BRISTOL METROPOLITAN ACADEMY

Knowledge Organisers 2024-25

Year 7 – Term 6

Monday 2nd June	Week B
Monday 9th June	Week A
Monday 16th June	Week B
Monday 23rd June	Week A
Monday 30th June	Week B
Monday 7th July	Week A
Monday 14th 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.

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.

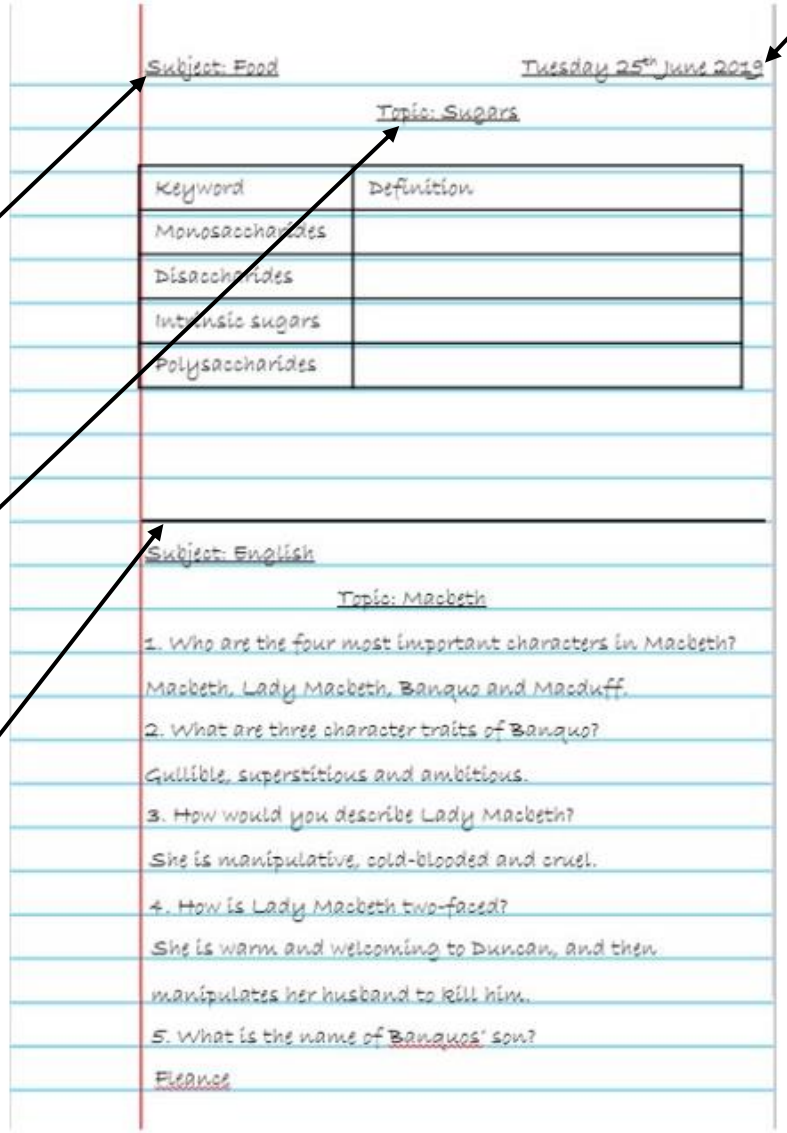
How to present your homework:

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?

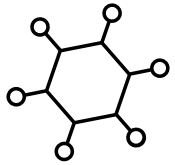
Fleance

Home Learning Strategies to help you revise

Brain Dump

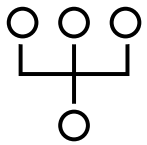
Write down everything you know about o certain topic on a page. Use your KO to add extra notes in a different colour.

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.

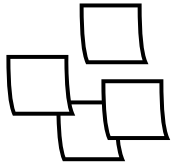
Vocabulary

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 7 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.

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?

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

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: Term 6: IT Systems & Skills

Hardware

Any physical component of a computer system.

Internal Hardware: Found inside the computer

External Hardware: Found outside the computer

Peripheral Device

Addition hardware connected externally.

Input Device

Hardware used to put data into a system.

Mouse

Keyboard

Output Device

Hardware used to present data to a user.

Printer

Monitor

Speaker

Algorithms

An algorithm is a set of instructions that need to be followed in order to achieve an outcome.

They can be thought of as a recipe, for example, for making a smoothie, the steps have to be completed in the right order; don't turn on the blender before putting on the lid!

RAM

Stores data that is currently in use.

- Is volatile (deleted when the computer is turned off).
- Fast access speed.

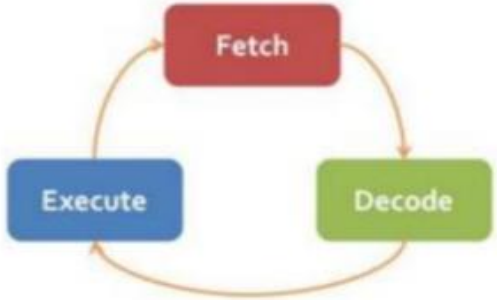
CPU

The Central Processing Unit:

- Carries out instructions one at a time.
- Performs calculations.

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

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



Drama Year 7 Term 5 & 6 Knowledge organiser

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 as 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 at 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.

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 painting 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.

Drama

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 at 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 this 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 questioners 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 Artaud 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.

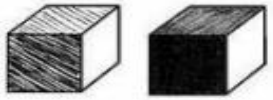
Using recycled materials means that fewer new resources are needed, and often less energy is used. For example, recycling old food cans takes much less energy than mining and processing new metal.

1 km = 1000 m

1 m = 100 cm

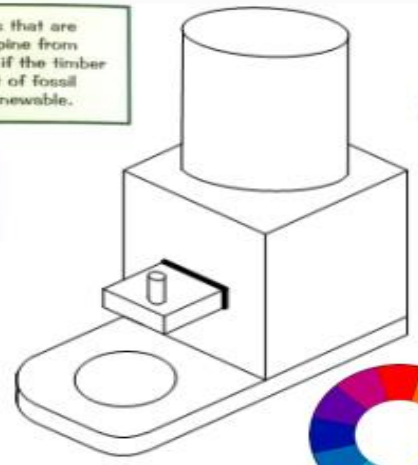
1 cm = 10 mm

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.



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!

Pillar Drill

Vertical Sander

File

Coping Saw

Tri-Square

Tenon Saw

Bench Hook

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.

Plot Summary - The Tempest by William Shakespeare

1. **A ship is caught in a tempest and begins to sink.**
2. **Prospero tells Miranda that he caused the storm.**
3. **Ariel fetches Ferdinand, who falls in love with Miranda.**
4. **Antonio and Sebastian plot to kill Alonso, the King of Naples.**
5. **The ship's jester and butler meet Caliban and feed him alcohol.**
6. **Caliban suggests that they should kill Prospero, and Ariel overhears.**
7. **Prospero uses magic to scare Alonso and spoil Caliban's plot.**
8. **Prospero forgives the passengers for their former betrayals.**

Characters

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.
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.
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.
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.

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.

Context

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.
Collonialism/ 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.
Shakespeare's final play	The imagery of Propspero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.

Vocabulary and Terminology

Usurped - take (a position of power or importance) illegally or by force.	Ambiguous - open to more than one interpretation; not having one obvious meaning.
Colonialism - taking control over another country, occupying it with settlers, and exploiting it economically.	**Enchantment -** the state of being under a spell; magic.
Prose - written or spoken language in its ordinary form, without metrical structure.	**Verse -** writing arranged with a metrical rhythm, typically having a rhyme.
Comic relief - humorous content in a play intended to offset more serious episodes.	**Betrayal -** the action of betraying one's country, a group, or a person; treachery.

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

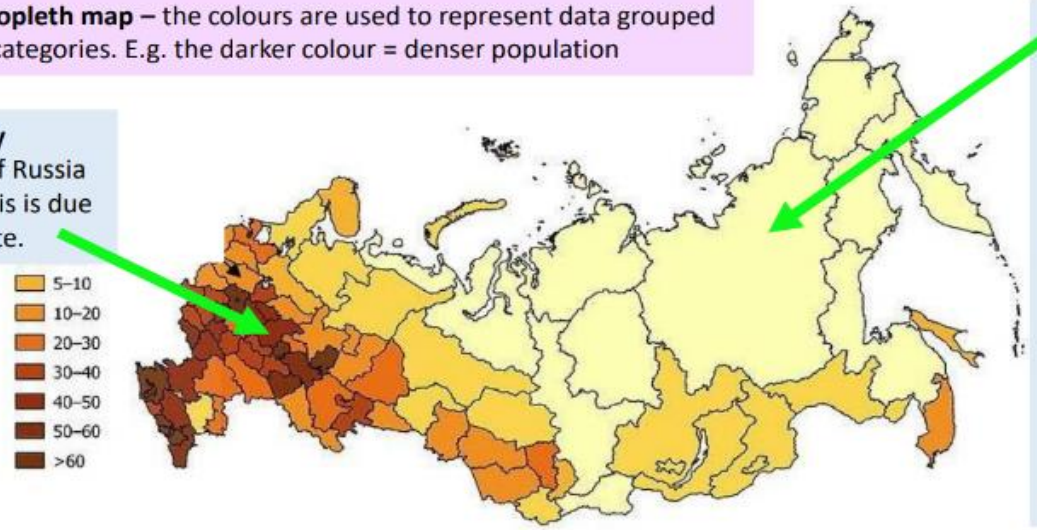
The Eatwell Guide
Makes up 5 main food groups.
Is suitable for most people over 2 years of age.
Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
Shows proportions representative of food eaten over a day or more.

Year 7 Geography
Term 6
Is the geography of Russia a curse or benefit?

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.

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 Artic. Here are some arguments for/against:

Against (e.g. Greenpeace)	For (e.g. President Putin)
Oil drilling could cause an oil spill which could damage habitats and unique ecosystems.	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	Often
manchmal	Sometimes
nie	never

Beschreibungen	Descriptions
aktiv	active
beliebt	popular
klassisch	classical
sportlich	sporty
gesund	healthy
kreativ	creative
schnell	quick

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 weathe
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 lightening

Welche Sportarten magst du?	What sport do you like?
Ich spiele gern Fußball	I like playing football
Ich spiele Rugby	I play rugby
Ich spiele nicht gern Tennis	I don't like playing tennis
Ich spiele gern Golf	I like playing golf
Ich spiele Volleyball	I play volleyball
Ich spiele Basketball	I play basketball
Ich spiele Tischtennis	I play table tennis
Ich fahre Rad	I cycle
Ich gehe Skifahren	I go skiing
Ich gehe Eislaufen	I go ice skating
Ich schwimme	I swim
Ich laufe	I run
Ich jogge	I jog
Ich mache Gymnastik	I do gymnastics
Ich gehe reiten	I go horse-riding
Ich mache Leichtathletik	I do athletics
Ich mache Training	I do training

Was siehst du gern im Fernsehen?	What do you like to watch?
Ich sehe gern...	I like to watch...
Die Nachrichten	The news
Die Komödie	The comedy
Der Zeichentrickfilm	The cartoon
Die Dokumentation	The documentary
Die Sendung	The programme
Die Seifenoper	The soap opera
Der Komödienfilm	The comedy film
Der Liebesfilm	The romantic film
Der Aktionfilm	The action film
Der Horrorfilm	The horror film
Der Krimi	The detective film
Die Spielshow	The game show
Die Serie	The series

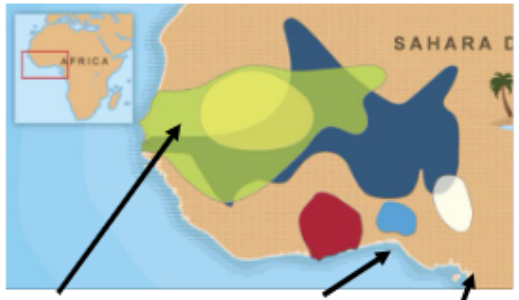
Was machst du gern?	What do you like to do?
Ich sehe fern	I watch TV
Ich höre Musik	I listen to music
Ich gehe ins Kino	I go to the cinema
Ich lese ein Buch	I read a book
Ich gehe einkaufen	I go shopping
Ich gehe zum Park	I go to the park
Ich gehe ins Fitness-Studio	I go to the gym
Ich gehe spazieren	I go for a walk
Ich gehe wandern	I go hiking
Ich treffe meine Freunde	I meet friends
Ich spiele Klavier	I play the piano
Ich besuche Familie	I visit family
Ich gehe in die Stadt	I go to town
Ich koche	I cook
Ich singe	I sing
Ich tanze	I dance
Ich schwimme	I swim
Ich tauche	I dive
Ich sammle...	I collect...
Ich mache meine Hausaufgaben	I do my homework
Ich lade Musik herunter	I download music
Ich surfe im Internet	I surf the Internet
Ich spiele Computerspiele	I play computer games
Ich chatte mit meinen Freunden	I chat online with my friends
Ich mache Fotos	I take photos
Ich sehe mir lustige Videos an	I watch funny videos
Ich schicke SMS	I send texts
Ich kaufe online	I buy online
Ich schreibe eine E-Mail	I write an email
Ich benutze mein Handy	I use my mobile phone
Ich treibe... (Sport)	I do ... (a type of sport)

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.

History – Year 7 Knowledge Organiser Topic 5

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.

Historical Skills Focus



Key Vocabulary

8	Mansa Musa	The leader of the Mali Empire in the 14th 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/3LqHsDM
Precolonial Africa: https://bbc.in/3sGo5Aa

300 BC – 300BC – Soninke people found the Wagadou Empire.

Year 0

1200 – The Ife Empire is founded.

1235 – The Mali Empire is founded in West Africa.

1280-1340 – Mansa Musa rules over the Kingdom of Mali

1420 – The Ife Empire collapses.

1440 – Ewuare becomes the Oba of Benin. Uniting it as an Empire.

1670 – The Mali Empire finally collapses after a slow decline.

1800 AD

Year 7 Term 6 Maths

PERIMETER

Key Concept

2D Shapes

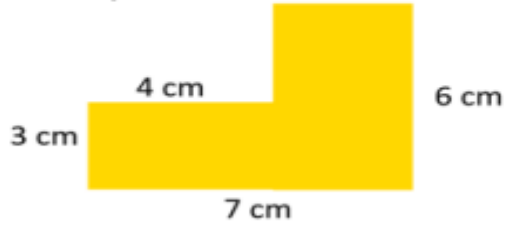
	Parallelogram
	Trapezium
	Right-angled triangle
	Isosceles triangle
	Equilateral triangle

Key Words

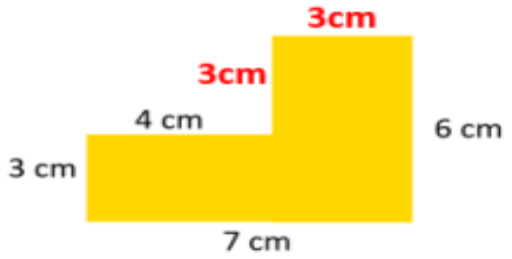
Perimeter: The distance around the outside of the shape.
Unit of measure: This could be any unit of length cm, inch, m, foot, etc.
Dimensions: The lengths which give the size of the shape.
Circumference: The perimeter of a full circle.

Examples

Find the perimeter



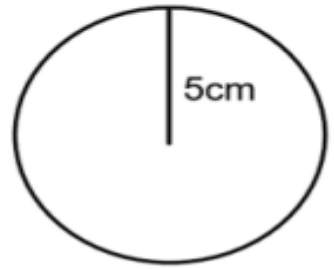
Step 1 – Find the missing lengths.



Step 2 – Add the lengths

3 + 4 + 3 + 3 + 6 + 7 = **26 cm**

Find the circumference to 1dp



Radius = 5, Diameter = 10

$Circumference = \pi \times d$

$Circumference = \pi \times 10$

$Circumference = 31.4\ cm$

Useful Links

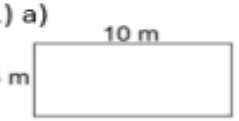
https://vle.mathswatch.co.uk/vle/

https://corbettmaths.com/contents/

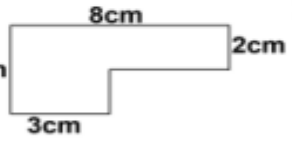
https://www.bbc.co.uk/bitesize/subjects/zqhs34j

Questions – Find the perimeter of each shape to 1dp

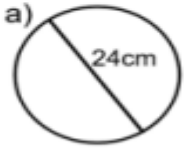
1) a)



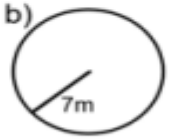
b)



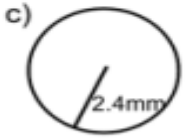
2) a)



b)



c)



Tip

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

Formula

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

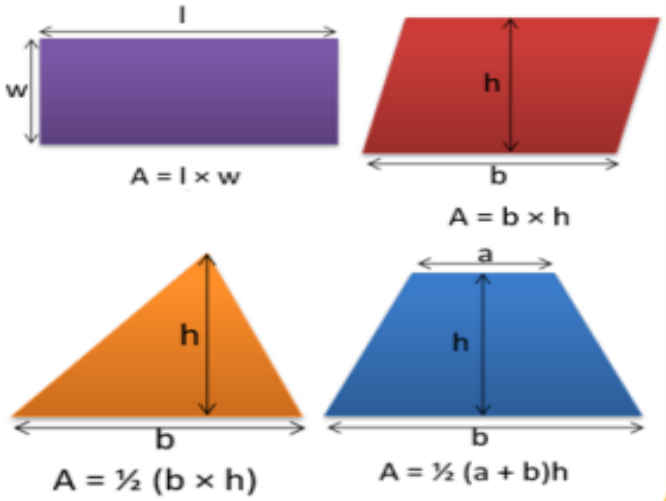
ANSWERS: 1) a) 28 m b) 26 cm 2) a) 75.4 cm b) 44.0 m c) 15.1 mm

Year 7 Term 6 Maths

AREA AND PERIMETER

Key Concepts

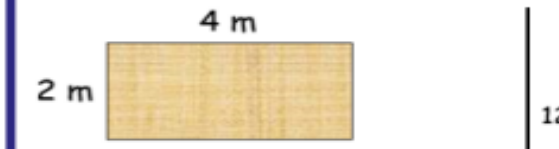
Area



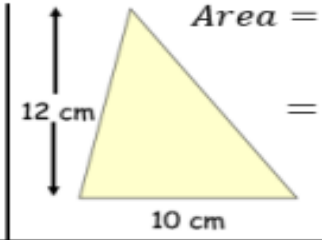
Key Words

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.

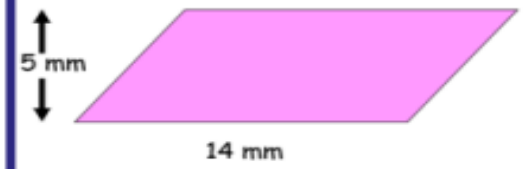
Examples



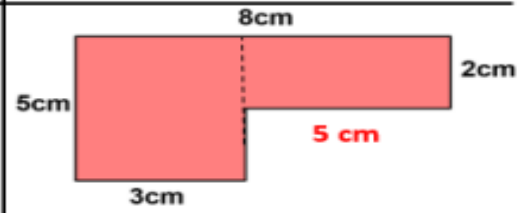
$$Area = 2 \times 4 = 8m^2$$



$$Area = \frac{1}{2}(10 \times 12)$$
$$= 60cm^2$$



$$Area = 5 \times 14$$
$$= 70mm^2$$



$$Area = (5 \times 3) + (2 \times 5)$$
$$= 25cm^2$$

Useful Links

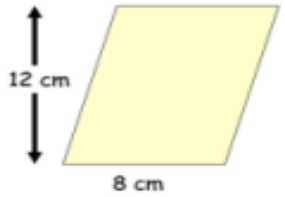
https://vle.mathswatch.co.uk/vle/
https://corbettmaths.com/contents/
https://www.bbc.co.uk/bitesize/subjects/zqhs34j

Tip

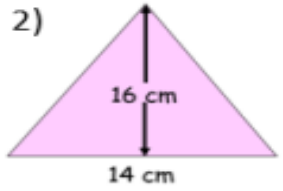
Always remember units. These units are squared for area. **mm², cm², m², etc**

Questions – Find the area.

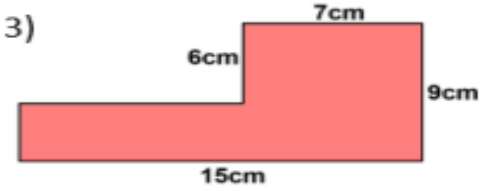
1)



2)



3)

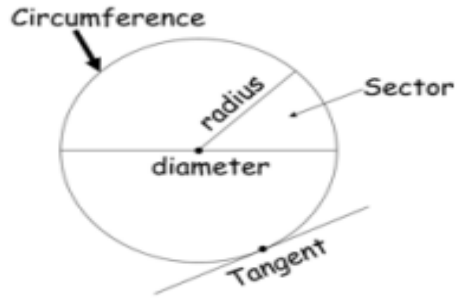


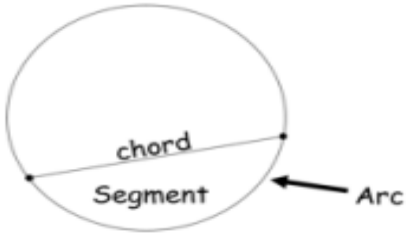
ANSWERS: 1) 96 cm² 2) 112 cm² 2) 87 cm²

Year 7 Term 6 Maths

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.

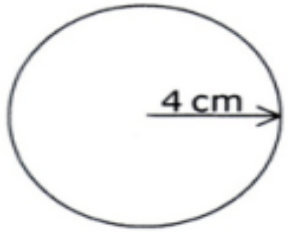
Chord: A line that intersects the circle at two points.

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

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

Examples

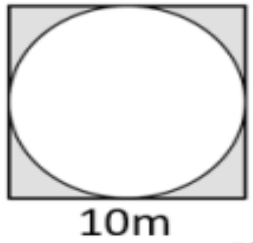
Find the area and circumference to 2dp.



$$Circumference = \pi \times d$$
$$= \pi \times 8 = 25.13cm$$

$$Area = \pi \times r^2$$
$$= \pi \times 4^2 = 50.27cm^2$$

Find shaded area to 2dp.



$$Square\ area = 10 \times 10$$
$$= 100m^2$$

$$Circle\ area = \pi \times r^2$$
$$= \pi \times 5^2$$
$$= 78.54\ m^2$$

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

Useful Links

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

https://corbettmaths.com/contents/

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

Questions

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

Tip

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

Formula

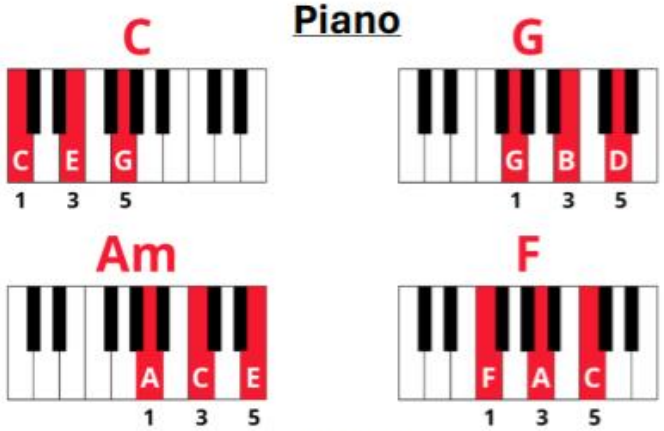
$$Circle\ Area = \pi \times r^2$$
$$Circumference = \pi \times d$$

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 = 88.4cm², P = 38.6cm

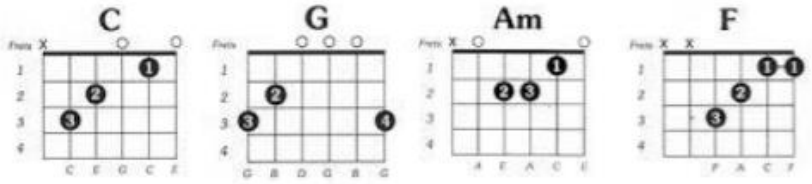
Music KO – Instrumental Skills

Chords

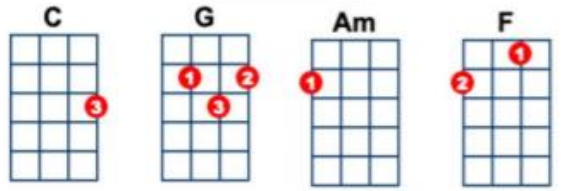
Piano



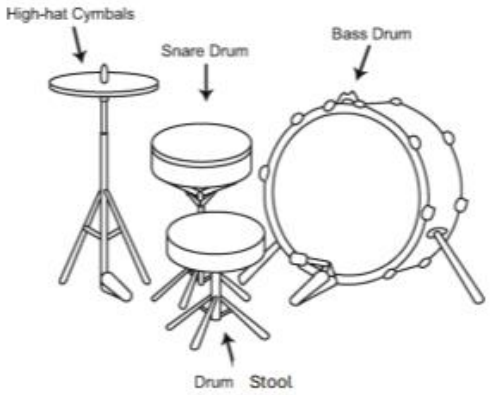
Guitar



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

PE

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**

- **Acceleration sprints**

- **Interval training**

What do the Dharmic faiths believe? Buddhism Knowledge Organiser

RS

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 *everything* 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.

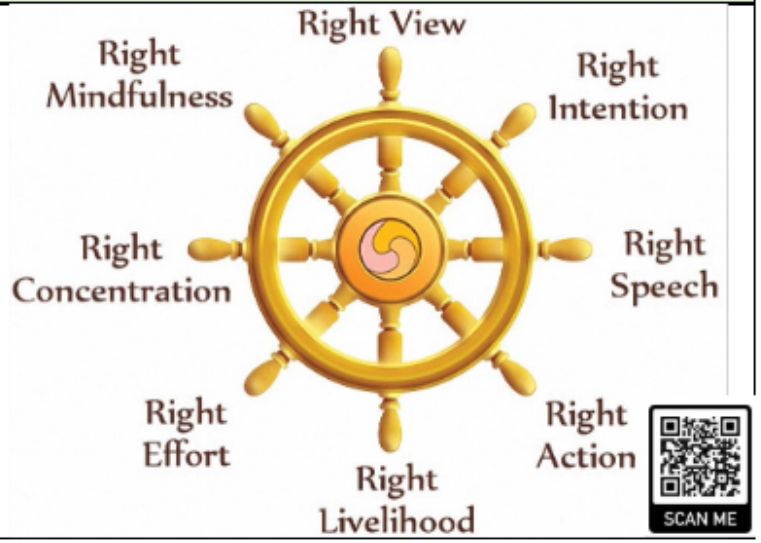
Image of the Buddha, known in life as Siddhartha Gautama, whose teachings founded Buddhism.

SCAN ME

Buddhist beliefs:

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

SCAN ME



SCAN ME

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.

RS

What do the Dharmic faiths believe?

Sikhism Knowledge Organiser

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.

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.

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. Skihs 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.

RS

What do the Dharmic faiths believe? Hinduism Knowledge Organiser

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.

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

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.

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**

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.

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:

Acid + Metal Hydroxide → Salt + Water

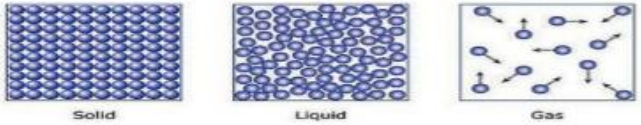
Acid + Metal Oxide → Salt + Water

Acid + Metal Carbonate → Salt + Water + Carbon dioxide

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

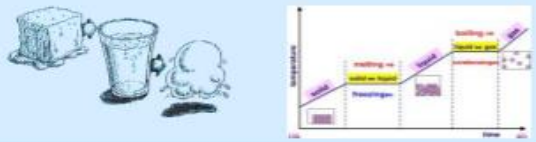
All matter is made up of particles.



- 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

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**.

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.

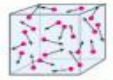
Diffusion

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.

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.

KS3 Science
Magnetism

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	Colbalt	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?

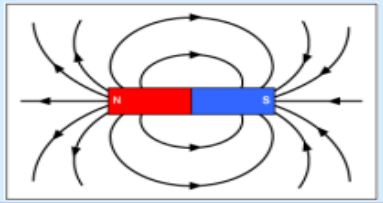
Magnets have two poles, a North pole (N) and a South pole (S).

- **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

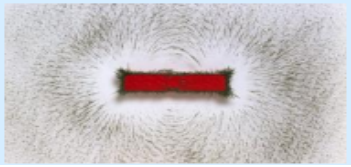
A magnet creates a **magnetic field** around it. You cannot see a magnetic field, but you can observe its effects. A force is exerted on a magnetic material brought into a magnetic field. The force is a **non-contact force** because the magnet and the material do not have to touch each other.



5. More Magnetic Fields

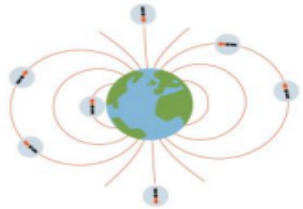
Although we cannot see magnetic fields, we can detect them using iron filings and plot them with a plotting compass

- 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

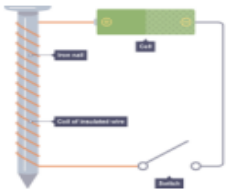
A compass comprises:

- 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.

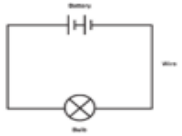


1. Electric current

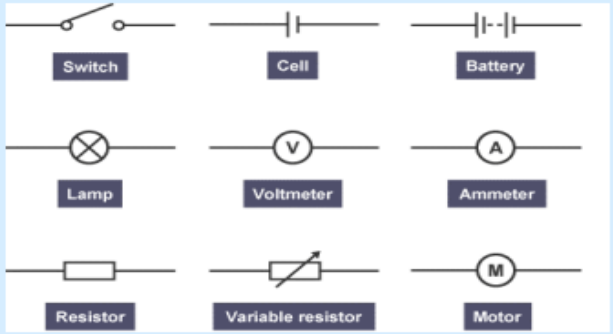
An **electric current** is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:

- 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

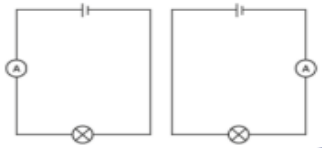


2. Circuit symbols



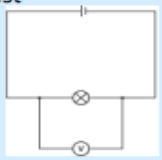
3. Current

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



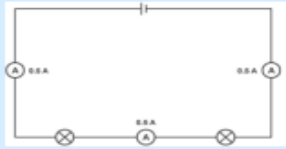
4. Potential difference

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.



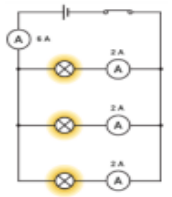
5. Series circuits

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.



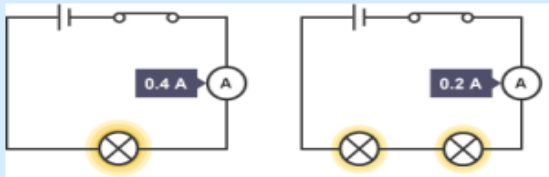
6. Parallel Circuits

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

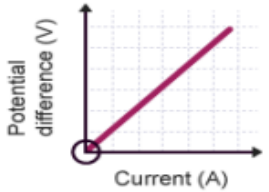
The wires and the other components in a circuit reduces the flow of charge through them. This is called resistance.
The unit of **resistance** is the **ohm**, and it has the symbol Ω
Resistance increases if you add more components to a circuit.



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.



KS3 Science

Electricity and Circuits

7.4 Free time
SPANISH

Cabot Learning Federation

¿ Qué te gusta hacer?	What do you like to do?
Ver la televisión	
Escuchar música	
Ir al cine	
Leer un libro	
Ir de compras	
Ir al parque	
Ir al gimnasio	
Ir al polideportivo	
Salir con mis amigos	
Tocar el piano	
Visitar mi familia	
Ir al centro	
Hacer la cocina	
Cantar	
Nadar	
Hacer mis deberes	
Descargar música	
Navegar por Internet	
Jugar a los videojuegos	
Chatear con mis amigos	
Sacar fotos	
Ver los videos divertidos	
Mandar mensajes	
Comprar en línea	
Ver los videos de youtube	
Escribir un correo electrónico	
Usar mi móvil	

¿ Qué deporte te gusta?	What sport do you like?
Jugar al fútbol	
Jugar al rugby	
Jugar al tenis	
Jugar al golf	
Jugar al voleibol	
Jugar al baloncesto	
Hacer ciclismo	
Hacer esquí	
Hacer patinaje	
Hacer natación	
Hacer gimnasia	
Hacer equitación	
Hacer atletismo	

¿Cúando?
Normalmente
Generalmente
Todos los días
Dos veces a la semana
De vez en cuando
Rara vez
Cuando puedo
Jamás/nunca
A veces

¿ Qué te gusta ver?	What do you like to watch?
Me gusta ver	
Las noticias	
Comedias	
Dibujos animados	
Documentales	
Programas	
Telenovelas	
Películas románticas	
Películas de acción	
Películas de terror	
Películas policíacas	
Concursos	
Series	

¿Qúe tiempo hace?	What is the weather like?
Hace buen tiempo	
Hace calor	
Hace sol	
Hace frío	
Hace 25 grados	
Hace mal tiempo	
Llueve	
Nieva	
Hay viento	
Hay nubes	
Hay tormenta	

7.4 Spanish Free Time Knowledge Organiser

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

Cabot Learning Federation

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
Yo (I)	Estudi**o** – I study	Viv**o**– I live	Com**o** – I eat
tú (you)	Estudi**as** – you study	Viv**es** – you live	Com**es** – you eat
el (he), **ella** (she),	Estudi**a** - He/she studies	Viv**e** - He/she lives	Com**e** – he/she eats
nosotros (we)	Estudi**amos** – we study	Viv**imos** – we live	Com**emos** – we eat
vosotros (you) (pl. or formal)	Estudi**áis** – you study (pl. or formal)	Viv**is** – you live (pl. or formal)	Com**éis** – you eat (pl. or formal)
Ellos/ellas (they)	Estudi**an** – they study	Viv**en** – they live	Com**en** – they 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.

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

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

Year 7 Textiles Knowledge Organiser

The Six R's

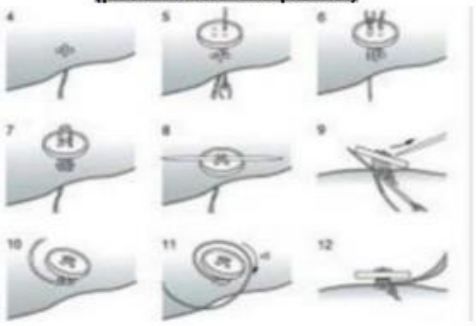
Natural Fibres- These come from plants or animals. Examples include Wool, Cotton.

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

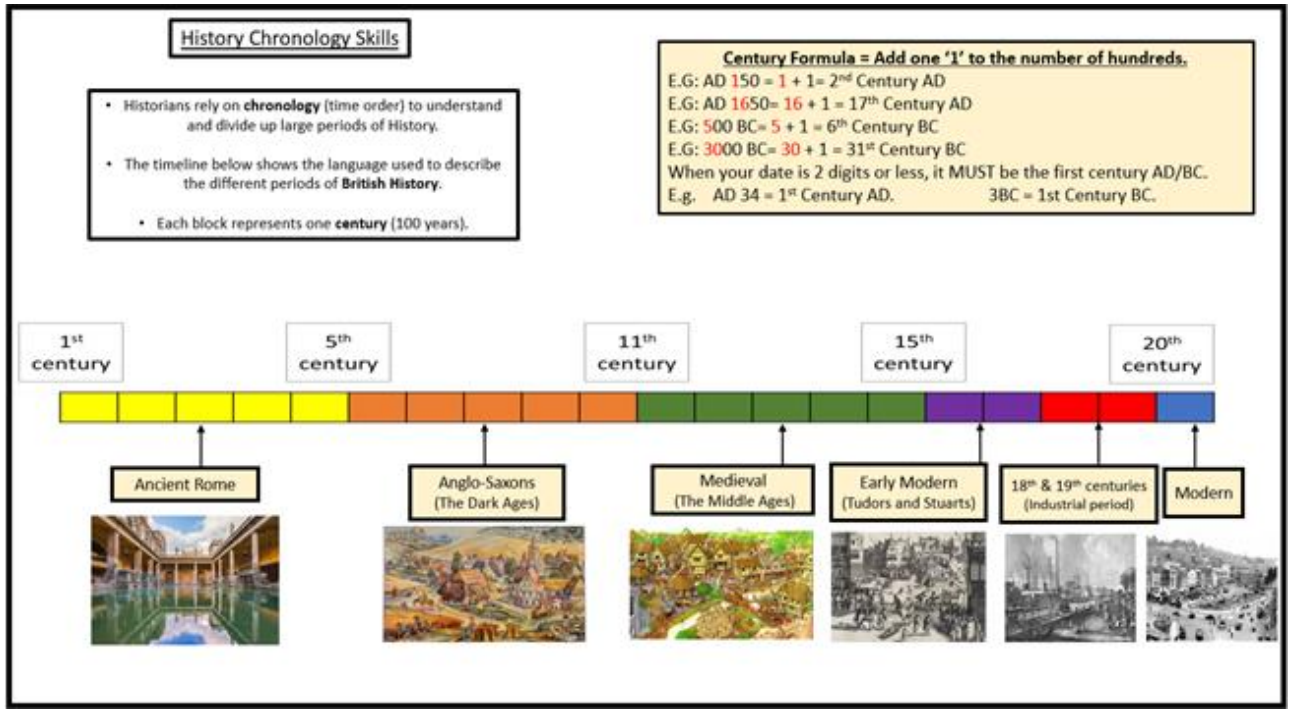
One similarity is…

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
ARCTIC CIRCLE
Barents Sea
White Sea
Norwegian Sea
Iceland
Faroe Islands (Denmark)
Norway
Finland
Russia
400 mi
400 km
60° N
Atlantic Ocean
Scotland
North Sea
Sweden
Estonia
Latvia
Lithuania
(European Russia)
Ural Mountains
Baltic Sea
Northern Ireland
Netherlands
Belarus
UK
Belgium
Denmark
Poland
Ireland
England
Germany
50° N
Wales
Czech Rep
Slovakia
Ukraine
Sea of Azov
Kazakhstan
English Channel
Luxembourg
Liechtenstein
Austria
Hungary
Romania
Moldova
Switzerland
Azores
Madeira Islands
Bay of Biscay
France
Slovenia
Croatia
Bosnia and Herzegovina
Monaco
Serbia
Bulgaria
Black Sea
Caspian Sea
Italy
San Marino
Montenegro
Macedonia
Georgia
Andorra
Vatican
Albania
Armenia
40° N
Corsica (France)
Sardinia (Italy)
Spain
Greece
European Turkey
Turkey
Azerbaijan
Portugal
Balearic Islands
Iran
0°
Sicily (Italy)
Malta
Crete (Greece)
Cyprus
Syria
Canary Islands
Algeria
Mediterranean Sea
Lebanon
ASIA
Gibraltar (UK)
PRIME MERIDIAN
Tunisia
15° E
30° E
Israel
Jordan
Iraq
Morocco
Libya
worldatlas
30° N
AFRICA
Egypt
Saudi Arabia
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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
Central Siberian Plateau
Magadan
Petropavlovsk Kamchatskiy
Kaliningrad
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
N
Moscow
URAL MTS.
350 mi
Kazan
350 km
Ukraine
West Siberian Plain
Russia
Kuril Islands
Amur River
Black Sea
Volga River
Perm
Yekaterinburg
STANOVOY MTS.
Yuzhno Sakhalinsk
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
Vladivostok
Japan
Armenia
TANNA-OLA MTS.
Sea of Japan (East Sea)
RUSSIA
Aral Sea
Lake Baikal
Mongolia
North Korea
MIDDLE EAST
Azerbaijan
Caspian Sea
LOW / HILLS / MOUNTAINS
China
120° E

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

Timetable

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