



**BRISTOL  
METROPOLITAN  
ACADEMY**

28 <sup>th</sup> February 2022	Week A
7 <sup>th</sup> March 2022	Week B
14 <sup>th</sup> March 2022	Week A
21 <sup>st</sup> March 2022	Week B
28 <sup>th</sup> March 2022	Week A
4 <sup>th</sup> April 2022	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.

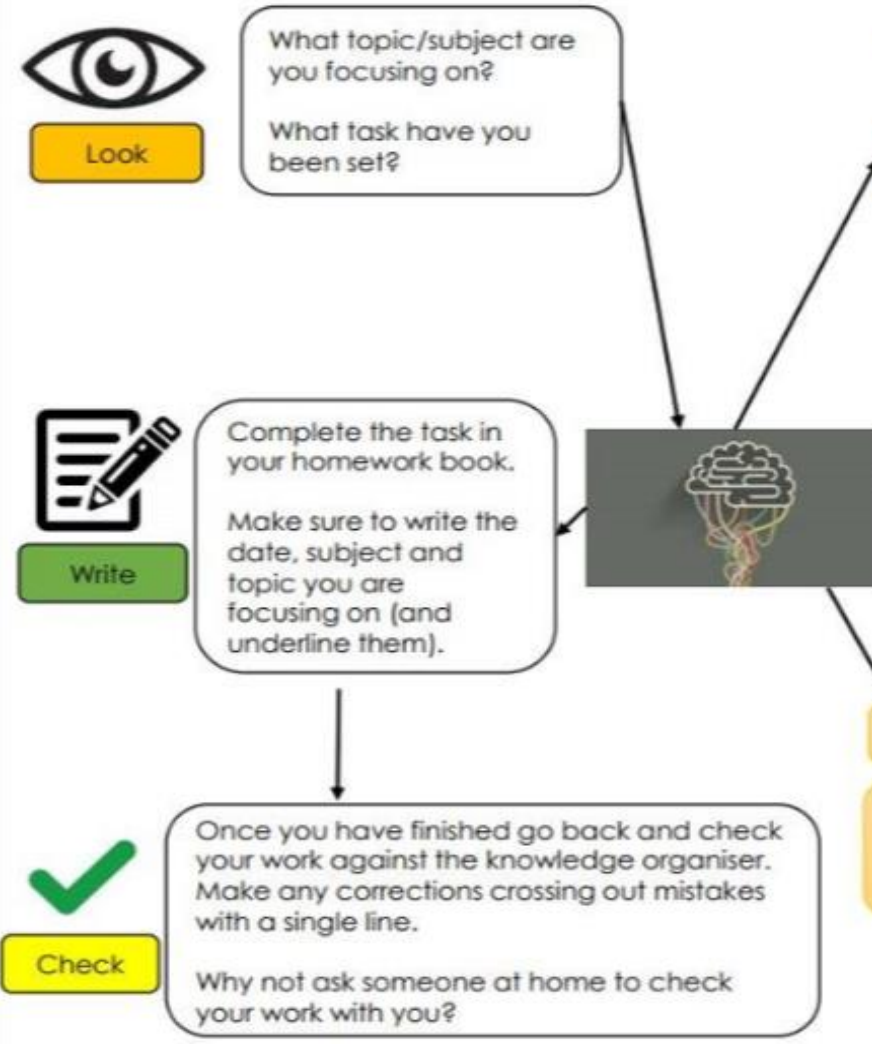
# Knowledge Organisers 2021-22 Year 7 – Term 4

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



**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.

**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

**Questions you might consider:**

1. What is a key function of carbohydrates?

It is our primary source of energy.

**Revision**

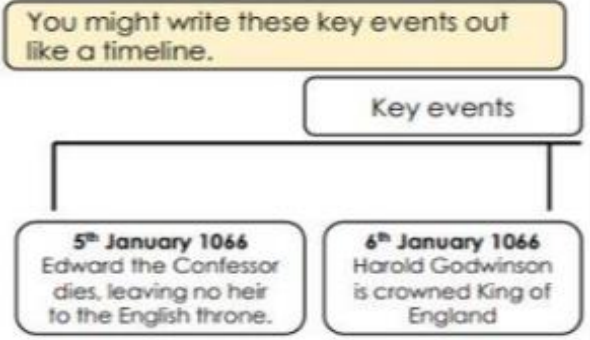
Here you are recording key facts/concepts to help you remember them.

**Keyword/theme development**

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

**Key Events**

1	5 <sup>th</sup> January 1066 - Edward the Confessor dies, leaving no heir to the English throne.
2	6 <sup>th</sup> January 1066 - Harold Godwinson is crowned King of England.
3	26 <sup>th</sup> September 1066 - Harold Godwinson, a Viking claiming the English throne, invades England with more than 10,000 men in 200 longboats.
4	29 <sup>th</sup> September 1066 - The Battle of Stamford Bridge. Harold Godwinson, defeats and kills Harold Godwinson, but this takes Harold's army.
5	27 <sup>th</sup> September 1066 - William Duke of Normandy, invades the South of England.
6	14 <sup>th</sup> October 1066 - The Battle of Hastings. Harold marches south to meet William, where they battle at Hastings.
7	25 <sup>th</sup> December 1066 - William is crowned King of England at Westminster Abbey.



**Key Terms**

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:**

Drama – Pg 4	Food – Pg 7	German - Pg 11-12	Music – Pg 16	Science – Pg 19-21
Art - Pg 2	DT – Pg 5	French – Pg 8-9	PE – Pg 17	Spanish – Pg 22-23
Computing - Pg 3	English – Pg 6	Geog – Pg 10	Maths – Pg 14-15	Textiles - Pg 24
			RS – Pg 18	

# Year 7 The Natural World

**Content:** In this project you will

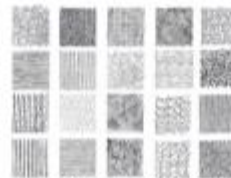
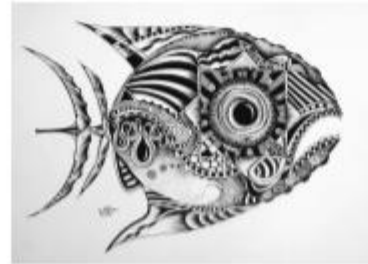
**Knowledge**—learn about different styles of drawing

**Understand**—The processes and techniques artists use to create their work and how to critically analyse artists work.

**Skills**—observational drawing, illustrative drawing, shading, mark making, and print making showing the influence of other artists in your own work and presentation.



**Printmaking** is the process of creating artworks by **printing**, normally on paper. A printing block can be carved from wood, lino, foam or even a potato. Artists use print making so they can reproduce the same image several times. Artists sometimes use print making to create a repeat pattern.



MARK MAKING IDEAS

## Keywords

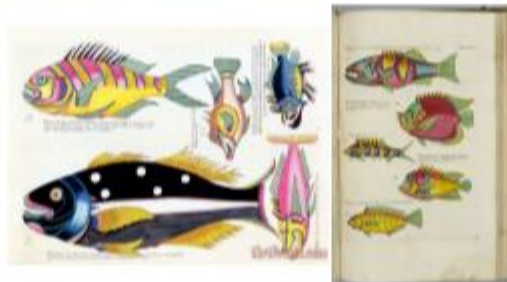
**Natural**—existing in or derived from nature; not made or caused by humankind.

**Mural**-a painting or other work of art executed directly on a wall.

**Illustration**-a picture illustrating an idea in a book, newspaper or leaflet etc.

**Dmojo** is a street artist from Kuala Lumpur, Malaysia. He uses acrylic paint and spray paint to create his murals. He draws his designs in a sketch book small before creating his murals (wall art). He uses pattern and colour in the background of his work for decoration.

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



**Louis Renard's 'Book of Fantastical Fish'** was first published in 1719. This was the first known book of colourful fish illustrations.

The book supposedly shows marine life from the East Indies in 1719 when Europe knew very little about nature in that region. The marine life and fish paintings in the book have received a certain amount of artistic license. A few are even completely fictitious including a portrait of a mermaid.

Louis Renard's created these fish paintings without ever visiting the East Indies. He based the paintings on drawings and scientific notes of other artists.

# Year 789 - Data Representation

## ASCII TABLE

Decimal	Hex	Char	Decimal	Hex	Char	Decimal	Hex	Char
0	0	NULL	32	20	[SPACE]	64	40	@
1	1	START OF HEADING	33	21	!	65	41	A
2	2	START OF TEXT	34	22	"	66	42	B
3	3	END OF TEXT	35	23	#	67	43	C
4	4	END OF TRANSMISSION	36	24	\$	68	44	D
5	5	ENQUIRY	37	25	%	69	45	E
6	6	ACKNOWLEDGE	38	26	&	70	46	F
7	7	BELL	39	27	'	71	47	G

### Number Bases

#### Denary

Base 10 Numbers - 23, 5

#### Binary

Base 2 Numbers -  
01010101

128	64	32	16	8	4	2	1	
0	0	0	0	1	0	1	0	= 10
0	0	1	1	1	1	1	0	= 62
1	0	0	0	1	1	1	1	= 143
0	0	0	0	0	0	0	1	= 1
1	1	1	1	1	1	1	1	= 255

### ASCII and Unicode

#### ASCII

7 bit ASCII used to represent 128 characters in binary.  
Only enough for English language.

#### Unicode

Created to extend binary values for other languages using 16 bit numbers. This allows for 65,536 characters to be encoded.

A	S	C	I	I														
C	=	67	=	0	1	0	0	0	0	1	1	=	8	bits	8	x	4	
A	=	65	=	0	1	0	0	0	0	0	1	=	8	bits	=	32	bits	
T	=	84	=	0	1	0	1	0	1	0	0	=	8	bits	32	/	8	
!	=	33	=	0	0	1	0	0	0	0	1	=	8	bits	=	4	bytes	
<b>U N I C O D E</b>																		
✓	=	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	(2554)
籍	=	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	1	(4167)

### Binary Arithmetic

#### Rules of Addition

0 + 0 = 0

0 + 1 = 1

1 + 0 = 1

1 + 1 = 0 Carry 1

1 + 1 + 1 = 1 Carry 1

				1	1	1		
	0	0	0	0	1	1	1	0
+	1	0	1	0	0	0	1	0
	1	0	1	1	0	0	0	0

			1	1	1	1		
	1	1	0	1	0	0	1	1
+	0	0	0	0	1	1	1	0
	1	1	1	0	0	0	0	1

1			1	1	1			
	1	1	0	0	1	1	0	0
+	1	0	0	1	1	1	0	1
	1	0	1	1	0	1	0	1

### OVERFLOW ERROR

When an extra bit is created to represent a number

### Storage Units

The more bits of Binary you use, the higher the file size.

+8	↓	Bit					
+1000	↓	Byte	↑	x8			
+1000	↓	Kilobyte	↑	x1000			
+1000	↓	Megabyte	↑	x1000			
+1000	↓	Gigabyte	↑	x1000			
	↓	Terabyte	↑	x1000			

2Mb to Bits								
2	x	1	0	0	0	=		
2	0	0	0					
2	0	0	0	x	1	0	0	0
2	0	0	0	0	0	0		
2	0	0	0	0	0	0	x	8
1	0	0	0	0	0	0	0	0
<b>2Mb = 10000000 Bits</b>								

### Representing Images

**Pixel** - Small dot on of colour on an image

**Resolution** - Amount of pixels on an image

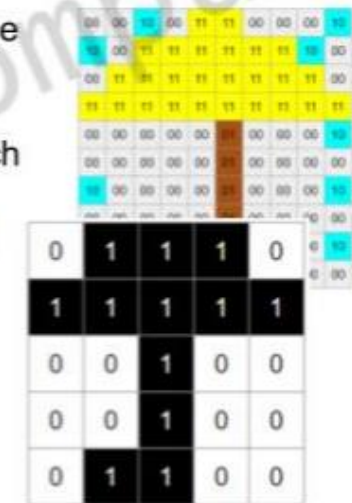
**Colour/Bit Depth** - Amount of bits in each pixel (amounts of colours available)

**Factors that affect the quality and file size:**

Increasing resolution and colour depth means the quality will improve. It also means the file size will increase.

**Working out file size:**

File size (bits) = Resolution x Bit Depth





## Yr 7 BMA Drama Knowledge Organiser Term 4

### Theatre Roles

- **Playwright** – a person who writes plays *i.e. Shakespeare*
- **Performer** – entertains the audience
- **Understudy** – a person who learns another's role in order to be able to act at short notice in their absence
- **Director** - oversees and orchestrates the production (a play, an opera, a musical, or a devised piece of work) by combining all aspects of the production
- **Stage manager** - the person responsible for the lighting and other technical arrangements for a stage play.
- **Theatre manager** – has the responsibility for the smooth operational running of the theatre, ensuring it functions effectively and within budget. Manages staff, resources and systems and may also be responsible for leading on marketing and publicity activities.
- **Sound Designer** – designs and creates the sound *i.e. music, sound effects*
- **Set designer** – designs and creates the set
- **Costume Designer** – designs and creates costumes for a production
- **Puppet Designer** – designs and creates puppets for a production
- **Technician** - A theatrical technician is a person who operates technical equipment and systems in the performing arts and entertainment industry.

### 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
- **Devising** – to plan and create something from an idea or stimulus, target audience
- **Improvise** – create without preparation

### Elements of play texts

Language, plot, themes, atmosphere, characters, context, conflict, climax, tension, pace, sound, symbol, interpretation, status

### Terminology (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*
- **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
- **Relationship** – *how the character interacts with others on stage*

### Terminology (Vocal Skills)

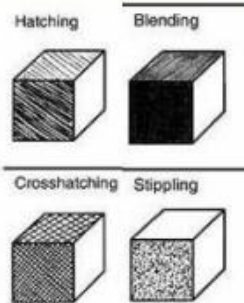
- **Accent** – shows where the character is from
- **Volume** – How loudly or softly you speak
- **Diction** – informal / slang the way in which you pronounce words clearly
- **Tone** – how the voice conveys emotion
- **Pitch** – High or low voice
- **Pace** – Speed of delivering dialogue
- **Pause** – 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



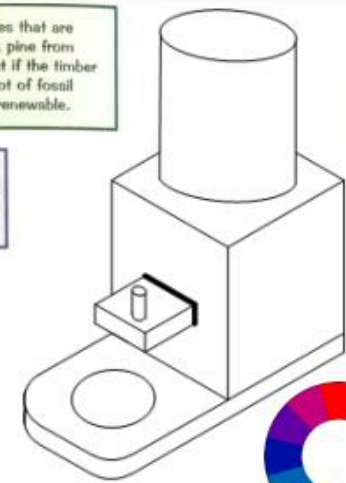
It's better to use materials from renewable resources — ones that are replaced naturally as fast as we use them up. For example, pine from well-managed plantations is quite a sustainable choice. (But if the timber has to be transported a long way that'll probably use up a lot of fossil fuels.) Natural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



**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.



Analyse the above Gumball Machines using ACCESS FM.

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

- 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?

**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.

**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.



Plot Summary - The Tempest by William Shakespeare		Context	
<ol style="list-style-type: none"> <li>1. A ship is caught in a tempest and begins to sink.</li> <li>2. Prospero tells Miranda that he caused the storm.</li> <li>3. Ariel fetches Ferdinand, who falls in love with Miranda.</li> <li>4. Antonio and Sebastian plot to kill Alonso, the King of Naples.</li> <li>5. The ship's jester and butler meet Caliban and feed him alcohol.</li> <li>6. Caliban suggests that they should kill Prospero, and Ariel overhears.</li> <li>7. Prospero uses magic to scare Alonso and spoil Caliban's plot.</li> <li>8. Prospero forgives the passengers for their former betrayals.</li> </ol>		<b>Famous storm</b>	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.
		<b>Collonialism/ period of discovery</b>	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.
<b>Characters</b>		<b>Shakespeare's final play</b>	The imagery of Prospero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.
<b>Prospero</b>	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.	<b>Vocabulary and Terminology</b>	
<b>Miranda</b>	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.	<b>Usurped</b> - take (a position of power or importance) illegally or by force.	<b>Ambiguous</b> - open to more than one interpretation; not having one obvious meaning.
<b>Ariel</b>	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.	<b>Colonialism</b> - taking control over another country, occupying it with settlers, and exploiting it economically.	<b>Enchantment</b> - the state of being under a spell; magic.
<b>Caliban</b>	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.	<b>Prose</b> - written or spoken language in its ordinary form, without metrical structure.	<b>Verse</b> - writing arranged with a metrical rhythm, typically having a rhyme.
<b>Themes</b>		<b>Comic relief</b> - humorous content in a play intended to offset more serious episodes.	<b>Betrayal</b> - the action of betraying one's country, a group, or a person; treachery.
<b>Forgiveness + repentance</b> - 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.	<b>The difficulty of distinguishing "Man" from "Monster"</b> - The identity of Caliban remains ambiguous in this play. Sometime he is addressed as monster and in some places he is called man.		

**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

**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

**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 (CO<sub>2</sub>)

**14 common allergens.**

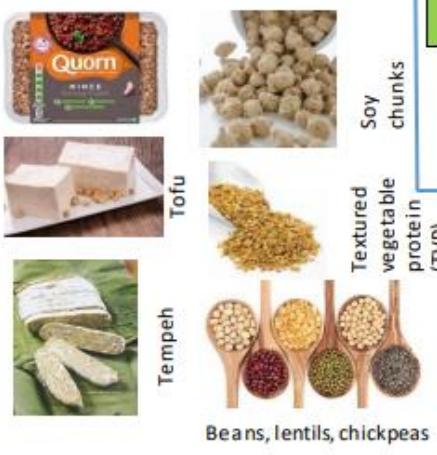


**Factors that affect food choice**

**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

**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 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

**Visible fats**

**Visible fats**

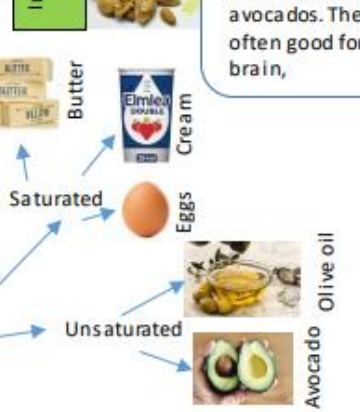
Fats you can see, such as on meat are often saturated.

**Invisible fats**

**Invisible fats**

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

There are two different types of fats



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 starchy carbohydrates
  - Oils and spreads
  - Dairy and alternatives
  - Beans, pulses, fish, eggs, meat and other proteins.





**Porter** is a regular verb which follows the pattern below. The verb “**aller**” is irregular but an important verb.

Pronouns	Porter – to wear
Je (I)	Je porte – I wear
Tu (you)	Tu portes – you wear
il (he), elle (she)	il /elle porte - He/she wears
Nous (we)	Nous portons – we wear
Vous (you) (pl. or formal)	Vous portez – you wear(pl. or formal)
ils /elles (they)	ils/elles portent – they wear

### Aller – to go

Je vais - I go

Tu vas – you go

il /elle va– he/she goes

Nous allons –we go

Vous allez – you (pl) go

ils/elles vont– they go

### Comparisons

Plus...que - more...than Paul est **plus** sérieux **que**

Thomas Moins...que - less ...than Thomas est **moins** sérieux **que** Paul

Aussi...que - as...as Paul est **aussi** sérieux **que** Jacques

### Superlative



Le / la plus – the most Julie est la plus intelligente

Le / la moins – the least Marie est la moins grincheuse

**Opinion phrases** help to make our work more interesting – have a look at your vocabulary list. Try to use a range of different ones in your work e.g. **J'aime** (I like)/**Je pense que** (I think that)/ **à mon avis** (in my opinion).

**Time phrases** help to make our work more detailed by telling us when things happen - have a look at your vocabulary list e.g. **normalement** (normally), **rarement** (rarely), **deux fois par semaine** (twice a week).

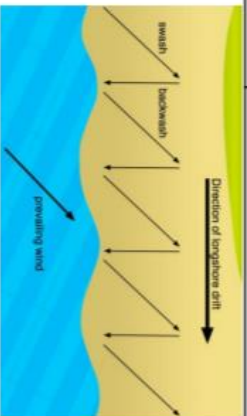
## 7.3 My life at school

<p><b>Quelle est ta matière préférée?</b></p> L'anglais L'espagnol Le français Le théâtre Le dessin Le sport / l'EPS L'informatique L'éducation civique L'histoire La musique La technologie La géographie La religion Les mathématiques Les sciences Les sciences humaines	<p><b>What is your favourite subject?</b></p> English Spanish French Drama Art PE Computer Science PSHE History Music Technology Geography RE Maths Science Humanities	<p><b>Comment est ton uniforme?</b></p> <p><b>Je porte ...</b></p> Une veste Un pull Une chemise Un T-shirt Un pantalon Une cravate Une jupe Des chaussettes Des chaussures Des collants	<p><b>What is your school uniform like?</b></p> <p><b>I wear..</b></p> Blazer Jumper Shirt T-shirt Trousers Tie Skirt Socks Shoes Tights	<p><b>Comment est ton prof ?</b></p> Gentil (-le) Agréable Ennuyeux (-se) Organisé (e) Content (e) Difficile Facile Amusant (e) Coléreux (-se) Strict (e) Grincheux (-se) Fort (e) Joli (e) Horrible Fascinant(e) Jeune Mature Petit(e) Grand (e) Parfait(e) Rapide Riche Bruyant(e) Sage Sérieux(-se) Timide Travailleur(-se) Triste Âgé(e)	<p><b>What is your teacher like?</b></p> Kind Pleasant Boring Organised Happy Difficult Easy Fun Angry Strict Grumpy Strong Handsome/ pretty Awful Exciting Young Mature Small Tall Perfect Fast Rich Noisy Wise Serious Shy Hard working Sad Old
<p><b>Que penses-tu?</b></p> C'est Ce n'est pas Créatif Intéressant Pratique Utile (in)confortable Cher Bon marché À la mode Démodé Sale Propre Moche	<p><b>What do you think?</b></p> It is It isn't Creative Interesting Practical Useful (un)comfortable Expensive Cheap Fashionable Unfashionable Dirty Clean Ugly	<p><b>Verbes au collège</b></p> Étudier Écouter Bavarder Travailler Passer Jouer Se reposer Se relaxer	<p><b>Verbs at school</b></p> To study To listen To chat To work To spend To play To rest To relax	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>une heure</p> </div> <div style="text-align: center;">  <p>et demie</p> </div> </div>	



Year 7 term 4: Coasts Knowledge organiser

Erosion	The wearing away of land.
Deposition	The build up of land.
Transportation	The movement of material along the coast.
Hydraulic action	The sheer force of water hitting the coast breaks it up.
Abrasion	The rubbing/throwing of pebbles along the coast.
Solution	Rocks dissolve into the water.
Attrition	When pebbles hit each other and break down.
Salutation	Small pebbles get picked up by the waves and bounce along the coast.
Suspension	Lighter material floats in the waves.
Traction	Large pebbles rolling.

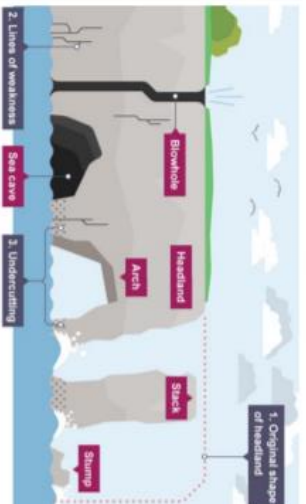


Settlement	A place where people live.
Tourism	Travel for pleasure.
Transport	The movement of people from one place to another.
Industry	A type of work.
Social	To do with people.
Economic	To do with money and jobs.
Environmental	To do with natural world.
Opportunity	A good situation.
Challenge	A situation that needs to be improved.
Coastal management	Help to prevent flooding and erosion.
Hard engineering	this involves building structures to protect the coast.
Soft engineering	this involves working with nature by using natural materials or allowing nature to take back areas

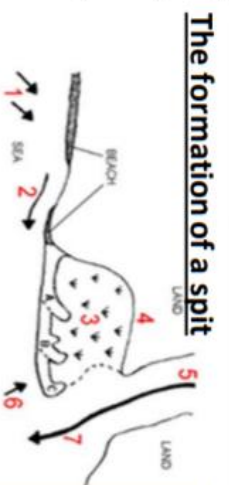


Managed retreat

Low value land is left to the sea. That's it!



The formation of caves, arches, stacks and stumps



The formation of a spit

1. The wind blows the waves ashore at an angle.
2. Longshore drift moves material along the coast. Creating spits over time (A-C).
3. A salt marsh forms in shelter of spit.
4. The original coastline. A river flows into the sea.
5. A second wind makes the spit curve.
6. The spit is stopped from growing by the river washing it away.
- 7.



Sea wall



Groynes



Rock armour



Beach nourishment

Advantages	Disadvantages
Protects the base of cliffs.	Expensive to build.
Prevents the movement of beach material along the coast by longshore drift.	Costly to build and maintain.
Absorbs the energy of waves.	Can be expensive to obtain and transport the boulders.
Cost is low.	Requires constant maintenance to replace the beach material as it is washed away.



## German Year 7.3 My Life at School

### Was denkst du?

Es ist  
Ich mag  
Ich liebe  
Ich mag...nicht  
Ich hasse  
Ich finde  
interessant  
praktisch  
nützlich  
(un)bequem  
modisch/hässlich  
altmodisch  
teuer/billig  
schmutzig/sauber

### What do you think?

It is  
I like  
I love  
I don't like  
I hate  
I find  
Interesting  
Practical  
Useful  
Uncomfortable  
Fashionable/ugly  
Old fashioned  
Expensive/cheap  
dirty/clean



### Was ist dein Lieblingsfach?

Englisch  
Informatik  
Geschichte  
Spanisch  
Französisch  
Deutsch  
Theater  
Kunst  
Sport  
Musik  
Technologie  
Erdkunde  
Religion  
Mathe/Mathematik  
Naturwissenschaften

### What is your favourite subject?

English  
Computer Science  
History  
Spanish  
French  
German  
Drama  
Art  
PE  
Music  
Technology  
Geography  
RS  
Maths  
Science

### Beschreib deine Schuluniform

#### Ich trage...

eine Jacke / einen Blazer  
einen Pullover  
ein Hemd  
ein T-Shirt  
eine Krawatte/einen Schlips  
einen Rock  
eine Hose  
Socken  
Schuhe  
eine Strumpfhose

### Describe your school uniform

#### I wear..

Blazer  
Jumper  
Shirt  
T-shirt  
Tie  
Skirt  
Trouser  
Socks  
Shoes  
Tights



### Verben in der Schule

studieren  
hören  
plaudern  
arbeiten  
verbringen  
spielen  
lesen  
sich entspannen

### Verbs in School

To study  
To hear  
To chat  
To work  
To spend (time)  
To play  
To read  
To relax

### Wie spät ist es ? What is the time?

Es ist .....Uhr = ...o'clock  
Es ist Viertel nach vier = 4.15  
Es ist Viertel vor drei = 2.45  
Es ist halb acht = 7.30  
Es ist zehn nach neun = 9.10  
Es ist zwanzig vor elf = 10.40  
Es ist fünf vor vier = 3.55

### Lehrer

nett  
angenehm  
langweilig  
froh/glücklich  
lustig  
streng  
stark  
schwach  
jung  
alt  
klein/groß  
laut  
klug  
intelligent  
ernst  
schüchtern  
fleißig  
faul  
gemein/böse

### Teachers

Nice  
Pleasant  
Boring  
Happy  
Funny  
Strict  
Strong  
Weak  
Young  
Old  
Small/tall  
Loud  
Clever  
Intelligent  
Serious  
Shy  
Hardworking  
Lazy  
mean/nasty

### Meinungen

schlecht  
einfach  
toll  
schwierig  
gut  
furchtbar

### Opinions

Bad  
Easy  
Great  
Difficult  
Good  
awful

German 7.3 German My Life at School  
Knowledge Organiser

School – Subjects, uniform and time.  
Opinions and verbs + comparisons and superlatives



machen and spielen are regular/weak verbs which follows the pattern below; which we have seen before. The verb “tragen” is irregular/strong but only changes slightly in the ‘du’ and ‘er/sie/es’ versions.

Pronouns	tragen – to wear	spielen – to play	machen – to do/to make
ich (I)	ich trage – I wear	ich spiele – I play	ich mache – I do
du (you – informal/singular)	du trägst – you wear	Tu spielst – you play	du machst – you do
er (he), sie (she), es (it)	er/sie/es trägt - He/she/it wears	er/sie/es spielt - He/she/it play(s)	er/sie/es macht – he/she/it do(es)
wir (we)	wir tragen – we wear	wir spielen – we play	wir machen – we do
ihr (you) (plural + informal)	ihr tragt – you wear (pl. informal)	ihr spielt – you play (pl. + informal)	Ihr macht – you do (pl.+ informal)
Sie (you formal singular + plural) sie (they)	Sie tragen (you wear)/– Sie tragen (they wear)	Sie spielen (you play)– Sie spielen (they play)	Sie machen (you do)/– Sie machen (they do)

You will have seen lots of questions since September...

e.g. Wie heißt du?,  
Wie alt bist du? Hast du  
Geschwister?

Now you should be able to create  
some of your own questions using  
the question words below.

Wann? – When?  
Wer? – Who?  
Wo? – Where?  
Wie viel(e)? – How many?  
Was...? What?  
Wie? – How?  
Warum? – Why?  
Welche? – Which?

**Opinion phrases** help to make our work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. ich mag (I like)/ich denke, dass..... (I think that)/ Meiner Meinung nach – *you must then write the verb!* (in my opinion).

**Time phrases** help to make our work more detailed by telling us when things happen have a look at the list on your vocabulary list e.g. normalerweise (normally), selten (rarely), zweimal pro Woche (twice a week).

**Comparisons**

Add ‘er’ to the adjective. You can’t add the word ‘mehr’ = more. Er ist kleiner = he is smaller – es ist billiger = it is cheaper **Exceptions are besser (better)/größer (bigger)/älter (older)**



**Enquiry:** What was happening in the Islamic World?Summary

During this topic we are going to be studying what was happening in the Islamic World during the Medieval period. We will be explaining similarities and differences between Medieval life and society in England and Medieval Baghdad.

Key Dates



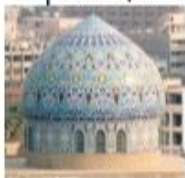
1	<b>750</b> – The <b>Abbasid</b> family took control of the <b>Muslim Empire</b> in the east.
2	<b>762</b> – <b>Baghdad</b> was established as the capital city of the Abbasid Caliphate.
3	<b>793</b> – <b>Paper</b> arrives in Baghdad from China.
4	<b>800</b> – Baghdad is the <b>largest city in the world</b> .
5	<b>830</b> – The <b>House of Wisdom</b> was established.
6	<b>850</b> – Baghdad has its own <b>hospital</b> .
7	<b>1258</b> – Baghdad was destroyed by the <b>Mongols</b> .

Key People

8	Ibn Sina 	Doctor and scholar known in English as Avicenna (980-1037). Wrote a huge medical encyclopaedia known as the "Canon of Medicine".
9	Al-Razi 	Doctor and scholar known as Rhazes (854-925). Helped identify the difference between smallpox and measles and influenced the hospital in Baghdad.
10	Al-Ma'mun	Caliph of the 'Abbasid Dynasty ruled 813 to 817 and he founded the House of Wisdom.

## History – Year 7 Knowledge Organiser Topic 4

Key Places

11	Baghdad 	Established by the Abbasid Caliphs and was the capital of the Islamic World. It became a centre of learning during the Golden Age of Islam.
12	House of Wisdom 	The Grand Library of Baghdad. Home to academic works gathered from across the known world.
13	Golden Gate Palace 	The palace was the Caliph's residence and was located in the centre of the round city of Baghdad.
14	Grand Mosque 	The mosque was next to the Caliph's palace so that when people bowed down to pray they were bowing down to the Caliph.

Key Terms

15	Abbasid	A member of the Abbas family, the ruling Caliphs of Baghdad.
16	Anatomy	The scientific study of an animal or plant, or any of its' parts.
17	Arab	Name given to the group of people originating from the Middle East and North Africa
16	Astronomy	The scientific study of space and the universe
17	Caliph	Spiritual leader of Islam, any of the former Muslim rulers of Baghdad.
18	Caliphate	An Islamic state led by a Caliph
19	Golden Age of Islam	A period of cultural, economic, and scientific flourishing in the Islamic World, dated from the 8th century to the 13th century.
20	Scholar	Someone who has excellent knowledge of a particular subject.

Historical Skills Focus

Similarities and differences	We will be explaining how the Islamic World and England were <b>similar and different</b> during the Medieval period.
------------------------------	-----------------------------------------------------------------------------------------------------------------------

**Significance:**  
We will be using the 5 R's of significance to explain the reasons why the Islamic World is important.

**R**  
**R**  
**R**  
**R**  
**R**

**Remarkable:** An event/person that was remarked on by people at the time or since. *Reported.*

**Remembered:** People have not forgotten it.

**Resulted in change:** had consequences for the future. *It led to other things happening.*

**Revealing:** tells us a lot about a person's time.

**Resonant:** An event/person that has an effect on future generations. *People connect with it today.*

### Ratio Language

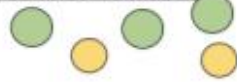
"For every XXX of XXX there are XXX of XXX"



For every 4 cows there are 3 pigs

For every 3 pigs there are 4 cows

### Ratios and fractions



For every 3 green counters there are 2 yellow counters

The ratio of green to yellow counters is 3 : 2

The fraction of green counters is  $\frac{3}{5}$

The fraction of yellow counters is  $\frac{2}{5}$

There are 3 green counters

There are 2 yellow counters

There are 5 counters overall

### The ratio symbol



"For every 2 strawberries I have 4 bananas and 6 berries"

Ratio of strawberries, bananas and berries 2 : 4 : 6

The order of notation follows the order of the parts

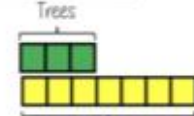


The colon notation is the symbol for ratio "For every..."



### Ratio as a fraction

Trees : Flowers = 3 : 7



There are 3 parts for trees

Flowers

Fraction of trees

Number of parts of in group

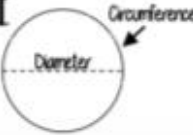
3

Total number of parts

10

Tree parts 3 + Flower parts 7 = 10

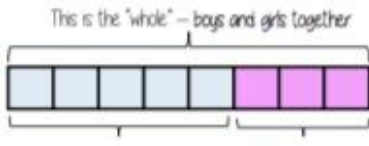
$\pi$



The ratio of a circles circumference to its diameter

### Representing a ratio

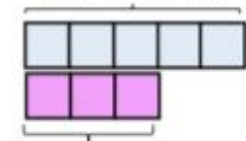
"For every 5 boys there are 3 girls"



This represents the 5 boys This represents the 3 girls

5 : 3

This represents the 5 boys



This represents the 3 girls

This is the "whole" - boys and girls together

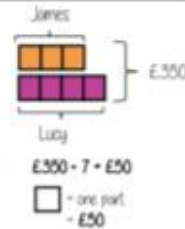
### Year 7 Ratio

#### Sharing a whole into a given ratio

James and Lucy share £300 in the ratio 3:4  
Work out how much each person earns

Model the Question

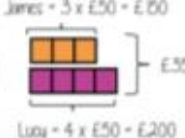
James : Lucy = 3 : 4



Find the value of one part  
Whole: £300  
7 parts to share between (3 James, 4 Lucy)

Put back into the question

James : Lucy = 3 : 4  
(x 50) £150 : £200

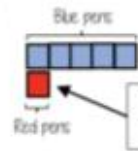


#### Finding a value given (n or n:1)

Inside a box are blue and red pens in the ratio 5:1  
If there are 10 red pens how many blue pens are there?

Model the Question

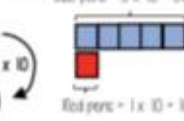
Blue : Red = 5 : 1



□ = one part = 10 pens

Put back into the question

Blue : Red = 5 : 1  
(x 10) 50 : 10



There are 50 Blue Pens

### Simplifying a ratio

Cancel down the ratio to its lowest form

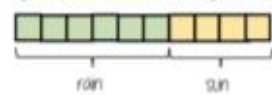
"For every 6 days of rain there are 4 days of sun"

6 : 4

÷ by 2

3 : 2

For every 3 days of rain there are 2 days of sun - when this happens twice the ratio becomes 6:4



Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiples into them is 2)

### Ratio (n or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of 1:n

The question states that this part has to be 1 unit. Therefore Divide by 4

4 : 20  
1 : 5

This side has to be divided by 4 too - to keep in proportion

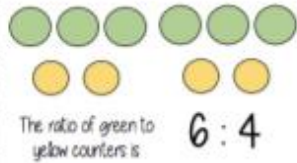
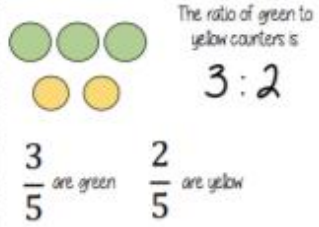
\*If the n part does not have to be an integer for the type of question

### Units are important:

When using a ratio - all parts should be in the same units

### Useful Conversions



Proportion

$\frac{6}{10} = \frac{3}{5}$  are green      Ratio increases proportionally

$\frac{4}{10} = \frac{2}{5}$  are yellow      The proportion remains the same

**Ratio:** a statement of how two numbers compare

**Equivalent:** of equal value

**Proportion:** a statement that links two ratios

**Integer:** whole number, can be positive, negative or zero.

**Fraction:** represents how many parts of a whole.

**Denominator:** the number below the line on a fraction. The number represent the total number of parts.

**Numerator:** the number above the line on a fraction. The top number. Represents how many parts are taken

Direct Proportion

As one variable changes the other changes at the same rate.



4 cans of pop = £2.40

$\times 0.5$   
2 cans of pop = £1.20

This multiplier is the same in the same way that this would be for ratio

$\times 3$   
12 cans of pop = £7.20

This is a multiplicative change

Sometimes this is easiest if you work out how much one unit is worth first e.g. 1 can of pop = £0.60

Best buys

4 pens costs £2.60

\*1 pen costs...  
£2.60 ÷ 4 = £0.65

\*1-pound buys...  
4 ÷ 2.60 = 1.54 pens



10 pens costs £6.00

£6.00 ÷ 10 = £0.60

10 ÷ 6 = 1.67 pens

You could work out how much 40 pens are and then compare.

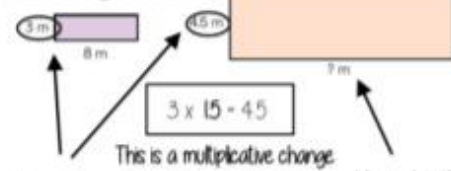
Compare the solution in the context of the question

The best value has the lowest cost "per pen"

The best value means £1 buys you more pens

Understand Scale Factor

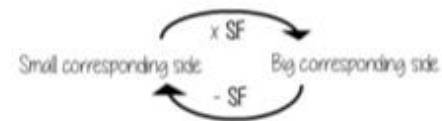
The two rectangles are similar.



Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by

**Bigger corresponding side**  
**Smaller corresponding side**

Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

The car image is 10cm

Image: 10cm  
Real life: 300cm

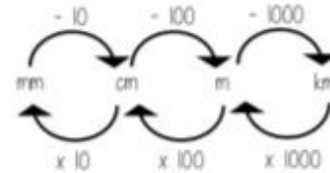
$\times 10$        $\times 30$



The car in real life is 210cm

Image: 7cm  
Real life: 210cm

$\times 7$        $\times 30$

Interpret maps with scale factors

1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m  
1 cm : 25000cm

$250 \times 100 = 25000$

For every 1cm on my map is 25000cm in real life







## The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft)
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



## Drums



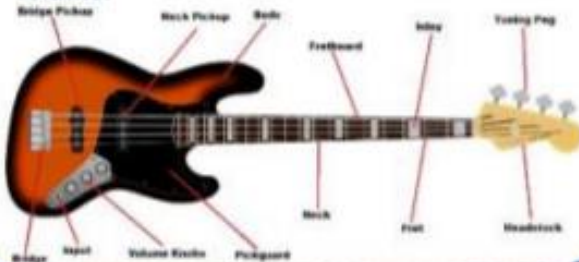
- Played with drum sticks
- Keeps the rhythm and timing for an ensemble



**Performing skill keywords:** Fluency, Timing, Confidence, Solo, and Ensemble.

## Bass Guitar

- Often has 4 strings
- Low in pitch
- Often read TAB to learn music
- It has pickups and needs an amplifier for volume.



## Guitar

- Often has 6 strings
- Often read TAB to learn music
- But it can be acoustic or electric. Electric has pickups and needs an amplifier for



## Vocals

- Good posture and breathing are important when singing.
- It is important to project your voice.



# PRINCIPLES OF TRAINING



## Basic – FITT

### FREQUENCY

How often you train

### INTENSITY

How hard you train

### TIME

How long you train for

### TYPE

What type of training you do



## Advanced - SIVRPAR

**SPECIFICITY** – Training should be specific to the individual's sport, activity or fitness goal

**INDIVIDUAL DIFFERENCES/NEEDS** – The programme should be designed to meet the individual training goals and needs

**VARIATION** – It is important to do different activities in training to prevent boredom

**REST & RECOVERY** – A sports performer needs to rest to allow their body to recover and repair

**PROGRESSIVE OVERLOAD** – In order to progress training needs to be demanding enough to cause the body to adapt, improving performance

**ADAPTATION** – How the body reacts to training loads by increasing its ability to cope with those loads

**REVERSIBILITY** – When training stops, training effects are reversed

# RE:VISION

What is Islam?

<b>Islam</b>	Peace, through submission to God
<b>Prophet</b>	Messenger of Allah, for example, Mohamed was the final prophet.
<b>Tawhid</b>	Oneness of God, everything is connected to God, nobody can fully understand Allah
<b>Shirk</b>	Believing anything is equal to Allah, Making decisions that should be made by God, or putting your own will before God's
<b>Ummah</b>	Worldwide family of Muslims
<b>Allah</b>	One God, who has no equal .

**Islam** - is the religion - means submission  
**Muslim** - followers of Islam - one who submits to the will of Allah  
**Allah** - Arabic name for God  
**Salam** - Peace (peace within comes when people submit to the will of Allah)

**Key belief**  
**Shahadah** - "I bear witness that there is no God but Allah, and that Mohamed (PBUH) is the prophet of God."

Muslims have 99 names for Allah, but their crucial belief is in the unity or oneness of Allah - this is known as **TAWHID**.

**Some examples of the 99 names of Allah:**

The Knower  
 Most Gracious  
 Most Merciful.  
 The King  
 The Holy One  
 The Source of Peace  
 The Keeper of Faith, The Guardian  
 The Almighty,  
 The Sustainer,

**The Qu'ran**  
 Muslims believe it is the final word of Allah (God) and is perfect.  
 The Qu'ran is the holiest text in Islam.  
 It was given to Mohamad by the Angel Gabriel over 23 years.  
 Muslims believe that Allah has given them a complete guide for how to live their life.

**The Hadith**  
 A collection of the sayings of the Prophet Mohamed (pbuh)



### Eid-ul-Fitr





This festival comes at the end of **Ramadan**. Muslims give thanks to God for helping them to fast and giving them the Qur'an. It is a time of forgiveness. Muslims gather at the mosque to pray in the morning. They give presents to one another and enjoy festival food. They give to the poor so they can celebrate too.

### Eid-ul-Adha

This festival comes at the end of the time of **Hajj**. It is the festival of sacrifice and recalls the story of Abraham. Muslims kill animals at this festival to show they are ready to give their lives to God. Meat is shared with friends, family and the poor.



## 5 Pillars of Islam

<b>1. Shahadah</b>	Belief Saying : " There is no God but Allah, and Mohamed is his messenger" To become a Muslim, you must recite this statement three times in front of witnesses. You must believe and understand what you are saying.
	
<b>2. Salat</b>	Prayer Muslims should pray five times a day. In Islamic countries a person will call people to pray from the Mosque. Muslims bow in prayer to show respect and submission to Allah.
	
<b>3. Zakat</b>	Charity Muslims purify their money by giving 2.5% away (after essential bills. After essential bills) Muslims believe that everything we have has been loaned to us by Allah. It is one way to submit to Allah and support the Ummah.
	
<b>4. Sawm</b>	Fasting Muslims fast during the holy month of Ramadan. During daylight hours Muslims do not eat, drink, smoke, have sex or fight. Fasting from food and drink teaches self discipline and empathy for the poor.
	
<b>5. Hajj</b>	Pilgrimage If they can, Muslims try to go to Mecca once in their lifetime. Everyone wears white to show that they are equal
	

### The life of Prophet Mohamed (pbuh)

Mohamed (pbuh) was born in Mecca in 570CE. His father died before he was born. His mother died when he was 6. When he grew up he became a trader. People said he was honest in business.

He married his employer, a rich and independent woman called Khadijah. Mohamed's family believed in one God, but this was unusual at the time.

One night, Mohamed was in a cave praying when he heard the words of Allah, spoken by the angel Jibril (Gabriel). Mohamed (pbuh) had never been taught to read or write, but he told others the exact words that Allah had said. These words were written down: This became the Quran.

Mohammed began to preach to the people. He said "stop worshipping all these statues. There is only one God." But the people of Mecca would not listen to him. They tried to kill him, so when he was invited to, he journeyed to a city called Medina, this is called the hijra.

In Medina, Mohammed (pbuh) was welcomed and he had the first mosque built so that people could go there to worship Allah. He became the leader of the new community: The Ummah.

Mohammed (pbuh) died when he was 63. He was buried in Medina and a mosque was later built around his tomb.

## 6 Articles of Faith (pillars of Iman)

<b>1. Belief in Allah as the one and only God (Tahwid)</b> Tawhid means there is only one God, and he is the creator of all things, pure monotheism.  Believing in Tahwid means that everything is connected to Allah, nothing is secular.  Allah is not born, and He has no son or daughter. Allah has no equal, because of this He should be worshipped and obeyed.	<b>2. Belief in Angels (Al-Malaa'ika)</b> Angels were created from light, before humans were even created, for the purpose of worshipping Allah.  Angels are workers of Allah. They do whatever Allah tells them to do. They pray and worship and Glorify Allah, some carry the throne of Allah, some help Muslims in times of need, others sit on our shoulders and write down all the good and bad deeds that we may do.	<b>3. Belief in the holy books (Al Kitub)</b> <u>This is the belief in the Holy books of Islam that have been sent by Allah to guide us.</u>  3 of them have been translated or added to, so they are not completely Allah's Message anymore. They are the Torah, The Gospels and the Psalms.  The only book left perfectly is the Qur'an, because it is the last message Allah will send to us. In it Allah tells us that the Quran is the 'completion of our faith.'
<b>4. Belief in the Prophets (Risalah)</b> Risalah means prophethood .  Allah has always been guiding people through His prophets. All the prophets and messengers came with the same message: to submit to Allah by obeying and worshipping Him.  Prophets include Adam, included Noah, Abraham, Ishmael, Isaac, Lot, Jacob, Joseph, Moses, David and Jesus, and ended with Muhammad, the final prophet (peace be upon them all).  There are 25 prophets mentioned in the Quran, but there could be many more that were not mentioned.	<b>5. Belief in the Day of Judgement (Akiraah)</b>  Muslims believe we will all have to answer to Allah on the Day of Judgement, when we will be judged according to how we lived our lives. A person who obeys and worships Allah will be rewarded with a place of happiness in Paradise (Jannah); the person who does not will be sent to Hell, (Jahannam) a place of punishment and suffering.  Allah is the 'most merciful' so he will forgive many sins on Judgement day	<b>Belief in Predestination (Al Qadr)</b>  Allah knows our destiny, Yet we have Free Will  Allah already knows everything that will happen in the end, including who will go to Heaven and Hell.  However we are also free to choose right and wrong.  Muslims believe this is because Allah is outside of time, so he can see all things at once.



### What the Prophet taught:

People who live good lives will go to paradise. Those who get rich by making others suffer will go hell.

There is only one God. Idols should be destroyed.

Stop having wars and feuds, and to settle our quarrels through the law.

Muhammad said all people are "equal like teeth on a comb", whatever their colour or background.

People with money should help the poor. "He is not a Muslim who eats his fill while his brother goes hungry"

Mohamed taught that people must not -

1. Act out of anger.
2. Hate, envy or provoke each other.
3. Spy on each other or betray each other's trust.
4. Drink alcohol or gamble.
5. Cheat each other.
6. Charge interest on money loaned to those in need.
7. Pay bribes to get what is lawfully not yours.
8. Kill unwanted babies either before or after birth.
9. Be cruel to animals.

### The Growth of Islam

Second largest religion  
 Fastest growing religion  
 It spread along the trade routes  
 Many Muslim countries became rich from selling oil.

### Sunni and Shia

The split occurred 1400 years ago, following the death of Mohamed in Medina. Muslims who wanted to select his successor, or Caliph, by following the traditional Arab custom (Sunna) formed into a group known as Sunnis. Others insisted the Prophet had selected his cousin and son-in-law Ali as the next leader. This group was called Shia Ali, or 'Party of Ali'.

### Conflict in Islam

Islam would be a more powerful force if countries worked together. Iran is a Shi'ite country and Iraq is Sunni.  
 Iran wanted Shi'ites everywhere to fight for power but Iraq didn't want this. Hundreds and thousands died in the war about this.  
 Some Muslim countries want an Islamic Government others don't.

**Islam's Contributions**  
 The Qur'an encourages Muslims to seek knowledge. Muslims need to be smart to work out when to pray and how much tax to pay.

- Public libraries
- Algebra
- Discovery of many stars
- Surgical tools
- Coffee
- Modern Chess
- Windmills
- Fountain pens
- Technique of inoculation



Year 7 Block 3 Knowledge Organiser Energy  
 Revision Pgs: 63-68 (65-70 higher)  
<https://www.khbc.com/files/energy-subjects/7/2xdk>

**KPI 8.1:** describe examples of energy/transfers  
**KPI 8.2:** 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's 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.

Year 7 Block 3 Knowledge Organiser Energy  
 Revision Pgs: 63-68 (65-70 higher)  
<https://www.khbc.com/files/energy-subjects/7/2xdk>

**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
Energy	Energy is a quantity that is stored in many objects and situations. Anything storing energy can do <b>work</b> .
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.

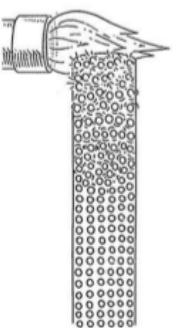
**Energy Transfer**  
 This shows how energy changes where it is stored twice while you use a light bulb (lamp):  
 From chemical potential energy to electrical energy to heat (thermal) energy in the surroundings.



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**

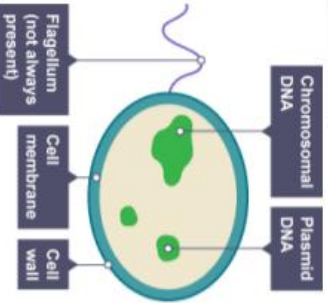
Convection is all about **density of a gas or a liquid**  
 Hot air is less dense and therefore rises  
 Cold air is more dense and therefore sinks  
 This creates a **convection current**



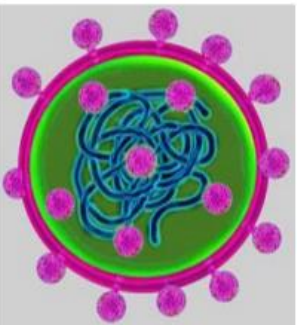
Year 7 Block 3 Biology Knowledge Organiser Microbes

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

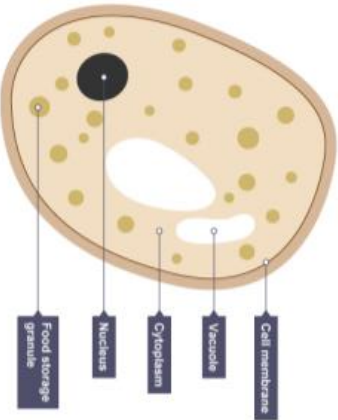
Bacterial cell



Virus particle



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	

- 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).

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. mosquitoes 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

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

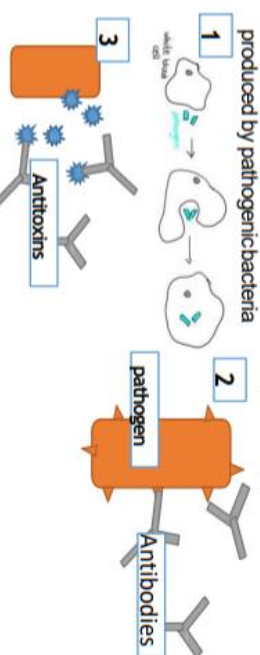
**Stomach** – stomach acid kills microbes

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

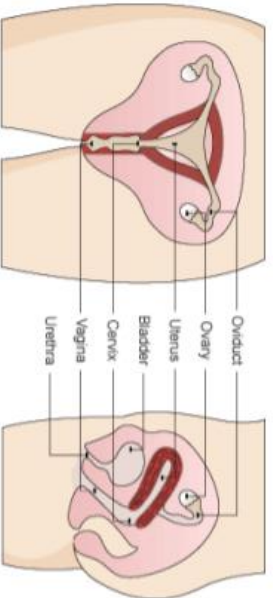


**Year 7 Block 3 Biology Knowledge Organiser Reproduction**

Revision guide Pgs: 14-16 (15-16 higher)

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

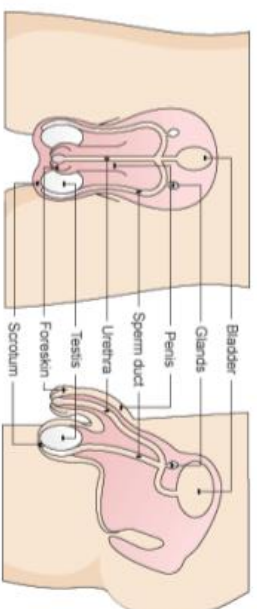
**Female reproductive system**



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

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

**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**

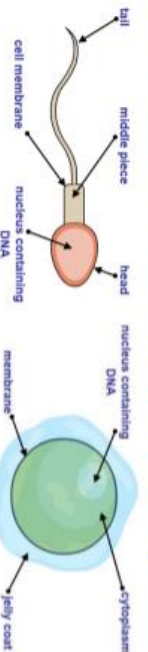
Revision guide Pgs: 14-16 (15-16 higher)

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

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

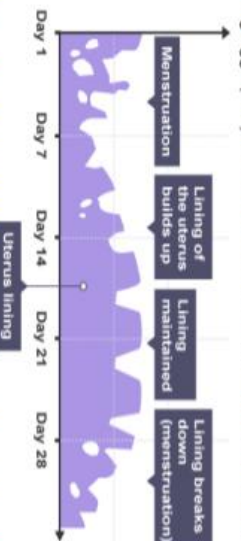
**Fertilisation**

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**

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 it 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

## 7.3 My life at school

### ¿Cuál es tu asignatura favorita?

El inglés  
El español  
El francés  
El teatro  
El dibujo  
El deporte  
La informática  
La música  
La tecnología  
La geografía  
La historia  
La religión  
La educación personal y social  
Las matemáticas  
Las ciencias  
Las humanidades

### ¿Qué Piensas?

Es  
No es  
Interesante  
Práctico  
Útil  
Fácil  
Difícil  
Aburrido  
Emocionante  
(in)cómodo  
Caro  
Barato  
De moda  
Pasado de moda

### What is your favourite subject?

English  
Spanish  
French  
Drama  
Art  
PE  
Computer Science  
Music  
Technology  
Geography  
History  
RE  
PSHE  
Maths  
Science  
Humanities

### What do you think?

It is  
It isn't  
Interesting  
Practical  
Useful  
Easy  
Difficult  
Boring  
Exciting  
(un) comfortable  
Expensive  
Cheap  
Fashionable  
Unfashionable



### ¿Cómo es tu uniforme escolar?

#### Llevo...

Una chaqueta  
Un jersey  
Una camisa  
Una camiseta  
Una corbata  
Una falda  
Unos calcetines  
Unos pantalones  
Unos zapatos  
Unas medias

### What is your school uniform like?

#### I wear..

Blazer  
Jumper  
Shirt  
T-shirt  
Tie  
Skirt  
Socks  
Trousers  
Shoes  
Tights



### Verbos en el colegio

Estudiar  
Escuchar  
Charlar  
Trabajar  
Pasar  
Jugar  
Descansar  
Relajar

### Verbs at school

To study  
To listen  
To chat  
To work  
To spend  
To play  
To rest  
To relax



### ¿Cómo es tu profe...?

Amable  
Agradable  
Aburrido/a  
Asqueroso/a  
Cómodo/a  
Contento/a  
Difícil  
Divertido/a  
Enfadado/a  
Estricto /a  
Feo/a  
Fuerte  
Grande  
Guapo/a  
Horrible  
Emocionante  
Joven  
Limpio/a  
Maduro/a  
Pequeño/a  
Perfecto/a  
Rápido/a  
Rico/a  
Ruidoso/a  
Sabio/a  
Serio/a  
Sucio/a  
Tímido/a  
Trabajador/a  
Triste  
Viejo/a

### What is your teacher like?

Kind  
Pleasant  
Boring  
Disgusting  
Comfortable  
Happy  
Difficult  
Fun  
Angry  
Strict  
Ugly  
Strong  
big  
Handsome  
Awful  
Exciting  
Young  
Clean  
Mature  
Small  
Perfect  
Fast  
Rich  
Noisy  
Wise  
Serious  
Dirty  
Shy  
Hard working  
Sad  
old

Llevar is a regular verbs which follow the pattern below. The verbs “jugar” is irregular but an important verb.

<b>Pronouns</b>	<b>llevar</b> – to wear
<b>Yo</b> (I)	Llevo – I wear
<b>tú</b> (you)	Llevas – you wear
<b>el</b> (he), <b>ella</b> (she),	Lleva - He/she wears
<b>nosotros</b> (we)	Llevamos – we wear
<b>vosotros</b> (you) (pl. or formal)	Lleváis – you wear(pl. or formal)
<b>Ellos/ellas</b> (they)	Llevan – they wear

### Jugar– to play

Yo juego- I play  
 Tu juegas – you play  
 Él/ella juega – he/she plays  
 Nosotros jugamos –we play  
 Vosotros jugáis – you (pl) play  
 Ellos/ellas juegan – they play

### 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

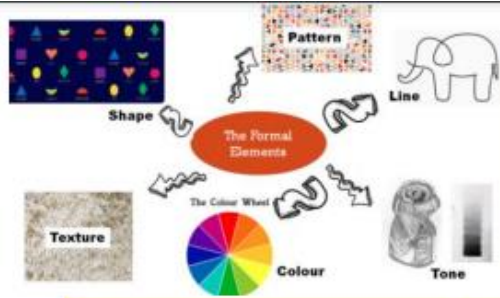
### Superlative

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

**Opinion phrases** help to make our work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. Me gusta (I like)/Pienso que (I think that)/ En mi opinión (in my opinion).

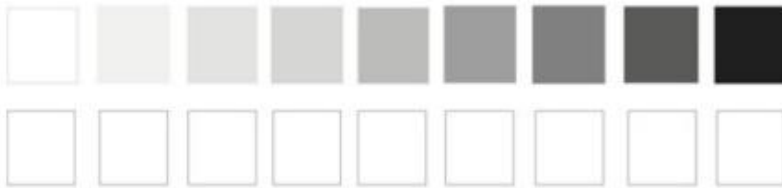
**Time phrases** help to make our work more detailed by telling us when things happen have a look at the list on your vocabulary list e.g. Normalmente (normally), raramente (rarely), dos veces a la semana (twice a week).





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**

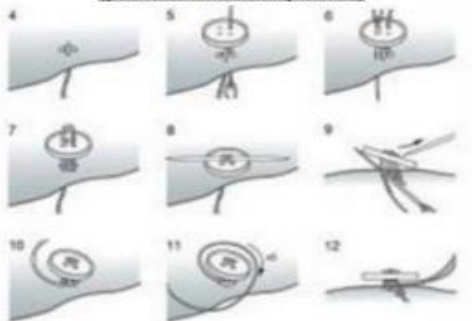







**Year 7 Textiles Knowledge Organiser**



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
<b>Bobbin</b> 	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.
<b>Thread</b> 	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.
<b>Fabric scissors</b> 	Fabric scissors are used to cut fabric ONLY! They should not be used to cut paper.
<b>Pins</b> 	Pins are used to position and secure fabric in to place before sewing fabric together.
<b>Measuring Tape</b> 	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	design machine line theme Fabric shape Texture tone 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 assessment 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 1<sup>st</sup> October  
Topic: Our Place in the World

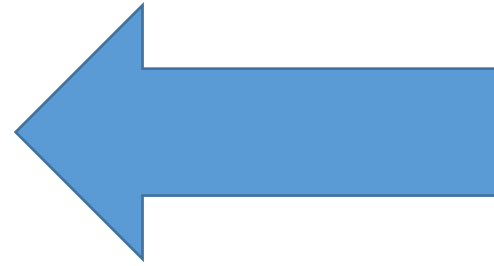
## Lesson Summary:

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  $0^{\circ}$  latitude, and the poles are  $90^{\circ}$  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 28<sup>th</sup> 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

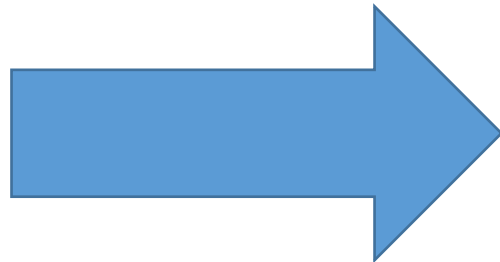
4.) Where does photosynthesis take place in a cell?

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 25<sup>th</sup> June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intinsic sugars	
Polysaccharides	

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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.

# Notes

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