



**BRISTOL
METROPOLITAN
ACADEMY**

Monday 3rd June	Week A
Monday 10th June	Week B
Monday 17th June	Week A
Monday 24th June	Week B
Monday 1st July	Week A
Monday 8th July	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 2023-24 Year 7 – Term 6

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.

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?
 Guileless, superstitious and ambitious.
 3. How would you describe Lady Macbeth?
 She is manipulative, cold-blooded and cruel.
 4. How is Lady Macbeth two-faced?
 She is warm and welcoming to Duncan, and then manipulates her husband to kill him.
 5. What is the name of Banquo's son?
 Fleance

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

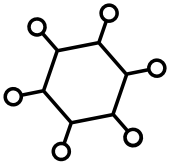
Home Learning Strategies to help you revise

Brain Dump



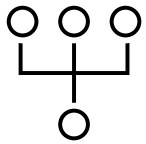
Write down everything you know about a certain topic on a page. Use your KO to add extra notes in a different colour.

Mind Map



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

Diagram



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

Vocabulary



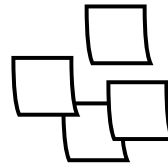
Learn the key words associated with a topic and commit the word and spelling to memory. Test yourself or ask someone else to test you.

Retrieval Quiz



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

Compare



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

Year 7 The Natural World

Content: In this project you will

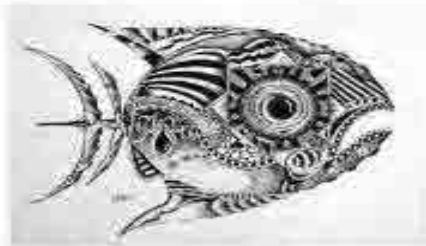
Knowledge—learn about different styles of drawing

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

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



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



MARK MAKING IDEAS

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

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

Keywords

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

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

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



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

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

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

Y7 Computing: IT Skills

Key Term	Definition
Office 365	Online platform allowing access to the Microsoft Office applications
Username	Unique identifier used to login to a platform
Password	A secret code used to identify a user
Application	Computer software designed to help the user perform a specific task
Word	Application designed for word processing
PowerPoint	Application designed to create presentations
Outlook	Application designed to send/receive emails
Excel	Application designed to create spreadsheets
OneDrive	An online service designed to host user's files
Email Address	Unique address used to send a user an email
To	The email field used to enter the recipient's email address
Cc	The email field used to enter additional recipient's email addresses
Save	Saves the file to the directory of the user's choice.
Save As	Saves a copy of the file to the directory of the user's choice
File	A computer resource.
Directory	A folder where data can be stored on a computer
Browser	Application used to access the internet e.g. Chrome/Firefox/Edge

Key Term	Definition
ctrl +c	A keyboard shortcut allowing a user to copy the highlighted item
ctrl +v	A keyboard shortcut allowing a user to paste a copied item
Font	The style of text
Font size	The size of text
Font colour	The colour of the text
Typography	The art of arranging text to make it readable and appealing
Bold	A typography style which places emphasis on a word
Italic	A typography style which places emphasis on a word
Underline	A typography style which places emphasis on a word
Bullet point list	A typographical symbol used to identify unordered list items
Numbered list	A typographical style of creating an ordered list
Alignment	How text is placed on the screen in relation to the margins
Margin	The edges of the document



Outlook



OneDrive



Word



Excel



PowerPoint

Still image

This is a frozen picture which communicates meaning. It's sometimes called a **freeze frame** or tableau. It can provide **insight** into character relationships with a clear focus upon use of space, levels, body language and facial expression.

Still images can be used in a variety of ways. During a long speech they might be used to punctuate the words with clear imagery, making the drama onstage more interesting by adding a visual dimension to the work. They can also be used for marking the moment to explore a key moment in time.

You could use still images to create a photo album or an insight into a character's past life and relationships. It would be possible to use them to break down a complicated plot into clear snapshots of its key moments in development. Still image is also a useful way to **storyboard** early devised work.

Still images can be **naturalistic**, a photograph of an important moment or **abstract**, more representational of feelings or an event.

A picture paints a thousand words. Condensing emotions, events or relationships into an image is an excellent way of ensuring these are communicated in a detailed and effective way.

Using mime and gesture on stage

Mime is the art of demonstrating an action with an object that doesn't exist. It's a very disciplined and precise act. The actor must pay real attention to detail for it to be effective. If you want the audience to 'believe' you're using an object, make sure that it doesn't just simply 'vanish' after you've finished with it. If you're miming drinking or a party and then need your hands for something else, put the imaginary glass down first.

The set can also be mimed and again, the same principles apply. If a table is mimed the actors need to be fully aware of where that 'table' is onstage. They mustn't move through it or the illusion is broken. They should all be able to place things on it so we see that it is a consistent size and height.

Messy mime can look amateurish. If you do use mime in a piece of theatre, ensure that you practise making your movements precise so that the audience can clearly see what it is you are doing.

Drama Year 7 Term 5 & 6 Knowledge organiser



Characterisation

Every person is a unique individual. Your role may have similarities to you but may also be vastly different. The way a person feels, thinks and the experiences they have had affect the way they move and speak.

Think about the role you are playing in detail. Consider where the person is from, what sort of accent they have and how old and how confident they are. Ask yourself how this affects their pace, weight on the ground and posture. No two characters are ever completely alike. A skilled actor is versatile and able to change vocal and physical characteristics to communicate a role effectively.

Mime

Mime could mean:

- working in silence, or with few sounds or words, to show activities, eg pointing a wall or opening a door.
- working with dialogue but while miming any props or set, eg using the audience as a mirror to apply make-up while addressing another character onstage.
- Physical theatre, which often incorporates mime techniques and where actors can also mime items of set or props.

Thought-tracking and hot-seating

A thought-track is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

In rehearsal it's an effective way of exploring characters and scenes in greater depth. Stopping the action and sharing thoughts enables the actor to fully understand how their character thinks or feels at any given moment. Sometimes the character might feel something different to the words they're speaking. This is called **subtext** and thought-tracking is a useful way of exploring it to realise the many layers within a scene.

Role play

This is the act of pretending to be somebody else, of taking on a role. The role may be from a script or a character you have created. Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.

This explorative strategy would be effective if you were using the work of Konstantin Stanislavski as your chosen style. He took the approach that the actor should inhabit the role that they're playing. The actor shouldn't only know what lines they need to say and the motivation for those lines, but should also know every detail of that character's life offstage as well as onstage.

You could use a role on the wall diagram to help you. Divide an outline of a person in two from top to bottom. Write down what the character thinks and feels on one side and what other characters think and feel about your character on the other side. You can also include factual information about the role you are playing around the outside of the figure. This will help you understand your character better.

Cross-cutting

Cross-cutting is a device to move between two or more scenes staged in the space of the same time. It's important that the audience know which part of the action they should follow so one part of the action remains in still image while another scene is played out, directing the audience's focus. Using this technique you can move backwards and forwards between separate locations and time frames.

For example, a theatre company is creating a piece of work exploring Christmas. The production team want to show the differences between a rich and poor family on the day. Two separate scenes are developed and placed onstage. Instead of playing simultaneously the rich family scene plays first with children opening many presents. This freezes in a still image and the poor family come to life with their simple gifts providing a contrast. This scene ends in a still image and the group cross-cut to the rich family once again who are having a lavish Christmas dinner. They freeze and the poorer family's dinner is enacted.

Cross-cutting is an excellent way to explore the contrast between situations by making differences clear for the audience. It can also be used to give them additional information. It enables performers to move quickly between locations and scenes without interrupting the flow of the drama they're creating. Whilst it's a performance technique it can also be used within a workshop to place characters within different time frames for explorative purposes.

Hot-seating

This is an exercise to deepen understanding of character. An actor sits in the hot-seat and is questioned **in role**, spontaneously answering questions they may not have considered before.

Hot-seating helps an actor become more familiar with their role. The questioner should also act as observers as feedback can be very useful.



Ask questions that force the actor to consider the life of their character in depth and beyond the world of the play. You could ask them about home life, childhood, family relationships, hopes, fears, hobbies and how they feel about other characters.

Make a note of any mannerisms that emerge which can be incorporated into performance, such as twisting hands out of nervousness or speaking slowly with a serious tone of voice and fixed eye contact. If something works for the character you are playing, keep it.

Narrating

Narrating is adding a spoken commentary for the audience about the action onstage. A narrator is like a storyteller informing the audience about the plot.

Narration is useful in making a story more understandable for the audience. It also makes the drama **stylised**. This means that it becomes non-naturalistic because the audience are aware throughout that a story is being told and the **fourth wall** is broken.

Narrating can make a drama more understandable or stylised in a number of ways:

- an actor can speak the commentary over the action happening in the drama
- a character can say out loud what they think the audience needs to know about the characters or the situation of which they're a part, which is known as self-narrating
- an actor can just tell the audience what they need to know in between scenes
- a character can read or write a diary or letter that informs the audience what is important for them to know about what is happening or going to happen

This explorative strategy would be effective if you were using Brecht Theatre in education, Musical Theatre or Arraud as your chosen style. Try it out in rehearsal to see if it works in your performance.

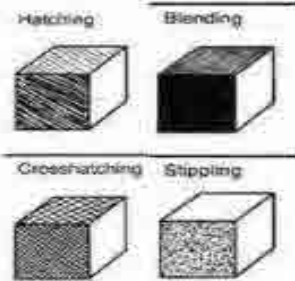
Year 7 D&T – Gumball Machine Project



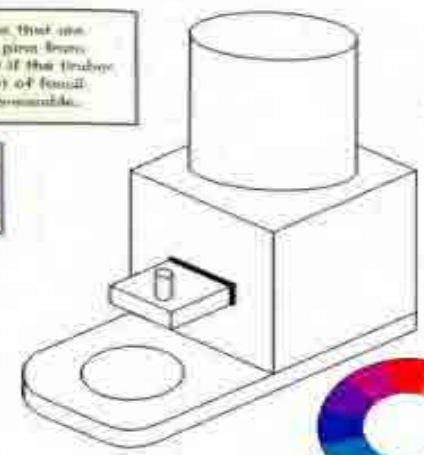
It's better to use materials from **renewable resources** — ones that are replaced naturally as fast as we use them up. For example, pine from well-managed plantations is quite a sustainable choice. (But if the timber has to be transported a long way that'll probably use up a lot of fossil fuels.) Natural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

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

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



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



Analyse the above Gumball Machines using ACCESS FM.

We use **ACCESS FM** to help us write a **specification** - a list of reqs: a design - and to help us **analyse and describe** on already-existing.

- | | |
|------------------------------------|---|
| A is for Aesthetics | What does it look like? What is the shape/ colours/ style/theme? |
| C is for Cost | How much does it cost to make? How much do I need to sell it for? |
| C is for Customer | Who is the product made for? Why will it appeal to them? |
| E is for Environment | Is this product environmentally friendly? How could it be better? |
| S is for Size | What are the dimensions of the product? Is this a suitable size? Why? |
| S is for Safety | How has this product been made safe to use? Can the safety be improved? |
| F is for Function | What does the product do? Does it do it well? |
| M is for Material | What is this material made from? Is this a good material to use? Why? |

Evaluation

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

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

Remember to always suggest improvements when evaluating!

Health and safety rules

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



Target Market

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



Plot Summary - The Tempest by William Shakespeare - Complete the summary as you read in class		Context		
1.	A ship is caught in a tempest and begins to sink.	Famous storm	Shakespeare's portrayal of the catastrophic storm that opens the play probably comes from reports of a real shipwreck which occurred in Bermuda in 1609. The Tempest directly references Bermuda in Act I, scene ii, when Ariel says Prospero asked him to make a storm.	
2.	.			
3.	.	Colonialism/ period of discovery	Shakespeare was inspired by Michel de Montaigne's "Of the Cannibals". Gonzalo's speech in Act II envisions how he would rule the island- by rejecting the usual rules of a civilized society, and instead copying a "primitive" society.	
4.	.			
5.	.			
6.	.			
7.	.			
8.	.			
9.	.			
Characters		Shakespeare's final play	The imagery of Prospero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.	
Prospero	The play's protagonist, and father of Miranda. Twelve years before the events of the play, Prospero was the duke of Milan. His brother, Antonio, with Alonso, king of Naples, usurped him, forcing him to escape in a boat with his daughter. The honest lord Gonzalo aided Prospero in his escape. He uses magic to punish his enemies.			
Vocabulary and Terminology				
Miranda	The daughter of Prospero, Miranda was brought to the island at an early age and has never seen any men other than her father and Caliban. Because she has been away from the world for so long, Miranda's ideas of other people tend to be childishly positive. She is compassionate, generous, and loyal to her father.	Usurped - take (a position of power or importance) illegally or by force.	Ambiguous - open to more than one interpretation; not having one obvious meaning.	Playwright - a person who writes plays
Ariel	Prospero's spirit helper. Often called "he", his gender and physical form are ambiguous. Rescued by Prospero from a long imprisonment by the witch Sycorax, Ariel is Prospero's servant until Prospero decides to release him. He is mischievous and everywhere, able to travel the length of the island in an instant and to change shapes at will. He carries out virtually every task that Prospero needs accomplished in the play.	Colonialism - taking control over another country, occupying it with settlers, and exploiting it economically.	Enchantment - the state of being under a spell; magic.	Monologue - a long speech. Soliloquy - a speech where a character is alone on stage.
Caliban -	Another of Prospero's servants. Caliban, the son of the witch Sycorax, welcomed Prospero to the island. Caliban believes that the island rightfully belongs to him and has been stolen by Prospero. His speech and behaviour is sometimes coarse and brutal, as in his drunken scenes with Stephano and Trinculo.	Patriarchy - a society where men hold the power.	Native - A person born in a certain place.	Tempest - A violent windy storm.
Themes				
Forgiveness + repentance - Antonio, his brother, wronged him by dethroning and banishing some twelve years ago. Antonio was supported by Alonso and Sebastian. These three characters get punished.		The difficulty of distinguishing "Man" from "Monster" - The identity of Caliban remains ambiguous in this play. Sometime he is addressed as monster and in some places he is called man.		Savage - a brutal or vicious person.
				Rebellion - An act of armed resistance.
				Authority - the power or right to give orders and make decisions.

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

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 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.

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



Food provenance (UK):
Food that is caught: Fish such as mackerel, haddock and salmon and shellfish such as mussels and scallops.
Food that is grown: Crops: wheat and barley. Fruit and vegetables: apples, potatoes, carrots, lettuce, sprouts and soft fruits like raspberries and strawberries.
Food that is reared: cows for milk and meat, sheep, pigs and chickens for meat and eggs.

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

Carbon footprint

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

What do we need fats for?

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

What happens if we have too much or too little?

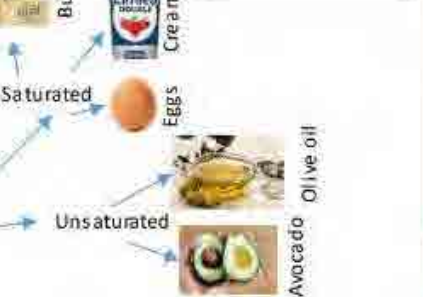
- Excess**
- Obesity
 - Hypertension
 - Coronary heart disease
 - Fatty liver disease
 - Type 2 diabetes
- Deficiency**
- Weight loss
 - Vitamin deficiency
 - Heart disease
 - Feeling cold

Visible fats

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

Invisible fats

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



There are two different types of fats

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

- The eatwell guide is split into the following categories:
- Fruits and vegetables
 - Potatoes, bread, rice, pasta and other starchy carbohydrates
 - Oils and spreads
 - Dairy and alternatives
 - Beans, pulses, fish, eggs, meat and other proteins.



Free Time Year 7 French 7.4 Knowledge Organiser

Sports and other hobbies with opinions + inf. including jouer and faire
Weather.



Finir, jouer & vendre are regular verbs which follows the patterns below; which we have seen before. The verb "faire" is irregular but important, especially for this topic with sports.

Pronouns	Finir– to finish	Jouer – to play	Vendre– to sell	Faire – to do Je fais - I do Tu fais – you do Il/elle/on fait – he/she does/we do Nous faisons –we do Vous faites – you (pl) do Ils/elles font – they do
je (I)	Je finis– I finish	Je joue – I play	Je vends– I sell	
tu (you)	Tu finis– you finish	Tu joues – you play	Tu vends– you sell	
il (he), elle (she), on (we)	il/elle/on finit - He/she/we finishes	il/elle/on joue - He/she/we play	il/elle/on vend– he/she/we sell	<p>Now you should be able to create some of your own questions using the question words below.</p> <p>Quand? – When? Qui? – Who? Où? – Where? Combien? – How many? Qu'est-ce que...? What? Comment? – How? Pourquoi? – Why? Que? – What? Quel(le)? – Which?</p>
nous (we)	Nous finissons– we finish	Nous jouons – we play	Nous vendons– we sell	
vous (you) (pl. or formal)	Vous finissez– you finish (pl. or formal)	Vous jouez – you play (pl. or formal)	Vous vendez– you sell (pl. or formal)	
ils/elles (they)	ils/ elles finissent– they finish	ils/ elles jouent – they play	ils/elles vendent– they sell	

How to improve your writing?

When writing in French, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. très, assez
- Comparisons
- Rather than just using 'je', write verbs using other pronouns



Free time - 7.4 French vocab list

Quand?	When?
Normalement	Normally
D'habitude	Usually
Tous les jours	Every day
Deux fois par semaine	Twice a week
De temps en temps	From time to time
Rarement	Rarely
Souvent	Often
Quelquefois / parfois	Sometimes



Quel sport aimes-tu?

Jouer au foot
 Jouer au rugby
 Jouer au tennis
 Jouer au golf
 Jouer au volley
 Jouer au basket
 Jouer au ping-pong
 Faire du vélo
 Faire du ski
 Faire du patin à glace
 Faire de la natation
 Faire de la gymnastique
 Faire de l'équitation
 Faire de l'athlétisme

What sport do you like?

To play football
 To play rugby
 To play tennis
 To play golf
 To play volleyball
 To play basketball
 To play table tennis
 To do some cycling
 To do some skiing
 To do some ice skating
 To do some swimming
 To do some gymnastics
 To do some horse-riding
 To do some athletics

Qu'est-ce que tu aimes regarder?

J'aime regarder
 Les actualités
 La comédie
 Le dessin animé
 Le documentaire
 L'émission (f)
 Le feuilleton
 Le film comique
 Le film d'amour
 Le film d'action
 Le film d'horreur
 Le film policier
 Le jeu télévisé
 La série

What do you like to watch?

I like to watch
 The news
 The comedy
 The cartoon
 The documentary
 The programme
 The soap opera
 The comedy film
 The romantic film
 The action film
 The horror film
 The detective film
 The game show
 The series

Quels temps fait-il?

Il fait beau
 Il fait chaud
 Il fait froid
 Il fait 25 degrés
 Il fait mauvais
 Il pleut
 Il neige
 Il y a des nuages
 Il y a des orages
 Il y a du soleil
 Il y a du vent
 Il y a du brouillard

What is the weather like?

It is good weather
 It is hot
 It is cold
 It is 25 degrees
 It is bad weather
 It is raining
 It is snowing
 There are clouds
 There are storms
 It is sunny
 It is windy
 It is foggy

Qu'est-ce que tu aimes faire?

Regarder la télévision
 Écouter de la musique
 Aller au cinéma
 Lire un livre
 Faire du shopping
 Aller au parc
 Aller au gymnase
 Rencontrer des amis/copains
 Jouer du piano
 Visiter ma famille
 Aller en ville
 Faire la cuisine
 Chanter
 Nager
 Faire mes devoirs
 Télécharger de la musique
 Surfer sur Internet
 Jouer aux jeux-vidéos
 T chatter avec mes amis
 Prendre des photos
 Regarder des vidéos marrantes
 Envoyer des textos
 Acheter en ligne
 Regarder des clips Youtube
 Écrire un email
 Utiliser mon portable

What do you like to do?

To watch TV
 To listen to music
 To go to the cinema
 To read a book
 To go shopping
 To go to the park
 To go to the gym
 To meet friends
 To play the piano
 To visit family
 To go to town
 To cook
 To sing
 To swim
 To do my homework
 To download music
 To surf the Internet
 To play video games
 To chat online with my friends
 To take photos
 To watch funny videos
 To send texts
 To buy online
 To watch Youtube videos
 To write an email
 To use my mobile phone



Keywords	
Population density	The number of people living in an area, usually a square kilometre.
Densely populated	places that are crowded (have a high population density).
Sparsely populated	places that have only a few people living in a certain area (low population density).
Distribution	describing the way something is spread out over a geographical area.
Natural resources	Materials or substances that are produced by the environment. Humans use natural resources to survive and make money e.g. coal, oil, gas and wood.
Economy	How much money a country has
Exports	Where one country sells something to another
Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person or group.
Capitalism	when a country's trade and industry are controlled by private owners for profit, rather than by the government
Communism	when all property and industry is owned by the people and each person contributes and receives according to their ability and needs.
Conflict	a long and serious disagreement or argument
Exclusive economic zone (EEZ)	Zone extending 200 nautical miles from a country's coast, within which it has the right to explore and exploit the living and non-living things found there.

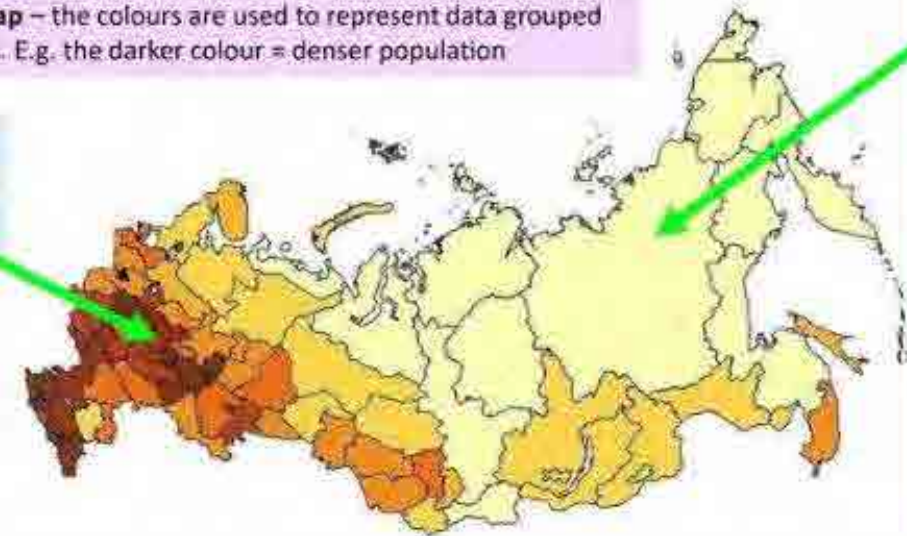
Year 7 Geography

Term 6

Is the geography of Russia a curse or benefit?

This is a **choropleth map** – the colours are used to represent data grouped into categories. E.g. the darker colour = denser population

The most **densely** populated area of Russia is in the West. This is due to a milder climate.



The most **sparsely** populated area of Russia is the North and East. This is due to the harsh climate which makes it difficult to live here.



The Arctic Circle

Countries with parts here: Canada, Denmark (Greenland), Norway, Iceland, Finland and Russia, USA (Alaska)

Russia want to develop the Arctic. Here are some arguments for/against:

Against (e.g. Greenpeace)

Oil drilling could cause an oil spill which could damage habitats and unique ecosystems.

For (e.g. President Putin)

There are oil and gas reserves found here, as well as supplies of gold, copper and tin. Russia's economy would benefit from exploiting these resources.



Free time - 7.4 German vocab list

Wann?	When?
normalerweise	Normally
meistens	Usually
jeden Tag	Every day
zweimal pro Woche	Twice a week
ab und zu	From time to time
selten	Rarely
oft	Oft
manchmal	Sometimes



Wie ist das Wetter?	What is the weather like?
Es ist schön	It is good weather
Es ist heiß	It is hot
Es ist kalt	It is cold
Es ist 25 Grad	It is 25 degrees
Es ist schlecht	It is bad weather
Es regnet	It is raining
Es schneit	It is snowing
Es ist wolkig	There are clouds
Es gibt Stürme	There are storms
Es ist sonnig	It is sunny
Es ist windig	It is windy
Es ist neblig	It is foggy
Es donnert und blitzt	Thunder and lightning

Welche Sportarten magst du?

Ich spiele gern Fußball
 Ich spiele Rugby
 Ich spiele nicht gern Tennis
 Ich spiele gern Golf
 Ich spiele Volleyball
 Ich spiele Basketball
 Ich spiele Tischtennis
 Ich fahre Rad
 Ich gehe Skifahren
 Ich gehe Eislaufen
 Ich schwimme
 Ich mache Gymnastik
 Ich gehe reiten
 Ich mache Leichtathletik

What sport do you like?

I like playing football
 I play rugby
 I don't like playing tennis
 I like playing golf
 I play volleyball
 I play basketball
 I play table tennis
 I cycle
 I go skiing
 To do some ice skating
 To do some swimming
 To do some gymnastics
 To do some horse-riding
 To do some athletics

Was siehst du gern im

Fernsehen? ich sehe gern
 Die Nachrichten
 Die Komödie
 Der Zeichentrickfilm
 Die Dokumentation
 Die Sendung
 Die Seifenoper
 Der Komödienfilm
 Der Liebesfilm
 Der Actionfilm
 Der Horrorfilm
 Der Krimi
 Die Spielshow
 Die Serie

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 The programme
 The soap opera
 The comedy film
 The romantic film
 The action film
 The horror film
 The detective film
 The game show
 The series

Was machst du gern?

Ich sehe fern
 Ich höre Musik
 Ich gehe ins Kino
 Ich lese ein Buch
 Ich gehe einkaufen
 Ich gehe zum Park
 Ich treffe meine Freunde
 Ich spiele Klavier
 Ich besuche Familie
 Ich gehe in die Stadt
 Ich koche
 Ich singe
 Ich schwimme
 Ich mache meine Hausaufgaben
 Ich lade Musik herunter
 Ich surfe im Internet
 Ich spiele Computerspiele
 Ich chatte mit meinen Freunden
 Ich mache Fotos
 Ich sehe mir lustige Videos an
 Ich schicke SMS
 Ich kaufe online
 Ich schreibe eine E-Mail
 Ich benutze mein Handy

What do you like to do?

I watch TV
 I listen to music
 I go to the cinema
 I read a book
 I go shopping
 I go to the park
 I meet friends
 I play the piano
 I visit family
 I go to town
 I cook
 I sing
 I swim
 I do my homework
 I download music
 I surf the Internet
 I play computer games
 I chat online with my friends
 I take photos
 I watch funny videos
 I send texts
 I buy online
 I write an email
 I use my mobile phone



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 I chat online with my friends
 I take photos
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 I send texts
 I buy online
 I write an email
 I use my mobile phone



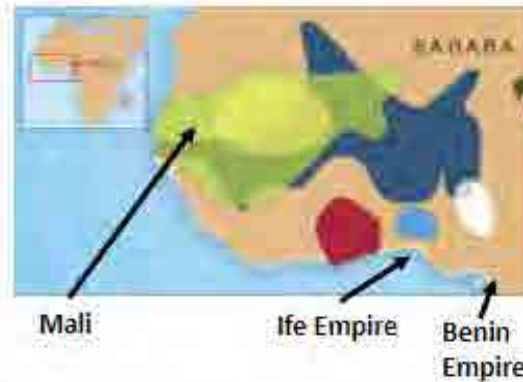
Enquiry: African Kingdoms: Long before the British first travelled to Africa, great kingdoms and empires ruled over many parts of the continent. Their rulers had magnificent courts where art, music, and dance flourished. Their merchants traded in gold, salt, and other goods with faraway countries.

1	Archaeology	The study of historical objects.
2	Empire	When a powerful country takes over other areas of land.
3	Civilization	A society that has developed certain features such as economic, military, political, religious, social, artistic and scientific
4	Independence	When a colony becomes free from an Empire.
5	Interpretation	One persons view of History
6	Brass	A yellowy metal made of a mixture of copper and zinc.
7	Benin	Until the late 19th century, the Kingdom of Benin was one of the major powers in West Africa. The ruler was known as the Oba, who lived in beautiful palaces with shining brass.

History – Year 7
Knowledge
Organiser
Topic 5



Historical Skills Focus



Key Vocabulary

8	Mansa Musa	The leader of the Mali Empire in the 14 th CE. Most of his wealth came from gold and salt.
9	trade	The action of buying or selling something.
10	culture	The ideas, behaviours or customs of a particular people or society.
11	Export/import	Sending goods to another country for sale/ bringing goods in from abroad to sell in your own country.
12	Oba	A local chief/king of the Yoruba tribe.
13	Yoruba	The name of the people of the Ife Kingdom.

Further your learning

Benin: <https://bbc.in/3LgHsDM>






Precolonial Africa: <https://bbc.in/3sGo5Aa>



PERIMETER

Key Concept

2D Shapes

	Parallelogram
	Trapezium
	Right-angled triangle
	Isosceles triangle
	Equilateral triangle

Key Words

Perimeter: The distance around the outside of the shape.
Unit of measure: This could be any unit of length cm, inch, m, foot, etc.
Dimensions: The lengths which give the size of the shape.
Circumference: The perimeter of a full circle.

Examples

Find the perimeter



Step 1 – Find the missing lengths.



Step 2 – Add the lengths

$$3 + 4 + 3 + 3 + 6 + 7 = \mathbf{26 \text{ cm}}$$

Find the circumference to 1dp



Radius = 5, Diameter = 10

$$\text{Circumference} = \pi \times d$$

$$\text{Circumference} = \pi \times 10$$

$$\text{Circumference} = 31.4 \text{ cm}$$

Useful Links

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

<https://corbettmaths.com/contents/>

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

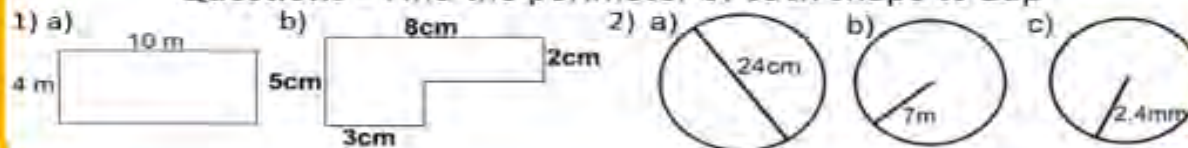
Tip

- Always include units with your answer.
- If you don't have a calculator use pi (π) as $\mathbf{3.142}$ or $\frac{22}{7}$.

Formula

$$\text{Circumference} = \pi d \text{ or } 2\pi r$$

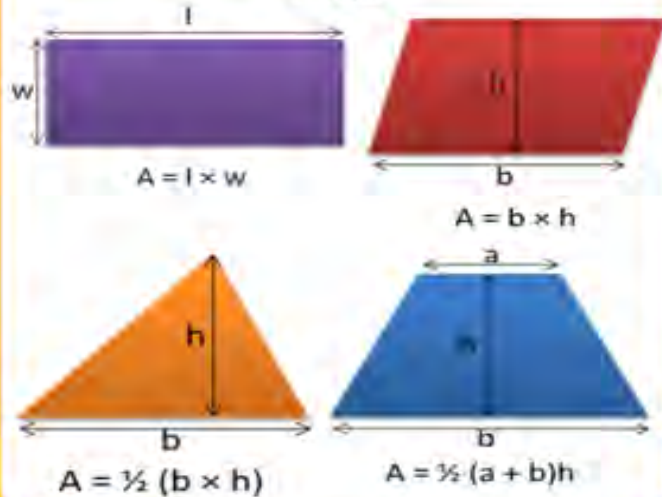
Questions – Find the perimeter of each shape to 1dp



ANSWERS: 1) a) 28 m b) 26 cm 2) a) 75.4 cm b) 44.0 m c) 15.1 mm

AREA AND PERIMETER

Key Concepts Area



Key Words

Area: The amount of square units that fit inside the shape.

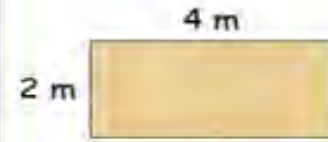
Perimeter: The distance around the outside of the shape.

Dimensions: The lengths which give the size of the shape.

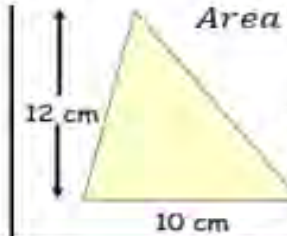
Shapes:

Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Examples



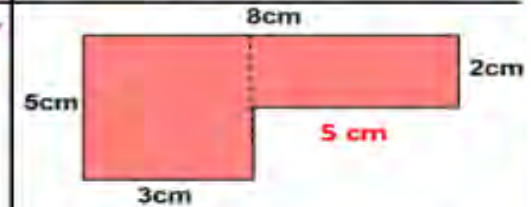
$$\text{Area} = 2 \times 4 = 8\text{m}^2$$



$$\begin{aligned}\text{Area} &= \frac{1}{2}(10 \times 12) \\ &= 60\text{cm}^2\end{aligned}$$



$$\begin{aligned}\text{Area} &= 5 \times 14 \\ &= 70\text{mm}^2\end{aligned}$$



$$\begin{aligned}\text{Area} &= (5 \times 3) + (2 \times 5) \\ &= 25\text{cm}^2\end{aligned}$$

Useful Links

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

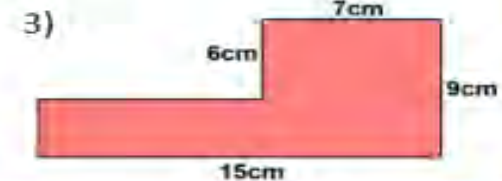
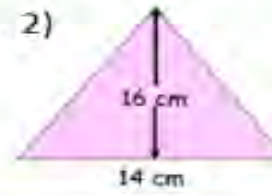
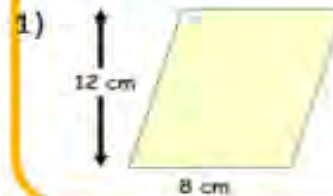
<https://corbettmaths.com/contents/>

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

Tip

Always remember units. These units are squared for area. mm^2 , cm^2 , m^2 , etc

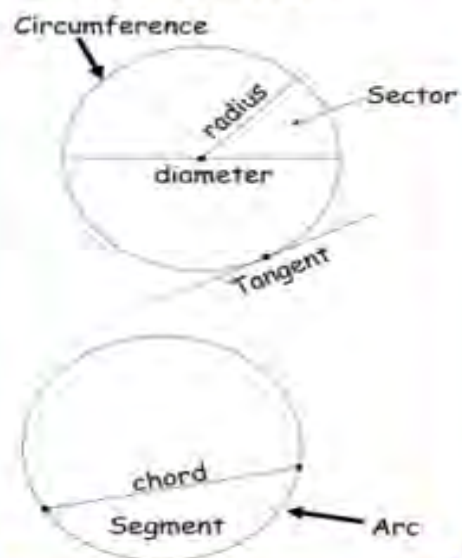
Questions – Find the area.



ANSWERS: 1) 96cm^2 2) 112cm^2 3) 87cm^2

CIRCLES AND AREA

Key Concepts



Key Words

Diameter: Distance from one side of the circle to the other, going through the centre.

Radius: Distance from the centre of a circle to the circumference.

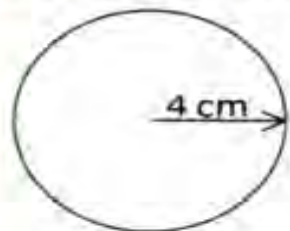
Chord: A line that intersects the circle at two points.

Tangent: A line that touches the circle at only one point.

Compound (shape): More than one shape joined to make a different shape.

Examples

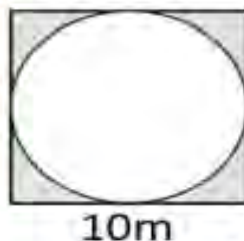
Find the area and circumference to 2dp.



$$\begin{aligned} \text{Circumference} &= \pi \times d \\ &= \pi \times 8 = 25.13 \text{ cm} \end{aligned}$$

$$\begin{aligned} \text{Area} &= \pi \times r^2 \\ &= \pi \times 4^2 = 50.27 \text{ cm}^2 \end{aligned}$$

Find shaded area to 2dp.



$$\begin{aligned} \text{Square area} &= 10 \times 10 \\ &= 100 \text{ m}^2 \end{aligned}$$

$$\begin{aligned} \text{Circle area} &= \pi \times r^2 \\ &= \pi \times 5^2 \\ &= 78.54 \text{ m}^2 \end{aligned}$$

$$\text{Shaded area} = 100 - 78.54 = 21.46 \text{ m}^2$$

Useful Links

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

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Tip

If you don't have a calculator you can leave your answer in terms of π .

Formula

$$\begin{aligned} \text{Circle Area} &= \pi \times r^2 \\ \text{Circumference} &= \pi \times d \end{aligned}$$

Questions

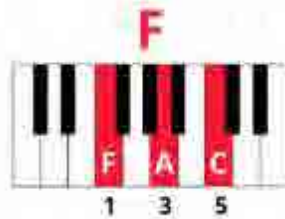
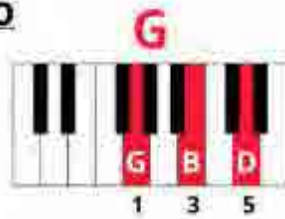
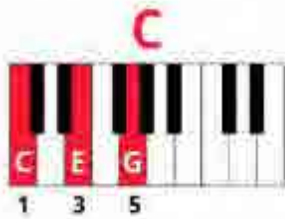
- Find to 1dp the area and circumference of a circle with:
 - Radius = 5cm
 - Diameter = 12mm
 - Radius = 9m
- Find the area & perimeter of a semi-circle with diameter of 15cm.

ANSWERS: 1) a) A = 78.5cm², C = 31.4cm b) A = 113.1mm², C = 37.7mm c) A = 254.5m², C = 56.5m 2) A = 88.40m², P = 38.60m

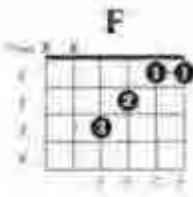
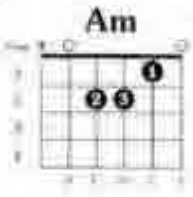
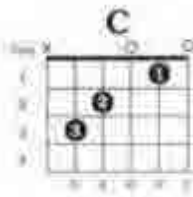
Music KO – Instrumental Skills

Chords

Piano



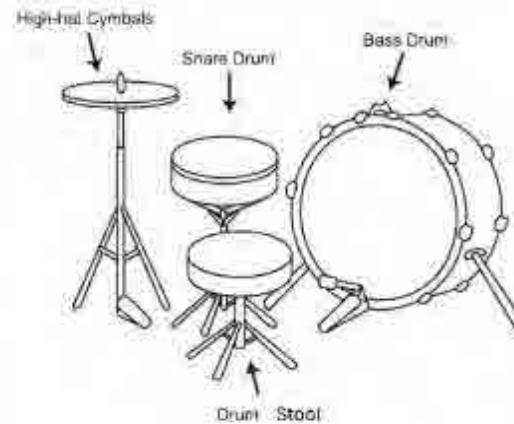
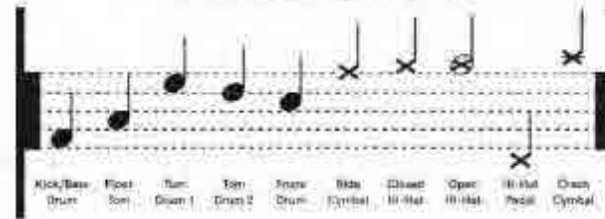
Guitar



Ukulele



Drum Notation



Keywords

- Chords – Multiple notes played at the same time
- Inversion – Changing the order of notes in a chord
- Structure – The order of sections in a piece of music
- Melody – A string of notes one at a time, the melody is sung in a song
- Pulse – The constant, steady beat in music that keeps different parts in time
- Riff – a repeating musical pattern
- Frets – The spaces between the metal bars on the neck of a guitar, ukulele or bass (Start counting from furthest away from the instrument body)

Bass



METHODS OF TRAINING

Plyometric training

- Plyometric training improves power.
- It is used by sports performers such as sprinters, hurdlers, and netball, volleyball and basketball players.
- Plyometric exercises need maximal force as the muscle lengthens (eccentric action) before an immediate maximal force as the muscle shortens (concentric action).



Aerobic endurance training

• Continuous

This involves training at a steady pace and moderate intensity for a minimum of 30 minutes.



• Fartlek

Fartlek training involves changes in intensity.

• Interval

This is where the individual performs a work period followed by a rest or recovery period.



Circuit training

- Circuit training involves doing one exercise after another.
- Each exercise is called a station (usually 60-10 stations).
- Circuit training can be used to improve:
 - Muscular strength
 - Muscular endurance
 - Power
 - Aerobic endurance



Weight training

- Improves muscular strength or muscular endurance.
- Free weights are weights that are not attached to a machine.

Muscular strength:

- High loads and low reps

90% 1RM
and 6 reps

Muscular endurance:

- Low loads and high reps

50-60% 1RM
and 20 reps

Elastic strength:

- Medium loads and medium reps

75% 1RM
and 12 reps

Flexibility training

- **Static stretching**
 - Active stretching
 - Passive stretching



- **Ballistic stretching**



- **Proprioceptive Neuromuscular Facilitation (PNF)**

Speed training

- **Hollow sprints**

Hollow Sprints

This is when you do sprints from one quality with a jog or walk in between.

The walk or jog in between is called a **recovery period**.

Split: 10-40s Jog for 20s (to allow rest) Sprint: 10-40s

- **Acceleration sprints**

Acceleration Sprints

This is when you gradually increase the pace over a short distance from a standing or walking (jogging) start.

100m, 200m, 300m, 400m, 500m, 600m, 700m, 800m, 900m, 1000m

- **Interval training**

Interval Training

Period of work followed by a period of rest.

Work intervals will be shorter and performed at a high intensity.

100m, 200m, 300m, 400m, 500m, 600m, 700m, 800m, 900m, 1000m

What do the Dharmic faiths believe?

Buddhism Knowledge Organiser



NEED TO KNOW WORDS

Buddha	It means 'the One who knows'.
Dhamma	Teachings. The things that Buddha and Buddhism teach about life.
Sangha	Community. The community of Buddhists across the world. Made up of lay people and monks and nuns.
Enlightenment	Waking up to what life is really like. This is what happened to Siddhartha Gautama.
Anicca	The idea that everything changes & decays. Nothing remains the same.
Dukkha	Suffering. Much of life is pain & suffering. It is just how life is.
Anatta	No self or soul. If <i>everything</i> changes, then there is nothing permanent in a human, like a soul.



Overview

Buddhism is one of the world's major religions. It is the **world's 4th largest religion**, with about 520 million followers.

Buddhists are the people who follow Buddhism. They follow the teachings of a man named **Siddhartha Gautama**, who became known as the **Buddha**.

The religion began when Gautama, a prince who had lived a life of luxury, realised that there was **suffering in the world**, and committed himself to understanding why.

This happened in **India** around **2,500 years ago**.

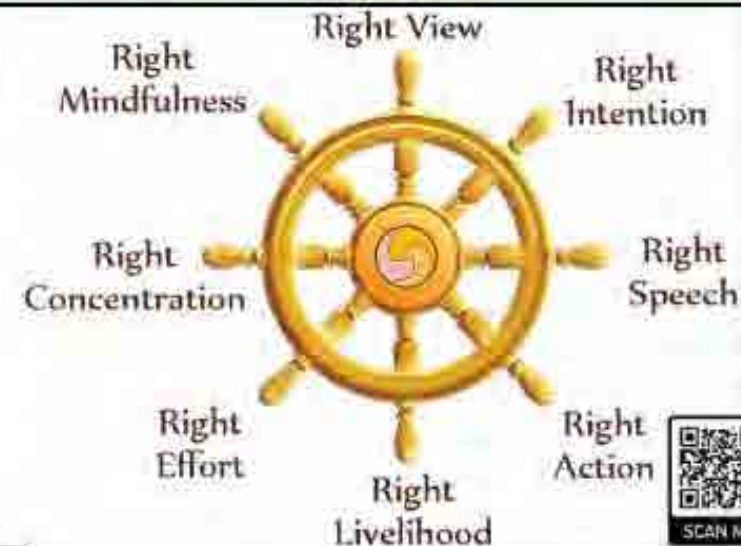
The holy book in Buddhism is called **Tipitaka**. **Buddhist Temples** are buildings designed for Buddhist worship.

Image of the Buddha, known in life as Siddhartha Gautama, whose teachings founded Buddhism.



Buddhist beliefs:

The Buddhist teachings are known as Dharma. They include the Four Noble Truths and the Eightfold-Path. Buddhism's Noble Truths are:



Top 10 Facts!

1. Buddhists don't believe in a God who made the world and everything in it.
2. Siddhartha's family was Hindu.
3. The lotus flower is an important symbol in Buddhism. It is a symbol of enlightenment.
4. The name 'Buddha' means 'the enlightened one' or 'the one who knows.'
5. Some Buddhists have shrines at home where they are able to worship.
6. The teachings of Siddhartha Gautama were not written down until about 400 years after his death.
7. Siddhartha Gautama died around age 80.
8. 'Puja' is the name for worship in Buddhism. People often light candles as they worship.
9. In images of Buddha, faces are always made to look calm and serene, to show that he has a peaceful mind.
10. Wesak is an important festival in Buddhism.



What do the Dharmic faiths believe?

NEED TO KNOW WORDS

Caste System	A class structure that is determined by birth
Guru	Teacher
Guru Granth Sahib	Holy book of sikhism
Guru Nanak	The founder of sikhism
Hukam	Meaning the will or command of god
Kirat Karni:	Meaning to work honestly, live honestly, and practice honesty
Naam Japna	Meditating on god's name
Sikhism	A religion based on belief in a single god and on the teachings of guru nanak
Three foundations of Sikhism	Duties which all sikhs must carry out
Vand Chakna	Means to share the fruits of one's labour with others
Waheguru	Used in sikhism to refer to god

Sikh nature of God.

Sikhs have many words to describe God. The name most widely used for God by Sikhs is Waheguru, which means 'wondrous enlightener'. Sikhs believe that there is only one God, who created everything.

Sikhs believe that Waheguru is:

The creator - The act of creating everything was God's will (Hukam).
Ineffable - Waheguru's essence cannot be adequately described in words.
Genderless - Waheguru is neither male nor female.
Eternal - Waheguru is outside time and space and beyond the cycle of birth and death.

Who was Guru Nanak?

Guru Nanak founded Sikhism. He was born to a Hindu family over 500 years ago in the Punjab (an area that is now in Pakistan, but at the time, it was part of India).

Throughout his life, Guru Nanak experienced key events that led him to:

- reject the caste system within Hinduism
- teach that everybody is equal through the belief in the oneness of humanity
- teach the three foundations of Sikhism.

Guru Granth Sahib

The Guru Granth Sahib is a holy book of Sikhism. It's a collection of songs, poems, and prayers written by different Sikh gurus and other holy people. The book was edited by the fifth Sikh guru, Guru Arjan Dev. Sikhs believe that the book is the eternal living guru of the Sikhs. The Guru Granth Sahib has writings in different languages, such as Punjabi, Sanskrit, and Persian. The book teaches that there is only one God, and it's important to live a good life by doing good things.

Sikhism Knowledge Organiser



The three foundations of Sikhism

Naam Japna: Meditate on God	Sikhs must keep God in their mind at all times. As well as prayer and meditation, Sikhs will also practise chanting and singing of God's name – Waheguru.
Kirat Karni: Live honourably	All Sikhs must seek to live honestly and to have high moral values. This doesn't just mean avoiding crime. Sikhs also avoid gambling or working in immoral industries.
Vand Chakna: Share and give	Sikhs must commit to giving to charity and caring for others.





What do the Dharmic faiths believe? **Hinduism Knowledge Organiser**



RS

NEED TO KNOW WORDS	
Polytheist	Belief in many gods
Monotheist	Belief in one god
Deities	Gods
Brahman	Supreme god in Hinduism
Dharma	duty – fulfilling these duties are the first step towards breaking the samsara cycle.
Reincarnation	being 'reborn'
Moksha	The spiritual aim for Hindus is to achieve freedom from the samsara cycle
Mandir	Community temple
Karma	The belief that actions have consequences
Samsara	The cycle of birth and rebirth.
Trimurti	— 3 main aspects of Brahman (Brahma / Vishnu / Shiva)

Hinduism overview:

Hinduism is over 4,000 years old, making it one of the world's oldest religions. It is made up of a variety of different religious beliefs and practices. It originated near the Indus River in India. The name 'Hindu' comes from the word Indus

Hindu nature of God.

Hindus believe in one God (Brahman) and they believe he comes in many forms. Hindus believe that there are three gods called the Trimurti who display the 3 aspects of the universal supreme God, Brahman.

Where do Hindus worship?

Hindus worship in a temple called a Mandir. Mandirs vary in size from small village shrines to large buildings, surrounded by walls.

People can also visit the Mandir at any time to pray and participate in the bhajans (religious songs).

Hindus also worship at home and often have a special room with a shrine to particular gods.

Hindu belief in The Trimurti:

Brahman takes many forms. Especially three forms called the Trimurti:

Brahma	is the creator of the world and all creatures. He is usually shown with four heads.
Vishnu	is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms.
Shiva	is the destroyer of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident.

What are Hinduism's holy books?

Hinduism does not have a single holy book, but many ancient texts and scriptures.

The Vedas - a collection of hymns praising the Vedic gods. Veda means 'knowledge'.

The Ramayana - long epic poems about Rama and Sita.

The Mahabharata - which includes the Bhagavad Gita.

The Puranas - a collection of stories about the different incarnations and the lives of saints..



1. Safety



Irritant



Corrosive

- When handling acids and alkalis in the lab we need to take safety precautions, for example wearing goggles.
- Concentrated Acid is corrosive, and will destroy skin cells.
- Dilute acids have lots of water added, they are an irritant and cause redness or blistering of the skin.

2. Acids (pH 1-6)



- **Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

3. Alkalis (pH 8-14)



- Alkalis, are a family of chemicals that have a soapy feel, they are also corrosive, examples of these are toothpaste, soap and oven cleaner.
- Alkalis contain Hydroxide (OH^-) ions.
- Alkalis are bases that dissolve in water. Therefore not all bases are alkalis.

4. pH Scale

- The pH scale measures the strength of acids and alkalis, it runs from 0-14.
- neutral solutions are pH 7 exactly
- acidic solutions have pH values less than 7
- alkaline solutions have pH values more than 7
- the closer to pH 0 you go, the more strongly acidic a solution is
- the closer to pH 14 you go, the more strongly alkaline a solution is



KS3 Science Acids & Alkalis

5. pH Indicators

- **Indicators** are chemicals that show whether a substance is an **acid** or an **alkali**
- There are many different indicators, for example **litmus paper** and **universal indicator**
- There are also natural indicators such as **red cabbage**



6. Neutralisation

- A chemical reaction happens if you mix together an acid and a base. The reaction is called **neutralisation**. A neutral solution is made if you add just the right amount of acid and base together.
- Neutralisation reactions form **salts** the name of the salt depends on the name of the acid, and the metal in the base
- Hydrochloric acid makes "**chlorides**", Nitric acid make "**nitrates**", Sulphuric acid makes "**sulphates**"

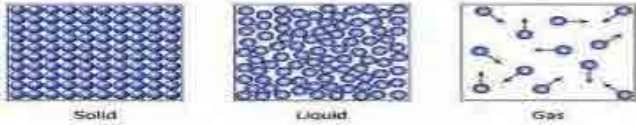
General equations for neutralisation reactions:



Farmers use lime (calcium oxide) to neutralise acid soils. Your stomach contains hydrochloric acid, too much of this causes indigestion. Antacid tablets contain bases to neutralise the extra acid. Wasp stings are alkaline, they can be neutralised using vinegar.

1. Particle Theory

All matter is made up of particles.



- Solids - arranged in a regular pattern and can only vibrate in a fixed position.
- Liquids - arranged randomly but are still touching each other, can move.
- Gases, particles are far apart and are arranged randomly.

2. Physical Changes

In a physical change, the matter's physical appearance is changed, but no chemical bonds are broken or formed. For example, when water is heated from liquid water to gaseous steam, only the appearance of water is changed – both steam and liquid water have the chemical formula H_2O .



3. Chemical Changes

- Chemical reactions create **new** substances.
- Chemical reactions can also be used to **transfer energy** by burning fuels.
- In a chemical reaction the atoms **rearrange** themselves and then **join back together** in a different way.



4. Conservation of Mass

The Law of Conservation of Mass states that mass cannot be created or destroyed. Therefore, mass stays the same before and after a change of state. For example, 10g of ice melts into 10g of water and 10g of water evaporates into 10g of water vapour. The same applies to other substances.



KS3 Science

Physical and Chemical Changes

6. Diffusion

Diffusion is the movement of particles from a higher concentration to a lower concentration.

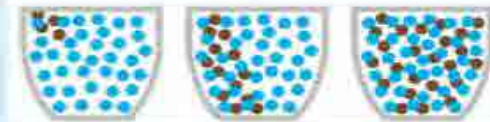
Diffusion will stop when particles spread themselves evenly. Diffusion occurs in liquids and gases but not in solids, because particles in a solid are not free to move.



7. Factors affecting Diffusion

There are 2 factors affecting the rate of diffusion:

- **Temperature:** When temperature increases, particles gain more energy. They can then move and spread out at a higher rate.
- **Concentration:** When concentration increases, the rate of diffusion increases because there is a steeper concentration gradient.



5. Conservation of mass in chemical change

No **atoms** are created or destroyed in a chemical reaction. Instead, they just join together in a different way than they were before the reaction, and form **products**. This means that the total **mass** of the products in a chemical reaction will be the same as the total mass of the **reactants**.



8. Brownian Motion



Particles in fluids (liquids and gases) move randomly. This is called Brownian motion. They do this because they are bombarded by the other moving particles in the fluid. Larger particles can be moved by light, fast-moving molecules.

Brownian motion is named after the **botanist Robert Brown**, who first observed this in 1827. He used a microscope to look at pollen grains moving randomly in water. At this point, he could not explain why this occurred.

1. Magnetic Materials

Most materials are not **magnetic**, but some are. A magnetic material can be magnetised or will be attracted to a magnet. These metals are magnetic:

- Iron
- Cobalt
- nickel

Steel is mostly iron, so steel is magnetic too.

26	27	28
Fe	Co	Ni
Iron	Cobalt	Nickel

2. Permanent magnets

A bar magnet is a **permanent magnet**. This means that its magnetism is there all the time and cannot be turned on or off. A bar magnet has two magnetic poles:

- **north pole** (or north-seeking pole)
- **south pole** (or south-seeking pole)



3. Attract or repel?

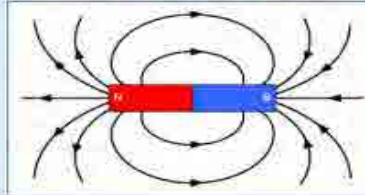
Magnets have two poles, a North pole (N) and a South pole (S).

- **opposite poles attract** (N and S)
- **like poles repel** (N and N, OR S and S)

How can you test if a piece of metal is actually a magnet? Seeing if it sticks to a magnet is not a good test, because unmagnetised iron, steel, cobalt and nickel objects will also do this. So you can only show that an object is a magnet if it **repels a known magnet**.

4. Magnetic fields

A magnet creates a **magnetic field** around it. You cannot see a magnetic field, but you can observe its effects. A force is exerted on a magnetic material brought into a magnetic field. The force is a **non-contact force** because the magnet and the material do not have to touch each other.



KS3 Science Magnetism

5. More Magnetic Fields

Although we cannot see magnetic fields, we can detect them using iron filings and plot them with a plotting compass.

- field lines point from north to south pole
- field lines are more concentrated at the poles.
- The magnetic field is strongest at the poles, where the field lines are most concentrated.



6. The Earth's Magnetic Field

The Earth behaves as if it contains a giant magnet. It produces a magnetic field in which the field lines are most concentrated at the poles. This magnetic field can be detected using magnetic materials or magnets.



7. Navigating with a compass

A compass comprises:

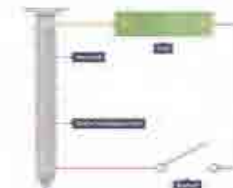
- a magnetic needle mounted on a pivot (so it can turn freely)
- a dial to show the direction



The north pole (north-seeking pole) of the compass needle points towards the Earth's north pole. If the needle points to the N on the dial, you know that the compass is pointing north. This lets you navigate outdoors using a map.

8. Electromagnets – extra content

When an electric current flows in a wire, it creates a magnetic field around the wire. This effect can be used to make an **electromagnet**. A simple electromagnet comprises a length of wire turned into a coil and connected to a battery or power supply.

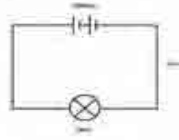


1. Electric current

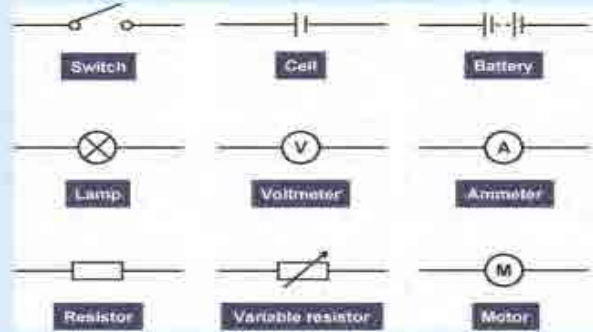
An **electric current** is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:

- something to transfer energy to the electrons, such as a battery or power pack
- a complete path for the electrons to flow

To do something useful with the electric current, you need to put an electrical component into the circuit (such as a lamp), that can use the current in a useful way



2. Circuit symbols

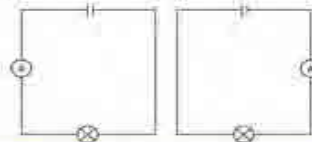


3. Current

Current is a measure of how much electric charge flows through a circuit. The more charge that flows, the bigger the current.

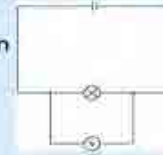
Current is measured in amperes (amps), the symbol is A.

To measure the current flowing through a component in a circuit, you must connect the ammeter **in series** with it. Current is not used up in a circuit



4. Potential difference

Potential difference is a measure of the difference in energy between two parts of a circuit. The bigger the difference in energy, the bigger the potential difference. Potential difference is measured in **volts**, the symbol is V. Potential difference is measured using a device called a **voltmeter**, unlike an ammeter, you must connect the voltmeter **in parallel** to measure the potential difference across a component in a circuit.



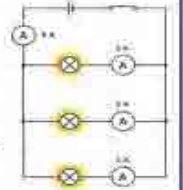
6. Parallel Circuits

Components in parallel circuits are connected on different branches of the circuit.

If one component connected in parallel fails, the other components are not affected.

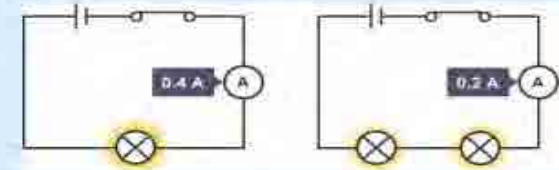
Current is shared between the components in a parallel circuit.

Parallel circuits are useful if you want to switch components on and off independently, our homes are wired this way.



7. Resistance

The wires and the other components in a circuit reduces the flow of charge through them. This is called resistance. The unit of **resistance** is the **ohm**, and it has the symbol Ω . Resistance increases if you add more components to a circuit.



KS3 Science Electricity and Circuits

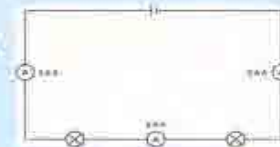
5. Series circuits

A series circuit contains components connected one after the other, like the episodes of a series on TV.

In series circuits, if one component fails, all the components stop working.

Current is the same everywhere in a series circuit.

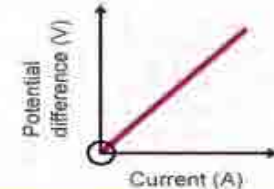
Current is shared between the Components in a series circuit. Series circuits use less wire than parallel circuits.



8. Calculating resistance

The equation for calculating resistance is:
Resistance = current x potential difference

If you plot a graph of current against potential difference for a wire, you get a straight line.



¿ Qué te gusta hacer?	What do you like to do?
Ver la televisión	To watch TV
Escuchar música	To listen to music
Ir al cine	To go to the cinema
Leer un libro	To read a book
Ir de compras	To go shopping
Ir al parque	To go to the park
Ir al gimnasio	To go to the gym
Ir al polideportivo	To go to the sports centre
Salir con mis amigos	To go out with my friends
Tocar el piano	To play the piano
Visitar mi familia	To visit family
Ir al centro	To go to town
Hacer la cocina	To cook
Cantar	To sing
Nadar	To swim
Hacer mis deberes	To do my homework
Descargar música	To download music
Navegar por Internet	To surf the Internet
Jugar a los videojuegos	To play video games
Chatear con mis amigos	To chat with my friends
Sacar fotos	To take photos
Ver los videos divertidos	To watch funny videos
Mandar mensajes	To send texts
Comprar en línea	To buy online
Ver los videos de youtube	To watch Youtube videos
Escribir un correo electrónico	To write an email
Usar mi móvil	To use my mobile phone

7.4 Free time

SPANISH



Cabot
Learning
Federation



¿ Qué deporte te gusta?	What sport do you like?
Jugar al fútbol	To play football
Jugar al rugby	To play rugby
Jugar al tenis	To play tennis
Jugar al golf	To play golf
Jugar al voleibol	To play volleyball
Jugar al baloncesto	To play basketball
Hacer ciclismo	To do some cycling
Hacer esquí	To do some skiing
Hacer patinaje	To do some ice skating
Hacer natación	To do some swimming
Hacer gimnasia	To do some gymnastics
Hacer equitación	To do some horse-riding
Hacer atletismo	To do some athletics

¿ Qué te gusta ver?	What do you like to watch?
Me gusta ver	I like to watch
Las noticias	The news
Comedias	Comedies
Dibujos animados	Cartoons
Documentales	Documentaries
Programas	Programmes
Telenovelas	Soap operas
Películas románticas	Romantic films
Películas de acción	Action films
Películas de terror	Horror films
Películas policíacas	Detective films
Concursos	Game shows
Series	Series

¿Cuándo?	When?
Normalmente	Normally
Generalmente	Generally
Todos los días	Every day
Dos veces a la semana	Twice a week
De vez en cuando	From time to time
Rara vez	Rarely
Cuando puedo	When I can
Jamás/nunca	Never
A veces	Sometimes

¿Qué tiempo hace?	What is the weather like?
Hace buen tiempo	It is good weather
Hace calor	It is hot
Hace sol	It is sunny
Hace frío	It is cold
Hace 25 grados	It is 25 degrees
Hace mal tiempo	It is bad weather
Llueve	It is raining
Nieva	It is snowing
Hay viento	It is windy
Hay nubes	There are clouds
Hay tormenta	There are storms



7.4 Spanish Free Time Knowledge Organiser

Sports and other hobbies with opinions + inf. including. jugar and hacer
Weather.

Llevar, vivir & comer are a regular verbs which follow the pattern below. The verbs “jugar” and “hacer” are irregular but important verbs, especially for this topic on sports.

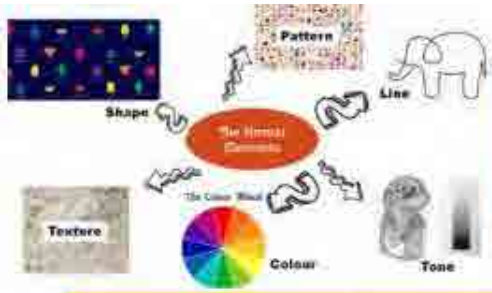
Pronouns	Estudiar – to study	vivir– to live	comer– to eat	Hacer– to do Yo hago - I do Tu haces – you do Él/ella hace – he/she does Nosotros hacemos –we do Vosotros hacéis – you (pl) do Ellos hacen – they do Jugar– to play Yo juego- I play Tu juegas – you play Él/ella juega – he/she plays Nosotros jugamos –we play Vosotros jugáis – you (pl) play Ellos/ellas juegan – they play Now you should be able to create some of your own questions using the question words below. Don't forget the upside down question mark at the beginning of a question.
Yo (I)	Estudio – I study	Vivo– I live	Como – I eat	
tú (you)	Estudias – you study	Vives – you live	Comes – you eat	
el (he), ella (she),	Estudia - He/she studies	Vive - He/she lives	Come – he/she eats	
nosotros (we)	Estudiamos – we study	Vivimos – we live	Comemos – we eat	
vosotros (you) (pl. or formal)	Estudiáis – you study (pl. or formal)	Vivis – you live (pl. or formal)	Coméis – you eat (pl. or formal)	
Ellos/ellas (they)	Estudian – they study	Viven – they live	Comen – they eat	

How to improve your writing?

When writing in Spanish, you can make your sentences better by adding the following:

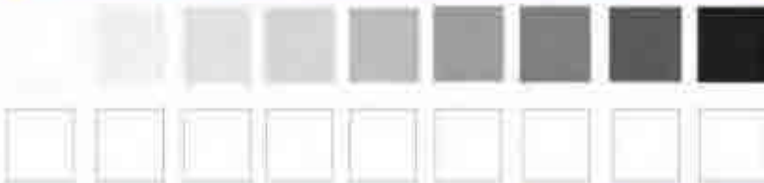
- Range of opinions and reasons .
- Connectives to extend your sentences
- Qualifiers e.g. muy, bastante
- Comparisons
- Rather than just using 'yo', write verbs using other pronouns

¿Cuándo? – When?
 ¿Quién? – Who?
 ¿Dónde? – Where?
 ¿Cuántos? – How many?
 ¿Qué? What?
 ¿Cómo? – How?
 ¿Por qué? – Why?
 ¿Cuál? – Which?



The formal elements are **Line, Colour, Tone, Shape, Pattern and Texture**. They are used together and determine how your work will look.

Practice your tonal drawing skill here

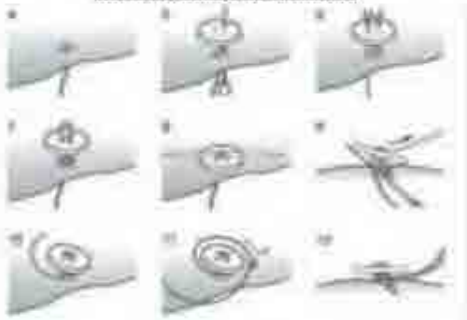





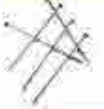

Year 7 Textiles Knowledge Organiser



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

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



Equipment	Use
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.

Tier 3
Academic keywords.

Textiles Hierarchy of Key words

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 appliqu e
effect improve

Tier 1
Basic keywords used in almost every lesson.


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

Use these in your writing and speaking

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


Sentence starter phrases

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

DESCRIBE

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


EXPLAIN

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

JUSTIFY

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

ANALYSE

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

EVALUATE

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

COMPARE AND CONTRAST

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

History Chronology Skills

Historians rely on **chronology** (time order) to understand and (divide up) large periods of history.

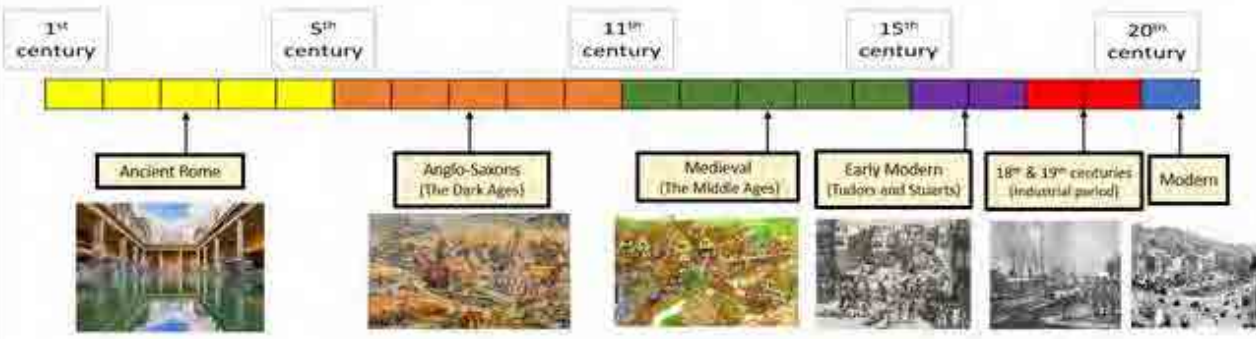
The timeline below shows the language used to describe the different periods of **British History**.

Each block represents one **century** (100 years).

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

E.G: AD 150 = 1 + 1 = 2nd Century AD
 E.G: AD 1650 = 16 + 1 = 17th Century AD
 E.G: 500 BC = 5 + 1 = 6th Century BC
 E.G: 3000 BC = 30 + 1 = 31st Century BC

When your date is 2 digits or less, it **MUST** be the first century AD/BC.
 E.g. AD 34 = 1st Century AD. 38C = 1st Century BC.



The timeline shows the following periods and images:

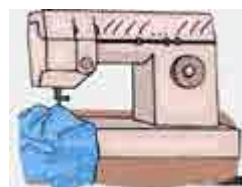
- 1st century:** Ancient Rome (Image of a Roman courtyard)
- 5th century:** Anglo-Saxons (The Dark Ages) (Image of a battle scene)
- 11th century:** Medieval (The Middle Ages) (Image of a medieval landscape)
- 15th century:** Early Modern (Tudors and Stuarts) (Image of a Tudor building)
- 18th & 19th centuries:** 18th & 19th centuries (Industrial period) (Image of a factory)
- 20th century:** Modern (Image of a modern city)

Use these in your writing and speaking in DT



Design and Technology Keywords

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



Sentence Starters - DT

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

Sentence Starters- Food and Nutrition

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

Sentence starters- Textiles

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

The periodic table of the elements

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

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

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





Subject websites

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

English

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

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

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

Maths

<https://corbettmaths.com/>

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

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

Science:

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

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

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

Geography

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

Bitesize

Cool Geography

History

Seneca Learning

BBC bitesize - use Edexcel resources for GCSE.

Art Websites

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

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

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

Computer Science and IT.

www.mrahmedcomputing.co.uk

Drama

<https://youtu.be/VeTpob9LBM8>

<https://youtu.be/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

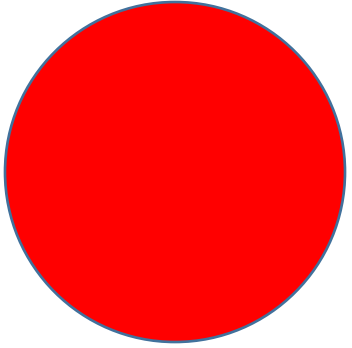
<https://www.bbc.com/bitesize/examspecs/ztrcg82>

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

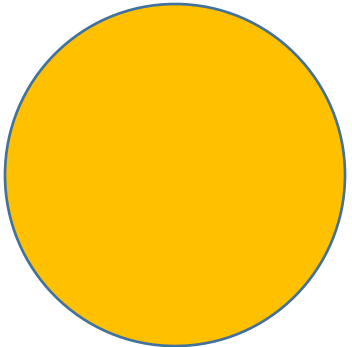
RS

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

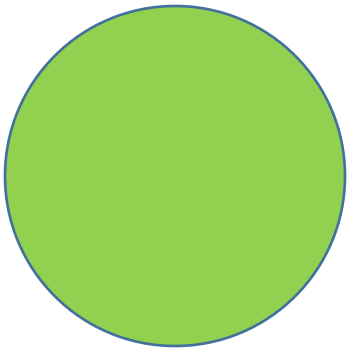
How would you describe your learning in this lesson?



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					