BRISTOL METROPOLITAN ACADEMY

Knowledge Organisers 2024-25

Year 7 – Term 4

Monday 24th February	Week A
Monday 3rd March	Week B
Monday 10th March	Week A
Monday 17th March	Week B
Monday 24th March	Week A
Monday 31st March	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.

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

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/Computing	Same process as outlined for English above. DT and ICT/Computing have 5 questions and not 10.
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.

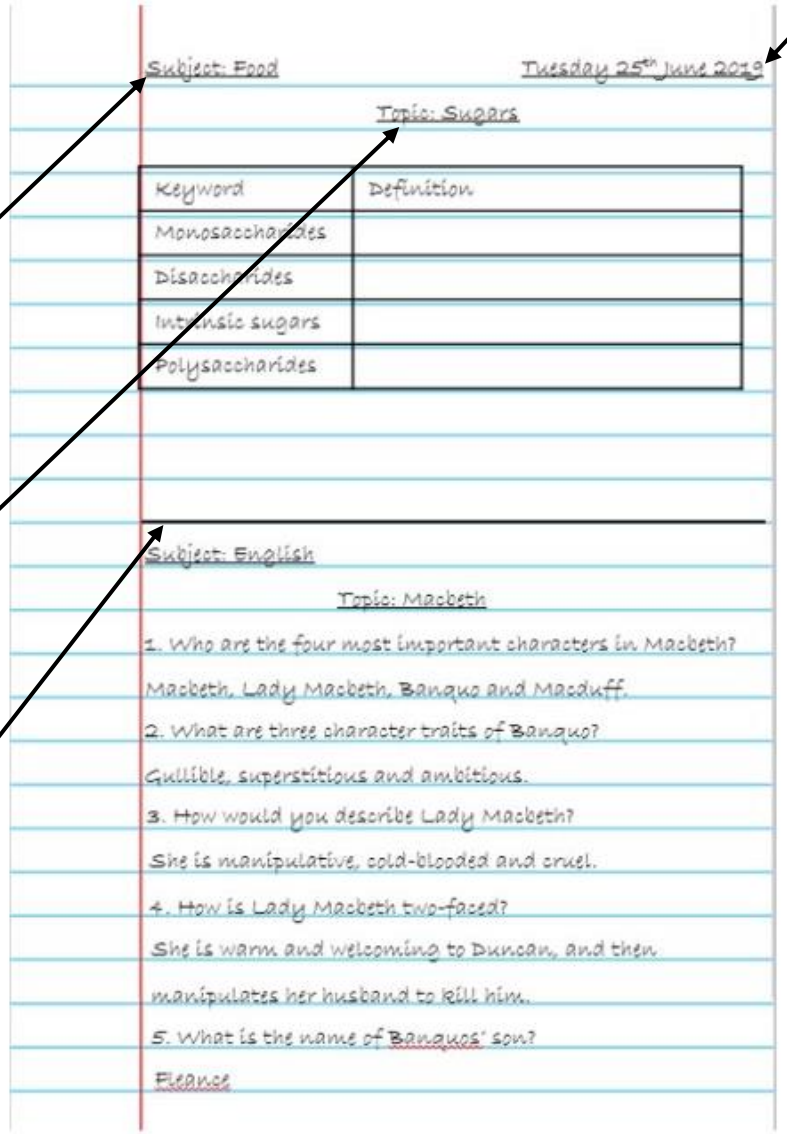
How to present your homework:

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

Subject written on the left-hand side of the page and underlined.
For example: Food

Topic written on the centre of the page and underlined.
For example: Sugars

One single straight line between both pieces of homework.



Subject: Food — Tuesday 25th June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intrinsic sugars	
Polysaccharides	

Subject: English

Topic: Macbeth

1. Who are the four most important characters in Macbeth?

Macbeth, Lady Macbeth, Banquo and Macduff.

2. What are three character traits of Banquo?

Gullible, superstitious and ambitious.

3. How would you describe Lady Macbeth?

She is manipulative, cold-blooded and cruel.

4. How is Lady Macbeth two-faced?

She is warm and welcoming to Duncan, and then manipulates her husband to kill him.

5. What is the name of Banquos' son?

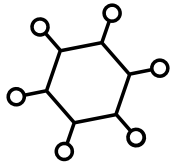
Fleance

Home Learning Strategies to help you revise

Brain Dump

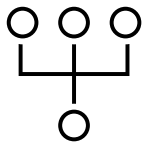
Write down everything you know about o certain topic on a page. Use your KO to add extra notes in a different colour.

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.

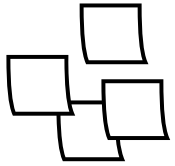
Vocabulary

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 8 Ethnology - Mandala Art

Content: In this project you will develop an understanding of Ethnology within art. You will learn about Mandala art within Hindu and Buddhist culture

Knowledge—of artists who create Mandala art

Understand—What inspired artists to create their work and how to write about the work

Skills—drawing, pattern design, wax resist, collage and clay

Outcome— an A3 wax resist mandala with multimedia collage background

Mandala Art

The word Mandala means '**sacred circle**'. This circle is said to represent wholeness, health, connection, unity, harmony and the cycle of life. Mandala's are sacred pieces of artwork which are used to evoke healing, spiritual development and meditation.

Keywords

Ethnology—the study of the characteristics of different peoples and the differences and relationships between them

Pattern—a repeated decorative design

Complementary Colours—opposite each other on the colour wheel

Analysis

All artist research pages should be annotated

Artwork-

- **Artist name**
- Describe the work-what does it look like?
- Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work?
- How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

Evaluation of Your Artwork-

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- How is it relevant to your idea?

Consider

Hindu & buddhist art, geometric pattern, mandala art

Artist

Prasun Balasubramaniam is a self-taught Mandala artist and illustrator from Salem, Tamil Nadu, India . She is known to create intricate, vibrant, and vivid artworks, and believes that Mandalas require intense focus and attention to the present moment, which induces mindfulness.

Assessment

D	Demonstrate a deepening knowledge, understanding and skill
O	On Track—demonstrate some knowledge, understanding and skills
Y	Yet to be on track—developing some knowledge, understanding and skills
A	At an earlier stage—starting to develop some knowledge, understanding and skills

Computing: Year 7 Knowledge Organiser

Number Bases

Denary
Base 10 Numbers:
23, 46, 2, 9

Binary
Base 2 Numbers:
01010101

Hexadecimal
Base 16 Numbers:
2B, FF, 5E, 88

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

8	4	2	1	8	4	2	1		
1	0	0	0	1	1	1	1	=	143
Denary		8		*Denary*		15			
Hex:		8		*Hex:*		F		=	8F

Keywords

CPU
Central Processing Unit
Processes data and instructions that make a computer needs to work

RAM
Random Access Memory
Temporary memory that the data and programs currently being run on a computer
This is lost when the computer is turned off

Abstraction
Removing unnecessary details to make a problem less complex

Decomposition
Breaking down a problem into smaller solvable steps / chunks

Input & Output Devices

Input Device
Hardware which allows data to be put into a system
Examples: *Mouse, Keyboard, Scanner, Weighing scale*

Output Device
Hardware which shows the results of data from a system
Examples: *Monitor, Speaker, Printer*

Character Sets

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

Extended ASCII
8 bit ASCII used to represent 256 characters in binary. Still 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 = 65, Z = 90, a = 97, z = 122, [SPACE] = 32`

Character Set: A group of characters a computer can use.

Storage Units

+4	↓	**Bit**		
+2	↓	**Nibble**	↑	x4
+1000	↓	**Byte**	↑	x2
+1000	↓	**Kilobyte**	↑	x1000
+1000	↓	**Megabyte**	↑	x1000
+1000	↓	**Gigabyte**	↑	x1000
+1000	↓	**Terabyte**	↑	x1000
		Petabyte	↑	x1000

Data Compression

Why:
Used to reduce data file sizes.
Compression methods can be used with text, sound, images and videos.
Lossy - Loses quality
Lossless - DOES NOT lose quality

Representing Images

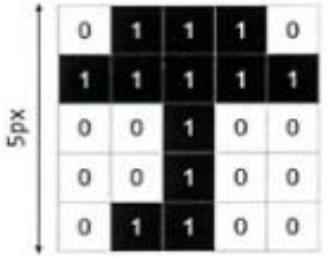
Pixel - Small dot on of colour on an image
Resolution - Amount of pixels on an image
Colour/Bit Depth - Amount of bits in each pixel (amounts of colours available)

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

Working out file size:
File size (bits) = Resolution x Bit Depth

```
.jpeg - Image File
.png  - Image File
.tiff - Image File
.pdf  - Image File
.mp3  - Sound File
.acc  - Sound File
.mp4  - Video File
.mov  - Video File
.doc  - Text  File
.txt  - Text  File
```

1 bit image



File Size: 25 bits

24 bit image

File Size: 192000 bits

Image Resolution & Colour Depth

Advantages	Disadvantages
Increasing resolution = Better quality	**Increasing resolution =** Larger file size
Decreasing resolution = Smaller file size	**Decreasing resolution** = Lower quality

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

Drama KS3 Knowledge Organiser
Term 3 & 4

Physical Skills:

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

Vocal Skills:

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

General Skills

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

Year 7 D&T – Gumball Machine Project

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

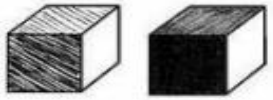
Using recycled materials means that fewer new resources are needed, and often less energy is used. For example, recycling old food cans takes much less energy than mining and processing new metal.

1 km = 1000 m

1 m = 100 cm

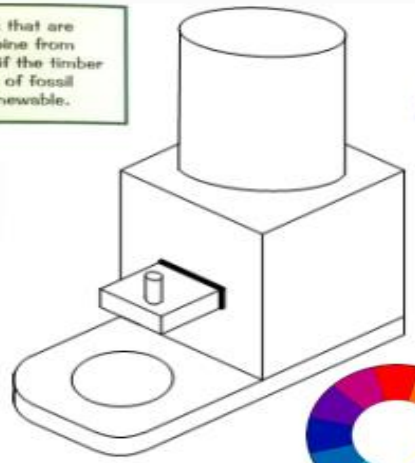
1 cm = 10 mm

Hatching Blending



Crosshatching Stippling

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



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 requ
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?

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!

Target Market

Who is the customer?

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

Health and safety rules

1. Always listen carefully to the teacher and follow instructions.
2. Do not run in the workshop, you could 'bump' into another pupil and cause an accident.
3. Know where the emergency stop buttons are positioned in the workshop.
4. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place.
5. When attempting practical work all stools should be put away.
6. Bags need to be left in the cubicles and not under desks
7. Do not use a machine if you have not been shown how to operate it safely by the teacher.

Ragged schools

- Ragged Schools were charitable organisations dedicated to the free education of destitute (poor) children in 19th century Britain
- The schools were developed in working-class districts.
- They were intended for society's most impoverished youngsters.
- Children attended who were rejected by Sunday School education because of their untidy appearance and often challenging behaviour.
- After visiting a Ragged School, Dickens was appalled by what he saw and wrote a letter to The Daily News newspaper, detailing his account.

Marcus Rashford: free school meals

- In the middle of the Coronavirus pandemic, Rashford began a campaign which resulted in a government announcement that free school meals would be provided to disadvantaged children over the school holidays.
- In the campaign, Rashford drew upon his experience of going hungry as a child and the 'hardships' that his mother went through to put food on the table during his youth.
- Marcus Rashford is a well-known footballer, currently playing at Manchester United. He has also represented England, playing in the World Cup.

Writing an article

Features:

- A clear, original title
- A strapline (secondary heading)
- Engaging introduction (overview)
- Linked paragraphs
- A concluding paragraph

Example of article

Title →

‘Children make you laugh so much’: three teachers on the joys (and challenges!) of teaching.

Strapline →

There’s no hiding from the fact that teaching is tough. But for these educators, that can be part of the vocation’s beauty.

Introduction →

Today’s novice teachers are joining the profession at a time when it’s facing huge challenges, from controversy – and negative depictions of teachers – around pay and conditions, to the pressures of Ofsted inspections, and how political and cultural events play out in the classroom.

Ragged schools

Poetic Terms:

Meaning – the main message of the poem
Speaker – the voice of the poem.
Imagery – the words which paint images in the reader’s mind.
Simile – indirect comparison (like/as)
Metaphor – direct comparison
Personification – when a non-living object is described as looking like or behaving like a human.
Tone – the feeling/atmosphere of the poem
Structure – the organisation of the poem, its rhyme scheme, the rhythm.
Stanza – grouped lines in a poem

Form – the type of poem – i.e. sonnet, ode.
Caesura – punctuation which occurs mid-line; slows the rhythm.
Enjambment – lack of terminal punctuation, speeding up the poem.
End-stopping – punctuation at the end of a line
Metre – number of beats per line
Plosive – sound made by stopping airflow – b,t,k, d, p; it creates a harsh sound.
Onomatopoeia – a word which sounds like the thing it is describing – i.e. bang
Alliteration – the repetition of the same sound
Sibilance – the repetition of the ‘s’ sound

Poets

Robert Burns (25 January 1759 – 21 July 1796) was a Scottish poet and lyricist. He is widely regarded as the national poet of Scotland. His poem ‘Auld Lang Syne’ is often sung to welcome in the New Year. He was a pioneer of the Romantism.

Dame Carol Ann Duffy (born 23 December 1955) is a Scottish poet and playwright. She appointed Poet Laureate in May 2009.

Tupac Shakur is considered to be one of the greatest rappers of all time.. Much of Shakur's music has been noted for addressing contemporary socia l issues that plagued inner cities.

Plot

1	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 Gargey goes to Satis House and is given twenty-fie guineas for Pip's time, he is now bound into an apprenticeship with Joe which he feels sullen about. Mrs. Joe feels slighted not to see Miss Havisham
	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 visits Mr Trabb's shop and apparently without "boasting" flaunts his new wealth.
2	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 to realise Molly is Estella's mother.
	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 gatekeeper. Pip declares his love for Estella. Pip waits for Estella who is visiting London. Wemmick shows him Newgate (convict motif).
	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
3	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".

English – 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 an 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

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.

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.

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.

Themes

- Ambition & Self Improvement
- Social Class
- Crime & Guilt
- Innocence & Justice
- Familial Connections
- Revenge
- Redemption
- Avarice
- Setting

Vocabulary

- Dilapidated = state of disrepair
- Superior = higher in rank, status, or quality.
- Ostracised = exclude from a society or group.
- Genteel = politeness or respectability
- Reticent = not revealing one's thoughts
- Prosperous = successful in material terms; flourishing financially.
- Corrupt = dishonesty for gain
- Woebegone = sad or miserable in appearance.
- Incongruous = not in harmony or keeping with the surroundings
- Paradoxical = seemingly absurd or self-contradictory.
- pathetic fallacy = using the weather to dictate the mood
- Impudent = not showing due respect for another person
- Benefactor = a person who gives money or other help to a person or cause.
- Revenant = a person who has returned, especially supposedly from the dead.
- Malignant = vil in nature or effect
- Portentous = done in a pompously or overly solemn manner so as to impress

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.

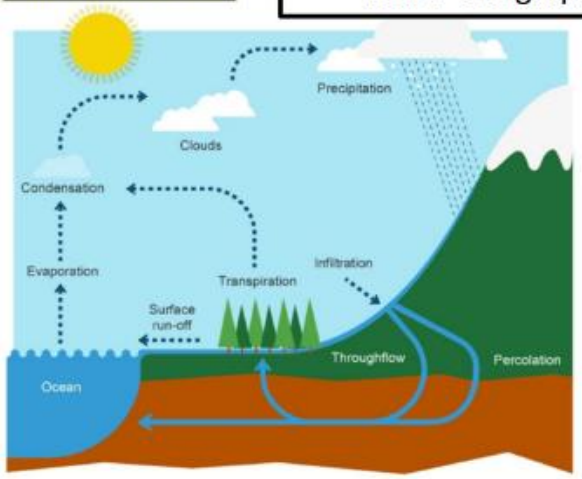
Storing foods the correct way will prevent food from being spoilt.

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.

Year 7 Geography – Term 4 – *How do rivers in the UK change the landscape?*

The Water Cycle:

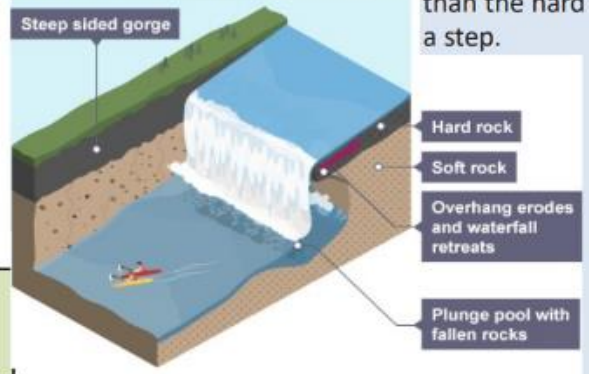


Evaporation	When sun heats water it changes into water vapour and rises.
Condensation	As air rises it cools and the water vapour forms clouds.
Precipitation	Water droplets that fall to the ground as rain, hail or snow.
Infiltration	Water soaks into the soil.
Transpiration	When moisture is evaporated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

River processes:

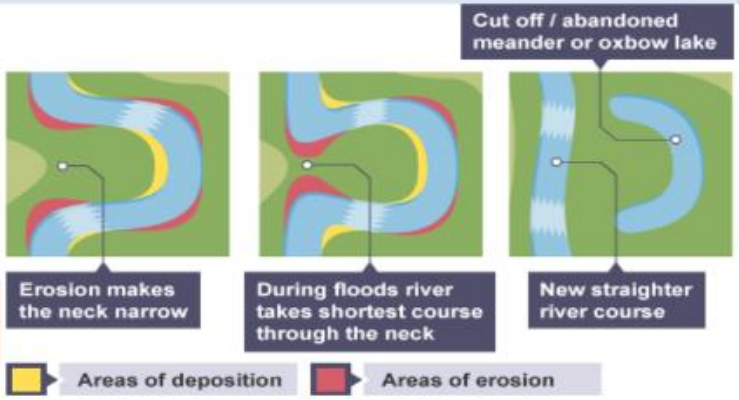
Erosion	The wearing away of land.
Transportation	The movement of material in a river.
Deposition	The dropping of material by water.

Waterfall Formation:

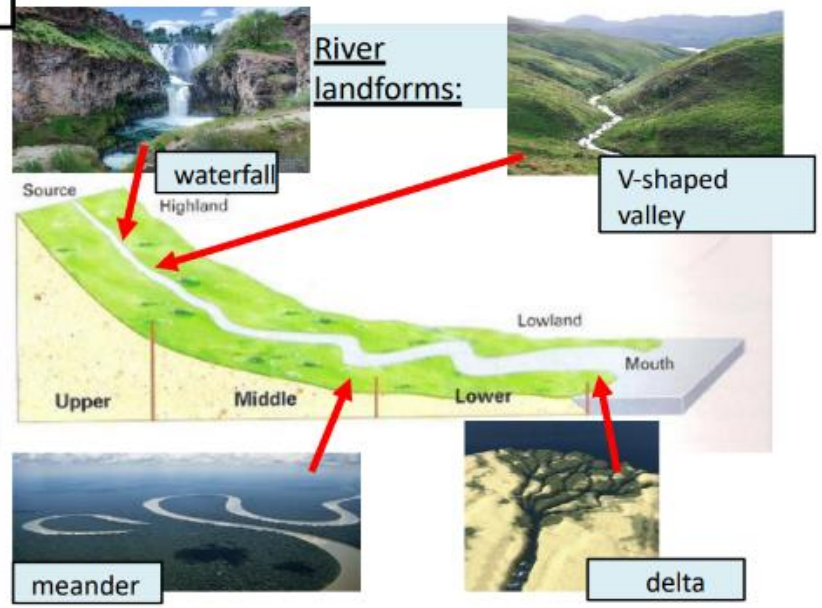


1. The soft rock is eroded quicker than the hard rock and this creates a step.
2. As erosion continues, the hard rock is undercut forming an overhang. Abrasion and hydraulic action continue to erode the soft rock to create a plunge pool.
3. Over time this gets bigger, increasing the size of the overhang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

Meander Formation:



River landforms:



Flooding:

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

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

German Year 7.3 My Life at School

Was denkst du?	What do you think?
Es ist	It is
Ich mag	I like
Ich liebe	I love
Ich mag…nicht	I don't like
Ich hasse	I hate
Ich finde	I find
interessant	Interesting
praktisch	Practical
nützlich	Useful
(un)bequem	Uncomfortable
modisch/hässlich	Fashionable/ugly
altmodisch	Old fashioned
teuer/billig	Expensive/cheap
schmutzig/sauber	dirty/clean

Was ist dein Lieblingsfach?	What is your favourite subject?
Englisch	English
Informatik	Computer Science
Geschichte	History
Spanisch	Spanish
Französisch	French
Deutsch	German
Theater	Drama
Kunst	Art
Sport	PE
Musik	Music
Technologie	Technology
Erdkunde	Geography
Religion	RS
Mathe/Mathematik	Maths
Naturwissenschaften	Science

Beschreib deine Schuluniform	Describe your school uniform
Ich trage…	**I wear..**
eine Jacke / einen Blazer	Blazer
einen Pullover	Jumper
ein Hemd	Shirt
ein T-Shirt	T-shirt
eine Krawatte/einen Schlips	Tie
einen Rock	Skirt
eine Hose	Trouser
Socken	Socks
Schuhe	Shoes
eine Strumpfhose	Tights

Verben in der Schule	Verbs in School
studieren	To study
hören	To hear
plaudern	To chat
arbeiten	To work
verbringen	To spend (time)
spielen	To play
lesen	To read
sich entspannen	To relax

Wie spät ist es ? What is the time?

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

Lehrer	Teachers
nett	Nice
angenehm	Pleasant
langweilig	Boring
froh/glücklich	Happy
lustig	Funny
streng	Strict
stark	Strong
schwach	Weak
jung	Young
alt	Old
klein/groß	Small/tall
laut	Loud
klug	Clever
intelligent	Intelligent
ernst	Serious
schüchtern	Shy
fleißig	Hardworking
faul	Lazy
gemein/böse	mean/nasty

Meinungen	Opinions
schlecht	Bad
einfach	Easy
toll	Great
schwierig	Difficult
gut	Good
furchtbar	awful

German 7.3 German My Life at School Knowledge Organiser

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

Cabot Learning Federation

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

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

You will have seen lots of questions since September…

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

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

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

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

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

Comparisons

Add 'er' to the adjective. You can't add the word 'mehr' = more. Er ist klein**er** = he is small**er** es ist billig**er** = it is cheap**er** **Exceptions are besser (better)/größer(bigger)/älter(older)**

Enquiry: What changed in the reformation?

History – Year 7 Knowledge Organiser Topic 5

Summary

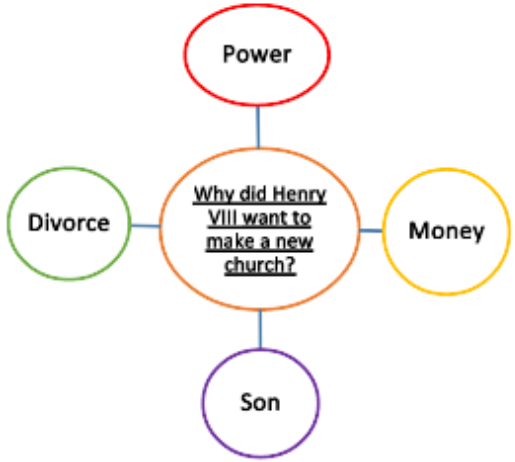
1	**The reformation**	Attempts to reform the Catholic Church and the development of Protestant Churches in western Europe are known as the Reformation.

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.



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

Year 7 Ratio

Ratio Language

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

For every 4 cows there are 3 pigs

For every 3 pigs there are 4 cows

Ratios and fractions

For every 3 green counters there are 2 yellow counters

The ratio of green to yellow counters is 3 : 2

The fraction of green counters is:

There are 3 green counters

$\frac{3}{5}$

There are 5 counters overall

The fraction of yellow counters is:

There are 2 yellow counters

$\frac{2}{5}$

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

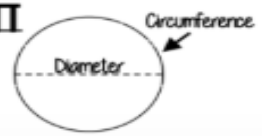
Fraction of trees

Number of parts of in group / Total number of parts = $\frac{3}{10}$

Fraction

Tree parts 3 + Flower parts 7 = 10

Pi π



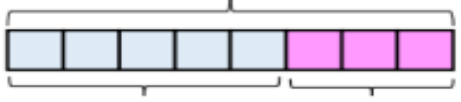
The ratio of a circles circumference to its diameter

Representing a ratio

"For every 5 boys there are 3 girls"

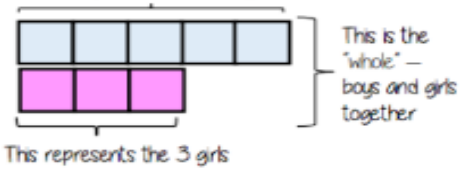
5:3

This is the "whole" — boys and girls together



This represents the 5 boys

This represents the 3 girls



Simplifying a ratio

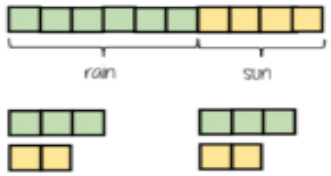
Cancel down the ratio to its lowest form

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

6:4

÷ by 2

3:2



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

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

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

Ratio 1:n (or n:1)

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

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

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

4 : 20

1 : 5

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

"n" the n part does not have to be an integer for this type of question

Sharing a whole into a given ratio

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

Model the Question

James: Lucy 3 : 4

Find the value of one part

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

£350 ÷ 7 = £50

□ - one part = £50

Put back into the question

James: Lucy

(x 50) 3 : 4 (x 50)

£150 : £200

James = 3 x £50 = £150

Lucy = 4 x £50 = £200

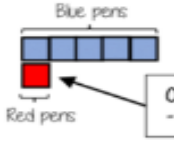
Finding a value given 1:n (or n:1)

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

Model the Question

Blue : Red 5 : 1

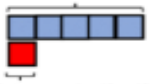
□ - one part = 10 pens



Put back into the question

(x 10) 5 : 1 (x 10)

50 : 10



Blue pens = 5 x 10 = 50 pens

Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

Units are important:

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

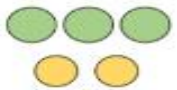
Useful Conversions

mm ⇄ cm ⇄ m ⇄ km (x10, x100, x1000 / ÷10, ÷100, ÷1000)

g ⇄ kg (x1000 / ÷1000)

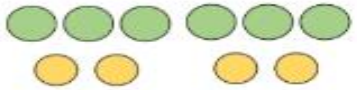
ml ⇄ L (x1000 / ÷1000)

Proportion



The ratio of green to yellow counters is 3 : 2

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



The ratio of green to yellow counters is 6 : 4

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

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

Ratio increases proportionally

The proportion remains the same

Ratio: a statement of how two numbers compare
Equivalent: of equal value
Proportion: a statement that links two ratios
Integer: whole number, can be positive, negative or zero.
Fraction: represents how many parts of a whole.
Denominator: the number below the line on a fraction. The number represent the total number of parts.
Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken

Direct Proportion

Os one variable changes the other changes at the same rate

This is a multiplicative change

4 cans of pop = £2.40

4 cans of pop = £2.40 → (x 0.5) → 2 cans of pop = £1.20

4 cans of pop = £2.40 → (x 3) → 12 cans of pop = £7.20

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

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	10 pens costs £6.00
"1 pen costs..."	£2.60 ÷ 4 = £0.65	£6.00 ÷ 10 = £0.60
"1 pound buys..."	4 ÷ 2.60 = 1.54 pens	10 ÷ 6 = 1.67 pens

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

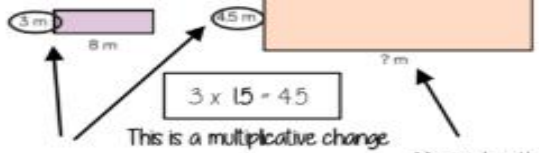
Compare the solution in the context of the question

The best value has the lowest cost "per pen"

The best value means £1 buys you more pens

Understand Scale Factor

The two rectangles are similar.



3 x 1.5 = 4.5

This is a multiplicative change

Missing length 8 x 1.5 = 12m

Use **corresponding** sides to calculate a scale factor

Scale factor can also be calculated by: **Bigger corresponding side / Smaller corresponding side**

Small corresponding side → (x SF) → Big corresponding side

Big corresponding side → (÷ SF) → Small 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	Real life
1cm	30cm
10cm	300cm

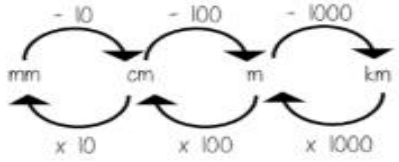
(x 10 / ÷ 10)

The car in real life is 210cm

Image	Real life
1cm	30cm
7cm	210 cm

(x 7 / ÷ 7)

Interpret maps with scale factors



1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m

1 cm : 25000cm

250 x 100 = 25000

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

Year 7 Terms 3 & 4 – What Makes A Good Composer?

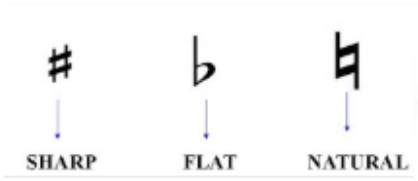
Key Words

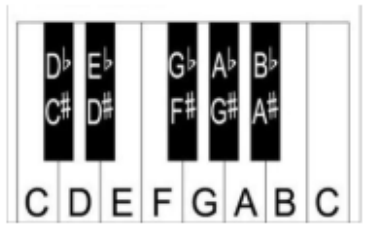
Flat
Sharp
Chord
Solo
Duet
Trio
Ensemble
Middle C
Adagio
Moderato
Allegro

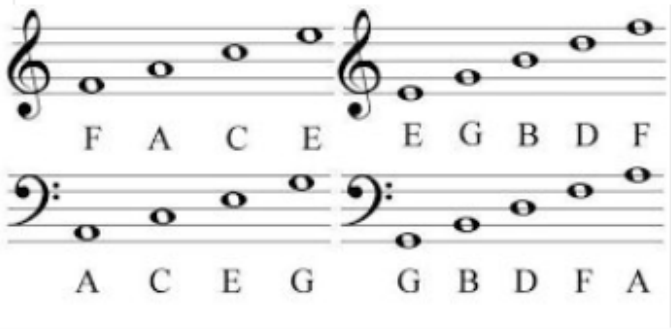
Musical Elements

Dynamics	*(volume)*
Rhythm	*(duration of notes)*
Tempo	*(speed)*
Context	*(background info)*
Structure	*(sections)*
Melody	*(organisation of pitches)*
Instrumentation	*(instruments & voices)*
Texture	*(layers)*
Harmony	*(chords & key)*

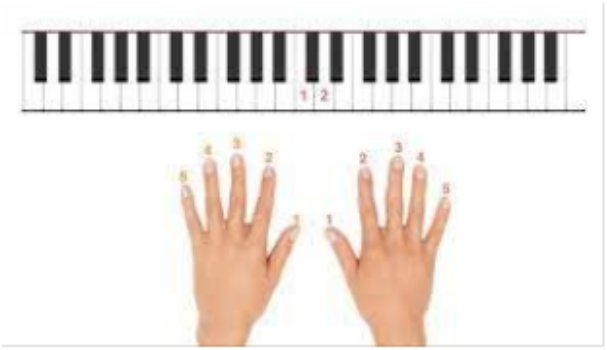
Reading Music







Piano hand position



Note Durations

- Semibreve (4 beats)
- Minim (2 beats)
- Crotchet (1 beat)
- Quaver (½ beat)
- Semi-Quaver (¼ beat)

Periods of musical History

- Baroque Era – 1650-1725
- Classical Era – 1725-1810
- Romantic Era – 1810-1900
- 20th Century Era – 1900 onwards.

Instrument Families

Strings	(Violin, Viola, Cello, Double Bass)
Woodwind	(Flute, oboe, clarinet, bassoon)
Brass	(Trumpet, French Horn, Trombone, Tuba)
Percussion	(Timpani, Bass drum, Snare drum, triangle, maracas, bells)
Harpsichord	(keyboard instrument from the Baroque era, before piano)

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

What do the Abrahamic faiths believe? Knowledge Organiser

RS

NEED TO KNOW WORDS	
Omnipotent	Meaning all-powerful
Omnibenevolent	Meaning all-loving
Atonement	To make amends for a wrong
Jesus	Believed by Christians to be God in human flesh
Bible	Meaning 'The books' a collection of scriptures. The Holy Book of Christianity
Heaven	Believed to be the residence of God
Hell	a spiritual realm of evil and suffering
Judgement	The belief that our actions will be judged in the next life
Stewardship	To take care of the world and everything within it
Creed	A statement of beliefs
Holy Trinity	Christians believe God has appeared in three forms which they call persons: The Father, The Son and The Holy Spirit

Christian nature of God.

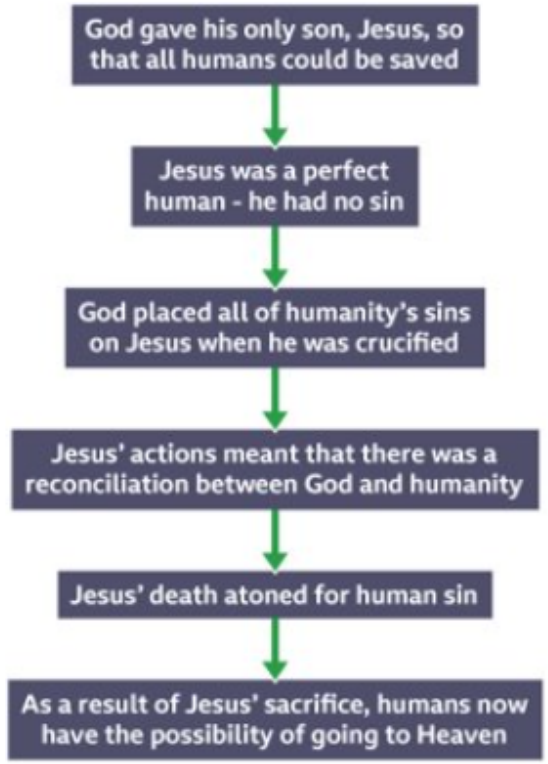
Christians believe that **God is one but exists in three different 'persons'**. God the Father, the Son and the Holy Spirit - and that these three Persons form a unity. The word **Trinity** comes from the word 'tri' meaning 'three' and 'unity' meaning 'one'.

Who is Jesus?

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.

Jesus as the Son of God

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.



Role of the Bible

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.

What do the Abrahamic faiths believe? Knowledge Organiser

RS

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 إِلَٰهَ 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.

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

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

Energy Stores

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

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

Energy Transfer

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

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

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

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

Energy Transfer

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

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

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

Temperature and Heat

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

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

Thermal energy transfer

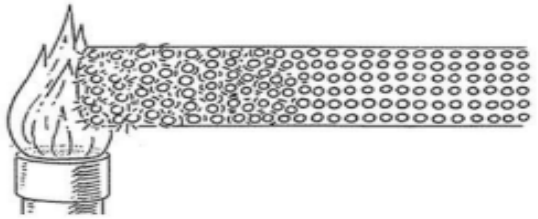
Thermal energy will always be transferred from hotter objects to cooler objects. This includes hot objects transferring thermal energy to the surroundings (the air, nearby surfaces and so on). You can reduce the amount of thermal energy transferred by **insulating** the hot object.

Thermal energy transfer by radiation

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

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

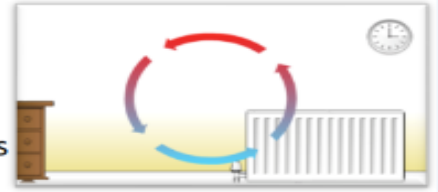
Thermal energy transfer by conduction



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

Thermal energy transfer by convection

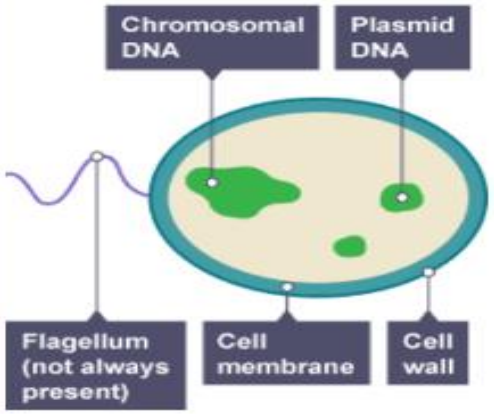
Convection is all about density of a gas or a liquid
Hot air is less dense and therefore rises
Cold air is more dense and therefore sinks
This creates a convection current



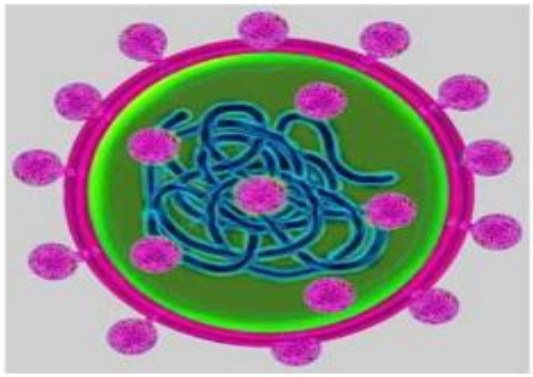
Year 7 Block 3 Biology Knowledge Organiser Microbes

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

Bacterial cell

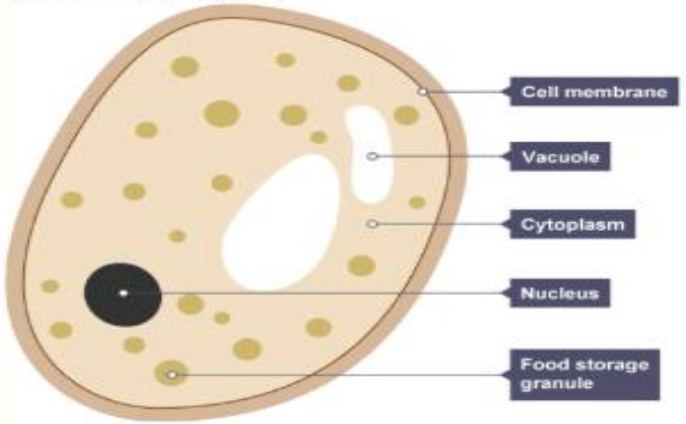


Virus particle



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

Yeast cell (fungus)



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

Year 7 Block 3 Biology Knowledge Organiser Microbes

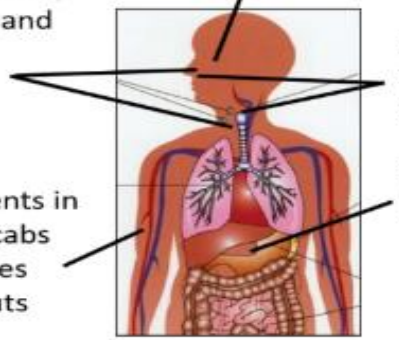
Direct transmission of pathogens
Direct contact e.g. shaking hands or kissing
Sexual contact
From mother to foetus over the placenta

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

Preventing microbes getting in

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

Skin – barrier that stops microbes entering body



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

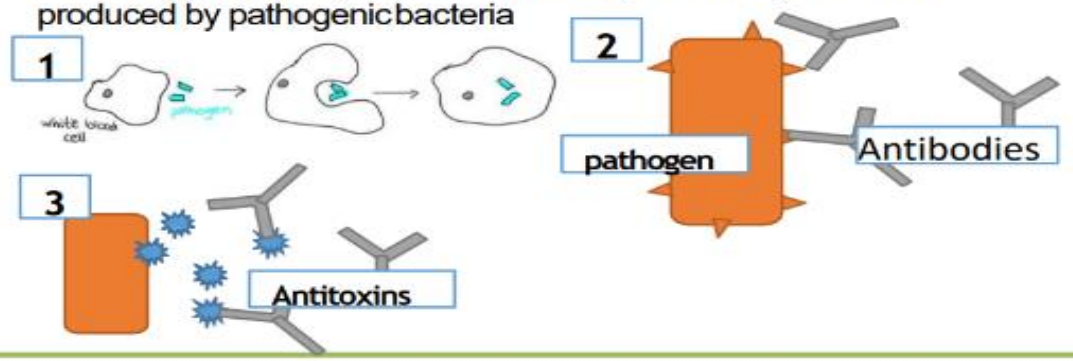
Stomach – stomach acid kills microbes

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

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

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

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

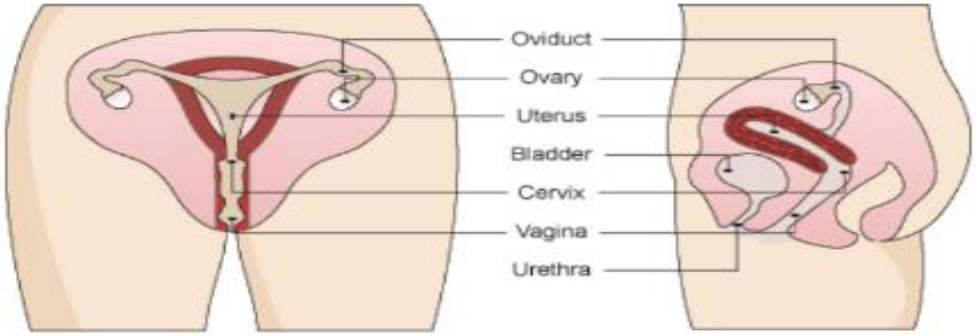


Year 7 Block 3 Biology Knowledge Organiser Reproduction

Revision guide Pgs: 14-16 (15-16 higher)
https://www.bbc.com/bitesize/subjects/z4882hv

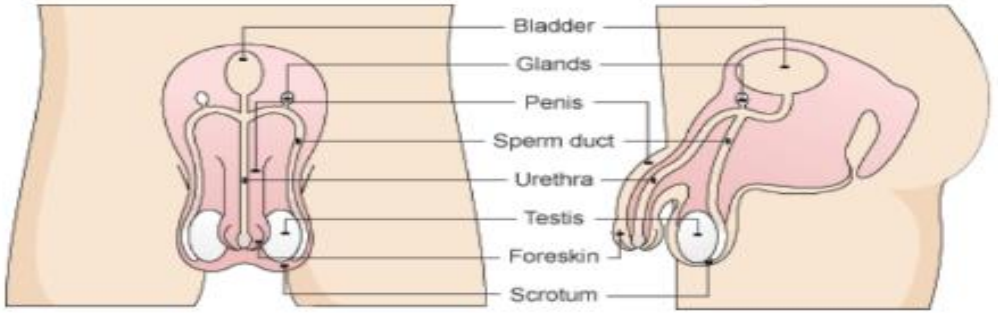
Knowledge objective: label the parts of the male and female reproductive system, and describe their function.

Female reproductive system



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

Male reproductive system



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

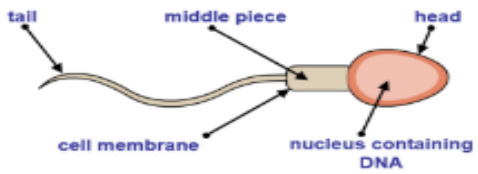
Year 7 Block 3 Biology Knowledge Organiser Reproduction

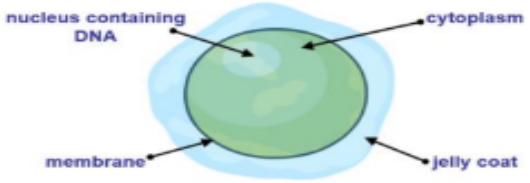
Revision guide Pgs: 14-16 (15-16 higher)
https://www.bbc.com/bitesize/subjects/z4882hv

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

Fertilisation

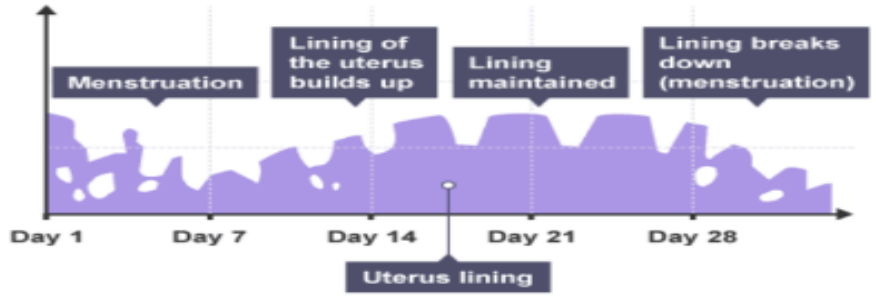
Fertilisation is when a sperm cell and an ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum, and only the head enters. The nuclei fuse together, putting the mother and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





The menstrual cycle

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



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

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

Gestation

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

Birth

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

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

7.3 My life at school Knowledge Organiser

School – Subjects, uniform and time, comparing subjects and teachers.

Cabot Learning Federation

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)	Llev**o** – I wear
tú (you)	Llev**as** – you wear
el (he), **ella** (she),	Llev**a** - He/she wears
nosotros (we)	Llev**amos** – we wear
vosotros (you) (pl. or formal)	Llev**áis** – you wear(pl. or formal)
Ellos/ellas (they)	Llev**an** – 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).

7.3 My life at school

¿Cuál es tu asignatura favorita?	What is your favourite subject?
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

¿Qúe Piensas?	What do you think?
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

¿Cómo es tu uniforme escolar?	What is your school uniform like?
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

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

¿Cómo es tu profe...?	What is your teacher like?
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

Year 7 Textiles Knowledge Organiser

The Six R's

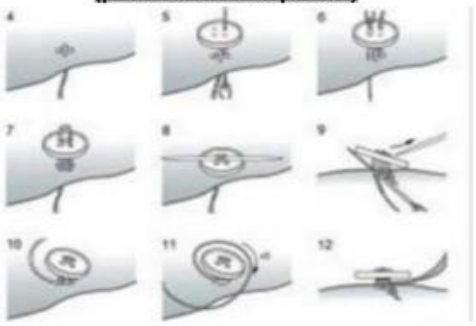
Natural Fibres- These come from plants or animals. Examples include Wool, Cotton.

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 cute fabric ONLY! They should not be used to cut paper.
Pins 	Pins are used to position and secure fabric in to place before sewing fabric together.
Measuring Tape 	It is a flexible ruler that can be used for body measurements, tailoring and dressmaking. It is flexible to measure fabric and curves of the body.

Textiles Hierarchy of Key words

Tier 3 'Academic' keywords.

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

Tier 2 Valuable keywords used in most lessons every lesson.

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

Tier 1 Basic keywords used in almost every lesson.

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

Use these in your writing and speaking

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

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

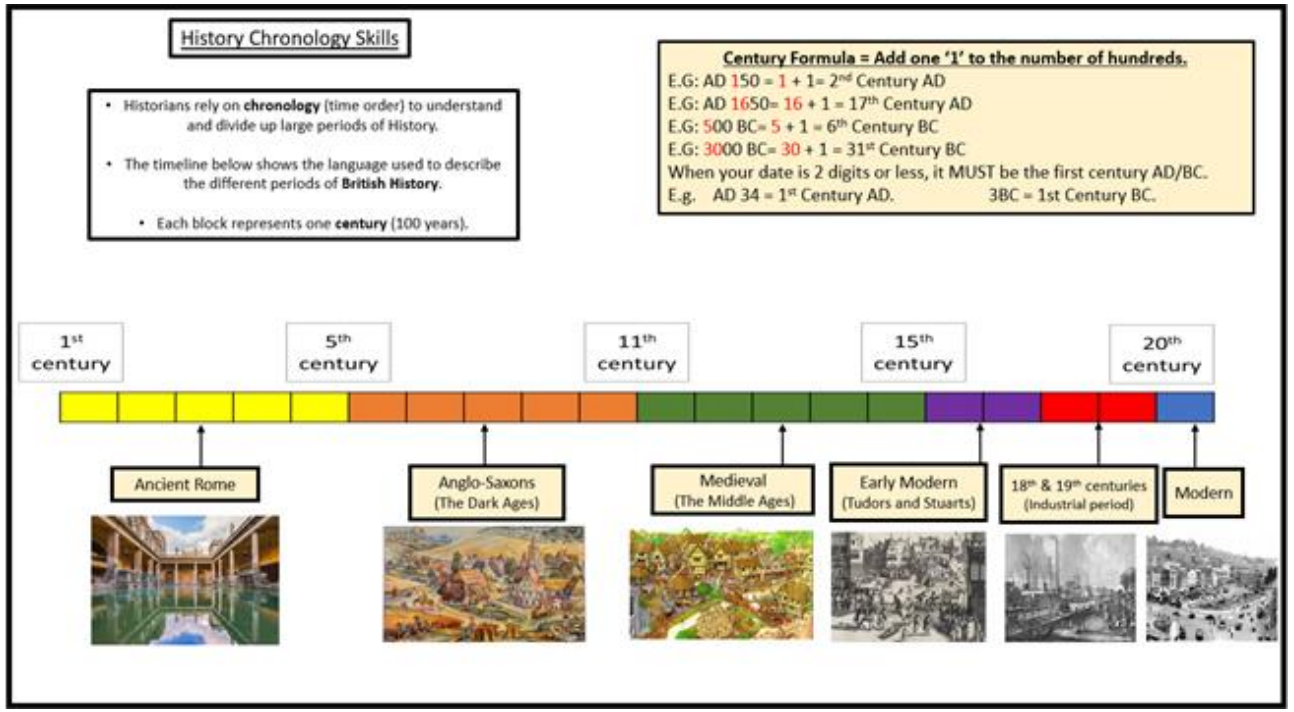
One similarity is...

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…



Use these in your writing and speaking in DT

Design and Technology Keywords

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

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

* 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.


UNITED KINGDOM
LOW / HILLS / MOUNTAINS
Orkney Islands
Shetland Islands
Prime Meridian
Scotland
Outer Hebrides
Highlands
North Sea
Atlantic Ocean
Inverness
Aberdeen
Ben Nevis
Edinburgh
Northern Ireland
Glasgow
Sunderland
N
United Kingdom (UK)
Londonderry
Belfast
Carlisle
PENNINES
Leeds
Isle of Man
Irish Sea
Dublin
Liverpool
England
Ireland
Cambrian Mts.
The Fens
Birmingham
Ipswich
Oxford
Wales
London
Bristol
Celtic Sea
130 mi
130 km
Cardiff
Thames
Portsmouth
Dover
Plymouth
Exeter
Falmouth
English Channel
Channel Tunnel
France
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EUROPE
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15° W
0°
15° E
30° E
45° E
60° E
Barents Sea
ARCTIC CIRCLE
Norwegian Sea
Iceland
Faroe Islands (Denmark)
Norway
Finland
White Sea
400 mi
400 km
Russia
60° N
Atlantic Ocean
Scotland
Sweden
Estonia
North Sea
Latvia
(European Russia)
Ural Mountains
Baltic Sea
Northern Ireland
Netherlands
Lithuania
UK
Belgium
Denmark
Belarus
Ireland
England
Poland
50° N
Wales
Germany
Czech Rep
Slovakia
Ukraine
English Channel
Luxembourg
Liechtenstein
Sea of Azov
Kazakhstan
Austria
Hungary
Romania
Moldova
Azores
Switzerland
Madeira Islands
Bay of Biscay
France
Slovenia
Croatia
Bosnia and Herzegovina
Caspian Sea
Monaco
Serbia
Bulgaria
Black Sea
Italy
San Marino
Montenegro
Macedonia
Georgia
Andorra
Vatican
Albania
Corsica (France)
Armenia
40° N
Spain
Sardinia (Italy)
Greece
European Turkey
Turkey
Azerbaijan
Portugal
Balearic Islands
Iran
0°
Sicily (Italy)
Malta
Crete (Greece)
Syria
Canary Islands
Cyprus
ASIA
Gibraltar (UK)
PRIME MERIDIAN
Algeria
Mediterranean Sea
Lebanon
15° E
Tunisia
30° E
Iraq
Morocco
Israel
Jordan
Libya
30° N
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AFRICA
Egypt
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80° E
Arctic Ocean
Chukchi Sea
Wrangel Island
East Siberian Sea
Franz Josef Land
60° N
80° N
New Siberian Islands
Severnaya Zemlya
Laptev Sea
Anadyr
UK
North Sea
Norway
Sweden
Barents Sea
Novaya Zemlya
Kara Sea
KOLYMA MTS.
Kamchatka Peninsula
Murmansk
Germany
White Sea
Byrranga Mts.
Oymyakon
CHERSKIY RANGE
Finland
Baltic Sea
Estonia
Lena River
Poland
Kaliningrad
Central Siberian Plateau
Magadan
Petropavlovsk Kamchatskiy
Lithuania
Saint Petersburg
Arkhangelsk
20° E
Latvia
Dvina
Ob River
160° E
Belarus
European Plain
Noril'sk
Sea of Okhotsk
ARCTIC CIRCLE
EUROPE
Nizhniy Novgorod
Yenisey River
Yakutsk
Sakhalin Island
Moscow
URAL MTS.
350 mi
Kazan
350 km
Ukraine
West Siberian Plain
Russia
Perm
Amur River
Yuzhno Sakhalinsk
Kuril Islands
Black Sea
Volga River
Yekaterinburg
STANOVOY MTS.
Rostov
Samara
Irtysh
Lena River
Sochi
Volgograd
Chelyabinsk
Ob' River
Krasnoyarsk
Khabarovsk
Pacific Ocean
Turkey
40° E
Astrakhan
Omsk
SAYAN MTS.
YABONOVYY RANGE
Amur River
China
Novosibirsk
ASIA
Irkutsk
Ulan Ude
Georgia
Caucasus Mts.
Kazakhstan
TANNA-OLA MTS.
Vladivostok
Japan
Armenia
Caspian Sea
Aral Sea
Lake Baikal
Sea of Japan (East Sea)
MIDDLE EAST
Azerbaijan
China
Mongolia
120° E
North Korea
RUSSIA
LOW / HILLS / MOUNTAINS

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/wISEU13mRBE
https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1

DT:

http://www.mr-dt.com/
http://technologystudent.com/
https://www.senecalearning.com/

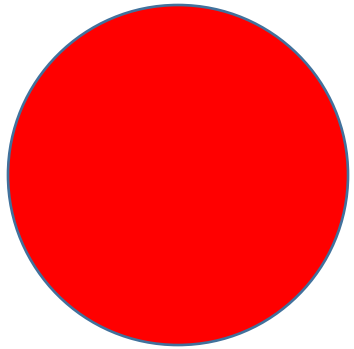
PE

https://www.bbc.com/bitesize/examspecs/ztrcg82
https://sites.google.com/view/ocrgcseperevision/home

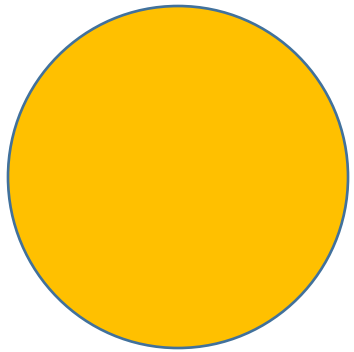
RS

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

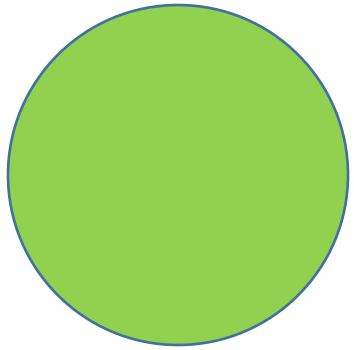
How would you describe your learning in this lesson?



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

Timetable

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