BRISTOL METROPOLITAN ACADEMY

Knowledge Organisers 2021-22 Year 7 – Term 3

3rd January 2021	Week B
10th January 2021	Week A
17th January 2021	Week B
24th January 2021	Week A
31st January 2021	Week B
7th February 2021	Week A
14th February 2021	Week B

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

	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

How to use your knowledge organiser

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 revisiting 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

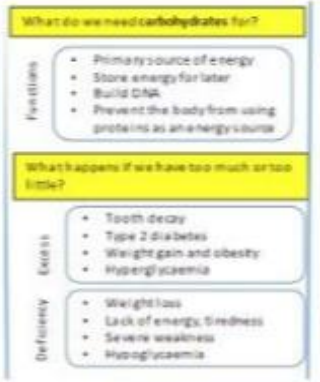
What topic/subject are you focusing on?

What task have you been set?

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.



Questions you might consider:

1. What is a key function of carbohydrates?

It is our primary source of energy.

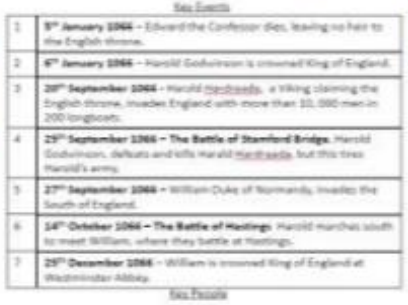
Write

Complete the task in your homework book.

Make sure to write the date, subject and topic you are focusing on (and underline them).

Revision

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



You might write these key events out like a timeline.

Key events

5th January 1066 Edward the Confessor dies, leaving no heir to the English throne.

6th January 1066 Harold Godwinson is crowned King of England

Keyword/theme development

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

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.

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?

Contents:

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

Keywords

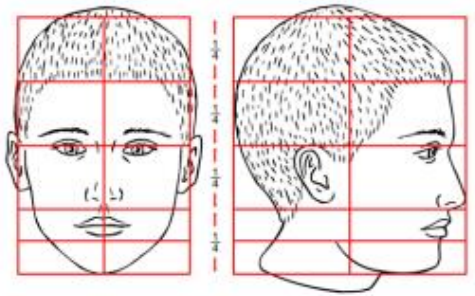
Portrait—representation of a person

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?

Portrait

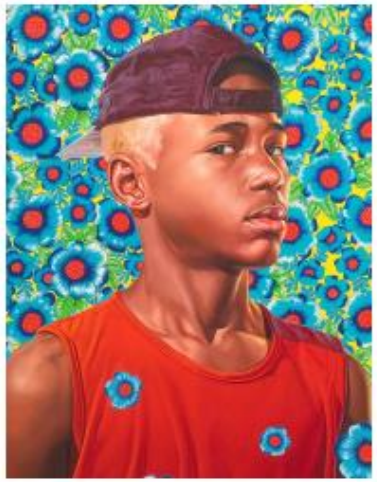
Landscape

To create darker tones press harder with your pencil.

To create a gradient gradually use a lighter pressure with your pencil

Drawing Styles

Artists



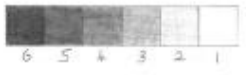
kehinde wiley

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*'



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?

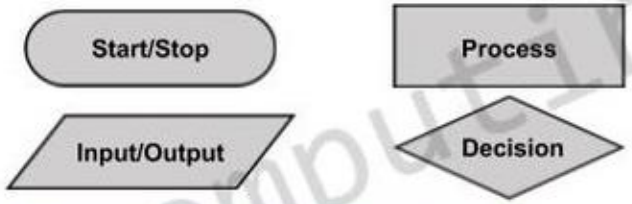
How does colour represent mood?

What are contrasting colours and why do artists use them?

Year 7 - Computational Thinking

Flowcharts

Using symbols to represent algorithms.



Computational Thinking

Algorithm

Step by step list of instructions to complete a task

Abstraction

Process of removing unnecessary details

Decomposition

Process of breaking down tasks into smaller sub tasks

Pattern Recognition

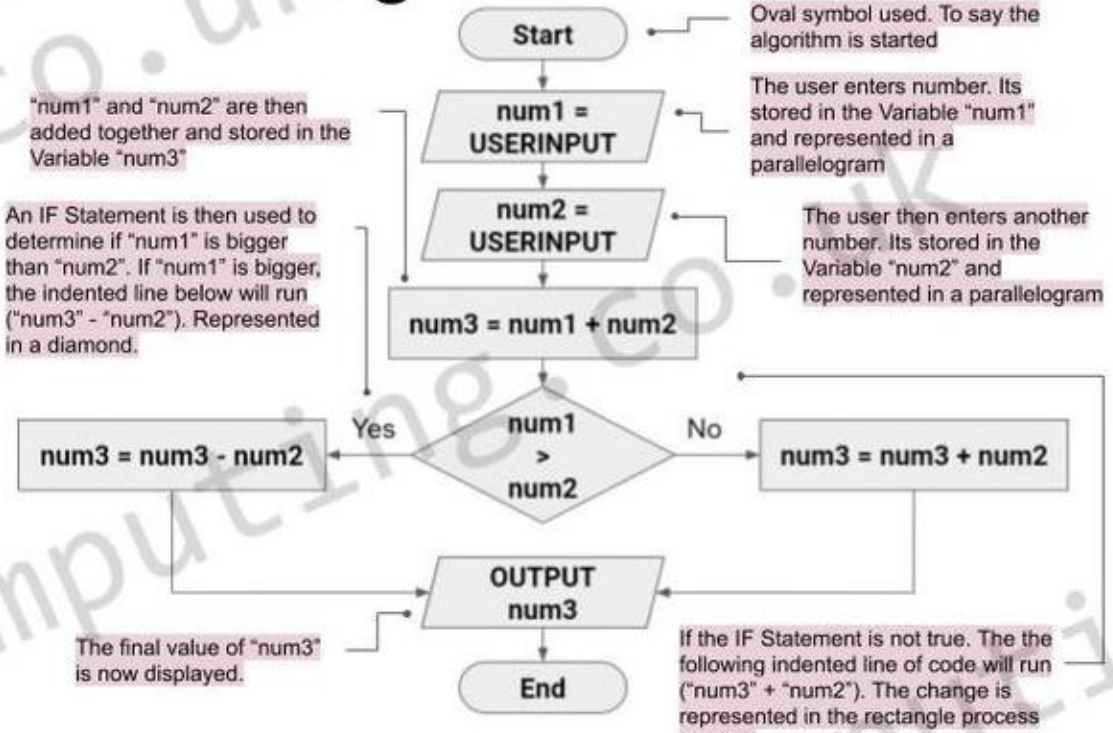
Finding the similarities or patterns among small, decomposed problems

Pseudocode

Representing algorithms using a common language.

```
1.   Get name
2.   IF name = "Mr Ahmed":
3.       Display "You are cool"
4.   ELSE:
5.       Display "You are kind of cool"
```

Flowchart Example



Pseudocode Example

```
1.   num1 = USERINPUT
2.   num2 = USERINPUT
3.   num3 = num1 + num2
4.   IF num1 > num2 THEN
5.       num3 = num3 - num2
6.   ELSE:
7.       num3 = num3 + num2
8.   END IF
9.   Display num3
```

The user enters a number. Its stored in the Variable "num1"

The user then enters another number. Its stored in the Variable "num2"

"num1" and "num2" are then added together and stored in the Variable "num3"

An IF Statement is then used to determine if "num1" is bigger than "num2". If "num1" is bigger, the indented line below will run ("num3" - "num2")

If the IF Statement is not true. The the following indented line of code will run ("num3" + "num2")

The final value of "num3" is now displayed.

Playwright	This is the name given to the person who writes the play.
Performer	A performer is an actor or entertainer who plays a role or performance in front of an audience.
Understudy	An actor who studies another's role so that they can take over when needed.
Lighting designer	Responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.
Sound designer	Responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.
Set designer	Responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.
Costume designer	Designs the costumes for a performance. The costume department of a theatre is often called the wardrobe
Puppet designer	Designs the puppets for a performance.
Technician	A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.
Director	In charge of the artistic elements of a production. A director will often have the initial creative idea ('concept') for a production, will work with the actors in rehearsal, and will collaborate with designers and the technical team to realise this idea in performance.
Stage manager	In charge of all aspects of backstage, including the backstage crew. They will oversee everything that happens backstage before, during and after a performance. During the rehearsal period, the Stage Manager and their team will make sure that all props are found or made, scene changes are rehearsed and smooth, and all other aspects of backstage are prepared. They are also in charge of the rehearsal schedule.
Theatre manager	Responsible for and manages the front-of- house team who deal with the audience during the production (for example, the box office manager, ushers and similar staff).

Drama KS3 Knowledge Organiser
Term 3 & 4

Physical Skills:

- **Movement**
  I moved towards Character X, showing the audience…
- **Body language**
  I made sure my body language was open with my chest up and my arms wide and at right angles from my body. This suggests…
- **Interaction** with other performers
  In order to interact effectively with my cast-mates I…
- **Posture**
  I decided that my character's posture would be hunched over with drooping shoulders and head facing down all the time. This shows her feelings of…
- **Gait** (how your character moves)
  I kept my gait precise with as little arm movement as possible. With an upright stance and high knees my gait shows my character's history of…
- **Gesture**
  To emphasise this feeling I added an aggressive gesture, extending my index finger and moving my hand into Character X's face. This short, stabbing movement tells the audience…
- **Stillness**
  I used stillness to focus the movement of Characters X and Y, allowing them to dominate the space. This shows…
- **Spatial awareness**
  My character is hyper aware of the space around her. This develops her fear of the action in the scene as she seeks a way out, showing…
- **Proxemics** (stage spacing)
  Proxemics were important in this scene. I placed myself upstage right, dividing the stage between myself and Character X. This highlights our lack of closeness, further reinforcing…
- **Control**
  I had to depict the control of emotions in this scene. I made sure I stayed still and didn't react to Character X's insults. I kept my face neutral and hands clenched. This shows my…
- **Facial expression**
  My facial expression was happy. I curved the corners of my mouth upward into a smile but didn't show any teeth; I didn't want to openly grin as my character is quite shy. I had my eyes open and moving so that the audience can see that I'm excited, looking around the stage trying to take in every possible moment.
- **Eye contact**
  I deliberately lost eye contact with Character X, showing my submissive nature. While they stared at me I kept my eyes on the floor, further highlighting…

Vocal Skills:

- **Timing**
  Our group worked very hard on the timing of the line "x y z". I paused to allow the audience to feel how serious the words were to my character and to portray his indecision. Then, as I began to speak, Character X interrupted me. This highlights…
- **Intonation** (the rise and fall of the voice)
  I made my intonation higher at the end of the line. This suggests confusion and disbelief. An upward inflection is also typical of Essex or Estuary English, which is appropriate for my character because..
- **Diction** (pronunciation / articulation/how clear your words are)
  I worked hard to make sure my diction was clear. My character is confident and has no problems with articulating himself. I made sure every sound (especially my 't' sounds) was audible so that it was clear to the audience…
- **Pace**
  I made sure the pace of the scene was high. I spoke my lines speedily after the cue so that it added a sense of urgency. This was appropriate for…
- **Pause**
  I paused after Character X's movement to allow the audience to digest what had happened.
- **Pitch** (how high or low you were speaking – squeaky or deep voice)
  During the argument I made sure my pitch was low. I deepened my voice and slowed my speech to add a threatening edge to my words. This shows…

General Skills

- **Expression of mood**
  I used [other physical/vocal skill] as an expression of the mood of the piece. This highlighted the feelings of uselessness felt by my character and contrasts heavily with Character X, allowing the audience to see…
- **Emotional range**
  My character showed a lot of emotional range. At the beginning she tended to be loud and abrasive; always taking risks. By the end she has learned the value of caution. To depict this range I…
- **Performer /audience relationship** (ensures sustained engagement)

Year 7 D&T – Gumball Machine Project

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 renewable.

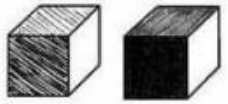
Using recycled materials means that fewer new resources are needed, and often less energy is used. For example, recycling old food cans takes much less energy than mining and processing new metal.

1 km = 1000 m

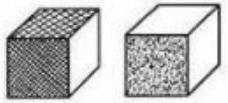
1 m = 100 cm

1 cm = 10 mm

Hatching Blending



Crosshatching Stippling



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!

File

Coping Saw

Tri-Square

Tenon Saw

Bench Hook

Pillar Drill

Vertical Sander

A is for **Aesthetics** — What does it look like? What is the shape/ colours/ style/theme?

C is for **Cost** — How much does it cost to make? How much do I need to sell it for?

C is for **Customer** — Who is the product made for? Why will it appeal to them?

E is for **Environment** — Is this product environmentally friendly? How could it be better?

S is for **Size** — What are the dimensions of the product? Is this a suitable size? Why?

S is for **Safety** — How has this product been made safe to use? Can the safety be improved?

F is for **Function** — What does the product do? Does it do it well?

M is for **Material** — What is this material made from? Is this a good material to use? Why?

Analyse the above Gumball Machines using ACCESS FM.

We use **ACCESS FM** to help us write a **specification** - a list of requ
a design - and to help us **analyse and describe** an already existi

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.

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.

English

Plot

In an unnamed Third World country, in the not-so-distant future, three "dumpsite boys" make a living picking through the mountains of garbage on the outskirts of a large city.

One unlucky-lucky day, Raphael finds something very special and very mysterious. So mysterious that he decides to keep it, even when the city police offer a handsome reward for its return. That decision brings with it terrifying consequences, and soon the dumpsite boys must use all of their cunning and courage to stay ahead of their pursuers. It's up to Raphael, Gardo, and Rat—boys who have no education, no parents, no homes, and no money—to solve the mystery and right a terrible wrong.

Characters

Raphael: A 14-year-old dumpsite boy. He is an important member of his family and community. He is determined to be successful.
Gardo: The stronger and more cautious of the three boys. He is like a brother to Raphael. He is a caring character.
Rat: His real name is Jun-Jun. He is very friendly with Raphael and Gardo. He is very sweet but is also very sneaky and secretive.
Father Julliard: He is the priest in charge of the charity school that the boys attend when they don't have work.
Sister Olivia: She helps at the charity school and cares for the three boys.
Jose Angelio: The man who has been killed. The boys try to unravel the mystery around his death.
Gabriel Olondriz: A revolutionary who tried to expose the corrupt politician **Senator Zapanta.**
Senator Zapanta: A corrupt politician who steals money from the government and spends it on his lifestyle. He silences (imprisons and kills) anyone who protests against him.

Symbolism

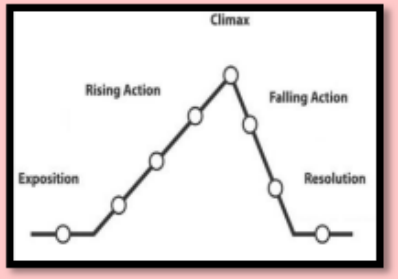
Brooklyn Bridge - Alfieri's viewpoint from the bridge that links Italian and American cultures and allows Alfieri to narrate past events to the audience.
Italy – Homeland, origin and cultural link to the people of that community.
High heels - For Catherine, high heels are representative of womanhood, flirtation and sexiness.

Context

The novel is set in an 'un-named developing-world city' that is based on the Philippines.
Smokey Mountain: A large landfill (rubbish site) in the Philippines. It consisted of 2 million tonnes of waste. Uncontrollable fires are a frequent occurrence; fires have lead to deaths and housing being burnt to the ground.
Shanty towns: a group of 'improvised buildings.' People would live in buildings they had made out of any material lying around (e.g. plastic bottles, broken wood and bricks, corrugated iron, etc). They often lack toilets, running water and electricity.
Corruption: In many countries, corruption (where money is stolen by the government or misspent) is commonplace. It is illegal but often these politicians, and their friends, get away with it for a number of years.

Key Words

Narrator: The person/ character who retells the story.
Theme: A main idea in a novel (e.g. love, hate, betrayal, friendship,etc)
Foreshadowing: A warning of a future event.
Exposition: The beginning of a story (usually description of setting and character).
Rising Action: Events of the story that begin to create tension and suspense.
Climax: The most intense or sexciting moment in a story.
Falling Action: Events in the story after the climax.
Resolution/ Denouement: Ending/ conclusion of the story. Ties up loose ends and conflict is resolved.
Corruption: dishonest or fraudulent behaviour by people in power.
Poverty: Being extremely poor.



Themes

Loyalty + Friendship: The novel focuses on Raphael, Gardo and Rat and their friendship through a difficult time in their lives. They are loyal and look after each other throughout.
Corruption: The murder, at the beginning, takes place as a result of government corruption. The boys, unknowingly, involve themselves in events that are much bigger than they are.
Education: The boys know education is important but there is a focus on formal education (school) and informal education (street smarts – e.g. knowing how to survive.)
Poverty: The class divide between the rich and the poor is apparent through the shanty town setting, where the boys live, and the area where the rich people live.
Justice and injustice: The boys (and other characters) fight against the injustice of a corrupt government. They are determined to get justice for Jose Angelico's murder and Senator Zapanta's corruption.

Plot Summary - The Tempest by William Shakespeare

1. **A ship is caught in a tempest and begins to sink.**
2. **Prospero tells Miranda that he caused the storm.**
3. **Ariel fetches Ferdinand, who falls in love with Miranda.**
4. **Antonio and Sebastian plot to kill Alonso, the King of Naples.**
5. **The ship's jester and butler meet Caliban and feed him alcohol.**
6. **Caliban suggests that they should kill Prospero, and Ariel overhears.**
7. **Prospero uses magic to scare Alonso and spoil Caliban's plot.**
8. **Prospero forgives the passengers for their former betrayals.**

Characters

Prospero	The play's protagonist, and father of Miranda. Twelve years before the events of the play, Prospero was the duke of Milan. His brother, Antonio, with Alonso, king of Naples, usurped him, forcing him to escape in a boat with his daughter. The honest lord Gonzalo aided Prospero in his escape. He uses magic to punish his enemies.
Miranda	The daughter of Prospero, Miranda was brought to the island at an early age and has never seen any men other than her father and Caliban. Because she has been away from the world for so long, Miranda's ideas of other people tend to be childishly positive. She is compassionate, generous, and loyal to her father.
Ariel	Prospero's spirit helper. Often called "he", his gender and physical form are ambiguous. Rescued by Prospero from a long imprisonment by the witch Sycorax, Ariel is Prospero's servant until Prospero decides to release him. He is mischievous and everywhere, able to travel the length of the island in an instant and to change shapes at will. He carries out virtually every task that Prospero needs accomplished in the play.
Caliban -	Another of Prospero's servants. Caliban, the son of the witch Sycorax, welcomed Prospero to the island. Caliban believes that the island rightfully belongs to him and has been stolen by Prospero. His speech and behaviour is sometimes coarse and brutal, as in his drunken scenes with Stephano and Trinculo.

Themes

Forgiveness + repentance - Antonio, his brother, wronged him by dethroning and banishing some twelve years ago. Antonio was supported by Alonso and Sebastian. These three characters get punished.

The difficulty of distinguishing "Man" from "Monster" - The identity of Caliban remains ambiguous in this play. Sometime he is addressed as monster and in some places he is called man.

Context

Famous storm	Shakespeare's portrayal of the catastrophic storm that opens the play probably comes from reports of a real shipwreck which occurred in Bermuda in 1609. The Tempest directly references Bermuda in Act I, scene ii, when Ariel says Prospero asked him to make a storm.
Collonialism/ period of discovery	Shakespeare was inspired by Michel de Montaigne's "Of the Cannibals". Gonzalo's speech in Act II envisions how he would rule the island- by rejecting the usual rules of a civilized society, and instead copying a "primitive" society.
Shakespeare's final play	The imagery of Propspero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.

Vocabulary and Terminology

Usurped - take (a position of power or importance) illegally or by force.	Ambiguous - open to more than one interpretation; not having one obvious meaning.
Colonialism - taking control over another country, occupying it with settlers, and exploiting it economically.	**Enchantment -** the state of being under a spell; magic.
Prose - written or spoken language in its ordinary form, without metrical structure.	**Verse -** writing arranged with a metrical rhythm, typically having a rhyme.
Comic relief - humorous content in a play intended to offset more serious episodes.	**Betrayal -** the action of betraying one's country, a group, or a person; treachery.

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?

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.

Soy chunks


Tofu



Textured vegetable protein (TVP)


Tempeh


Beans, lentils, chickpeas

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
- 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
- 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

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
-  Butter
-  Cream
-  Eggs

Unsaturated
-  Olive oil
-  Avocado

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 intolerance - a reaction to food.
Coeliac disease – an intolerance to gluten.
Allergy – when the body reacts suddenly and seriously to an allergen.
Vegan: Someone who doesn't include any products from an animal in their diet.

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 herbisides
- ✓ 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 (CO_2)

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

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
- ❑ Potatoes, bread, rice, pasta and other startchy carbohydrates
- ❑ Oils and spreads
- ❑ Dairy and alternatives
- ❑ Beans, pulses, fish, eggs, meat and other proteins.

People around me – Year 7 French 7.2 Vocab list

Cabot Learning Federation

Que penses-tu?	What do you think?
J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Selon moi	According to me

Tu es comment?	What are you like?
J'ai… Il /elle a…	**I have… He/she has…**
les cheveux	**hair**
longs	long
courts	short
raides	straight
bouclés	curly
ondulés	wavy
Afro / crépus	afro
blonds	blond
châtains	light brown
les yeux	**eyes**
bleus	blue
marron	brown
verts	green
foncés	dark
noirs	black
gris	grey
Je suis…	**I am…**
Il / elle est …	**He/she is…**
grand (e)	tall
petit (e)	short
gros (-se)	fat
mince	thin
de taille moyenne	medium size

Tu es comment /Décris-toi?	What are you like? /Describe yourself
Je suis…	**I am…**
Gentil (-le)	Kind
Agréable	Pleasant
Joyeux (se)	Happy
Bavard(e)	Chatty
Beau/belle	Beautiful
Amusant (e)	Fun
Fort (e)	Strong
Mignon(ne)	Cute
Joli(e)	Pretty/Handsome
Jeune	Young
Propre	Clean
Parfait (e)	Perfect
Rapide	Fast
Riche	Rich
Sage	Wise
Timide	Shy
Travailleur(se)	Hard working
Triste	Sad
Vieux (vieille)	Old
Ennuyeux(se)	Boring
Casse-pieds	Annoying
Sérieux (se)	Serious
Difficile	Difficult
Sévère	Strict
Moche	Ugly
Bruyant	Noisy
Impoli(e)	Rude
Horrible	Horrible/Awful
Paresseux(se)	Lazy
Gourmand(e)	Greedy
Sportif(ve)	Sporty
Sympa	Nice

Connectives	Connectives
Mais	But
Pourtant	However
Aussi	Also
En plus	Furthermore
Parce que/car	Because
Et	And

Extra detail	Extra detail
Je porte	I wear
J'ai	I have
Des lunettes	glasses
Des piercings	piercings
Le voile	a hijab
Des lentilles	contact lenses
Des tâches de rousseur	freckles
Une cicatrice	a scar
Une barbe	a beard
Une moustache	a moustache

Intensifiers	Intensifiers
Très	very
Assez	quite
Un peu	a bit
Trop	too
Extrèmement	extremely
Tellement	really

Quelle-est ta nationalité?	What is your nationality?
Je suis…	**I am…**
Anglais(e)	English
Français(e)	French
Belge	Belgian
Suisse	Swiss
Allemand(e)	German
Espagnol(e)	Spanish
Somalien(ne)	Somalian
Polonais(e)	Polish
Portugais(e)	Portuguese
Bangladais(e)	Bangladeshi
Chinois(e)	Chinese
Italien(ne)	Italian
Gallois(e)	Welsh
Pakistanais(e)	Pakistani
Écossais(e)	Scottish
Irlandais(e)	Irish
Americain(e)	American

People around me 7.2 Knowledge Organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets,

Cabot Learning Federation

Pronouns	Avoir – to have	Être – to be
Je (I)	**J'ai** I have	**Je suis** - I am
Tu (you)	**Tu as** (you have)	**Tu es** – You are
il (he), **elle** (she)	**Il a** (he has), **elle a** (she has)	**il /elle est** - He is/she is
Nous (we)	**Nous avons** (we have)	**Nous sommes** – we are
Vous (you) (pl)	**Vous avez** (you have) (pl)	**Vous êtes** – you are (pl)
ils /elles (they)	**Ils ont /elles ont** (they have)	**ils / elles sont** – they are

To say "my" in French we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male or female doesn't change which word you use.

Examples :

Mon père = my dad
Ma mère = my dad
Mes parents = my parents

	Masc	Fem	Plural
my	**mon**	**ma**	**mes**
your	**ton**	**ta**	**tes**
his/her	**son**	**sa**	**ses**

Comparisons

Plus - more — Jean est plus intéressant que Paul
Moins - less — Paul est moins intéressant que Jean

Superlative

Le /la plus – the most — Jean est le plus intelligent
Le /la moins – the least — Marie est la moins sympa

Je m'appelle - My name is / I am called
Elle s'appelle - she is called
Il s'appelle – he is called
Ils s'appell**ent** – they are called

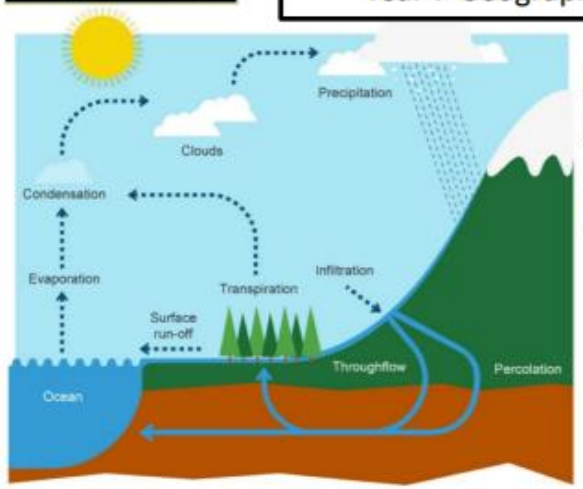
Adjective agreement.

Remember adjectives have to agree with the noun. Normally you would add an **'e'** to make the adjective feminine but check out the following rules…

Il est paress**eux** – elle est paress**euse**
Il est sporti**f** – elle est sporti**ve**
Il est travaill**eur** – elle est travaill**euse**
Il est genti**l** – elle est genti**lle**
Il est mignon – elle est migon**ne**
Il est **beau** – elle est **belle**
Il est **vieux** – elle est **vieille**
Il est sympa – elle est sympa

Year 7 Geography – Term 3 – *How do rivers in the UK change the landscape?*

The Water Cycle:

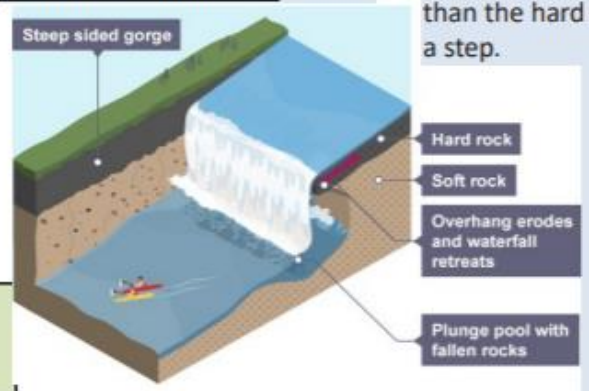


Evaporation	When sun heats water it changes into water vapour and rises.
Condensation	As air rises it cools and the water vapour forms clouds.
Precipitation	Water droplets that fall to the ground as rain, hail or snow.
Infiltration	Water soaks into the soil.
Transpiration	When moisture is evaporated from plants.
Surface runoff	When water runs off the surface of the land.
Throughflow	When water flows through the soil.

River processes:

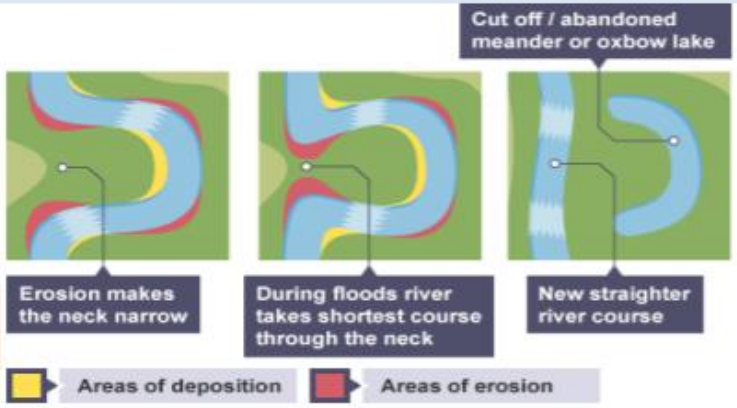
Erosion	The wearing away of land.
Transportation	The movement of material in a river.
Deposition	The dropping of material by water.

Waterfall Formation:



1. The soft rock is eroded quicker than the hard rock and this creates a step.
2. As erosion continues, the hard rock is undercut forming an overhang. Abrasion and hydraulic action continue to erode the soft rock to create a plunge pool.
3. Over time this gets bigger, increasing the size of the overhang until the hard rock is no longer supported and it collapses.
4. This process continues and the waterfall retreats upstream. A steep-sided valley is left where the waterfall once was. This is called a gorge.

Meander Formation:



River landforms:

Flooding:

Causes		Impacts		
Physical	Human	Social	Economic	Environmental
Heavy rainfall	New buildings	Homes flooded	Jobs lost	Water supply contaminated
Saturated ground	Deforestation	Loss of electricity	Businesses closed	Debris left behind

Solutions	
Hard engineering	Soft engineering
What: man-made structure/barriers	What: not involving man-made structures, more ecological
e.g. flood walls, dams	e.g. floodplain zoning, catchment management

People around me – Year 7 German 7.2 Vocab list

Was denkst du?	What do you think?
Ich liebe	I love
Ich mag	I like
Ich mag…nicht	I don't like
Ich hasse	I hate
Meiner Meinung nach	In my opinion
Ich denke, dass	I think that
Ich glaube, dass	I believe that
Ich finde	I find

~~Beschreib dich~~	What are you like?
Ich habe… er/sie hat	**I have… He/she has…**
Die Haare	**hair**
lange	long
kurze	short
glatte	straight
lockige	curly
wellige	wavy
afro	afro
blonde	blond
braune	brown
Die Augen	**eyes**
blaue	blue
braune	brown
grüne	green
dunkel	dark
schwarze	black
graue	grey
Ich bin…	**I am…**
er/ sie ist …	**He/she is…**
groß	tall
klein	short
dick	fat
schlank	thin
mittelgroß	medium size

Was für eine Person bist du? /Beschreib dich	What are you like? /Describe yourself
Ich bin…	**I am…**
nett	Kind
angenehm	Pleasant
froh/glücklich	Happy
geschwätzig	Chatty
schön	Beautiful
lustig	Fun
stark	Strong
niedlich/süß	Cute
hübsch/schön	Pretty/Handsome
jung	Young
sauber	Clean
perfekt	Perfect
schnell	Fast
reich	Rich
intelligent/klug	intelligent/clever
schüchtern	Shy
fleißig	Hard working
traurig	Sad
alt	Old
langweilig	Boring
nervig	Annoying
ernst	Serious
schwer	Difficult
streng	Strict
hässlich	Ugly
laut	Noisy
unhöflich	Rude
schrecklich	Horrible/Awful
faul/sympa	Lazy/nice
gierig	Greedy
sportlich	Sporty

Connectives	Connectives
aber	But
obwohl	However
auch	Also
außerdem	Furthermore
denn/weil	Because
und	And

Extra detail	Extra detail
Ich trage	I wear
Ich habe	I have
Brille	glasses
Piercings	piercings
einen Hijab	a hijab
Kontaktlinsen	contact lenses
Sommersprossen	freckles
eine Narbe	a scar
einen Bart	a beard
einen Schnurrbart	a moustache

Intensifiers	Intensifiers
sehr	very
ziemlich	quite
ein bisschen	a bit
zu	too
äußerst	extremely
wirklich	really

Was ist deine Nationalität?	What is your nationality?
Ich bin…	**I am…**
Engländer(in)	English
Franzose/Französin	French
Belgier(in)	Belgian
Schweizer(in)	Swiss
Deutscher/Deutsche	German
Spanier(in)	Spanish
Somalier(in)	Somalian
Pole/Polin	Polish
Portugiese(in)	Portuguese
Bangladescher(in)	Bangladeshi
Chinese/Chinesin	Chinese
Italiener(in)	Italian
Waliser(in)	Welsh
Pakistani/Pakistanerin	Pakistani
Schotte/Schottin	Scottish
Ire/Irin	Irish
Amerikaner(in)	American

People around me! 7.2 Knowledge Organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets,

Cabot Learning Federation

Pronouns	haben – to have	sein – to be
Ich (I)	**Ich habe** I have	**Ich bin** - I am
du (you/singular/fam)	**du hast** (you have)	**du bist** – You are
er (he), **sie** (she)	**er hat** (he has), **sie hat** (she has)	**er/sie est** - He is/she is
wir (we)	**Wir haben** (we have)	**Wir sind** – we are
Ihr (you) (pl/familiar)	**Ihr habt** (you have) (pl)	**Ihr seid** – you are (pl)
Sie (you/polite) **sie** (they)	**Sie haben** (you have) **sie haben** (they have)	**Sie sind** – you are **sie sind** – they are

Comparisons
Add 'er' to the adjective. You can't add the word 'mehr' = more.
Er ist klein**er** = he is small**er** es ist billig**er** = it is cheap**er**
Exceptions are besser (better)/größer(bigger)/älter(older)
Superlative
You add an '-ste' to the adjective, sometimes '-este' to make it easier to say. Fred ist der Klein**ste** = Fred is the small**est.** Ellie ist die Laut**este**
Comparing Things
Joe ist älter **als** Fred = Joe is older **than** Fred
Joe ist **weniger** alt **als** Fred = Joe is **less** old **than** Fred
Joe ist **so** alt **wie** Fred = Joe is **as** old **as** Fred
Joe ist **genauso** alt **wie** Fred = Joe is **just as** old **as** Fred

Mein Name ist/ich heiße - My name is / I am called
Sie heiß**t** - she is called
Er heiß**t** – he is called
Sie heiß**en** – they are called

To say "my" in German we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male, or female doesn't change which word you use.
Examples :
Mein Vater = my dad
Meine Mutter = my mum
Meine Eltern = my parents

	Masc	Fem	Neut	PL
my	**mein**	**meine**	**mein**	**meine**
your	**dein**	**deine**	**dein**	**deine**
his/her	**sein/ihr**	**seine** **ihre**	**sein** **ihr**	**seine** **ihre**

Adjective agreement.
Remember adjectives must agree with the noun. Normally you would add an **'e'** to the adjective to make the plural **but if the adjective comes after the noun it doesn't agree.**
Ich habe lang**e** Haare = I have long hair
Er hat braun**e** Augen = He has brown eyes
But.....
Er ist klein = he is small
Sie ist faul = she is lazy

Enquiry: How did medieval people react to the Black Death?

History – Year 7 Knowledge Organiser Topic 3

Summary

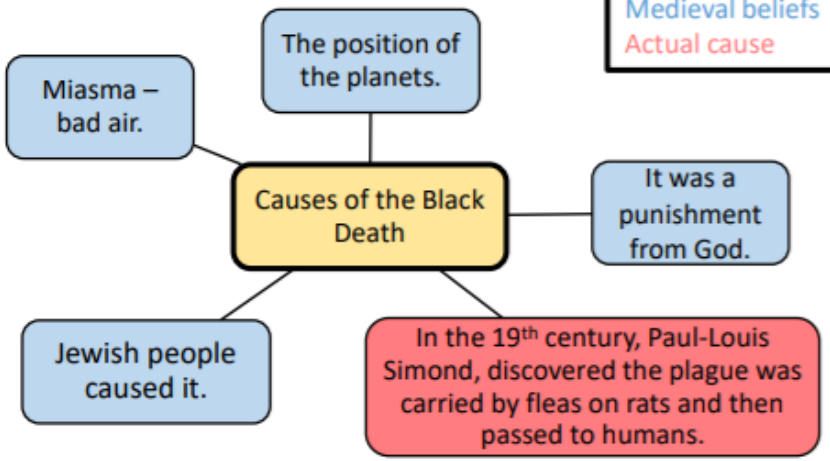
1	**The Black Death**	A plague that devastated Europe in the fourteenth century.

Key Events

2	**June 1348 –** The Black Death arrived in England, in Weymouth, probably on trading ships coming from Europe.
3	**September 1348** – The Black Death arrived in Bristol.
4	**August 1348** – The Black Death arrived in London.
5	**September 1350** – The first outbreak of the plague died out. Around 1/3 of the population had died.
6	**1351** - Edward III introduces the Statute of Labourers. This is a law that stops peasants for asking for higher wages.
7	**1381 - Peasants Revolt –** Wat Tyler led a group of rebels From Canterbury to London to demand political and social reforms.

Causes of the Black Death

Key:
Medieval beliefs
Actual cause



Was the Black Death a significant event?

To be considered **significant**, historians say that an event should have **changed** the **lives** of people at the time. To do this we study the **consequences** of the event.

Consequences of the Black Death:

- It killed about 1/3 of England's population; two million people.
- Survivors believed God had protected them so they were special.
- Peasants began to move around, going against the Feudal System, to look for work with better wages.
- The government introduced the Statute of Labourers which meant peasants could not be paid more than the wages they were paid in 1346.

Think: Did the Black Death change peoples lives at the time?

Key Terms

8	plague	A deadly contagious disease.
9	Bubonic Plague	The most common type of plague, named after the **buboes** (onion shaped swellings that were usually the first symptom of the Black Death).
10	Pneumonic Plague	A more deadly type of plague that attacked the lungs.
11	flagellants	A religious group that punished themselves for sins by whipping their bodies. They believed the Black Death was sent by God as a punishment.
12	miasma	Theory that disease was caused by a poisonous cloud of 'bad air'.
13	revolt	To take violent action against an established government or ruler.
14	rebellion	An act of armed resistance.
15	bloodletting	The withdrawal of blood from a patient to prevent or cure illness and disease.
16	Cause	Something that directly leads to an event.
17	Consequence	Something that happens as a result of an event.

History Skills Focus

Inferring from sources

As historians we make inferences from sources. Making an inference is working out some information from a source (an educated guess).

What can we infer from this source about Medieval beliefs about the causes of the Black Death?
We can infer that these people believed that God has sent the Black Death as a punishment as they are carrying a cross.

YEAR 7 – ALGEBRAIC THINKING... Sequences

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

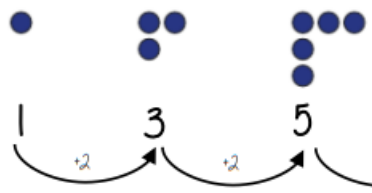
- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

Sequence: items or numbers put in a pre-decided order
Term: a single number or variable
Position: the place something is located
Rule: instructions that relate two variables
Linear: the difference between terms increases or decreases by the same value each time
Non-linear: the difference between terms increases or decreases in different amounts
Difference: the gap between two terms
Arithmetic: a sequence where the difference between the terms is constant
Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



What will the next number be? Can you draw this?

Predict and check terms

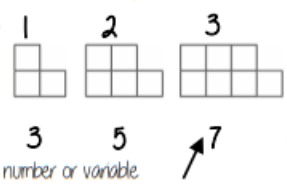
CHECK – draw the next terms

Predictions:
Look at your pattern and consider how it will increase.

e.g. How many lines in pattern 6?
Prediction - 13
If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

Position: the place in the sequence



"The **term** in **position** 3 has 7 squares"

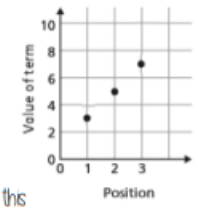
Term: the number or variable
(the number of squares in each image)

In a table

Position	1	2	3
Term	3	5	7

+2 +2

Graphically



Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time
Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?
It increases by adding 4 to each term
How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference)
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

Continue non-linear Sequences

1, 2, 4, 8, 16 ...

How do I know this is a non-linear sequence?
It increases by multiplying the previous term by 2 – this is a geometric sequence because the constant is multiply by 2
How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference)
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

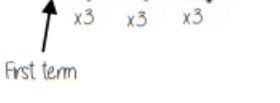
Explain term-to-term rule

How you get from term to term

Try to explain this in full sentences not just with mathematical notation
Use key maths language – doubles, halves, multiply by two, add four to the previous term etc

To explain a whole sequence you need to include a term to begin at...

The next term is found by tripling the previous term The sequence begins at 4



Maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Carry out any multiplication or division using fractions and integers
- Solutions can be modelled, described and reasoned

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken
Denominator: the number below the line on a fraction. The number represent the total number of parts.
Whole: a positive number including zero without any decimal or fractional parts
Commutative: an operation is commutative if changing the order does not change the result.
Unit Fraction: a fraction where the numerator is one and denominator a positive integer.
Non-unit Fraction: a fraction where the numerator is larger than one.
Dividend : the amount you want to divide up
Divisor: the number that divides another number.
Quotient: the answer after we divide one number by another. e.g. dividend÷ divisor = quotient
Reciprocal: a pair of numbers that multiply together to give 1

Representing a fraction

Numerator
Denominator

$\frac{3}{5}$

Number of parts represented
Numerator

Number of parts to make up the whole
Denominator

ALL PARTS of a fraction are of equal size

Repeated addition = multiplication by an integer

$4 \times \frac{2}{5} \rightarrow \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$

Integer (Whole number)

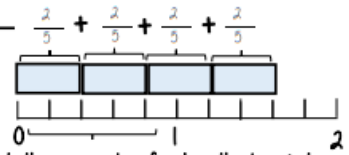
Each part represents $\frac{1}{5}$

How many parts are shaded?
What each part represents

Revisit
When adding fractions with the same denominator - add the numerators

$= \frac{8}{5}$

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



Each whole is split into the same number of parts as the denominator

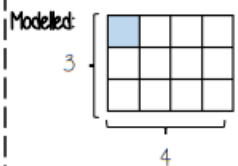
Multiplying unit fractions

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

Parts shaded

Total number of parts in the diagram

Modelled:



Multiplying non-unit fractions

Shade in 3 parts

Repeat it on this many rows

$\frac{3}{4} \times \frac{2}{3}$

This many columns

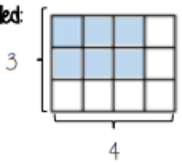
This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$

Parts shaded

Total number of parts in the diagram

Modelled:



Quick Multiplying and Cancelling down

$\frac{\cancel{3}^{1}}{5} \times \frac{4}{\cancel{9}_{3}}$

The 3 and the 9 have a common factor and can be simplified

Quick Solving
Multiply the numerators
Multiply the denominators

$\frac{1 \times 4}{5 \times 3} = \frac{4}{15}$

The reciprocal *When you multiply a number by it's reciprocal the answer is always 1*

$3 \times \frac{1}{3} = 1$

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

The reciprocal of 3 is $\frac{1}{3}$ and vice versa

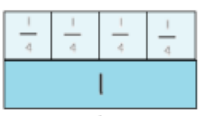
Reciprocals for division

e.g $5 \div \frac{1}{4} = 20$

$5 \times 4 = 20$

Multiplying by a reciprocal gives the same outcome

Dividing an integer by an unit fraction



$1 \div \frac{1}{4} = 4$

How many quarters are in 1?

"There are **4 quarters** in **1 whole**. Therefore, there are **20 quarters** in **5 wholes**"

$5 \div \frac{1}{4} = 20$

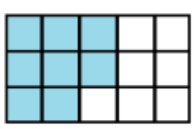
Dividing any fractions *Remember to use reciprocals*

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

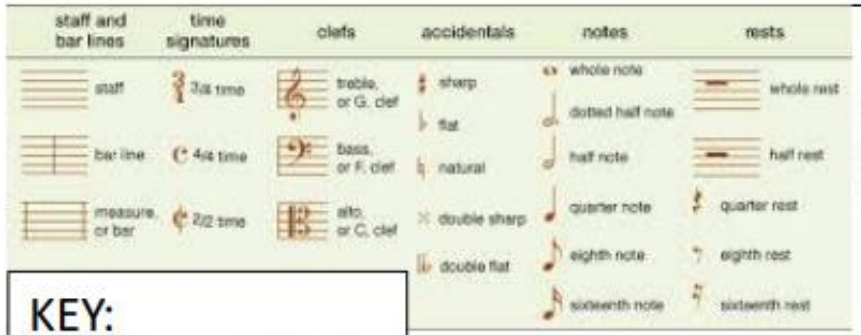
Multiplying by a reciprocal gives the same outcome

Represented



$= \frac{8}{15}$

Music Notation – Year 7



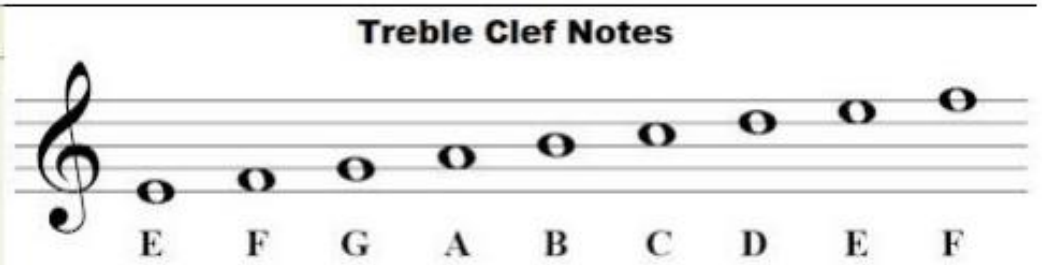
KEY:

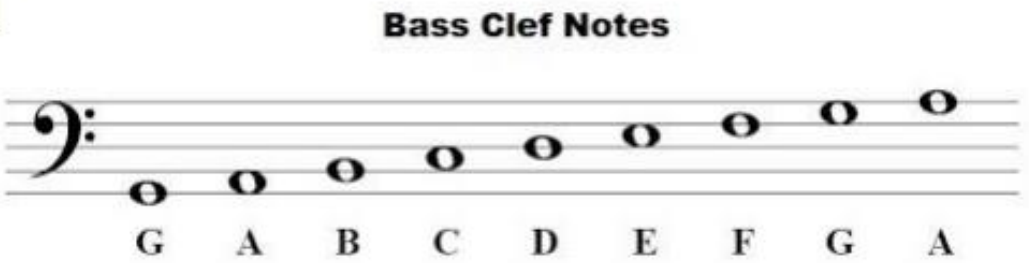
- Music is written on the **staff**
- **Bar lines** divide the music into different **bars**
- The **time signature** tells you how many beats per bar
- The **clef** tells you which set of notes you are using
- **Notes** tell you how long to play
- **Rests** tell you not to play (and for how long)

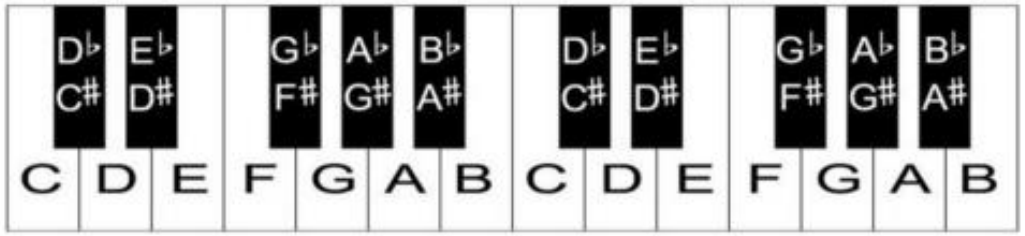
Bass clef pitches are played with your LEFT ahnd

Treble clef pitches are played with your RIGHT hand

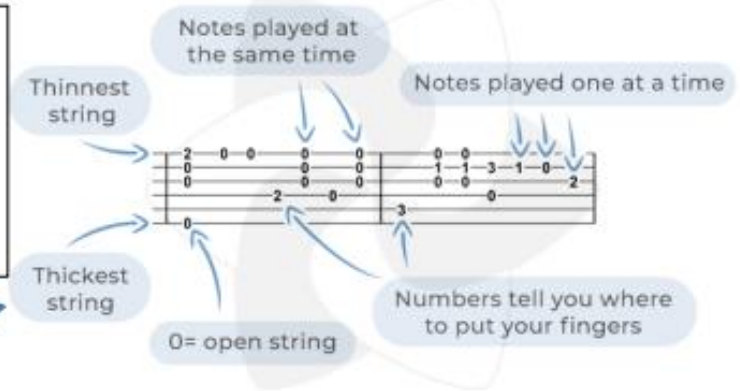
Ledger lines are short dashes (-) used when the music is too high or low to fit on the staff





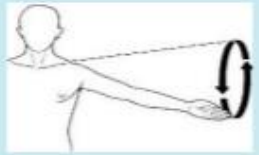
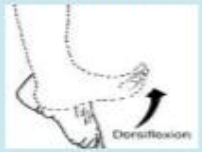


Guitarists sometimes use a different kind of music notation called Tablature or TAB



Knowledge Organiser
PE Term 3: Movement at joints

Anatomical Movements		
1	**Flexion** 	**Decreasing** the **angle** at the joint. 
2	**Extension** 	**Increasing** the **angle** at the joint. 
3	**Adduction** 	Limb moves **towards** the mid-line of **the body.** 
4	**Abduction** 	Limb moves **away from** the mid-line of **the body.** 

5	**Rotation** 	**A circular movement around a fixed joint.** 
6	**Circumduction** 	When the limb moves in a **circle.** 
7	**Dorsi Flexion** 	**Bending** the **foot up** towards the shin. 
8	**Plantar Flexion** 	**Bending** the **foot downward** towards the ground. 

RS

RE:VISION

Who is Jesus?

Saviour	**The one who saves people.** Christians believe Jesus Christ saved people from their sins, by healing their relationship with God through dying on the cross
Incarnation	**"To become flesh"** The Christian idea that Jesus is God made flesh.
Resurrection	**Coming back from the dead to eternal life.** Christians believe Jesus was resurrected on the 3rd day after he died
Parable	**A story Jesus told to teach us something** for example the Good Samaritan
Gospel	**Good news:** Jesus announces that we can all be at one with God and with each other
Trinity	**One God who can be experienced in three forms:** Father God, the holy spirit and Jesus

Jesus the Man

Born in Bethlehem about 2000 years ago.
For the first thirty years he shared in the daily life and work of an ordinary home.
For the next three years he healed the sick and troubled and taught small groups in villages.
He called twelve ordinary men to be his helpers (disciples)

Different Christian ideas about Jesus

- Jesus is believed to be the Son of God
- Jesus is believed to be God made flesh on earth
- Jesus is the messiah (a leader who will save the people)
- Jesus is believed to be the king of the Jews
- Jesus is the Saviour of the world

Christian Sources of Authority

The word **Bible** means library. This is because the Bible is made up of 66 books.

4 of these books are biographies of Jesus' Life and teachings. They are called the **Gospels** because Gospel means good news, and Christians believe that Jesus' life and teachings are good news for us because they bring forgiveness and eternal life. They are named after their Authors:

The Gospel according to Matthew

The Gospel according to Mark

The Gospel according to Luke

The Gospel according to John

In the Gospels, the authors record Jesus telling stories called parables. The stories all have a message such as...

Christian Creed (The official statement of what they believe)

"I believe in God, the Father almighty,
creator of heaven and earth.

I believe in Jesus Christ, God's only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.
On the third day he rose again;
he ascended into heaven,
he is seated at the right hand of the Father,
and he will come to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting. Amen

The Parable of The Good Samaritan

Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. Then, a Levite, walked down the same road, and saw him, but crossed the road to avoid him. But a Samaritan, as he traveled, came where the man was; and when he saw him, **he took pity on him. He went to him and bandaged his wounds. Then he put the man on his own donkey, brought him to an inn and took care of him.**

Jesus was teaching us to 'love our neighbour as much as we love ourselves, and that anyone can be your neighbour.

The Feeding of the 5000

Jesus had heard that his cousin (john the Baptist) Had been killed by King Herod, so he tried to spend some time alone. Hearing of this, the crowds followed him on foot from the towns. When Jesus landed and saw a large crowd, he had compassion on them and healed the sick people there.
As evening approached, the disciples came to him and said, "This is a remote place, and it's already getting late. Send the crowds away, so they can go to the villages and buy themselves some food."
Jesus replied, "They do not need to go away. You give them something to eat."
"We have here only five loaves of bread and two fish," they answered.
"Bring them here to me," he said. [19] And he directed the people to sit down on the grass. Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke the loaves. Then he gave them to the disciples, and the disciples gave them to the people. They all ate and were satisfied, and the disciples picked up twelve basketfuls of broken pieces that were left over. The number of those who ate was about five thousand men, plus women and children

The Parable of The Lost Son

A farmer had two sons. One son stays to work on the family farm, the other asks for his share of the money, leaves the family home and runs away. He spends the money on enjoying life and gambling. Eventually this son loses all of his money and has to eat with pigs. He decides to return to his fathers house and beg to be allowed to be his father's servant.
When the father sees his Lost son returning, he runs to him and hugs him, he holds a big party to celebrate his return. He celebrates and says **'my son was lost and now is found'.**
The other son is annoyed that he is not getting the same treatment
.
The Father represents God: He loves to forgive and it is never too late for us to repent.

The Parable of The Sheep and the Goats

All the people in the world will be gathered in front of Jesus, and he will sort the people into two groups just like a shepherd sorts the sheep from the goats. He will put the sheep at his right hand and the goats at his left.

Then Jesus will say to the people at his right hand, "You are blessed by my Father. Come into the wonderful kingdom that God has prepared for you because when I was hungry, you gave me food. I was thirsty and you gave me something to drink. I was a stranger and you welcomed me. I was naked and you gave me clothing. I was sick and you took care of me. I was in prison and you visited me."

Then these good and happy people will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" The king will answer them, **"Truly I tell you, whenever you did it to anyone, even unimportant people, you did it to me because they are all members of my family."**

Jesus was teaching people that by helping other human beings, you are worshipping and serving God.

Christmas is celebrated by most Christians on the 25th December. It celebrates the Incarnation: how Jesus was born in Bethlehem – he was worshipped by shepherds after an angel told them "a saviour has been born for you; he is the Messiah, the Lord". Christmas comes after a period called Advent, which begins four Sundays before Christmas. Advent is significant for many Christians as it is the time they spend getting ready to celebrate Jesus' birth a time for prayer and reflection. Advent candles are lit in homes and churches, and children use Advent calendars to count off the days until Christmas. Lots of churches have a midnight mass to welcome Christmas Day, and most Christians go to Church on Christmas morning to celebrate.

The Last Supper

Shortly before his death, Jesus and his disciples ate their Passover meal in Jerusalem. It was their final meal together and became known as the last supper. At the meal, Jesus gave his disciples bread saying "this is my body" and wine saying this is my blood". Luke's gospel says he also said **"do this in remembrance of me".** These words are very important to Christians today who remember Jesus with bread and wine through the Eucharist (Holy Communion). At the last supper, Jesus washed his disciple's feet, which teaches Christians that they should be servants to one another.

The greatest commandment is: **Love the Lord your God** with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: '**Love your neighbour as yourself.**' There is no commandment greater than these

Treat others as you would like to be treated

Turn the other cheek

Forgive them Father, for they know not what they do.

I am the resurrection and the life, he who believes in me will live, even though he dies

Do this in remembrance of me

Jesus' Resurrection and Ascension

The Bible says "After the Sabbath, at dawn, Mary Magdalene and the other Mary went to look at the tomb. Jesus' body was not in the tomb and an angel appeared to them. The angel said to the women, "Do not be afraid, for I know that you are looking for Jesus, who was crucified. He is not here; he has risen, just as he said. Go quickly and tell his disciples: 'He has risen from the dead and is going ahead of you into Galilee. There you will see him.' Now I have told you."
So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples. Suddenly Jesus met them. "Greetings," he said. They came to him, clasped his feet and worshiped him. Then Jesus said to them, "Do not be afraid. Go and tell my brothers to go to Galilee; there they will see me."

During the next forty days the Gospels say that the risen Jesus appeared to many of his followers. Teaching them and even having meals with them He taught his disciples that they were to continue his work on earth and that his death and resurrection were part of God's plan.

40 days after the Resurrection, The Bible says that Jesus ascended into heaven and took his seat at the right hand of God:

Easter is about Jesus's resurrection. Easter celebrates Jesus victory over death, when God raised him back to life after his crucifixion. This reminds people that God loves them so much he was willing to suffer death on the cross and gives them hope of eternal life.

Lent is the 40 days before Easter leading up to Easter week also referred to as Holy week. Palm Sunday is the Sunday before Easter, when Christians remember Jesus' triumphant entry into Jerusalem. This marks the beginning of Holy week – Jesus's final week before his crucifixion. Maundy Thursday commemorates the last supper held on the night before Jesus died. Good Friday recalls Jesus's crucifixion – special services are held, particularly on Friday afternoon. Easter day is a joyous occasion when Jesus's resurrection is celebrated.

Science - Energy

Year 7 Block 3 Knowledge Organiser Energy
Revision Pgs: 63-68 (66-70 higher)
https://www.bbc.com/bitesize/subjects/zh2xsbk

KPI 8.1: describe examples of energy transfers
KPI 8.3: apply the law of conservation of energy to situations involving energy transfers

Energy Stores

Energy can be stored in objects, or when objects are doing something. It is a quantity measured in joules (J). Examples to know:

- Energy is stored in fuels as **chemical potential energy**
- Energy is stored in anything elastic when it is stretched, as **elastic potential energy**
- Energy is stored in any object that has been lifted up, because the object stores **gravitational potential energy**
- Energy is stored in moving objects as **kinetic energy**.
- Energy is stored in any object as **heat energy**. (Obviously, if it is cold, it doesn't store much heat energy!) This is also known as *thermal energy*.

Energy Transfer

An energy transfer is when energy changes from one store to another. VERY IMPORTANTLY, the **total amount of energy does not change**. Energy cannot be created or destroyed. All that can be changed is how it is stored. This ideas is called **the law of conservation of energy.**

Energy is transferred, so it changes store, in loads of situations. Examples to know:

- When a fuel is burned, the chemical potential energy in the fuel ends up stored as thermal energy in the surroundings;
- When an object falls off a shelf, the gravitational potential energy it stores is transferred (changed) to kinetic energy while it is falling.
- When the object hits the floor, all the gravitational potential energy it had to start with ends up stored as thermal energy in the surroundings.
- When a spring that's been stretched is released, the elastic potential energy it stored is transferred to kinetic energy then to thermal energy.

Key Terms	Definitions
Energy	Energy is a quantity that is stored in many objects and situations. Anything storing energy can do **work**.
Work	Work is done when energy changes from one store to another.
Potential energy	Potential energy is energy stored in objects that don't seem to be doing anything. See the examples.
Chemical potential energy	Energy stored in fuels (like wood, or the gas we run Bunsen burners on) is called chemical potential energy.
Elastic potential energy	Elastic objects, like springs or rubber bands, store elastic potential energy when they are stretched.
Gravitational potential energy	Any object that is not on the ground has gravitational potential energy. This is because they are lifted up in a gravitational field, and could fall down!
Kinetic energy	Movement energy. Any moving object stores kinetic energy.
Thermal energy	Also known as heat energy. All objects store some thermal energy, because the particles are moving. The higher the temperature of an object, the more thermal energy it stores.
Conservation of energy	The law that says energy cannot be created or destroyed. It can only change how it is stored.

Energy Transfer

This shows how energy changes where it is stored twice while you use a light bulb (lamp):
From chemical potential energy to electrical energy to heat (thermal) energy in the surroundings.

Year 7 Block 3 Knowledge Organiser Energy
Revision Pgs: 63-68 (66-70 higher)
https://www.bbc.com/bitesize/subjects/zh2xsbk

Knowledge objective: describe how thermal energy transfers from one place to another

Temperature and Heat

Temperature and heat are linked, but are not the same thing. The heat of a material depends on the **potential energy** of the particles AND the **kinetic energy** of the particles is it made from. What this does mean is that the more heat (thermal energy) a substance stores, the higher its temperature will be. You can increase the heat stored in a substance without increasing its temperature though: just get more of it. This means you have more particles, so there is more thermal energy all together in the substance.

But do not get confused, a cup of tea at 80°C has a higher temperature than a swimming pool at 30°C but because there are many more water particles in the swimming pool so the energy is higher.a

Thermal energy transfer

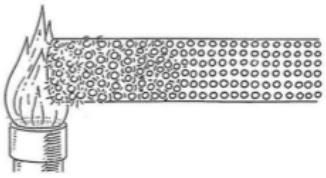
Thermal energy will always be transferred from hotter objects to cooler objects. This includes hot objects transferring thermal energy to the surroundings (the air, nearby surfaces and so on). You can reduce the amount of thermal energy transferred by **insulating** the hot object.

Thermal energy transfer by radiation

All objects give out some infra red radiation, but the hotter they are the more radiation they give out. All objects can also absorb infra red radiation: when they do, they heat up. Radiation can travel through empty space – so this is how the Sun heats up the Earth. The objects don't have to be touching and there are no particles involved.

Key Terms	Definitions
Temperature	The measure of the average amount of kinetic energy of all the particles in a substance.
Heat	The energy stored in substances thanks to the energy of their particles. Also called thermal energy.
Conduction	One way that thermal energy can be transferred. Objects that are touching can transfer thermal energy, from the hotter object to the cooler one.
Radiation	Another way that thermal energy can be transferred. All objects give out infra red radiation. Hotter objects give out (emit) infra red radiation that is absorbed by cooler objects.

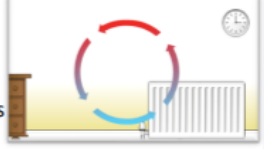
Thermal energy transfer by conduction



Hot materials can transfer thermal energy to other materials that they are touching. This is called **conduction** of thermal energy. As the diagram shows, the particles that are heated increase in kinetic energy when they are heated. They bump into neighbouring particles and pass on (transfer) thermal energy. This is why a table feels warm after a hot cup of tea is lifted from it, and the reason why thermal energy can pass through the bottom of a saucepan to cook your dinner.

Thermal energy transfer by convection

Convection is all about density of a gas or a liquid
Hot air is less dense and therefore rises
Cold air is more dense and therefore sinks
This creates a convection current

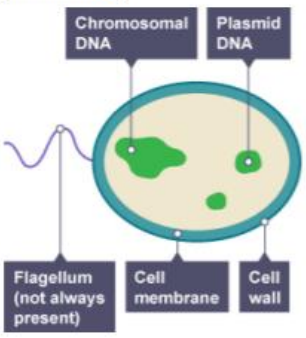


Science - Microbes

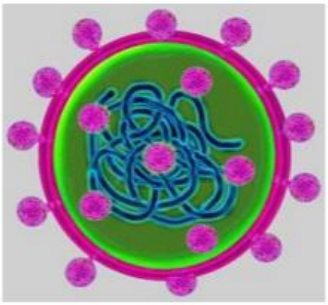
Year 7 Block 3 Biology Knowledge Organiser Microbes

Knowledge objective: describe characteristics of different pathogens, explain the body's defence mechanisms.

Bacterial cell

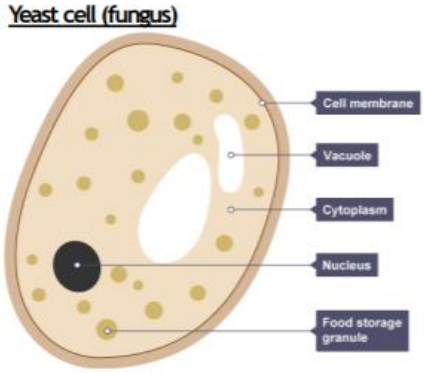


Virus particle



- **Not all, but many microorganisms are dangerous to humans.**
- Microorganisms that cause infectious diseases are called pathogens, or pathogenic microorganisms.
- **Bacteria** can cause disease if they enter our bodies. They **reproduce** rapidly and can release poisonous chemicals, called **toxins**, that damage our cells. Examples of diseases caused by pathogenic bacteria include cholera, tuberculosis (TB) and food poisoning.
- **Viruses** need a host to survive. Viruses that cause disease in humans use human cells as hosts. They cause disease symptoms by reproducing **inside** cells, and bursting the cell from the inside. This releases them, so they can be passed onto other host cells or other people (e.g. by coughing or sneezing out mucus that contains the viruses).
- **Fungi** can also cause disease, by growing on living tissue (for example, athlete's foot is caused by a fungus).

Yeast cell (fungus)



Bacteria	Fungi	Viruses
Unicellular organisms	Can be uni- or multi-cellular	Smaller and more simple than cells
Smaller and more simple than animal and plant cells	More similar to our cells than bacteria, larger	A protein coat surrounding some genetic material
Have not nucleus	Unicellular examples include yeast	Require a host cell to reproduce
Often have a flagellum for moving	Multicellular examples include mushrooms	

Year 7 Block 3 Biology Knowledge Organiser Microbes

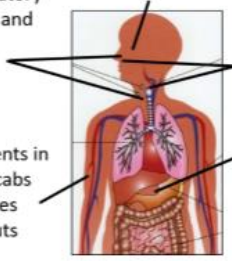
Direct transmission of pathogens
Direct contact e.g. shaking hands or kissing
Sexual contact
From mother to foetus over the placenta

Indirect transmission of pathogens
A vector carries the pathogen e.g. mosquitos carry the pathogen that causes malaria
Droplet infection: droplets of mucus containing a pathogen are sneezed or coughed out by an infected person, and breathed in by someone else. We can also say the pathogen is airborne.
Waterborne – the pathogen infects water and moves between people when they drink the water

Preventing microbes getting in

Cilia – tiny hairs found in nose and respiratory system that wafts and traps dust

Skin – barrier that stops microbes entering body



Mucus – in nose and respiratory tract that traps dust and microbes

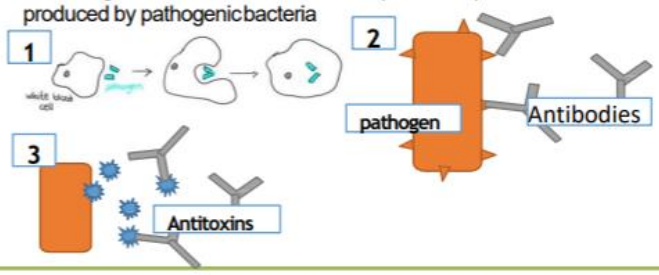
Stomach – stomach acid kills microbes

Platelets – fragments in blood that form scabs to prevent microbes getting through cuts

If microorganisms do enter, past our barrier defenses, our immune system can protect us.

The most important cells in the immune system are the white blood cells. These work by:

1. ***Engulfing*** pathogenic microorganisms and digesting them
2. Producing ***antibodies*** that target **specific** microorganisms and destroy them
3. Producing ***antitoxins***, which counteract (neutralise) the toxins produced by pathogenic bacteria

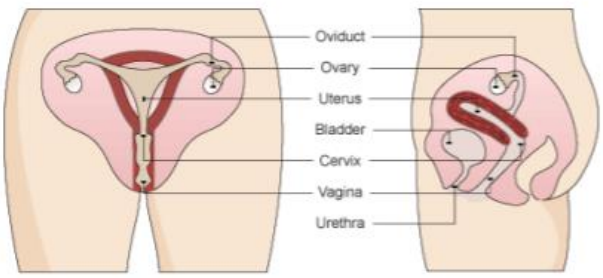


Science -Reproduction

Year 7 Block 3 Biology Knowledge Organiser Reproduction
Revision guide Pgs: 14-16 (15-16 higher)
https://www.bbc.com/bitesize/subjects/z4882hv

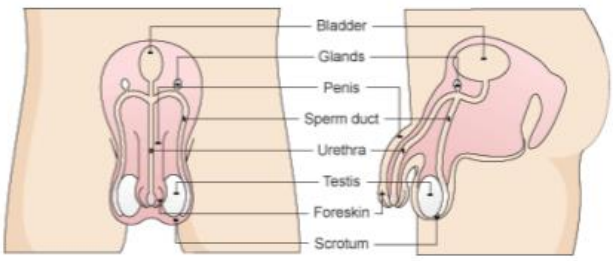
Knowledge objective: label the parts of the male and female reproductive system, and describe their function.

Female reproductive system



Parts of Female Reproductive System	Functions of the part
Ovary	The organ where eggs (ova) are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place in the uterus during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse; this is also part of the birth canal

Male reproductive system



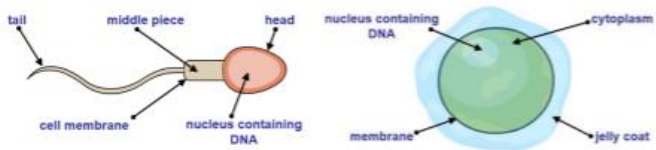
Parts of Male Reproductive System	Functions of the part
Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

Year 7 Block 3 Biology Knowledge Organiser Reproduction
Revision guide Pgs: 14-16 (15-16 higher)
https://www.bbc.com/bitesize/subjects/z4882hv

Knowledge objective: describe the processes of menstruation and fertilisation, and identify the stages of gestation and birth

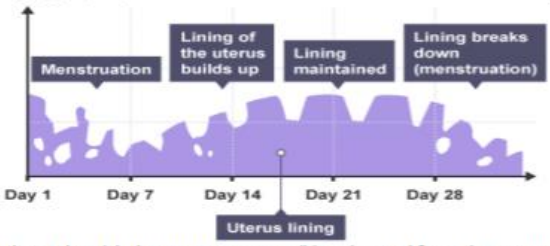
Fertilisation

Fertilisation is when a sperm cell and an ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum, and only the head enters. The nuclei fuse together, putting the mother and father's genetic information together. The fertilised ovum is now an embryo.



The menstrual cycle

The menstrual cycle prepares the female body for pregnancy by causing eggs (ova) to mature and be released. It lasts for 28 days.



On about day 14, the mature egg cell is released from the ovary. This is called ovulation. If the egg cell does not meet with a sperm cell in the oviduct, the lining of the uterus begins to break down and the cycle repeats.

Key Terms	Definition
Fertilisation	When the sperm and the egg fuse
Gestation	The time it takes for the baby to develop in the womb. This is 40 weeks in humans.
Birth	When the baby leaves the womb.
Menstrual cycle	A series of events that prepares the female body for pregnancy.
Menstruation	When the lining of the uterus is removed from the body. Also known as the period.
Foetus	The name given to the baby developing in the womb.

Gestation

After fertilisation of an ovum, a woman is pregnant. The embryo grows as cells divide and travels to the uterus. Ciliated cells in the oviduct help it to move to the uterus.
The embryo implants into the uterus wall, where is gets oxygen and nutrients from the mother's blood. As it grows bigger and cells become specialised, we call it a foetus. It grows a placenta and umbilical cord.
At the placenta, the foetus gets oxygen and nutrients from the mother's blood (but their blood does NOT mix). The foetus gets rid of waste like carbon dioxide into the mother's blood too.

Birth

After about 40 weeks of pregnancy (for humans), the foetus is ready to be born.

- The muscles in the wall of the uterus contract (contractions)
- These contractions get stronger and faster – this is 'labour'
- After some time of labour, the amniotic sac breaks, which releases the fluid (the 'waters break')
- Contractions push the baby headfirst through the birth canal – through the cervix and out through the vagina

People around me – Year 7 Spanish 7.2 Vocab list

Cabot Learning Federation

Spanish

¿Qúe Piensas?	What do you think?
Me encanta	I love
Me gusta	I like
No me gusta	I don't like
Odio	I hate
En mi opinión	In my opinion
Pienso que	I think that
Creo que	I believe that
Según yo	According to me

¿Cómo eres?	What are you like?
Tengo…	**I have…**
Tiene…	**He/she has…**
el pelo	**hair**
largo	long
corto	short
liso	straight
rizado	curly
ondulado	wavy
afro	afro
castaño	brown
rubio	blond
pelirrojo	ginger
Los ojos	**Eyes**
azules	blue
marrones	brown
verdes	green
Soy…	**I am…**
Es…	**He/she is…**
alto/a	Tall
bajo/a	short
gordo/a	fat
delgado/a	thin
mediano /a	medium-size

¿Cómo eres?/ Descríbete	What are you like? Describe yourself
Amable	Kind
Agradable	Pleasant
Aburrido/a	Boring
Asqueroso/a	Disgusting
Contento/a	Happy
Difícil	Difficult
Divertido/a	Fun
Emocionante	Exciting
Enfadado/a	Angry
Estricto /a	Strict
Feo/a	Ugly
Fuerte	Strong
gracioso/a	funny
Grande	big
Guapo/a	Handsome
Horrible	Awful
interesante	interesante
Joven	Young
Limpio/a	Clean
Maduro/a	Mature
Pequeño/a	Small
Perfecto/a	Perfect
Rico/a	Rich
Ruidoso/a	Noisy
Sabio/a	Wise
Serio/a	Serious
Sucio/a	Dirty
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	old

Connectives	Connectives
Pero	But
Sin embargo	However
También	Also
Además	Furthermore
Porque	Because
Y	And

Extra detail	Extra detail
Llevo	I wear
Tengo	I have
Gafas	glasses
Piercings	piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Barba	beard
Bigote	moustache

Intensifiers	Intensifiers
Muy	very
Bastante	quite
Un poco	a bit
Demasiado	too
Extremamente	extremely
Realmente-	really

¿Qué es tu nacionalidad?	What is your nationality?
Soy…	**I am…**
Inglés/a	English
Francés/a	French
Belga	Belgian
Suizo/a	Swiss
Alemán	German
Español	Spanish
Somalí	Somalian
Polaca	Polish
Portugués/a	Portuguese
Bangladesí	Bangladeshi
Chino/a	Chinese
Italiano/a	Italian
Galés/a	Welsh
Paquistaní	Pakistani
Escoses/a	Scottish
Irlandés/a	Irish
Americano/a	American

People around me Year 7.2 Spanish Knowledge Organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets.

Cabot Learning Federation

Pronouns	Ser – to be	Tener – to have
yo (I)	**soy** - I am	**tengo** - I have
tú (you)	**eres** – You are	**tienes** – you have
él (he), **ella** (she)	**es** - He is/she is	**tiene** – he/she has
Nosotros/nosotras (we)	**somos** – we are	**tenemos** – we have
Vosotros/vosotras (you) (pl)	**soís** – you are (pl)	**tenéis** - you have (pl)
ellos/ellas (they)	**son**– they are	**tienen** – they have

Comparisons

más	- more	Juán es más interesante que Pablo
menos	- less	Pablo es menos interesante que Juan
tan...como	- as...as	Pablo es tan interesante como Juan

Superlative

El/la más	– the most	Juan es el más inteligente
El/la menos	– the least	María es la menos simpática

Me llamo – My name is/ I am called
Se llama – he/she is called
Se llaman – they are called

To say "my" in Spanish we must change how we say it to match the noun (whether it is singular or plural).

My (masculine) = e.g. mi padre
My (feminine) = e.g. mi madre
My (plural) = e.g. mis padres

	Singular	Plural
my	mis	mis
your	tu	tus
his/her	su	sus

To say "I like" in Spanish we must change how we say it to match the noun (whether it is singular or plural)

For singular nouns = **me gusta** e.g. me gusta mi madre

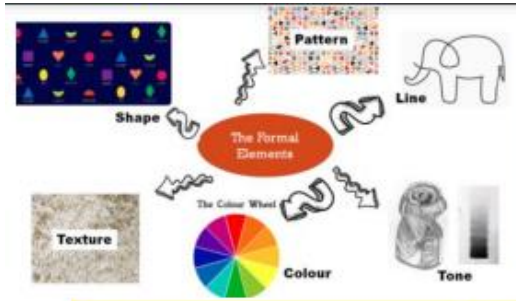
For plural nouns = **me gustan** e.g. me gustan mis padres

This is the same for the verb 'I love'

For singular nouns = **me encanta** e.g. me encanta mi abuelo

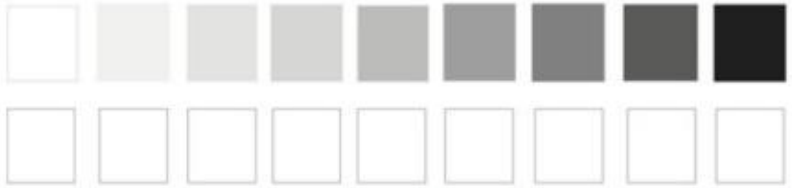
For plural nouns = **me encantan** e.g. me encantan mis hermanos

Year 7 Textiles Knowledge Organiser



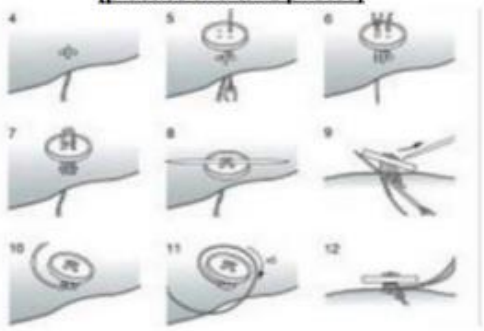
The formal elements are **Line, Colour, Tone, Shape, Pattern and Texture.** They are used together and determine how your work will look.

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 cute 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.

Plain seam
analyse
sustainable
embellishment
Woven/ bonded/ knitted
Free machine embroidery
function
develop

Tier 2 Valuable keywords used in most lessons every lesson.

Complementary colours
contrast
environment
fastening
compare
embroidery
iron
equipment
context
appliqué
effect
improve

Tier 1 Basic keywords used in almost every lesson.

colour
design
shape
machine
pattern
line
Texture
theme
tone
Fabric
thread
sew

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:

Knowledge Quiz:

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

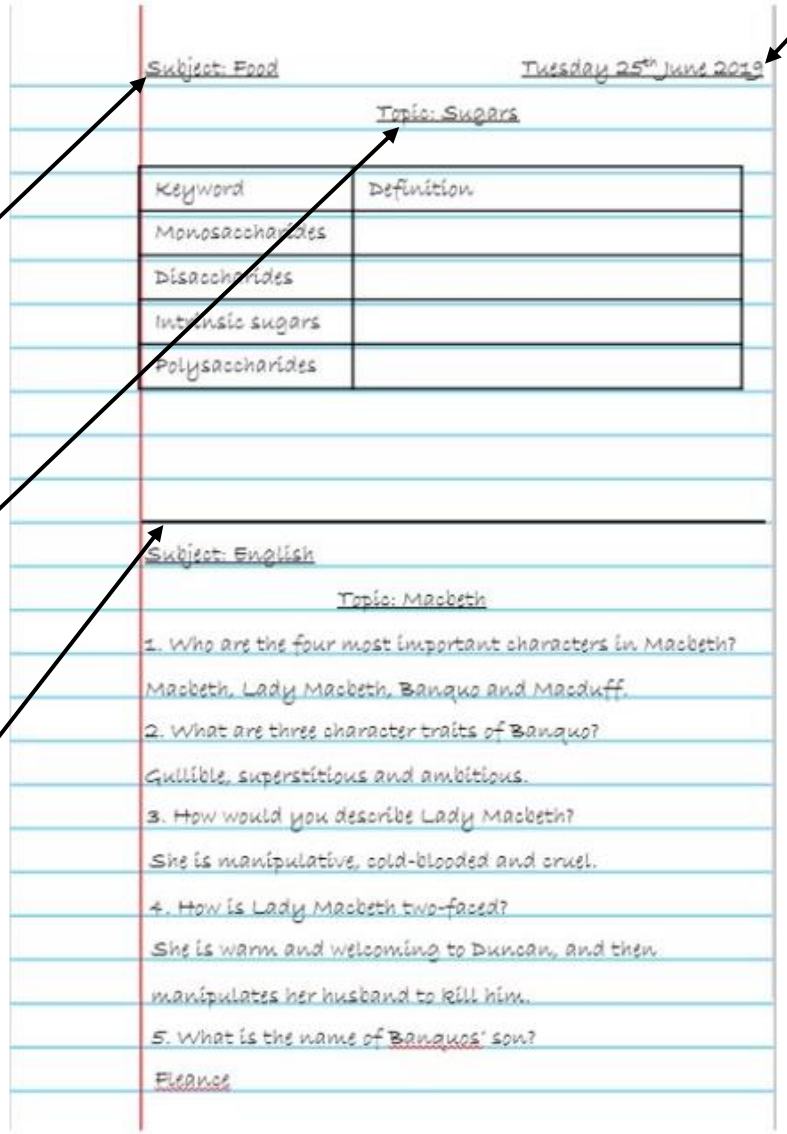
How to present your homework:

Date written fully on the right hand side of the page and underlined – this should be the day you complete the 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	
Intrinsic 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 Banquos' son?

Fleance

Notes