't like  
J'adore I  
love  
Je déteste I hate

Je pense que  
I think that

A mon avis  
In my opinion

### Adjectives

Super	Great
Horrible	Horrible
Intéressant	Interesting
Nul	Rubbish
Facile	Easy
Difficile	Difficult
Le prof est sympa	The teacher is nice
Le prof est ennuyeux	The teacher is boring
Le cours est amusant	The lesson is fun



C'est It is  
Ce n'est pas It is not  
Ils sont They are  
Ils ne sont pas They are  
not

### Conjunctions

parce que because  
et and  
mais but

## Module 6 - Vive les vacances! The holidays are

### (Time) adverb phrases

Pendant les vacances During the hol-  
idays  
En été In the summer  
En hiver In the winter  
Le weekend At the weekend  
Quand il fait beau When it is nice  
S'il y a du soleil If it is sunny

### Aller

Je vais I am going to  
Tu vas You are going to  
Il va He is going to  
Elle va She is going to  
On va We are going to  
Nous allons We are going to  
Vous allez You are going to  
Ils vont They are go-  
ing to  
Elles vont They are going to



J'adore....c'est su-  
per! Je le prends!

I love it...it's  
super!! I'll take it!

Je pense que  
I think that

Super	Super
Sympa	Nice
Amusant	Fun
Marrant	Funny

Cela sera It will be

### Dans un magasin—In a shop

Je voudrais	I would like
C'est combien?	How much is it?
C'est bien	It's fine
C'est trop grand	It is too big
petit	small
Merci	Thank you
Au revoir	Goodbye

# French

## Module 6 - On s'amuse—We are having fun

### Time adverb phrases

Le soir	In the evening
Le weekend	At the weekend
Après l'école	After school
D'habitude	Usually
Quand j'ai le temps	When I have the time

### Jouer

Je joue  
Tu joues  
Il joue  
Elle joue  
On joue  
Nous jouons

### To play

I play  
You play  
He plays  
She plays  
We play  
We play

### Faire

Je fais  
Tu fais  
Il fait  
Elle fait  
On fait  
Nous faisons

### To do/make

I do  
You do  
He does  
She does  
We do  
We do

### Sports using au

foot	football
tennis de table	table tennis
netball	netball
basket	basketball



### Sports using du/de la/de l'

du skate	skateboarding
du vélo	cycling
du canoë	canoeing
de la natation	swimming
de l'équitation	horseriding

### Modal verbs

J'aime	I like
J'adore	I love
Je préfère	I prefer
Je déteste	I hate
Je vais	I am going to
On peut	One can



Je pense que je voudrais....

I think that I would like

# Geography

## 1 Continents and Oceans

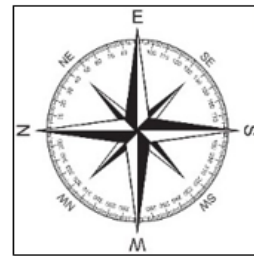


North America South America Africa Antarctica  
Europe Asia Australasia

## 2 Countries of the UK



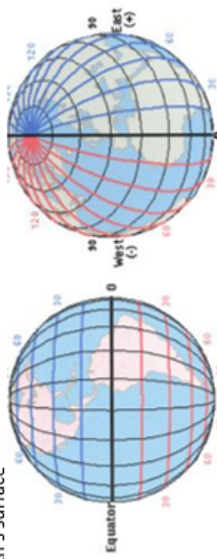
## 3 Direction



## Year 7 & 8 Map Skills

### 4 Latitude and Longitude

A system of imaginary lines which allow us to locate a position on the Earth's surface

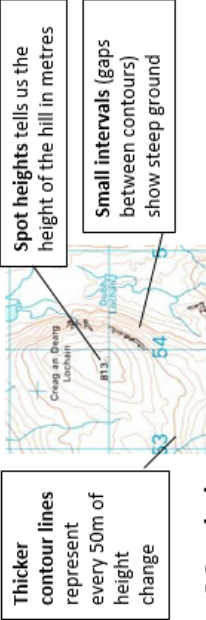


Lines of latitude run horizontally around the Earth and are measured from the Equator

Lines of longitude run vertically around the Earth and are measured from the Prime Meridian

### 5 Contours

Orange-brown contour lines on maps tell us about relief. Every contour interval on the map represents 10m of height change in real life



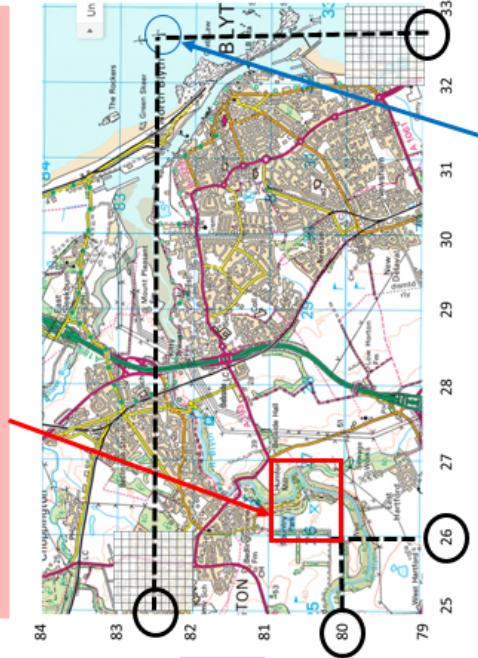
### 6 Symbols

Viewpoint	Caravan site	Windfarm	Nature reserve	A30	Church (with tower)	Coniferous woodland
Campsite	Parking	Church (with steeple)	Deciduous woodland	Footpath	Golf course	PO
Train station	Bus station	Solar farm	Railway line	Bridge	Picnic site	Lighthouse

### 7 Grid References

A system of imaginary lines which allow us to locate something on a map. You always read the numbers off along the x-axis and then up the y-axis - along the corridor and up the stairs!

4-figure grid references find the bottom-left corner of a square. In this example, the grid reference is 26, 80



6-figure grid references allow us to locate a place or feature inside a square. We have to imagine each square is divided into 100 smaller squares. In this example, the grid reference is 326, 825

### 8 Scale



# Geography

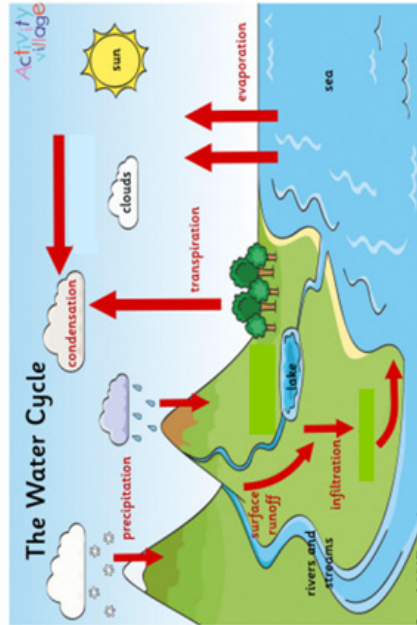
## Year 7 Extreme weather

### 1 Weather and climate

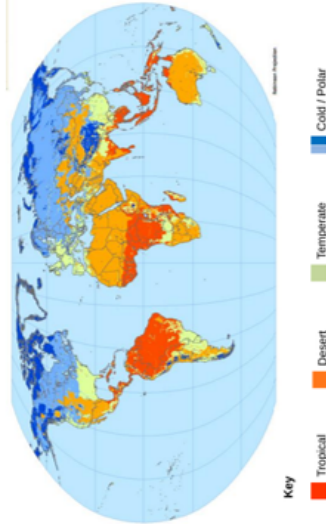
**Weather** is every day changes in temperature and precipitation  
 Examples: rain, snow, sunny, dry, thunder, lightning

**Climate** is the average temperature and precipitation in an area over a longer period of time (30 years)  
 Examples: Tropical = warm and wet, Desert = hot and dry, Polar = cold and dry

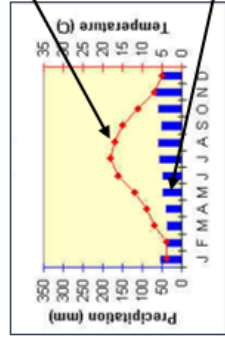
### 2 Water cycle



### 3 Global Climate Zones



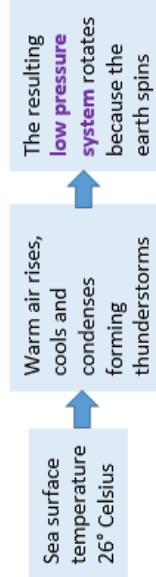
### 4 Recording climate



### 5 Drought impacts

Social	Lack of clean water and families are forced to migrate/move
Economic	Livestock die and crops fail
Environmental	Soil becomes baked and reduces habitats

### 6. Tropical storm formation



### 7. Tropical storm case studies

<b>Typhoon Haiyan, Philippines</b>	<b>Cyclone Yasi, Australia</b>
10,000 deaths 26,000 injured 4 million homeless	1 death No serious injuries 3,000 temporarily homeless

### 8. Vulnerability

**Why are some places more vulnerable to tropical storms?**

- High population density
- Low lying land
- Low levels of wealth
- Poor prediction of the storm
- Poorly built buildings
- Poor emergency response after the hazard

### 9. Key terms

<b>Condensation</b>	Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds
<b>Drought</b>	Is a prolonged shortage in the water supply often caused by little or no rainfall.
<b>Evaporation</b>	The sun heats up water and turns it into water vapour. The water vapour rises into the air.
<b>High pressure</b>	Air descends over a large area resulting in clear skies.
<b>Low pressure</b>	Air rises over a large area resulting in cooling air, condensation and clouds.
<b>Storm surge</b>	localised rise of sea level caused by low pressure from a storm
<b>Tropical storm</b>	An area of intense low pressure that brings heavy rainfall, strong winds and storm surges.
<b>Vulnerability</b>	How at risk a community is from the impact of a natural hazard

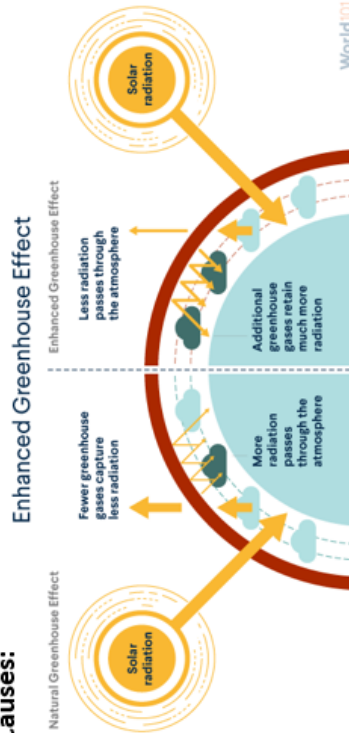
# Geography

## 1. Energy types

- Non-renewable** – energy sources that can not be used again and will run out (finite)
- Renewable** – energy sources that will never run out and can be used again and again (infinite)
- Recyclable** – energy sources that can be re-used

## 2. Global warming

### Causes:



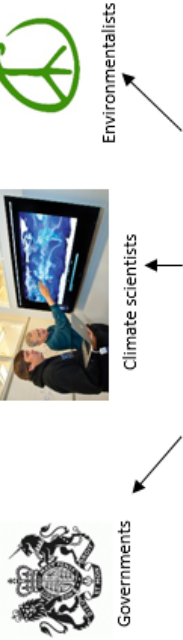
## Human activities that lead to increased greenhouse gases:



## Impacts of global warming:

Social	Rise in sea level – flooding low lying islands and forcing people to move
Economic	Increased costs for damages + adaptation methods
Environmental	Coral reef bleaching Forest fires

## Year 7 Energy and Climate change



## 3. View points on climate change



## 4. Wider impacts from fossil fuels



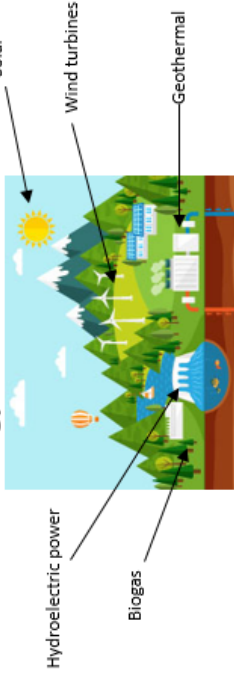
## POLLUTION



## LANDSCAPE SCARRING



## 5. Alternative energy sources:



Positives of wind turbines ☺	Negatives of wind turbines ☹
☺ Provides jobs	☹ Upset locals (NIMBYS)
☺ Can be located offshore and onshore	☹ Turbines not 'aesthetically pleasing'
☺ Surplus energy can be sold	☹ Ruin countryside views
☺ Land beneath used for other purposes	☹ Interrupt bird migration
☺ Little pollution	☹ No wind = no power

<b>Finite</b>	Energy sources that will run out
<b>Infinite</b>	Energy sources that will never run out
<b>Solar radiation</b>	Heat from the sun's rays
<b>Greenhouse gases</b>	Carbon dioxide, methane and nitrous oxide – all heat trapping gasses in the atmosphere
<b>Adaptation</b>	Making changes to reduce the impacts
<b>TNCs</b>	Trans-national company – global company/brand e.g. Shell, Nike, Apple, Coca-Cola
<b>Environmentalist</b>	Groups of people/organisations concerned with the impact energy has on the environment
<b>Landscape scarring</b>	Marks left on the surface of the Earth from mining, cutting, burning the landscape
<b>NIMBY</b>	'Not in my backyard' – locals against wind farms
<b>Aesthetically pleasing</b>	Considered a thing of beauty


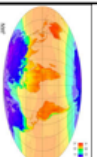




# Geography

## Year 7 Food Insecurity

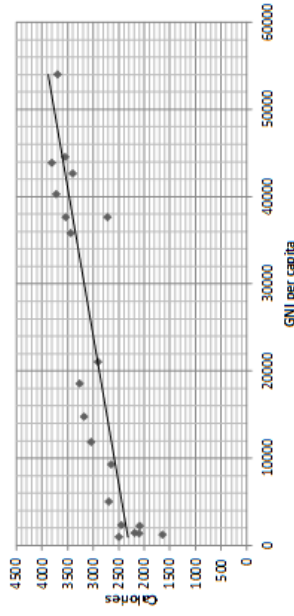
### 1. DEFINITION

**Food Insecurity** is when all people **DO NOT HAVE ACCESS** to sufficient, safe, nutritious food to maintain a healthy and active life at all times.

### 2. Causes of food insecurity:

Causes of Food Insecurity	Explanation
 <b>Poverty</b>	People in poverty (little money) struggle to have access to food-sometimes they live in areas with poor weather conditions (dry) where they struggle to grow food.
 <b>Climate Change / Extreme Weather</b>	May lead to increased droughts, hurricanes and outbreaks of pests and diseases which will impact the production of food.
 <b>Rising Population</b>	World Population is expected to reach almost 9 billion by 2042. This rise will increase both the demand for and price of food.
 <b>Changing Diets</b>	People across the world, especially in Asia, are eating more meat and. More grain has to be grown to be used as animal feed.
 <b>Food for Fuel</b>	In searching for alternative sources of energy, food crops (especially maize) are being used to produce biofuels, as substitutes for oil.
 <b>Conflict/War</b>	War causes many people to be displaced away from their normal food sources. Food supply can also be stolen or destroyed during fighting.

### 3. Wealth vs calorie consumption



**Trend:** Positive Correlation (relationship)

**As the wealth of a country increases so does their consumption of calories.**

### Reasons:

- Higher wealth allows more food to be brought
- Increased technology, transport and infrastructure to increase food production

#### The great 'Green Wall' initiative

Trees are planted in drought prone areas in the **Sahel in Africa** to improve soil condition help grow more crops.

#### Greenpeace – Changing Our Eating Habits

Encouraging people to reduce waste, eat fresh + local, and grow own food to help reduce the total demand for food.

### 4. Solutions to food insecurity

#### Hydroponics

Growing crops without soil in mineralised water under LED lights. **Central London.**

#### Give a Goat

Aims to give small local communities goats to breed and sell – providing meat + milk and increasing family income.

<b>Sufficient</b>	Refers to enough food
<b>Wealth</b>	Amount of money a country has
<b>Calories consumption</b>	Amount of food eaten / intake
<b>Positive correlation</b>	When one value increased, so does the other (e.g. when wealth increases, so does calorie intake)
<b>Infrastructure</b>	Physical structures and facilities e.g. Roads, bridges, power supplies
<b>GM crops</b>	Crops changed by scientists to have certain traits e.g. drought resistant

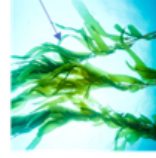
### 5. FUTURE FOODS

Rising demand for food is increasing prices making lots of food too expensive. Look for alternatives.



#### GM crops

- ✓ Greater yields
- ✓ No need for pesticides



#### Seaweed

- ✓ Fast growing crop
- ✓ 10,000 types



#### Lab meat

- ✓ Saves energy/water
- ✓ Reduces animal breeding



#### Insects

- ✓ 1400 species
- ✓ Nutritional value

# Geography

## Year 7 Investigating Variations in Quality of Life

**4. Selecting ways to present your data**

**Favorite Type of Home**

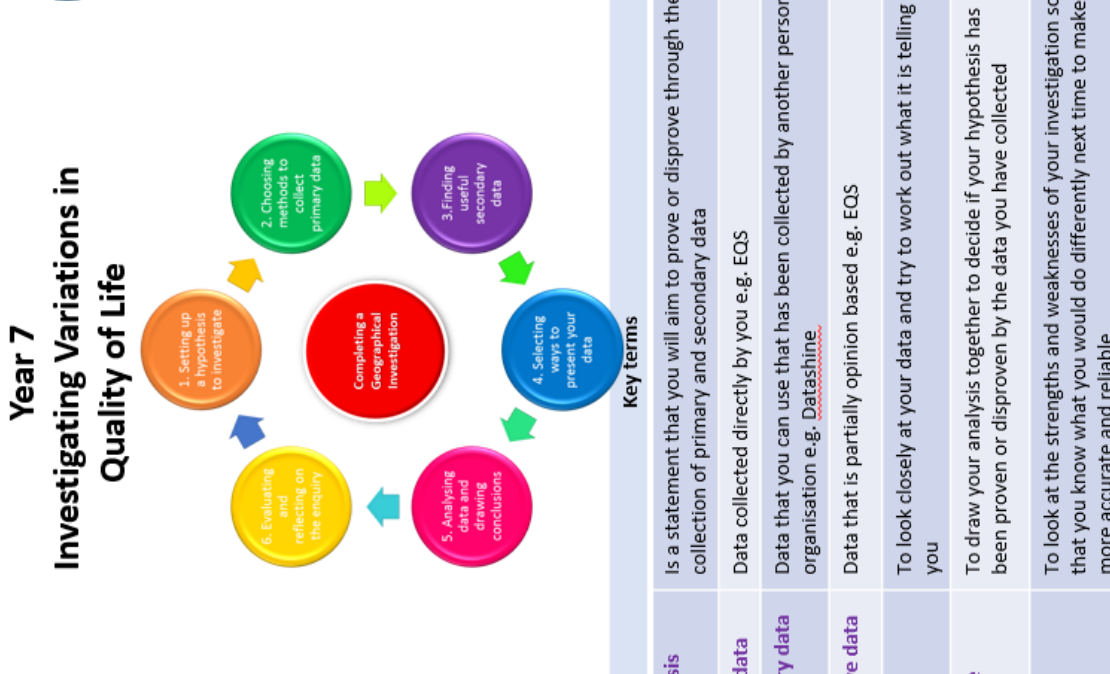
**5. Analysing data and drawing conclusions**

Does the data you have collected prove or disprove your hypothesis?  
*According to my primary and secondary data the quality of life is/is not better in West Yeovil compared to East Yeovil. We have therefore proved/disproved our hypothesis.*

**6. Evaluating and reflecting on the enquiry**

Element of the investigation to consider

Element of the investigation to consider	Strengths	Weaknesses
Methods of primary data collection	EQS- The quality of the environment is a good indicator of the quality of life of people in a place	EQS and Epitome words are quite subjective and scores could therefore vary from person to person
Methods of secondary data collection	Datashine and Police crime data are both reliable and accurate sources of data	Datashine data collected in 2011 - outdated



**Quality of life** is the standard of **health, comfort, and happiness** experienced by an individual or group

**Our hypothesis is...**  
 'The quality of life is better in West Yeovil compared to East Yeovil'

**2. Choosing methods to collect primary data**

- Environmental Quality Surveys (EQS)
- Questionnaires
- Epitome words
- Photos

**3. Finding useful secondary data**

- Datashine population Census data
- Local newspaper articles
- House prices (Zoopla)
- Crime data (POLICE.uk)

	Key terms
<b>Hypothesis</b>	Is a statement that you will aim to prove or disprove through the collection of primary and secondary data
<b>Primary data</b>	Data collected directly by you e.g. EQS
<b>Secondary data</b>	Data that you can use that has been collected by another person or organisation e.g. Datashine.
<b>Subjective data</b>	Data that is partially opinion based e.g. EQS
<b>Analyse</b>	To look closely at your data and try to work out what it is telling you
<b>Conclude</b>	To draw your analysis together to decide if your hypothesis has been proven or disproven by the data you have collected
<b>Evaluate</b>	To look at the strengths and weaknesses of your investigation so that you know what you would do differently next time to make it more accurate and reliable

# Geography

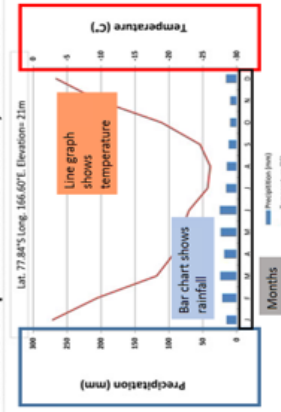
## 1. Ice ages

Glacial periods	A period in the earth's history when ice sheets were extensive across the earth
Interglacial periods	A warmer period of time between ice ages where ice sheets retreated
Milankovich cycle	Changes in the way the earth orbits the sun effecting how much sunlight the earth receives
Albedo effect	The ability of the earth's surface to reflect sunlight

## 2. Location & Climate

Located in the Antarctic Circle at latitude of between 66.5° and 90° south.

Climate Graph McMurdo Station, Antarctica



Antarctica has very low precipitation levels and has very low temperatures throughout the year – due to:



## Year 7 Antarctica

### 3. Adaptations of the penguin

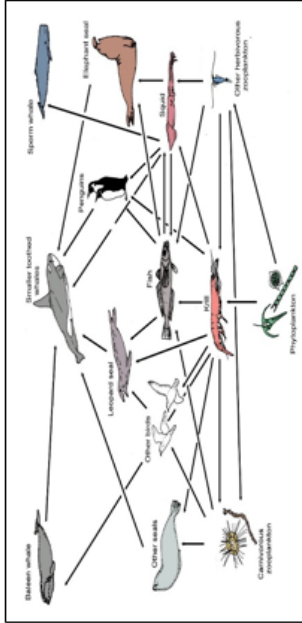
Colonies huddle together to protect themselves from the extreme conditions

Thick waterproof and windproof coats to keep out snow and wind

A short, stiff tail for balance and to minimise contact with the ice

### 4. Biodiversity

Antarctica has very high biodiversity (the number of different types of living things)



### 5. Threats - Resources

Antarctica has a wide range of resources including minerals, marine life and fossil fuels

Antarctica also represents a scientific resource

In the past, lack of governance has led to exploitation

International agreements currently ban whaling and limit fishing.

Overfishing also remains a concern, and bycatch of bird species is common.

### 6. Threats - Tourism

The ecosystem is very fragile, and too many people may disrupt the delicate balance.	International agreements limit the number of tourists.
Oil spills from ships in the Southern Ocean.	Tourists are aware of how special Antarctica's environment is.
Increasing numbers of tourists bring challenges for litter and waste disposal.	Ban of ships carrying more than 500 passengers from landing.
Tourists, along with scientists, may unknowingly bring seeds and spores of plants.	Around 88% of waste produced in Antarctica is recycled.

### 7. Threats – Climate Change

- Increases in temperature
- Sea ice melt & rise in sea levels
- Changing breeding and migration of penguins
- Significant reduction in the number of krill

### 8. Governance

- Antarctica does not belong to a single country; throughout history, many nations have staked a claim to parts of its territory. Currently, 7 countries 'own' a slice of Antarctic land and ocean.
- The Antarctic Treaty is an international agreement signed by 54 countries. It outlines the activities that can and cannot take place in Antarctica.

<b>Latitude</b>	The distance North or south of the Equator shown in degrees
<b>Albedo</b>	Reflection of sun's energy back to space.
<b>Ecosystem</b>	A single environment where all living and non-living factors interact.



# Graduation Group



## Book Reviews

- Can you;
- Imagine the scene?
- Hear the dialogue?
- Visualise the characters?
- Get swept up in the story?
- Live in the author's world?
- Do your senses;
- Hear
- Smell
- Touch
- See
- Taste
- What new vocabulary have you learnt?

So many books so little time (Frank Zappa)  
 She read books as one would breathe air, to fill up and live. (Annie Dillard)  
 Books are a uniquely portable magic (Stephen King)  
 A book is a dream that you hold in your hand (Neil Gaiman)

<b>Title</b>	The Dancing Bear
<b>Author</b>	Michael Morpurgo
<b>Illustrator</b>	Christian Birmingham
<b>Protagonist</b>	The tiny blonde orphan girl, Roxanne, who lives with her grumpy Granddad
<b>Setting</b>	Mountain village
<b>RRP</b>	£5.99
<b>Synopsis</b>	Roxanne found a bear cub and she had a special relationship with "Bruno". The story is told by the teacher he is the narrator
<b>Review</b>	★★★★★

The first thing to notice, would you like to read this book?

Who wrote the book

Any pictures will be drawn by this person

The main character who drives the story

Where is the story based

The recommended retail price of the book

A short description of what happened in the story

This could be a mark represented by up to 5 stars

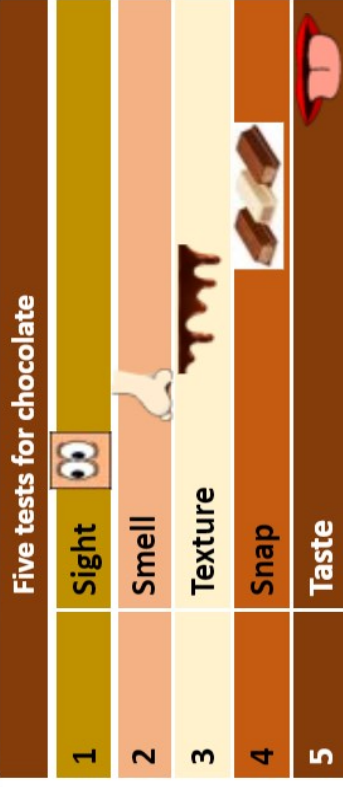


# Graduation Group



**Taste word bank**  
 bitter, sweet, soft, hard, chewy, crunchy, smooth, sticky, expensive, delicious, caramel, biscuit, cereal, layers, disgusting, rich, addictive

**DESIGN PROJECT: BAR: INGREDIENTS: WRAPPER: COSTINGS**



# Graduation Group

## CREATIVE WRITING



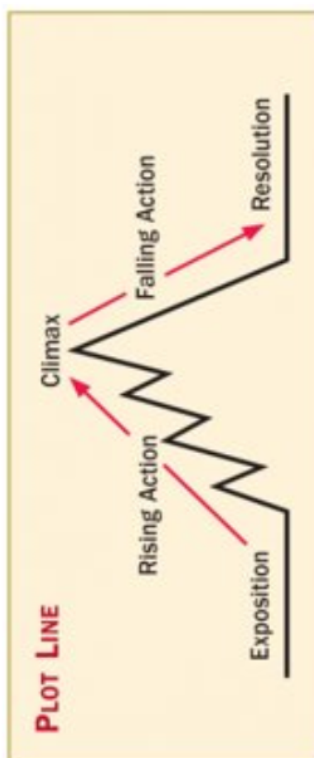
## PLAN YOUR CREATIVE WRITING

## HERE ARE SOME IDEAS FROM ROALD DAHL

1	Description of the main character. In the beginning...	James Henry Trotter everything is amazing	perfect life until the age of 4 loving parents lovely home by the sea
2	What happened to his parents? Who does he live with now?	Sudden death of both parents eaten by a rampaging rhino Aunt Sponge (fat, treacherous, greedy and evil) Aunt Spiker (thin, tall, cruel and evil)	
3	Describe the mean guardians, the house, the land, the bedroom and what awful chores have to be done?	James works hard, eats scraps of food and sleeps on the floor boards. He has been treated like a slave since the age of 4.	
4	Explain who brings the magic and what results it has on which type of fruit or vegetable	A friendly and mysterious old man who gives James a bag of magical crystals The peach tree grows an enormous peach.	
5	Meeting the amazing insects what are their special talents?	Seven magically altered garden bugs; centipede, earthworm, grasshopper, lady bird, spider, glow worm, silk worm.	



## Think about the shape of your story



## USEFUL SPELLINGS

believe	apologise	fortunately
consequently	absolutely	forever
however	beautiful	fabulous
opinion	brilliant	gorgeous
particularly	because	horrendous
similar	disaster	immediately
therefore	difficult	impossible
undoubtedly	different	special



## PROPER PLANNING AND PREPARATION PREVENT POOR PERFORMANCE

## CAPITAL LETTERS

## FULLSTOPS

## PARAGRAPHS

## PROOF READ

## IMPROVE

# Graduation Group



## Healthy Lifestyle Project

Food Group	Example food
<b>1</b> Salt and Sugar	Salt / Sugary drinks
<b>2</b> Fats and Spreads	Butter/ Mayonnaise
<b>3</b> Protein	Chicken/ Egg/ Fish
<b>4</b> Dairy	Milk/ Cheese/ Yoghurt
<b>5</b> Carbohydrates	Potatoes/ Pasta/ Rice
<b>6</b> Fruit and Vegetables	Apple/ Mango/ Carrot/Sweetcorn

**DRINK WATER**

**SLEEP WELL**

**EXERCISE MORE**



## Still Life Drawing

Draw slowly    Observe    Analyse

Proportion    Form    Perspective

Light pencil    Shade    Blend

## Fruit and Vegetable tasting (24 different foods)

Carefully record your results



**LOVELY**



**OK**



**HORRID**

Plot a bar graph to illustrate the class results  
 Remember the title  
 Label X axis (this one is horizontal)  
 Label Y axis (this one is vertical)  
 Use a ruler! Be precise Leave a space between each bar  
 Colour accurately



**Healthy eating plate**

**Food pyramid**

**Lunch box swaps**



## 14 FOOD ALLERGENS



# Graduation Group



## World War One

**1914 -1918**



Time Line date	Event	Timeline date	Event
28 <sup>th</sup> June 1914	Archduke <b>Francis Ferdinand</b> assassinated	7 <sup>th</sup> May 1915	German submarine sinks <b>Lusitania</b> killing 128 Americans
28 <sup>th</sup> July 1914	<b>Austria-Hungary</b> declares war on Serbia	21 <sup>st</sup> February 1916	Germany attacks Verdun
2 <sup>nd</sup> -7 <sup>th</sup> August 1914	<b>Germany</b> invades Luxembourg and Belgium. France invades Alsace. GB forces land in France	31 <sup>st</sup> May 1916	Naval Battle <b>Jutland</b> GB v Germany
10 <sup>th</sup> August 1914	Austria-Hungary invades Russia	1 <sup>st</sup> July 1916	Allies begin Battle of the <b>Somme</b>
9 <sup>th</sup> September 1914	<b>Allies</b> halt Germans at Marne	6 <sup>th</sup> April 1917	USA declares war on Germany
18 <sup>th</sup> February 1915	German begins <b>naval blockade</b> of GB	21 <sup>st</sup> March 1918	Germany begins its final <b>offensive</b>
25 <sup>th</sup> April 1915	Allied forces land on <b>Gallipoli</b>	11 <sup>th</sup> November 1918	Germany signs <b>armistice</b> ending WW1



### TRENCH WARFARE

2,490 km of trench lines  
 3 ½ years stale mate  
 North Sea through Belgium and France  
 Rats, lice, frogs, trench foot, frostbite  
 Mud, cold, wet, hot, disease ridden  
 No Mans Land Christmas football

**ALLIES**

GB, USA, USSR, FRANCE, BELGIUM, DENMARK, GREECE, NETHERLANDS, NORWAY, POLAND, YUGOSLAVIA, CZECHOSLOVAKIA, ESTONIA, LATVIA, LITHUNIA, MALTA

**AXIS POWERS**

GERMANY, AUSTRIA HUNGARY

**NEUTRAL**  
 SPAIN, PORTUGAL, SWEDEN, SWITZERLAND

### LIONS LED BY DONKEYS !



### UNIFORM COLOURS!



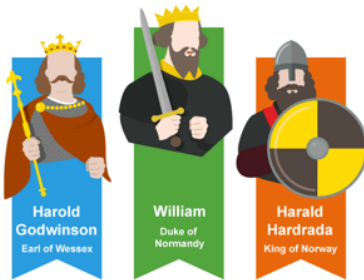
### UNIFORM DESIGN



# History

## KNOWLEDGE ORGANISER: 1066 HASTINGS BATTLE OF HASTINGS

Edward the Confessor was king of England between 1042-1066. Edward married but had no children. For a king to die without an heir was a disaster. A strong ruler, preferably with experience, good at fighting and leading armies and related to the king was required. Here are the candidates:



Harold Godwinson	William of Normandy	Harald Hardrada
<p>Anglo-Saxon Earl of Wessex One the most powerful men in England. Harold's sister was married to King Edward.</p> <p>Harold was a brave and respected soldier with a tough streak. The Witan elected Harold Godwinson to become the next King of England. Edward promised the throne to Harold on his deathbed.</p>	<p>Norman Duke of Normandy, France. William came from a fighting family. He was a brave soldier and Edward's cousin. Edward had lived in Normandy from 1016-1042.</p> <p>Edward had supposedly promised William the throne and Harold had agreed to this.</p>	<p>Viking King of Norway. Vikings had ruled Britain before Most feared warrior in Europe - Hardrada means 'hard' and his nickname was 'the Ruthless'.</p> <p>Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.</p>

5 Jan	Edward the Confessor died. The Witan elected Harold Godwinson to be the next king of England.
6 Jan	Harold was crowned as king of England, probably at Westminster Abbey.
20 Sep	Harald Hardrada and Tostig invaded, with more than 10,000 men in 200 long ships. Anglo Saxon Earls Edwin and Morcar were defeated at Battle of Fulford.
25 Sep	Harold Godwinson travelled north to fight Harald Hardrada. In four days he marched 180 miles to surprise Hardrada and Tostig, east of York. Godwinson defeated Hardrada but his army was tired and badly reduced in size.
27 Sep	William Duke of Normandy set sail with almost 700 ships. His soldiers landed at Pevensey and made a small castle. The Normans pillaged and burned the surrounding area, in order to force Harold to come south. Having heard of William's landing while at York, he raced his army down the old Roman road of Ermine Street
12 Oct	Harold arrives at London, to recruit more troops
14 Oct	Battle of Hastings—death of King Harold



## KNOWLEDGE ORGANISER: 1066 HASTINGS BATTLE OF HASTINGS

Harold drew up his army in three wedges on Senlac Hill. He had little more than 5,000, against a Norman force of up to 15,000 infantry, archers and cavalry. Harold had to fight a defensive battle. He was forced to rely on the English shield-wall, behind which his men could stand and let the Norman attacks break themselves. The Normans were at the bottom of the hill. This was a problem because they would get tired from charging uphill.
The Normans attacked first charging at Harold's shield wall. The battle raged for hours. The Normans could not break the Saxons' defensive shield-wall. Suddenly, a Norman knight tore off his helmet and cried "it is me, William" to prove he was not dead.
Some Norman troops turned and ran from the Saxons, who followed them, believing the battle to be over. The Normans then turned and slaughtered the Saxons. The shield-wall had now begun to break up. The Normans were winning the battle and many Saxons were killed. According to the Bayeux Tapestry, a stray arrow struck Harold Godwinson in the eye and the Saxon king fell down dead. This is debateable. The Saxon army was without a leader. The last Saxon Housecarls were killed protecting the body of the King.
The battle of Hastings ended in a Norman victory. William of Normandy, now William the Conqueror, was crowned king of England on Christmas Day, 1066 at Westminster Abbey.



### Key words:

Fyrd	A Saxon Peasant Soldier, untrained
Housecarl	A Saxon trained soldier – well paid, professional
Knight	Norman soldier on horseback
Archer	Norman soldier who shoots with a bow and arrow
Shield Wall	Saxon tactic of locking shields together

















Preparations	Leadership	Luck
<p>William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in.</p> <p>Harold was not prepared for the battle. William's army was fresh and well rested. He had lots of supplies. Harold's army was tired and reduced in size following the Battle of Stamford Bridge.</p>	<p>William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away.</p> <p>William used cavalry and archers to help win the battle.</p> <p>The tactic of pretending to run away worked perfectly.</p>	<p>The weather changed when William was trying to cross the English Channel. Harold had to fight the Vikings first, giving William the advantage.</p> <p>At a key moment in the battle Harold was killed.</p>

### Key learning points:

Who wanted to be King?      What happened at the Battle of Stamford Bridge?      Who had the better army at Hastings?      What were the key events at Hastings?

# History

## Year 7 History: Migration through time

800,000 BC	500 BC	AD 43-410	AD 450	AD 800	1066	1290
						
First humans arrive in the British Isles	The Celts migrate to Britain in search of rich and fertile farmland.	The Romans arrive and rule for hundreds of years	The Anglo-Saxons invade and settle in Britain.	Viking raids on Britain begin, leading to the establishment of the Danelaw	The Normans conquer England first Jews arrive in England	After years of discrimination the Jews are expelled from England
1572	1620	1845-52	1948	1968	2012	2016
						
St Bartholomew's Day massacre in France leads Huguenots to arrive in Britain	The <i>Mayflower</i> arrives in the New World with Puritan settlers from England.	Irish potato famine leads to widespread migration of Irish families into the UK	The <i>SS Empire Windrush</i> arrives from the West Indies, marking the start of modern mass migration to Britain	Rivers of Blood speech' Enoch Powell a Conservative politician, makes a controversial speech about immigration.	London Olympics, the opening ceremony celebrates the arrival of immigrants.	The UK votes to leave the European Union. Many state that immigration was a key reason for wanting to leave

Key Topics	
<b>Topic 1: Early migrations</b>	The Celts migrated to Britain in search of farmland. They were conquered by the Romans, who they tried to resist.
<b>Topic 2: The Anglo Saxons</b>	The Anglo-Saxons invaded Britain, replacing or mixing with the Celts. They influenced the language, religion and culture.
<b>Topic 3: The Vikings</b>	The Vikings were raiders, explorers, traders and empire builders, who set up their own kingdom in Britain.
<b>Topic 4: Religion and migration</b>	Jews and Huguenots came to England to escape persecution. Whereas Puritans left to follow their religion in peace.
<b>Topic 5: Economic migration</b>	Job opportunities in Britain encouraged Irish and West Indian migrants, but they faced discrimination.
<b>Topic 6: Migration over time</b>	Migrants have travelled to Britain for many reasons and influenced politics, the economy and society.

Key words			
<b>Chronology</b>	Place events in the past in order	<b>Danelaw</b>	The area of England controlled by the Vikings
<b>Inference</b>	What you can learn from a source, not just the surface detail but what it suggests	<b>Discrimination</b>	To treat a person from another group unfairly
<b>Source</b>	Evidence about the past e.g. a diary or painting	<b>Protestants</b>	Christians who broke away from the Catholic church
<b>Dark Ages</b>	The period after the Romans left Britain	<b>Reformation</b>	A period of change in the Church
<b>Pagan</b>	The first religion of the Celts and Anglo-Saxons	<b>Huguenots</b>	A group of Protestants who lived in France and the low countries
<b>Colonise</b>	To expand an empire into another country	<b>Puritans</b>	Extreme Protestants

## Year 7, Topic 3: Medieval Kingship

Power keywords	Definitions
<b>Monarch</b>	<ul style="list-style-type: none"> <li>King/ Queen</li> <li>Hereditary</li> </ul>
<b>Autocracy</b>	A monarch with absolute power
<b>Favourite</b>	A person who the monarch gives all attention/ money to.
<b>Parliament</b>	From the French 'parler' meaning to talk. A place where barons met with the King to decide on important matter.
<b>Barons</b>	Rich men with hereditary titles, paid taxes to the king in the feudal system.
<b>Magna Carta</b>	'Great Charter'. A document signed by King John and barons in 1215 which limited his power.
<b>Habeas Corpus</b>	The right to a fair trial before imprisonment
<b>Great Council</b>	A group of important barons who advised the King.
<b>Provisions of Oxford</b>	An addition to the Magna Carta, signed by Henry III and the Great Council in 1258. This made parliament permanent.

Religious Keywords	Definitions
<b>Piety</b>	To be very religious
<b>Excommunicated</b>	To be permanently removed from the Catholic Church by the Pope (this meant you were going to hell).
<b>Penance</b>	An act of apology for a sin e.g. prayers, being whipped.
<b>Interdict</b>	When the Pope forbid/ banned something.
<b>Crusade (The Crusades)</b>	<ul style="list-style-type: none"> <li>Religious war</li> <li>Religious wars where leaders in medieval Europe attempted to reclaim the Holy Land for Christianity.</li> </ul>

Norman  
Plantagenet

Monarchs	Years of reign
<b>William</b>	<b>1066-1087</b>
<b>William II</b>	<b>1087-1100</b>
<b>Henry I</b>	<b>1100-1135</b>
<b>Stephen</b>	<b>1135-1154</b>
<b>Henry II</b>	<b>1154-1189</b>
<b>Richard</b>	<b>1189-1199</b>
<b>John</b>	<b>1199-1216</b>
<b>Henry III</b>	<b>1216-1272</b>
<b>Edward I</b>	<b>1272-1307</b>
<b>Edward II</b>	<b>1307-1327</b>
<b>Edward III</b>	<b>1327-1377</b>
<b>Richard II</b>	<b>1377-1399</b>

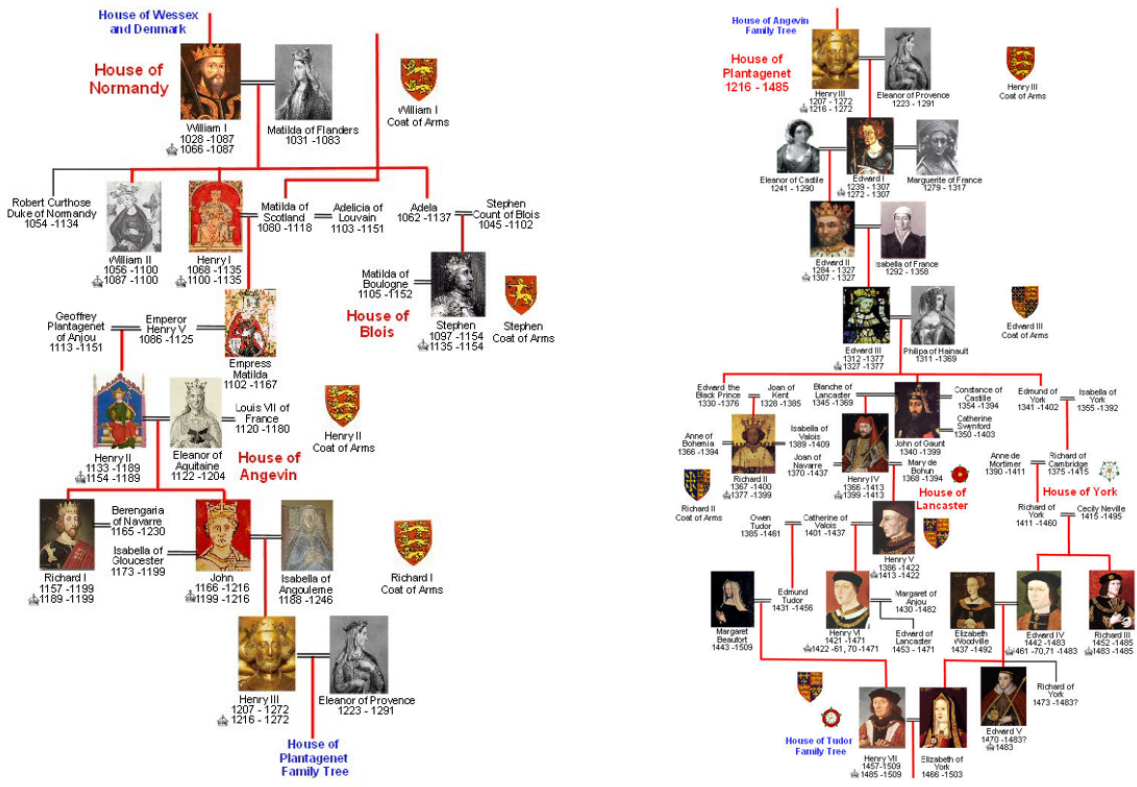
The job of a medieval king was:

1. Looking rich and powerful.
2. Collecting taxes.
3. Being pious (a holy man).
4. Having male heirs.
5. Having a good relationship with the barons.
6. Being a strong warrior by fighting other countries and defending their own.

# History

Monarchs	Positives	Negatives
<b>Empress Matilda</b>	<ul style="list-style-type: none"> <li>Only surviving child of Henry I</li> <li>Barons swore a oath of loyalty to Matilda</li> </ul>	<ul style="list-style-type: none"> <li>A woman</li> <li>Often rude to barons</li> <li>Brought up outside England</li> <li>Her son was heir to the throne after Stephen (Henry II)</li> </ul>
<b>King Stephen</b>	<ul style="list-style-type: none"> <li>A favourite of Henry I</li> <li>Richest man in England</li> <li>Henry I's closest male heir</li> </ul>	<ul style="list-style-type: none"> <li>Mild-mannered and seen as a pushover</li> <li>Not closest heir (Matilda was)</li> <li>Barons turned against him</li> </ul>
<b>King Henry II</b>	<ul style="list-style-type: none"> <li>Owned more land in France than King of France</li> <li>Married Eleanor of Aquitaine</li> <li>Two surviving male heirs- Richard and John</li> </ul>	<ul style="list-style-type: none"> <li>Very bad temper</li> <li>Was blamed for the death of Archbishop Thomas Becket</li> <li>His sons and wife rebelled against him</li> </ul>
<b>King Richard</b>	<ul style="list-style-type: none"> <li>A great warrior king</li> <li>He was popular and took part in the Third Crusade</li> </ul>	<ul style="list-style-type: none"> <li>Only spent 9 months of his reign in England</li> <li>Only spoke French</li> <li>Kept taxing people in England to fund the crusade.</li> <li>Kidnapped on the way home from the crusade by German Emperor</li> </ul>
<b>King John</b>	<ul style="list-style-type: none"> <li>Collected taxes to make up for all the money Richard spent abroad</li> <li>Modernised the government</li> <li>Exerted his power over the Church in England and Scotland</li> </ul>	<ul style="list-style-type: none"> <li>Lost most of his land in France to French King Philip (named 'lackland')</li> <li>Excommunicated from the Church</li> <li>Kept taxing the barons and imprisoning them - led to First Barons War</li> <li>Forced to sign Magna Carta- which limited his power.</li> </ul>
<b>King Henry III</b>	<ul style="list-style-type: none"> <li>Initially agreed to obey the Magna Carta</li> <li>He was on the throne for 56 years</li> <li>With his son Edward he managed to regain control of England</li> </ul>	<ul style="list-style-type: none"> <li>Became king when he was 9 years old and the barons thought they could control him.</li> <li>Began to take advice from French nobles (his wife's relatives) not English barons.</li> <li>Baron Simon De Montfort and other barons rebelled against him</li> </ul>
<b>King Edward I</b>	<ul style="list-style-type: none"> <li>A powerful warrior, nicknamed 'longshanks'</li> <li>Put down a rebellion in Wales</li> <li>Successful war against Scotland 'hammer of the Scots'</li> <li>Called the 'Model Parliament'</li> </ul>	<ul style="list-style-type: none"> <li>After his death the wars with Scotland continued.</li> <li>Hated by Scottish and Welsh</li> </ul>
<b>King Edward II</b>	<ul style="list-style-type: none"> <li>Married princess of France, Isabella- this was a good diplomatic match.</li> </ul>	<ul style="list-style-type: none"> <li>Had favourites and ignored the barons and gave them titles and huge sums of money</li> <li>His wife rebelled against him with baron Roger Mortimer</li> <li>Lost wars against Scotland</li> <li>Captured and murdered by the barons</li> </ul>

## Norman and Plantagenet Family Tree





# Music



## Music: Year 7 - Unit 1 + Unit 7 - Ensembles

Ensemble	A group of musicians playing/singing together
Chord	Two or more notes played at the same time
Triad	A chord consisting of three notes
Semitone	A half tone/a half step e.g. C-C#
Major	Sounds happy. For a major chord count 4 semitones then 3 semitones
Minor	Sounds sad. For a minor chord count 3 semitones then 4 semitones
Intro	The start of a song
Verse	Part of a song, music stays the same but the lyrics change
Pre-chorus	Part of a song, heard before the chorus
Chorus	The catchy part of the song, music and lyrics always the same
Bridge	The joining section of a song, often uses different musical ideas
Outro/coda	The end of a song
Lead sheet	Music which has the chords and lyrics on
Structure	The overall plan of the music – the different sections and how they fit together

### Keyboard

C Major - indicated by C chord symbol



C minor - indicated by Cm chord symbol

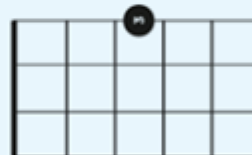


### Ukulele

The lines going down are the strings of the ukulele

The lines across are the frets (metal bars) of the ukulele

The dot shows you where to put your finger and which finger to use



### Lead Sheet

I got this feeling inside my bones **A<sub>7</sub>**

It goes electric wavy when I turn it on **F** **C** **A<sub>7</sub>**

All through my city, all through my home **F** **A<sub>7</sub>**

We're flying up, no ceiling, when we're in our zone **A<sub>7</sub>**

### Example of a Song Structure













# Music

## Music: Year 7 - Unit 2 - Rhythm

### Rhythm Notation -

Different note lengths (durations) and how they go together to make patterns

Semibreve	Minim	Crotchet	Quaver	Semiquaver
4 Beats 	2 Beats 	1 Beat 	½ Beat 	¼ Beat 
Note 			Adjacent quavers can be joined together with a BEAM 	Adjacent semiquavers can be joined together with a BEAM 

### Tempo - The speed of the music and the speed changes

Italian Term	English Translation
Lento	Slow
Moderato	At a moderate pace
Allegro	Fast

### Texture - The number of parts and how they relate to each other

Canon	Playing the same music but starting at different times
Adding/reducing layers	Starting and stopping different parts at different times to vary the number of layers in the music
Ostinato	A short repeating pattern
Solo	Only one performer
Call and response	One part plays and another copies the idea or develops it

### Dynamics -

The volume of the music and the volume changes

Italian Term	Symbol	English translation
Fortissimo	<b>ff</b>	Very loud
Forte	<b>f</b>	Loud
Mezzo forte	<b>mf</b>	Moderately loud
Mezzo piano	<b>mp</b>	Moderately quiet
Piano	<b>p</b>	Quiet
Pianissimo	<b>pp</b>	Very quiet
Crescendo	<b>&lt;</b>	Gradually get louder
Diminuendo	<b>&gt;</b>	Gradually get quieter

### Time Signature

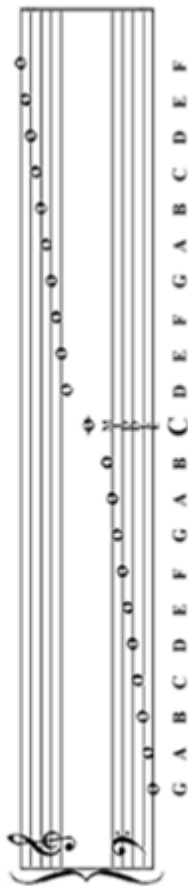


The top number tells you how many beats are in a bar

The bottom number tells you the type of beat. 4 = a crotchet

## Music: Year 7 - Unit 3 - Pitch

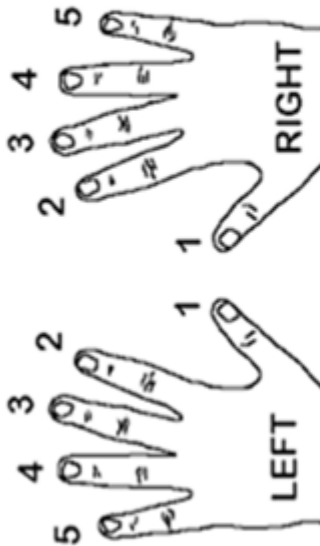
Staff Notation



Keyboard Diagram



Fingering Chart for Keyboard Instruments



**Treble Lines: Every Green Bus Drives East**

**Treble Spaces: FACE in the space**

**Bass Lines: Greedy Babies Deserve Food Always**

**Bass Spaces: All Cows Eat Grass**

Pitch	How high or low a sound is
Staff	A set of five parallel horizontal lines that, with a clef, indicates the pitch of musical notes
Clef	A symbol placed on the staff that determines the pitch of the lines and spaces
Octave	The distance between one note and the next note with the same name e.g. C-C A musical distance of 8 notes (C,D,E,F,G,A,B,C)
Tone	A whole tone (note) a whole step e.g. C-D. A step of two semitones
Semitone	A half tone/ a half step e.g. C-C#

# Music

## Music: Year 7 - Unit 4 - Ableton Live

**The Main Window**

**Scene Launcher.**  
Click the arrows to launch all the clips in a scene

**Click Create to add a new track**

**The Transport Bar: Play, Stop and Record**

**These are the Return Tracks. This is where you can load effects like reverb and delay**

**Helpful Keyboard Shortcuts**  
Copy - Ctrl + C  
Paste - Ctrl + V  
Duplicate - Ctrl + D  
Save - Ctrl + S  
Delete - Backspace  
Play/Pause - Spacebar  
Quantise - Select notes then press Shift + U

**Master Volume**

**Press the 'b' key to change your cursor to the draw tool to input MIDI data**

**Click here to edit the clip**

**Click here to edit the instrument**

**These are the Send dials. Turn these up to send to your Return Tracks on the right**

**This is an example of a clip in a clip slot. A clip contains data (MIDI or Audio) that is played when launched**

**Here is where you browse your instruments (devices) and drag them over to the main window**

**Double click any empty clip slot to load a clip so that you can input MIDI data**

**Quantise, add or delete notes**

**This is the Clip View. This is where you can edit the data within a clip. E.g. Quantise, add or delete notes**

**Change tempo**

**Metronome (& Count In - click drop down arrow) - make sure they are both activated when recording**

**Must be RED to record**

**Solo**

**Activate - this must be yellow to hear it**

**The Info View. A really useful box that tells you what your mouse cursor is hovering above**

## Music: Year 7 - Unit 5 - Chords

Major chord = happy sound

4 semitones + 3 semitones



Minor chord = sad sound

3 semitones + 4 semitones



Chord	Two or more notes played at the same time
Tone	A whole tone/step e.g. C to D A step of two semitones
Semitone	A half tone/ a half step e.g. C to C#

Chords I, IV and V are Primary Chords

Chords ii, iii, vi and vii are Secondary Chords

**Structure**

**Binary Form**  
Music that has two sections.  
These are labelled A and B  
**A B**

**Ternary Form**  
Music that has three sections.  
The A section is heard after the B.  
**A B A**

**Key Signatures**

C Major / A minor  
No sharps or flats

G Major / E minor  
1 Sharp - F#

F Major / D minor  
1 Flat - Bb

# Music

## Music: Year 7 - Unit 6 - Sonority

Orchestra	A group of musicians consisting of several different instruments all playing together. Made up of the string, woodwind, brass and percussion families
String	Instruments are played by bowing (using horse-hair) or plucking the strings. Violin, viola, cello, double bass, harp, guitar (not usually found in an traditional orchestra)
Woodwind	Instruments are played by blowing either across/through a mouthpiece or through a reed. Flute, oboe, clarinet, bassoon
Brass	Instruments are played by buzzing through a metal mouthpiece. Trumpet, French horn, trombone, tuba
Percussion	Instruments are played by hitting, either with a stick or against each other. There are two types of percussion: pitched and unpitched. Timpani, xylophone, piano, triangle, bass drum, tambourine, snare drum
Conductor	The person who leads the orchestra
Sonority	The colour/character of sound an instrument or voice produces

Layout of the Orchestra



## Year 7 Handball- Knowledge Organiser

Types of Skills	Explanation
Passing	Common passes are one handed and side pass. the long pass is used in counter attacks.
Dribbling	Not used very often in handball. Only used if no defenders are in front of you. One handed, continual bounce.
Shooting	One handed, ideally with a jump at the edge of the D to shoot.



### Defensive Positioning

All players to immediately drop back to goal-side and spread around the outside of the GK area.



<u>Positions</u>		
Goal Keeper	Left back	Right back
Centre (playmaker)	Left wing	Right wing
Pivot (normally tall, plays at the top of the D).		

### Key Words:

- Pivot
- Attack
- Defence
- Penalty
- Contact
- Foot

### Rules

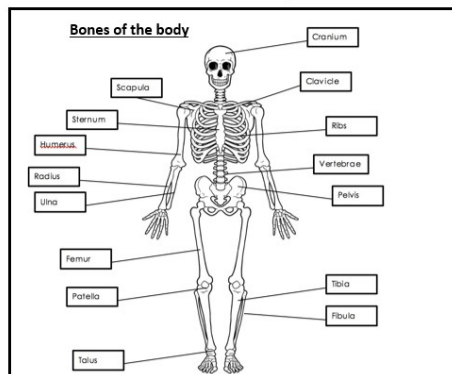
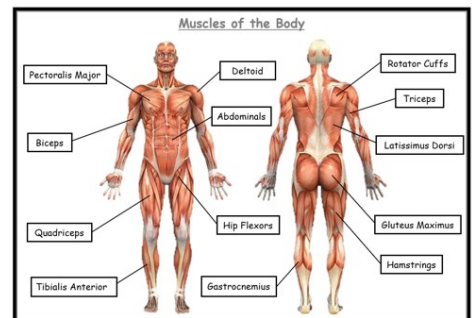
- 7 Players per side
- 30minute Halves
- Can't shoot inside the 'D'
- Only hold the ball for 3 seconds
- No contact
- A player can run with the ball for three steps maximum

## Year 7 Anatomy and Physiology - Knowledge Organiser

Warm up element	Impact on the body
Pulse raiser e.g. jog/run	<ul style="list-style-type: none"> <li>• Increases heart rate</li> <li>• Increases blood flow</li> <li>• Increases oxygen delivery</li> </ul>
Dynamic Stretching	<ul style="list-style-type: none"> <li>• Increases muscle temperature</li> <li>• Prevents injury</li> </ul>
Cool down element	Impact on the body
Pulse stabiliser e.g. low impact jog/walk	<ul style="list-style-type: none"> <li>• Reduce heart rate and breathing rate</li> <li>• Prevent blood pooling and muscle soreness</li> <li>• Remove lactic acid</li> </ul>
Static stretching	<ul style="list-style-type: none"> <li>• Gradually reduce muscle temperature</li> <li>• Prevent injury</li> </ul>

### Key Words:

- Lactic acid
- Heart rate
- Blood pooling
- Blood flow
- Oxygen
- Static
- Dynamic



## Year 7 Tennis- Knowledge Organiser

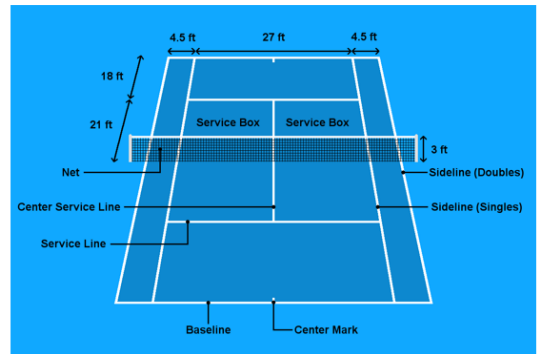
Types of Skills	Explanation
Groundstrokes	This is a shot played after the ball has bounced once.
Forehand	Played on the performer's strong side of the body
Backhand	Played on the performer's weaker side of the body
Volley	This is a shot played before the ball bounces – usually when the performer is near the net
Serve	A serve is a shot to start a point. A player will hit the ball with a racket so it will fall into the diagonally opposite service box without being stopped by the net.

### Key Words:

- Racket
- Strings
- Grip
- Topspin
- Backspin
- Slice
- Power
- Drop Shot
- Singles
- Doubles



### Tennis Court Dimensions



### There are 4 Grand Slam Tennis Tournaments each year



### Tennis Scoring System

Number of Points	Corresponding Call
0	Love
1	15
2	30
3	40
4	Game

### Basic Rules of Play

- A ball must land within bounds for play to continue; if a player hits the ball outside of bounds, this results in the loss of the point for them.
- Players cannot touch the net or posts or cross onto the opponent's side.
- Players cannot hit the ball twice.
- A player that does not return a live ball before it bounces twice loses the point.
- If the ball hits or touches the players, that counts as a penalty.
- Any ball that bounces on the lines of boundary are considered in.
- A serve must bounce first before the receiving player can return it

## Year 7 Football Knowledge Organiser

Types of Skills	Explanation
<p>Passing</p>	Use the inside of your foot. Strike the middle of the ball. Point your standing foot towards the target.
<p>Dribbling</p>	Lots of little touches using various parts of your foot. Keep the ball close to you at all times. Scan the area to identify space to dribble in to.
<p>Shooting</p>	Power – use the laces of your foot. Keep your head down and knee over the ball. Precision – Use the inside of foot to be accurate in the bottom corners.

### Rules

- **Goal kick** – When the attacking team touch the ball last and it crosses the end line either side of the goal.
- **Throw In** – Is awarded to the opposition when the ball crosses either side line.
- **Handball** – When the ball strikes the arm between the shoulder and finger tip. This is awarded when it is not in a natural position.
- **Number of players** – 9-a-side for Year 7. Year 8 and onwards is 11-a-side.



### Positions

- GK = Goal Keeper
- LB = Left Back
- RB = Right back
- CB = Centre back / centre half
- LM = Left Midfield / winger
- RM = Right midfield / winger
- CM = Centre midfield
- CF = Centre forward

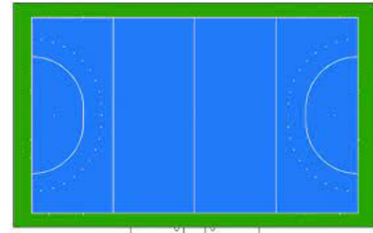


## Year 7 Hockey - Knowledge Organiser

Types of Skills	Explanation
<b>Push Pass</b> 	Stick directly behind the ball and remains in contact as you push the ball forward
<b>Dribbling</b> 	Keep the ball close to your stick at all times, when running with it. Keep the ball at the 1 o'clock position. Use the flat side of your stick to control the ball when moving. Keep your head up.
<b>Block tackle</b> 	Put your stick low and flat to the ground with your body in a lunge position and drive forwards with the ball. No big back swing!



Strong hand grip position needed for passing, Dribbling and tackling



### Key Words:

- Attack
- Defence
- Short Corner
- Long Corner
- Self Pass

### Positions

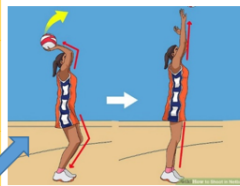
- Goal Keeper
- Defenders
- Midfielders
- Forwards

### Rules

- 11 Players per side.
- Can only score if the ball is touched in the 'D' by an attacker before entering the goal.
- Fouls include: using the rounded side of the stick and the ball hitting your foot.
- Players can take a self pass (start moving with the ball) or pass to a team mate after a foul.
- Hit out = When the attackers hit the ball over the back line.
- Long corner = When the defenders hit the ball over the back line.
- Short corner = When the defenders foul in the 'D'.

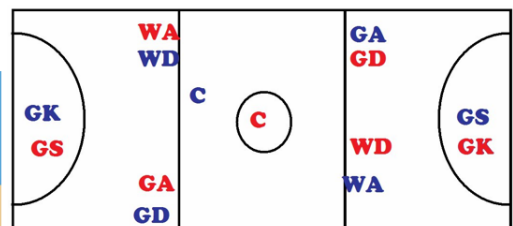
## Year 7 Netball - Knowledge Organiser

Types of Skills	Explanation
Passing	A chest pass should be a short, fast pass at chest height. A shoulder pass is used for longer distances.
Footwork	Stay balanced when holding the ball. Do not lift your landing foot and place it back down.
Pivot	Pivoting allows you to open up the space on the court by rotating on your landing foot.
Shooting	Stand with feet shoulder width apart. Keep your elbows high and bend your knees. Eyes on the target.



### Starting positions on a centre pass

- |              |              |
|--------------|--------------|
| Goal Shooter | Goal Attack  |
| Wing Attack  | Centre       |
| Wing Defence | Goal Defence |
|              | Goal Keeper  |



👤 = Blue Team.  
👤 = Red Team.

### Rules

- 7 Players per side
- 15 minute quarters
- A player can only hold the ball for 3 seconds
- No contact
- A player must stay 3 feet away from the person in possession of the ball.

### Roles of each position

- GS and GA are the only players allowed to shoot.
- GK and GD reduce the goal scoring opportunities of the GS and GA.
- Centre takes the centre passes and links the attack and the defence.
- WA helps to pass the ball into the shooting circle. WD marks WA.

## Year 7 strike and field - Knowledge Organiser

### Key principles of striking and fielding games

Attacking	Defending
Score points/runs/rounders	Limit scoring opportunities
Placement of shots/hits	Denying/limiting space
Avoid getting out	Get opponents out

**Cricket** – a bat and ball game, usually 11 aside played on a field with a 20 meter pitch in the middle. There is a wicket on at each end made up of 3 stumps with 2 balls balanced on top. The batting side scores runs by striking the ball and running between the wickets whilst the fielding team tries to get them out and limit the runs scored.

**Fielding positions**



**Rounders** – a bat and ball game. Batters score by hitting a small ball and running around four bases/posts.



### Getting someone out in cricket

- Caught** – caught by a fielder before a bounce
- Bowled** – if a bowler bowls the ball and the ball hits the wicket
- LBW** – if the ball hits the Leg **Before** Wicket
- Stumped** – if the wicket is hit whilst the batter is out of their crease
- Run out** – same as being stumped
- Hit wicket** – if the batter hits their own wicket whilst playing a shot



**How to score in rounders**

- Full rounder** - Hit the ball and run around all 4 bases without stopping and before the next batter.
- Half a rounder** - Hit the ball and run to 2<sup>nd</sup> base without stopping.
- Half a rounder** - Miss the ball and run around all 4 base without stopping and before the next batter.

**Rules of rounders Batters**

- Run to side of batting box and do not step out of front of box
- If you hit the ball behind wait at 1<sup>st</sup> base until ball travels back over backward hit line
- Run around outside of posts/bases
- When waiting at post keep in contact with post and touch 4<sup>th</sup> base to indicate you are home.

**Fielders**

- Bowl between head and knee
- When the bowler has the ball securely in their box batters must wait at the base they are at.
- Get batters out by stumping a base they are running towards or catching them out.



## Year 7 Athletics- Knowledge Organiser

Types of Skills	Explanation
Running events	Starting • Finishing • Posture • Leg action • Arm action • Head carriage
Jumping events	Approach • Synchronisation of arm and leg action • Take off Flight • Landing
Throwing events	Initial stance • Grip • Throwing action • Release phase • Recovery phase/follow through

**Rules**  
Each individual discipline has its own specific set of rules and competitors are expected to abide by these to ensure that the competition is fair. Some athletics events you are likely to cover include the following:

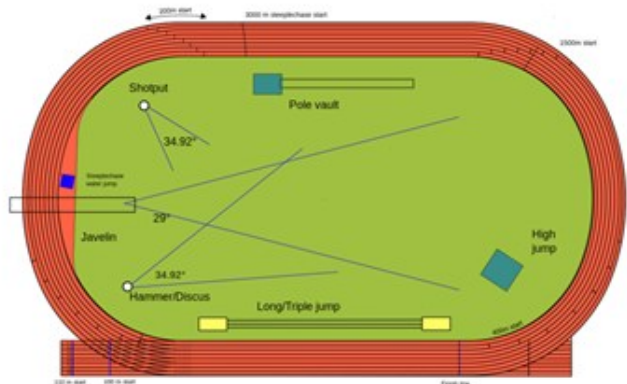
- 100 metres
- 200 metres
- 400 metres
- 800 metres
- 1500 metres
- 4 x 100 metres relay
- High jump
- Long jump
- Shot put
- Discus throw
- Javelin throw



**Key words:**

- ATHLETE:** a trained person in sports who takes part in track and field competitions
- BATON:** a short tube passed from runner to runner in a race
- BELL LAP:** the final lap in a race
- DECATHLON:** an athletic event in which competitors take part in ten sports events
- FALSE START:** an invalid start of a race in which one of the competitors starts too early – before the official signal has been given







How heavy?	Year 7 girls	Year 7 boys	Year 8 girls	Year 8 boys
Shot	2.72kg	3.25kg	3kg	4kg
Discus	1kg	1kg	1kg	1.25kg
Javelin	400g	400g	500g	600g



# PSRE


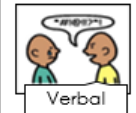



## Year 7

### 1. What is a good friend?

<p><b>Platonic Relationship</b></p> <p>A friendship or relationship where there is no romantic, intimate or sexual feelings.</p> <p>Friends and Colleagues.</p>	<p><b>What makes a good friend?</b></p>		<p><b>Signs of a Toxic Friendship</b></p>
<p><b>Intimate Relationship</b></p> <p>A relationship which can include a sexual attraction and sexual activity.</p> <p>Boyfriend, Girlfriend, Married Couples</p>	<p>Good friends make you feel good</p>		<p>Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship. You can spot them by:</p> <ul style="list-style-type: none"> <li>• They might say "brutally honest" things to you which are unkind or hurtful</li> <li>• Put pressure on you to do things you don't want to do</li> <li>• Be manipulative (e.g. 'If you were my friend you would...')</li> <li>• Put you down</li> <li>• Laugh at you, or encourage others to laugh at you</li> <li>• Talk about you behind your back</li> <li>• Deliberately exclude you from group chat and activities</li> <li>• Take the "banter" too far</li> <li>• Share things about you online</li> <li>• Make you feel bad about yourself</li> </ul>
<p><b>Familial Relationship</b></p> <p>A relationships with someone who has a blood, kinship or legal tie to you.</p> <p>Parents, Siblings etc.</p>	<p>Good friends listen</p>		<p><b>What to do if you are in a toxic friendship</b></p>
<p><b>Toxic Relationship</b></p> <p>A relationship that has a negative impact on your mental health and self esteem.</p>	<p>Good friends support each other</p>		<ul style="list-style-type: none"> <li>• <b>Remember: the problem isn't you:</b> Hold on to that thought. Their behaviour might make you feel bad, but they need to change, not you.</li> <li>• <b>Talk to them about how their behaviour makes you feel:</b> Explain calmly and without accusation. Be specific. Tell them what you'd like to happen moving forward. Their response will tell you a lot, sometimes our behaviour hurts others without us realising.</li> <li>• <b>If they apologise, give them another chance:</b> If they mean it, they'll change their behaviour and stop making you feel bad. However, sometimes frenemies might apologise insincerely, and their behaviour afterwards won't change. If they're still making you feel bad despite what you've told them, it's time to move on.</li> <li>• <b>Make new friends:</b> Moving on can be scary, but you deserve people in your life who support you and make you feel good about yourself. See our guide to making new friends for help.</li> <li>• <b>Don't retaliate:</b> It can be tempting to encourage others to exclude your former frenemy, or to put them down behind their back. Don't do this: you're only showing the same behaviour you found difficult in them.</li> </ul>
	<p>Good friends are trustworthy</p>		
	<p>Good friends handle conflict respectfully and respect boundaries</p>		
	<p>Friends not followers</p>		
	<p><b>Good friendships go both ways</b></p>		

## Year 7

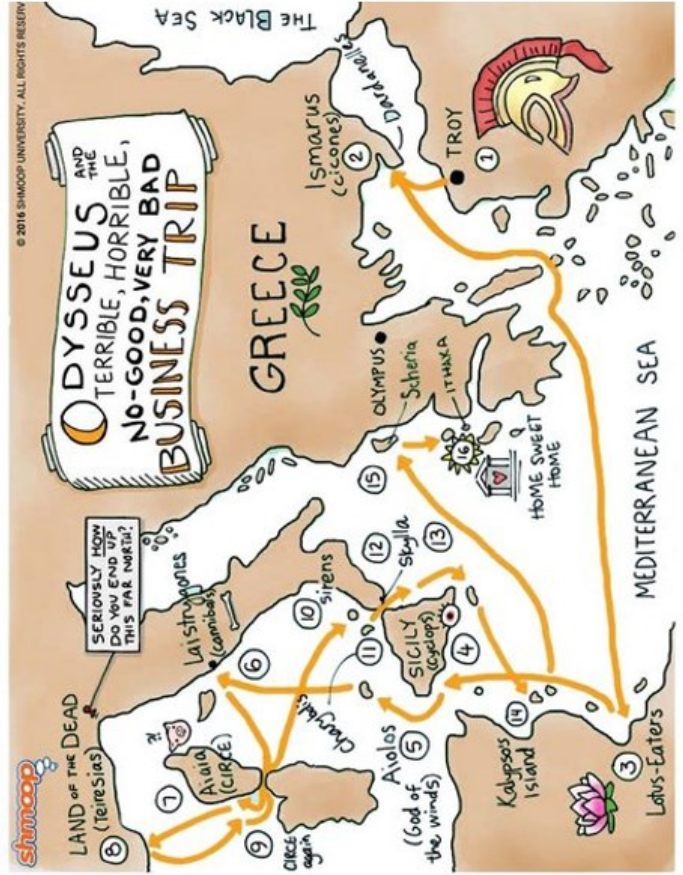
### 2. Bullying

<p><b>Bullying</b></p> <p>Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.</p>	<p><b>Types of Bullying</b></p>		<p><b>Dealing with Bullying</b></p>										
<p><b>Banter</b></p> <p>Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange.</p>	 <p>Physical</p>	<p>The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.</p>	<p>Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.</p> <ul style="list-style-type: none"> <li>• <b>Tell someone</b> – don't keep it to yourself, find a trusted adult who you can talk to.</li> <li>• Don't retaliate, try and ignore them if you can.</li> <li>• Try not to react in front of the bully.</li> <li>• Stay with trusted friends who will support you.</li> </ul>										
<p><b>By-Stander</b></p> <p>A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.</p>	 <p>Verbal</p>	<p>This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.</p>	<p><b>Dealing with Cyber Bullying</b></p>										
<p><b>Bully</b></p> <p>A person who engages in bullying type behaviour towards one or more people.</p>	 <p>Emotional</p>	<p>Psychological and emotional bullying is difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.</p>	<p>Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.</p> <ul style="list-style-type: none"> <li>• <b>Tell someone</b> – don't keep it to yourself, find a trusted adult who you can talk to.</li> <li>• Report the bullying to the website and block the user.</li> <li>• Do not Retaliate</li> <li>• Screenshot evidence of the bullying.</li> </ul>										
	 <p>Cyber</p>	<p>Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.</p>	<p><b>Who Can you turn to for help and Support</b></p>										
	 <p>Specific</p>	<p>This the term used to describe bullying based on a specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.</p>	<table border="1"> <tr> <td>Parents or trusted family members</td> <td>Teachers or school Staff</td> </tr> <tr> <td>The Police</td> <td>Friends</td> </tr> <tr> <td>NSPCC</td> <td>Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a></td> </tr> <tr> <td>Childline</td> <td>Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></td> </tr> <tr> <td>National Bullying Helpline</td> <td><a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a></td> </tr> </table>	Parents or trusted family members	Teachers or school Staff	The Police	Friends	NSPCC	Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a>	Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>	National Bullying Helpline	<a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>
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National Bullying Helpline	<a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>												

### 3. Religious Diversity and The Odyssey

World Religions Chart

Religion/ Symbol	Followers/ number	Principal figure(s)	Sacred Writings	Beliefs	Where Begun	Place/Day of Worship	Other
Judaism 	Jews About 13 million followers	Abraham Moses	Torah Hebrew Bible	<ul style="list-style-type: none"> <li>One God</li> <li>Observe 10 commandments</li> <li>Keep the Sabbath</li> <li>Messiah will come</li> </ul>	Middle East	Synagogue, Temple or Shul Saturday (begin religious day on Friday)	Hebrew Language Bar/Bat Mitzvah Fasting Candles in service Jerusalem Important city
Christianity 	Christians About 2 billion followers	Jesus Christ Also recognizes Abraham & Moses	Bible Old & New Testaments	<ul style="list-style-type: none"> <li>One God</li> <li>Jesus is the Son of God</li> <li>Observe 10 commandments</li> <li>Jesus is the Messiah</li> </ul>	Middle East	Church Sunday	Latin Language Fasting Candles in service Consecration Jerusalem important city
Islam 	Muslims Over 1 billion followers	Muhammad Also recognizes Abraham, Moses, and Jesus	Quran	<ul style="list-style-type: none"> <li>Five Pillars</li> <li>decline based in 1 God</li> <li>-pray 5x daily</li> <li>-fast during Ramadan</li> <li>-hajj or pilgrimage to Mecca</li> </ul>	Middle East	Mosque Friday	Arabic Language Religious attire for men & women Hajj - pilgrimage to Mecca Mecca important city
Hinduism 	Hindus About 900 million followers	The Aryans	The Vedas	<ul style="list-style-type: none"> <li>One God - many forms</li> <li>-Brahma</li> <li>-Vishnu</li> <li>-Shiva</li> <li>Reincarnation</li> <li>Karma &amp; Dharma</li> </ul>	India Indus River Valley	Temple (Mandir) Daily	Sanskrit Language Fasting Oil Lamps Statues Varnas important city Ganges River
Buddhism 	Buddhists About 330 million followers	Siddhartha Guatama (aka Buddha)	Tripiitaka	<ul style="list-style-type: none"> <li>Four Noble Truths</li> <li>Eightfold Path</li> <li>Karma</li> <li>Rebirth</li> <li>Dharma</li> <li>Enlightenment</li> </ul>	North-East India	Temple (Stupa) Daily	Candles Prayer wheels Prayer flags Statues Mandala or sand painting
Sikhism 	Sikhs About 25 million followers	Guru Nanak	Guru Granth Sahib	The Five Virtues (Truth, Compassion, Contentment, Humility, & Love)	North-West India	Gurdwara Daily	-Three Pillars (honesty, self-actualization, service to others) Avoid the Five evils (lust, wrath, greed, attachment, & ego)



### 5. Gaming and Gambling

**Esports**

a multiplayer video game played competitively for spectators, typically by professional gamers.

**Loot boxes**

Loot boxes are virtual treasure chests containing undisclosed items that can be used in games.

**Probability**

Probability or chance is how likely something is to happen

**Addiction**

Addiction is the repeated involvement with a substance or activity, despite the substantial harm it now causes.



**What are the signs of a gaming problem?**

- Thinking about gaming all or a lot of the time
- Feeling bad when you can't play
- Needing to spend more and more time playing to feel good
- Not being able to quit or even play less
- Not wanting to do other things that you used to like
- Having problems at work, school, or home because of your gaming
- Playing despite these problems
- Lying to people close to you about how much time you spend playing
- Using gaming to ease bad moods and feelings

**What can you do to prevent it?**

To keep the amount of time spent gaming under control, try these tips:

- Set time limits for play and stick to them.
- Keep phones and other gadgets out of the bedroom so you won't play into the night.
- Do other activities every day, including exercise. This will lower the health risks of sitting and playing for long stretches of time.

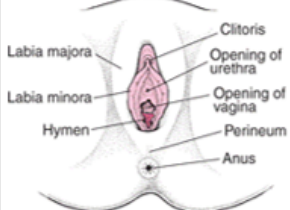
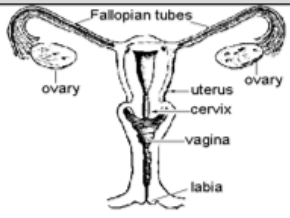
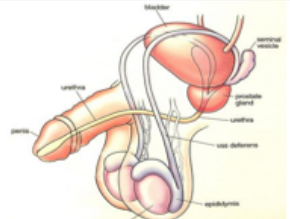
**Who Can you turn to for help and Support**

Parents or trusted family members	Teachers or school Staff
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a>
Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
Big Deal	Helpline: 0808 8020 133 <a href="https://biadeal.org.uk/">https://biadeal.org.uk/</a>

# PSRE

## Year 7

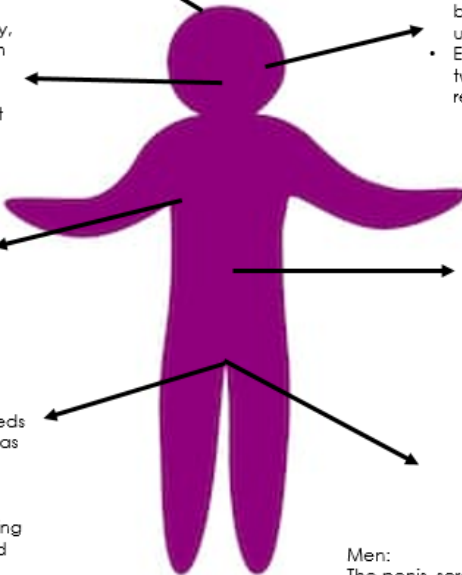
## 6. Puberty

<p><b>Puberty</b></p> <p>The process of physical maturity in a person that takes place in adolescence</p>	<p><b>Female Genitalia – External (Vulva)</b></p> 	<p><b>Physical Changes during Puberty</b></p> <table border="1"> <tr> <td data-bbox="700 387 751 577">Boys only</td> <td data-bbox="751 387 1155 577"> <ul style="list-style-type: none"> <li>Starts between 10 and 12 years of age</li> <li>Facial Hair</li> <li>Voice Breaking</li> <li>Erections</li> <li>Wet Dreams</li> <li>Widening of chest and Shoulders</li> </ul> </td> </tr> <tr> <td data-bbox="700 577 751 768">Girls Only</td> <td data-bbox="751 577 1155 768"> <ul style="list-style-type: none"> <li>Starts between 9 and 11 years of age.</li> <li>Menstruation / Periods begin</li> <li>Breast growth</li> <li>Stretch Marks</li> <li>Cellulite</li> <li>Hips widen</li> </ul> </td> </tr> <tr> <td data-bbox="700 768 751 902">Both</td> <td data-bbox="751 768 1155 902"> <ul style="list-style-type: none"> <li>Grow taller</li> <li>Sweat more</li> <li>Changes to hair and skin</li> <li>Spots and Pimples</li> </ul> </td> </tr> </table>	Boys only	<ul style="list-style-type: none"> <li>Starts between 10 and 12 years of age</li> <li>Facial Hair</li> <li>Voice Breaking</li> <li>Erections</li> <li>Wet Dreams</li> <li>Widening of chest and Shoulders</li> </ul>	Girls Only	<ul style="list-style-type: none"> <li>Starts between 9 and 11 years of age.</li> <li>Menstruation / Periods begin</li> <li>Breast growth</li> <li>Stretch Marks</li> <li>Cellulite</li> <li>Hips widen</li> </ul>	Both	<ul style="list-style-type: none"> <li>Grow taller</li> <li>Sweat more</li> <li>Changes to hair and skin</li> <li>Spots and Pimples</li> </ul>	<p><b>Things to Remember</b></p> <ul style="list-style-type: none"> <li>Puberty begins at different times for different people.</li> <li>Changes will happen at different rates and in a different order for different people,</li> <li>Everyone goes through puberty, you are not alone.</li> <li>Good diet and exercise can help deal with some of the physical changes.</li> <li>Puberty is normal despite feeling very abnormal.</li> </ul>				
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<p><b>Menstruation</b></p> <p>Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy.</p>	<p><b>Female Genitalia – Internal</b></p> 	<p><b>Who Can you turn to for help and Support</b></p> <table border="1"> <tr> <td data-bbox="700 969 1099 1014">Parents or trusted family members</td> <td data-bbox="1099 969 1508 1014">Teachers or school Staff</td> </tr> <tr> <td data-bbox="700 1014 1099 1059">Your Doctor or Practice Nurse</td> <td data-bbox="1099 1014 1508 1059">School Nurse</td> </tr> <tr> <td data-bbox="700 1059 1099 1104">NSPCC</td> <td data-bbox="1099 1059 1508 1104">Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a></td> </tr> <tr> <td data-bbox="700 1104 1099 1149">Childline</td> <td data-bbox="1099 1104 1508 1149">Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></td> </tr> <tr> <td data-bbox="700 1149 1099 1193">NHS Live Well Website</td> <td data-bbox="1099 1149 1508 1193"><a href="https://www.nhs.uk/Livewell">www.NHS.UK/Livewell</a></td> </tr> </table>		Parents or trusted family members	Teachers or school Staff	Your Doctor or Practice Nurse	School Nurse	NSPCC	Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a>	Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>	NHS Live Well Website	<a href="https://www.nhs.uk/Livewell">www.NHS.UK/Livewell</a>
Parents or trusted family members	Teachers or school Staff												
Your Doctor or Practice Nurse	School Nurse												
NSPCC	Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a>												
Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>												
NHS Live Well Website	<a href="https://www.nhs.uk/Livewell">www.NHS.UK/Livewell</a>												
<p><b>Hormones</b></p> <p>A chemical substance produced in the body that controls and regulates the activity of certain cells or organs.</p>	<p><b>Male Genitalia</b></p> 												
<p><b>Wet Dream</b></p> <p>An involuntary ejaculation that occurs whilst a person is asleep.</p>													

## Year 7

## 7. Hygiene

<p><b>Hygiene</b></p> <p>Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</p>
<p><b>Body Odour</b></p> <p>The unpleasant smell of a person's unwashed body.</p>
<p><b>Halitosis</b></p> <p>Medical term for bad breath</p>
<p><b>Oral Hygiene</b></p> <p>The practice of keeping one's mouth clean and free of disease and other problems</p>
<p><b>Puberty</b></p> <p>The process of physical maturity in a person that takes place in adolescence</p>



**Hair**  
Puberty causes the oil glands in the hair to produce more oil which can make hair more oily meaning that it needs to be washed more regularly.

**Face**

- During and after puberty people can be more prone to spots and acne. This can be managed through the use of daily face washes.
- Exfoliants should be used twice weekly in order to remove dead skin cells.

**Body Hair**

- You may want to start shaving some places where body hair grows, but whether you do is up to you.
- Some guys who grow facial hair like to let it develop into a mustache and beard.
- Some girls may decide to leave the hair on their legs and under their arms as is. It's all up to you and what you feel comfortable with.

**Genital Hygiene**

**Women:**

- The inside of the vagina rarely needs cleaning with the use of soap. It has a natural balance of substances that can become disturbed by washing
- The labia should only need cleaning once a day using a mild soap and water.
- Over cleaning of the genital area can be harmful and lead to infections such as thrush

**Men:**  
The penis, scrotal area and anus, should only need cleaning once a day. No attempt should be made to try and clean the inside of the urethra; this can cause serious damage.

**Oral Care**

- Brushing teeth twice a day, flossing and using a mouth wash can prevent bad breath and dental issues.
- Regular visits to the dentist are also important

**Body Odour**

- Daily bathing and the use of anti-perspirant or deodorant.
- Anti perspirant's will reduce the amount of sweat you produce whereas deodorants cover the smell and odour.

# PSRE

## Year 7

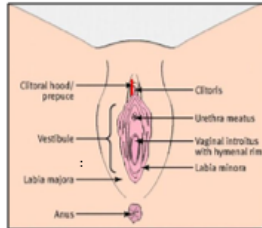
## 8. FGM

**Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

### Types of FGM

<b>Type 1 Clitoridectomy</b>	partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
<b>Type 2 Excision</b>	partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).
<b>Type 3 Infibulation</b>	narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris. Sometimes referred to as <b>Pharaonic circumcision</b> .
<b>Type 4 Other</b>	all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.



**Why is FGM performed?**

- Preservation of virginity and chastity
- Religion, in the mistaken belief that it is a religious requirement
- Fear of social exclusion
- To ensure the girl is marriageable or to improve marriage prospect
- Hygiene and cleanliness
- Belief that it increases the sexual pleasure for the male
- Enhancing fertility
- Family honour
- Social acceptance

**Effects of FGM**

**PHYSICAL EFFECTS**

- Bleeding
- Urinary tract infections
- Shock and pain
- Pregnancy complications
- Difficulty during childbirth
- Menstruation problems
- Painful sex
- Infertility
- Tetanus infections
- Loss of bladder control

**EMOTIONAL EFFECTS**

- PTSD
- Anxiety
- Trust Issues
- Anger Issues

**FGM and the Law**

Over **24,000** girls under the age of 15 living in the **UK** are at **risk** of undergoing the most **severe** form of FGM at any one time.

**Female Genital Mutilation Act 2003** makes it **illegal** for FGM to be **performed** in the **UK** or anywhere in the world on **UK citizens** or **permanent residents** of any age.

If you **carry out** or **help** in carrying out FGM or if you **arrange** for someone to undergo FGM you face up to **14 years in prison**.

It is also **illegal** to **take** a British national or permanent resident **abroad** for FGM or to **help** anyone trying to do this.

**Where to get more help and support**

- School Staff and Wellbeing Team
- National FGM Support Clinics
- NSPCC - <https://www.nspcc.org.uk>
- Childline - Helpline: 0800 1111 (24 hours, every day) / <https://www.childline.org.uk>
- CEOPS - <https://www.ceop.police.uk/saf-ety-centre/>

## Year 7

## 8. Healthy Living

**Calories**

Calories refer to the energy people get from the food and drink they consume.

**Obesity**

Obesity has been defined by the National Institutes of Health (the NIH) as a BMI of 30 and above.

**BMI**

This is a numerical value of your weight in relation to your height. A BMI between 18.5 and 25 kg/m<sup>2</sup> indicates a normal weight. BMI is a person's weight in kilograms (kg) divided by his or her height in meters squared.

**Nutrition**

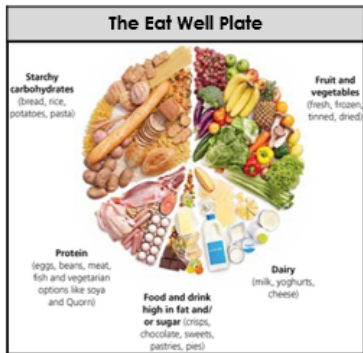
The process of providing or obtaining the food necessary for health and growth.

**Veganism**

A diet where a person does not eat or use animal products.

**Vegetarianism**

A diet where a person does not eat meat or fish



**What does 1 portion of your 5 a day look like?**

- 80g of fresh, canned or frozen fruit and vegetables
- 30g of dried fruit – which should be kept to mealtimes
- 150ml glass of fruit juice or smoothie – but do not have more than 1 portion a day as these drinks are sugary and can damage teeth
- Just 1 apple, banana, pear or similar-sized fruit is 1 portion each.
- A slice of pineapple or melon is also 1 portion.
- 3 heaped tablespoons of vegetables is another portion.

**How much exercise should you do?**

<b>Children 5-12 years</b> 60 minutes of moderate to vigorous intensity physical activity every day	<ul style="list-style-type: none"> <li>• Jogging or running</li> <li>• Racewalking</li> <li>• Hiking uphill</li> <li>• Cycling more than 10 miles per hour or steeply uphill</li> <li>• Swimming fast or lap swimming</li> </ul>
<b>Young People 13-17 years</b> 60 minutes of moderate to vigorous intensity physical activity every day	<ul style="list-style-type: none"> <li>• Aerobic dancing, fast dancing, step aerobics</li> <li>• Heavy gardening with digging, hoeing, shovelling heavy snow, moving or pushing heavy objects, carrying loads of 50 pounds on level ground or 25 pounds or more upstairs.</li> </ul>
<b>Adults 18-64 years</b> 150 to 300 minutes (2 1/2 to 5 hours) of moderate intensity physical activity or an equivalent combination of both moderate and vigorous activities, each week	<ul style="list-style-type: none"> <li>• Martial arts</li> <li>• Playing sports with lots of running such as basketball, hockey, soccer</li> <li>• Singles tennis</li> <li>• Court sports such as handball, racquetball, squash</li> </ul>

**Impacts of poor Nutrition**

Short term:

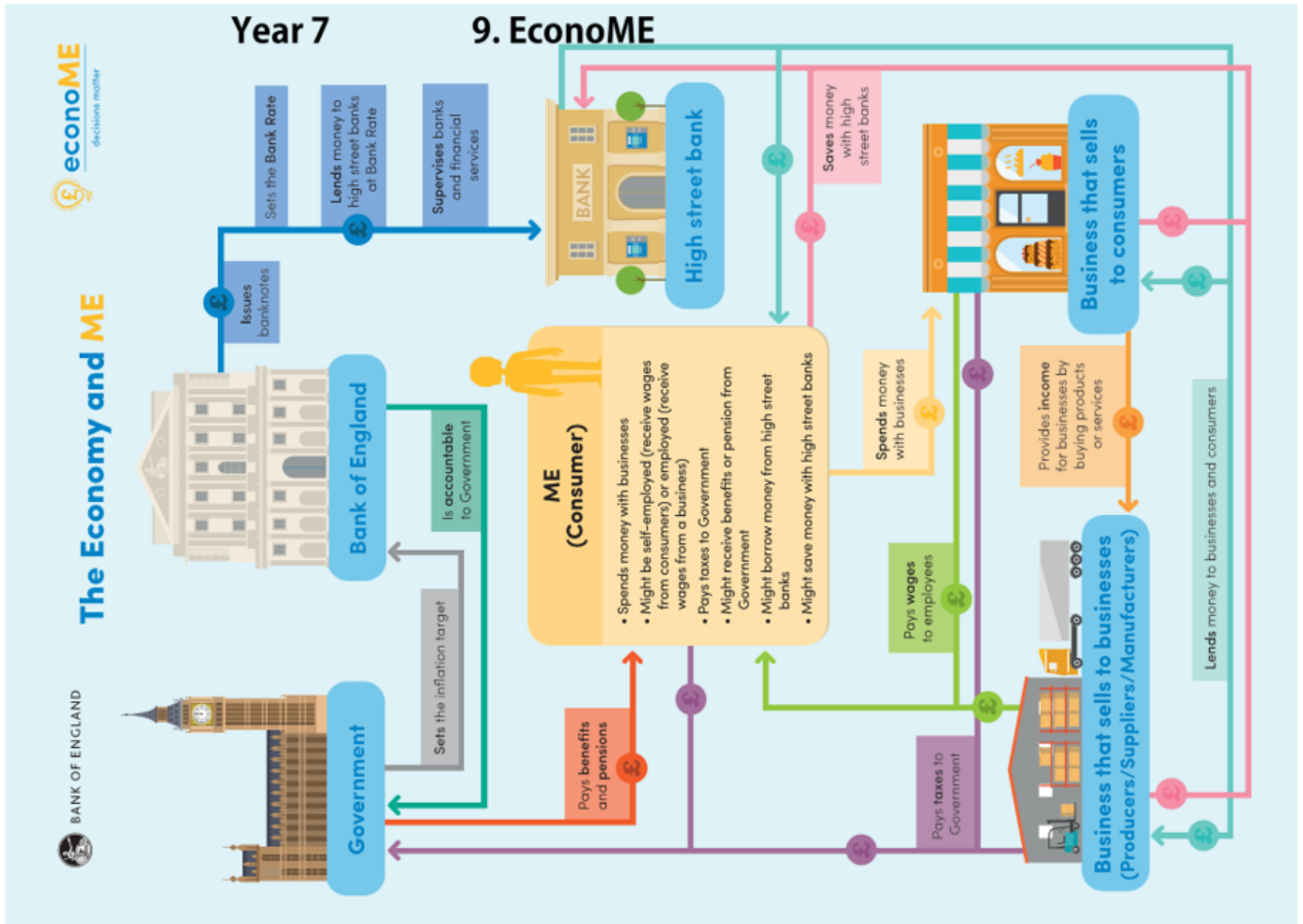
- stress,
- tiredness
- limit capacity to work.

Long term it can contribute to the risk of developing some illnesses and other health problems such as:

- being overweight or obese
- tooth decay
- high blood pressure
- high cholesterol
- heart disease and stroke
- type-2 diabetes
- osteoporosis
- some cancers
- depression
- eating disorders.

**Where to get more help and support**

- Parents and trusted family
- School Staff and Wellbeing Team
- NHS Eat Well: <https://www.nhs.uk/live-well/eat-well/>
- British Nutrition Foundation: <https://www.nutrition.org.uk/healthy-living/lifestages/teenagers.html>
- Kids Health: <https://kidshealth.org/en/teen/dieting.html>



## Gillingham School Science Year 7

Topic: Forces and Energy Box 1 - Key Words		
	Newton	The unit for measuring forces ( <b>N</b> ).
	Contact Force	A force that needs to touch an object before it can affect it.
	Non-Contact Force	A force that can affect an object without touching it.
	Resultant Force	The overall force acting on an object.
	Acceleration	When the way an object moves changes.
	Energy	A property that is transferred to make things work. Measured in <b>Joules (J)</b> .
	Kinetic Energy	The energy stored in an object that is moving.
	Chemical Energy	The energy stored in chemical bonds.
	Gravitational Potential Energy	The energy stored in an object at height.
	Elastic Potential Energy	The energy stored in objects that are stretched or squashed.
	Weight	The force of gravity on an object's mass. Measured in <b>Newtons (N)</b> .
	Mass	The amount of matter in an object, measured in <b>Kilograms (Kg)</b> .

### Topic: Forces and Energy Box 2

#### Four things Forces can make Objects do

1. Change Speed
2. Change Shape
3. Change direction
4. Turn

#### Force Diagrams

A diagram that shows the forces

Thrust 100N
Drag 100N

If the forces are **balanced** (no resultant force), the car will not be accelerating. It will be **stationary** or at a **constant speed**

Thrust 100N
Drag 50N

If the forces are **unbalanced**, the car will **change speed**. It will **speed up**

Thrust 50N
Drag 100N

If the forces are **unbalanced**, the car will **change speed**. It will **slow down**

The size and direction of the arrow represent the size and direction of the force

In Science, stationary means "not moving"

## Gillingham School Science Year 7

### Topic: Forces and Energy Box 3

#### Speed Distance Calculation

Remember this line means divide ÷

**Units:**  
 Speed (s): m/s  
 Distance (d): m  
 Time (t): s

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

If a runner travelled 50 metres in 10 seconds, calculate his speed

Speed =  $50\text{m} \div 10\text{s}$   
 Speed = 5 m/s

If a car travelled at 15 metres per second, calculate the distance it travels in 5 s.

$15\text{ m/s} = \text{Distance} \div 5\text{ s}$   
 Distance =  $15\text{m/s} \times 5\text{ s}$   
 Distance = 75 m

#### Speed and Distance Time Graph

A graph that shows the distance travelled by an object over time

The graph shows Distance on the y-axis and Time on the x-axis. The curve starts at the origin, rises with a curve (acceleration), then rises with a straight slope (constant speed), then becomes horizontal (stationary), and finally falls with a curve (deceleration).

### Topic: Forces and Energy Box 4

#### Energy

**Conservation of energy:**  
 Energy cannot be created or destroyed. It can only be stored or transferred

Energy Transfer	Description
<b>Mechanically</b>	When a force acts on a body, energy can be transferred between two stores.
<b>Electrically</b>	Electricity can transfer energy from a power source, delivering it to components within a circuit.
<b>Heating</b>	Thermal energy can be transferred from place to place by the processes of conduction, convection and thermal radiation.
<b>Radiation</b>	Light and sound carry energy and so can transfer it between places.












Go further:

BBC Bitesize

Phet forces simulation

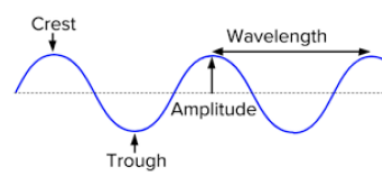


## Gillingham School Science Year 7

Topic: Sound, Light, Electricity Box 1 - Key Words		
	amplitude	The maximum amount of vibration, as measured from the middle position of the wave. Usually measured in <b>metres (m)</b> .
	cell (physics)	A chemical store of energy, which provides the push that moves charges around a circuit.
	conductor	An object or type of material that allows the flow of electrical current.
	electron	Tiny particles that are part of atoms and carry a negative charge.
	electrostatic force	Non-contact force between two charged objects.
	frequency	The number of waves produced in one second, in <b>hertz (Hz)</b>
	insulator	An object or type of material that does not allow the flow of electrical current.
	reflect	The change in direction of light or sound when it hits a boundary and bounces back.
	resistance	A property of a component, making it difficult for charge to pass through, in <b>ohms (<math>\Omega</math>)</b> .
	vacuum	A space with no particles of matter in it.
	wavelength	Distance between two corresponding points on a wave, in metres.

### Topic: Sound, Light, Electricity Box 2

#### Features of Waves

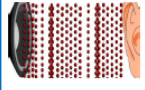


#### Sound Waves

Sound travels much slower than light

Sound waves are caused when particles vibrate

These sound waves can only travel through a solid, liquid or gas. They cannot travel through a vacuum as they need particles to travel




Sound travels quicker in a solid than a gas as the particles are closer together


#### Light Waves

Light waves are produced by luminous objects and travel in a straight line. They do not need particles to travel and can travel through a vacuum.


Go further:



BBC Bitesize



Phet circuit simulation




## Gillingham School Science Year 7


### Topic: Sound, Light, Electricity Box 3

#### Oscilloscope

Oscilloscopes display sound waves on a screen




loudness increases




loudness decreases

The larger the amplitude of the waves, the louder the sound.




pitch decreases





pitch increases


The closer together the waves are (high frequency), the higher the pitch of the sound.


#### Electrical Circuit Components


  
Switch


  
Cell

  
Battery

  
Resistor

  
Lamp

  
Voltmeter

  
Ammeter

	Current	Potential Difference
Unit	Ampere, A	Volt, V
Measuring Device	Ammeter in series	Voltmeter in parallel
Meaning	Flow of charged particles around a complete circuit	A measure of the energy transfer per electron

### Topic: Sound, Light, Electricity Box 4

An **electric current** is a flow of charge, and in a wire this will be a flow of electrons.

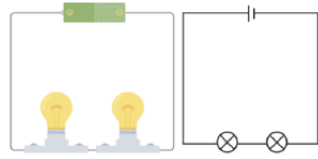
We need two things for an electric current to flow:

- something to transfer energy to the electrons, such as a cell or battery
- a complete path for the electrons to flow through (**an electric circuit**)

This diagram shows a **series circuit**.

A series circuit has only one path through which current can flow. (only one loop)

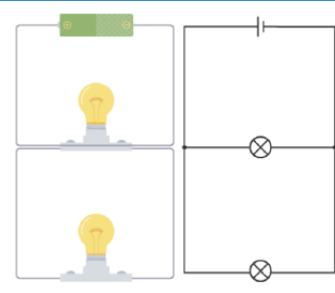
If the circuit breaks, the current will not flow and the lamps do not light up



This diagram shows a **parallel circuit**











A parallel circuit has more than one path for the current to follow (two or more loops)

If the circuit breaks in one loop, the current will still flow around the other loops and so those lamps will light up.




## Gillingham School Science Year 7

**Topic: Organisms and Human Reproduction Box 1—Key Words**


	microscope	An optical instrument used to magnify objects, so small details can be seen clearly.
	magnification	The process of enlarging the image of something .
	specialised cell	A cell whose shape and structure enable it to perform a particular function.
	unicellular	Living things made up of one cell.
	multicellular	Living things made up of many types of cell.
	diffusion	The random movement of particles from a region of high concentration to a region of low concentration .
	puberty	The physical changes that take place during the time a child changes into an adult.
	menstrual cycle	The monthly cycle during which the uterus lining thickens and then breaks down.
	embryo	A ball of cells that forms when the fertilised egg divides.
	placenta	Organ that provides the developing baby with oxygen and nutrients in the uterus. It also removes waste substances.

Go further:


BBC Bitesize



Cells alive


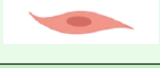










NHS - Puberty








**Topic: Organisms and Human Reproduction Box 2**

**Levels of Organisation**

Level	Description	Plant Example	Animal Example
Cell	Building block of all living things	Palisade Cell 	Muscle Cell 
Tissue	Group of similar cells working together	Palisade Tissue 	Muscle Tissue 
Organ	Group of tissues working together	Leaf 	Heart 
Organ system	Group of organs working together	Shoot System 	Circulatory System 
Organism	Living thing	Sunflower 	Rabbit 

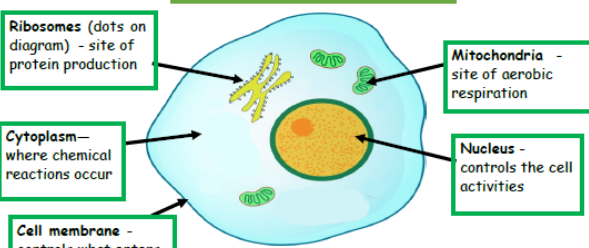
**Other Examples of Cell Types (specialised cells)**

				
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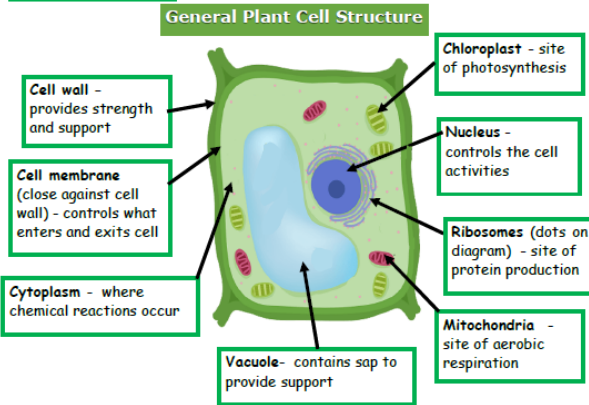
## Gillingham School Science Year 7

**Topic: Organisms and Human Reproduction Box 3**

**General Animal Cell Structure**



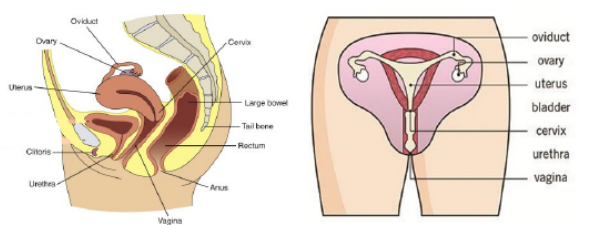
**General Plant Cell Structure**



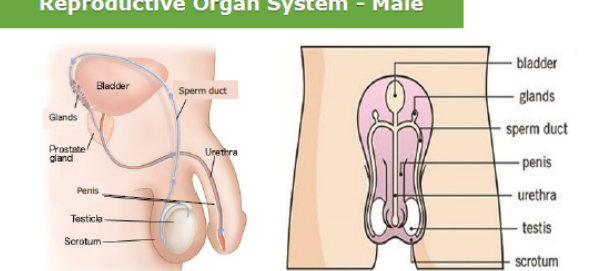
Only plants cells have cell walls, chloroplasts and vacuoles

**Topic: Organisms and Human Reproduction Box 4**

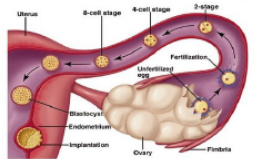
**Reproductive Organ System - Female**



**Reproductive Organ System - Male**



**Pregnancy - Fertilisation and Implantation**












**Fertilisation - fusion of sperm and egg**


**Implantation - embryo implants into uterus wall**

# Science

## Gillingham School Science Year 7

Topic: Ecosystems Box 1—Key Words		
	Bioaccumulation	The build-up of toxic chemicals inside organisms in a food chain.
	Competition	Competing with other organisms for resources e.g. food, water, mates.
	Consumer	Organisms that eat other organisms for food.
	Ecosystem	The name given to the interaction between plants, animals and their habitat in a particular location.
	Habitat	The area in which an organism lives.
	Interdependence	The way in which living organisms depend on each other to survive, grow and reproduce.
	Producer	Organisms that make their own food e.g. using photosynthesis.
	Species	Organisms that have lots of characteristics in common, and can mate to produce fertile offspring.
	Variation	Differences in characteristics within a species.

Go further: [BBC Bitesize](#) [Predator/Prey Simulation](#)

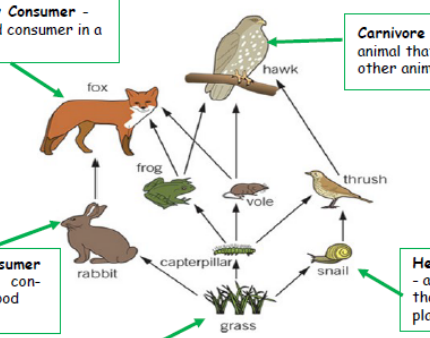


### Topic: Ecosystems Box 2

#### Food Webs

Food webs are diagrams that show the feeding relationships within an ecosystem

**Secondary Consumer** - the second consumer in a food chain



**Carnivore** - animal that eats other animals

**Primary Consumer** - the first consumer in a food chain

**Producer** - that make their own food

**Herbivore** - animals that eats plants

**Prey**  
An animal that is eaten by other animals.

**Interdependence**  
An increase in a predator such as thrush will lead to a decrease in prey such as snails and caterpillars.

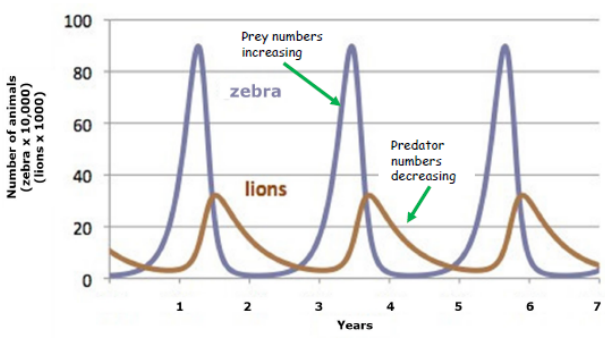
**Predator**  
An animal that eats other animals.

## Gillingham School Science Year 7

### Topic: Ecosystems Box 3

#### Predator and Prey Relationship

The relationship of a predator and its prey can be shown by a graph



The graph shows that there is almost always more prey than predators. It also shows the following patterns repeated in a cycle:

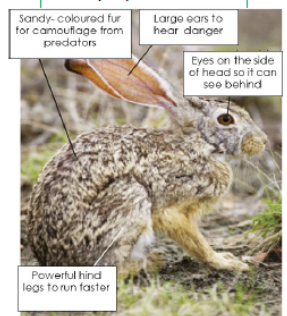
- the number of predators increases because there is more prey
- the number of prey reduces because there are more predators
- the number of predators reduces because there is less prey

### Topic: Ecosystems Box 4


#### Adaptation

All organisms have adaptations that enable them to survive in their habitat.

**Adaptation of a prey animal**



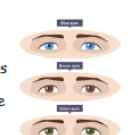
**Adaptation of a predatory bird**



#### Variation


**Inherited causes of variation**

Variation in a characteristic that is a result of genetic information from the parents












**Environmental causes of variation**

Variation in a characteristic that is a result of changes in the surrounding

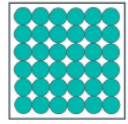
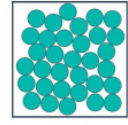



## Gillingham School Science Year 7

Topic: Particles Box 1—Key Words		
	particle	A general term for a small piece of matter. For example atoms or molecules
	property	A characteristic that you can observe or measure
	compressed	Made smaller by squeezing together
	density	The mass of a material in a certain volume.
	soluble	A soluble substance can dissolve in a given solvent
	insoluble	An insoluble substance cannot dissolve in a given solvent.
	solvent	A substance, normally a liquid, that dissolves another substance.
	solute	The substance that is dissolved in a liquid.
	solution	A mixture of a solute dissolved in a solvent.
	dissolve	The complete mixing of a solute with a solvent to make a solution.
	melting point	The temperature at which a substance melts (change of state from solid to liquid )
	boiling point	The temperature at which a substance boils (change of state from liquid to gas )


### Topic: Particles Box 2

**The Particle Model** Model showing the states of matter


Features of solid model	Properties of solid	Examples	
 <p style="text-align: center;">Solid</p>	Regular arrangement	Ice, wood, salt, sugar, sand, concrete	
	Particles very close together		Definite shape
	Particles only vibrate in a fixed position		Not easily compressed
 <p style="text-align: center;">Liquid</p>	Random arrangement	Water, milk, honey, oil, blood, vinegar	
	Particles close together		Don't have definite shape
	Particles move around each other		Not easily compressed
 <p style="text-align: center;">Gas</p>	Random arrangement	Water vapour, helium, oxygen, hydrogen, nitrogen, carbon dioxide.	
	Particles far apart		Flows easily but has definite volume
	Particles move quickly in all directions		Easily compressed

**Go further:**

BBC Bitesize



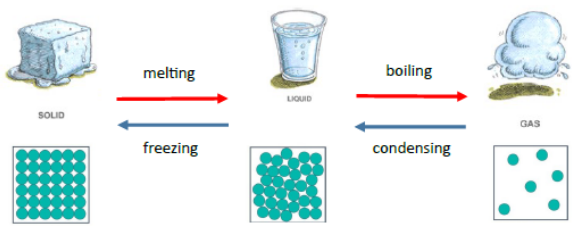
Phet particle simulation



## Gillingham School Science Year 7

### Topic: Particles Box 3

**Changes of State**



Melting and Boiling - What is happening?			
Substance heats up	Energy is transferred to particles	Forces of attraction between particles weaken	Particles break free from position

Condensing and Freezing - What is happening?			
Substance cools down	Energy is transferred from the particles to the surroundings	Forces of attraction between particles strengthen	Particles held in position

**Conservation of Mass -**


The particles in a substance stay the same when it changes state, only their closeness, arrangement or motion change.

This means that the mass of the substance stays the same.

### Topic: Particles Box 4


**Separation Techniques**

**Pure substances** can't be separated into anything simpler without a chemical reaction



Only one type of particle


**Mixtures** can be separated by physical separation techniques. Some are described



Two or more types of particle


**Filtration**

- separates insoluble solids from liquids (e.g. sand in water).
- large grains can't get through the tiny holes in the filter paper




**Evaporation**

- separates soluble solids from liquids (e.g. salt in water).
- liquid evaporates leaving the solid crystals behind















**Simple Distillation**

- can separate soluble solid and liquid or two liquids with different boiling points.
- liquid with lowest boiling temperature boils first and turns to gas. The gas is condensed back to liquid in the condenser



## Gillingham School Science Year 7

### Topic: Elements and Earth Box 1—Key Words

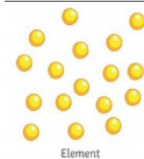
	atom	The smallest part of an element that can exist.
	element	Contains only one type of atom, so all the atoms are the same.
	compound	Contains 2 or more different elements which are chemically joined together.
	molecule	Two or more atoms held together by chemical bonds. They can be the same type of atoms or different types of atoms.
	period	A row in the periodic table.
	group	A column in the periodic table.
	trend	A pattern in properties, such as an increase or decrease.
	igneous	Formed when liquid rock (lava or magma) cools.
	metamorphic	Formed from existing rocks exposed to heat and/or pressure over a long time.
	sedimentary	Formed from layers of sediment, which can contain fossils.
	weathering	The breaking down of rock into smaller pieces by physical, chemical or biological processes.
	erosion	The breaking of a rock into sediments and their movement away from the original rock.

### Topic: Elements and Earth Box 2

#### Elements and Compounds

1. *Matter* is any substance that has mass and takes up space
2. All matter is made up of atoms
3. There are different types of atoms
4. Each element contains a different type of atom

All elements are made up of the same type of atoms.

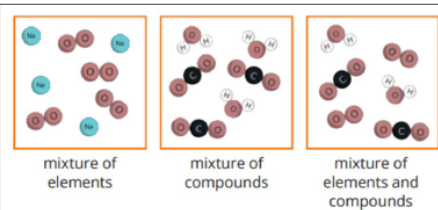


Elements have different properties. Copper is a bendy metal and oxygen is a colourless gas

A compound is two or more different types of elements chemically reacted together.



Compounds have different properties to the elements that make them



## Gillingham School Science Year 7

### Topic: Elements and Earth Box 3

#### Elements and Compound Symbols

Each element is given its own chemical symbol, like H for hydrogen or O for oxygen.

Chemical symbols are usually one or two letters long.

Every chemical symbol starts with a capital letter, with the second letter written in lower case.

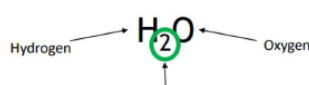
Take care to write chemical symbols correctly. For example magnesium is Mg



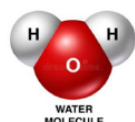
Compounds have a formula showing which elements are joined together. Water is an example shown below.

#### Water

What elements make up water?



This tells us how many atoms we have. If there is no number it means we have 1. In this case we have  
**2 X hydrogen atoms**  
**1 X oxygen atoms**  
**In each water molecule**



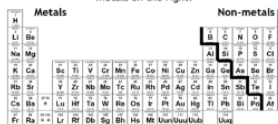
### Topic: Elements and Earth Box 4

#### The Periodic Table

**Metals** - Found on the left side of the Periodic Table. Most are good conductors of heat and electricity

**Non metals** - Found on the right side of the Periodic Table. Most are poor conductors of heat and electricity

The periodic table has metals on the left and non-metals on the right.

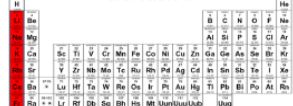


#### Group 1 (alkali metals)

- Furthest left group on the Periodic table
- Metals
- Reactivity increases as you go down group

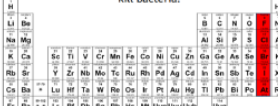
Group 1 - The alkali metals

These elements all react violently with water to produce alkaline solutions.



#### Group 7 - The halogens

These elements are all very poisonous and are used to kill bacteria.



#### Group 7 (halogens)

- Second group from the right on the Periodic table
- Non metals
- Reactivity increases as you go up group

#### Group 0 - The noble gases

These elements are gases and don't react. They glow various colours when electricity is put through them.



#### Group 0 (noble gases)

- Furthest right group on the Periodic table
- Non metals
- Unreactive gases

#### Go further:

BBC Bitesize



Phet build a molecule

# Spanish

## En el instituto

### Las asignaturas

¿Qué estudias?  
 Estudio ...  
 Estudia ...  
 No estudia ...  
 el dibujo  
 la educación física  
 el español  
 el francés  
 el inglés  
 el teatro  
 la historia  
 la informática  
 la música  
 la religión  
 la geografía  
 la tecnología  
 las ciencias  
 las matemáticas

### School subjects

What do you study?  
 I study ...  
 He/She studies ...  
 He/She doesn't study ...  
 art  
 PE  
 Spanish  
 French  
 English  
 drama  
 history  
 ICT  
 music  
 RE  
 geography  
 technology  
 science  
 maths



### Los días de la semana

lunes  
 martes  
 miércoles  
 jueves  
 viernes  
 sábado  
 domingo  
 los lunes  
 every Monday

### The days of the week

Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 Sunday  
 every Monday



**Days of the week do NOT capitalize in Spanish, and they are all masculine.**

Palabras muy útiles  
 un poco  
 bastante  
 muy  
 me gusta  
 no me gusta

Very useful words  
 a bit  
 quite  
 very  
 I like  
 I don't like

### Opiniones

¿Te gusta el español?  
 Me gusta el español.  
 Me gusta la geografía.  
 Me gusta mucho la historia.

### Opinions

Do you like Spanish?  
 I like Spanish.  
 I like geography.  
 I really like history.

No me gusta el inglés.  
 No me gusta nada la educación física.

I don't like English.  
 I don't like PE at all.

### ¿Te gustan las ciencias?

Me gustan las ciencias.  
 bueno/buena  
 difícil  
 fácil  
 importante  
 interesante  
 útil

### Do you like science?

I like science.  
 good  
 difficult  
 easy  
 important  
 interesting  
 useful

### ¿Qué te gusta?

¿Por qué?  
 Me gusta la informática porque es fácil.  
 Me gustan las ciencias porque son útiles.

### What do you like?

Why?  
 I like ICT because it's easy.  
 I like science because it's useful.

### ¿Qué haces en inglés?

En inglés escucho, hablo, leo y escribo.

### What do you do in English?

In English I listen, speak, read and write.

Escucho música.

I listen to music.

Hablo con mis amigos.

I speak with my friends.

Hablo por teléfono.

I speak on the phone.

No leo.

I don't read.

Escribo mucho.

I write a lot.

No como.

I don't eat.

Como chicle.  
 (I eat chewing gum.)

escuchar

to listen

hablar

to speak

comer

to eat

escribir

to write

vivir

to live

### ¿Qué comes?

¿Qué comes en el recreo?

Como ...  
 Come ...  
 un bocadillo  
 un plátano  
 una hamburguesa  
 una manzana  
 una pizza  
 unos patatas fritas  
 ¿Qué bebes?  
 Bebo ...  
 Bebe ...  
 agua mineral  
 un zumo de naranja  
 una limonada  
 una Coca-Cola

### Snacks

What do you eat at lunch break?

I eat ...  
 He/She eats ...  
 a sandwich  
 a banana  
 a hamburger  
 an apple  
 a pizza  
 some crisps  
 What do you drink?  
 I drink ...  
 He/She drinks ...  
 a mineral water  
 an orange juice  
 a lemonade  
 a Coca-Cola

### What's your teacher like?

The ... teacher (male)  
 is ...  
 boring  
 unpleasant  
 amusing  
 strict  
 nice, kind  
 The ... teacher (female) is ...  
 boring  
 unpleasant  
 amusing  
 strict  
 nice, kind

### ¿Cómo es tu profesor?

El profesor de ...  
 es ...  
 aburrido  
 antipático  
 divertido  
 severo  
 simpático  
 La profesora de ...  
 es ...  
 aburrida  
 antipática  
 divertida  
 severa  
 simpática

# Spanish

## Mi familia

¿Tienes hermanos? (Do you have any brothers or sisters?)

Tengo \_\_\_\_\_ (I have \_\_\_\_\_)

No tengo hermanos (I don't have any brothers or sisters)

Soy hijo único / soy hija única (I am the only child)

¿Cómo se llama tu \_\_\_\_\_? (What's your \_\_\_\_\_ called?)

Mi \_\_\_\_\_ se llama \_\_\_\_\_ (singular) (My \_\_\_\_\_ is called \_\_\_\_\_)

¿Cómo se llaman tus \_\_\_\_\_? (What are your \_\_\_\_\_ called?)

Mis \_\_\_\_\_ se llaman \_\_\_\_\_ (plural) (My \_\_\_\_\_ are called \_\_\_\_\_)

¿Cuántos años tiene tu \_\_\_\_\_? (How old is your \_\_\_\_\_?)

Mi \_\_\_\_\_ tiene \_\_\_\_\_ años (singular) (My \_\_\_\_\_ is \_\_\_\_\_ years old)

¿Cuántos años tienen tus \_\_\_\_\_? (How old are your \_\_\_\_\_?)

Mis \_\_\_\_\_ tienen \_\_\_\_\_ años (plural) (My \_\_\_\_\_ are \_\_\_\_\_ years old)

¿Cuántas personas hay en tu familia? (How many people are there in your family?)

En mi familia hay \_\_\_\_\_ personas. (In my family there are \_\_\_\_\_ people)

¿Tienes animales? (Do you have any pets?)

Tengo \_\_\_\_\_ (I have \_\_\_\_\_)

No tengo animales (I don't have any pet)

¿Cómo es? (What is he/she/it like?)

¿Cómo eres? (What are you like?)

¿De qué color son tus ojos? (What colour are your eyes?)

Tengo los ojos \_\_\_\_\_ (I have \_\_\_\_\_ eyes)

¿Cómo es tu pelo? (What is your hair like?)

Tengo el pelo \_\_\_\_\_ (My hair is \_\_\_\_\_)

### Connectives

Sin embargo - however

Aunque - although

Y - and (e = and before i)

O - or

Pero - but

Por eso - for this reason

### Ojos y pelo:

Ojos azules - blue eyes

Ojos verdes - green eyes

Ojos grises - grey eyes

Ojos marrones - brown eyes

Pelo castaño - Brown hair

Pelo rubio - blond hair

Pelo moreno/negro -black hair

Pelo blanco/gris -white/grey hair

Pelo pelirrojo - red hair

### Números:

10 Diez

20 Veinte

30 Treinta

40 Cuarenta

50 Cincuenta

60 Sesenta

70 Setenta

80 Ochenta

90 Noventa

100 Cien

Pelo liso - straight hair

Pelo largo - long hair

Pelo corto - short hair

Pelo rizado - curly hair

Pelo ondulado -wavy hair

Tengo barba -beard

bigote-moustache

gafas -glasses

### Important verbs:

**Ser (to be)**

Yo soy - I am

Tú eres - You singular are

Él / ella es- He/ she is

Nosotros/as somos - We are

Vosotros/as sois - You plural are

Ellos/ ellas son - They are

**Tener (to have)**

Yo tengo - I have

Tú tienes - You have

Él / ella tiene- He/ she has

Nosotros/as tenemos - We have

Vosotros/as tenéis- You plural have

Ellos/ ellas tienen - They have

### La familia y los amigos:

Mi padre - my father

Mi madre - my mother

Mi hermano - my brother

Mi hermana - my sister

Mi abuelo - my grandfather

Mi abuela - my grandmother

Mi tío - my uncle

Mi tía - my aunt

Mi primo - my boy cousin

Mi prima - my girl cousin

Mi mejor amigo - my best friend (boy)

Mi mejor amiga - my best friend (girl)

### Colores:

Rojo/a

Azul

Verde

Amarillo

blanco/a

negro/a

gris

marrón

naranja

rosa

morado/a

### Common mistakes to avoid:

Make sure the adjectives agree:

Mi madre es alta.

Mi padre es alto.

### Animales:

Un caballo - a horse

Una cobaya - a guinea pig

Un conejo - a rabbit

Un gato - a cat

Un hámster - a hamster

Un pájaro - a bird

Un perro - a dog

Un pez - a fish

Un ratón - a mouse

Una serpiente - a snake

Una tortuga - a turtle

### Adjectives:

Alto/a - tall

Bajo/a - short

Delgado/a - thin

Gordo/a - fat

Guapo/a - good-looking

Feo/a - ugly

Aburrido/a - boring

Antipático/a - unpleasant

Divertido/a - amusing

Severo/a - strict

Simpático/a - nice

Perezoso/a - lazy

Tímido/a - shy

Inteligente - intelligent

# Spanish

## En casa

¿Dónde vives? (Where do you live?)

Vivo en \_\_\_\_\_ (I live in \_\_\_\_\_)  
 Solía vivir en \_\_\_\_\_ (I used to live in \_\_\_\_\_)  
 ¿Vives en una casa o un piso? (Do you live in a house or a flat?)  
 Vivo en una casa (I live in a house)  
 Vivo en un piso (I live in a flat)  
 ¿Dónde está? (Where is it?)  
 Mi casa/piso está en \_\_\_\_\_ (My house/flat is \_\_\_\_\_)  
 ¿Cómo es tu piso? (What is your flat like?)  
 Mi piso es \_\_\_\_\_ (My flat is \_\_\_\_\_)  
 ¿Cómo es tu casa? (What is your house like?)  
 Mi casa es \_\_\_\_\_ (My house is \_\_\_\_\_)  
 ¿Qué hay en tu piso/casa? (What is there in your flat/house?)  
 En mi casa hay \_\_\_\_\_. (In my house there is/are \_\_\_\_\_)  
 En mi piso hay \_\_\_\_\_. (In my flat there is /are \_\_\_\_\_)  
 ¿Qué hay abajo? (What is there downstairs?)  
 Abajo hay \_\_\_\_\_ (Downstairs there is/are \_\_\_\_\_)  
 ¿Qué hay arriba? (What is upstairs?)  
 Arriba hay \_\_\_\_\_ (Upstairs there is/are \_\_\_\_\_)  
 ¿Qué hay fuera? (What is outside?)  
 Fuera hay \_\_\_\_\_ (Outside there is/are \_\_\_\_\_)  
 ¿Qué haces en \_\_\_\_\_? (What do you do in \_\_\_\_\_?)  
 En \_\_\_\_\_ (In the \_\_\_\_\_)

**Lugares:**

En el campo - in the countryside  
 En la montaña - in the mountains  
 En la costa - in the coast  
 En una ciudad - in a city  
 En un pueblo - in a village

**Important verbs:**

Vivir (to live)  
 Yo vivo - I live  
 Tú vives - You singular live  
 Él / ella vive - He/ she lives  
 Nosotros/as vivimos - We live  
 Vosotros/as vivís - You plural live  
 Ellos/ ellas viven - They live  
 Comer - to eat  
 Escuchar - to listen  
 Estudiar - to study  
 Hablar - to talk  
 Leer - to read  
 Ver - to watch  
 Dormir - to sleep  
 Mandar mensajes - to send messages  
 Jugar - to play  
 Navegar por internet - surf the net

**Muebles:**

Un armario - a wardrobe  
 Un equipo de música - a hi-fi  
 Un ordenador - a computer  
 Una alfombra - a rug  
 Una cama - a bed  
 Una estantería - a shelf  
 Una lámpara - a lamp  
 Una mesa - a table  
 Una puerta - a door  
 Una silla - a chair  
 Una televisión - a T.V  
 Una ventana - a window  
 Pósters - posters

**Preposiciones:**

Encima de - on  
 A la derecha de - to the right of  
 A la izquierda de - to the left of  
 Debajo de - under  
 Delante de - in front of  
 Al lado de - beside  
 Detrás de - behind  
 Entre - between  
 En las paredes - on the walls

**Frequency words:**

Siempre - always  
 A veces - sometimes  
 De vez en cuando - from time to time  
 Normalmente - normally  
 Casi nunca - almost never  
 Nunca - never

**Países:**

Alemania - Germany  
 Escocia - Scotland  
 España - Spain  
 Francia - France  
 Grecia - Greece  
 Inglaterra - England  
 Irlanda - Ireland  
 Italia - Italy  
 Portugal - Portugal  
 Las Islas Caimán -  
 The Cayman Islands

**Adjetivos:**

Antiguo/a - old-fashioned  
 Moderno/a - modern  
 Bonito/a - pretty  
 Feo/a - ugly  
 Nuevo/a - new  
 Viejo/a - old  
 Pequeño/a - small  
 Cómodo/a - comfortable  
 Grande - big

**Common mistakes to avoid:**

Make sure the adjectives agree:  
 Mi casa es moderna.  
 Mi piso es moderno.

**Las habitaciones:**

Un comedor - a dining room  
 Un cuarto de baño - a bathroom  
 Un aseo - a toilet  
 Un pasillo - a living room  
 Una cocina - a kitchen  
 Un dormitorio - a bedroom  
 Un garaje - a garage  
 Un jardín - a garden  
 Una terraza - a terrace  
 El dormitorio de mis padres - my  
 parent's bedroom  
 El dormitorio de mi hermano - my  
 brother's bedroom



# Spanish

## El tiempo libre

**¿Qué haces en tu tiempo libre?**  
(What do you do in your free time?)

Voy al cine - I go to the cinema  
Voy a la piscina - I go to the pool  
Voy de compras - I go shopping  
Salgo con mis amigos - I go out with my friends  
Hago mis deberes - I do my homework  
Monto en bicicleta - I ride my bike  
Escucho música - I listen to music  
Veo la televisión - I watch TV  
Navego por internet - I surf the net

**¿Qué deportes haces?**

(What sports do you do?)  
Hago atletismo - I do athletics  
Hago ciclismo - I do/go cycling  
Hago equitación - I do/go riding  
Hago esquí - I do/go skiing  
Hago natación - I do/go swimming  
Hago patinaje - I do/go skating  
Juego al baloncesto - I play basketball  
Juego al fútbol - I play football  
Juego al hockey - I play hockey  
Juego al tenis - I play tennis  
Juego al voleibol - I play volleyball  
No hago deporte - I don't do any sports

**Frequency words:**

Los lunes - on Mondays  
Una vez por semana - once a week  
Dos veces a la semana - twice a week  
Los fines de semana - at weekends  
Nunca - never  
Casi nunca - almost never  
Todos los días - every day

**Common mistakes to avoid:**

If a (to) and el come together, they join up to make **al**.  
**a+el = Voy al cine**  
**a+la = Voy a la piscina**

**Important verbs:**

**Salir (to go out)**  
Yo salgo - I go out  
Tú sales - You singular go out  
Él / ella sale - He/ she goes out  
Nosotros/as salimos - We go out  
Vosotros/as salís - You plural go out  
Ellos/ ellas salen - They go out

**Hacer (to do)**

Yo hago - I do  
Tú haces - You do  
Él / ella hace - He/ she does  
Nosotros/as hacemos - We do  
Vosotros/as hacéis - You plural do  
Ellos/ ellas hacen - They do

**¿Qué te gusta hacer? - What do you like to do?**

Me encanta \_\_\_ I love \_\_\_  
Me gusta \_\_\_ I like \_\_\_  
Me gusta mucho \_\_\_ I like a lot \_\_\_  
No me gusta \_\_\_ I don't like \_\_\_  
No me gusta nada \_\_\_ I don't like at all \_\_\_  
Detesto \_\_\_ I hate \_\_\_  
Prefiero \_\_\_ I prefer \_\_\_

**LIKES / DISLIKES + INFINITIVE**

Me gusta escuchar música

Porque es ...

Aburrido - boring  
Barato - cheap  
Bueno - good  
Caro - expensive  
Divertido - fun  
Fácil - easy  
Interesante - interesting  
Sano - healthy

**Time phrases for the future:**

Mañana - tomorrow  
La próxima semana / la semana que viene  
Este fin de semana  
En las vacaciones

**¿Qué vas a hacer mañana? - What are you going to do tomorrow?**

Mañana voy a jugar al tenis - tomorrow I am going to play tennis.

**Future: IR + A + INFINITIVE**

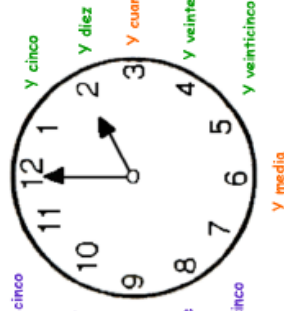
**VOY A BAILAR**

**¿A qué hora? (At what time?)**

¿Qué hora es? - What time is it?  
Es la una - it is one o'clock  
Son las dos - it's two o'clock  
Es la una y cinco - it's five past one  
Son las cinco y veinticinco - 5:25  
Son las seis y media - 6:30  
Son las siete menos cuarto - it is a quarter to seven

De la mañana - in the morning  
De la tarde - in the afternoon  
De la noche - at night

En punto



+ 1

**¿A qué hora comes? - at what time do you eat?**

Como a las dos - I eat at 2.

**¿A qué hora vas al cine? - at what time do you go to the cinema?**

Voy al cine a las nueve - I go to the cinema at 9.

**¿A qué hora vas de compras? - at what time do you go shopping?**

Voy de compras a las diez y media - I go shopping at 10:30

# Spanish

## En la ciudad

¿Dónde vives? - Where do you live?

Vivo en un pueblo - I live in a village  
Vivo en una ciudad - I live in a city

¿Cómo es tu pueblo? - What is your village like?

Mi pueblo es \_\_\_\_ My village is \_\_\_\_

¿Cómo es tu ciudad? - What is your city like?

Mi ciudad es \_\_\_\_ My city is \_\_\_\_

¿Qué hay en la ciudad? - what is there in city?

En mi ciudad hay \_\_\_\_ pero no hay \_\_\_\_ In my city there is \_\_\_\_ but there is not \_\_\_\_

¿Qué hay en tu pueblo? - What is there in your village?

En mi pueblo hay \_\_\_\_ pero no hay \_\_\_\_ In my village there is \_\_\_\_ but there is not \_\_\_\_

¿Quieres ir al / a la \_\_\_\_? Do you want to go to the \_\_\_\_?

¿Cuándo? - When?

¿A qué hora? - at what time?

De acuerdo - ok

Está bien - Fine

Bueno - Good

Vale - ok

Lo siento, no puedo - I am sorry, I can't

### Quantifiers

Un poco - a little bit  
Muy - very  
Bastante - quite

### Important verbs:

#### Querer (to want)

Yo quiero - I want  
Tú quieres - You singular want  
Él / ella quiere - He/ she wants  
Nosotros/as queremos - We want  
Vosotros/as queréis - You plural want  
Ellos/ ellas quieren - They want

### Common mistakes to avoid:

Make sure the adjectives agree:  
Mi ciudad es fea  
Mi pueblo es feo

### Time phrases:

Normalmente - Normally  
Ahora - now  
Los fines de semana - on the weekends  
Mañana - tomorrow  
Este fin de semana - this weekend  
En las vacaciones - in the holidays  
Hoy - today

### Lugares en la ciudad:

Un castillo - a castle  
Un centro comercial - a shopping centre  
Un cine - a cinema  
Un estadio - a stadium  
Un hospital - a hospital  
Un Mercado - a market  
Un museo - a museum  
Un parque - a park  
Un polideportivo - a sports centre  
Una estación de autobuses - a bus station  
Una estación de trenes - a train station

### Los días de la semana:

Lunes - Monday  
Martes - Tuesday  
Miércoles - Wednesday  
Jueves - Thursday  
Viernes - Friday  
Sábado - Saturday  
Domingo - Sunday

### Days of the week do

NOT capitalize in Spanish, and they are all masculine.

### El tiempo - The weather

¿Qué tiempo hace en \_\_\_\_? What is the weather like in \_\_\_\_?

Hace buen tiempo - It's nice weather

Hace mal tiempo - it's bad weather

Hace calor - It's hot

Hace frío - It's cold

Hace sol - It's sunny

Hace viento - it's windy

Hay niebla - It's foggy

Hay tormenta - It's stormy

Llueve - it's raining

Nieva - it is snowing

Cuando llueve, voy al cine - When it rains, I go to the cinema.  
Cuando hace sol, voy a la playa - When it is sunny, I go to the beach.

### Adjectives:

Bonito/a - pretty  
Feo/a - ugly  
Histórico/a - historic  
Moderno/a - modern  
Pequeño/a - small  
Tranquilo/a - peaceful  
Turístico/a - touristic  
Industrial - industrial  
Importante - Important  
Grande - big

Es la capital de \_\_\_\_  
It is the capital of \_\_\_\_

### Las estaciones - The seasons

En primavera - in spring  
En verano - in summer  
En otoño - in autumn  
En invierno - in winter