



**BRISTOL
METROPOLITAN
ACADEMY**

20th February 2023	Week A
27th February 2023	Week B
6th March 2023	Week A
13th March 2023	Week B
20th March 2023	Week A
27th March 2023	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 2022-23 Year 7 – Term 4

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.

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

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

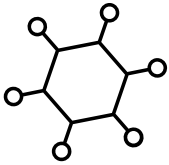
Home Learning Strategies to help you revise

Brain Dump



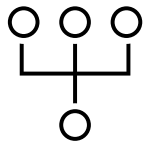
Write down everything you know about a certain topic on a page. Use your KO to add extra notes in a different colour.

Mind Map



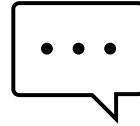
Condense a topic showing the important links and connectors between key parts. Use your KO to add in extra notes.

Diagram



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

Vocabulary



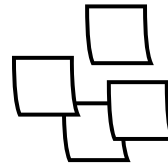
Learn the key words associated with a topic and commit the word and spelling to memory. Test yourself or ask someone else to test you.

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.



Keywords

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

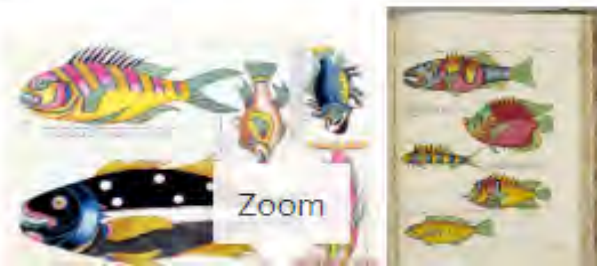
Mural—a painting or other work of art executed directly on a wall.

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



MARK MAKING IDEAS

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



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

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

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



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.

Year 789 - Data Representation

Number Bases

Denary

Base 10 Numbers - 23, 5

Binary

Base 2 Numbers -
01010101

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

Binary Arithmetic

Rules of Addition

$$0 + 0 = 0$$

$$0 + 1 = 1$$

$$1 + 0 = 1$$

$$1 + 1 = 0 \text{ Carry } 1$$

$$1 + 1 + 1 = 1 \text{ Carry } 1$$

OVERFLOW ERROR

When an extra bit is created to represent a number

Storage Units

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

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

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

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

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

2Mb to Bits									
2	x	1	0	0	0	=			
2	0	0	0						
2	0	0	0	x	1	0	0	0	
2	0	0	0	0	0	0			
2	0	0	0	0	0	0	x	8	
1	0	0	0	0	0	0	0		
2Mb = 10000000 Bits									

ASCII and Unicode

ASCII

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

Unicode

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

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

Representing Images

Pixel - Small dot on of colour on an image

Resolution - Amount of pixels on an image

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

Factors that affect the quality and file size:

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

Zoom **g out file size:**
 $\text{File Size (bits)} = \text{Resolution} \times \text{Bit Depth}$

ASCII TABLE

Decimal	Hex	Char	Decimal	Hex	Char	Decimal	Hex	Char
0	00		32	20	SP	64	40	@
1	01	!	33	21	!"	65	41	A
2	02	"	34	22	#\$	66	42	B
3	03	#	35	23	%	67	43	C
4	04	\$	36	24	&	68	44	D
5	05	%	37	25	'	69	45	E
6	06	&	38	26	(	70	46	F
7	07	'	39	27	)	71	47	G
8	08	(	40	28	*	72	48	H
9	09	)	41	29	+	73	49	I
10	0A	*	42	2A	,	74	4A	J
11	0B	+	43	2B	-	75	4B	K
12	0C	,	44	2C	.	76	4C	L
13	0D	-	45	2D	/	77	4D	M
14	0E	.	46	2E	:	78	4E	N
15	0F	/	47	2F	;	79	4F	O
16	10	:	48	30	<	80	50	P
17	11	;	49	31	=	81	51	Q
18	12	<	50	32	[	82	52	R
19	13	=	51	33	\	83	53	S
20	14	[	52	34	]	84	54	T
21	15	\	53	35	^	85	55	U
22	16	]	54	36	_	86	56	V
23	17	^	55	37	`	87	57	W
24	18	_	56	38	{	88	58	X
25	19	`	57	39	|	89	59	Y
26	1A	{	58	3A	~	90	5A	Z
27	1B	|	59	3B		91	5B	[
28	1C	~	60	3C		92	5C	\
29	1D		61	3D		93	5D]
30	1E		62	3E		94	5E	^
31	1F		63	3F		95	5F	_

00	01	02	03	04	05	06	07	08	09
0A	0B	0C	0D	0E	0F	00	01	02	03
04	05	06	07	08	09	0A	0B	0C	0D
0E	0F	00	01	02	03	04	05	06	07
08	09	0A	0B	0C	0D	0E	0F	00	01
02	03	04	05	06	07	08	09	0A	0B
0C	0D	0E	0F	00	01	02	03	04	05
06	07	08	09	0A	0B	0C	0D	0E	0F
00	01	02	03	04	05	06	07	08	09
0A	0B	0C	0D	0E	0F	00	01	02	03
04	05	06	07	08	09	0A	0B	0C	0D
0E	0F	00	01	02	03	04	05	06	07
08	09	0A	0B	0C	0D	0E	0F	00	01
02	03	04	05	06	07	08	09	0A	0B
0C	0D	0E	0F	00	01	02	03	04	05
06	07	08	09	0A	0B	0C	0D	0E	0F

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

Drama KS3 Knowledge Organiser

Term 3 & 4



Physical Skills:

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

- ☐ **Eye contact**
I deliberately lost eye contact with Character X, showing my submissive nature. While they stared at me I kept my eyes on the floor, further highlighting...

Vocal Skills:

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

General Skills


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




Analyse the above Gumball Machines using ACCESS FM.

We use **ACCESS FM** to help us write a **specification** - a list of req. 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?



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 raw 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

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.



Great Expectations

Plot	
Ch. 1-6	Christmas Eve, afternoon: Pip meets the convict (Abel Magwitch); Pip asked to steal file and "wittles" for them. Joe and Mrs. Joe introduced; guns signal escaped convicts; Pip steals food and suffers from "wild fancies" in his guilt. The soldiers; Magwitch and Compeyson; Magwitch "confesses" to Pip's crime. Pip's guilt; Pumblechook describes Magwitch's "theft".
Ch. 7-13	The reader is introduced to Pip's limited education (from Biddy). This is compared with Joe's lack of learning. Miss Havisham wants Pip to visit; Pip sees Estella, Miss Havisham at Satis House: the gothic conventions are prevalent throughout Chapter 8. Estella seen as "a star" is Pip's eyes and she derides him as he "calls knaves, Jacks" demonstrating his poor breeding. Pip lies about Satis House and what he sees. Pumblechook pretends to know; Pip tells Joe the truth. Joe Gargery goes to Satis House and is given twenty-five guineas for Pip's time, he is now bound into an apprenticeship with Joe which he feels
Ch. 14-19	Retrospective narrative reflection on Pip's shame and ingratitude – juxtaposed with this, Joe's virtues are described. The half-holiday: Joe fights Dolge Orlick and Mrs. Joe is assaulted. Biddy moves in to look after Mrs. Joe. Jaggers tells Pip of his "great expectations" and secrecy of benefactor. Pip undergoes transition point in Chapter 19 as he
Ch. 20-26	Pip lodges with Herbert. Wemmick takes Pip to Barnard's Inn; Pip recognizes Herbert as "pale young gentleman". Herbert tells Miss Havisham's story. Pip takes up rowing and living the life of a 'gentleman' as he spends his fortune. Mr Jaggers flaunts his housekeeper, Molly's wrists in a scene of social power and male dominance. Pip is yet
Ch. 27-33	Biddy writes to Pip asking if Joe can visit Barnard's Inn; he calls Pip "Sir" highlighting Joe's "simple dignity" that does not fit with the figure of the 'gentleman'. Pip reads in local paper that Pumblechook is his "patron". Pip visits Miss Havisham; Orlick is gate-keeper. Pip declares his love for Estella. Pip waits for Estella who is visiting London. Wemmick shows him Newgate (convict motif).

3	Ch. 34-39	Pip and Herbert accumulate rather large debts and Mrs. Joe dies. Pip comes of age (November) and becomes responsible for his finances; asks Wemmick's advice for Herbert. Pip is to escort Estella and take her to Satis House; quarrels with Miss Havisham and discovers Bentley Drummle as Estella's suitor. He leaves heartbroken. Pip
	Ch. 40-44	The man on the stairs, "Provis" comes to stay; Jaggers confirms his story as Pip's benefactor. Herbert then meets Magwitch/"Provis". Herbert advises Pip to take Magwitch out of the country; they ask him about his life. Pip tells Estella he loves her but Estella is set to marry Bentley Drummle.
	Ch. 45-50	Pip feels he is being watched...He fears Estella is married but will not make sure. Pip dines with Jaggers; Estella is married. Pip recognizes Molly as her mother and Wemmick tells of Molly's trial. Chapter 49 sees Miss Havisham's confession and repentance; Estella's adoption and the fire. Pip says "I forgive her". Herbert tells of Magwitch's child and Pip knows Estella is his. Magwitch said that Pip reminded him of her.
	Ch. 51-59	Jaggers explains Estella's adoption and advises that Pip keep it secret. Orlick's confession and attempted revenge; Pip rescued by Trabb's boy and Herbert. Magwitch's escape is thwarted; Compeyson drowned and Pip reconciled to his benefactor, Magwitch. Pip's wealth is forfeited to the crown. Magwitch convicted and sentenced; Pip tells him, before his death, of Estella. Pip becomes ill and is arrested for debts but rescued by Joe. Orlick ends up in jail. Miss Havisham's will is read and Pip plans to propose to Biddy. Satis House goes up for auction and Joe marries Biddy. Eleven years later, Pip returns; sees young Pip and meets (widowed) Estella at Satis; "no shadow of...parting".

Great Expectations

Characters

Pip Pirrip

The Bildungsroman's protagonist, Pip is an orphan, the apprentice of the gentle blacksmith Joe. When he unexpectedly comes into a fortune, Pip aspires to become worthy of the upper-class Estella. Pip becomes cruelly disloyal to Joe and Biddy, avoiding them because of their class. Eventually, Pip learns to judge people by internal rather than superficial standards and redeems himself.

Miss Havisham

The wealthy and decrepit Miss Havisham was abandoned on her wedding day by her fiancée (Compeyson) and traumatized, so she shuts out the world for over twenty years. In her revenge on men, Miss Havisham adopts and raises Estella to be beautiful and desirable but completely heartless.

Estella

The adopted daughter of Miss Havisham, Estella is proud, refined, beautiful, but cold: raised by Miss Havisham to "wreak revenge on the male sex". She initially marries Bentley Drummle — a bad decision.

Biddy

Pip's school friend, Biddy moves into the forge to help out after Mrs. Joe's attack and later becomes a schoolteacher. Humble, kind and moral, she is also sharply perceptive and sees through everyone's pretensions, calling Pip out on his delusions and snobbery long before Pip can recognize them.

Joe Gargery

Joe is a father figure for Pip whose tender kindness protects Pip from Mrs. Joe's harsh parenting. With no formal education, but a deep sense of integrity and an unfailing moral compass, Joe is loyal, generous, and kind, and acts lovingly towards Pip even when Pip's is ungrateful.

Mrs Joe

Mrs. Joe is fiery, tyrannical, and false, and abuses Pip and Joe. She is obsessed with social status and reputation. Yet, after the attack by Orlick that gives her brain damage, Mrs. Joe's personality changes completely and she becomes patient, compassionate, and docile.

Provis (a.k.a. Abel Magwitch the convict)

The same escaped convict Pip helps in the novel's opening scenes. Provis' gratitude towards Pip inspires him to devote his life-savings to him and become his anonymous benefactor. Cruelly swindled by Compeyson, Provis has lived a life in and out of prison. Still, his criminal record is largely the result of unfortunate circumstances, not character, for Provis is kind, good-hearted, and immensely generous.

Mr Jaggers

A famous lawyer in London, Mr. Jaggers is Pip's guardian and the middleman between him and his patron. Mr. Jaggers also works for Miss Havisham. He is rational, sharp-minded, and intimidating. He prides himself on neither expressing nor responding to human emotion.

Bentley Drummle

Bentley Drummle studies with Pip. He is a wealthy heir to a baronetcy, upper class according to the old system of inherited rank. Described as "idle, proud...and suspicious," Drummle is Pip's nemesis. He marries Estella.

Herbert Pocket

Pip's best friend, Herbert is compassionate, honest, and unpretentious. He and Pip live together in London where he works in a counting house as a merchant. He cheerfully helps Pip through all of Pip's struggles.

What do we need **proteins** for?

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

What happens if we have too much or too little?

- Excess**
- Kidney and liver diseases
 - Weight gain

- Deficiency**
- Kwashiorkor
 - Slowing growth rate
 - Swelling

Protein alternatives

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



What do we need **carbohydrates** for?

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

What happens if we have too much or too little?

- Excess**
- Tooth decay
 - Type 2 diabetes
 - Weight gain and obesity
 - Hyperglycaemia

- Deficiency**
- Weight loss
 - Lack of energy, tiredness
 - Severe weakness
 - Hypoglycaemia

What do we need **fats** for?

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

What happens if we have too much or too little?

- Excess**
- Obesity
 - Hypertension
 - Coronary heart disease
 - Fatty liver disease
 - Type 2 diabetes

- Deficiency**
- Weight loss
 - Vitamin deficiency
 - Heart disease
 - Feeling cold

There are two different types of fats

Keywords:

Macronutrients – nutrients we need in large amounts: carbohydrates, proteins, fats.

Food miles – how far food has travelled from farm to fork.

Intensive farming – a method of farming aimed at increasing the amount of food produced.

Food provenance (origins) – how food is grown, reared and caught and how it is produced and transported.

Allergen – a substance or food that may cause an allergic reaction.

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



Food provenance (UK):

Food that is caught: Fish such as mackerel, haddock and salmon and shellfish such as mussels and scallops.

Food that is grown: Crops: wheat and barley. Fruit and vegetables: apples, potatoes, carrots, lettuce, sprouts and soft fruits like raspberries and strawberries.

Food that is reared: cows for milk and meat, sheep, pigs and chickens for meat and eggs.

Food intolerance – a reaction to food.

Celiac disease – an intolerance to gluten.

Allergy – when the body reacts suddenly and seriously to an allergen.

Vegan: Someone who doesn't include any products from an animal in their diet.

Organic farming

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



Carbon footprint

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

14 common allergens.



Factors that affect food choice

Celiac – cannot eat products containing gluten.
Lactose intolerance – the body can't digest the sugar lactose in dairy products.

Vegetarian: No meat in the diet

Vegan: No products from animals in the diet e.g. meat, milk or honey.

Religion:

Islam: Requires Halal meat, no alcohol, no pork

Judaism: Requires Kosher food, no meat and dairy together, no pork















Hinduism: No beef

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

The eatwell guide is split into the following categories:

- Fruits and vegetables
- Oils and spreads
- Dairy and alternatives
- Beans, pulses, fish, eggs, meat and other proteins



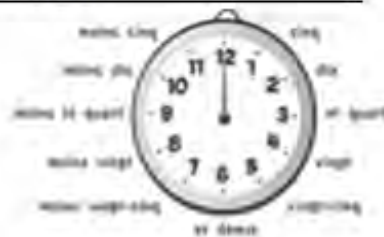
<u>Quelle est ta matière préférée?</u>	<u>What is your favourite subject?</u>
 L'anglais	English
 L'espagnol	Spanish
 Le français	French
 Le théâtre	Drama
 Le dessin	Art
 Le sport / l'EPS	PE
 L'informatique	Computer Science
L'éducation civique	PSHE
 L'histoire	History
 La musique	Music
 La technologie	Technology
 La géographie	Geography
 La religion	RE
 Les mathématiques	Maths
 Les sciences	Science
Les sciences humaines	Humanities

<u>Que penses-tu?</u>	<u>What do you think?</u>
C'est	It is
Ce n'est pas	It isn't
Créatif	Creative
Intéressant	Interesting
Pratique	Practical
Utile	Useful
(in)confortable	(un)comfortable
Cher	Expensive
Bon marché	Cheap
À la mode	Fashionable
Démodé	Unfashionable
Sale	Dirty
Propre	Clean
Moche	Ugly

7.3 My life at school

<u>Comment est ton uniforme?</u>	<u>What is your school uniform like?</u>
Je porte ...	I wear..
 Une veste	Blazer
 Un pull	Jumper
 Une chemise	Shirt
 Un T-shirt	T-shirt
 Un pantalon	Trousers
 Une cravate	Tie
 Une jupe	Skirt
 Des chaussettes	Socks
 Des chaussures	Shoes
 Des collants	Tights

<u>Verbes au collège</u>	<u>Verbs at school</u>
Étudier	To study
Écouter	To listen
Bavarder	To chat
Travailler	To work
Passer	To spend
Jouer	To play
Se reposer	To rest
Se relaxer	To relax



<u>Comment est ton prof ?</u>	<u>What is your teacher like?</u>
Gentil (-le)	Kind
Agréable	Pleasant
Ennuyeux (-se)	Boring
Organisé (e)	Organised
Content (e)	Happy
Difficile	Difficult
Facile	Easy
Amusant (e)	Fun
Coléreux (-se)	Angry
Strict (e)	Strict
Grincheux (-se)	Grumpy
Fort (e)	Strong
Joli (e)	Handsome/ pretty
Horrible	Awful
Fascinant(e)	Exciting
Jeune	Young
Mature	Mature
Petit(e)	Small
Grand (e)	Tall
Parfait(e)	Perfect
Rapide	Fast
Riche	Rich
Bruyant(e)	Noisy
Sage	Wise
Sérieux(-se)	Serious
Timide	Shy
Travailleur(-se)	Hard working
Triste	Sad
Âgé(e)	Old

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

Pronouns	Porter – to wear
Je (I)	Je port e – I wear
Tu (you)	Tu port es – you wear
il (he), elle (she)	il /elle port e - He/she wears
Nous (we)	Nous port ons – we wear
Vous (you) (pl. or formal)	Vous port ez – you wear(pl. or formal)
ils /elles (they)	ils/elles port ent – they wear

Aller – to go

Je vais - I go

Tu vas – you go

il /elle va– he/she goes

Nous allons –we go

Vous allez – you (pl) go

ils/elles vont– they go

Comparisons

Plus...que - more...than

Paul est **plus** sérieux **que**

Thomas Moins...que - less ...than

Thomas est **moins**

sérieux **que** Paul

Aussi...que - as...as

Paul est **aussi** sérieux **que**

Jacques

Superlative

Le / la plus – the most

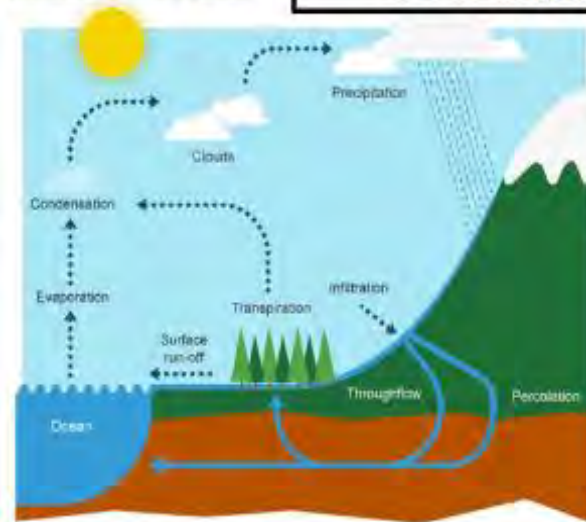
Julie est la plus intelligente

Le / la moins – the least

Marie est la moins grincheuse

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

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

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

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

River processes:

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

Waterfall Formation:

1. The soft rock is eroded quicker than the hard rock and this creates a step.

2. As erosion continues, the hard rock is undercut forming an overhang. Abrasion and hydraulic action continue to erode the soft rock to create a plunge pool.

3. Over time this gets bigger, increasing the size of the overhang until the hard rock is no longer supported and it collapses.
4. This process continues and the waterfall retreats upstream. A steep-sided valley is left where the waterfall once was. This is called a gorge.

Meander Formation:River landforms:Flooding:

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

Solutions

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



German Year 7.3 My Life at School

Was denkst du?

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

What do you think?

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



Was ist dein Lieblingsfach?

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

What is your favourite subject?

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

Beschreib deine Schuluniform

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

Describe your school uniform

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



Verben in der Schule

studieren
hören
plaudern
arbeiten
verbringen
spielen
lesen
sich entspannen

Verbs in School

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

Wie spät ist es ? What is the time?

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

Lehrer

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

Teachers

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

Meinungen

schlecht
einfach
toll
schwierig
gut
furchtbar

Opinions

Bad
Easy
Great
Difficult
Good
awful

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

Pronouns	tragen – to wear	spielen – to play	machen – to do/to make	<p>You will have seen lots of questions since September...</p> <p>e.g. Wie heißt du?, Wie alt bist du? Hast du Geschwister?</p> <p>Now you should be able to create some of your own questions using the question words below.</p> <p>Wann? – When? Wer? – Who? Wo? – Where? Wie viel(e)? – How many? Was...? What? Wie? – How? Warum? – Why? Welche? – Which?</p>
ich (I)	ich trage – I wear	ich spiele – I play	ich mache – I do	
du (you – informal/singular)	du trägst – you wear	Tu spielst – you play	du machst – you do	
er (he), sie (she), es (it)	er/sie/es trägt – He/she/it wears	er/sie/es spielt – He/she/it play(s)	er/sie/es macht – he/she/it do(es)	
wir (we)	wir tragen – we wear	wir spielen – we play	wir machen – we do	
ihr (you) (plural + informal)	ihr tragt – you wear (pl. informal)	ihr spielt – you play (pl. + informal)	Ihr macht – you do (pl.+ informal)	
Sie (you formal singular + plural) sie (they)	Sie tragen (you wear)/– Sie tragen (they wear)	Sie spielen (you play)– Sie spielen (they play)	Sie machen (you do)/– Sie machen (they do)	

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

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

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

Enquiry: What was happening in the Islamic World?Summary

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

Key Dates

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

Key People



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

History – Year 7

Knowledge Organiser

Topic 3

Key Places

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

Key Terms

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

Historical Skills Focus

Similarities and differences	We will be explaining how the Islamic World and England were similar and different during the Medieval period.
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Significance:

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

R

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

R

Remembered: People have not forgotten it.

R

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

R

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

R

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

Enquiry: What changed in the reformation?Summary

1	The reformation	Attempts to reform the Catholic Church and the development of Protestant Churches in western Europe are known as the Reformation.
---	------------------------	---

Key Events

2	1509 – Henry VIII becomes King of England
3	1517 - Martin Luther nailed 95 problems with the Catholic church to a church door sparking the Protestant Reformation .
4	25th January 1533 – Henry VIII secretly married Anne Boleyn.
5	23 May 1533 – Henry VIII marriage to Catherine of Aragon was annulled, they were divorced.
6	1536-1540 – The closure of English Monasteries by Henry VIII.

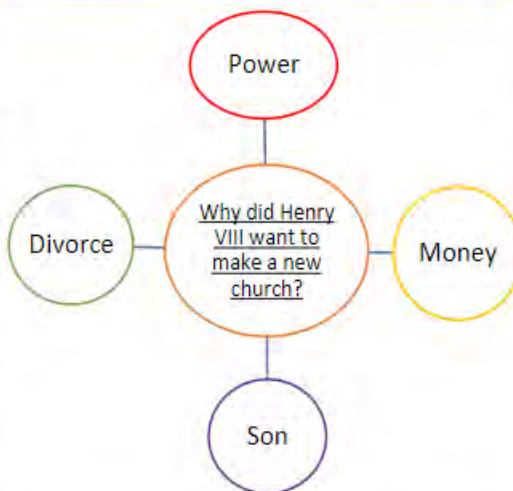
Key People

7	Martin Luther	A German monk that thought that the Catholic Church had too much power and was corrupt he set up the new Protestant church.
8	Pope Clement II	The head of the Catholic Church that refused to give Henry VIII a divorce.
9	Henry VIII	King of England from 1509-1547. Head of the Church of England.
10	Thomas Cromwell	Henry VIII put him in charge of getting rid of the monasteries.

History – Year 7

Knowledge Organiser

Topic 4

PEE Paragraphs

To write a paragraph you explain your points in history we use PEE.

Point: Make your point to answer the question.

One reason Henry VIII made a new church was because he needed money.

Evidence: Give facts that support your point.

He didn't have any money because...

Explain: Give reasons why this evidence backs up your point.

By making a new church Henry VIII knew he would be able to gain money as...

Key Terms

11	heir	Next in line to the throne.
12	Roman Catholic	The Christian church of which the Pope, or bishop of Rome, is the supreme head.
13	Protestant	Someone who follows the principle of Christianity using beliefs developed from the Reformation.
14	Break with Rome	Henry VIII decided to do this when the Pope would not authorise his divorce from Catherine of Aragon. He decided to break away from the Catholic Church and become head of the Church of England.
15	Dissolution of the Monasteries	The monasteries that were run by the Catholic Church and were homes for Monks and Nuns were closed down. They also provided hospital care and charity to the local people.

Six Wives of Henry VIII

Ratio Language

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

Ratios and fractions

For every 3 green counters there are 2 yellow counters

The ratio of green to yellow counters is $3:2$

The fraction of green counters is:

There are 3 green counters
There are 5 counters overall

The fraction of yellow counters is:

There are 2 yellow counters
There are 5 counters overall

The ratio symbol

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

Ratio of strawberries, bananas and berries

$2:4:6$

The order of notation follows the order of the parts



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

Ratio as a fraction



Trees: Flowers
 $3:7$



Ratio

There are 3 parts for trees

Flowers

Fraction of trees

Number of parts of in group
Total number of parts

$\frac{3}{10}$

Fraction

Tree parts $3 +$ Flower parts $7 = 10$

π



Circumference

Diameter

The ratio of a circle's circumference to its diameter

Representing a ratio

"For every 5 boys there are 3 girls"



This represents the 5 boys

This represents the 3 girls

$5:3$

This represents the 5 boys



This represents the 3 girls

This is the "whole" — boys and girls together

Year 7 Ratio

Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4
Work out how much each person gets

Model the Question

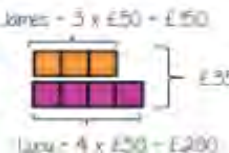
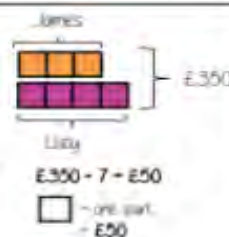
James Lucy
 $3:4$

Find the value of one part

Whole: £350
7 parts to share between (3 James, 4 Lucy)

Put back into the question

James Lucy
 $3:4$
 $\times 50$ $\times 50$
 $\pounds 150: \pounds 200$



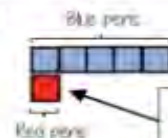
Finding a value given 1n (or n:1)

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

Model the Question

Blue Red
 $5:1$

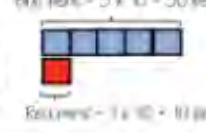
□ = one part
= 10 pens



One unit
= 10 pens

Put back into the question

Blue Red
 $5:1$
 $\times 10$ $\times 10$
 $50:10$



There are 50 Blue Pens

Simplifying a ratio

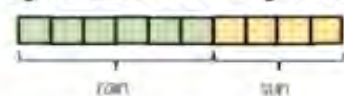
Cancel down the ratio to its lowest form

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

$6:4$
 $\div 2$

$3:2$

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



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

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

Ratio 1n (or n:1)

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

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

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

$4:20$
 $1:5$

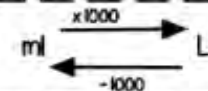
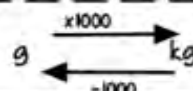
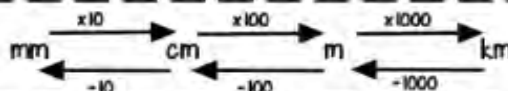
This side has to be divided by 4 too — to keep in proportion

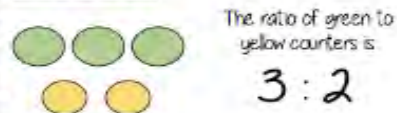
*If the n part does not have to be an integer for the type of question

Units are important:

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

Useful Conversions



Proportion

$$\frac{3}{5} \text{ are green} \quad \frac{2}{5} \text{ are yellow}$$



$$\frac{6}{10} = \frac{3}{5} \text{ are green}$$

Ratio increases proportionally

$$\frac{4}{10} = \frac{2}{5} \text{ are yellow}$$

The proportion remains the same

Ratio: a statement of how two numbers compare

Equivalent: of equal value

Proportion: a statement that links two ratios

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

Fraction: represents how many parts of a whole.

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

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

Direct Proportion

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



4 cans of pop = £2.40

4 cans of pop = £2.40

2 cans of pop = £1.20

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

This is a multiplicative change

4 cans of pop = £2.40

12 cans of pop = £7.20

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

Best buys

4 pens costs £2.60

$£2.60 \div 4 = \underline{£0.65}$

$4 \div 2.60 = \underline{154 \text{ pens}}$



10 pens costs £6.00

$£6.00 \div 10 = \underline{£0.60}$

$10 \div 6 = \underline{167 \text{ pens}}$

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

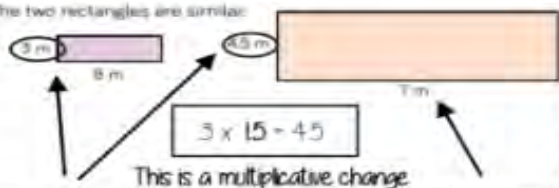
Compare the solution in the context of the question

The best value has the lowest cost "per pen"

The best value means £1 buys you more pens

Understand Scale Factor

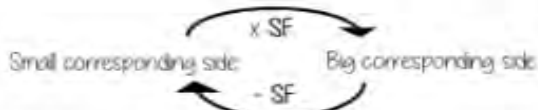
The two rectangles are similar:



Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by

Bigger corresponding side
Smaller corresponding side

Draw and interpret scale diagrams

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

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

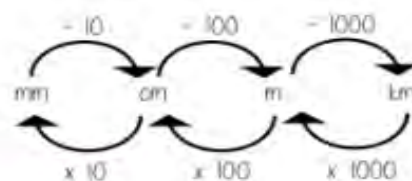
The car image is 10cm

Image 10cm Real life 300cm



The car in real life is 210cm

Image 7cm Real life 210cm

Interpret maps with scale factors

1cm : 250m

Ratios need to be in the same units

1cm : 250m

1cm : 25000cm

$250 \times 100 = 25000$

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



Music Notation – Year 7

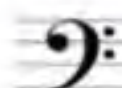
Pg 20

Music


staff and bar lines	time signatures	clefs	accidentals	notes	rests

KEY:

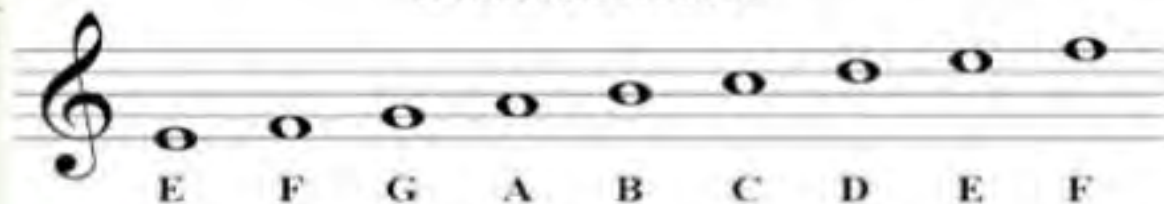
- Music is written on the **staff**
- **Bar lines** divide the music into different **bars**
- The **time signature** tells you how many beats per bar
- The **clef** tells you which set of notes you are using
- **Notes** tell you how long to play
- **Rests** tell you not to play (and for how long)

 Bass clef pitches are played with your **LEFT** hand

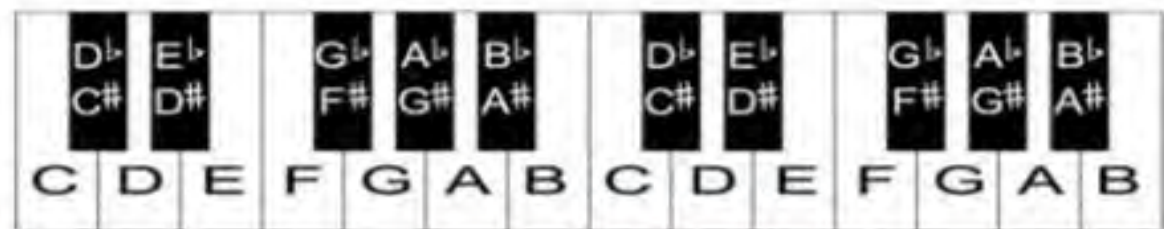
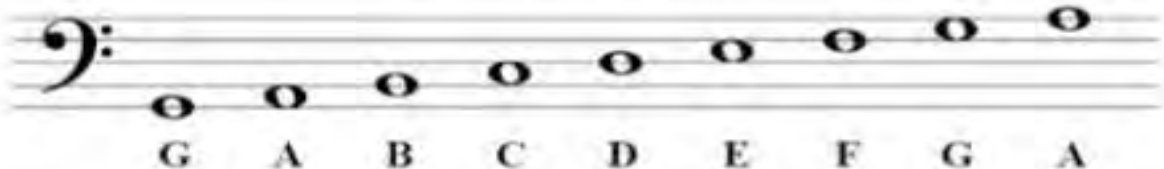
 Treble clef pitches are played with your **RIGHT** hand

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

Treble Clef Notes



Bass Clef Notes



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



PRINCIPLES OF TRAINING



Basic – FITT

FREQUENCY

How often you train

INTENSITY

How hard you train

TIME

How long you train for

TYPE

What type of training you do



Advanced - SIVRPAR

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

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

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

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

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

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

REVERSIBILITY – When training stops, training effects are reversed

+

Christians believe that **God is one but exists in three different 'persons'**. God the Father, the Son and the Holy Spirit - and that these three Persons form a unity. The word **Trinity** comes from the word 'tri' meaning 'three' and 'unity' meaning 'one'.

Christians believe that Jesus Christ was the Son of God, given as a sacrifice so that humans would have the possibility of eternal life in Heaven. Jesus' crucifixion, resurrection and ascension are key events that shape Christian beliefs.

Most Christians believe that Jesus, as well as being fully human, is also fully God. Most Christians believe that Jesus is the second person of the Holy **Trinity** and is the Son of God.

The Bible records the teachings of Jesus during his life. These teachings give Christians guidance and instructions on how to live their life. The Sermon on the Mount is an example of a collection of such teachings. Christianity teaches that it is through Jesus' life and death that humans can be saved from sin. The Old Testament contains the Ten Commandments, which are believed to be instructions sent directly from God that tell humans how to live.





NEED TO KNOW WORDS

Allah	'the God' - the one and only God in Islam
Muhammad (pbuh)	A religious, social, and political leader and the founder of Islam.
Islam	a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.
Qur'an	the Islamic sacred book, believed to be the word of God
Jannah	"paradise, garden", is the final abode of the righteous
Jahannam	the place of punishment for unbelievers and other evildoers in the afterlife
Predestination	The belief that Allah knows your fate but we still have free will to reach that end
Sunnah	the traditions and practices of the Islamic prophet Muhammad

Who was the Prophet Muhammad?

The Prophet Muhammad (pbuh) was a merchant born in the city of Mecca. Muhammad was respected as he was a wise and fair businessman. Tradition says Muhammad escaped the busy city during the month of Ramadan and went to the mountains by himself to think.

Muslims believe Allah chose Muhammad to be his Prophet because he was a fair and wise man and because he was concerned for the people.

Muhammad as the Seal of the Prophets

Muhammad is the final prophet in Islam, known as the 'Seal of the Prophets'. This means that Muslims regard Muhammad as Allah's final messenger. The Qur'an is formed from the revelations Muhammad received from God through the Angel Jibril. Muslims do not believe that Muhammad was in any way divine, and this is confirmed in the Qur'an, which states: Muhammad is no more than a messenger (Surah 3:144).

Islamic nature of God.

Muslims believe that Allah is One God, indivisible and absolute; nothing comes close to Him as the ultimate source of power and creation. He is totally supreme. There is nothing that can be likened to Him. He is beyond human understanding.

Declaration of Faith

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ

I bear witness that there is no god besides Allah

وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ

and I bear witness that Muhammad is His servant and messenger.

[Sahih Muslim Book 9, Hadith 50; Sunan Nasai Vol. 1, Book 1, Hadith 148]

Role of the Qur'an

The word Qur'an means 'recitation' and Muslims believe that the Qur'an is the direct word of Allah revealed to Muhammad by the Angel Jibril. Due to this, it is completely different to any other book. It contains teachings and guidance for Muslims on how to live their lives.



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

Energy Stores

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

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

Energy Transfer

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

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

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

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

Energy Transfer

This shows how energy changes where it is stored twice while you use a light bulb (lamp):

From chemical potential energy to electrical energy to heat (thermal) energy in the surroundings.



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

Temperature and Heat

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

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

Thermal energy transfer

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

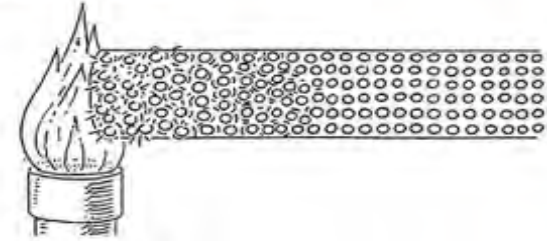
Thermal energy transfer by radiation

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

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

Thermal energy transfer by conduction

Hot materials can transfer thermal energy to other materials that they are touching. This is called **conduction** of thermal energy. As the diagram



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

Thermal energy transfer by convection

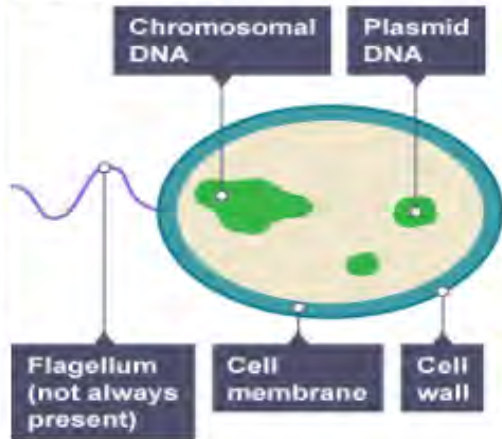
Convection is all about density of a gas or a liquid

Hot air is less dense and therefore rises
Cold air is more dense and therefore sinks
This creates a convection current

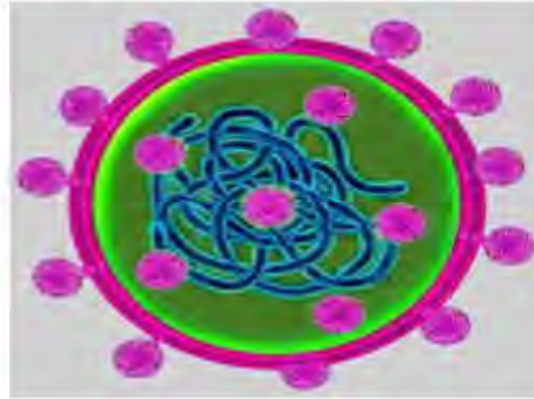


Knowledge objective: describe characteristics of different pathogens, explain the body's defence mechanisms.

Bacterial cell

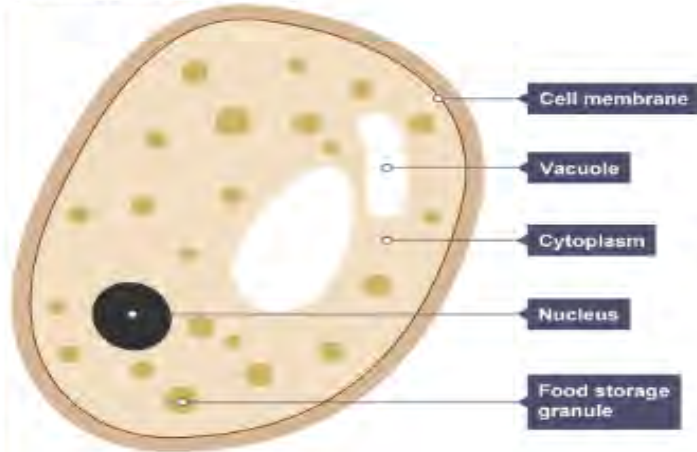


Virus particle



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

Yeast cell (fungus)



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

Direct transmission of pathogens

Direct contact e.g. shaking hands or kissing

Sexual contact

From mother to foetus over the placenta

Indirect transmission of pathogens

A vector carries the pathogen e.g. mosquitos carry the pathogen that causes malaria

Droplet infection: droplets of mucus containing a pathogen are sneezed or coughed out by an infected person, and breathed in by someone else. We can also say the pathogen is airborne.

Waterborne – the pathogen infects water and moves between people when they drink the water

Preventing microbes getting in

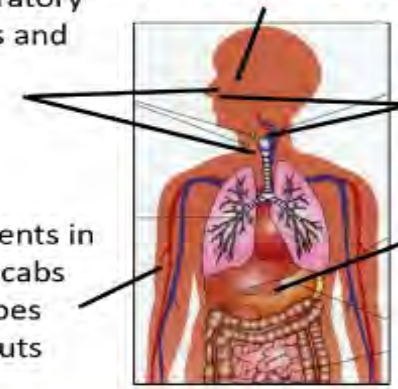
Cilia – tiny hairs found in nose and respiratory system that wafts and traps dust

Skin – barrier that stops microbes entering body

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

Stomach – stomach acid kills microbes

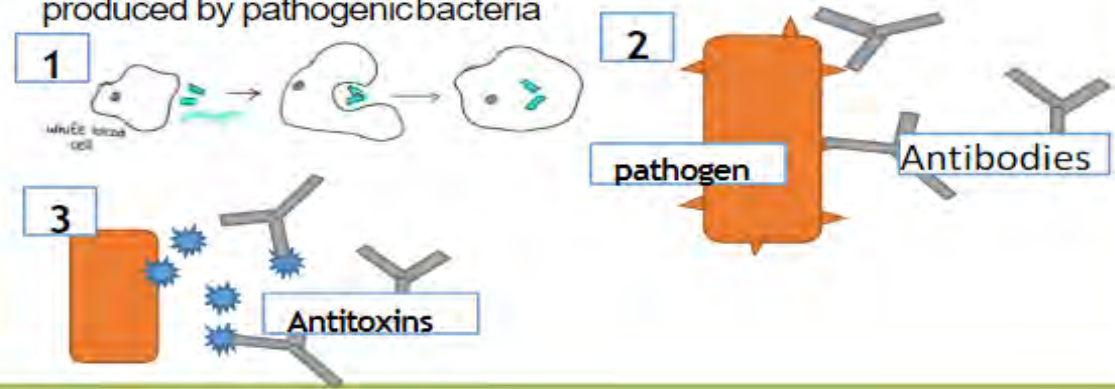
Platelets – fragments in blood that form scabs to prevent microbes getting through cuts



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

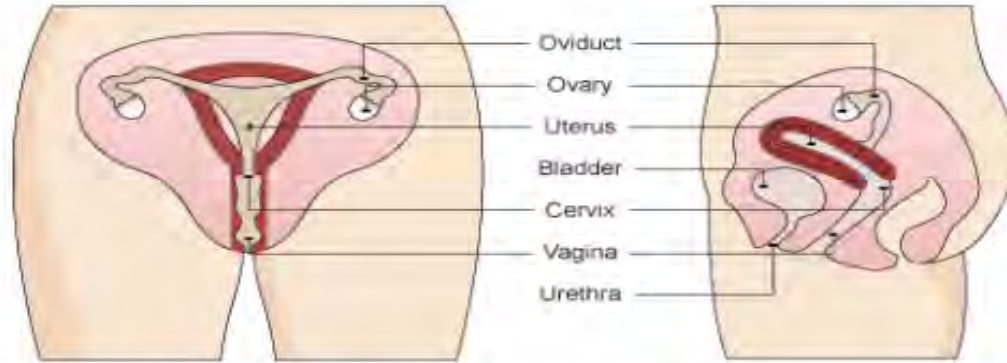
The most important cells in the immune system are the white blood cells. These work by:

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

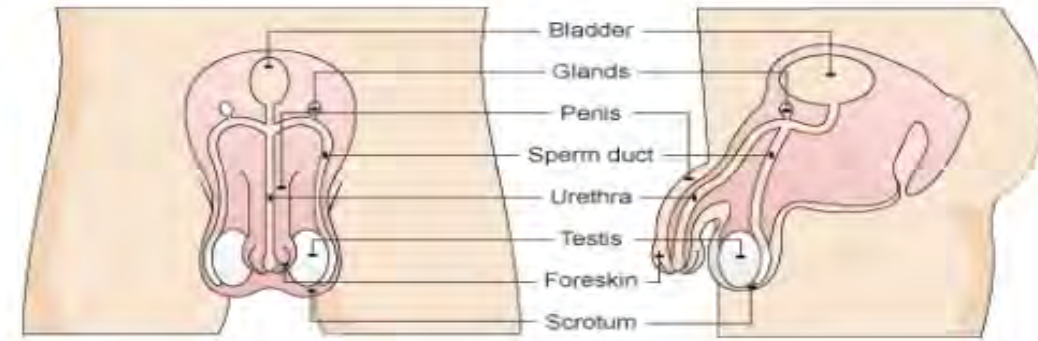


Year 7 Block 3 Biology Knowledge Organiser Reproduction

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

<https://www.bbc.com/bitesize/subjects/z4882hv>**Female reproductive system**

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

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

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

Year 7 Block 3 Biology Knowledge Organiser Reproduction

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

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

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

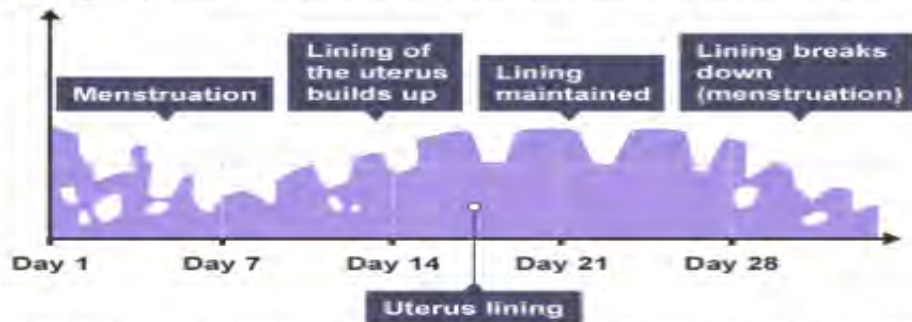
Fertilisation

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



The menstrual cycle

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



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

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

Gestation

After fertilisation of an ovum, a woman is pregnant. The embryo grows as cells divide and travels to the uterus. Ciliated cells in the oviduct help it to move to the uterus.

















The embryo implants into the uterus wall, where it gets oxygen and nutrients from the mother's blood. As it grows bigger and cells become specialised, we call it a foetus. It grows a placenta and umbilical cord.

At the placenta, the foetus gets oxygen and nutrients from the mother's blood (but their blood does NOT mix). The foetus gets rid of waste like carbon dioxide into the mother's blood too.

Birth

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

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

<u>¿Cuál es tu asignatura favorita?</u>	<u>What is your favourite subject?</u>
 El inglés	English
 El español	Spanish
 El francés	French
 El teatro	Drama
 El dibujo	Art
 El deporte	PE
 La informática	Computer Science
 La música	Music
 La tecnología	Technology
 La geografía	Geography
 La historia	History
 La religión	RE
 La educación personal y social	PSHE
 Las matemáticas	Maths
 Las ciencias	Science
 Las humanidades	Humanities

<u>¿Qué Piensas?</u>	<u>What do you think?</u>
Es	It is
No es	It isn't
Interesante	Interesting
Práctico	Practical
Útil	Useful
Fácil	Easy
Difícil	Difficult
Aburrido	Boring
Emocionante	Exciting
(in)cómodo	(un) comfortable
Caro	Expensive
Barato	Cheap
De moda	Fashionable
Pasado de moda	Unfashionable

7.3 My life at school

<u>¿Cómo es tu uniforme escolar?</u>	<u>What is your school uniform like?</u>
Llevo...	I wear..
 Una chaqueta	Blazer
 Un jersey	Jumper
 Una camisa	Shirt
 Una camiseta	T-shirt
 Una corbata	Tie
 Una falda	Skirt
 Unos calcetines	Socks
 Unos pantalones	Trousers
 Unos zapatos	Shoes
 Unas medias	Tights

<u>Verbos en el colegio</u>	<u>Verbs at school</u>
Estudiar	To study
Escuchar	To listen
Charlar	To chat
Trabajar	To work
Pasar	To spend
Jugar	To play
Descansar	To rest
Relajar	To relax



<u>¿Cómo es tu profe...?</u>	<u>What is your teacher like?</u>
Amable	Kind
Agradable	Pleasant
Aburrido/a	Boring
Asqueroso/a	Disgusting
Cómodo/a	Comfortable
Contento/a	Happy
Difícil	Difficult
Divertido/a	Fun
Enfadado/a	Angry
Estricto /a	Strict
Feo/a	Ugly
Fuerte	Strong
Grande	big
Guapo/a	Handsome
Horrible	Awful
Emocionante	Exciting
Joven	Young
Limpio/a	Clean
Maduro/a	Mature
Pequeño/a	Small
Perfecto/a	Perfect
Rápido/a	Fast
Rico/a	Rich
Ruidoso/a	Noisy
Sabio/a	Wise
Serio/a	Serious
Sucio/a	Dirty
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	old

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

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

Jugar– to play

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

Comparisons

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

Superlative

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

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

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

Year 7 Textiles Knowledge Organiser



Practice your tonal drawing skill here



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:

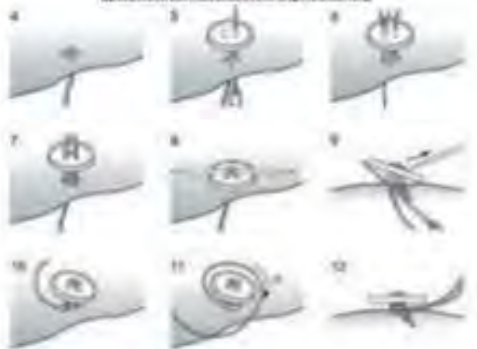
Complementary colours
contrast
fastening
compare
iron
context
effect
embroidery
equipment
appliqué
improve

Tier 1
Basic keywords used in almost every lesson:

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

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.

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

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...

Sentence starter phrases

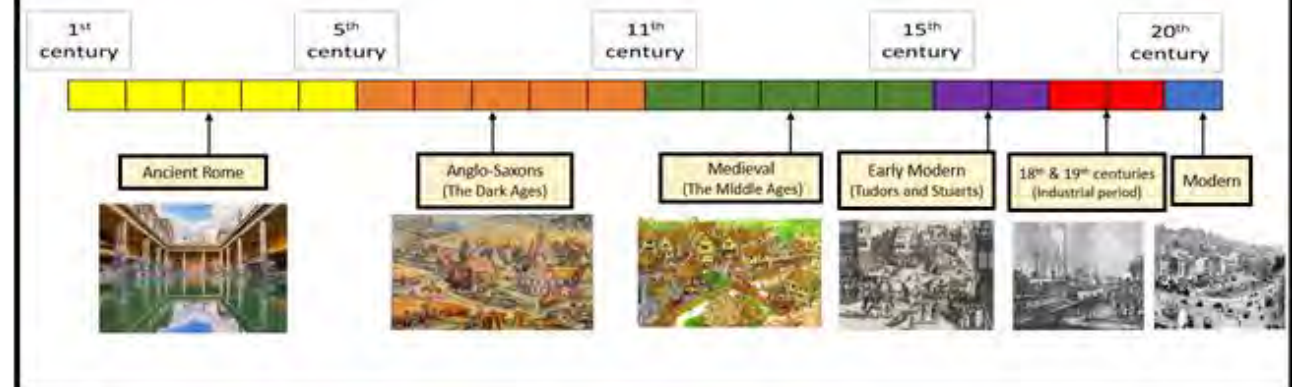
Most people would agree...
Only a fool would think...
We all know...
A sensible idea would be...
The fact is that...
Surely you would agree that...
Without a doubt...
I am certain that...
Some people might argue...
However...
Also...

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.





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

* 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

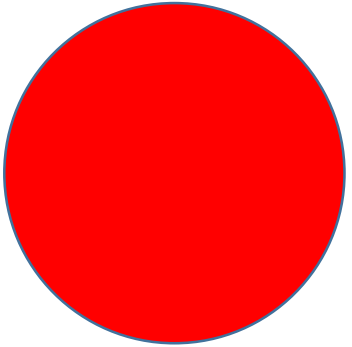
<https://www.bbc.com/bitesize/examspecs/ztrcg82>

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

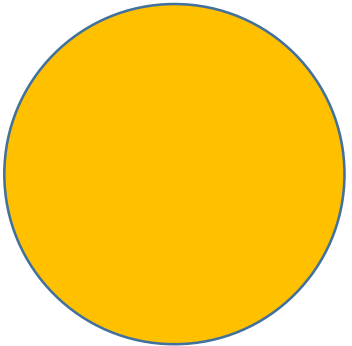
RS

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

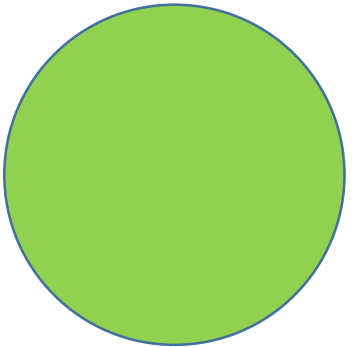
How would you describe your learning in this lesson?



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