



**BRISTOL
METROPOLITAN
ACADEMY**

6 th September 2021	Week A
13 th September 2021	Week B
20 th September 2021	Week A
27 th September 2021	Week B
4 th October 2021	Week A
11 th October 2021	Week B
18 th October 2021	Week A

Complete your homework on the night stated e.g. if it is a Monday week A you will complete DT and English homework.

Knowledge Organisers 2021-22 Year 7 – Term 1

	Week A	Week B
Monday	English/DT	Science/MFL
Tuesday	Maths/Drama	ICT/PE
Wednesday	Science	English
Thursday	RS/Music	Geography/Art
Friday	History	Maths

Top tips:
 1. Focus on the information you are most unsure of first
 2. Follow the timetable in your homework book to make sure you are revising subjects equally
 3. Don't panic if you don't remember all the information first time, keep revisiting it
 4. You can ask your parents/carers to test you/check your work



Look

What topic/subject are you focusing on?
 What task have you been set?



Write

Complete the task in your homework book.
 Make sure to write the date, subject and topic you are focusing on (and underline them).



Check

Once you have finished go back and check your work against the knowledge organiser. Make any corrections crossing out mistakes with a single line.
 Why not ask someone at home to check your work with you?



Self quizzing

You need to create 5 questions (with their answers) about the content on the knowledge organisers.
 Top tip! Use subject specific language e.g. function, if you aren't sure what they mean, look it up, ask an adult or ask your teacher.

Revision

Here you are recording key facts/concepts to help you remember them.

Keyword/theme development

Here you are focusing on keywords/ themes and practising memorising them.

What do we need carbohydrates for?

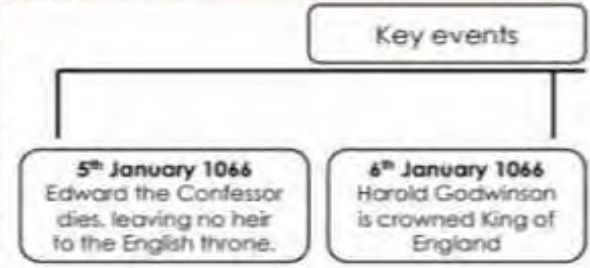
Functions	<ul style="list-style-type: none"> • Primary source of energy • Store energy for later • Build DNA • Repair the body from using proteins as an energy source
What happens if we don't eat too much or too little?	
Symptoms	<ul style="list-style-type: none"> • Tiredness • Type 2 diabetes • Weight gain and obesity • Hyperglycaemia
References	<ul style="list-style-type: none"> • Weight loss • Lack of energy, weakness • Severe weakness • Hypoglycaemia

Questions you might consider:
 1. What is a key function of carbohydrates?
 It is our primary source of energy.

Key Dates

1	27 January 1066 – Godwin the Confessor dies, leaving no heir to the English throne.
2	27 January 1066 – Harold Godwinson is crowned King of England.
3	27 September 1066 – Harold Godwinson, in flight following the Battle of Stamford Bridge, flees to Normandy and raises the Duke of Normandy, William, as his heir.
4	27 September 1066 – The Battle of Hastings, Harold Godwinson, with his army of Anglo-Saxons, is defeated by William the Conqueror, Duke of Normandy.
5	27 September 1066 – William Duke of Normandy, invades the south of England.
6	24 October 1066 – The Battle of Merton: Harold Godwinson's army is defeated by William the Conqueror's army.
7	25 December 1066 – William is crowned King of England at Westminster Abbey.

You might write these key events out like a timeline.



Key Terms	Definitions
State of matter	Matter is divided into three states: solid, liquid and gas
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid

Copying these words into your book can help you to remember them.

Contents:	English – Pg 4	Geog – Pg 8	Maths – Pg 11-12	RS – Pg 15 -16	Textiles – Pg 24
Drama – Pg 2	Food – Pg 5	German - Pg 9	Music – Pg 13	Science – Pg 17-21	Art – Pg 25
DT – Pg 3	French – Pg 6-7	History – Pg 10	PE – Pg 14	Spanish – Pg 22-23	ICT – Pg 26

MORE HELP AND IDEAS AT THE BACK OF THIS BOOKLET!



Yr 7 BMA Drama Knowledge Organiser Term 1 & 2

Physical Skills

- **Gesture** – an action of the body *i.e. pointing a finger or tilting the head*
- **Mannerism** – a habitual movement *i.e. twitching the nose, licking the lips*
- **Body language** – non verbal communication of the body to show emotion
- **Facial expressions** – how the face conveys emotion *i.e. an angry face shows furrowed eyebrows, pursed lips, squinted eyes, scrunched nose and forehead*
- **Proxemics** – how the stage space is used effectively to show something (i.e. relationships between characters)
- **Gait** – how a character moves *i.e. the Villain took big strides across the stage on tip toes lunging with his knees*
- **Relationship** – *how the character interacts with others on stage*
- **Energy** – low level or high level
- **Posture** – how a person carries themselves sitting or standing *i.e. – shoulder back, chest out, chin up, feet together*
- **Eye contact & focus** - the state in which two people are aware of looking directly into one another's eyes. Or where the eyes are focused

Techniques

- **Freeze – frame** - a frozen scene on stage
- **Role play** - pretending to be someone else, playing a character
- **Step – out** - a character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes.
- **Narration** – the process of telling a story
- **Split stage** - two or more scenes which are performed on stage at the same time
- **Stage configurations** - proscenium arch, thrust stage, in the round, traverse stage, promenade, end-on
- **Breaking the fourth wall** – characters speak to the audience by breaking the imaginary wall between them
- **Characterisation** – how your character appears, speaks, thinks, feels & moves, motivation & context
- **Positions** – *i.e. centre stage, upstage left, upstage right*
- **Blocking** – the movements of an actor
- **Improvise** – create without preparation

Genres

- **Melodrama** – exaggerated characters and exciting events
- **Naturalistic** – drama that depicts reality
- **Minimalist** - very simple form and design *i.e. use of 1 chair*
- **Symbolic** - greater meaning than face value drama that can be achieved via characters, colour, movement, costume and props.
- **Stylised** – unnatural or spontaneous methods to create theatre
- **Abstract** – **presents many art forms and often breaks the fourth wall**
- **Comedy** – intention of making an audience laugh
- **Commedia Dell'arte** - an improvised popular comedy in Italian theatres in the 16th–18th centuries, based on stock characters. Actors adapted their comic dialogue and action according to a few basic plots (commonly love intrigues) and to topical issues.
- **Physical theatre** - uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues
- **Musical theatre** - combines songs, spoken dialogue, acting and dance.
- **Docudrama** – dramatized re-enactments
- **Tragedy** – human suffering that invokes an accompanying catharsis (release) or pleasure in audiences
- **Historical** – set in a past time period
- **Theatre in Education** – facts and statistics

Vocal Skills

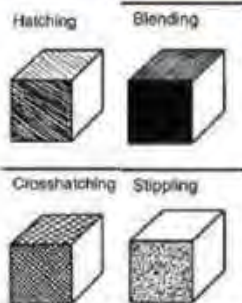
- **Accent** – shows where the character is from
- **Volume** – How loudly or softly you speak
- **Diction** – informal / slang the way in which you pronounce words clearly
- **Tone** - how the voice conveys emotion
- **Pitch** – High or low voice
- **Pace** – Speed of delivering dialogue
- **Pause** – used for effect
- **Intonation** – where the pitch goes up at the end of a sentence *i.e. a question*
- **Timing** – considered carefully for effect
- **Emphasis** – where a word or sound is exaggerated for effect



It's better to use materials from renewable resources — ones that are replaced naturally as fast as we use them up. For example, pine from well-managed plantations is quite a sustainable choice. (But if the timber has to be transported a long way that'll probably use up a lot of fossil fuels.) Natural fibres used for textiles (e.g. cotton) are all renewables.

Using recycled materials means that fewer new resources are needed, and often less energy is used. For example, recycling old food cans takes much less energy than mining and processing new metal.

1 km = 1000 m
1 m = 100 cm
1 cm = 10 mm



PINE: Pine is a softwood which grows in most areas of the Northern Hemisphere. There are more than 100 species worldwide. **Properties:** Pine is a soft, white or pale yellow wood which is light weight, straight grained and lacks figure. It resists shrinking and swelling.

Evaluation

Designers evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved. Whatever you have designed it is important to evaluate your work constantly during the project. Evaluation can take a variety of forms:

- General discussion with other pupils, staff and others.
- Questionnaires / surveys carried out at any time during the project.
- Your personal views, what you think of existing designs.
- Most important of all - what do you think of your designs, prototypes and finished products ?
- Can you think of any other ways of evaluating your work ?

Remember to always suggest improvements when evaluating!

Health and safety rules

1. Always listen carefully to the teacher and follow instructions.
2. Do not run in the workshop, you could 'bump' into another pupil and cause an accident.
3. Know where the emergency stop buttons are positioned in the workshop.
4. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place.
5. When attempting practical work all stools should be put away.
6. Bags need to be left in the cubicles and not under desks
7. Do not use a machine if you have not been shown how to operate it safely by the teacher.



Analyse the above Gumball Machines using ACCESS FM.

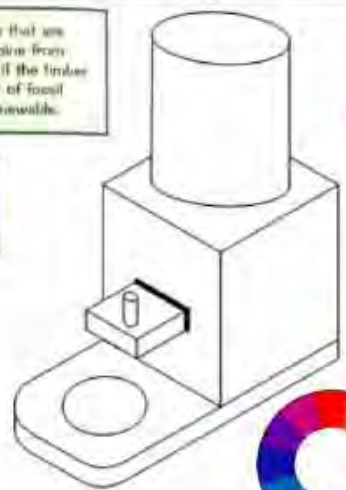
We use **ACCESS FM** to help us write a **specification** - a list of requirements - and to help us **analyse and describe** an already existing

- A** is for **Aesthetics**
- C** is for **Cost**
- C** is for **Customer**
- E** is for **Environment**
- S** is for **Size**
- S** is for **Safety**
- F** is for **Function**
- M** is for **Material**

- What does it look like? What is the shape/ colours/ style/theme?
- How much does it cost to make? How much do I need to sell it for?
- Who is the product made for? Why will it appeal to them?
- Is this product environmentally friendly? How could it be better?
- What are the dimensions of the product? Is this a suitable size? Why?
- How has this product been made safe to use? Can the safety be improved?
- What does the product do? Does it do it well?
- What is this material made from? Is this a good material to use? Why?

Target Market

Who is the customer?
A **target market** is the set of customers sharing common needs, wants & expectations that a business tries design a product for.



- File
- Coping Saw
- Tri-Square
- Tenon Saw
- Bench Hook
- Pillar Drill
- Vertical Sander

Short Stories		Key Terminology (language specific to English)
The Landlady by Roald Dahl	Billy, a young man looking for a place to stay in Bath and start his business career. He stops at the boarding house of an old woman, and realises that her interest in taxidermy (stuffing animals) may extend to humans. Beware of the tea!	<p>Narrator – the person telling the story. Protagonist – the main character. Foreshadowing – a warning of a future event. Denouement – the ending of a story. Twist – An unexpected event. Crisis/climax – The most tense moment in a story. Setting – The time and place of a story taking place. Dialogue – a conversation. Simile – comparing, using 'like' or 'as.' E.g. as fast as a cheetah Metaphor – comparing two things. E.g. she had a heart of gold. Personification – giving human characteristics to something non-human. E.g. The branches reached out to grab me. Context – the history/ events behind a story. Irony – Using language to convey a meaning that is opposite to what is said. E.g. After looking at a student's poor test score, the teacher says, You will surely finish the year with best grades. Theme – a main idea. E.g. Love, hate, guilt, etc Allegory – a story with a hidden meaning. Fable – a short story to teach a lesson, often with animals as the characters. E.g. The Tortoise and the Hare.</p>
Games at Twilight by Anita Desai	A group of kids all want to play a game outside. They all choose hide and seek and they chose Raghu to be 'up' at the start. Ravi won the game by hiding in a bush at first but then in a shed. However he had been hiding for so long that they all had forgotten about him. By the time he emerged from the shed, everyone started a new game without him and he felt left out.	
The Leopard Man by Jack London	<p>The "Leopard Man", a leopard trainer tells a tale of a "lion-tamer who was hated by another man" to the narrator. The unnamed man, who hated the lion-tamer, attended every performance in hopes of watching the lion crunch down on his tamer during his "big play", sticking his head in the lion's mouth. Finally, one day he witnessed it.</p> <p>De Ville struck fear in all but one, 'King' Wallace, a lion-tamer known for sticking his head in the lion's mouth. One day, De Ville caught Wallace looking at Madame de Ville, his wife. Despite warnings about De Ville's temperament, Wallace pushed De Ville's head into a paste bucket. Calm, De Ville cleaned himself off and nothing transpired between the two for several months.</p> <p>One day, the Leopard Man noticed De Ville, with his handkerchief drawn, walk past Wallace and feign wiping sweat off his face.</p> <p>During his performance, Wallace cracked his whip and put his head inside the mouth of Augustus, his preferred lion. With Wallace's head in his mouth, Augustus' jaws clamped together. After the event, the Leopard Man went over to smell Wallace's head and sneezed. De Ville had placed snuff in his hair; Augustus had sneezed.</p>	
Thank You Ma'am by Langston Hughes	<p>There was a large woman named Luella Bates Washington Jones. As she walked down the street, a boy (named Roger) tried to snatch her purse but he failed. The old woman kicked Roger and made him pick up her things. She found he had no one to look after him and forced him to go to her house to wash his dirty face. She wanted to teach him to have good manners.</p> <p>She fed Roger and asked him why he had tried to steal. He admitted that he wanted to buy some new shoes. After they had eaten, she gave Roger 10 dollars to buy the shoes and let him go home. Roger said "Thank you, Ma'am," with a sincere smile.</p>	
		Grammar and Punctuation
		<p>First person – where a narrator retells their own point of view. E.g. I walked into the room Third person – where a narrator tells the story of other characters. E.g. He/ she/ it walked into the room. Simple sentence – A sentence with only a main clause. E.g. I opened the door. Compound sentence – A sentence with two main clauses and a connective joining them. E.g. I opened the door and I saw my friend. Complex sentence - A sentence with a main clause and a subordinate clause. E.g. Although I was scared, I opened the door. Tenses – a change in verb that suggests when the action took place. Adjectives – a word used to describe a noun. E.g. The enormous squirrel. Verbs – a word used to describe an action. E.g. The enormous squirrel munched the hazelnut. Adverbs – a word that describes a verb. E.g. The enormous squirrel rapidly chomped the hazelnut. Speech marks – Used to show speech. E.g. "Look at that squirrel," he screeched. Exclamation mark – Used to show shock/ alarm. E.g. "Ouch!" he screeched. "Get that squirrel away from me!" Question mark – used at the end of a question. E.g. "Where's that squirrel gone?" Brackets – used to add extra information. E.g. The squirrel (with the sharp teeth) escaped out the window. Dashes – used to add extra information. E.g. The squirrel – it's menacing eyes darting back and forth – sat silently. Paragraph – arrange writing into sections. A new paragraph for: Time, Place, Topic, Person, (TIP ToP).</p>

What do we need proteins for?

Functions

- Build enzymes and hormones
- Build cell membranes
- Repair and maintain tissues
- Defend the body (antibodies)
- Secondary source of energy

What happens if we have too much or too little?

Deficiency Excess

- Excess**
- Kidney and liver diseases
 - Weight gain
- Deficiency**
- Kwashiorkor
 - Slowing growth rate
 - Swelling

Protein alternatives

Vegetarians and vegans don't consume meat so instead they use protein alternative products which are manufactured in order to provide protein in a diet and protein rich foods.



What do we need carbohydrates for?

Functions

- Primary source of energy
- Store energy for later
- Build DNA
- Prevent the body from using proteins as an energy source

What happens if we have too much or too little?

Excess Deficiency

- Excess**
- Tooth decay
 - Type 2 diabetes
 - Weight gain and obesity
 - Hyperglycaemia
- Deficiency**
- Weight loss
 - Lack of energy, tiredness
 - Severe weakness
 - Hypoglycaemia

What do we need fats for?

Functions

- Source of energy
- Insulation
- Dissolve vitamins
- Build hormones
- Build cell membranes

What happens if we have too much or too little?

Excess Deficiency

- Excess**
- Obesity
 - Hypertension
 - Coronary heart disease
 - Fatty liver disease
 - Type 2 diabetes
- Deficiency**
- Weight loss
 - Vitamin deficiency
 - Heart disease
 - Feeling cold

There are two different types of fats

Keywords:

Macronutrients – nutrients we need in large amounts: carbohydrates, proteins, fats.
Food miles – how far food has travelled from farm to fork.
Intensive farming – a method of farming aimed at increasing the amount of food produced.
Food provenance (origins) – how food is grown, reared and caught and how it is produced and transported.
Allergen – a substance or food that may cause an allergic reaction.

Food miles: The distance from the field to the plate of the consumer – importing food products from distant countries increases food miles.



Food provenance (UK):
Food that is caught: Fish such as mackerel, haddock and salmon and shellfish such as mussels and scallops.
Food that is grown: Crops: wheat and barley, fruit and vegetables: apples, potatoes, carrots, lettuce, sprouts and soft fruits like raspberries and strawberries.
Food that is reared: cows for milk and meat, sheep, pigs and chickens for meat and eggs.

- Organic farming**
- ✓ No chemicals
 - ✓ Few or no pesticides
 - ✓ No artificial fertilisers
 - ✓ No herbicides
 - ✓ No GM feed or seeds
 - ✓ Antibiotics only used when necessary
 - ✓ Animal welfare standards are kept



Carbon footprint
 A carbon footprint is defined as: The total amount of greenhouse gases produced to directly and indirectly support to produce a product. This is usually expressed in equivalent tons of carbon dioxide (CO2)

14 common allergens.



Factors that affect food choice

Coeliac – cannot eat products containing gluten.
Lactose intolerance – the body can't digest the sugar lactose in dairy products.
Vegetarian: No meat in the diet.
Vegan: No products from animals in the diet e.g. meat, milk or honey.
Religion:
Islam: Requires Halal meat, no alcohol, no pork
Judaism: Requires Kosher food, no meat and dairy together, no pork
Hinduism: No beef

Visible fats



Fats you can see, such as on meat are often saturated.

Invisible fats



Unsaturated fats you cannot see, such as in nuts and avocados. They are often good for the brain.

Saturated



Unsaturated



The **eatwell guide** (formerly the eatwell plate) has been produced by the government. The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.

- The eatwell guide is split into the following categories:
- Fruits and vegetables
 - Proteins, dairy, fish, eggs and other proteins
 - Oils and spreads
 - Dairy and alternatives
 - Beans, pulses, fish, eggs, meat and other proteins.



Ça va? Bonjour Salut Comment t'appelles-tu? Je m'appelle Comment ça s'écrit? Ça s'écrit... Oui, ça va bien, merci Pas mal Non, ça ne va pas Au revoir Salut À bientôt À plus tard Quel âge as-tu? J'aians	How are you? Hello Hi What's your name? My name is How is it spelt? It's spelt... Yes, it's going well thanks. Not bad No, it's not going well. Goodbye Bye See you soon See you later. How old are you? I'm.....years old
Quelle est la date de ton anniversaire? Mon anniversaire est le...	What is the date of your birthday? My birthday is the....

<u>As-tu un animal à la maison?</u> Un chien Un chat Un cochon d'Inde Un hamster Un lapin Un serpent Un oiseau Un cheval Un lézard Un poisson Une tortue Une araignée Une souris	<u>Do you have a pet?</u> A dog A cat A guinea-pig A hamster A rabbit A snake A bird A horse A lizard A fish A tortoise A spider A mouse
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Languages and me! Year 7 French 7.1 - vocab. list

Qu'est-ce qu'il y a dans ton sac/ta trousse? Qu'est-ce que c'est? C'est.. Il y a.... Il n'y a pas de... Il manque de... J'ai... Je n'ai pas de... Un cahier Un livre Un sac Un stylo/Un bic Un crayon Un portable Un iPhone Un taille-crayon Un bâton de colle Un carnet de texte Une gomme Une tablette Une règle Une trousse Une calculatrice Des feutres Des ciseaux	What's in your bag/your pencil case? What is it? It is... There is... There is not... It lacks... I have I don't have An exercise book A book A bag A pen /A biro A pencil A mobile phone An iPhone A sharpener A glue stick A planner A rubber A tablet A ruler A pencil case A calculator Some felt tips Some scissors
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C'est de quelle couleur? Bleu Blanc Rouge Vert Orange Jaune Marron Noir Rose Violet Gris Clair Foncé Rayé Multicolore	What colour is it? Blue White Red Green Orange Yellow Brown Black Pink Purple Grey Light Dark Striped Multi-coloured
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<u>Qui est dans ta famille?</u> Ma mère Mon père Ma belle mère Mon beau père Mes parents Mon frère Ma sœur Mon demi-frère Ma demi-sœur Je suis fils unique Je suis fille unique Mon oncle Ma tante Mon cousin Ma cousine Mon grand-père Ma grand-mère Mes grands-parents	<u>Who is in your family?</u> My mum My dad My step-mum My step-dad My parents My brother My sister My half or step-brother My half or step-sister I am an only child (m) I am an only child (f) My uncle My auntie My cousin (male) My cousin (female) My grandfather My grandmother My grandparents
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A **noun** is an object, place or thing.
 In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
 If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les

An **adjective** describes a noun e.g. a **green** bag.
 In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
 If the noun is feminine the adjective has to agree (e.g. une gomme **verte**)
 If the noun is plural we also add an 's' to make it agree (e.g. deux gomme**s vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

Usually words that end with the letter 'e' or 'ion' are feminine e.g. **une** trousse, **une** animation.
 Most plurals end with the letter 's' like in English e.g. **deux** gomme**s**
 Some form their plural with an 'x' e.g. **un** jeu, **deux** jeu**x**

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have
Je n'ai pas de... = I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas de stylo	

Where do I live in the UK and the World?

How much do you know about your home? It is time to make sense of our place and in the world to help my sense of ourselves!

Key Geographical Words

Global	Relating to the whole world, worldwide.
National	Relating to the whole country, e.g. the whole of the UK
Regional	Relating to a particular area in a country, e.g. the South West of the UK
Local	Relating to a particular smaller scale area, e.g. within your neighbourhood
Urban	Relating to towns and cities. Built up areas with a high and dense population
Rural	Relating to the countryside. Areas with fewer buildings, infrastructure or people
Scale	The size of something in relation to something else, or a representation of it
Environment	The surroundings of a person, animal or other living thing. Sometimes refers to the whole of the natural world

What is Geography?
 Geography is the study of the Earth. It helps you make sense of the world we live in through studying natural processes and landforms, and human patterns and activities.



What is a Geographer?

A geographer is anyone who makes accurate observations of the real world. They can:

- 🌐 Observe and record information
- 🌐 Look for patterns and links
- 🌐 Ask key questions
- 🌐 Predict change
- 🌐 Solve Problems

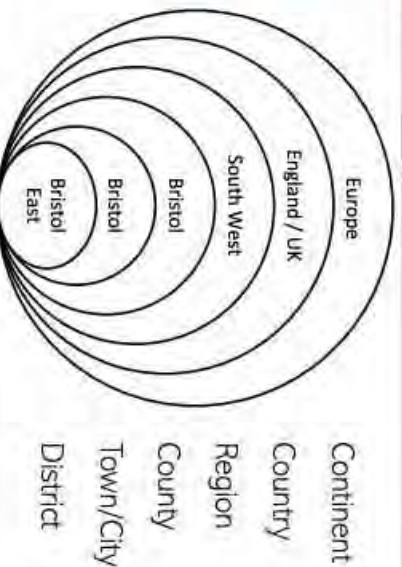
Location

We use maps to help locate ourselves (and others). These maps show us our place in the UK, Europe and the world.

Great Britain

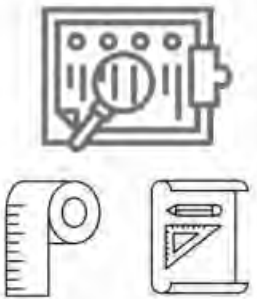


The UK



We use lines of longitude and latitude to help say where places are

Fieldwork



Geographers conduct fieldwork to investigate a theory or hypothesis.

An investigation will involve several stages shown on the right

The aim is to find out about a place or a process, in order to better understand it, or find solutions to problems.





Languages and me! Year 7.1 German - vocabulary list

Wie geht's? Guten Tag! Hallo! Wie heißt du? Mein Name ist/ich heiße Wie schreibt man das? ...schreibt man... Gut, danke, Nicht schlecht, danke Nicht so gut Auf Wiedersehen Tschüs bis bald bis später Wie alt bist du? Ich bin....Jahre alt Ich bin du bist Wann ist dein Geburtstag? Mein Geburtstag ist am... (ersten = 1st, achten = 8th, zwanzigsten = 20th)	How are you? Hello Hi What's your name? My name is/I am called How is it spelt? You spell... .. Fine, thanks. So so /not bad, thanks No, it's not going well. Goodbye Bye See you soon See you later. How old are you? I'm.....years old I am You are (sing/familiar) What is the date of your birthday? My birthday is the....
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Look up numbers, days and months in your planners or classrooms.

Was hast du in deiner Schultasche/dein Etui? Was ist.....? Es ist.. Es gibt.... Ich habe keinen/keine/kein... Ich habe... ein Heft ein Buch eine Schultasche einen Kuli einen Bleistift ein Handy ein iPhone einen Bleistiftspitze einen Klebstift einen Planer einen Radiergummi ein Tablet ein Lineal ein Etui einen Taschenrechner die Filzstifte eine Schere	What's in your bag/your pencil case? What is it? It is... There is... I don't have I have An exercise book A book A bag A pen A pencil A mobile phone An iPhone A sharpener A glue stick A planner A rubber A tablet A ruler A pencil case A calculator felt tips scissors
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Welche Farbe ist das? blau weiß rot grün orange gelb braun schwarz rosa lila grau hell dunkel gestreift bunt	What colour is it? Blue White Red Green Orange Yellow Brown Black Pink Purple Grey Light Dark Striped Multi-coloured
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Connectives aber jedoch auch außerdem denn/weil und	Connectives But However Also Furthermore Because And
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Languages and me! Year

7.1 German Knowledge Organiser

My belongings – Cognates, Gender; masculine, feminine and neuter. Plurals. Use of 'haben' + parts of 'sein'



A **noun** is an object, place or thing.
 In German, all nouns are either **masculine (m)**, **feminine (f)** or **neuter (nt)**
 If there is more than one item e.g. 3 pens, we call this **plural (pl)**.
 In German the word for 'a' or 'the' will change depend on whether it is the **subject (nominative)** or the **object (accusative)**. We call these **cases**.

	masculine singular	feminine singular	neuter	plural
A - subject	ein	eine	ein	
The subject	der	die	das	die

An **adjective** describes a noun e.g. a **green** bag.
 In German, adjectives normally go before the word it's describing e.g. eine **grüne** Schultasche (a green bag).
 The adjective must always agree with the gender.
 However you can say:-
 Die Schultasche ist grün

	masc	fem	neuter	plural
Green for 'a'	ein grüner Kuli	eine grüne Schere	ein grünes Etui	grüne Kulis
Red for 'the'	der rote Kuli	die rote Schere	das rote Etui	die roten Kulis

After 'ich habe' or 'es gibt' the words for a and the change and so will the adjectival agreement.

Ich habe **einen** blauen Kuli/**den** blauen Kuli (**m**)
 ich habe **eine** blaue Schere/**die** blaue Schere (**f**)
 Ich habe **ein** blaues Etui/**das** blaue Etui (**nt**)
 Es gibt blaue Kulis/**die** blauen Kulis (**pl**)

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	haben – to have
ich (I)	ich habe – I have
du (you) – sing/fam	du hast – You have (sing/fam)
er (he), sie (she), es (it)	er hat / sie hat / es hat - He has/she has/it has
wir (we)	wir haben – we have
ihr (you) (pl/fam)	ihr habt – you have (pl/fam)
Sie (you – polite)/ sie (they)	Sie haben (you have polite) / sie haben – they have

ich habe keinen (m)/keine (f)/kein (nt)...= I don't have...
ich bin = I am **du bist** = you are **Bist du?** = Are you...?

Key Events

1	5th January 1066 – Edward the Confessor dies, leaving no heir to the English throne.
2	6th January 1066 – Harold Godwinson is crowned King of England.
3	20th September 1066 - Harold Hardraada, a Viking claiming the English throne, invades England with more than 10, 000 men in 200 longboats.
4	25th September 1066 – The Battle of Stamford Bridge. Harold Godwinson, defeats and kills Harald Hardraada, but this tires Harold's army.
5	27th September 1066 – William Duke of Normandy, invades the South of England.
6	14th October 1066 – The Battle of Hastings Harold marches south to meet William, where they battle at Hastings.
7	25th December 1066 – William is crowned King of England at Westminster Abbey.

Key People

8	Simon Schama	An English Historian who has studied the Battle of Hastings.
9	Edward the Confessor	Edward became king of England in 1042. Edward married but had no children.
10	Harold Godwinson	English, Earl of Wessex, a powerful leader of England. His sister was married to Edward the Confessor.
11	Harald Hardraada	A Viking, King of Norway, most feared warrior in Europe, claims he was promised the throne.
12	William, Duke of Normandy	A Norman and Duke of Normandy in France, cousin of Edward the Confessor. An experienced leader and fighter.

History – Year 7
Knowledge
Organiser
Term 1

Key Skills

13	interpretation	A viewpoint or opinion.
14	Cause	Cause: why something happened.

Further your learning

After William Duke of Normandy was crowned King he needed to take control of the Anglo-Saxon people who supported Harold Godwinson. One way he did this was by building castles.



Find out more:

<https://www.historylearningsite.co.uk/medieval-england/castles/>

Key Terms

15	decade	A period of 10 years.
16	chronology	Putting events in order from earliest to most recent.
17	Inference	An educated guess/working something out from a source.
18	fact	Something that can be proven to be true.
19	opinion	A view or judgement about something, not necessarily based on facts.
20	source	A piece of evidence that gives us information about the past.
21	heir	Next in line to the throne.
21	fyrd	Ordinary, peasant soldiers.
22	housecarls	Harold's elite and highly trained troops.
23	cavalry	A soldier mounted on a horse.

History Skills FocusCenturies – A period of 100 years

Century Formula = Add one '1' to the number of hundreds.

E.G: AD 150 = 1 + 1 = 2nd Century AD

E.G: 3000 BC = 30 + 1 = 31st Century BC

When your date is 2 digits or less, it MUST be the first century AD/BC.

E.G: AD 34 = 1st Century AD.

Content of sources

Sources can be studied to find out more about the past. When we study the content of the source we are trying to find out what the source tells us or shows us.

What does this extract from the Bayeux Tapestry show us?
The Normans are on horses and the Saxons have shields.

Key ideas

Probability: The measure of chance that an event will occur, Probability is given as a fraction or decimal in the range 0 to 1 or a percentage in the range 0 to 100%. Probabilities can be shown on a probability scale.

Order of operation: Identify and accurately use notation for brackets, powers, roots and reciprocals.

Fractions: Using common factors to simplify fractions and common multiples to find equivalent fractions. Comparing and ordering fractions including improper fractions and mixed numbers. Confidently using four operations (+, -, ÷, ×, /) while working with fractions.

Fractions – four operations

Numerator: The top number in a fraction

$$\frac{3}{4} \quad \leftarrow \text{Numerator}$$

Denominator: The bottom number in a fraction

$$\frac{3}{4} \quad \leftarrow \text{Denominator}$$

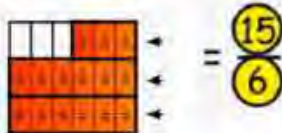
Fraction: How many parts of a whole. The numerator tells us how many parts we have, the denominator tells us how many equal parts it is divided into

Common denominator: When the denominators of two or more fractions are the same, they are Common Denominators.

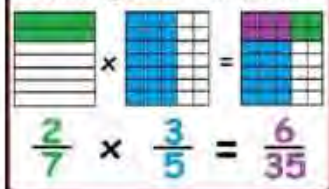
To **add/subtract** fractions, we must have a common denominator



$$\frac{5}{6} \div \frac{1}{3} = \frac{15}{18} \div \frac{6}{18}$$



$$\frac{5}{6} \times \frac{3}{1} = \frac{15}{6}$$

Multiplying Fractions**Number definitions**

Factors: are numbers that divide exactly into another number

Multiples: appear in the multiplication tables of a given number

Prime numbers: Number with exactly two factors e.g. **2, 3, 5, 7, 11,**

Integer: A whole number

Order of operations: These are the rules that say which calculation comes first in an expression.

- Brackets ()
- Exponents (powers and roots)
- Multiplication and division (from left to right)
- Addition and Subtraction (from left to right)

$$\checkmark 6 \times (5+3) = 6 \times 8 = 48$$

$$\times 6 \times (5+3) = 30 + 3 = 33 \text{ (wrong)}$$

$$2 \times 3 = 6$$

Factor Factor

2 and 3 are factors of 6

$$\checkmark (30 \div 5) \times 3 = 6 \times 3 = 18$$

$$\times 30 \div 5 \times 3 = 30 \div 15 = 2 \text{ (wrong)}$$

Probability

Outcome: The result of a trial

Event: One or more outcome of a trial

Impossible: Cannot happen (Probability = 0)

Certain: Must happen (Probability = 1)

Even chance: Equal chance of happening as not happening (Probability = 0.5)

Likely: Higher chance of event happening

Equally likely: Exactly the same chance of happening



Mutually exclusive: Two events that cannot happen at the same time

Exhaustive: A set of event that includes all possible outcomes (Sum of Probability = 1)

Possibility space/ Sample space:

Diagrams that record all the possible outcomes of an experiment

		Score on One Die							
		1	2	3	4	5	6		
Score on the Other Die	1	2	3	4	5	6	7		
	2	3	4	5	6	7	8		
	3	4	5	6	7	8	9		
	4	5	6	7	8	9	10		
	5	6	7	8	9	10	11		
	6	7	8	9	10	11	12		
								Total Score	Probability
								2	1/36
								3	2/36
								4	3/36
								5	4/36
								6	5/36
								7	6/36
								8	5/36
								9	4/36
								10	3/36
								11	2/36
								12	1/36
									Total = 1

Useful Links:

<https://vle.mathswatch.co.uk/vle/>

<https://www.bbc.com/bitesize>

<https://mathsmadeeasy.co.uk/ks3-revision/>

Elements of Music



Year 7 – Topic 1

RHYTHM – The pattern of long and short beats

TEXTURE – How the layers of music fit together

TEMPO – The speed or pace of music

DYNAMICS – Loud or Soft

PITCH – How high or low a note is

TIMBRE – A description of the sounds or instruments being used

Term	Symbol	Meaning
Pianissimo	pp	Very Soft
Piano	p	Soft
Forte	f	Loud
Fortissimo	ff	Very Loud
Crescendo	<	Getting louder
Diminuendo	>	Getting quieter



Strings
EG - Violin



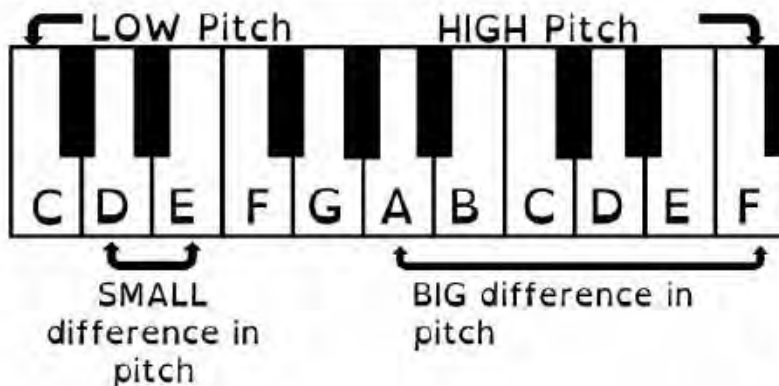
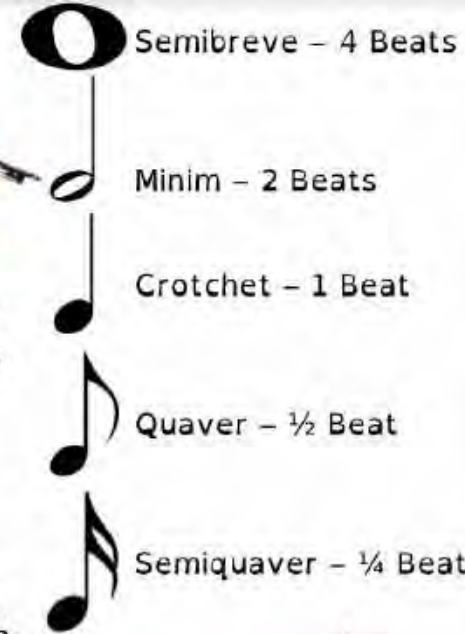
Woodwind
EG - Clarinet



Brass
EG - Trumpet



Percussion
EG - Drums



Thin Texture (Monophonic)	
Thick Texture (Homophonic)	
Complex Texture (Polyphonic)	

Parts of a warm up

1	Pulse raiser	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
2	Stretch	Stretching the main muscle groups and joints increases their elasticity and mobility so that they are less likely to be strained. Dynamic stretching is a form of stretching whilst moving and therefore not holding a stretch e.g. lunges. Static stretching is holding a stretch for 8-10 seconds (before exercise).
3	Mobilisation	Gently moving the joints through a full range of movement to promote synovial fluid the helps to lubricate the joint e.g. shoulder rotations. Shoulder rotations, open and close the gate, ankle plantar and dorsi flexion.

Effects of exercise

4	Heart rate increases.	During exercise the heart rate increases so that sufficient blood is taken to the working muscles to provide them with enough nutrients and oxygen. An increase in heart rate also allows for waste products to be removed.
5	Blood pressure increases.	Your heart starts to pump harder and faster to circulate blood to deliver oxygen to your muscles. As a result, systolic blood pressure rises.
6	Endorphins are released into the blood.	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce your perception of pain. Endorphins also trigger a positive feeling in the body, similar to that of morphine.

Benefits of exercise

7	Physical health and well-being	Improves fitness levels, heart function and efficiency of the body systems e.g. cardio-vascular system. Reduced risk of some illness e.g. diabetes, helps to prevent obesity, enables you to carry out everyday tasks without getting tired.
8	Mental health (emotional) and well-being	Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.
9	Social health and well-being	Provides opportunities to socialise/make friends, encourages cooperation, teamwork and mental resilience.









	Muscle	Static stretch
10	Triceps	
11	Hamstring	
12	Pectorals	
13	Quadriceps	
14	Gluteals	

	Muscle	Static stretch
15	Biceps	
16	Deltoids	
17	Abdominals	
18	Gastrocnemius	
19	Latissimus dorsi	

Structure of a PE lesson

1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down

	Key concept	Definition
	Prophecy	A message from God for example, the covenant with Abraham.
	Covenant	An agreement or promise, for example when Noah is promised that the world will never again be destroyed by a flood.
	Commandment	An instruction from God, for example, the 10 commandments say 'do not steal'.
	Abrahamic faiths	Religions that trace their story back to the Prophet Abraham, including Jewish people, Christians and Muslims.
	Monotheism	Believing in one God, for example the creator of all things and God of the prophets like Adam, Noah, Abraham and Moses.
	Creatio Ex Nihilo	Created out of nothing, humans only make things out of what already exists, only God creates out of nothing.



What is the Torah?

As a **Muslim** person I think the **Torah** (or-Tawrat in Arabic) is a collection of 5 books. All of these books are inspired by **God** and were originally given to the prophet **Moses** (Musa). Unfortunately the Torah was added to and badly translated over the years, so it's **not totally perfect** anymore, but it is still a holy book for me. I read the Torah to help me understand the stories that are referred to in the Quran.

As a **Christian** person I think the **Torah** is a collection of 5 books. All of these books are inspired by **God**. The Torah is the first 5 books of the Christian Bible, in a section of 39 books called the **Hebrew Bible** or **Old Testament**. I read the Torah from my Bible at Church or at home.

As a **Jewish** person I think the Torah is a collection of 5 books. All of these books are inspired by **G-d**. They are the first 5 books of the **Hebrew Bible**. It is called this because it is written in the ancient Jewish language: Hebrew. I read the Torah from a scroll in the Synagogue.



Noah's Ark (Genesis 6-9)

Genesis 1 says:

- God created out of nothing (Creatio Ex Nihilo)
- There were 6 days of creation 1: light and dark, 2: sky and sea, 3: dry land and plants, 4: sun, moon and stars, 5: fish and birds, 6: animals and humans.
- On the 7th day God rested – some Christians try to have a day of rest in the week because of this.
- Humans were created in 'the image of God'
- After everything God made he said 'it was good'. Except humans, he said they were VERY good'.

Genesis 2 says:

- God made Adam, and put everything he needed in the Garden for Adam to use and care for
- God said it was not good for a person to be alone, so he made a companion for Adam,; a woman called Eve.
- They were told not to eat from the fruit of one tree
- A snake tempted them to eat the fruit and they did
- God took Adam and Eve out of the Garden, into a world where life would be harder and they would have to work for food and struggle in childbirth. They would eventually die.



- Adam and Eve had multiplied and the earth had become full of people
- Genesis says "**The earth had become corrupt and filled with violence**"
- There was only one good man left: Noah – God told Noah to build a boat, big enough for one male and one female of every animal on earth, and all of their food.
- Noah and his wife and his 3 sons and their wives were also allowed onto the ark.
- It rained for 40 days and nights – the whole earth was flooded.
- Eventually the flood water started to go down, and the ark rested on the top of a mountain.
- The water all disappeared and the people and animals came out of the ark. They had lived on it for a whole year.
- God made a **Covenant** with Noah: God promised he would never destroy the whole earth with a flood again.
- He put a rainbow in the sky as a sign of this covenant.
- Noah was also given 7 laws, to stop the next generations of people becoming corrupt and filled with violence.
- The laws of Noah were:
 - Do not worship idols
 - Do not murder
 - Do not steal
 - Do not do sexual things that you know are wrong
 - Do not blaspheme - insult religion or holy things
 - Do not eat from a live animal
 - Establish fair law courts



Abraham

The Call:

Abraham lived with his wife Sarah, they were old, but had not been able to have children, which made them sad.

The Torah says that God spoke to Abraham and made a covenant with Abraham, there were 3 parts to the promise:

1. A **land** –that God would give Abraham a new land – Canaan
2. **Children** –that God would give Abraham many descendants, more than stars in the sky.
3. **Relationship** – God said that Abraham and his family will be God's chosen people. God said all the people of the earth would be blessed by Abraham.

Abraham led all of the men and boys in his family to be circumcised, as their part of the covenant.

Because he believed God was calling him, Abraham left his tribe and created a new monotheist tribe. It was a hard journey to the new land. Some of Abraham's family gave up on the way, like his Nephew, Lot.

Abraham and Sarah, still did not have any children, Sarah told Abraham to have sex with their servant Hagar, he did and Hagar had a baby called Ishmael, however, Sarah and Hagar became jealous of got jealous, and Hagar and Ishmael were told to leave the tribe and live alone in the desert, and angel brought them back to the tribe.

However, when Sarah has a child of her own Abraham sends them off into the desert alone. God sends water so they do survive and Ishmael grows up and starts his own monotheist tribe.

The sacrifice of Isaac:

Eventually Sarah and Abraham have a son of their own, when they are really, really old. They call him Isaac and love him very much.

Then God tests Abraham's faith – God asks Abraham to take Isaac up a mountain and kill him as a sacrifice. But just before Abraham is about to kill Isaac An angel calls out 'Abraham!' to stop him.

Instead of killing his son, Abraham kills a ram, which had been caught in a bush.

God is pleased that Abraham was willing to sacrifice the thing he loved most, his only son. SO he repeats the covenant with Abraham

- Because God stopped Abraham before he killed his son we might believe that God never wants us to kill innocent people.
- Because God tested Abraham, we believe that religion might lead people to go against what they know is wrong.



Moses

Moses was descended from Abraham, but many generations later, the monotheist tribe was now called the Israelites, or Hebrews, but they had become slaves in Egypt.



The Egyptians were killing baby Hebrew boys, so Moses' mother put baby Moses in a basket and placed the basket in a river.

An Egyptian princess found the baby in the **basket** and raised the baby in her family

As Moses grew up he felt torn, on one hand he knew he was related to the Hebrews who were slaves, but on the other hand he wasn't a slave and the Egyptian family had looked after him.

When Moses grew up. He saw an Egyptian **whipping** an old man, he was a Hebrew slave.

Moses was angry, he stopped the Egyptian, but he kept beating him until the Egyptian was dead... Then Moses ran away to the desert.

In the desert Moses made friends and got married. He was quite happy to forget his past.

Then God called Moses through a burning bush, He told Moses to go back to his people, the Hebrews, to lead them out of slavery.

The Pharaoh did not listen to Moses, he would not let the Hebrews go. God sent 10 plagues, the last one killed the Pharaoh's son. Pharaoh agreed to let the Israelites go.

However, as they were leaving Egypt, Pharaoh changed his mind and sent his army to get the slaves back.

God split the sea in half, so Moses and the Hebrews could walk through, but the Egyptians and their chariots were drowned.

The Law

The Israelites were grateful that God had rescued them from slavery in Egypt, but then Moses went up a mountain to talk to God and was gone for 40 days, The Israelites quickly gave up hope on the one God, and decided to worship a **golden calf** instead. Moses destroyed the golden calf – he had a new **covenant** with God: A new agreement about how to live. The **10 commandments** became the covenant to Moses (Mosaic covenant)

10 commandments

1. Remember there is only one God
2. Do not worship idols
3. Don't use God's name to curse or swear
4. Have a Sabbath day (rest)
5. Honour your mother and father
6. Do not murder
7. Do not commit adultery
8. Do not steal
9. Do not tell lies
10. Do not covet (desire things that should not be yours)

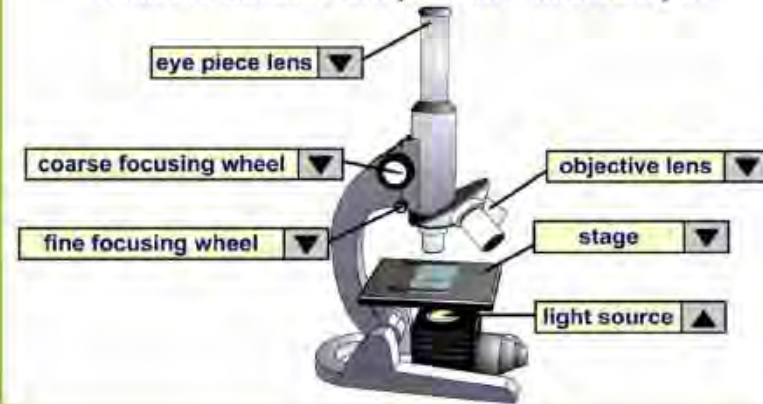


Year 7 Term 1 Biology Knowledge Organiser Cells

Revision guide Pgs: 1-3

<https://www.bbc.com/bitesize/subjects/z4882hv>

What are the different parts of a microscope?



Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objective lenses and select the lowest magnification
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higherpower objective

Key Terms	Function
Stage	Area where specimen is placed
Clamps	Hold the specimen still whilst it is being viewed
Light source	Illuminates the specimen
Objective lens	Magnifies the image of the specimen
Eyepiece lens	Magnifies the image of the specimen
Course/fine focus	Used to focus the specimen so it can be seen clearly
Revolving nosepiece	Holds 2 or more objective lenses

Magnification

We can use the following equation to calculate the magnification of an object viewed through a microscope:

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$

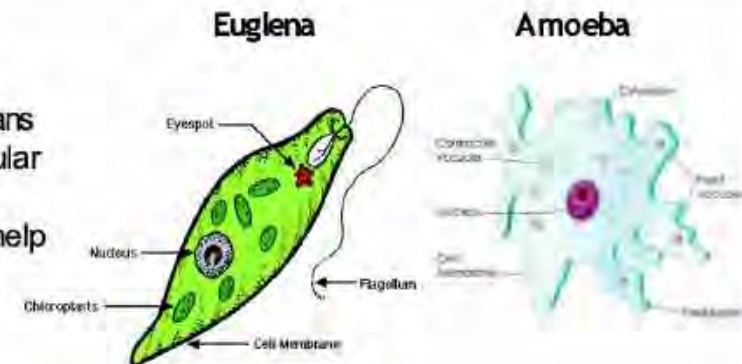
Preparing a microscope slide

To prepare a slide to view onion cells we can use the following steps:

1. cut open an onion
2. use forceps to peel a thin layer from the inside
3. spread out the layer on a microscope slide
4. add a drop of iodine solution to the layer
5. carefully place a cover slip over the layer

Unicellular Organisms

Unicellular organisms are made up of just one cell. There are no tissues, organs or organ systems. Unicellular organisms often have structural adaptations to help them survive. Euglena and Amoeba are unicellular organisms.



Year 7 Biology Knowledge Organiser Cells

Revision guide Pgs: 1-3

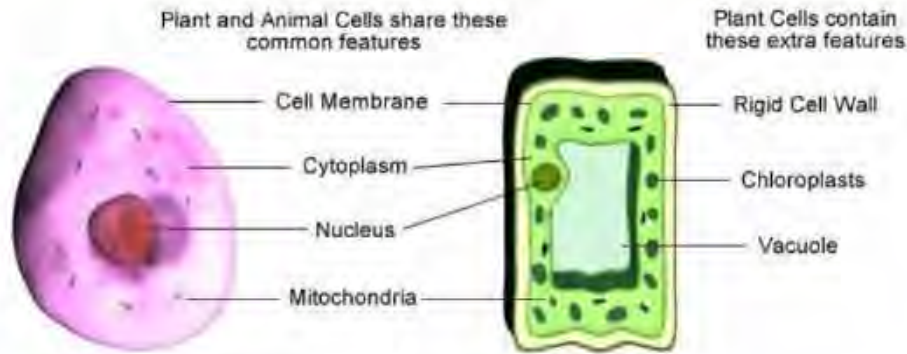
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Cells

Cells are the building blocks of all living organisms

Animal Cell

Plant Cell

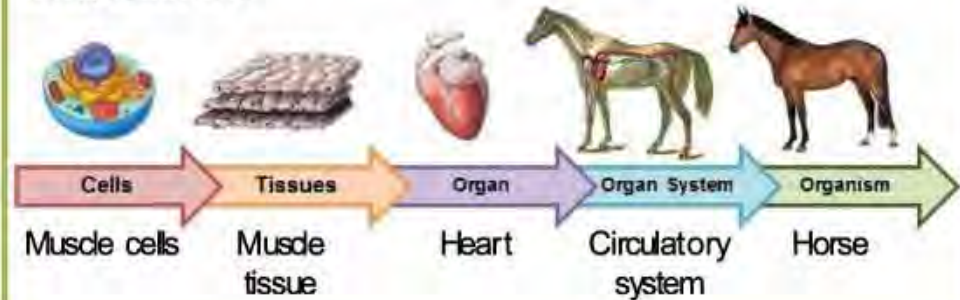


Plant and animal cells
Copyright © 2009 science-resources.co.uk

Key Terms	Definition
Cell wall	Made of cellulose, which supports the cell
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Nucleus	Contains genetic information and controls what happens inside the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Mitochondria	Where most respiration reactions happen
Chloroplast	Where photosynthesis happens






Hierarchical Organisation

Cells are the building blocks of life. In multicellular organisms, cells rarely work alone.



Specialised cells

Specialised cells are found in multicellular organisms. Each specialised cell has a particular function within the organism.

	Type of cell	Function	Special features
Animal cells	 Red blood cells	To carry oxygen	<ul style="list-style-type: none"> Large surface area, for oxygen to pass through Contains haemoglobin, which joins with oxygen Contains no nucleus
	 Nerve cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> Long Connections at each end Can carry electrical signals
	 Male reproductive cell (sperm cell)	To reach female cell, and join with it	<ul style="list-style-type: none"> Long tail for swimming Head for getting into the female cell
Plant cells	 Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> Large surface area
	 Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> Large surface area Lots of chloroplasts

Year 7 Term 1 Science Knowledge Organiser Pure and impure substances

Revision guide Pgs: 37-41 (35-38 higher)

<https://www.bbc.com/bitesize/subjects/zrxtyrd>

Knowledge objective classify substances as pure and impure, and describe techniques to separate mixtures

Pure Substances

A substance is pure if it only has **one type** of particle in it e.g. just hydrogen atoms or just carbon dioxide molecules.

Impure Substances

Impure materials are mixtures of different types of particle.

Pure Substances



Impure Substances

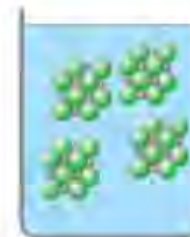
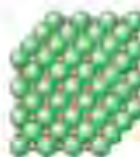


Solutions

- Salt and sugar are **soluble** in water. This means they dissolve in water.
- Sand is **insoluble** in water. This means it does not dissolve in water.
- The **solute** is the substance that dissolves into the solvent e.g. salt.
- The **solvent** is the liquid the solute dissolves in e.g. water.
- The resulting mixture of solute and solvent particles is called the **solution** e.g. salt water.

Dissolving

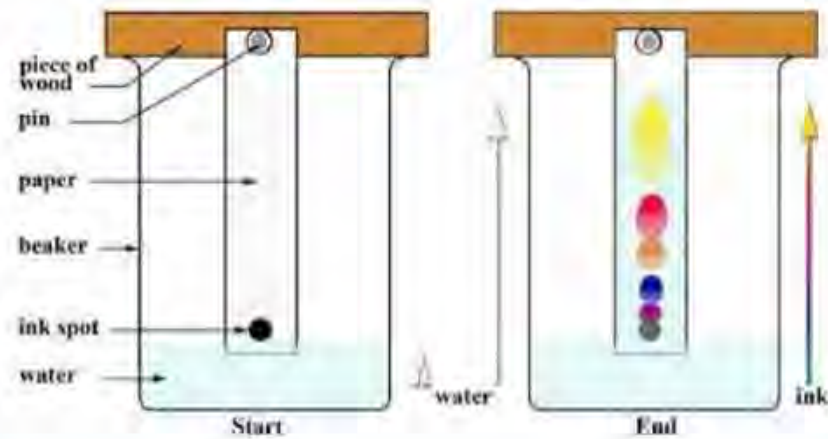
- During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent**.



Key Terms	Definitions
Pure	A material that is composed of only one type of particle i.e. elements or compounds
Impure	A material that is composed of more than one type of particle i.e. mixtures
Evaporation	A change of state involving a liquid changing to a gas
Distillation	A process for separating the parts of a liquid solution. The solvent is heated and the gas is collected and cooled.
Filtration	The act of pouring a mixture through a mesh, in attempts to separate the components of the mixture.
Chromatography	A technique used to separate mixtures of coloured compounds.
Solute	The substance that dissolves into the solvent
Solvent	The liquid that the solute dissolves into
Solution	The solute dissolved in the solvent
Solubility	How easy it is for a given substance to dissolve

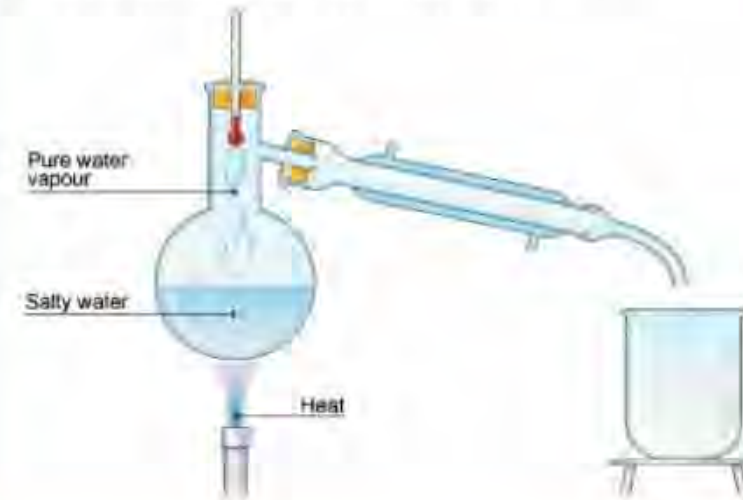
Chromatography

- Simple chromatography is carried out on paper.
- A spot of the mixture is placed near the bottom of a piece of chromatography paper and the paper is then placed upright in a suitable solvent, e.g. water. As the solvent soaks up the paper, it carries the mixtures with it.
- Different components of the mixture will move at different rates, which separates the mixture out.



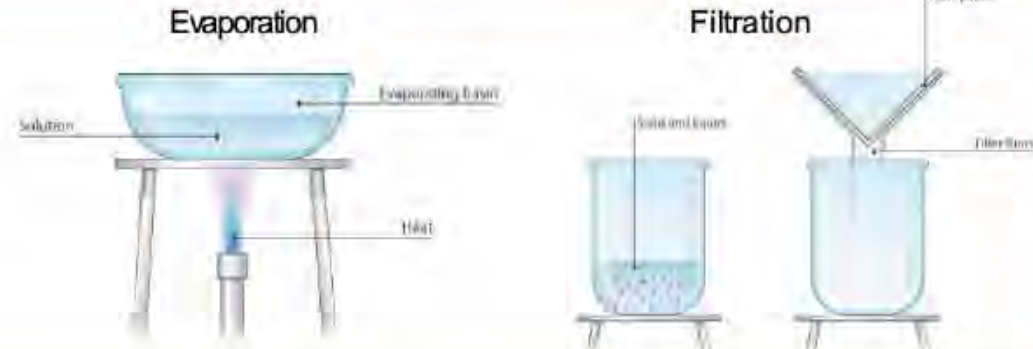
Distillation

- This is good for separating a liquid from a solution. For example, water can be separated from salty water by simple distillation.
- This method works because the water evaporates from the solution, but is then cooled and condensed into a separate container. The salt does not evaporate and so it stays behind.
- Distillation can also be used to separate two liquids that have different boiling points because the one with the lower boiling point will evaporate and condense first.



Other techniques for separating mixtures

- If you have a solution, for example salt water, you can **evaporate** the water leaving pure salt.
- If you have two substances where one is magnetic and one is not, for example iron and sulphur, then a **magnet** can be used to separate the two substances.
- If you have a mixture of an insoluble solid and a liquid then the mixture can be **filtered**.



Year 7 – Term 1 - Science Knowledge Organiser. TheParticle model

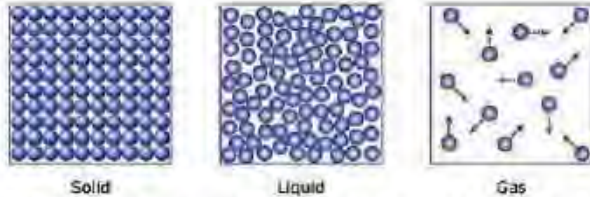
Revision guide Pgs: 31-33 (+34 higher)

<https://www.bbc.com/bitesize/subjects/znxyrd>

Knowledge objective: describe the three states of matter and the processes changing between each.

Particle Theory

All matter is made up of particles. Particles are found in all three states of matter. Particles in the three states have **different movement and arrangement**.

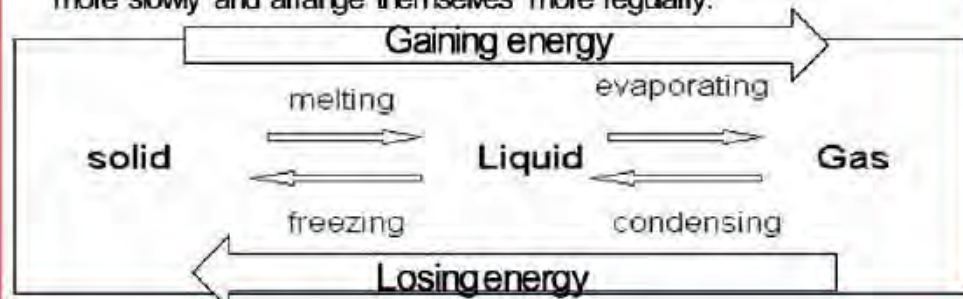


- In **solids**, particles are arranged in a **regular pattern** and they can only **vibrate** in a fixed position. Particles are held together by strong bonds.
- In **liquids**, particles are arranged **randomly** but are still **touching** each other. Particles can slide past each other and move around.
- In **gases**, particles are far apart and are arranged **randomly**. Particles carry a lot of energy and they move in all directions in a high speed.

Changes of State

Changes of state take place when the particles **gain or lose energy**.

- When energy is applied, particles gain kinetic energy, move faster and move further apart.
- When energy is lost, particles become closer to each other, move more slowly and arrange themselves more regularly.



Key Terms	Definitions
State of matter	Matter is divided into three states: solid, liquid, and gas
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid

Properties of Solids, Liquids and Gases

Due to their arrangement and movement, the three states each have different properties.

solid	liquid	gas
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume
cannot be squashed	cannot be squashed	can be squashed

Solids are rigid, have a fixed shape and fixed volume because particles are held together by **strong bonds** and arranged **regularly**.

Liquids are not rigid and have no fixed shape, meaning they can flow to fill their container. This is because the **bonds are weaker**, so the particles can move. However, there is a fixed volume because the particles are still **close together**.

Gases are not rigid, have no fixed shape or fixed volume because there is **so much space** between particles and the bonds holding them together are **broken**.

¿Qué tal?	How are you?
Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
Bien gracias	It's going well thanks.
Regular	Not bad.
Así-así	So-so
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
¿ Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el ...	My birthday is the....

¿Tienes mascotas en casa?	Do you have a pet?
Un perro	A dog
Un gato	A cat
Una cobaya	A guinea-pig
Un hámster	A hamster
Un conejo	A rabbit
Un pájaro	A bird
Un caballo	A horse
Un lagarto	A lizard
Un pez	A fish
Un ratón	A mouse
Una tortuga	A tortoise
Una araña	A spider
Una serpiente	A snake
No tengo mascota	I don't have a pet

Languages and me! – Year 7 Spanish 7.1 Vocab list

¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un bolí	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un iPhone	An iPhone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿ Quién es de tu familia?	Who is in your family?
Mi madre	My mum
Mi padre	My dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano	My brother
Mi hermana	My sister
Mi hermanastro	My half or step brother
Mi hermanastra	My half or step sister
Soy hijo/a único/a	I am an only child
Mi tío	My uncle
Mi tía	My auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents



A **noun** is an object, place or thing.
 In Spanish, all nouns are either **masculine (masc)** e.g. **un** boli or **feminine (fem)** e.g. **una** goma.

If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	plural
a	un	una	unos/ unas
the	el	la	los/las
my	mi	mi	mis

An **adjective** describes a noun e.g. a **red** pen.
 In Spanish, adjectives normally go after the word it's describing e.g. un boli **rojo** (a pen red).
 If the noun is feminine the adjective has to agree e.g. **una** goma blanca
 If the noun is plural we also add an 's' to make it agree e.g. **dos** gomas blancas

	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas

Most Spanish nouns ending in "o" and "ma" are masculine e.g. **un** libro, **un** problema
 Most Spanish nouns ending in "a", "sión" "dad" and "tud" are feminine e.g. **una** tableta, **una** televisión, **la** felicidad, **la** gratitud
 All plurals end with the letter 's' like in English e.g. **dos** gomas

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Tener – to have
yo (I)	tengo – I have
tú (you)	tienes – You have
él (he), ella (she)	tiene - He has/she has
Nosotros/nosotras (we)	tenemos – we have
Vosotros/vosotras (you) (pl)	tenéis – you have (pl)
ellos/ellas (they)	tienen – they have

No tengo...=I don't have... When we use this phrase there is no un/una e.g. No tengo boli

Year 7 Textiles Knowledge Organiser



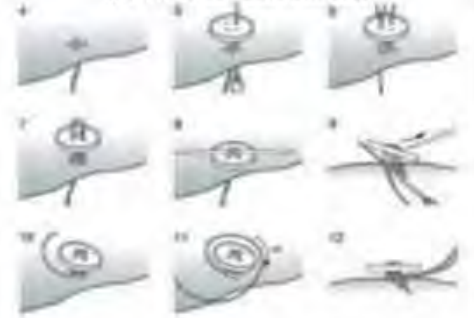
The formal elements are **Line, Colour, Tone, Shape, Pattern and Texture**. They are used together and determine how your work will look.

Practice your tonal drawing skill here



1. Bags must be kept in the cubes
2. Do not run
3. Hair must be tied back
4. Only one person to use a sewing machine at a time
5. Chairs must be tucked in and sat on correctly
6. Always listen to the teacher and follow instructions
7. No food or drink in the textiles room
8. Use all equipment respectfully and as you have been shown how to

Pictorial Instructions- how to sew on a button (practice and take photos)



Equipment	Use
Bobbin 	A bobbin is a cylinder, to which cotton thread is wrapped around. It is found in the bottom part of a sewing machine, which is called the bobbin holder.
Thread 	Cotton thread is used to attach fabric together by using a sewing machine or a hand needle. It is positioned on the thread spool when being used on a sewing machine.
Fabric scissors 	Fabric scissors are used to cut fabric ONLY! They should not be used to cut paper.
Pins 	Pins are used to position and secure fabric in to place before sewing fabric together.
Measuring Tape 	It is a flexible ruler that can be used for body measurements, tailoring and dressmaking. It is flexible to measure fabric and curves of the body.

Textiles Hierarchy of Key words

Tier 3 'Academic' keywords.	Tier 2 Valuable keywords used in most lessons every lesson.	Tier 1 Basic keywords used in almost every lesson.
analyse embellishment Woven/ bonded/ knitted Free machine embroidery Plain seam sustainable function develop	Complementary colours contrast fastening compare iron context effect embroidery equipment appliqué improve	colour pattern theme thread design machine line tone Fabric shape Texture tone sew

Year 7 Portraiture

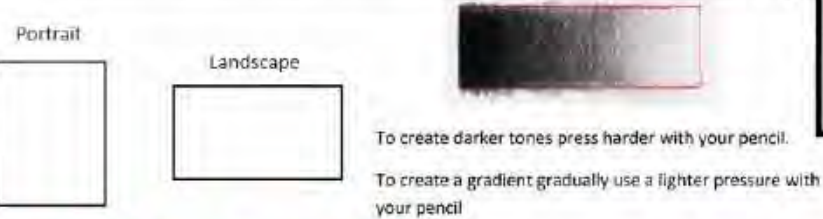
Content: In this project you will

Knowledge—of different styles of portraiture

Understand—What inspired artists to create their work and how to write about the work

Skills—drawing, shading, painting, showing the influence of other artists in your own work and presentation

Outcome— a range of portrait's in different styles



kehinde wiley

Consider: Identity

Identity is the way we perceive and express ourselves.
Culture, stereotypes, representation, gender,
Stereotypes.



Pablo Picasso was born in Spain in 1881. He is famous for being the co-founder of the art movement; Cubism. He painted many portraits in his lifetime, this one is called 'The weeping Woman'

Keywords

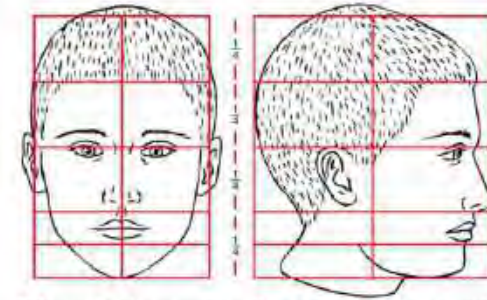
Portrait—representation of a person

Self Portrait—a piece of artwork produced by an artists of themselves.

Tone—dark, light, flat, smooth, graduated and contrasting

Mood— How you feel when you look at a piece of artwork.

Abstract— Just coloured and shapes, you cant recognise an object or person



Where do the eyes usually appear on a portrait?

Where does the nose usually appear on the face map?

How many eyes can you fit across the face?

Drawing Styles



Observational drawing—
Tonal



continuous line drawing is one in which a single, unbroken *line*

You don't take your pen off the page



What are the primary colours?

How does colour represent mood?

What are contrasting colours and why do artists use them?

**A
r
t
i
s
t
s**

Year 7 - Computer Systems

Strong Passwords

Prevents unauthorised access to a computer system.

- Uppercase letters
- Lowercase letters
- Numbers
- Symbols
- 8 or more characters

Saving Files

It is important to regularly save files/work so that you do not lose your work.

How to save a file?

- Save in your area on the computer
- Save in your documents
- Save with an relevant file name
- Saved in an appropriate folder structure
- Save the file in a folder that is relevant to the topic

Save and Save As

- "Save" updates a file
- "Save As" creates another version of the file

Internet

The Internet is a network of computers around the world.

Networks

Computers connected together that share data and resources.

Social Network

- A network of social interactions and personal relationships.
- A dedicated website or other application which enables users to communicate with each other by posting information, comments, messages, images, etc

Personal Information (Safe to Share)

Information that cannot be used to identify you e.g. your favourite food

Private Information (NOT Safe to Share)

Information that can be used to identify you e.g. Mothers maiden name, Date of Birth, Phone number

Cloud Storage

Cloud computing is storage that you can access through the Internet.

Advantages

- Files can be accessed from anywhere
- You have unlimited storage space and can store for free
- Allows you to create more local storage
- Good form of a backup storage
- Does not require expensive hardware

Disadvantages

- You need internet access
- Has the potential to get hacked
- Data could be seen by a third party
- Can be expensive long term



Questions and activities – hints and tips

Summarising a lesson:

Answer the following questions to help you summarise your learning in a lesson. This will help you recap and think again about your learning, and will be useful to look back on in the future.

- What key words did you use in the lesson?
- Can you define those key words and use them in a sentence?
- What new content did you cover?
- How does this link to your previous learning?
- Can you summarise your learning into one sentence?

Revision:

If you have an MCQ approaching, you could create some revision material based on your knowledge organiser.

Can you get down the key information in a spider diagram?

Can you use diagrams, pictures, symbols etc to recall your knowledge?

Knowledge quizzes:

Create a set of questions using the information from your knowledge organiser, or from your lesson.

You could make them about key words, and maybe even give multiple choice answers.

Go over the questions you keep getting wrong.

Try the questions out with those at home, or maybe your teacher could use them for their starter quiz in class.

Keyword Development:

Practise the spellings of key words. Use the look-cover-write-check method to help you.

Can you explain what the key words mean?

Can you link the key words together?

Copy out the key words with their definitions.

What might it look like?

Geography Thursday 1st October
Topic: Our Place in the World

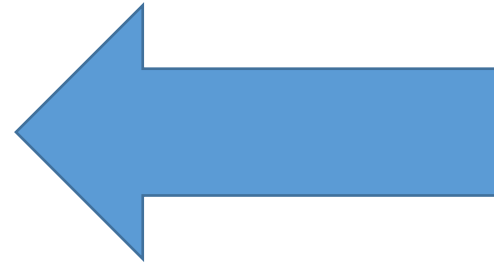
Lesson Summary:

Longitude - the distance, in degrees, E or W of the Prime Meridian.

Latitude - the distance, in degrees, N or S of the Equator.

Today we learnt about how the world is divided up using lines of latitude & longitude. The Equator is an 0° latitude, and the poles are 90° N & S.

This links to our previous learning because now I can say where the continents are using longitude & latitude to find them on a map.



Lesson summary:

Science

Topic: Cells

Monday 28th September

Knowledge Quiz:

1.) What is the name of the part of the microscope where the specimen is placed?

A: Stage

2.) How many cells are there in a 'unicellular' organism?

A: one

3.) What does the 'cell membrane' do?

A: controls movement of substances in & out of the cell

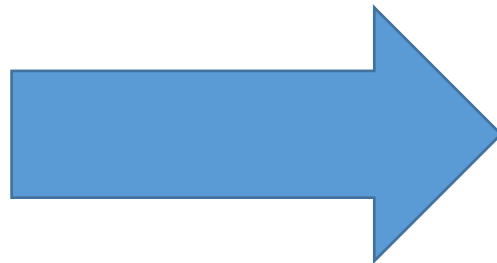
4.) Where does photosynthesis take place in a cell?

A: Chloroplast

5.) What is the function of the red blood cells?

A: to carry oxygen

Knowledge Quiz:



How to present your homework:

Subject written on the left-hand side of the page and underlined.
For example: Food

Topic written on the centre of the page and underlined.
For example: Sugars

One single straight line between both pieces of homework.

Subject: Food Tuesday 25th June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intense sugars	
Polysaccharides	

Subject: English

Topic: Macbeth

1. Who are the four most important characters in Macbeth?
Macbeth, Lady Macbeth, Banquo and Macduff.
2. What are three character traits of Banquo?
Gullible, superstitious and ambitious.
3. How would you describe Lady Macbeth?
She is manipulative, cold-blooded and cruel.
4. How is Lady Macbeth two-faced?
She is warm and welcoming to Duncan, and then manipulates her husband to kill him.
5. What is the name of Banquo's son?
Fleance

Date written fully on the right hand side of the page and underlined – this should be the day you complete the homework.

