



**BRISTOL
METROPOLITAN
ACADEMY**

Monday 7th September	Week B
Monday 14th September	Week A
Monday 21st September	Week B
Monday 28th September	Week A
Monday 5th October	Week B
Monday 12th October	Week A
Monday 19th October	Week B

Please note: Maths homework will be on an online platform for this term. It will be set and checked weekly separately from the timetable.

Knowledge Organisers

2026-27

Year 7 – Term 1

Complete your homework on the night stated e.g. if it is a Monday Week A you will complete ICT/DT

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

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This Knowledge Organiser is to help you see the key information for each subject for this term. You can use this to help you both with homework and with revision, supporting your learning at home. In the table below you will find the instructions for each subject to be completed on the correct day.

Subject	Tasks
Maths	Homework question tasks/sets will be set weekly on an online platform. You will have one week to complete this online, before it is checked for competition and the next set is published.
Science	For term 1 this will be directed by your classroom teacher. It could involve an online platform too.
English	Using the separate question booklet, divide your homework book page in half length ways, write the questions out on the left hand side. First, attempt to answer the questions from memory/your own knowledge. Then use your knowledge organiser booklets to check your answers and fill in the missing ones.
MFL	Find the correct date in the KO and the question booklet. With the list of 10 key words for that week, complete the look – say - cover – write – check method in your homework book. Complete this process for each word/phrase 4 times each.
Geog/Hist/RS /DT	Same process as outlined for English above. DT have 5 questions and not 10.
ICT	For term 1, continue to use the KO to do revision/key words etc in your homework books.
Music/Art	For music and art, you will have two practical tasks to complete each term for each subject. These will be found in the question booklets and will be checked by you classroom teacher.

At the back of this booklet, you will find: Sentence starters, a history chronology, DT sentence starters, a periodic table, maps of the world, subject websites, a RAG sheet and a timetable.

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.

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

Subject: Food Tuesday 25th June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intense sugars	
Polysaccharides	

Subject: English Topic: Macbeth

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

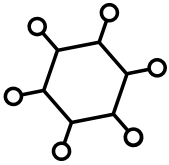
Home Learning Strategies to help you revise

Brain Dump



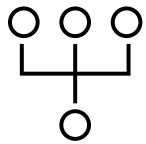
Write down everything you know about a certain topic on a page. Use your KO to add extra notes in a different colour.

Mind Map



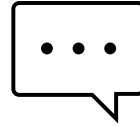
Condense a topic showing the important links and connectors between key parts. Use your KO to add in extra notes.

Diagram



Draw a clear diagram for a subject including labels and key features. Make sure you use correct vocabulary and spellings.

Vocabulary



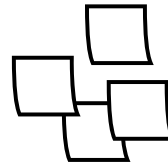
Learn the key words associated with a topic and commit the word and spelling to memory. Test yourself or ask someone else to test you.

Retrieval Quiz



Write key questions about a topic as well as the answers. Use the content of the KO to help you. Check to see if you can remember the answers without looking.

Compare



Complete a comparison table showing two different sides of a topic. Can you use it to create an argument for one viewpoint?

Year 7 The Natural World

Content: In this project you will

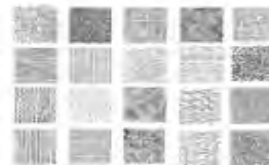
Knowledge—learn about different styles of drawing

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



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.

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.



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.

Computing



Passwords



LOGIN



Purpose:

- To prevent unauthorised access to a computer system.
- Protects your files and private information.

Rules for a strong password:

- ✓ Length – at least 8 characters
- ✓ Letters, numbers and symbols
- ✓ UPPERCASE and lowercase letters
- ✓ Avoid information people know about you, like your pet's name
- ✓ Use 3 random words

Examples:

✗ ilovelucky

✓ 0ran6eB@nanaGh05t!

File management



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

Rules for effective file management:

- ✓ Give each file a sensible name that describes its purpose
- ✓ Save files in the right folders
- ✓ Use subfolders (folders within folders)

Staying safe online



Only go on websites you trust.

Think before you post online.

✓ Safe to post online:

- A nickname
- Your favourite food or hobby
- Pictures of your pets

✗ NOT safe to post online:

- Your real name
- Your address
- Pictures of your face
- Details of where you are going to be, or what time you'll leave the house

Cloud computing



*Where files are held on a **remote server**, away from the **local machine**.*

Files can be accessed anywhere, but an internet connection is required.

Advantages of cloud computing:

- ✓ You can access files from anywhere because they are stored on a cloud server
- ✓ More than one person can work on a document at the same time
- ✓ Extra storage space if your computer runs out of space
- ✓ Files are backed up, so you won't lose them if your computer stops working

Disadvantages of cloud computing:

- ✗ If you don't have an internet connection, you can't access your files.
- ✗ If you forget your password, you can't access your files
- ✗ If you want to store a lot of files, it can be expensive for the school



Yr 7 BMA Drama Knowledge Organiser Term 1 & 2

Physical Skills

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

Techniques

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

Genres

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

Vocal Skills

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

Year 7 D&T – Gumball Machine Project

Pg 7



It's better to use materials from **renewable resources** — ones that are replaced naturally as fast as we use them up. For example, wood from well-managed forests 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

Analyse the above Gumball Machines using ACCESS FM.

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

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?

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!

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

Target Market

Who is the customer?

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



File



Coping Saw



Tri-Square



Tenon Saw



Bench Hook



Pillar Drill



EMERGENCY STOP



Vertical Saw

Key Text plot summary by scene/chapter/event

Plot	
1-8	Amara waits for her Birthday. When asked what she wants, she says she wants to visit Grandpa Earl in New York. She tries to convince her parents to take her. A school 'Suitcase Project' inspires her to find out about her family history. Eventually, her dad agrees to take her with him...on one condition.
9-13	They arrive in New York and Amara notices the fractured relationship between her father and grandfather. She meets her cousins, Nina and Ava, who take her around some of the Harlem streets. They visit the Black History Museum too. She finds her dad's secret book of poetry.
14-17	Amara has an argument with Nina. Amara storms off and tries to go sightseeing by herself. She gets lost in New York! She manages to make her way back home. Finally it is her birthday. They visit the grave of Grandma Grace and her dad reads the eulogy that he never performed.
18-19	They get sudden news that Leslie has gone into early labour! They rush to leave New York, after making amends and realising that hiding your identity is never a good thing. They get back and greet her new baby sister.

Character	
Amara	Protagonist of the story. Amara is tasked with 'The Suitcase Project' in which she begins to find out about how her dad and grandpa no longer talk. Amara insists on going to New York to find out more about what happened 12 years ago on the day she was born...
Leslie	Amara's mum is pregnant. She resists her daughter growing up and still tries to choose her clothing and do her hair for her.
Charles	Amara's dad is a businessman and always away on trips. He secretly has dreams of writing and performing poetry.
Grandpa Earl	Grandpa Earl lives in Harlem, New York. He shows Amara some of the American black history and teaches her about the Harlem Renaissance.
Nina and Ava	The sisters are older than Amara and hate having to 'babysit'. They are proud of their natural afro hair.
Titus	Amara's best friend. He goes to a different church. He is very loyal to her.



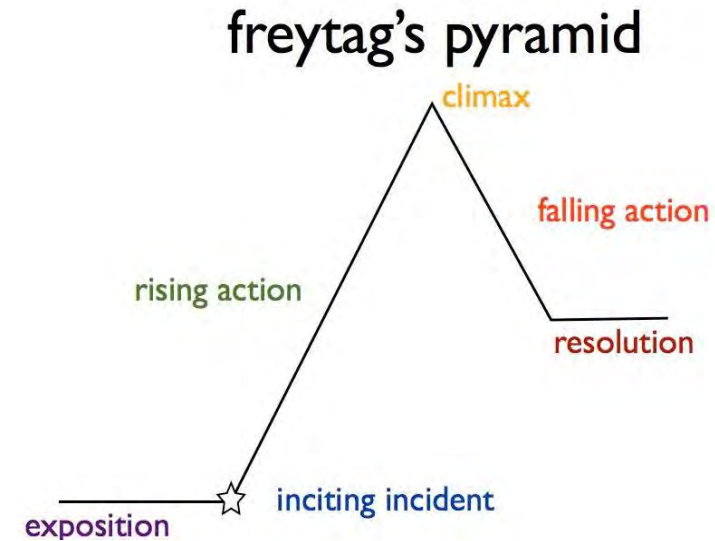
Key themes:

Identity – Amara wants to discover about where she comes from and who she is. Her identity as a young black girl informs a lot of how she gets treated in the novel and discovering history of civil rights.

Family – Amara's family are loving, but, like any other, have their flaws. She discovers that her Grandma Grace died the day she was born, which led to her dad not talking to Grandpa Earl.

Consumerism – Like many young people, Amara is addicted to new things – specifically trainers.

Word	Definition
Prose	Written language in its normal form (not poetry), such as novels or stories
Poetry	Writing that uses rhythm, imagery, and sometimes rhyme to express ideas or emotions
Autobiography	A book or account written by someone about their own life
Identity	Who a person is, including their personality and beliefs
Aspiration	A strong hope or ambition to achieve something
Culture	Shared beliefs, values, behaviours, customs, and ways of life that characterise a particular group or society
Representation	The way people, groups, or ideas are shown in a text
Visibility	How much something can be seen, noticed, or recognised
Prejudice	Judging someone unfairly before knowing them
Belonging	Feeling accepted and part of a group or place
Empathy	Understanding and sharing another person's feelings
Setting	The time and place where a story happens
Inference	A conclusion you reach based on clues and evidence
Acceptance	Agreeing with something or welcoming someone as they are
Inherit	To receive something (traits, money, or status) from someone who came before you



1 st person	2 nd person	3 rd person
The narrator talks about themselves.	The narrator talks to the reader directly.	The narrator talks about other people.
I me my we our us mine	you your yourself	he she it they their
		

Historical Figure	
Malcolm X	Malcolm X was an African American revolutionary, Muslim minister and human rights activist who was a prominent figure during the civil rights movement until his assassination in 1965
Martin Luther King Jr	Martin Luther King Jr. was an American Baptist minister, activist, and political philosopher who was one of the most prominent leaders in the civil rights movement from 1955 until his assassination in 1968
Adam Clayton Powell	Adam Clayton Powell Jr. was an American Baptist pastor and politician who represented the Harlem neighborhood of New York City in the United States House of Representatives from 1945 until 1971

Harlem Renaissance	
What was it?	Harlem Renaissance, a blossoming of African American culture, particularly in the creative arts, and the most influential movement in African American literary history.
When did it happen?	1920s and 1930s in Harlem, New York
Other information	the Great Migration of African Americans from rural to urban spaces and from South to North; dramatically rising levels of literacy; the creation of national organizations dedicated to pressing African American civil rights, “uplifting” the race, and opening socioeconomic opportunities; and developing race pride

Poet	
Langston Hughes 1902-1967	He sought to honestly portray the joys and hardships of working-class black lives, avoiding both sentimental idealization and negative stereotypes.
Georgia Douglas Johnson 1880-1966	she taught and worked as an assistant principal. In 1910 she moved with her husband to Washington, D.C. When her husband died in 1925, Johnson supported her two sons by working temporary jobs until she was hired by the Department of Labor.
Claude McKay 1889-1948	His work ranged from celebrating peasant life in Jamaica to poems that protested racial and economic inequities.

Poetic Technique	Definition
Stanza	A group of lines in a poem
metaphor	Comparison of two ideas. Non literal
simile	Comparing using 'like' or 'as'
personification	Giving human qualities to something
tone	The feelings or emotion
persona	The character or person saying the poem
structure	The way it is ordered or set out on the page

Year 7 Food Knowledge Organiser

Nutrients

Nutrients are chemical found in food which our bodies need for daily functions.

Macronutrients are nutrients our bodies need in large amounts.



Fats

Functions: **Insulation** (keeps you warm), **secondary source of energy**, **dissolves vitamins**.

Food sources: **oil**, **meat**, **fish**, **coconut oil**, **butter**, **margarine**, **avocados**.

Excess (too much): **weight gain**, **coronary heart disease**, **type 2 diabetes**.

Deficiencies (too little): **feel the cold**, **weight loss**, **vitamin deficiency**.

Carbohydrates

Functions:

Main source of energy, stores energy for later, builds DNA.

Food sources:

Bread, rice, pasta, flour, bananas, sugar.

Excess (too much):

Weight gain, obesity, type 2 diabetes, tooth decay.

Deficiencies (too little):

Weight loss, lack of energy, severe weakness.

Proteins

Functions:

Growth, repair of cells and wounds, defends the body (antibodies), **secondary source of energy**.

Food sources:

Meat, chicken, eggs, dairy, beans, legumes, chickpeas, soya beans.

Excess (too much):

Kidney and liver diseases, weight gain.

Deficiencies (too little):

Slow growth rate, swelling.

Where does our food come from?

All food must be grown, reared or caught

In the past food was grown, prepared and cooked at home or sold by small-scale producers or merchants.

Some people still grow food at home or on allotments. Food can also be bought from a wide range of sources, including:

- cafes/coffee shops;
- convenience stores;
- farmers markets;
- farm shops;
- markets;
- on-line retailers;
- restaurants;
- supermarkets;
- takeaway outlets.

Where should food be stored in the fridge?

Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

Storing foods the correct way will prevent food from being spoilt.



The Eatwell Guide



The Eatwell Guide

Makes up 5 main food groups.

Is suitable for most people over 2 years of age.

Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.

Shows proportions representative of food eaten over a day or more.



Year 7 Geography

Where do I live in the UK and the world?

What is Geography?

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



Direction

The main directions we use are:

North (N)
South (S)
East (E)
West (W)

The compass rose shows us the in between directions.

NE – Northeast
SE – Southeast
SW – Southwest
NW – Northwest



Keywords

Continent	A large landmass
Ocean	A large body of salt water that cover 71% of our planet
Latitude	Parallel lines on an atlas map e.g. Equator
Longitude	Vertical lines on an atlas map e.g. Prime Meridian
Global	Relating to the whole world
National	Relating to a nation or country e.g. UK
Regional	Relating to a particular area in the country e.g. South West of UK
Local	A small area close by e.g. Fishponds

Human Geography



Physical Geography





Languages and me! Year 7.1 German - vocabulary list

Wie geht's?

Guten Tag !
Hallo!
Wie heißt du?
Mein Name ist/ich heiße
Wie schreibt man das?
...schreibt man...
Gut, danke,
Nicht schlecht, danke
Nicht so gut
Auf Wiedersehen
Tschüs
bis bald
bis später
Wie alt bist du?
Ich bin....Jahre alt
Ich bin
du bist
Wann ist dein
Geburtstag?
Mein Geburtstag ist
am... (ersten = 1st,
achten = 8th,
zwanzigsten = 20th)

How are you?

Hello
Hi
What's your name?
My name is/I am called
How is it spelt?
You spell... ..
Fine, thanks.
So so /not bad, thanks
No, it's not going well.
Goodbye
Bye
See you soon
See you later.
How old are you?
I'm.....years old
I am
You are (sing/familiar)
What is the date of
your birthday?
My birthday is **on**
the....

Was hast du in deiner Schultasche/dein Etui?

Was ist das.....?
Es ist..
Es gibt....
Ich habe keinen/keine/kein...
Ich habe...
ein Heft
ein Buch
eine Schultasche
einen Kuli
einen Bleistift
ein Handy
ein iPhone
einen Bleistiftspitze
einen Klebstift
einen Planer
einen Radiergummi
ein Tablet
ein Lineal
ein Etui
einen Taschenrechner
die Filzstifte
eine Schere

What's in your bag/your pencil case?

What is it?
It is...
There is...
I don't have
I have
An exercise book
A book
A bag
A pen
A pencil
A mobile phone
An iPhone
A sharpener
A glue stick
A planner
A rubber
A tablet
A ruler
A pencil case
A calculator
felt tips
scissors

Welche Farbe ist das?

blau
weiß
rot
grün
orange
gelb
braun
schwarz
rosa
lila
grau
hell
dunkel
gestreift
bunt

What colour is it?

Blue
White
Red
Green
Orange
Yellow
Brown
Black
Pink
Purple
Grey
Light
Dark
Striped
Multi-coloured



Connectives

aber
jedoch
auch
außerdem
denn/weil
und

Connectives

But
However
Also
Furthermore
Because
And

die Zahlen	Numbers
0 null	16 sechzehn
1 eins	17 siebzehn
2 zwei	18 achtzehn
3 drei	19 neunzehn
4 vier	20 zwanzig
5 fünf	21 einundzwanzig
6 sechs	22 zweiundzwanzig
7 sieben	23 dreiundzwanzig
8 acht	24 vierundzwanzig
9 neun	25 fünfundzwanzig
10 zehn	26 sechsundzwanzig
11 elf	27 siebenundzwanzig
12 zwölf	28 achtundzwanzig
13 dreizehn	29 neunundzwanzig
14 vierzehn	30 dreißig
15 fünfzehn	31 einunddreißig
	40 vierzig
	50 fünfzig

die Monate	Months
Januar	January
Februar	February
März	March
April	April
Mai	May
Juni	June
Juli	July
August	August
September	September
Oktober	October
November	November
Dezember	December

7.1 Languages and me! GERMAN

die Wochentage Days of the week

Montag	Monday
Dienstag	Tuesday
Mittwoch	Wednesday
Donnerstag	Thursday
Freitag	Friday
Samstag	Saturday
Sonntag	Sunday

die Höflichkeit Politeness

Guten Tag!	Hello
Hallo!	Hi
Auf Wiedersehen / Tschüs	Goodbye
Bis bald	See you soon
Bis später	See you later
Bitte	Please
Danke (schön)	Thank you (very much)
Tut mir Leid	Sorry
Ich weiss nicht	I don't know
Darf ich...?	Can I...?
ausleihen	Borrow
gehen / fahren	Go (by foot/transport)
haben	Have
ausgehen	Go out





Languages and me! Year

7.1 German Knowledge Organiser

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

A **noun** is an object, place or thing.

In German, all nouns are either **masculine (m)**, **feminine (f)** or **neuter (nt)**

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

In German the word for 'a' or 'the' will change depend on whether it is the **subject (nominative)** or the **object (accusative)**. We call these **cases**.

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

An **adjective** describes a noun e.g. a **green** bag.

In German, adjectives normally go before the word it's describing e.g. eine **grüne** Schultasche (a green bag).

The adjective must always agree with the gender.

However you can say:-

Die Schultasche ist grün

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

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

Ich habe **einen** blauen Kuli/**den** blauen Kuli (**m**)

ich habe **eine** blaue Schere/**die** blaue Schere (**f**)

Ich habe **ein** blaues Etui/**das** blaue Etui (**nt**)

Es gibt blaue Kulis/**die** blauen Kulis (**pl**)

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

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

ich habe keinen (m)/keine (f)/kein (nt)...= I don't have...

ich bin = I am **du bist** = you are **Bist du?** = Are you...?

Key Events

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

Key People

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

History – Year 7 Knowledge Organiser Term 1

Key Skills

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

Further your learning

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



Find out more:

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

Key Terms

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

History Skills FocusCenturies – A period of 100 years

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

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

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

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

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

Content of sources

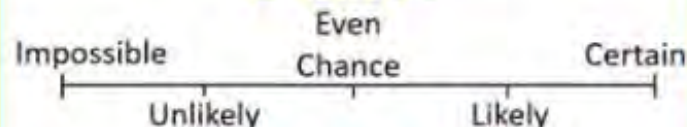
Sources can be studied to find out more about the past. When we study the content of the source we are trying to find out what the source tells us or shows us.

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

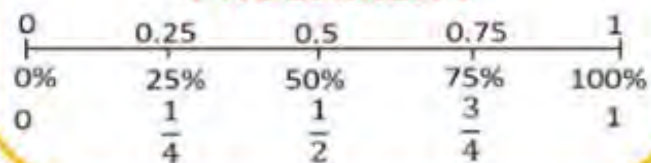
INTRODUCING PROBABILITY

Key Concept

CHANCE



PROBABILITY



Probabilities can be written as:

- Fractions
- Decimals
- Percentages

TIP

Probabilities always add up to 1.

Formula

Expectation
= Probability $\times$ no. of trials

KEY WORDS

PROBABILITY: The likelihood of an event happening

OUTCOME: The result of a trial

EVENT: One or more outcome of a trial

IMPOSSIBLE: Cannot happen (*Probability = 0*)

CERTAIN: Must happen (*Probability = 1*)

EVEN CHANCE: Equal chance of happening or not happening. (*Probability = 0.5*)

MUTUALLY EXCLUSIVE: Two events that cannot happen at the same time.

EXHAUSTIVE: A set of event that includes all possible outcomes.

(*Sum of Probability = 1*)

POSSIBILITY SPACE/SAMPLE SPACE: Diagrams that records and display all the possible outcomes of an experiment

TWO WAY TABLE: A type of **frequency table** used for **organising data**.

TWO WAY TABLE

	Boys	Girls	Total
Cooked food	18	22	40
Packed lunch	17	33	50
Total	35	55	90

Examples



1) What is the probability that a bead chosen will be **yellow**.

Show the answer on a number line.

$$\text{Probability} = \frac{\text{Number of favourable outcomes}}{\text{Total number of outcomes}}$$

ANSWER $P(\text{Yellow}) = \frac{2}{8} = \frac{1}{4}$



2) How many **yellow** beads would you **expect** if you pulled a bead out and replaced it 40 times?

ANSWER $\frac{1}{4} \times 40 = \frac{1}{4} \text{ of } 40 = 10$

Questions

Q. In a bag of skittles there are 12 red, 9 yellow, 6 blue and 3 purple left. Find: **a)** P(Red) **b)** P(Yellow)

c) P(Red or purple) **d)** P(Green)

ANSWERS: 1) a) $\frac{12}{30} = \frac{2}{5}$ b) $\frac{9}{30} = \frac{3}{10}$ c) $\frac{15}{30} = \frac{1}{2}$ d) $\frac{0}{30} = 0$

FACTORS, MULTIPLES AND PRIMES

KEY WORDS

FACTOR: are numbers that will divide into an integer (a whole number) with *no remainder*.

MULTIPLE: The numbers in the times table.

PRIME NUMBERS: Numbers which have only two factors which are 1 and itself.

HIGHEST COMMON FACTOR: The highest factor which is common for both numbers.

LOWEST COMMON MULTIPLE: The smallest multiple which is common to both numbers.

PRODUCT OF PRIMES: Any positive integer can be written as a product of its prime factors.

KEY CONCEPT

FACTORS:

Q. What are the factors of 12? (*Find these in pairs*)

12

$$1 \times 12$$

$$2 \times 6$$

$$3 \times 4$$

Answer: Factors of 12 are **1, 2, 3, 4, 6, 12**

MULTIPLES: (times table)

Q. What are the 1st five multiples of 7
(Start with the number itself)

Ans: **7 – 7, 14, 21, 28, 35**

TIP

There is **only one even prime number** which is the **number 2**.

This can be used to help solve lots of problems.
If an integer has **only two (2) factors**, it is a **prime number**

EXAMPLES

Lowest Common Multiple (LCM)

Q. Find the LCM of 6 and 7:

6 – 6, 12, 18, 24, 30, 36, **42**, 48, 54,
7 – 7, 14, 21, 28, **35**, **42**, 49, 56, ...

Ans: **LCM = 42**

Highest Common Factor (HCF)

Q. Find the HCF of 18 and 24

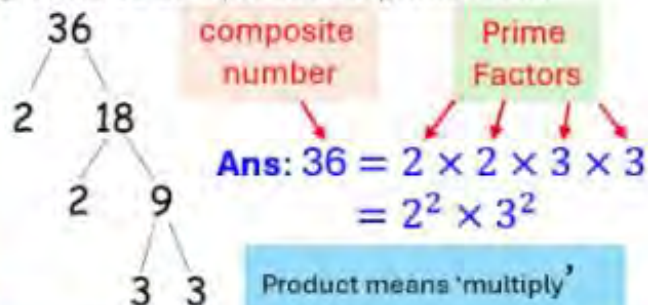
18 – 1, **2**, **3**, **6**, 9, 18

24 – 1, **2**, **3**, **4**, **6**, 8, 12, 24

Ans: **HCF = 6**

PRODUCT OF PRIMES

Q. Write 36 as a product of prime factor



Questions

- 1) List the first 5 multiples of: a) 7 b) 12 c) 50
- 2) List the factors of: a) 12 b) 15 c) 16
- 3) a) Find the LCM of 5 and 7 b) Find the HCF of 20 and 16
- 4) Write 72 as a product of prime factors

ANSWERS: 1) a) 7, 14, 21, 28, 35 b) 12, 24, 36, 48, 60 c) 50, 100, 150, 200, 250
2) a) 1, 2, 3, 4, 6, 12 b) 1, 3, 5, 15 c) 1, 2, 4, 8, 16
3) a) 35 b) 4 c) 20
4) $2^3 \times 3^2$

ROUNDING ...

ROUNDING TO..... 10, 100 & 1000

Remember to keep the place value of each number by insert zeros where applicable.

Look at the number which **represents the place value**, look to the **right**, if this digit is **5 or more**, the number **rounds up by 1**.

If the number is **4 or less** the number **stays the same**.

Q. Round 17 839 to the nearest 10, 100 & 1000

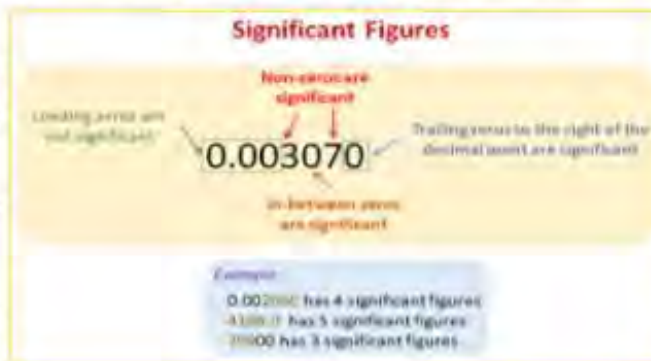
- (i) 17 8**3**9 to the nearest 10 is 17 840
- (ii) 17 **8**39 to the nearest 100 is 17 800
- (iii) **17** 839 to the nearest 1000 is 18 000

SIGNIFICANT FIGURES (s.f)

1. The first significant number is the first digit of a number which is not zero.

2. The 2nd, 3rd, digits follow immediately after the 1st, regardless of zeros.

3. When rounding numbers, the place value of each digit must be the same.



DECIMAL PLACES (d.p)

1. Identify the position of the decimal place to be rounded to. Eg. 2dp would be the 2nd digit after the decimal place.

2. Then look to the **right of this digit**, this is called the **decider**, this number now decides whether the decimal place is rounded or kept the same.

3. If the **decider** is **5 or more**, then **round the digit up**.

4. If the **decider** is **4 or less**, then **leave the digit as it is**.

Q. What is 7.45839 to 2 decimal places?

2 decimal places after the decimal point

$$7.45839 = 7.46$$

Last digit

decider

The **LAST DIGIT** rounds **UP** because the **DECIDER** is 5 or more

Questions

- 1) Write the value of each number **483,201.072** a) 7 b) 4 c) 8 d) 1
- 2) Write the following in significant figure: a) 8400 b) 3.51
- 3) Round **78348** to a) the nearest 10 b) the nearest 100 c) the nearest 1000
- 4) Write out an estimate for: $\frac{572 \times 213}{36}$ (**Round each number, then calculate**)

ANSWERS: 1) a) Seven tenths b) Four hundred thousand c) Eighty thousand

4) Write out an estimate for: $\frac{572 \times 213}{36} = 3000$

3) a) 78 350 b) 78 300 c) 78 000

2) a) 8000 b) 4

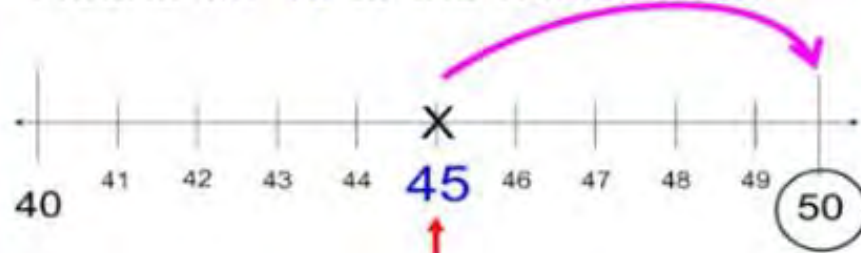
...ROUNDING

PLACE VALUE CHART

M	HTh	TTh	T	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	0	0	0	0	0	0	0	0	0
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

ROUNDING (EXAMPLES)

Rounding Numbers the Using Number Line
Round off 45 to the nearest ten



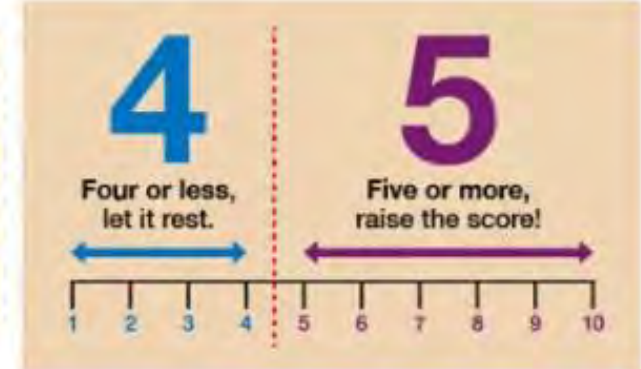
45 is halfway between
40 and 50.

45 is 50 when rounded off to the nearest
ten.

PLACE VALUE (examples)



ROUNDING



DECIMAL PLACES

Place Value	Ordinary Number	Decimal Fraction	Power of 10
Million	1 000 000	$\frac{1\,000\,000}{1}$	10^6
Hundred Thousands	100 000	$\frac{100\,000}{1}$	10^5
Ten Thousands	10 000	$\frac{10\,000}{1}$	10^4
Thousands	1 000	$\frac{1\,000}{1}$	10^3
Hundreds	100	$\frac{100}{1}$	10^2
Tens	10	$\frac{10}{1}$	10^1
Ones	1	$\frac{1}{1}$	10^0
Decimal Point .	•	•	•
Tenths	0.1	$\frac{1}{10}$	10^{-1}
Hundredths	0.01	$\frac{1}{100}$	10^{-2}
Thousandths	0.001	$\frac{1}{1\,000}$	10^{-3}
Ten Thousandths	0.000 1	$\frac{1}{10\,000}$	10^{-4}
Hundred Thousandths	0.000 01	$\frac{1}{100\,000}$	10^{-5}
Millionths	0.000 001	$\frac{1}{1\,000\,000}$	10^{-6}

CALCULATORS



Casio fx-83GT X

Display

Shift key

Alpha key

On key

All clear key

Delete key

**Basic
operation key**

**Last answer
key**

Number keys

TASK

Keys allowed:

a) How many different products can you make? **b)** Try it with a different set of four numbers. **c)** What do you notice? **d)** Can you find a set of numbers where all the products are a multiple of 5?

SHIFT - FACT

Use this to find the prime factors of a number.
Example - To find the prime factors of 360:

KEY SEQUENCE

360

$$=$$

0999

CALCULATOR SCREEN SHOWS

360

$$2^3 \times 3^2 \times 5$$

ENTERING MIXED NUMBERS

EXAMPLE: $1\frac{1}{2} - \frac{3}{4}$

ANSWER: Press



You should see three boxes on the screen

KEY SEQUENCE

$$1 \oplus 1 \oplus 2 \oplus \dots \oplus 3 \oplus 4 =$$


Key found
on cursor
control
button

CALCULATOR SCREEN SHOWS

$$1\frac{1}{2} - \frac{3}{4}$$

CANCELLING FRACTIONS

Q. Express the following in its simplest form: $\frac{18}{27}$

KEY SEQUENCE:

$$\boxed{\text{Printer}} \quad 18 \quad \text{Play} \quad 27 \quad = \quad \frac{2}{3}$$

PRACTICE QUESTIONS

Choose operations to go into each box to make these number sentences be true.

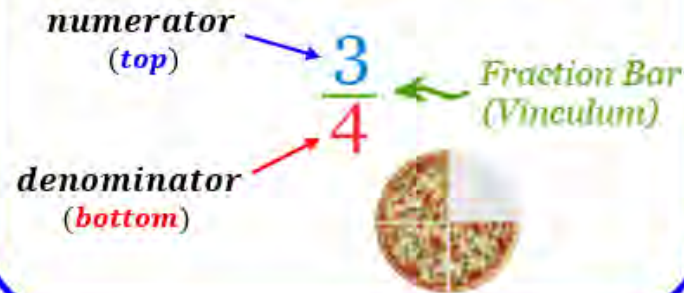
- 1) $6 \square 3 \square 7 = 16$
- 2) $6 \square 3 \square 7 = 27$
- 3) $6 \square 3 \square 7 = 9$

Put brackets in number sentences to make it true

- 1) $12 - 2 \times 5 = 50$
- 2) $12 - 8 - 5 = 9$
- 3) $10 \times 8 - 3 \times 5 = 250$

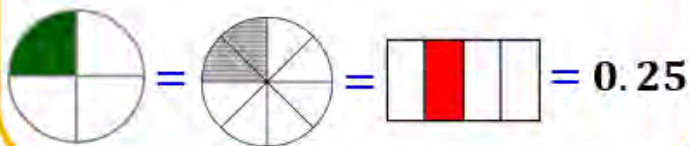
FRACTIONS - SIMPLIFYING

WHAT IS A FRACTION?



KEY CONCEPT

$$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}$$



TIP

- A larger denominator does not mean a larger fraction.
- To find equivalent fractions multiply/divide the numerator and denominator by the same number.

KEY WORDS

Fraction: A fraction is made up of a numerator (top) and a denominator (bottom).

Equivalence: Two fractions are equivalent if one is a multiple of the other.

Simplify: Cancel a fraction down to give the smallest numbers possible.

Vinculum: the horizontal line used to separate the numerator and denominator in a fraction, also called a "fraction bar".

Simplest form of a fraction: the smallest value the fraction can be whilst being equivalent.

Common Factor: numbers that divide exactly into 2 other numbers.

Improper Fractions: Fractions that are bigger than 1. Also called top heavy fractions.

SIMPLIFYING FRACTIONS

To simplify fractions, find highest common factor (HCF) of both numerator and denominator. Divide both numerator and denominator by that factor. This will give you the simplest form.

Q. Simplify $\frac{18}{30}$ in the simplest form.

To simplify a fraction, we divide both numerator and denominator by the same number

18 divided by 6 = 3
30 divided by 6 = 5

$$\frac{18}{30} \rightarrow \frac{3}{5}$$

SIMPLIFYING FRACTIONS

Simplify $\frac{9}{12}$

Divide by common factor 3

Factors of 9 are 1, 3, 9
Factors of 12 are 1, 2, 3, 4, 6, 12

$\frac{9}{12} = \frac{3}{4}$

Questions

- Simplify a) $\frac{42}{96}$ b) $\frac{64}{120}$
- Write as a decimal a) $\frac{2}{7}$
- Write as a fraction a) 0.48 b) 0.166 c) 0.308
- a) $\frac{3}{5}$ of 35 b) $\frac{2}{9}$ of 45 c) $\frac{5}{11}$ of 121

ANSWERS : 1) a) $\frac{7}{16}$ b) $\frac{8}{15}$ 2) a) 0.2857 b) $\frac{16}{83}$ c) $\frac{500}{77}$ 3) a) $\frac{12}{25}$ b) $\frac{16}{83}$ c) $\frac{500}{77}$ 4) a) 21 b) 10 c) 55

FRACTIONS – ADDITION & SUBTRACTION

PROPER FRACTIONS

SAME DENOMINATORS

$$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$$



We can use equivalent fractions to add fractions. To add or subtract fractions, the denominator should be the same.

DIFFERENT DENOMINATORS

Q. $\frac{2}{7} + \frac{3}{5}$

Find Common Multiples $\frac{1}{5}$

Multiples of 7 are 7, 14, 21, 28, **35**, 42

Multiples of 5 are 5, 10, 15, 20, 25, **35**, 40

$$\begin{aligned} \frac{2}{7} \times \frac{5}{5} + \frac{3}{5} \times \frac{7}{7} \\ = \frac{10}{35} + \frac{21}{35} = \frac{31}{35} \end{aligned}$$

MIXED FRACTIONS

$$2\frac{2}{5} + 1\frac{3}{10}$$

$$2\frac{1}{2} - 1\frac{1}{4}$$

Convert mixed fractions to improper fractions

$$2\frac{2}{5} = \frac{12}{5} \quad 1\frac{3}{10} = \frac{13}{10}$$

$$2\frac{1}{2} = \frac{5}{2} \quad 1\frac{1}{4} = \frac{5}{4}$$

Different denominators – common multiples

$$\frac{12 \times 2}{5 \times 2} + \frac{13}{10}$$

$$\frac{24}{10} + \frac{13}{10} = \frac{37}{10}$$

$$= 3\frac{7}{10}$$

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

$$\frac{10}{4} - \frac{5}{4} = \frac{5}{4}$$

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

FIND FRACTION OF GIVEN AMOUNT

Q. Find $\frac{3}{5}$ of 60

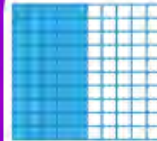
1) Divide the amount by the denominator

$$60 \div 5 = 12$$

2) Multiply the result by the numerator

$$12 \times 3 = 36$$

EQUIVALENT FRACTIONS



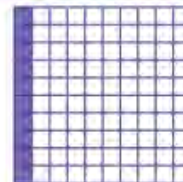
$$\frac{50}{100} = \frac{1}{2}$$



$$\frac{25}{100} = \frac{1}{4}$$



$$\frac{75}{100} = \frac{3}{4}$$



$$\frac{10}{100} = \frac{1}{10}$$



$$\frac{20}{100} = \frac{2}{10}$$

Questions

Peter has 5 pieces of string. Each piece of string is m long. How much string does she have altogether?

2) $\frac{1}{3} + \frac{2}{3} =$ 2b) $\frac{1}{3} + \frac{5}{6} =$ 2c) Find $\frac{5}{6}$ of 90

Websites

(HOMEWORK) <https://vle.mathswatch.co.uk/vle/>
<https://mmerevise.co.uk/ks3-revision/ks3-maths>
<https://www.bbc.co.uk/bitesize>

ANSWERS : 1) $1\frac{1}{2}m$ 2a) $\frac{2}{3}$ 2b) $\frac{7}{6}$ 2c) 75

Elements of Music

Year 7 – Topic 1

RHYTHM – The pattern of long and short beats

TEXTURE – How the layers of music fit together

TEMPO – The speed or pace of music

DYNAMICS – Loud or Soft

PITCH – How high or low a note is

TIMBRE – A description of the sounds or instruments being used

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



Semibreve – 4 Beats

Minim – 2 Beats

Crotchet – 1 Beat

Quaver – $\frac{1}{2}$ Beat

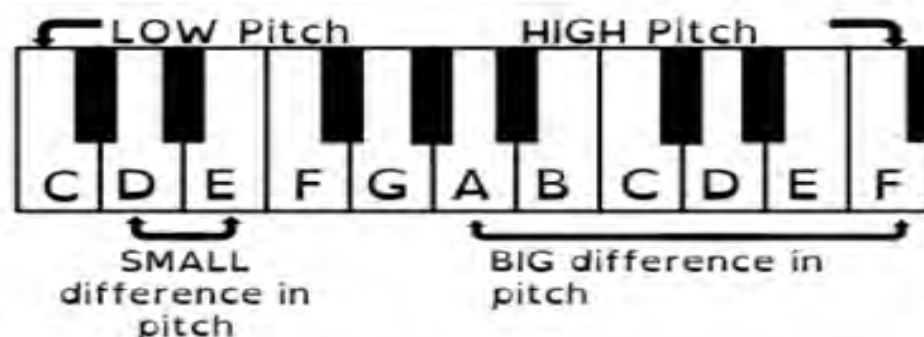
Semiquaver – $\frac{1}{4}$ Beat

Strings
EG - Violin

Woodwind
EG - Clarinet

Brass
EG - Trumpet

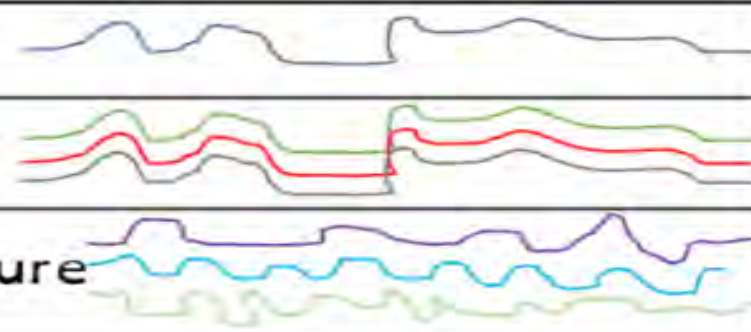
Percussion
EG - Drums



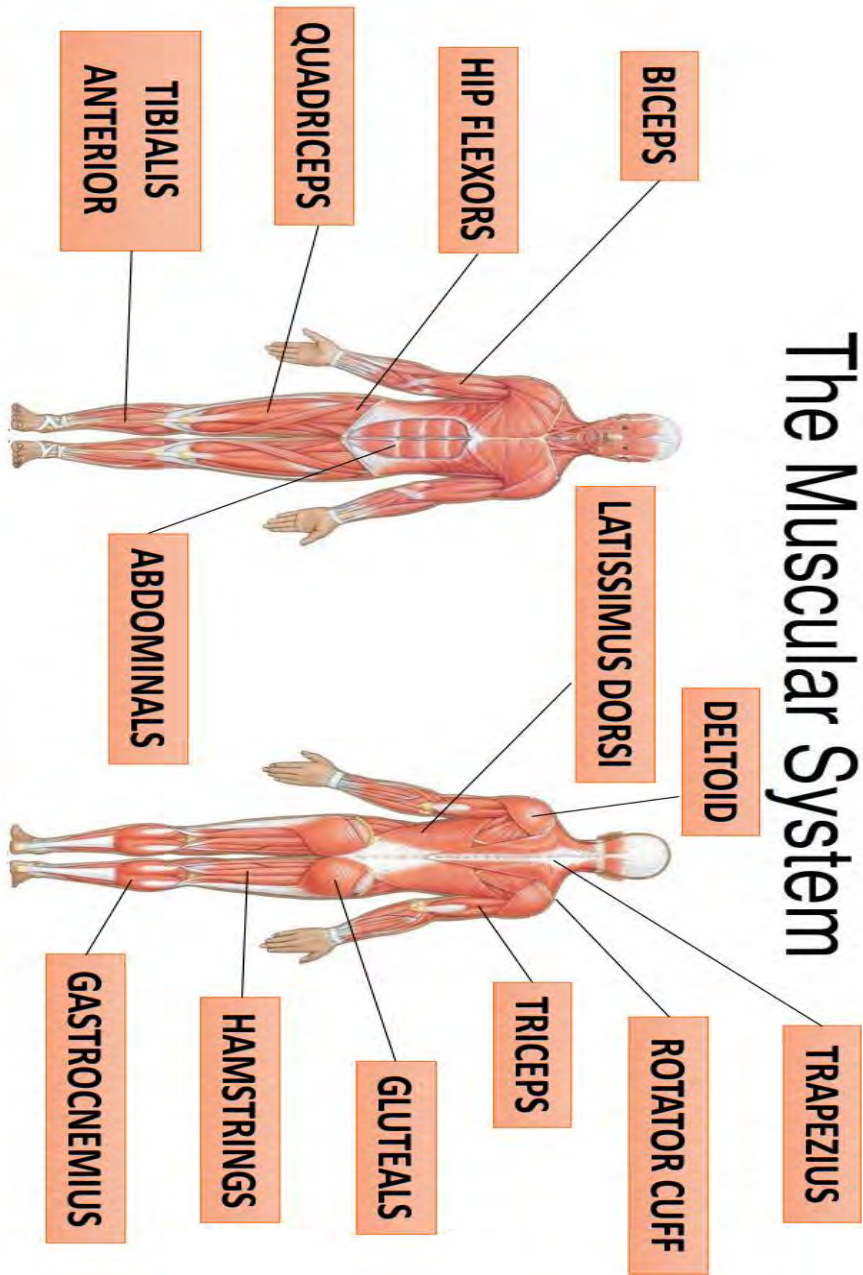
Thin Texture
(Monophonic)

Thick Texture
(Homophonic)

Complex Texture
(Polyphonic)



The Muscular System



You also need to know how to demonstrate a stretch for the following muscles:

- Biceps, triceps, hamstrings, quadriceps

COMPONENTS OF A WARM UP

Component	Definition	Example
Pulse raiser	Any activity that raises heart rate	Jogging
Dynamic stretching	A form of stretching whilst moving and therefore not holding a stretch	Lunges, heel flicks
Static stretching	Holding a stretch still (isometric contraction)	Step one foot in front, lift toes; hamstring stretch
Skill rehearsal	Rehearsing common movement patterns and skills which will be used in the activity	Dribbling drills in football Passing drills in netball

You also need to know ...

Cool down	An activity of lower intensity which encourages heart rate to return to a normal rate.	Walking
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Stories of the prophets Knowledge Organiser



NEED TO KNOW WORDS

Abrahamic Faiths	Religions that trace their beliefs back to the prophet Abraham: Judaism, Christianity and Islam
Commandment	An instruction from God
Covenant	An agreement or promise
Creation Ex Nihilo	Means 'created from nothing' – used in Genesis to describe how God creates everything.
Exodus	a mass departure of people
Genesis	Meaning 'the origin' or 'beginning'
Monotheist	Believing in one God
Prophet	A messenger chosen by God to deliver God's word
Prophecy	A message from God
Torah	The holy book revealed to Moses

What is the Torah?

The Torah is a collection of writings that form the central religious text of Judaism. It consists of the first five books of the Hebrew Bible, also known as the Old Testament of the Christian Bible. The two books are Genesis and Exodus.

Genesis 1

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

Genesis 2-3: The Fall (Adam and Eve)

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

Importance of the Torah

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

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

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

Some Jewish people think God's name is so holy to write down, so they write G-d instead.



We all believe in one God. We all believe God revealed Himself through the prophet Abraham (Ibrahim). That's why our religions are called the **Abrahamic faiths**.

1001 Free Downloads

The 10 Commandments

- | | |
|--|-------------------------------------|
| 1. Have no other gods | 6. Do not kill |
| 2. Make no false images of G-d | 7. Be faithful to your husband/wife |
| 3. Do not use G-d's name disrespectfully | 8. Do not steal |
| 4. Remember the Sabbath | 9. Do not lie |
| 5. Honour your mother and father | 10. Be happy with what you have. |



Stories of the prophets Knowledge Organiser



Noah's Ark (Genesis 6-9)

According to the story, God saw that the wickedness of mankind had become great and decided to flood the earth to cleanse it of sin.

God instructed Noah, a righteous man, to build an ark and gather two of every kind of animal, along with his family, onto the ark. Noah obeyed God and spent many years building the ark, as instructed.

When the flood came, the ark floated on the water for 40 days and 40 nights. All life on earth outside the ark perished in the flood, but Noah and his family and the animals on the ark were saved.

After the floodwaters receded, Noah and his family emerged from the ark and offered sacrifices to God in gratitude for their safety. God then made a covenant with Noah, promising never to flood the earth again and using a rainbow as a sign of this covenant.

The story of Noah's Ark teaches the importance of obedience to God and the consequences of sin, as well as God's mercy and faithfulness to those who trust in Him.

Abraham (Genesis 12-17) – founder of the faithful

One day, God called Abram to leave his homeland and go to a new land that God would show him. Abram obeyed God and journeyed with his wife Sarai (later renamed Sarah) and his nephew Lot to the land of Canaan.

God promised to make Abram's descendants into a great nation and to bless all the nations of the earth through him. However, Abram and Sarai were unable to have children, so Sarai suggested that Abram have a child with her servant Hagar.

This caused problems, as Hagar and her son Ishmael were eventually cast out of Abram's household. However, God remained faithful to His promise and eventually blessed Abraham and Sarah with a son named Isaac.

Abraham's faith was tested when God asked him to sacrifice Isaac as a burnt offering, but at the last moment, God provided a ram to be sacrificed instead. Through his obedience and faith, Abraham became known as the father of the Jewish people and a model of faith for all believers.

The story of Abraham teaches the importance of faith and obedience to God, as well as the blessings that come from trusting in God's promises.

Moses' Exodus

Moses was born to Hebrew slaves in Egypt but was adopted by Pharaoh's daughter and raised as an Egyptian prince.

As a grown man, Moses saw an Egyptian taskmaster mistreating a Hebrew slave and killed him. He then fled to the wilderness and lived as a shepherd for many years.

One day, God spoke to Moses from a burning bush and told him to go back to Egypt to free the Hebrew slaves. With the help of his brother Aaron, Moses confronted Pharaoh and demanded that he let the Hebrews go.

Pharaoh refused, and God sent ten plagues upon Egypt, including the death of the firstborn, until Pharaoh finally relented and let the Hebrews go. Moses then led the Hebrews out of Egypt and through the Red Sea, which God parted to allow them to cross.

In the wilderness, God gave Moses the Ten Commandments and many other laws to guide the Hebrews' behaviour. After many years, Moses died on a mountain overlooking the Promised Land, which God had promised to the Hebrews as their home.

The story of Moses teaches the importance of faith and obedience to God, as well as God's power to deliver and provide for His people.

Year 7 – Term 1 - Science Knowledge Organiser The Particle model

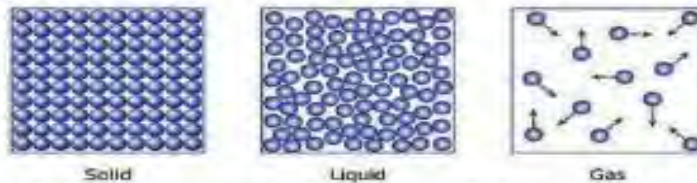
Revision guide Pgs: 31-33 (+34 higher)

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

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

Particle Theory

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

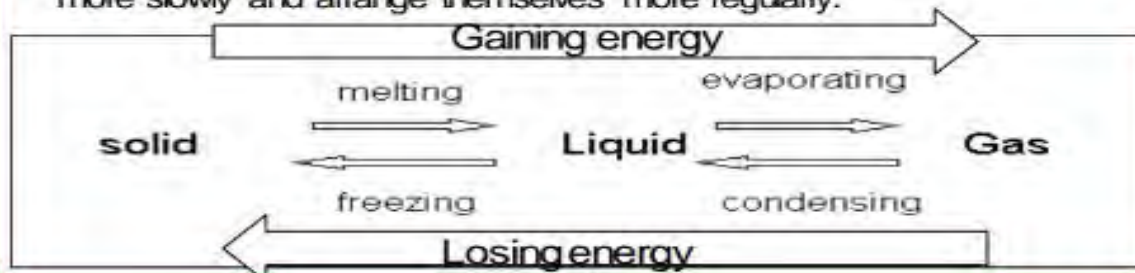


- In **solids**, particles are arranged in a **regular pattern** and they can only **vibrate** in a fixed position. Particles are held together by strong bonds.
- In **liquids**, particles are **arranged randomly** but are **still touching** each other. Particles can slide past each other and move around.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

Changes of State

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

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



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

Properties of Solids, Liquids and Gases

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

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

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

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

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

Year 7 Term 1 Science Knowledge Organiser Pure and impure substances

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

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

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

Pure Substances

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

Impure Substances

Impure materials are mixtures of different types of particle.

Pure Substances



Impure Substances



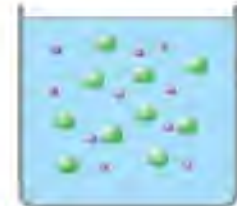
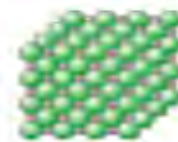
Key Terms	Definitions
Pure	A material that is composed of only one type of particle i.e. elements or compounds
Impure	A material that is composed of more than one type of particle i.e. mixtures
Evaporation	A change of state involving a liquid changing to a gas
Distillation	A process for separating the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

Solutions

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

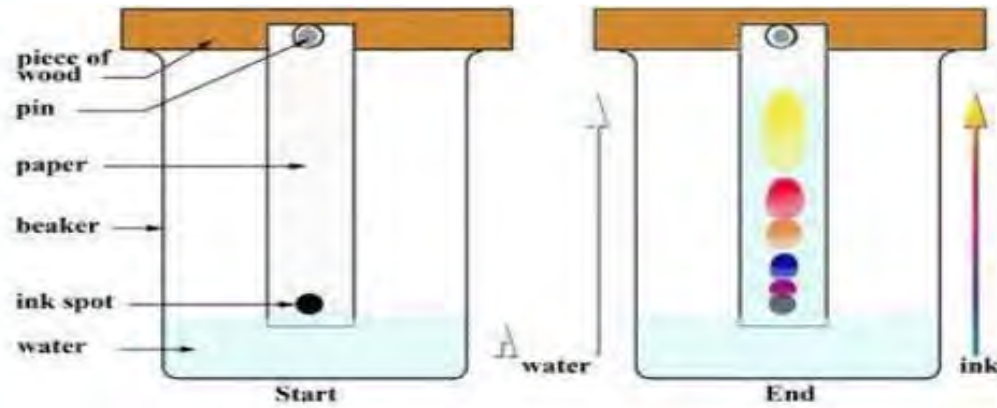
Dissolving

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



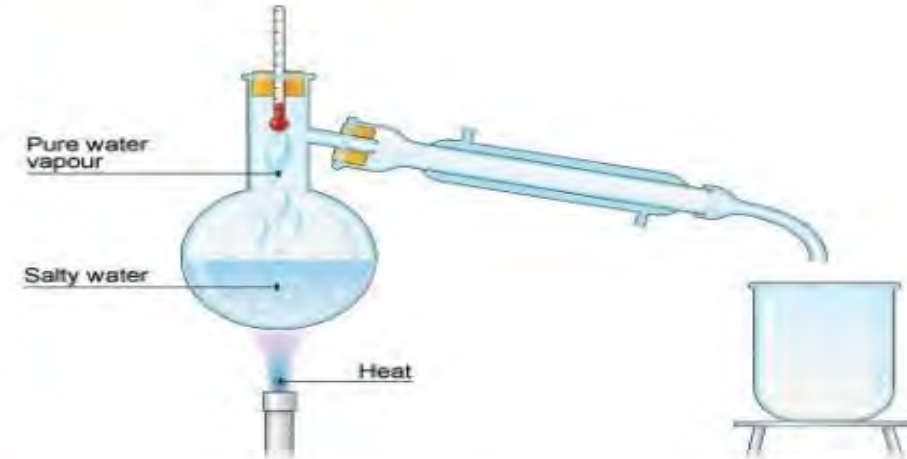
Chromatography

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



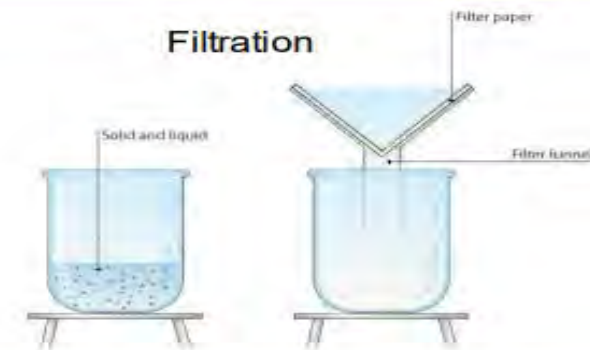
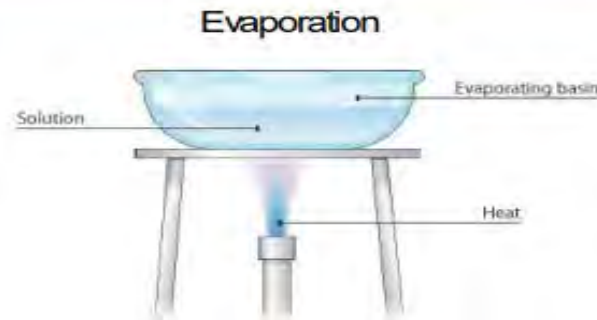
Distillation

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



Other techniques for separating mixtures

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

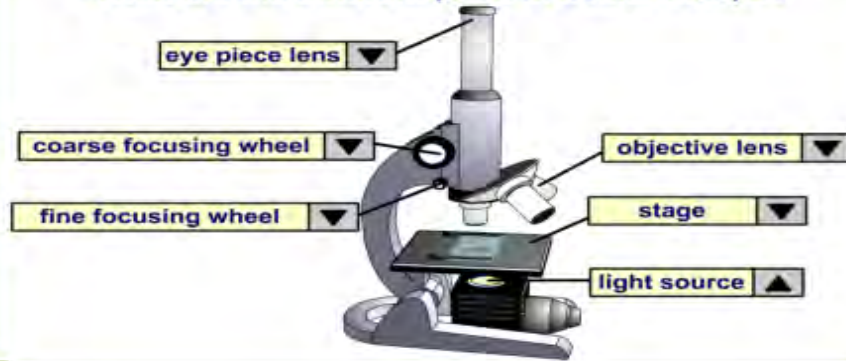


Year 7 Term 1 Biology Knowledge Organiser Cells

Revision guide Pgs: 1-3

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

What are the different parts of a microscope?



Using a microscope

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

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

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

Magnification

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

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

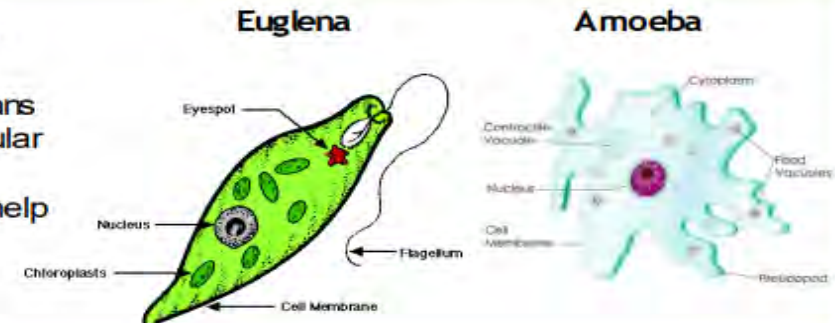
Preparing a microscopeslide

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

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

Unicellular Organisms

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



Year 7 Biology Knowledge Organiser Cells

Revision guide Pgs: 1-3

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

Cells

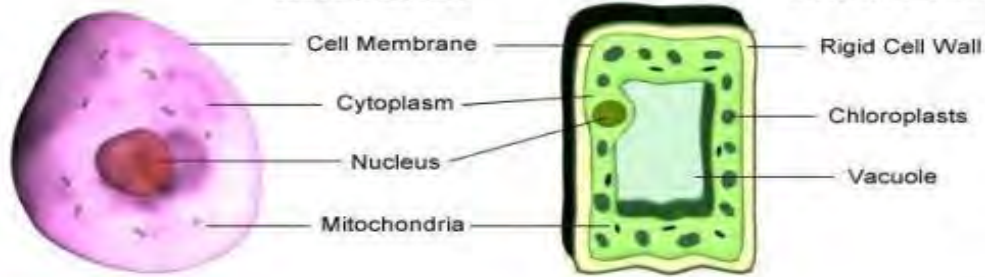
Cells are the building blocks of all living organisms

Animal Cell

Plant Cell

Plant and Animal Cells share these common features

Plant Cells contain these extra features

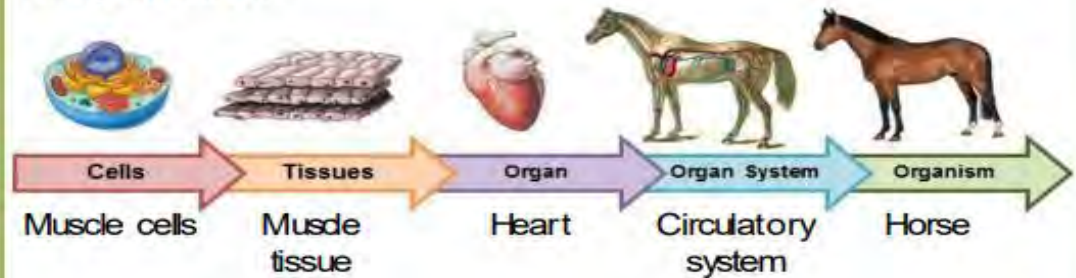


Plant and animal cells
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Key Terms	Definition
Cell wall	Made of cellulose, which supports the cell
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Nucleus	Contains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

Hierarchical Organisation

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



Specialised cells

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

	Type of cell	Function	Special features
Animal cells	Red blood cells	To carry oxygen	- Large surface area, for oxygen to pass through - Contains haemoglobin, which joins with oxygen - Contains no nucleus
	Nerve cells	To carry nerve impulses to different parts of the body	- Long - Connections at each end - Can carry electrical signals
	Male reproductive cell (sperm cell)	To reach female cell, and join with it	- Long tail for swimming - Head for getting into the female cell
Plant cells	Root hair cell	To absorb water and minerals	Large surface area
	Leaf cell	To absorb sunlight for photosynthesis	- Large surface area - Lots of chloroplasts

¿Qué tal? How are you?

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

¿Quién hay en tu familia? Who is in your family?

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

7.1 Languages and me! SPANISH



Cabot
Learning
Federation

¿Qué hay en tu mochila/tu estuche? What's in your bag/your pencil case?

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

¿De qué color es? What colour is it?

Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa? Do you have a pet?

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

Los numeros	Numbers
0 cero	16 dieciséis
1 uno	17 diecisiete
2 dos	18 dieciocho
3 tres	19 diecinueve
4 cuatro	20 veinte
5 cinco	21 veintiuno
6 seis	22 veintidós
7 siete	23 veintitres
8 ocho	24 veinticuatro
9 nueve	25 veinticinco
10 diez	26 veintiseis
11 once	27 veintisiete
12 doce	28 veintiocho
13 trece	29 veintinueve
14 catorce	30 treinta
15 quince	31 treinta y uno
	40 cuarenta
	50 cincuenta



7.1 Languages and me! SPANISH

Los días	Days
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

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

Cortesía	Politeness
Hola	Hello
Hasta luego	See you later
Adiós	Goodbye
Hasta pronto	See you soon
Gracias	Thank you
Por favor	Please
De nada	You're welcome
Lo siento	Sorry
No sé	I don't know
Puedo...	Can I...?
usar	Borrow
ir	Go
tener	Have
salir	Go out



Languages and me! Year 7 ARE 1

Knowledge Organiser

My belongings – Cognates. Gender; masculine and feminine nouns. Plurals. Use of 'tener'.



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

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

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

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

Pronouns

Tener – to have

yo (I)

tengo – I have

tú (you)

tienes – You have

él (he), **ella** (she)

tiene - He has/she has

Nosotros/nosotras (we)

tenemos – we have

Vosotros/vosotras (you) (pl)

tenéis – you have (pl)

ellos/ellas (they)

tienen– they have

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

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

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

	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas

The Six R's



RETHINK REFUSE REPAIR



REDUCE REUSE RECYCLE

Natural Fibres- These come from plants or animals. Examples include Wool, Cotton.

Synthetic Fibres- These come from chemical substances. Examples include Polyester, Lycra

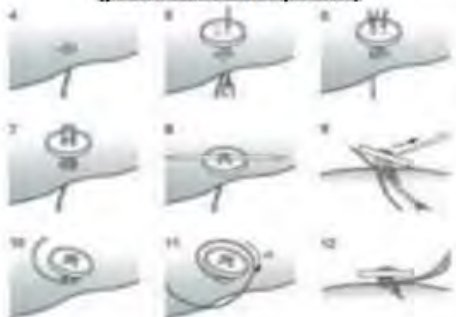
Year 7 Textiles Knowledge Organiser



Health & Safety rules

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

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



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

Textiles Hierarchy of Key words

Tier 3
'Academic' keywords.

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

Tier 2
Valuable keywords used in most lessons every lesson.

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

Tier 1
Basic keywords used in almost every lesson.

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

Use these in your writing and speaking

Use connectives to link each paragraph!	Explain an idea: - Although - Except - Unless - However - Therefore	Sequencing: - Firstly - Secondly - Next - Finally - Since
Adding to: - Furthermore - Also - As well as - Moreover	Cause and effect: - Thus - So - Therefore - Consequently	Contrasting: - Whereas - Instead of - Alternatively - Otherwise - Then again
To empathise: - Above all - Ultimately - Especially - Significantly	To compare: - Likewise - Equally - In the same way - Similarly	Give examples: - Such as - For example - In the case of - As revealed by - For instance

Sentence starter phrases

Most people would agree...
Only a fool would think...
We all know...
A sensible idea would be...
The fact is that...
Surely you would agree that...
Without a doubt...
I am certain that...
Some people might argue...
However...
Also...

DESCRIBE



I believe that...
I think that...
The main idea is...

EXPLAIN



This means that...
Therefore...
This maybe because...

JUSTIFY



This is positive because...
This is negative because...
It is useful/not useful because...

ANALYSE



One strength is...
One weakness is...
One argument is...

EVALUATE

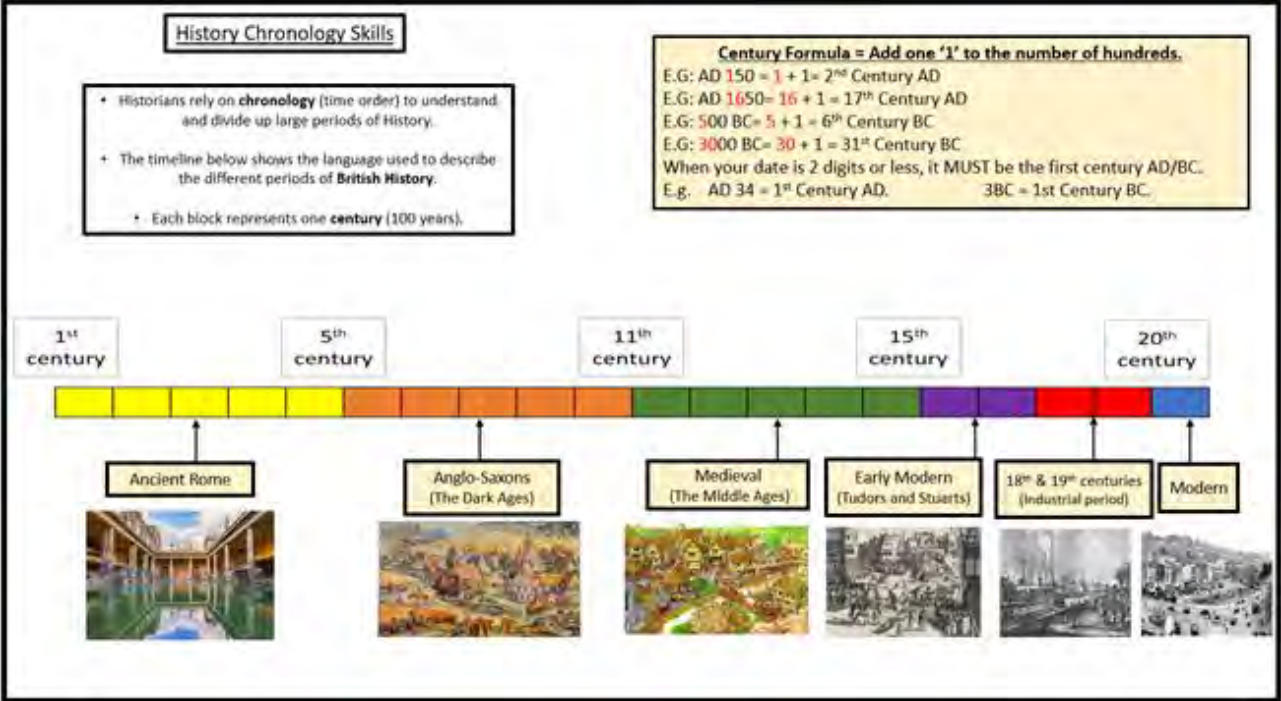


One advantage is...
One disadvantage is...
The best option is...

COMPARE AND CONTRAST



One similarity is...
One difference is...
On the other hand...



Use these in your writing and speaking in DT



Design and Technology Keywords

Food and Nutrition	Design and Technology	Textiles
Caramelisation	Carbon footprint	Plain seam
Aeration Amino acids	Planned Obsolescence	analyse sustainable
Plasticity Shortening	Iterative Design Tolerance	embellishment
Denaturation	Technology Push	Woven/ bonded/ knitted
Coagulation	Anthropometrics	Free machine function
Gelatinisation	Consumer Social Footprint	embroidery develop
Emulsification	Ergonomics Forming Processes	
Pasteurisation		
Unsaturated Protein	Aesthetics Target Market	Complementary colours
Radiation Saturated	Properties Deciduous	contrast environment
Carbohydrates	Automation Coniferous	fastening
Conduction	Functionality	compare embroidery
Deficiency	Primary Source Sustainability	iron equipment
Digest Convection	Continuous Improvement	context appliqué
Cross-contamination		effect improve
Micro-organisms		
Flavour Claw grip	Cost Customer	colour design shape
Texture Aroma	Materials Annotation	machine
Nutrients	Product	pattern line Texture
Energy	Safety Environment	theme tone
Appearance Bridge hold	Design Prototype	thread Fabric sew
Mix Smell	User	



Sentence Starters - DT

I have designed...because
My project was about...
I found... during my research
My design is suitable for...
I have learnt how to...
The most enjoyable part of my project was....
The area I found the most challenging was...
Equipment I have used include...
I would improve my work by...
I am pleased with my finished product because...



Sentence Starters- Food and Nutrition

In order to work hygienically/safely I made sure I
I worked safely when in the kitchen by...
If I could improve any skill, I would improve...because...
Overall, I am happy/unhappy with my progress/dish because....
The texture of my dish is... this is because...

Sentence starters- Textiles

I have designed....
The context of my design is...
My research is useful because...
By researching, I am able to.....
By researching I have found out....
I researched into....
My design is suitable for.....
My design is based upon...
I have planned to..
The order I will work in is...
The most enjoyable part of m project was...
The area I found most challenging was...
I am most pleased with...
I am pleased with my finished project because...
Equipment I used was...

The periodic table of the elements

1	2											3	4	5	6	7	0	
Key relative atomic mass atomic symbol name atomic (proton) number																	1 H hydrogen 1	4 He helium 2
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10	
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18	
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36	
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54	
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86	

* The elements with atomic numbers from 58 to 71 are omitted from this part of the periodic table.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.





Subject websites

These websites will help you with homework, reading around the subject and revision

English

<https://www.sparknotes.com/> - *Macbeth, A Christmas Carol, An Inspector Calls*

<https://app.senecalearning.com/> - *Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry*

<https://www.bbc.com/bitesize> - *Macbeth, A Christmas Carol, An Inspector Calls*

Maths

<https://corbettmaths.com/>

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

<https://www.mathspad.co.uk/>

Science:

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

<https://www.senecalearning.com/>

<https://www.memrise.com/>

Geography

Time for Geography - videos (mainly focused on physical processes)

Bitesize

Cool Geography

History

Seneca Learning

BBC bitesize - use Edexcel resources for GCSE.

Art Websites

<https://www.tate.org.uk/>

<https://www.bbc.co.uk/bitesize/subjects/z6f3cdm>

<https://www.incredibleart.org/>

Computer Science and IT.

www.mrahmedcomputing.co.uk

Drama

<https://youtu.be/VeTpob9LBM8>

<https://youtu.be/wlSEU13mRBE>

<https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1>

DT:

<http://www.mr-dt.com/>

<http://technologystudent.com/>

<https://www.senecalearning.com/>

PE

<https://www.bbc.com/bitesize/examspecs/ztrcg82>

<https://sites.google.com/view/ocrgcseperevision/home>

RS

KS3 <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor time					
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lesson 4					
Lunch					
Lesson 5					
Lesson 6					