



**BRISTOL
METROPOLITAN
ACADEMY**

Monday 4th November	Week A
Monday 11th November	Week B
Monday 18th November	Week A
Monday 25th November	Week B
Monday 2nd December	Week A
Monday 9th December	Week B
Monday 16th December	Week A

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 2024-25 Year 7 – Term 2

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

Contents

How to...

Art

Computing

Drama

DT

English

Food

French XX

Geography

German

History

Maths

Music

PE

RS

Science

Spanish

Textiles

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 2 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 2, 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.

Subject: Food Tuesday 25th June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intinsic sugars	
Polysaccharides	

Subject: English Topic: Macbeth

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

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

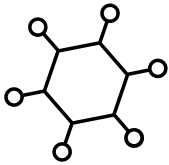
Home Learning Strategies to help you revise

Brain Dump



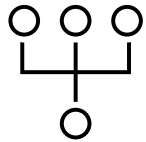
Write down everything you know about a certain topic on a page. Use your KO to add extra notes in a different colour.

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



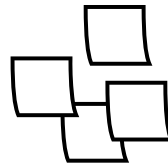
Learn the key words associated with a topic and commit the word and spelling to memory. Test yourself or ask someone else to test you.

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

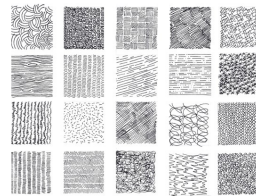
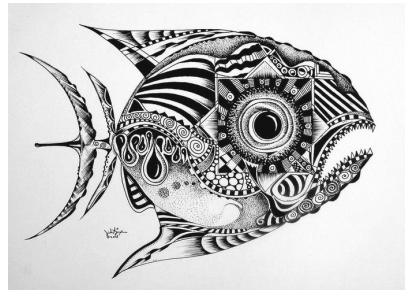
Knowledge—learn about different styles of drawing

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

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.



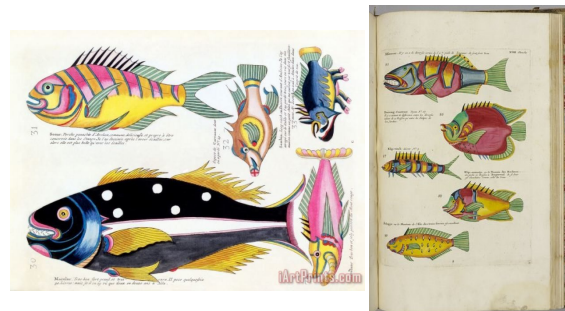
Louis Renard's 'Book of Fantastical Fish' was first published in 1719. This was the first known book of colourful fish illustrations.

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.

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.



Year 7 - Hardware

Hardware

Any physical component of a computer system.

Internal Hardware: Found inside the computer

External Hardware: Found outside the computer

Peripheral Device

Addition hardware connected externally.

Input Device

Hardware used to put data into a system.



Output Device

Hardware used to present data to a user.



Embedded System

A computer inside of a larger system

Example: Microwave, Dishwasher, Fridge

RAM

Primary Memory - Memory accessed directly by the CPU

Volatile memory (lost when the power is off) used to store data in current use. The CPU fetches data from the RAM.



Storage Devices

Secondary Storage - Long term data store.

Non - Volatile memory (stays when off)

Magnetic - Data on magnetic disks

- + Relatively cheap
- Can be damaged easily

Solid State - Data on ROM chips

- + Fast, shockproof, energy usage
- Expensive

Optical - Data on disks, read by laser

- + Cheap and portable
- Easily damaged

CPU

CPU is a component that processes data

The processor works by using the "Fetch Decode Execute Cycle".

- Instructions are fetched from memory.
- Instructions are then decoded to find out what processing needs to be done.
- Instructions are the executed.





Yr 7 BMA Drama Knowledge Organiser

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



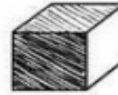
It's better to use materials from **renewable resources** — ones that are replaced naturally as fast as we use them up. For example, pine from well-managed plantations is quite a sustainable choice. (But if the timber has to be transported a long way that'll probably use up a lot of fossil fuels.) Natural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

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



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

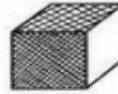
Hatching



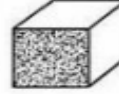
Blending



Crosshatching



Stippling



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



Evaluation

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

Evaluation can take a variety of forms:

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

Remember to always suggest improvements when evaluating!

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.



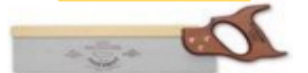
File



Coping Saw



Tri-Square



Tenon Saw



Bench Hook



Pillar Drill



Vertical Sander

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 existi

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?

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.



Some Places More Than Others

Term 1 & 2 Knowledge Organiser

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.
Amara's Dad	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.
Sisters	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.

Vocabulary:

Prejudice - Judging someone based on a certain characteristic
 Resistance - The refusal to accept something you disagree with
 Oppression - putting someone into hardship / difficulty
 Civil Rights – social movement to remove racism in the 1950s USA

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.

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.



Some Places More Than Others

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

Term 2 Knowledge Organiser

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

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**.

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.

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 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

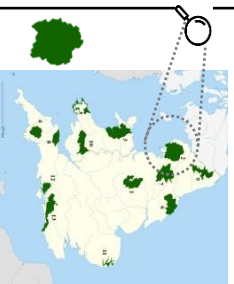
Makes up 5 main food groups.
Is suitable for most people over 2 years of age.
Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
Shows proportions representative of food eaten over a day or more.

Why is the Lake District a unique environment in the UK?

Key Words

Distinctive	A characteristic of a place that makes it different to others or in some way unique
Mountainous	An area with a lot of mountains – raised, high areas of the earth's surface
Glaciation	A process where ice builds up and covers land, during a cold period
Ice sheet	A thick layer of ice that covers a large area of land
U Shaped valley	A large valley carved by a glacier creating a U shape
Freeze-thaw weathering	Water continually freezes in cracks in rock, making them bigger and eventually breaking the rock apart
Cornie	A round hollow made in the side of a mountain by a glacier
Tarn	A small mountain lake
Tourism	The industry providing transport, leisure and facilities for people on holiday
Mining	The industry which extracts rocks and minerals out of the ground
Agriculture	The industry which produces crops and animals for sale for food and other products

Location



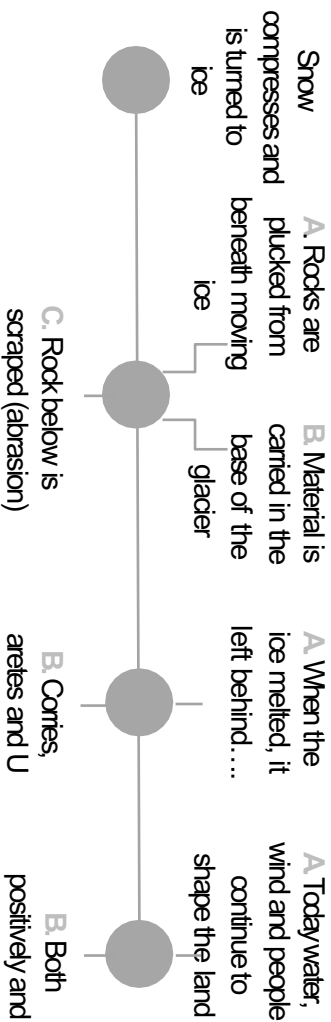
The Lake District National Park is in the county of Cumbria in the north west of England.

The M6 motorway goes around the eastern edge of the Lake District. Most people arrive by car, or get the train to towns such as Keswick or Windermere.

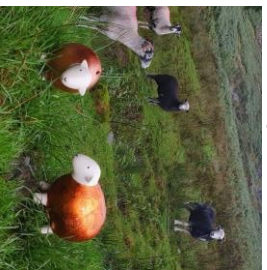
The Lake District is a mainly rural area, with only a few towns. Its nearest major cities include Carlisle, Manchester and Leeds, with smaller ones like Blackburn and Preston also nearby.

Landscape

The Lake District's landscape was shaped by glaciers during the last ice age. The sequence to the right shows how this has happened



Industry



The Lake District's landscape has been altered and impacted by humans since the last ice age

A number of rocks and minerals exist beneath the surface, such as slate and copper. Mining for raw materials like these once provided an income and the industrial buildings can still be seen today

Agriculture, specifically sheep farming, continues today. Once the main form of industry it has declined but remains an important influence over the landscape

Tourism is the main form of income to the area today and employs the most local people – but it comes with opportunities and challenges

Tourism

Tourism brings both opportunities and challenges to the Lake District

Opportunities are the benefits or positives, these include; providing more jobs for the people that live in the Lake District and money from tourism is used to improve the area.

Challenges are the difficulties or negatives of tourism, these include; more pollution and litter and high numbers of tourists can damage the environment

Wie gehts?	How are you?
Guten Tag	Hello
Hallo	Hi
Wie heißt du?	What's your name?
Ich heiße...	My name is...
Wie schreibt man das ?	How is it spelt?
Man schreibt...	It's spelt...
😊 Gut, danke. Und dir?	Fine, thanks. And you?
😞 Nicht schlecht	Not bad.
😞 Nicht so gut	Not so good.
Auf Wiedersehen/Tschüs	Goodbye/Bye
Bis bald	See you soon.
Bis später	See you later.
Wie alt bist du?	How old are you?
Ich bin... Jahre alt	I'm.....years old.
Wann ist dein Geburtstag?	When is your birthday?
👥 Mein Geburtstag ist am ...	My birthday is the....

Wer ist in deiner Familie?	Who is in your family?
Meine Mutter	My mum
Mein Vater	My dad
Meine Stiefmutter	My step-mum
Mein Stiefvater	My step-dad
Meine Eltern	My parents
Mein Bruder	My brother
Meine Schwester	My sister
Mein Halbbruder	My half -brother
Meine Stiefschwester	My step-sister
Ich bin Einzelkind	I am an only child
Mein Onkel	My uncle
Meine Tante	My auntie
Mein Cousin	My cousin (male)
Meine Cousine	My cousin (female)
Mein Opa/Großvater	My grandfather
Meine Oma/ Großmutter	My grandmother
Meine Großeltern	My grandparents

7.1 Languages and me! German



Was hast du in deiner Schultasche / deinem Etui?	What do you have in your bag/your pencil case?
Was ist das?	What is it?
Es ist..	It is...
Es gibt...	There is...
Es gibt keinen/keine/kein...	There isn't...
Ich habe...	I have...
Ich habe keinen/keine/kein...	I don't have....
📖 ein Heft	An exercise book
📚 ein Buch	A book
🖋️ einen Kuli	A pen
✎️ einen Bleistift	A pencil
📱 ein Handy	A mobile phone
📁 ein Etui	A pencil case
✂️ einen Bleistiftspitzer	A sharpener
📌 einen Klebstift	A glue stick
🎒 eine Schultasche	A school bag
📅 einen Planer	A planner
📝 einen Radiergummi	A rubber
📱 ein Tablet	A tablet
📏 ein Lineal	A ruler
🧮 einen Taschenrechner	A calculator
🖋️ die Filzstifte	Some felt tips
✂️ die Schere	A pair of scissors

Welche Farbe ist das?	What colour is it?
blau	Blue
weiß	White
rot	Red
grün	Green
orange	Orange
gelb	Yellow
braun	Brown
schwarz	Black
rosa	Pink
lila	Purple
grau	Grey
hell	Light
dunkel	Dark
gestreift	Striped
bunt	Multi-coloured

Hast du Haustiere?	Do you have pets?
🐕 einen Hund	A dog
🐈 eine Katze	A cat
🐷 ein Meerschweinchen	A guinea-pig
🐹 einen Hamster	A hamster
🐰 ein Kaninchen	A rabbit
🐦 einen Vögel	A bird
🐎 ein Pferd	A horse
🦎 eine Eidechse	A lizard
🐟 einen Fisch	A fish
🐭 eine Maus	A mouse
🐢 eine Schildkröte	A tortoise
🕸️ eine Spinne	A spider
🐍 eine Schlange	A snake
❌ Ich habe keine Haustiere	I don't have any pets

7.2 People around me German Vocab List

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

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

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

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

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

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

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

People around me! 7.2 Knowledge

Organiser

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



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

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

Examples :

Mein Vater = my dad

Meine Mutter = my mum

Meine Eltern = my parents

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

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)

Superlative

You add an ‘-ste’ to the adjective, sometimes ‘-este’ to make it easier to say. Fred ist der

Kleinste = Fred is the smallest. Ellie ist die Lauteste

Comparing Things

Joe ist älter **als** Fred = Joe is older **than** Fred

Joe ist **weniger** alt **als** Fred = Joe is **less** old **than** Fred

Joe ist **so** alt **wie** Fred = Joe is **as** old **as** Fred

Joe ist **genauso** alt **wie** Fred = Joe is **just as** old **as** Fred

Adjective agreement.

Remember adjectives must agree with the noun. Normally you would add an ‘e’ to the adjective to make the plural **but if the adjective comes after the noun it doesn’t agree.**

Ich habe lange Haare = I have long hair

Er hat braune Augen = He has brown eyes

But.....

Er ist klein = he is small

Sie ist faul = she is lazy

Mein Name ist/ich heiße - My name is / I am called

Sie heißt - she is called

Er heißt – he is called

Sie heißen – they are called

Context

Life in the Middle Ages 1066-1450

Following the Norman Invasion in 1066 we are studying what it was like to live in Medieval Britain. Exploring what life was like in towns and villages and who were the Medieval people? We will also be considering the question how do we know what happened in the past?

Key Terms

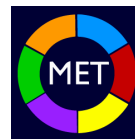
1	charter	A list of rights, responsibilities and freedoms.
2	Domesday Book	A comprehensive record of the extent, value, ownership and liabilities of land in England, made in 1086 by order of William I.
3	homage	Special honour or respect shown publicly. Formal public acknowledgement of feudal allegiance.
4	monarch	King or Queen.
5	Luttrell Psalter	A manuscript containing images of medieval life in a village.
6	Peasants	Peasants were the poorest people in the medieval era and lived primarily in the country or small villages.
7	Serfs	Serfs were the poorest of the peasant class, and were a type of slave. Lords owned the serfs who lived on their lands.
8	Inference	To work something out from a source; to make an educated guess.
9	Source usefulness	Making a judgement about how relevant or helpful a source (piece of evidence) is in providing information about your topic.

Further your learning




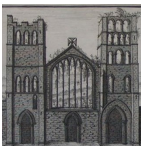

Try out some of the ways Medieval people entertained themselves:
<https://castle.eiu.edu/reading/MEDIEVALGAMES.pdf>
 Learn more about the Crusades:
<https://www.bbc.co.uk/bitesize/articles/zk3f6g8#z6v8r2p>



History – Year 7
 Knowledge
 Organiser
 Topic 2, Term 2

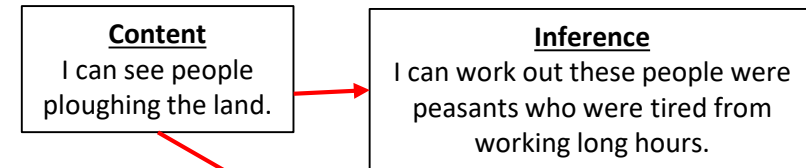


Key Content

10	Town life 	Streets were narrow, busy, and very noisy. Homes were made of wood with a thatch roof.
11	Rural life 	Life for the peasants was hard, the work they did followed the seasons. A peasant's hut was made of wattle, a thatch roof and no windows. Peasants would sleep on the floor. Animals lived with the family.
12	Ipswich man 	The name given to the skeleton of a man found in Ipswich, Suffolk. He was buried there between 1258 and 1300 he was found to have direct African ancestry.
13	Religion 	The church had an important role in the lives of the people. They lived their lives believing in going to heaven or hell when they died. The church had an influential role in society at the time.
14	Queen Isabella 	Isabella of France led an invasion of England that resulted in the removal of her king and husband, Edward II, in January 1327 – the first ever abdication of a king in England.

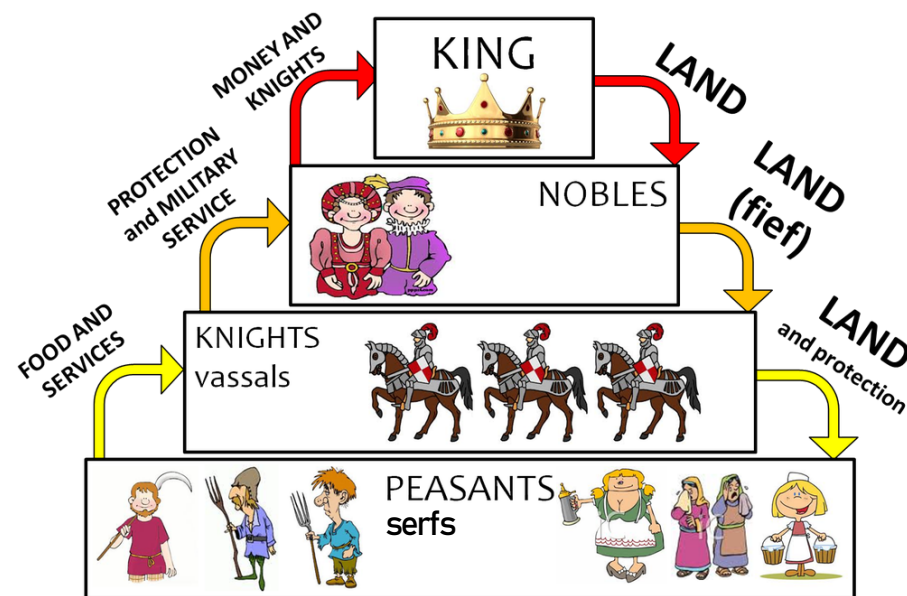
Key Skills

Using Historical Evidence	Developing your ability to analyse sources, understand their content, make inferences from them and begin to make judgements on their usefulness.
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Feudal System

15	Feudal System	A hierarchy which ordered society so that they all had a role to play.
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Enquiry: How did medieval people react to the Black Death?

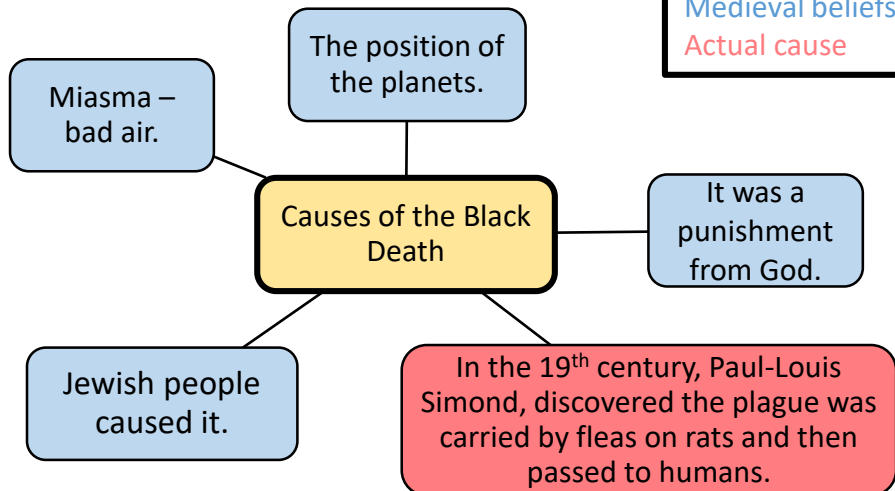
Summary

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

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

Causes of the Black Death



History – Year 7 Knowledge Organiser Topic 3, Term 2



Was the Black Death a significant event?

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

Consequences of the Black Death:

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

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



Key Terms

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

History Skills Focus

Inferring from sources

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

What can we infer from this source about Medieval beliefs about the causes of the Black Death?

We can infer that these people believed that God has sent the Black Death as a punishment as they are carrying a cross.

DIRECTED NUMBERS

What you need to know

Directed Numbers – positive and negative numbers

Adding and Subtracting

Remember:

Subtract when two different signs appear next to each other

Add when two of the same signs appear next to each other

You can draw and use a number line to help you with adding and subtracting



Examples:

$3 - 7 = -4$

$-2 - 9 = -11$

$-5 + 2 = -3$

$5 - (-2) = 7$

$-4 + (-5) = -9$

$-8 - (-2) = -6$

$5 + 2 = 7$

$-4 - 5 = -9$

$-8 + 2 = -6$

In the last three examples the two signs appear next to each other

Multiplying and Dividing

Remember:

When the signs are **different** the answer is **negative**

When the signs are the **same** the answer is **positive**



Examples:

$5 \times -4 = -20$

$-3 \times -8 = 24$

$-6 \times 2 = -12$

$45 \div -5 = -9$

$-100 \div -10 = 10$

$-18 \div 9 = -2$

Tip

Always check your answers by using rounding and inverse operations

Example: $9 \times 20 = 180$
Check $180 \div 20 = 9$

<https://www.bbc.co.uk/bitesize/topics/zxjpn9q>

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

Rounding to the nearest power of ten

5495 to the nearest 1000



5475 to the nearest 100



5475 to the nearest 10



To round to the nearest 10, 100 or 1000 look at the digit in the corresponding column. Look at the next digit.

5 or more 'round up' (increase by 1)

4 or less 'round down' (keep the same)

Fill any spaces with zeros.

Round 4,853 to the nearest 10, 100 and 1,000.

Round 76,982 to the nearest 10, 100 and 1,000.

485|3 to the nearest 10 is 4,850

7698|2 to the nearest 10 is 76,980

48|53 to the nearest 100 is 4,900

769|82 to the nearest 100 is 77,000

4|853 to the nearest 1,000 is 5,000

76|982 to the nearest 1,000 is 77,000

Example

Calculate $4 - 5 - 3$.

Imagine moving up and down a number line to get to the answer.

Starting from zero, count up to 4. Then subtract 5. Then subtract 3. The answer is -4 .



Order of Operation

This is the order in which you should work out your calculations. Any brackets work them out first. Then any indices. Then division and multiplication (in the order they appear). Finally any addition and subtraction (in the order they appear)

Examples:

$4 + 2 \times 3$

$4 + 6 = 10$

$3 + (7 \times 2 - 5)$

$3 + 9 = 12$

$(8 - 2) \times 3^2$

6×3^2

$6 \times 9 = 54$

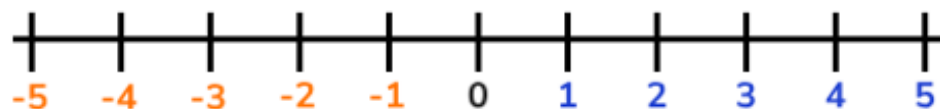
DIRECTED NUMBERS

When adding and subtracting negative numbers use a number line:

If you are **adding**, move to the **right** of the number line.

If you are **subtracting**, move to the **left** of the number line.

Adding \longrightarrow right



left \longleftarrow Subtracting

When you have two signs next to each other:

If the **signs are the same** replace with a **positive sign**.

If the **signs are different**, replace with a **negative sign**.

different signs

Eg. 1. Work out: $-4 + -8$
 $-4 - 8 = -11$

same signs

Eg 2. Solve: $-15 - -6$
 $-15 + 6 = -9$

Keywords

Ascending – values that are going up

Descending – values that are going down

Increase – making something bigger

Decrease – making something smaller

Difference – the distance between two numbers

Partition – split up into pieces

Zero Pair – two things that make zero

Product – when you multiply two numbers together, the answer is the product

Sign change – switching between positive and negative

\pm - that you need to use both the positive and negative value

Expression	Quotient	Example
positive \div positive	positive	$6 \div 2 = 3$
negative \div negative	positive	$-6 \div (-2) = 3$
negative \div positive	negative	$-6 \div 2 = -3$
positive \div negative	negative	$6 \div (-2) = -3$
Expression	Product	Example
positive \times positive	positive	$2 \times 3 = 6$
negative \times negative	positive	$-2 \times (-3) = 6$
negative \times positive	negative	$-2 \times 3 = -6$
positive \times negative	negative	$2 \times (-3) = -6$



Any number above zero is a **positive number**.
 Any number below zero is a **negative number**.
 Always look at the sign in front of a number to see if it is positive or negative.
 Zero, 0, is neither positive nor negative.

Things to be careful of:

Subtracting a negative number has the same effect as addition

so $-8 - -3 = -8 + 3 = -5$
 start at -8 \uparrow move right 3 places

Adding a negative has the same effect as subtraction so

$-8 + -3$ is the same as $-8 - 3 = -11$
 start at -8 \leftarrow Move left 3 places

MANIPULATING ALGEBRA

Prior Knowledge

Algebraic notation: Confidently identify and use basic rules of algebra such as: Expressions, Equations, Term, Formula, Functions and Identities.

Expressions: Simplify (collect like terms) expressions and accurately form them from worded problems.

Simplify: Algebraic expressions by combining like terms.

Substitution: Substitute numerical values into a given expression or equation

Algebra (Substitution)

Evaluate (find the **value** of) the expressions, given that:

$$a = 2, b = 3, c = -5$$

- Replace letters with values
- Always apply **order of operations** when substituting
- Use brackets for powers
- For a fraction work out the numerator

1. $4b = 4 \times 2 = 8$
2. $7b - 3c = (7 \times 3) - (3 \times -5) = 21 - (-15) = 21 + 15 = 36$
3. $5b^2 + 1 = 5 \times (3)^2 + 1 = 5 \times 9 + 1 = 45 + 1 = 46$
4. $2c^3 = 2 \times (-5)^3 = 2 \times -125 = -250$
5. $\frac{3ac}{2b} = \frac{3 \times 2 \times -5}{2 \times 3} = \frac{-30}{6} = -5$

Simplifying expressions (multiplying)

- Multiply the numbers and terms separately
- Remember your rules of indices

Simplifying expressions (multiplying)

$$5p \times 3q \times 4p = 60p^2q$$

$$5 \times 3 \times 4 \times p \times p \times q$$

$$60 \times p^2q = 60p^2q$$

Simplifying expressions (adding/subtracting)

- Can only simplify like terms.
- Be sure to include the sign before the term

Simplifying expressions (adding/subtracting)

$$2a + 3b - a + 4b = a + 7b$$

$$2a - a = a \quad +3b + 4b = +7b$$

Keywords

Formula: A general equation which shows the connection between related quantities amounts. Formulae is the plural of formula

Expression: A collection of numbers and symbols/ letters without an equal sign

Term: A group of symbols/ letters in an expression, separated by + and - signs



$$a + a + a = 3a$$

$$4 \times d = 4d$$

$$y \times y \times y = y^3$$

$$7 \times e \times f = 7ef$$

Equation: An expression which contains an equal sign and at least one unknown value.

Variable/ symbols: A quantity that represents an unknown value e.g. x, a, n, y

Substitution: Replacing letters and symbols with a numerical value.

Expand: To remove brackets from an expression by using multiplication

Expanding brackets:

Expanding means removing the brackets
It is the inverse of factorising

It is the inverse of expanding brackets
Answer will include brackets
Look for common factors (numbers and letters)
Always choose the HCF and take out as a factor

Expanding brackets:

$$3(5a - 2) = (3 \times 5a) - (3 \times 2)$$

$$= 15a - 6$$

Factorising expressions:

$$10a + 15 = 5(2a + 3)$$

10 & 15 are both in the 5 times table

$$10a = 5 \times 2a \quad 15 = 5 \times 3$$

e.g. $2 \quad 6x^2 - 21xy = 3x(2x - 7y)$

6 & 21 both in the 3 times table

Both terms have x as a factor

$$6x^2 = 3x \times 2x \quad 21xy = 3x \times 7y$$

Elements of Music

Year 7 – Topic 1



RHYTHM – The pattern of long and short beats

TEXTURE – How the layers of music fit together

TEMPO – The speed or pace of music

DYNAMICS – Loud or Soft

PITCH – How high or low a note is

TIMBRE – A description of the sounds or instruments being used

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



Strings
EG - Violin



Woodwind
EG - Clarinet



Brass
EG - Trumpet



Percussion
EG - Drums

Semibreve – 4 Beats

Minim – 2 Beats

Crotchet – 1 Beat

Quaver – ½ Beat

Semiquaver – ¼ Beat



Thin Texture
(Monophonic)



Thick Texture
(Homophonic)



Complex Texture





Warm Ups

A warm up should be completed before any physical activity to prepare the body. There are two stages...

EXAMPLE

1 Gentle exercise



Jogging for example will increase heart rate and get the muscles moving

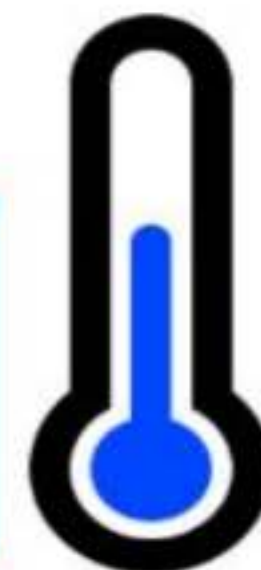
2 Stretching



Static and dynamic stretches help get the full range of movement needed so injury is prevented

Cool Downs

A cool down should be completed after exercise to help the body get back to how it was before exercise and aid recovery



EXAMPLE

1 Gentle exercise



Slow jogging for example will decrease the heart rate

2 Stretching



Static and dynamic stretches help stop the muscles becoming stiff and sore



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.



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-ds 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. |

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.

Classify substances as pure and impure, and describe techniques to separate mixtures

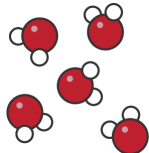
Pure Substances

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

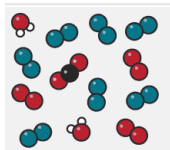
Impure Substances

Impure materials are mixtures of different types of particle.

Pure Substances



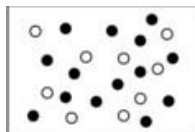
Impure



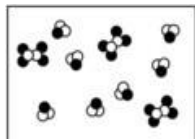
Mixtures

A mixture contains different substances that are not chemically joined to each other. These can be:

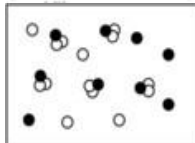
1. A mixture of elements



2. A mixture of compounds



3. A mixture of elements and compounds



Mixtures can be easily separated, where compounds cannot.

Elements

- Elements are substances made up of one type of atom.
- All the elements are found listed in the Periodic Table – there are currently 118 of them.

Compounds

- Compounds contain two or more elements that are chemically joined to each other.
- Compounds are formed by chemical reactions.
- In order to separate the elements in a compound you would need to carry out another chemical reaction.
- Examples of compounds are:
 - Carbon dioxide (CO₂)
 - Water (H₂O)

Saturated solutions

- When a solvent is heated it will dissolve **more solute**.
- This is because the solvent particles are moving slightly faster, making more space for solute particles to fit in.
- **Mass is always conserved** so for example if 5 grams of solute are dissolved in 100 grams of solvent, the mass of the solution will be 100 + 5 = 105 grams.

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.

Key Terms	Definitions
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
Saturated solution	A solution in which no more solute can dissolve.

Year 7 Block 2 Biology Knowledge Nutrition and digestion

Revision guide Pgs: 6-9

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

KPI 2.1: Describe and explain the components that make up a balanced diet, describing the consequences of an imbalanced diet

Balanced diet

There are 7 major food groups, a balanced diet will contain the correct amounts of all of these for the person's needs, e.g. someone who does a lot of exercise will need a lot more carbohydrate than someone who does not. The seven food groups are summarised below:

Food Group	Example	Function
Protein	Fish, meat, dairy	For growth and repair.
Fat	Butter, oils, nuts	To provide energy. Fat provides a long term store of energy. It also provides insulation for the body.
Carbohydrate	Bread, pasta, sugar	To provide energy.
Fibre	Vegetables, Bran	To help food move through the gut.
Minerals	Dairy (calcium)	Required in small amounts to remain healthy, for example calcium is crucial for healthy teeth and bones.
Vitamins	Oranges (vitamin C), Carrots (vitamin A)	Required in small amounts to remain healthy, for example vitamin D is needed to keep teeth and bones healthy.
Water	Water, fruit juice, milk	Needed to form the cytoplasm of the cells and other fluids.

Key Terms	Definitions
Kilojoules (kJ)	A unit used to measure energy in foods
Deficiency Disease	A disease caused by the lack of a specific nutrient

Malnutrition

If a person has an unbalanced diet they are said to be malnourished. This can lead to people becoming overweight or underweight or having deficiency diseases.

Obesity

If a person eats too much food and does not do enough exercise they will gain weight. If someone becomes very overweight they are said to be obese. Obese people have a higher risk of certain conditions such as:

- Diabetes
- Heart disease
- Arthritis

Starvation

If a person does not eat enough food they will lose weight. In the extreme this can lead to starvation. Very underweight people are more at risk of having:

- A weakened immune system
- Fragile bones
- Fertility problems

Deficiency Diseases

Deficiency diseases are when the body does not get enough of a certain nutrient.

- A lack of vitamin C can lead to scurvy which affects the gums.
- A lack of vitamin D can lead to rickets which affects the bones.

Year 7 Block 2 Biology Knowledge Nutrition and digestion

Revision guide Pgs: 6-9

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

KPI 2.2: Evaluate how different lifestyles have different energy needs

Energy in Food

The energy in food is often measured in kJ, the amount of energy you need depends on different factors including:

1. Your age
2. Your gender
3. Your metabolic rate (rate of reactions within your cells)
4. Your lifestyle

Someone with a more active job, such as a builder, would most likely need more energy from their diet than someone with a less active job such as working in an office.

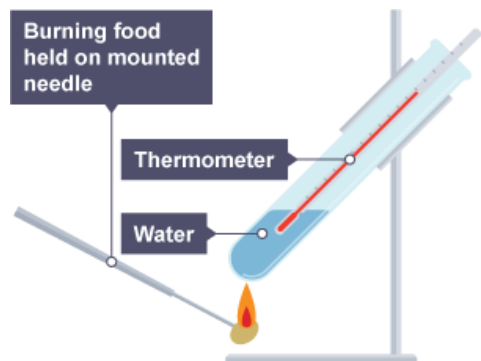
Labels on food packaging inform us about the energy and nutrients they contain and allow us to make informed choices about what we are eating.

Nutrition				
Typical values	100g contains	Each slice (typically 44g) contains	% RI*	RI* for an average adult
Energy	985kJ 235kcal	435kJ 105kcal	5%	8400kJ 2000kcal
Fat	1.5g	0.7g	1%	70g
of which saturates	0.3g	0.1g	1%	20g
Carbohydrate	45.5g	20.0g		
of which sugars	3.8g	1.7g	2%	90g
Fibre	2.8g	1.2g		
Protein	7.7g	3.4g		
Salt	1.0g	0.4g	7%	6g

This pack contains 16 servings
*Reference intake of an average adult (8400kJ / 2000kcal)

Measuring Energy in Food

The energy in different foods can be measured using a simple experiment. If the food is set on fire, it can be used to heat up water and by measuring the temperature change, you should be able to see which foods cause the greatest rise in temperature and have therefore given out the most energy.



Food Tests

There are some simple chemical tests that can be carried out, to see what food groups are present.

Iodine

If iodine is added to starch it will turn blue/black.

Sugar

If Benedict's solution is added to a sugar and heated it will form an orange precipitate.

Fat

To test for fat, mix the substance with a small amount of ethanol and distilled water, if a milky white emulsion appears, then fat is present.

Protein

If Biuret solution is added to protein it will turn purple.

Year 7 Block 2 Biology Knowledge Nutrition and digestion

Revision guide Pgs: 6-9

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

KPI 5.1: Describe the symbiotic relationship between bacteria and the human digestive system.

Key Terms	Definitions
Symbiotic	Where both organisms benefit from each other
Digestive System	The organ system that breaks down food into small molecules
Mechanical Digestion	When large pieces of food are broken down into smaller ones (e.g. by chewing)
Chemical Digestion	When food is broken down into small soluble chemicals, enzymes help with this
Enzymes	Protein molecules that speed up chemical reactions

Bacteria

The human digestive system contains many symbiotic bacteria that play important roles for example:

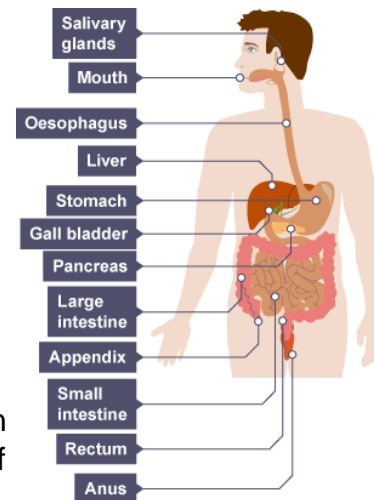
1. They can digest certain carbohydrates that our own enzymes cannot digest
2. They can reduce the chances of harmful bacteria multiplying and making us ill
3. They can produce some vitamins that we need that we are unable to produce ourselves such as vitamins K and B

KPI 5.2: Describe how and explain why foods are broken down in the digestive system, in terms of enzymes

The digestive system

Food is digested in the digestive system, this is an organ system. You should be able to name all parts of diagram below:

- The mouth has teeth that mechanically digest the food, it also has a salivary gland that releases enzymes to break the food down.
- The oesophagus is a muscular tube that pushes the food into the stomach
- The stomach churns the food up, while also adding acid and enzymes to break the food down.
- In the small intestine, food is broken down further and is absorbed through the walls of the intestine into the blood stream.
- The large intestine absorbs any remaining water
- Finally the food passes through the anus as faeces

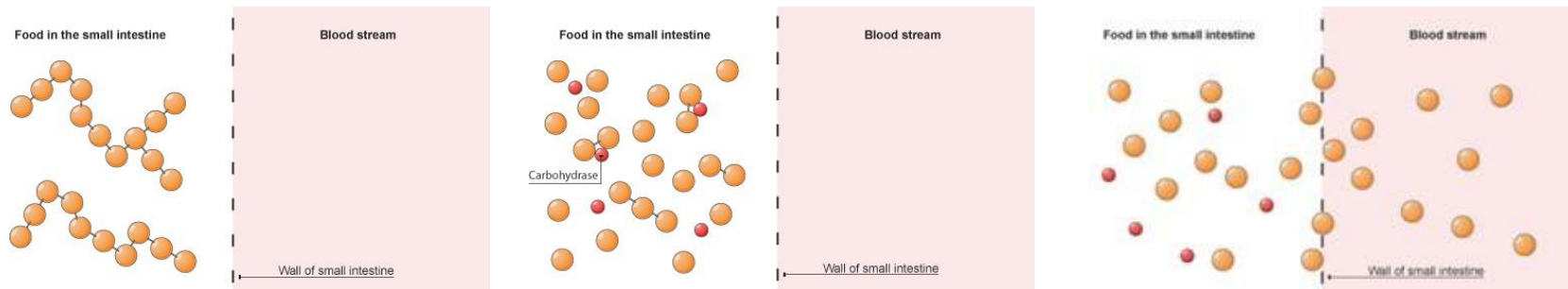


The liver

The liver produces bile which is then stored in the gall bladder. It is added to the food after it leaves the stomach to neutralise the stomach acid. It is important to neutralise the acid so that amylase and lipase can break down food in the small intestine.

Enzymes

Enzymes help to break down larger food molecules into smaller ones, so that they can be absorbed through the walls of our small intestines, into our bloodstream.



Proteins, carbohydrates and fats each have their own enzyme that breaks them down.

Enzyme	Enzyme made in.....	Where it breaks food down....	What it breaks down....
Amylase	Salivary glands, pancreas, small intestine	Mouth and small intestine	Starch into sugars
Protease	Stomach, pancreas, small intestine	Stomach and small intestine	Protein into aminoacids
Lipase	Pancreas and small intestine	Small intestine	Lipids into fatty acids and glycerol

Year 7 Block 2 Knowledge Organiser Forces

Revision Pgs: 76-78+80 (79-81+83 higher)

<https://www.bbc.com/bitesize/subjects/zh2xsbk>

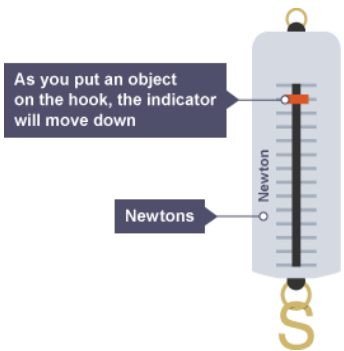
A force can be a **push or a pull**, for example when you open a door you can either push it or pull it. You can not see forces, you can only see what they do.

When a force is applied to an object it can lead to a change in the objects

- **Speed**
- **Direction of movement**
- **Shape (think about a rubber band)**

The unit of force is the **Newton (N)**, this is named after Sir Isaac Newton, who came up with many theories including those to do with gravity and the three laws of motion.

Key Terms	Definitions
Newton	The unit of force
Newton meter	A piece of equipment that can be used to measure the size of the force
Contact Force	A force caused by the contact between two objects. e.g Friction
Non Contact Force	A force between two bodies that are not touching. e.g Gravity



We measure force using a piece of equipment called a Newton metre.

Hooke's Law

The **extension** of a material or a spring is its increase in length when pulled.

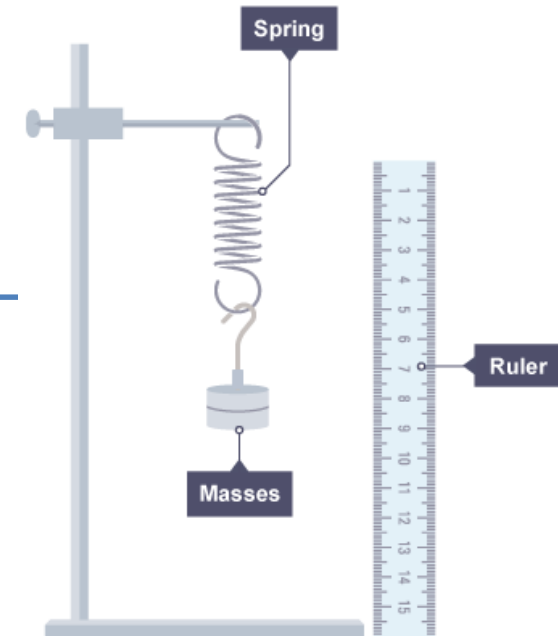
Hooke's Law says that ***the extension of an elastic object is directly proportional to the force applied to it.***

In other words:

- if the force applied is doubled, the extension doubles
- if no force is applied, there is no extension

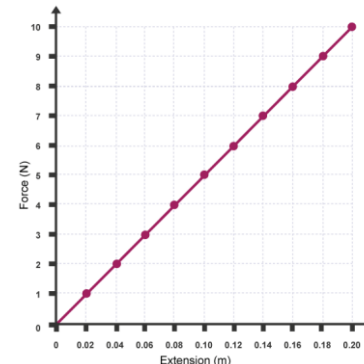
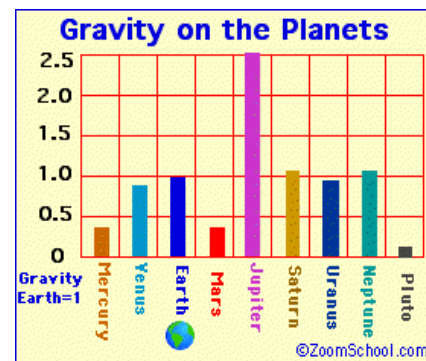
You can investigate Hooke's Law using a spring:

1. Hang the spring from a stand and clamp
2. Measure its length with a ruler
3. Hang an empty slotted mass carrier from the lower end and measure the new length of the spring
4. Keep adding more slotted masses, measuring the extension each time



Weight on different Planets

As planets have different masses a person's weight would be different depending which planet they were on. For example, a person's weight on Earth is 1000N. If that same person was on Jupiter their weight would be 2500N.

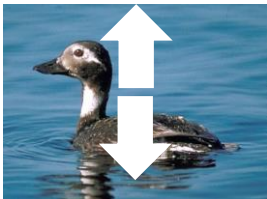


Types of force

Name of Force	What causes it?	Example
Friction	When two objects rub together	Car tyres moving on a road.
Air resistance	When an object rubs against air particles	A sky diver falling through the air
Reaction	A force that acts in the opposite direction	A book on a desk, the force acting up is a reaction force
Weight	The force an object exerts on the ground due to gravity	You will exert a force on the ground, that is your weight
Thrust	The force that drives on objects with an engine	Thrust moves a plane forwards

Force Diagrams

To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.



Floating duck



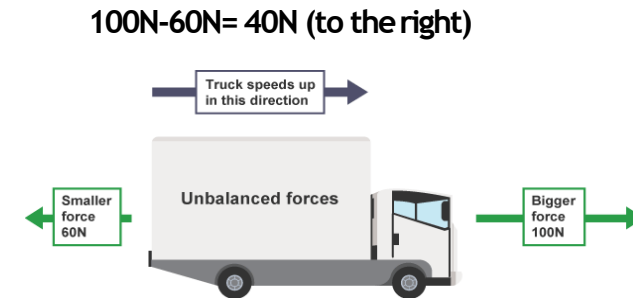
Rising air balloon

Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force.

For example, what is the resultant force on the lorry below?



Remember the resultant force does not tell you what direction the lorry is moving in.

- If the resultant force is in the same direction as the movement of the lorry then the lorry will speed up
- If it is in the opposite direction the lorry will slow down

The larger the resultant force the larger the change in movement.

Balanced Forces

When we talk about the total force acting on object we call this the **resultant force**. When the forces acting in opposite directions are the same size we say the forces are **balanced**. This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed This is known as Newton's first law.



For example, the resultant force acting on this object is $5N-5N=0N$

People around me Year 7.2 Spanish Knowledge Organiser

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



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

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

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

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

<u>Comparisons</u>		
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
<u>Superlative</u>		
El/la más	– the most	Juan es el más inteligente
El/la menos	– the least	María es la menos simpática

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

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

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

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

This is the same for the verb 'I love'

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

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

7.2 People around me Spanish Vocab List

<u>¿Qué piensas?</u>	<u>What do you think?</u>
Me encanta 	I love
Me gusta 	I like
No me gusta 	I don't like
Odio/detesto  	I hate
En mi opinion	In my opinion
Pienso que	I think that
Creo que	I believe that
Según yo	According to me

<u>¿Cómo eres?</u>	<u>What are you like?</u>
<u>Describe</u>	<u>/Describe yourself</u>
Soy	I am...
Amable/simpático/a	Kind
Agradable	Pleasant
Contento/a	Happy
Hablador/a	Chatty
Guapo/a	Beautiful
Divertido/a	Fun
Fuerte	Strong
Mono/a	Cute
Bonito/a	Pretty/Handsome
Joven	Young
Perfecto/a	Perfect
Rápido/a	Fast
Rico/a	Rich
Sabio/a	Wise
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	Old
Aburrido/a	Boring
Pesado/a – molesto/a	Annoying
Serio/a	Serious
Difícil	Difficult
Estricto/a	Strict
Feo/a	Ugly
Ruidoso/a	Noisy
Maleducado/a	Rude
Horrible	Horrible/Awful
Perezoso	Lazy
Goloso/a	Greedy
Deportivo/a	Sporty
Emocionante	Exciting

<u>Extra detail</u>	<u>Extra detail</u>
Llevo	I wear
Tengo	I have
Gafas	glasses
Piercings	piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Una barba	a beard
Un bigote	a moustache

<u>Connectives</u>	<u>Connectives</u>
Pero	But
Sin embargo	However
Tambien	Also
Además	Furthermore
Porque	Because
Y	And

<u>¿Cómo eres?</u>	<u>What are you like?</u>
Tengo /Tiene	I have... He/she has...
El pelo 	hair
Largo 	long
Corto 	short
Liso 	straight
Rizado 	curly
Ondulado 	wavy
Afro 	afro
Rubio 	blond
Castaño 	light brown
Los ojos 	eyes
Azules 	blue
Marrones 	brown
Verdes 	green
Oscuros 	dark
Negros 	black
Grisés 	grey
Soy...	I am...
Él es / ella es... 	He/she is...
Alto/a	tall
Bajo/a 	short
Gordo/a 	fat
Delgado/a 	Thin

<u>Cuál es tu nacionalidad?</u>	<u>What is your nationality?</u>
Soy	I am...
Inglés/a	English 
Francés/a	French 
Belga	Belgian 
Suizo/a	Swiss 
Alemán/a	German 
Español/a	Spanish 
Somalí	Somalian 
Polaco/a	Polish 
Portugués/a	Portuguese 
Bangladesí	Bangladeshi 
Chino/a	Chinese 
Italiano/a	Italian 
Galés/a	Welsh 
Paquistaní	Pakistani 
Escocés/a	Scottish 
Irlandés/a	Irish 
Americano/a	American 

<u>Intensifiers</u>	<u>Intensifiers</u>
Muy	very
Bastante	quite
Un poco	a bit
Demasiado	too
Extremadamente	extremely
Realmente	really

Year 7 Textiles Knowledge Organiser

The Six R's



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

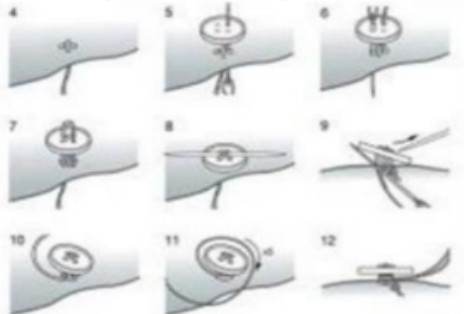
Synthetic Fibres- These come from chemical substances. Examples include Polyester, Lycra








Health & Safety rules

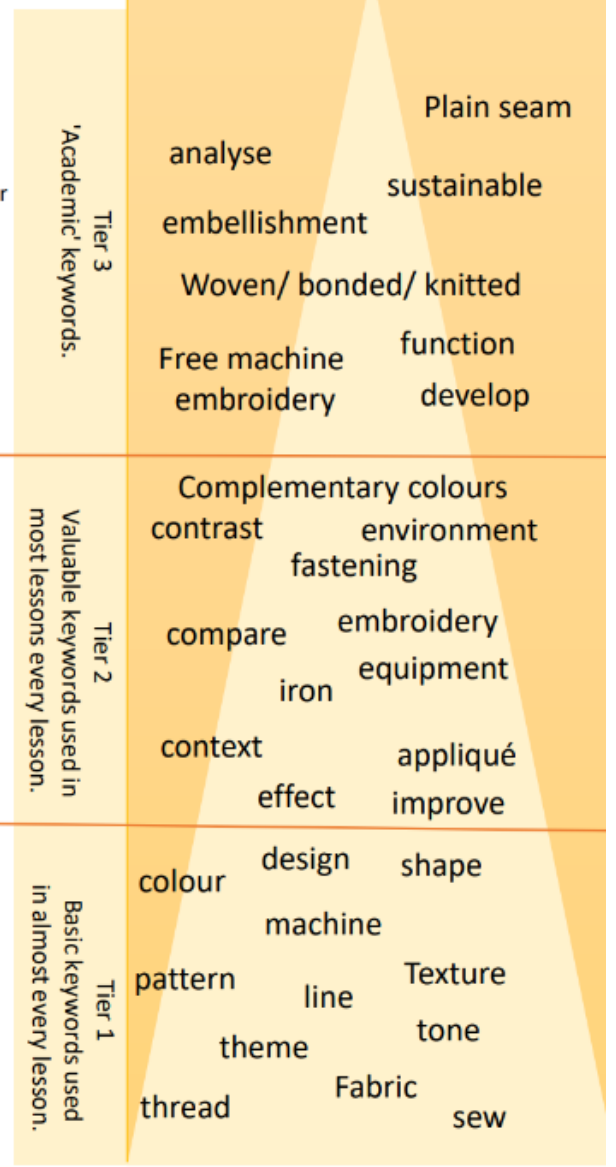
1. Bags must be kept in the cubes
2. Do not run
3. Hair must be tied back
4. Only one person to use a sewing machine at a time
5. Chairs must be tucked in and sat on correctly
6. Always listen to the teacher and follow instructions
7. No food or drink in the textiles room
8. Use all equipment respectfully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



Use these in your writing and speaking

Use connectives to link each paragraph!	Explain an idea: <ul style="list-style-type: none"> Although Except Unless However Therefore 	Sequencing: <ul style="list-style-type: none"> Firstly Secondly Next Finally Since
Adding to: <ul style="list-style-type: none"> Furthermore Also As well as Moreover 	Cause and effect: <ul style="list-style-type: none"> Thus So Therefore Consequently 	Contrasting: <ul style="list-style-type: none"> Whereas Instead of Alternatively Otherwise Then again
To empathise: <ul style="list-style-type: none"> Above all Ultimately Especially Significantly 	To compare: <ul style="list-style-type: none"> Likewise Equally In the same way Similarly 	Give examples: <ul style="list-style-type: none"> 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



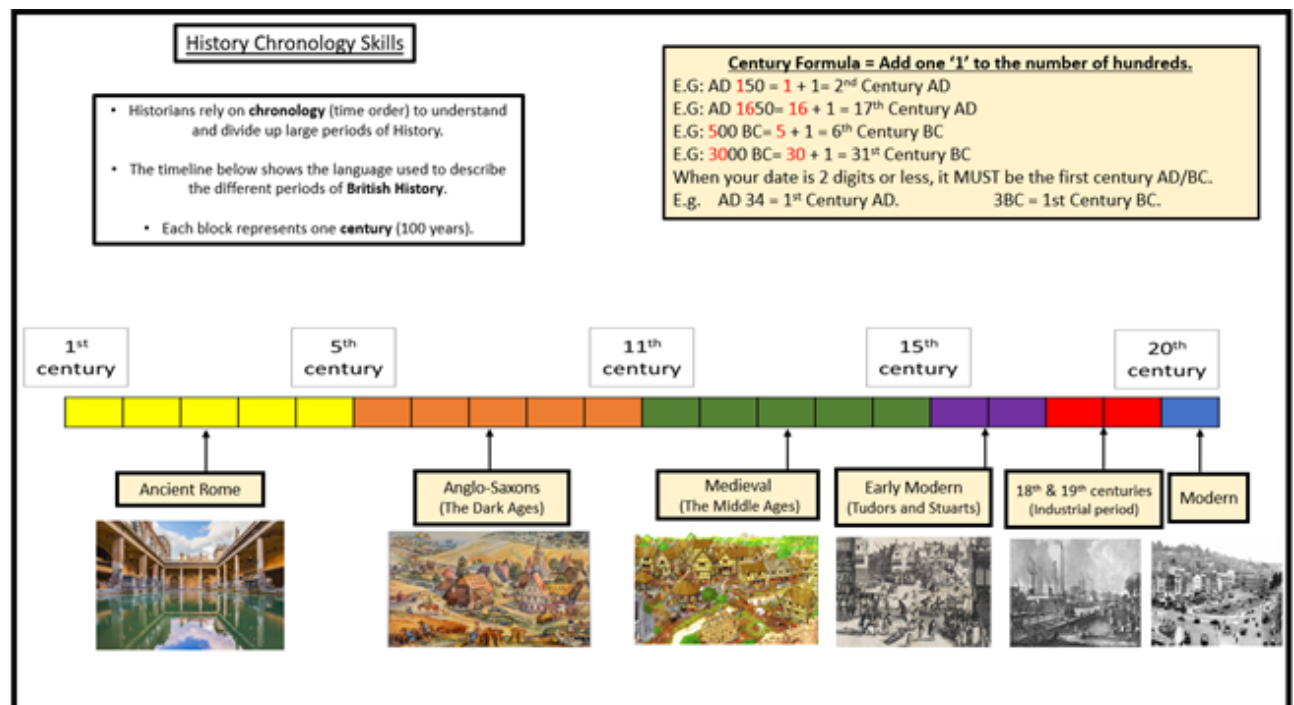
One similarity is...
 One difference is...
 On the other hand...

History Chronology Skills

- Historians rely on **chronology** (time order) to understand and divide up large periods of History.
- The timeline below shows the language used to describe the different periods of **British History**.
- Each block represents one **century** (100 years).

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

E.G: AD 150 = 1 + 1 = 2nd Century AD
 E.G: AD 1650 = 16 + 1 = 17th Century AD
 E.G: 500 BC = 5 + 1 = 6th Century BC
 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. 3BC = 1st Century BC.



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



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...



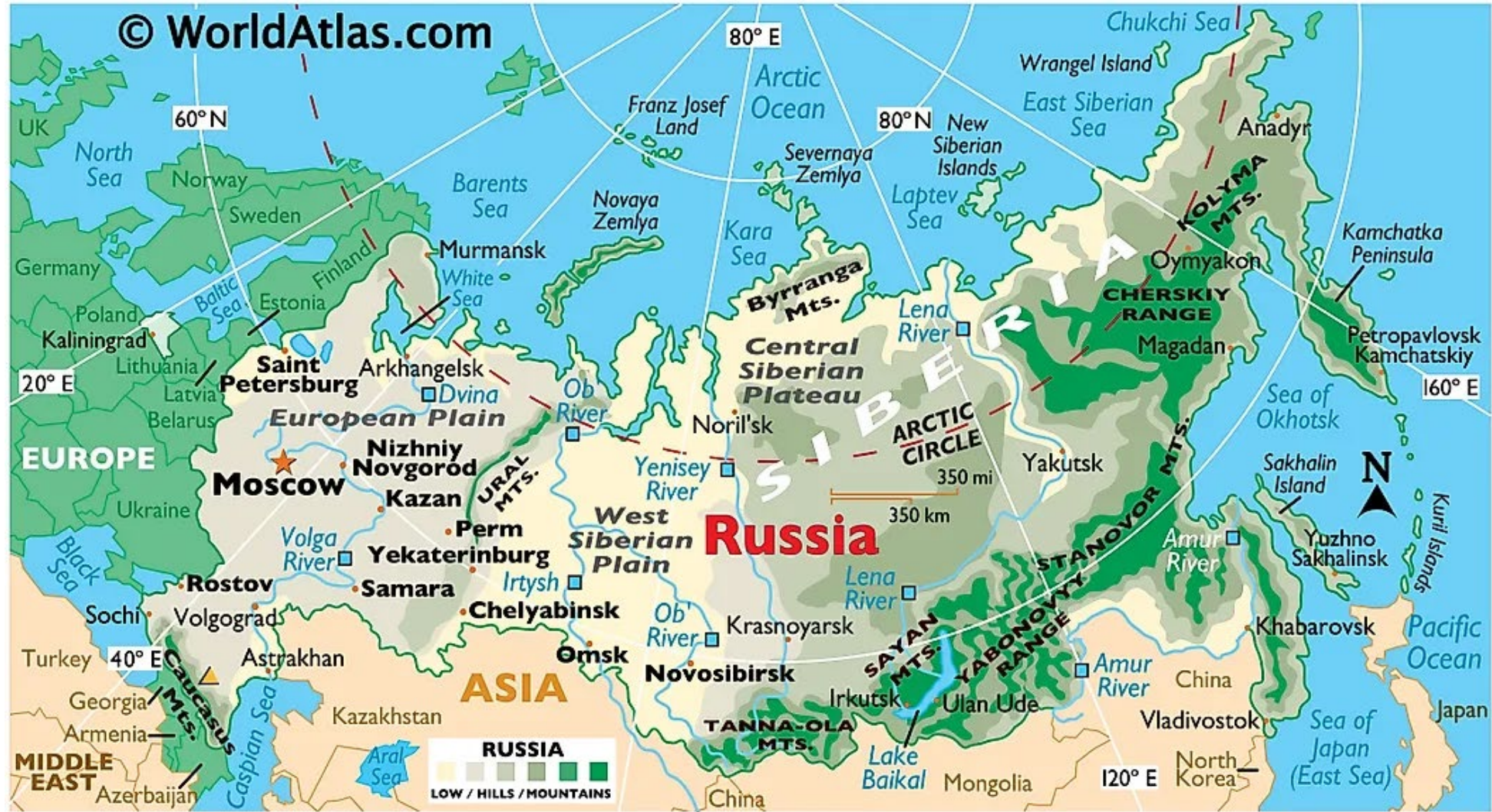
The periodic table of the elements

1	2											3	4	5	6	7	0			
		Key relative atomic mass atomic symbol <small>name</small> 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

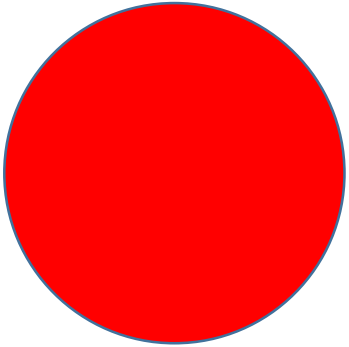
<https://www.bbc.com/bitesize/examspecs/ztrcg82>

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

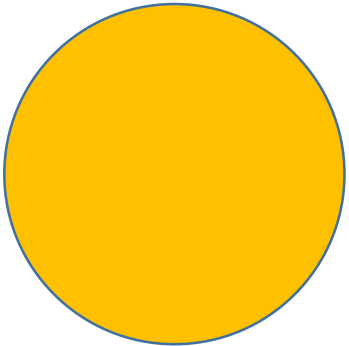
RS

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

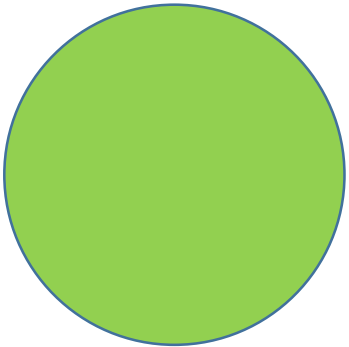
How would you describe your learning in this lesson?



I don't understand the learning in this lesson and would like some help



I am not confident with the learning in this lesson so might need some extra help.



I am confident with the learning in this lesson and can work independently