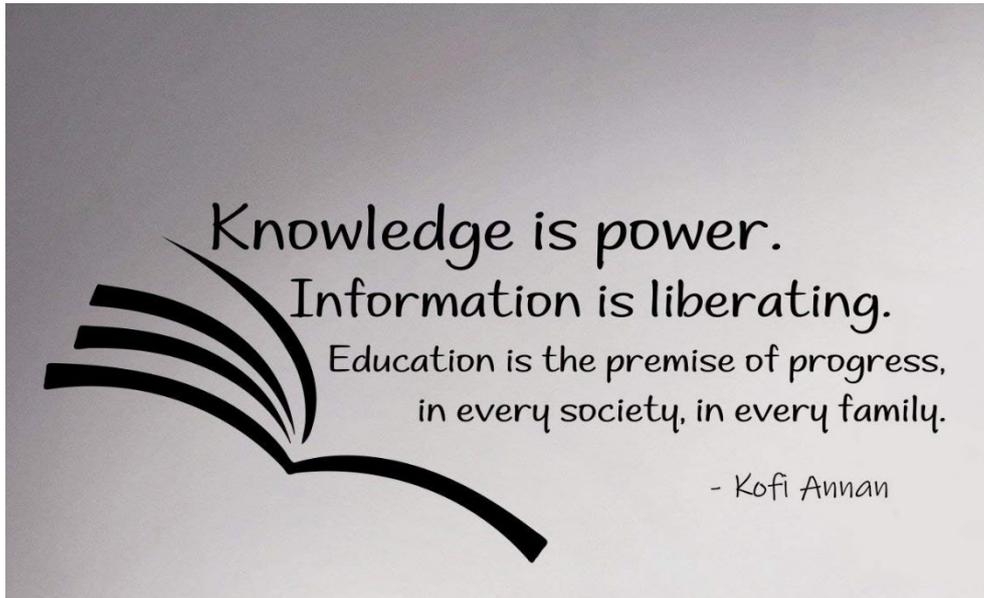


Year 7 – Knowledge Organiser Pack



Use this along with your knowledge organiser support pack with learning and remembering the knowledge you need! Use the strategies provided to have a range of knowledge that you can build on. Wow your parents/cares, wow your teachers and most importantly wow yourself! And remember....

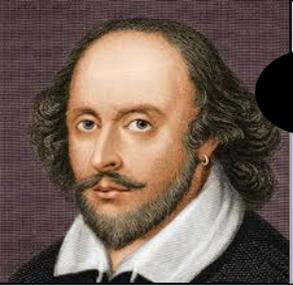


Name: \_\_\_\_\_

Form class: \_\_\_\_\_

Contents – Subjects in Order

1. English
2. Maths
3. Science
4. RE
5. History
6. Geography
7. Spanish
8. ICT
9. DT
10. Food
11. Music
12. PE
13. Drama



1

**Introduction to Shakespeare's Life:** William Shakespeare was a renowned English poet, playwright, and actor born in 1564 in Stratford-upon-Avon. His birthday is most commonly celebrated on 23 April which is also believed to be the date he died in 1616. Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance). Shakespeare's plays are perhaps his most enduring legacy, but they are not all he wrote. Shakespeare's poems also remain popular to this day.

**Tragedy**  
Shakespeare's tragic protagonists, their settings and their tragic fates are very different. But every one of them is doomed to suffer a tragic fall or fatal ending due to a tragic flaw (hamartia) or excessive pride and confidence (hubris). Shakespearean tragedies normally carry the name of their tragic hero (*Macbeth, Hamlet, Romeo & Juliet*)

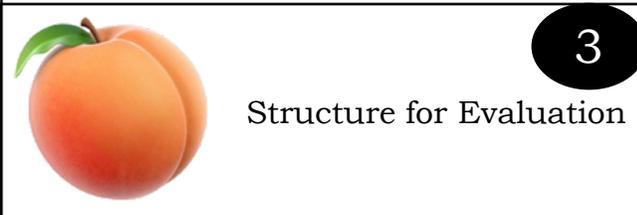
**Comedy**  
Shakespeare's comedies are full of fun, irony and dazzling wordplay. They also abound in disguises and mistaken identities with very convoluted plots that are difficult to follow and with very contrived happy endings.

2

**History**  
These plays dramatize historical events from history as early as the reign of King John and as late as Henry VIII. In addition to these two, Shakespeare wrote eight plays covering the continuous period of history between the reigns of Richard II and Richard III. Many of his history plays share the qualities of a Shakespearean tragedy

**Tragi-Comedy**  
These plays are characterised by their complex and ambiguous tone, which shifts violently between dark, psychological drama and more straightforward comic material. The situation faced by the protagonist is put forward by the author as a representative instance of a contemporary social problem.

'If music be the food of love, play on'



3

Structure for Evaluation

P	oint
E	vidence
A	nalysis
CH	oice of words
Y	our opinion

The extracts we will study are:

- *Twelfth Night*
- *Romeo and Juliet*
- *Julius Caesar*
- *Three sonnets*

Language Devices for Analysis and Choice of words

Alliteration	Simile	Triple	Onomatopoeia	Metaphor	Personification	4	Verb	Adverb	Noun	Adjective	Pronoun	Preposition
--------------	--------	--------	--------------	----------	-----------------	---	------	--------	------	-----------	---------	-------------

**Protagonist** - the leading character or one of the major characters in the play.

**Antagonist** - a person who actively opposes or is hostile to someone or something.

**Prologue** - an introductory section of a play.

**Monologue** - long speech by one actor in a play or film.

**Soliloquy** - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

5

**Dramatic irony** - a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.

**Foreshadowing** - a warning or indication of (a future event).

**Juxtaposition** - two things with contrasting qualities are placed together to highlight their differences.

**Oxymoron** - a figure of speech in which apparently contradictory terms appear in conjunction (e.g. faith unfaithful kept him falsely true).

**Metaphor** - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

**Simile** - a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. as brave as a lion).

**Pathetic Fallacy** - when a description of the weather is used to reflect the mood or atmosphere.

## Homework Schedule

Week 1 – Low stakes Quiz based upon key terminology from knowledge organiser

Week 2 – Research task based upon Shakespeare, his family, and Shakespearean England.

Week 3 – Students to complete a PowerPoint about Shakespeare's tragedies, histories or comedies.

Week 4 – Students to research the life and times of Christopher Marlowe.

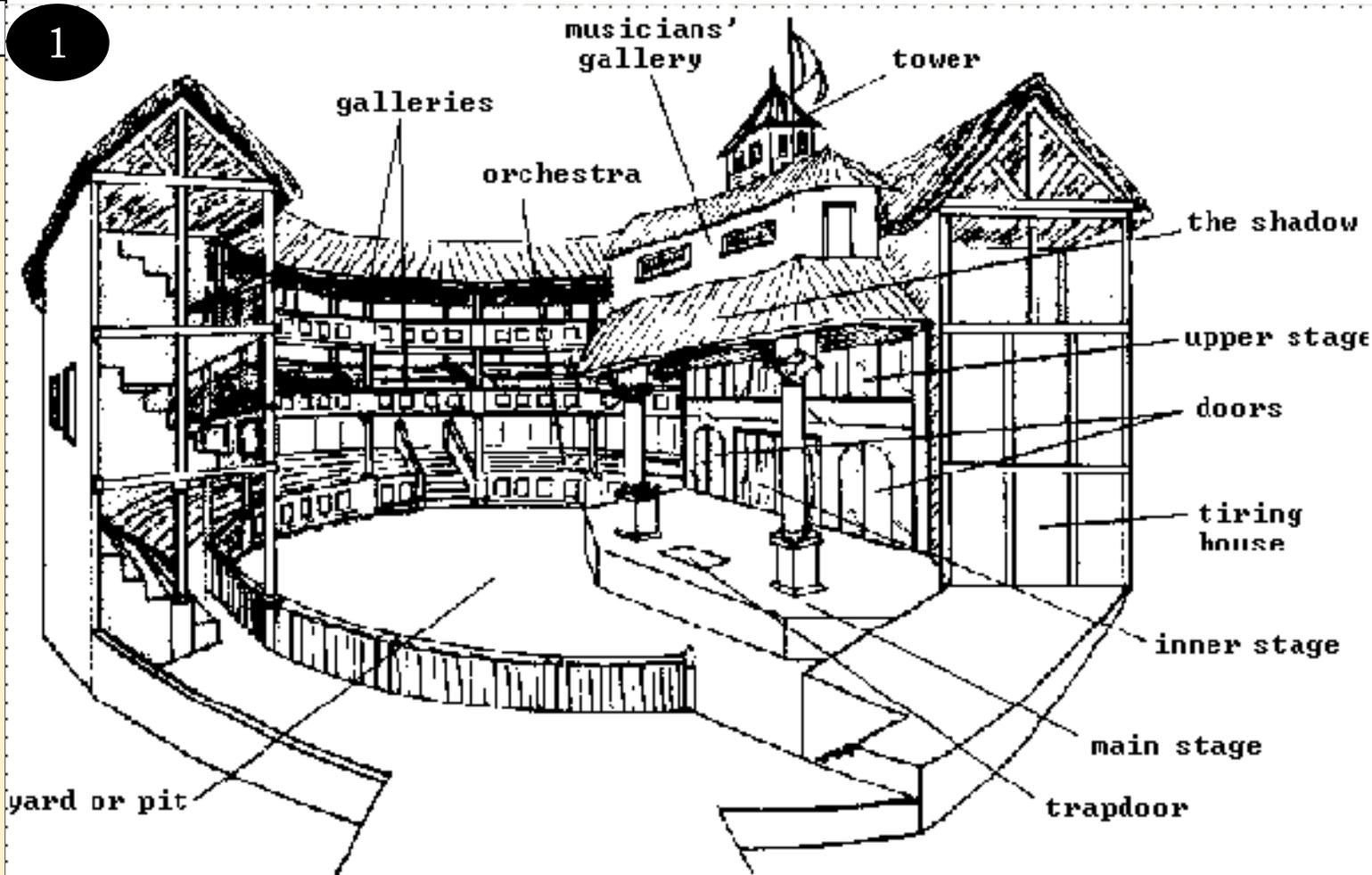
Week 5 – Romeo + Juliet extract revision.

Week 6 – Twelfth Night extract revision.

Week 7 – Julius Caesar extract revision.

Week 8 – Research task based around developing an engaging setting.

1



2

'Cowards die many times before their deaths'

'The fault, dear Brutus, is not in our stars, but in ourselves'

'Cowards die many times before their deaths'

'Love is heavy and light, bright and dark, hot and cold, sick and healthy, asleep and awake'

'Oh brawling love, oh loving hate, oh anything of nothing first create'

'Some are born great, others achieve greatness'

'Better a witty fool than a foolish wit'

**The Renaissance Period** was the era when Europeans moved away from the restrictive ideas of the Middle Ages. The ideology that dominated the Middle Ages was heavily focused on the absolute power of God and was enforced by the formidable Roman Catholic Church. From the 14th century onward, people started to break away from this idea. The artists and thinkers of the Renaissance did not necessarily reject the idea of God. In fact, Shakespeare himself may have been Catholic. The Renaissance cultural creators did, however, question humankind's relationship to God.

This questioning produced enormous upheaval in the accepted social hierarchy. And the new focus on humanity created new-found freedom for artists, writers, and philosophers to be inquisitive about the world around them. They often drew on the more human-centred classical writing and art of ancient Greece and Rome for inspiration.

3

# Year 7 Theta Unit 7 – Ratio and Proportion Knowledge Organiser

## Direct Proportion

### Worked example

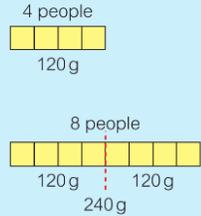
A recipe for four people uses 120g of cheese.  
How much cheese is needed for

a 8 people

$$4 \times 2 = 8 \text{ people}$$

$$120\text{g} \times 2 = 240\text{g}$$

4 people need 120g  
8 people would need twice as much.  
 $120\text{g} \times 2 = 120\text{g} + 120\text{g} = 240\text{g}$



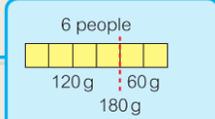
b 6 people?

$$4 \text{ people} + 2 \text{ people} = 6 \text{ people}$$

$$2 \text{ people} = \text{half of } 4 \text{ people}$$

$$\text{Half of } 120\text{g} = 60\text{g}$$

$$120\text{g} + 60\text{g} = 180\text{g}$$



In the **unitary method** you find the value of one item before finding the value of more.

## Ratio

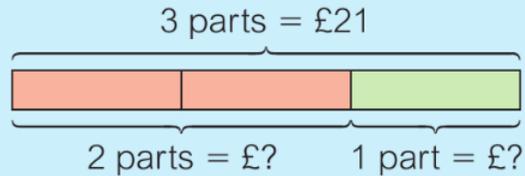
A **ratio** is a way of comparing two or more quantities.

You can make the numbers in a ratio as small as possible by **simplifying**. You simplify a ratio by dividing the numbers in the ratio by the **highest common factor**.

The highest common factor of 8, 24 and 12 is 4, so divide all three numbers by 4.

$$\begin{array}{ccc} 8 : 24 : 12 & & \\ \div 4 & \div 4 & \div 4 \\ \hline \square : \square : \square & & \end{array}$$

## Using Ratio



The ratio of chilli to garlic in a recipe is 1 : 3.  
George uses 4 teaspoons of chilli.  
How many teaspoons of garlic does he use?

Multiply each part by the same number to get an equivalent ratio.

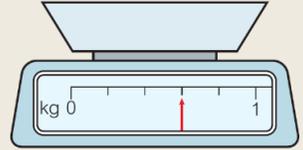
$$\begin{array}{ccc} 1 : 3 & & \\ \times 4 & \times 4 & \\ \hline 4 : 12 & & \end{array}$$

## Measures and Scale

You can use **ratios** to convert between **metric units**.

$$\begin{array}{ccc} \text{m} : \text{km} & & \\ 1000 : 1 & & \\ \times 5 & \times 5 & \\ \hline 5000 : \square & & \end{array}$$

What value is the arrow pointing to?  
Give your answer in grams.



$$1\text{kg} = 1000\text{g}$$

$$1000 \div 5 = 200\text{g}$$

There are 5 sections.



So arrow points to 600g

Label the points on the scale.

The height of a man and a tree are in the ratio 1 : 6.  
The man's height is 180cm. What is the height of the tree in metres?

$$6 \times 180\text{cm} = 1080\text{cm}$$

$$1080 \div 100 = 10.8\text{m}$$

Multiply each part by the same numbers.

$$\begin{array}{ccc} \text{M} : \text{T} & & \\ 1 : 6 & & \\ \times 180 & \times 180 & \\ \hline 180 : 1080 & & \end{array}$$

$$100\text{cm} = 1\text{m}$$

## Ratio, Proportion, Fractions and Percentages

In a biscuit tin, there are 10 chocolate and 4 shortbread biscuits.

What **proportion** are

a chocolate

b shortbread?

Work out the total number of biscuits.

$$10 + 4 = 14$$

$$\text{a } \frac{\text{chocolate biscuits}}{\text{total biscuits}} = \frac{10}{14} = \frac{5}{7}$$

Write each amount as a fraction of the total. Simplify.

$$\text{b } \frac{\text{shortbread biscuits}}{\text{total biscuits}} = \frac{4}{14} = \frac{2}{7}$$

The ratio of boys to girls in a swimming club is 3 : 7.

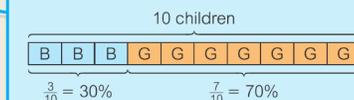
What percentage of the children are girls?

$$3 + 7 = 10 \text{ parts}$$

$$\frac{7}{10} = \frac{70}{100}$$

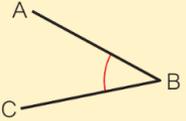
70% are girls

For every three boys there are seven girls.  
The percentage of girls is  $\frac{7}{10} = \frac{70}{100} = 70\%$ .



# Year 7 Theta Unit 8 – Lines and Angles Knowledge Organiser

## Lines and Angles



This angle is called angle ABC or  $\widehat{ABC}$  or  $\angle ABC$ , or angle CBA or  $\widehat{CBA}$  or  $\angle CBA$ .

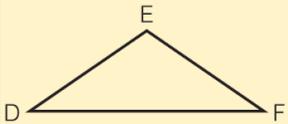
A **reflex** angle is more than  $180^\circ$ , but less than  $360^\circ$ .

**Perpendicular** lines are at right angles ( $90^\circ$ ) to each other.

**Parallel** lines are always the same distance apart and never meet.

You can describe a triangle using the letters at its **vertices** (the plural of **vertex**). The vertices are the corners.

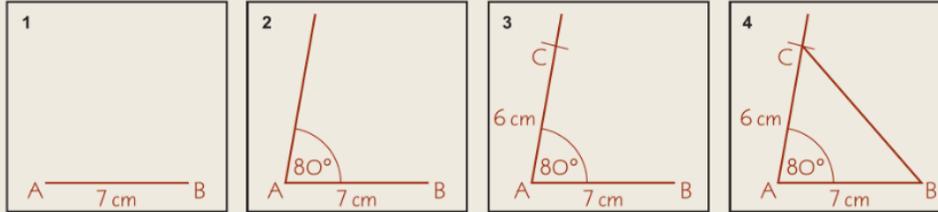
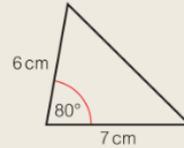
This is triangle DEF.



## Drawing Triangles

### Worked example

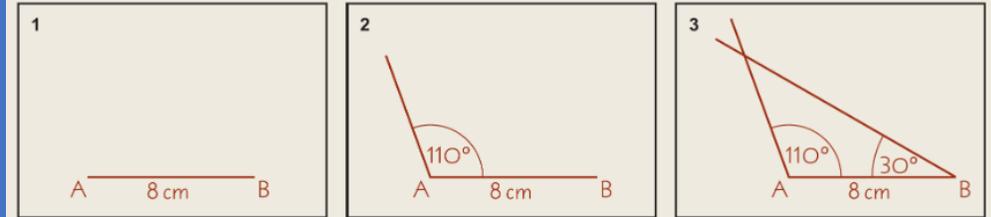
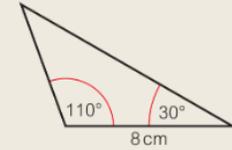
Use a ruler and protractor to draw this triangle accurately.



- 1 Use a ruler to draw the line AB with length 7 cm.
- 2 Use a protractor to draw an angle of  $80^\circ$  at A. Draw a long line through the  $80^\circ$  mark.
- 3 Use a ruler to draw the line AC with length 6 cm.
- 4 Draw in the third side of the triangle.

### Worked example

Make an accurate drawing of this triangle.

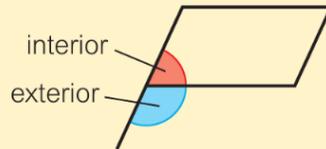


- 1 Use a ruler to draw the line AB with length 8 cm.
- 2 Use a protractor to draw an angle of  $110^\circ$  at A. Draw a long line through the  $110^\circ$  mark.
- 3 Use a protractor to draw an angle of  $30^\circ$  at B. Draw a line through the  $30^\circ$  mark until it crosses the  $110^\circ$  line.

## Calculating Angles

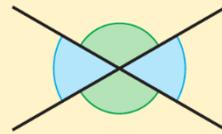
An **interior** angle is inside a shape.

An **exterior** angle is outside the shape on a straight line with the interior angle.



**Vertically opposite** angles are equal.

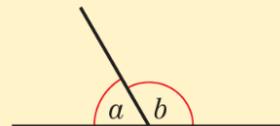
The green angles are equal.  
The blue angles are equal.



Angles are sometimes labelled with lower case letters inside the angle.

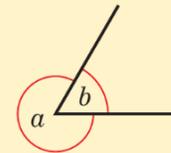
The angles on a straight line add up to  $180^\circ$ .

$$a + b = 180^\circ$$



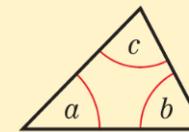
The angles around a point add up to  $360^\circ$ .

$$a + b = 360^\circ$$



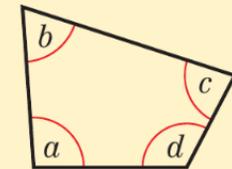
The angles in a triangle add up to  $180^\circ$ .

$$a + b + c = 180^\circ$$



The angles in a quadrilateral add up to  $360^\circ$ .

$$a + b + c + d = 360^\circ$$



# Year 7 Theta Unit 9 – Sequences and Graphs Knowledge Organiser

## Sequences

### Key point

A number **sequence** is a set of numbers that follow a rule. Each number in a sequence is called a **term**.

### Key point

Sequences where the numbers **increase** are **ascending** sequences.

Sequences where the numbers **decrease** are **descending** sequences.

A sequence that carries on for ever is **infinite**.

A sequence with a fixed number of terms or a 'last term' is **finite**.

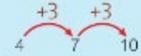
### Worked example

a Write down the next three terms in this sequence.

4, 7, 10, ...

4, 7, 10, 13, 16, 19

Work out how to get from one term to the next. Continue the pattern for the next three terms.



b Write down the first term and the term-to-term rule.

First term is 4.

Term-to-term rule is 'add 3'.

Write down the first term and the rule to get from one term to the next.

### Key point

An **arithmetic sequence** goes up or down in equal steps. For example, the sequence 14, 11, 8, 5, 2, ... goes down in steps of 3.

### Key point

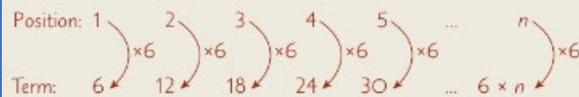
You can describe an arithmetic sequence using the first term and the **common difference** (the difference between terms). For the sequence 14, 11, 8, 5, 2, ... , the first term is 14 and the common difference is -3.

## n<sup>th</sup> Term

### Worked example

Work out the  $n$ th term of this sequence.

6, 12, 18, 24, 30, ...



$6n$

$6 \times n = 6n$

## Pattern Sequences

### Key point

You can draw the next pattern in a **sequence** by working out how the pattern grows.

You can describe how a sequence grows by explaining how to get from one pattern to the next.

### Worked example

This pattern sequence is made from counters.

a Complete this table for the sequence.

Pattern number	1	2	3	4	5
Number of counters	1	4	7	10	13

+3 +3 +3 +3

Use the term-to-term rule to fill in the numbers of counters for the 4th and 5th patterns.

b Work out the number of counters in the 10th pattern.

1st pattern: 1

2nd pattern:  $1 + 3 = 4$

3rd pattern:  $1 + 3 + 3 = 7$

4th pattern:  $1 + 3 + 3 + 3 = 10$

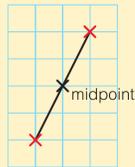
10th pattern:  $1 + 9 \times 3 = 1 + 27 = 28$

The number of times you add 3 is one less than the pattern number.  
 2nd pattern:  $1 + 1 \times 3$   
 3rd pattern:  $1 + 2 \times 3$   
 4th pattern:  $1 + 3 \times 3$

## Co-ordinates and Mid-Points

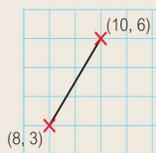
### Key point

The **midpoint** of a line segment is the point exactly in the middle.



### Worked example

Work out the midpoint of this line segment.



$$(8 + 10) \div 2 = 9$$

$$(3 + 6) \div 2 = 4.5$$

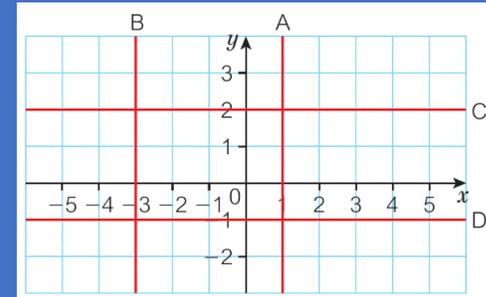
$$\text{midpoint} = (9, 4.5)$$

Add the two  $x$ -coordinates together and divide by 2.

Add the two  $y$ -coordinates together and divide by 2.

These are the  $x$ - and  $y$ -coordinates of the midpoint.

## Straight Line Graphs



A:  $x = 1$

B:  $x = -3$

C:  $y = 2$

D:  $y = -1$

a Copy and complete this table of values for the equation  $y = 3x + 4$

$x$	1	2	3	4	5
$y$					

b Write down the coordinate pairs from the table of values.

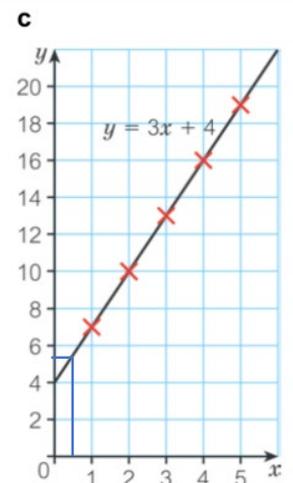
c Draw the graph of  $y = 3x + 4$ .

d What is the value of  $y$  when  $x = \frac{1}{2}$ ?

a

$x$	1	2	3	4	5
$y$	7	10	13	16	19

b (1, 7), (2, 10), (3, 13), (4, 16), (5, 19)



d  $5\frac{1}{2}$

# Y7 Acids & Alkalis



## Health & Safety

- **Hazards** Something that can cause harm.
- **Risk** The chance that a hazard will actually cause harm.
- **Safety Precautions** Risks can be reduced by taking precautions. E.g. wearing eye protection to prevent chemicals splashing in your eyes or tying long hair back to prevent it catching fire in a Bunsen flame.

## Acids

- Common substances at home that contain acids include: citric acid, vinegar, fizzy drinks and car battery acid.
- Acids have a sour taste.
- Most concentrated acids are **corrosive**. If they are added to water they become more **dilute**.
- Dilute acids are less hazardous. Many dilute acids are **irritant**.



## Alkalis

- Common substances at home that contain alkalis include: toothpaste, drain cleaner, oven cleaner.
- Many alkalis are metal hydroxide solutions.
- An alkali can be described as a soluble base. A base is any substance, soluble or insoluble, that neutralises an acid forming a salt and water.



Litmus Solution



Universal Indicator

## Indicators

- Indicators change colour and can be used to detect acids, alkalis and neutral solutions.
- **Litmus & Universal Indicator** are two common indicators.
- Litmus turns red with acid, blue with alkali & purple with neutral solutions.
- U.I. has a range of colour change & shows the strength as well as the classification.

## pH scale

- A numbered scale from 1 to 14.
- Acids have a pH less than 7. The lower the pH, the more acidic the substance is. The lower the pH, the more hazardous the acid is.
- Neutral solutions have pH 7.
- Alkalis have a pH more than 7. The higher the pH, the more alkaline the substance is. The higher the pH, the more hazardous the alkali is.

strong acid			weak acid			neutral	weak alkali			strong alkali			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
stomach acid	vinegar		fizzy drinks		skin milk	pure water	indigestion powder		toothpaste	washing powder		oven cleaner	

## Neutralisation

- This is a reaction between an acid and an alkali.
- acid + alkali → salt + water
- It is also a reaction between an acid and a base.



## Word equation

- This summarises a reaction by writing the names of the substances you start with and the names of the new substances that are made.
- **Reactants** are the substances you start with and are written on the left side of the word equation.
- **Products** are the new substances that are made and are written on the right side of the word equation.
- There is an arrow **between the reactants and products**. The arrow means 'react to form'. Do not write an equals sign, =.
- For example:
  - hydrochloric acid + sodium hydroxide → sodium chloride + water
  - Hydrochloric acid and sodium hydroxide are the **reactants**.
  - Sodium chloride and water are the **products**.
  - Notice the **arrow** between the reactants and the products.

## Salts

- Salts are made when an acid reacts with an alkali or a base.
- Salts names are made of two words.
- The first part of the name of the salt is the same as the metal in the alkali or base.
- The second part of the name of the salt comes from the acid.

Acid	Second part of the name of the salt	Example
hydrochloric acid	chloride	Zinc chloride is made from zinc oxide and hydrochloric acid
nitric acid	nitrate	Magnesium nitrate is made from magnesium oxide and nitric acid
sulfuric acid	sulfate	Copper sulfate is made from copper oxide and sulfuric acid

<https://www.bbc.co.uk/bitesize/topics/zn6hvcw>

[https://www.youtube.com/watch?v=d\\_QLsUImqdM](https://www.youtube.com/watch?v=d_QLsUImqdM)

<https://www.educationquizzes.com/ks3/science/acids-and-alkalis-01/>

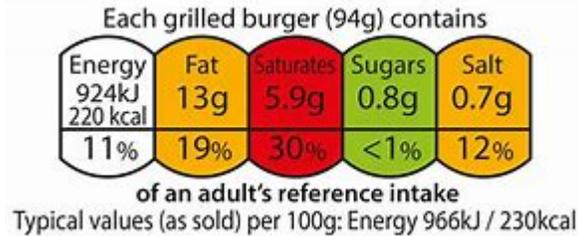
# Glossary Acids and Alkalis

Key word	Definition
acid	An acid is a solution with a pH value less than 7.
alkali	An alkali is a soluble base.
base	A substance that neutralises an acid – those that dissolve in water are called alkalis.
chemical property	How a substance behaves in its chemical reactions.
chemical reaction	A change in which atoms are rearranged to create new substances.
chemical symbol	A one- or two-letter code for an element that is used by scientists in all countries.
concentrated	A solution is concentrated if it has a large number of solute particles per unit volume (litre or cubic metre).
concentration	A measure of the number of particles in a given volume.
corrosive	A substance is corrosive if it can burn your skin or eyes.
dilute	A solution is dilute if it has a small number of solute particles per unit volume (litre or cubic metre).
displace	A more reactive metal displaces – or pushes out – a less reactive metal from its compound.
displacement	Reaction where a more reactive metal takes the place of a less reactive metal in a compound.
element	A substance that cannot be broken down into other substances.
indicator	Substances used to identify whether unknown solutions are acidic or alkaline. The colour of an indicator is different in acidic and alkaline solutions.
irritant	A substance that makes your skin itch or swell up a little.
litmus	An indicator. Blue litmus paper goes red on adding acid. Red litmus paper goes blue on adding alkali.
metal	Elements on the left of the stepped line of the Periodic Table. Most metals are shiny, good conductors of electricity and heat, malleable and ductile, and solid at room temperature.
neutral	Describes an object or particle that has no charge, or in which positive and negative charges cancel out, giving no overall charge.

<b>Key word</b>	<b>Definition</b>
<b>neutralisation</b>	In a neutralisation reaction, an acid cancels out a base or a base cancels out an acid.
<b>non-metal</b>	Elements on the right of the stepped line of the Periodic Table. Most non-metals are dull, poor conductors of electricity and heat, brittle, and solid or gaseous at room temperature.
<b>oxidation</b>	A chemical reaction in which a substance combines with oxygen.
<b>oxide</b>	A substance made up of a metal or non-metal element joined to oxygen.
<b>Periodic table</b>	A table of all the elements, in which elements with similar properties are grouped together.
<b>pH scale</b>	The pH scale shows whether a substance is acidic, alkaline, or neutral. An acid has a pH between 0 and 7. An alkaline has a pH between 7 and 14. A solution of pH 7 is neutral.
<b>physical change</b>	A change that is reversible, in which new substances are not made. Examples of physical changes include changes of state and dissolving.
<b>physical property</b>	A property of a material that you can observe or measure.
<b>product</b>	A substance that is made in a chemical reaction.
<b>reactant</b>	A starting substance in a chemical reaction.
<b>reactive</b>	A substance is reactive if it reacts vigorously with substances such as dilute acids and water.
<b>reactivity</b>	The tendency of a substance to undergo a chemical reaction.
<b>reactivity series</b>	A list of metals in order of how vigorously they react.
<b>reversible</b>	A change in which it is possible to get back to the original substances. Examples include dissolving and changes of state.
<b>salt</b>	A salt is a compound in which the hydrogen atoms of an acid are replaced by atoms of a metal element.
<b>strong acid</b>	An acid in which all of the acid particles split up when it dissolves in water.
<b>universal indicator</b>	An indicator that changes colour to show the pH of a solution. It is a mixture of dyes.
<b>weak acid</b>	An acid in which only some of the acid particles split up when it dissolves in water.

# Y7 Energy

- **Energy from food**
- Humans and other **animals need energy** to live.
- The **energy resource** for our bodies is the energy **stored in food**. We need to choose our food so that we get the right amount of energy.
- The unit for measuring energy is the joule (J).
- There is a lot of energy stored in food, so we usually measure the energy in food using **kilojoules (kJ)**. **1 kJ = 1000 J**.



## Fuels

Fuels store energy, and this energy is transferred when the fuels burn. Burning fuels are used to heat things.

## Fossil fuels:

- Are made from **plants and animals** that were trapped in mud and rocks **millions of years ago**
- Include **coal, oil and natural gas**
- Are **non-renewable** (they take millions of years to form, and so our supplies will run out)
- **Produce gases** that **cause pollution** and global warming when burnt
- Are relatively **cheap** to obtain (get out of the Earth)
- Originally got their energy from the **Sun**. The plants that became coal, oil and natural gas got their energy from the Sun, and the animals that became oil and natural gas got their energy from plants, which got their energy from the Sun.
- **Nuclear fuel** is also **non-renewable**. Nuclear power stations produce **dangerous waste materials**.

## Energy transfers and stores

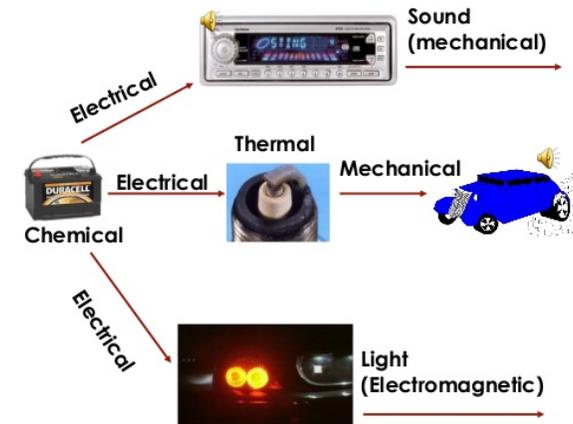
Energy can be transferred by:

- heating
  - light
  - sound
  - electricity
  - forces.
- Energy can also be stored in different ways.

Energy stored in...	Commonly called...
the chemicals in food, fuels and batteries	chemical energy
moving objects	kinetic energy
hot objects	thermal energy
objects that are stretched, squashed or twisted	strain energy or elastic potential energy
objects moved to high places	gravitational potential energy
inside the particles that everything is made up from	nuclear energy or atomic energy

## Energy transfers

- Energy **cannot be made or destroyed** only **changed** into other forms.
- Energy is **most often wasted** as **heat** or **sound**.

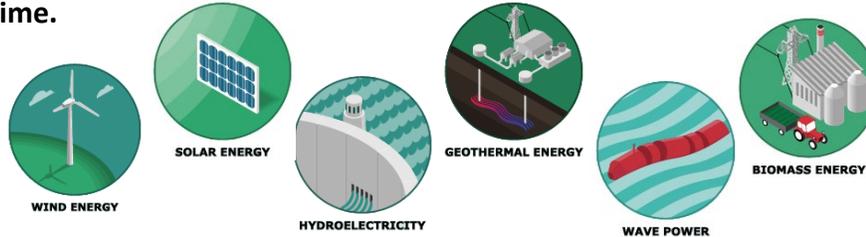


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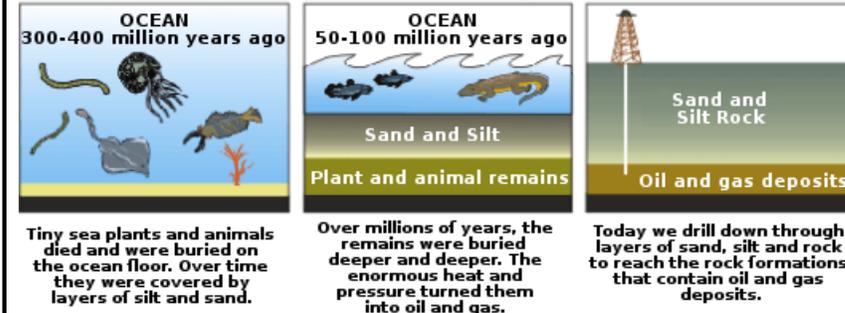
<https://mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/>

### Renewable energy resources:

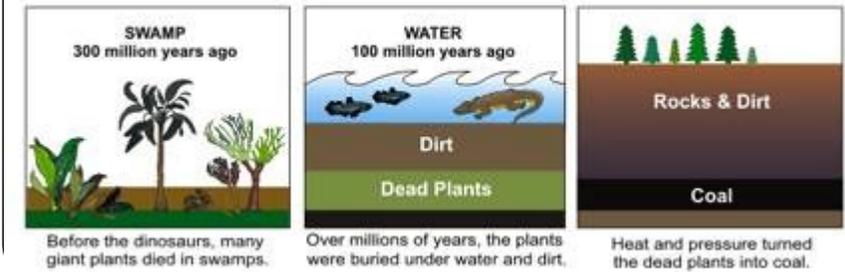
- Include **solar, wind, tidal, wave, biofuels, geothermal and hydroelectricity**
- **Do not** produce **harmful gases** or contribute to global warming
- Are often more **expensive** than using fossil fuels
- **Will not run out**
- Are **not** always available.
- **Hydroelectricity, geothermal energy and biofuels** are available at **any time**.
- **Tidal power** is not available all the time, but we can **predict** when it will be **available**.
- Energy from **solar, wind and waves** is only available **some of the time**.



### Petroleum and natural gas formation



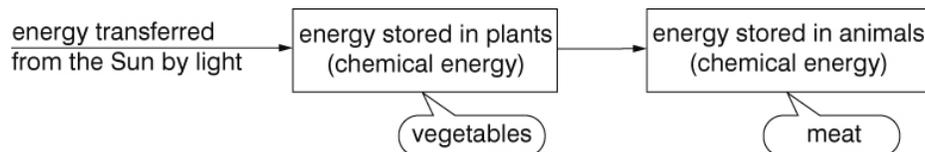
### HOW COAL WAS FORMED



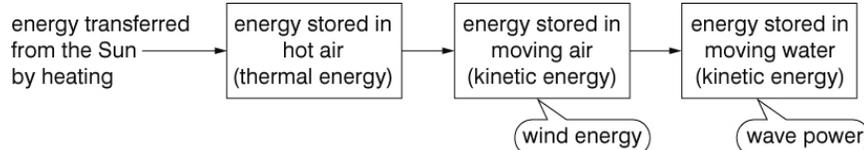
### Energy from the Sun

Most of the energy resources we use store energy that originally came from the **Sun**. Only **geothermal power, nuclear power and tidal power do not** depend on energy from the **Sun**.

#### How energy is transferred to our food:



#### How energy is stored in the wind and in waves:



### Making fossil fuels last longer

- We can make fossil fuels **last longer** and help to **reduce global warming** by **using less** of them.
- We could **walk or cycle** whenever we can, or use a **bus** instead of using a car.
- Walking and cycling would make us **fitter and healthier**, and there would be **less pollution** if there were not as many cars on the roads.
- We could also **save energy** by keeping our houses cooler and putting on more clothes if we are cold instead of turning up the heating.

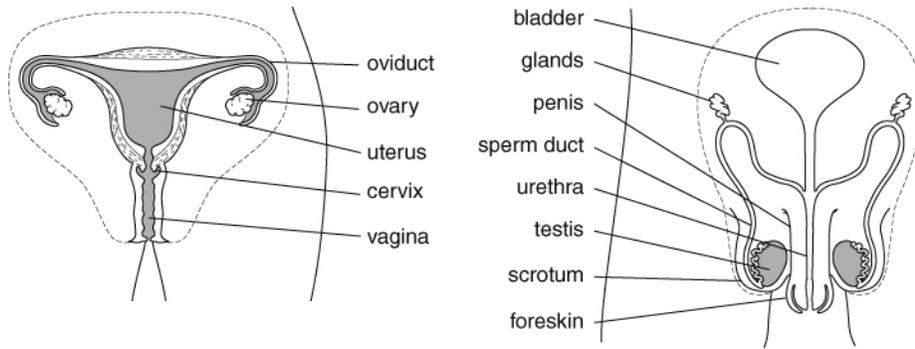


# Energy Glossary

Key term	Definition
chemical energy store	Emptied during chemical reactions when energy is transferred to surroundings, for example when you burn a fuel.
dissipation (dissipated)	Becoming spread out wastefully.
elastic energy store	Filled when a material is stretched or compressed, for example when you stretch a spring.
energy	Energy is needed to make things happen.
energy resource	Something with stored energy that can be released in a useful way.
fossil fuel	Non-renewable energy resources formed over millions of years from the remains of ancient plants or animals. Examples are coal, crude oil, and natural gas.
gravitational potential energy store	Filled when an object is raised, for example when climbing a ladder.

Key term	Definition
joule	The unit of energy, symbol J.
kilojoule	1 kilojoule = 1000 J, symbol kJ.
kilowatt	1 kilowatt = 1000 W, symbol kW.
kilowatt hour	The unit of energy used by electricity companies, symbol kWh.
kinetic energy store	Filled when an object speeds up, for example when a car accelerates.
law of conservation of energy	Energy cannot be created or destroyed, only transferred between stores.
non-renewable	An energy resource that cannot be replaced and will be used up, such as coal, oil, or gas.
power	How quickly energy is transferred by a device (watts).
renewable	An energy resource that can be replaced and will run out. Examples are solar, wind, waves, geothermal, and biomass.
thermal energy store	Filled when an object is warmed up, such as when you heat water in a kettle.
watt	The unit of power, symbol W.

# Y7 Human Reproduction



The female reproductive system

The male reproductive system

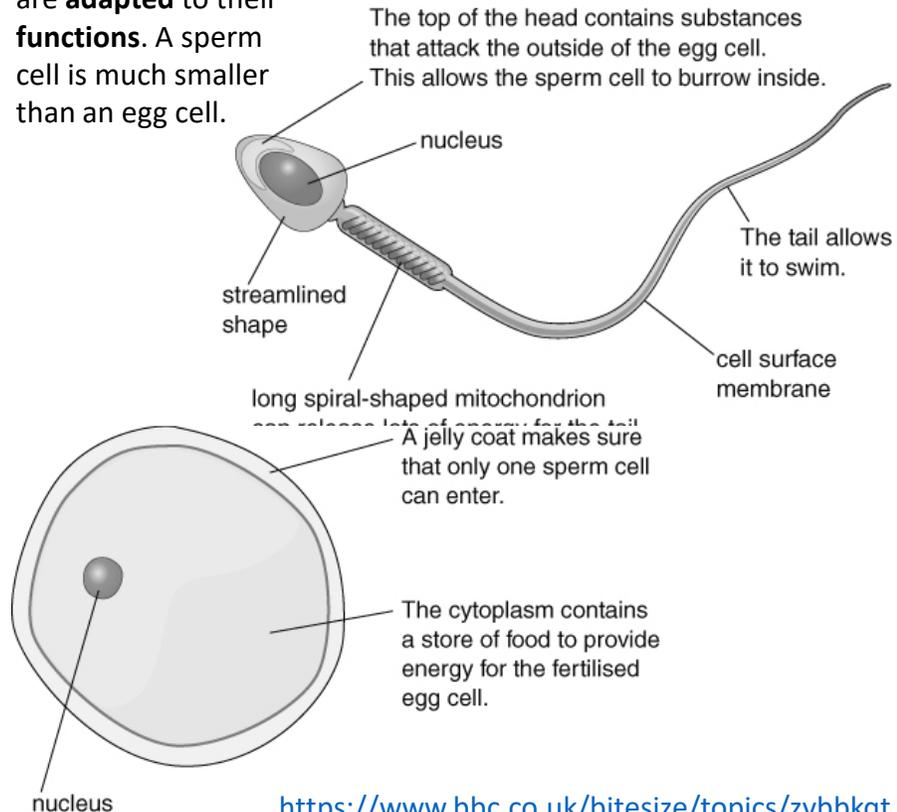
## Reproduction

- Reproduction produces new living things (**offspring**).
- Two **parents** are needed for **sexual reproduction**.
- Males and females have **reproductive systems**, which contain **reproductive organs** to allow them to reproduce.
- The ovaries and testes produce **gametes** or **sex cells**.

## Sexual intercourse in mammals

- During **sexual intercourse**, **semen** (sperm cells mixed with special liquids from the **glands**) is forced out of the penis and into the top of the **vagina**.
- This is called **ejaculation**.
- The semen travels into the top of the **uterus** and the sperm cells then swim down the **oviducts**.

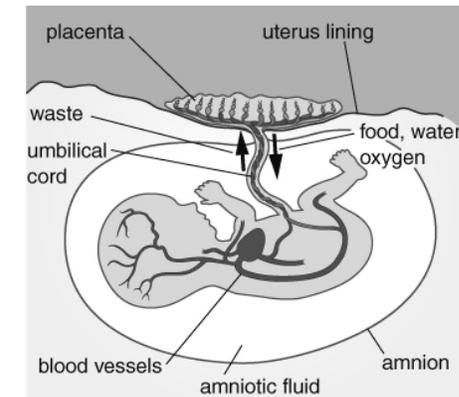
Sperm and egg cells are **adapted** to their **functions**. A sperm cell is much smaller than an egg cell.



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

## Pregnancy in Mammals

- If an egg cell meets a sperm cell in an oviduct, **fertilisation** can occur (the nuclei from the two cells **fuse**).
- The **fertilised egg cell** divides to form a ball of cells (an **embryo**).
- The embryo travels to the uterus where it sinks into the uterus lining (**implantation**).
- The woman is now **pregnant**.
- Once the embryo has developed all its organs it is called a **fetus**.
- It takes about 40 weeks (9 months) for a human fertilised egg cell to grow into a baby ready to be born.
- This time is called the **gestation period**.



While inside the uterus, the fetus is supplied with oxygen and food by the **placenta**. The placenta also gets rid of waste (especially carbon dioxide) from the fetus. The **umbilical cord** connects the fetus to the placenta.

If a mother smokes, drinks too much alcohol or takes drugs while pregnant, she might damage the baby. The baby might be **premature**.

### Growing up

- The stages through which an organism goes as it grows and develops are its **lifecycle**.
- In the human lifecycle, a baby grows into a child.
- Between the ages of 10 and 14 years, most children start to go through **puberty**.
- During puberty, **sex hormones** cause big physical changes to occur.
- Adolescence** is the time when emotional as well as physical changes occur. It ends at about 18.

Changes in boys	Changes in girls
hair grows under arms, on face & body	hair grows under arms
pubic hair grows	pubic hair grows
shoulders get wider	hips get wider
body smell increases	body smell increases
testes start to make sperm cells	ovaries start to release egg cells
testes and penis get bigger	breasts develop
voice deepens ('breaks')	

- After puberty, animals are able to sexually reproduce.
- Men produce sperm cells for the rest of their lives.
- Women stop releasing egg cells at the age of 45–55 and this is called the **menopause**.

### Birth in mammals

The uterus starts **contractions** and the woman goes into **labour**.

The muscles of the **cervix** relax.

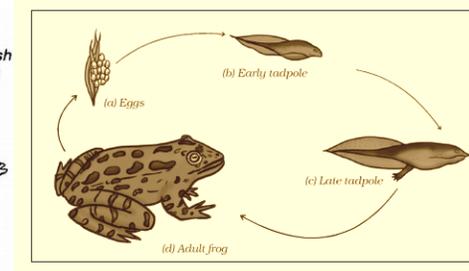
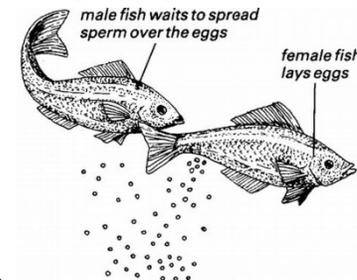
The baby is pushed out head first through the cervix and the vagina.

The baby starts to breathe and the umbilical cord is cut. The scar left behind is the **navel**.

Then the placenta is pushed out of the uterus. This is the **afterbirth**.

The mother's breasts contain **mammary glands** that produce milk to feed the baby. Breast milk contains all the nutrients that a baby needs and **antibodies**, which help destroy micro-organisms that might cause diseases.

- In all mammals fertilisation happens inside the female.
- This is called **internal fertilisation**.
- In some animals (e.g. frogs, fish) fertilisation happens outside the female (**external fertilisation**).
- The fertilised egg cells of many animals also grow and develop outside their parents. This is called **external development**.
- Amphibians, birds and fish use external development.
- Humans use **internal development** and produce fewer offspring than animals using external development because the growing embryos are protected inside the mother.



## Human Reproduction Glossary

Key term	Definition
<b>adaptation</b>	Characteristic that helps an organism survive in its environment
<b>adolescence</b>	The period of time when a child changes into an adult.
<b>amniotic fluid</b>	Liquid that surrounds and protects the fetus.
<b>cervix</b>	The ring of muscle at the entrance to the uterus. It keeps the baby in place while the woman is pregnant.
<b>cilia</b>	Tiny hairs on the surface of cells.
<b>condom</b>	A barrier method of contraception that prevents semen being released into the vagina.
<b>continuous variation</b>	Where differences in characteristics between living things can have any numerical value.
<b>contraception</b>	A method of preventing pregnancy.
<b>contraceptive pill</b>	A chemical method of contraception.
<b>discontinuous variation</b>	Where differences in characteristics between living things can only be grouped into categories.
<b>egg cell</b>	The female sex cell.
<b>ejaculation</b>	When semen is released from the penis.
<b>embryo</b>	A ball of cells that forms when the fertilised egg divides.

Key term	Definition
<b>environmental variation</b>	Variation (differences) between organisms caused by environmental factors.
<b>fertilisation</b>	Joining of a nucleus from a male and female sex cell.
<b>fetus</b>	The developing baby during pregnancy (from eight weeks after fertilisation).
<b>gamete</b>	The male gamete (sex cell) in animals is a sperm, the female gamete is an egg.
<b>gestation</b>	Process where the baby develops during pregnancy.
<b>implantation</b>	The process where an embryo attaches to the lining of the uterus.
<b>inherited variation</b>	Variation (differences) between organisms caused by genetic factors.
<b>menstrual cycle (period)</b>	The monthly cycle during which the uterus lining thickens and then breaks down.
<b>menstruation</b>	Loss of the lining of the uterus during the menstrual cycle.
<b>oviduct (fallopian tube)</b>	Carries an egg from the ovary to the uterus and is where fertilisation occurs.
<b>ovulation</b>	Release of an egg during the menstrual cycle.
<b>penis</b>	Organ that carries sperm out of the male's body.
<b>placenta</b>	Organ that provides the fetus with oxygen and nutrients and removes waste substances. It also acts as a barrier, stopping infections and harmful substances reaching the fetus.

Key term	Definition
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<b>placenta</b>	Organ that provides the fetus with oxygen and nutrients and removes waste substances. It also acts as a barrier, stopping infections and harmful substances reaching the fetus.
<b>puberty</b>	The physical changes that take place during adolescence.
<b>reproductive system</b>	All the male and female organs involved in reproduction. The organ systems that produce sperm and eggs, also where the fetus develops.
<b>scrotum</b>	The bag of skin that holds the testicles.
<b>semen</b>	Fluid containing sperm.
<b>sex hormones</b>	Hormones that are involved in the reproductive system, including testosterone in males and oestrogen in females.
<b>sexual intercourse</b>	The process where the penis releases semen into the vagina.
<b>species</b>	A group of living things that have more in common with each than they do with other groups. This allows them to mate to produce fertile offspring.
<b>sperm cell</b>	Male sex cell containing male genetic material.
<b>sperm duct</b>	Tube that carries sperm from the testicles to the penis.
<b>testicles (testes)</b>	Organ where sperm and testosterone are produced.
<b>umbilical cord</b>	Connects the fetus to the placenta.
<b>urethra</b>	Tube that carries urine or sperm out of the body.
<b>uterus (womb)</b>	Where a baby develops in a pregnant woman

## YR 7 RE Knowledge Organiser: Prophets and Jesus

Key concepts	
<b>A. Lineage</b>	The lineage of the Bible is like a timeline or family tree that tracks who was related to who. The first people in this timeline were Adam and Eve who then had three children...Cain, Able and Shem...the Bible's prophets all descended (came from the bloodline) from Shem.
<b>B. Role of prophets</b>	In the Bible prophets are essentially messengers of God. Their role is to warn people, deliver messages and make predictions about what is to come. Many prophets received divine revelations from God which were direct messages from God or indirect messages through angels.
<b>C. Sin</b>	In the old part of the Bible, called the Old Testament, it details how humans sinned and turned their backs on the one God. This sin resulted in a broken relationship between God and humanity.
<b>D. Prophecies</b>	Many prophecies in the Bible predict what is to happen in the future. One such prophecy predicted a coming messiah that would save humanity from their sins. Many believe Jesus to be this messiah/God that made the ultimate sacrifice.
<b>E. Key prophets</b>	<b>Adam</b> - first man on earth. <b>Noah</b> - warned people of a flood, built an ark to survive. <b>Abraham</b> - founding father of Islam, Christianity and Judaism. He promoted monotheism but got punished for it and was tested by God. <b>Moses</b> - freed the Hebrew from Egyptian slavery and received the ten commandments from God.

Key Vocabulary	Definitions	Key events in the life of Jesus
<b>1. Prophet</b>	A messenger of God, chosen to deliver the messages of God to humanity.	<b>Birth (incarnation)</b> - born of a virgin Mary in Bethlehem. Visited by shepherds and Kings.
<b>2. Monotheism</b>	A belief in only one God.	Recruits the <b>12 disciples</b> to help him spread the word of God.
<b>3. Polytheism</b>	A belief based on many Gods.	<b>Miracles and parables</b> - spends time healing people, affecting nature and casting out demons while teaching key messages using parables.
<b>4. Revelation</b>	To reveal something that has previously been hidden or not known.	Followed by Jewish leaders who disagree with his teachings and ideas.
<b>5. Freewill</b>	The freedom and ability to make your own choices. Christians believe God gave everyone freewill	<b>Palm Sunday</b> - enters Jerusalem on a donkey to much jubilation.
<b>6. Sacrifice</b>	To give something up for a good reason.	<b>Spy Wednesday</b> - Jesus is betrayed by his friend Judas who agrees to help the Romans/Jewish leaders find Jesus and arrest him.
<b>7. Covenant</b>	A promise between God and humans.	<b>Holy Thursday</b> - Jesus has his last supper with his disciples. He is later arrested in a garden while praying.
<b>8. Messiah</b>	Literally means 'chosen one' ...someone who the Hebrews predicted would come to save them. Christians believe this was Jesus.	<b>Good Friday</b> - Jesus is crucified and put to death for blasphemy (breaking Jewish laws)
<b>9. Salvation</b>	Literally means 'to save'. To offer salvation means to offer to help save someone. Christians believe Jesus offered humanity salvation.	<b>Easter Sunday</b> - Rises from the dead and spends 40 days appearing to people to deliver his final messages before ascending to heaven.
<b>10. Parable</b>	A story, often told by Jesus, with a hidden meaning.	<b>Ascension</b> - when Jesus is believed to have rose into heaven
<b>11. Miracle</b>	An event that goes beyond the rules of science and is difficult to explain. Usually links to healing someone.	<b>Pentecost</b> - when the disciples received the holy spirit.

# YR 7 RE Knowledge Organiser: Prophets and Jesus

<b>Sample evaluation statements (12 mark questions)</b>	<b>Key people: Noah, Abraham, Moses, David, Isaiah, the 12 Disciples, Mary, Jesus.</b>
'God should have given humanity a second chance in the story of Noah' 'God was wrong to test Abraham's faith' 'A loving God would never punish people' 'Moses is the most important prophet in the Bible' 'Jesus lived up to expectations'	
<b>Useful websites:</b> <a href="http://www.request.org.uk">www.request.org.uk</a> <a href="http://www.truetube.co.uk">www.truetube.co.uk</a> <a href="http://www.bbc.co.uk/schools/GCSEbitesize">www.bbc.co.uk/schools/GCSEbitesize</a> <a href="http://www.youtube.com">www.youtube.com</a> – type in 'The Bible project'	

## Our subject focus: The influence of religious people/beliefs.

Explain how the prophet Abraham might influence religious people today

**Example: The Prophet Abraham may influence some Christians to sacrifice (ACTION) something for their faith. Abraham was prepared to sacrifice his son however Christians today may sacrifice their time or money to preach about God or help others in the name of God.**

**Give it a go: Can you explain another way the prophet Abraham could influence religious people today?**

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**Super Challenge:** Can you come up with your own 'influence' question, using your key words for this unit of work?

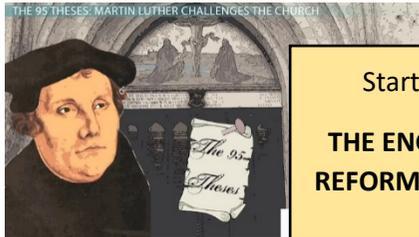
### Key Definition:



**Influence** is the power to have an important effect on someone or something. If someone **influences** someone else, they are changing a person or thing in an important way

### Key tip, remember **F.A.T.E.**

When considering the influence of a person/belief on religious people always remember the acronym **F.A.T.E.** What is the influence on their **F**aith, their **A**ctions or their **T**houghts and then **E**xplain how.



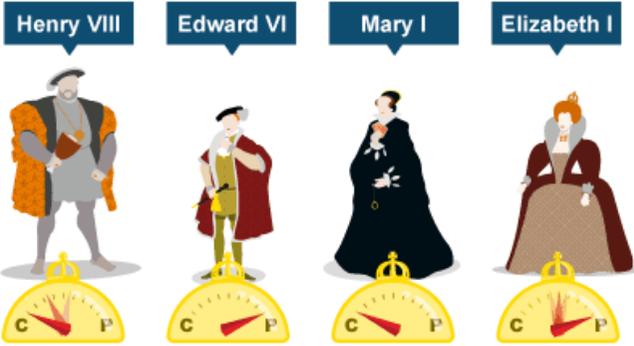
Starts...  
**THE ENGLISH REFORMATION**

Oct 31<sup>st</sup> 1517

**Martin Luther** - German Monk. Wrote 95 theses. Started Reformation and Protestantism

**Pope** - Head of the Catholic Church

**Henry VIII** - English King 1509 - 1547. Broke away from the Church of England. Called himself 'Defender of the Faith'.



reform	To make changes to something; to improve it
Reformation	The name given to attempts to reform the Catholic Church in Europe and the development of Protestant churches
Catholic	Member of the Roman Catholic Church (Christian)
Protestant	Christians who broke away from the Roman church to set up their own churches.
monk	A member of a religious community
monastery /monasteries	A religious house where monks and nuns live
rebellion	To rebel = to go against or oppose the government
heretic	A person who goes against the religion of the country
persecute	To punish or attack
Latin	The language of ancient Rome. In a Catholic mass, the Bible was in Latin.
restore	To put something back to the way it was before
devout	Very deeply religious
recusant	A person who refused to attend services of the Church of England
excommunicate	To officially exclude someone from the Christian church
reign	To rule as a monarch: 'Queen Elizabeth I reigned for 44 years'

corrupt	Dishonest behaviour by people in power. E.g. There was corruption in the church
priest	A minister (leader) of the Catholic church
Dissolution of the Monasteries	When Henry VIII closed down the monasteries. Dissolution = to dissolve/close down
treason	The crime of betraying one's country
vestments	A robe worn by a priest in church
illegitimate	A child born whose parents were not married to each other.

## The Six Wives of Henry VIII



 Catherine of Aragon m. 1509 - 1533 Divorced	 Anne Boleyn m. 1533 - 1536 Executed	 Jane Seymour m. 1536 - 1537 Died
 Anne of Cleves m. 1540 Jan. - July Divorced	 Kathryn Howard m. 1540 - 1542 Executed	 Katherine Parr m. 1543 - 1547 Widowed

# Year 7 - Unit 3 Geography

## Rebellious Rivers - Knowledge Organiser

1. <b>Water cycle</b>	The cycle of water being stored and transferred around the world	17. <b>deposition</b>	When material is dropped by slow water
2. <b>evaporation</b>	When water is heated and turns into a gas (water vapour)	18. <b>slip-off slope</b>	A small beach on the inside of a meander
3. <b>condensation</b>	When water vapour cools and becomes a liquid	19. <b>ox-bow lake</b>	A horse-shoe shaped lake left by a meander
4. <b>precipitation</b>	When water falls from clouds	20. <b>physical</b>	Natural geography
5. <b>surface run-off</b>	When water runs on the surface of the ground	21. <b>relief</b>	Shape of the land
6. <b>freeze-thaw weathering</b>	When water in cracks in a rock freeze repeatedly, expanding and breaking it apart	22. <b>permeable/ impermeable</b>	Can absorb water/ can't absorb water
7. <b>biological weathering</b>	When plant roots grow in rocks, or animals scratch away the rock and break it up	23. <b>deforestation/ afforestation</b>	Cutting down trees/ planting trees
8. <b>chemical weathering</b>	When acid rain dissolves rock	23. <b>soft engineering</b>	Flood management which is cheap and works with nature
9. <b>erosion</b>	When rock is worn away by water	24. <b>hard engineering</b>	Flood management which is expensive and stops nature
10. <b>hydraulic action</b>	The force of water in a river		
11. <b>abrasion</b>	When rocks carried by the river hit the riverbed or banks		
12. <b>attrition</b>	When rocks hit into each other		
13. <b>velocity</b>	Speed of the river		
14. <b>material/ load</b>	The rocks in the river		
15. <b>overhang</b>	The hard rock part of a waterfall		
16. <b>plunge pool</b>	The bottom of a waterfall where water erodes a bowl shape		

## Key Questions

**How is water recycled around the world?** Water stores are where water is stored. Water transfers are how water moves. The sun heats the water in the seas and on the land. It evaporates into the sky, then cools down causing condensation, which creates clouds. Then it rains and water returns to the land and sea through rivers!

**How do processes change the land in and around rivers?** Weathering is when rock is broken up by the weather or by plants and animals. Erosion is when water (in rivers) wears away rock.

**How do rivers change down their course?** In the upper course, rivers are narrow and shallow, usually in a v-shape. In the middle course they are wider, and in the lower course they are most deep and wide. Material (rocks) become smaller and smoother due to erosion, and velocity (speed) increases.

**How do rivers create special landforms: Waterfalls?** Waterfalls are found in the upper course. When water flows over layers of hard and soft rock, the soft rock is eroded more quickly. This leaves the hard rock hanging over, where the river falls. The falling water then carves out a plunge pool.

**How does human activity relate to river landforms?**

**Example: Niagara Falls!** Niagara Falls is located in Canada, on the border of the USA by Lake Erie. It is one of the most famous waterfalls in the world, and attracts thousands of tourists every year. Tourists visit to ride the Maid of the Mist boat, play on the Niagara golf course, and walk behind the falls on a White Water walk!

**How do rivers create special landforms: Meanders?**

Meanders are found in the middle and lower course. A meander is a bend in a river. The water flows faster on the outside, causing erosion, and the water flows slowly on the inside causing deposition. This makes meanders bend more, leading to ox-bow lakes when the neck is broken through by erosion!

**What are the causes of flooding?**

Causes can be both physical and human. Amount of rain, rural land, type of rock and relief are physical causes. Urban land surfaces, deforestation and building are human causes.

**What are the effects of flooding? Example: Hull Floods, 2007**

135mm of rain fall on the UK in a week of June. 400 tonnes fell across east Yorkshire, the ground could not hold it. Lots of Hull lies below sea level, so it flooded easily especially with so much impermeable land surfaces in the urban areas. 30,000 homeless, 10,500 homes evacuated. Schools closed, children without education. £1 billion in damage!

**How can flooding be managed?**

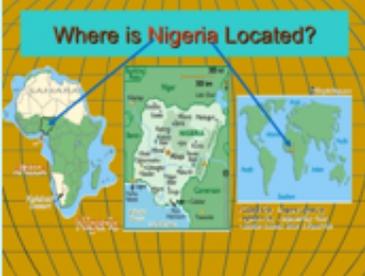
River flooding can be managed by human strategies. There are two types of strategy, soft engineering (afforestation, planning, flood warnings) and hard engineering (dams, channel straightening)

Refer to your Revision Guides for more detailed information and also websites such as:

<https://www.bbc.com/bitesize/guides/zp37hv4/revision/1>

# Year 7 - Unit 3 Geography

## Year 11 Misconceptions - Extending your Knowledge

CASE STUDY: Economic and Industrial Change in Nigeria	
A Newly-Emerging Economy (NEE)	
 <ul style="list-style-type: none"><li>Nigeria is experiencing a period of rapid economic development. It is the largest economy in Africa.</li><li>In 2014 Nigeria became the world's 21<sup>st</sup> largest economy.</li><li>Nigeria supplies 2.7% of the world's oil – the 12<sup>th</sup> largest producer.</li><li>Politically, Nigeria has a significant global role. It currently ranks as the 5<sup>th</sup> largest contributor to UN peacekeeping missions around the world.</li><li>It has a population of 178 million people – the largest population of any African Country</li></ul>	
Trade	Manufacturing and Economy
<ul style="list-style-type: none"><li>Nigeria's main exports are crude and refined petrol, natural gas, rubber, cocoa and cotton.</li><li>It's main trading partner until recently was the USA but now India is its biggest customer and sales to China, Japan and South Korea have increased by 40%.</li><li>Australia and Indonesia are the biggest customers for Nigerian Cotton.</li><li>The only significant trading partners they have in Africa are Ghana and Ivory Coast.</li></ul> 	<ul style="list-style-type: none"><li>In the past, growth in manufacturing was hindered by Nigeria's dependence on the export of raw materials where processing was mostly done abroad.</li><li>Today, manufacturing accounts for 10% of Nigeria's GDP.</li><li>Among goods produced are: processed foods, textiles, leather items, soaps and detergents.</li><li>Regular paid work now gives people a more secure income and provides an even-larger home market for purchasing products such as cars and electrical goods</li></ul>
TNCs in Nigeria: Shell	
 <ul style="list-style-type: none"><li>Workers are cheaper in Nigeria than the UK or Netherlands ones would be. They employ 65,000 Nigerian workers and a further 250,000 jobs in related industries..</li><li>Despite the benefits, development has caused tensions and environmental problems.</li><li>Oil spills have caused water pollution and soil degradation, reducing agricultural production and fishing yields.</li><li>Frequent oil flares send toxic fumes into the air.</li><li>Oil theft and sabotage are big problems in the region.</li></ul>	
Aid to Nigeria	
<ul style="list-style-type: none"><li>Almost 100 million people (60%) live on less than US\$1 a day. Birth rates and infant mortality rates are high.</li><li>Nigeria receives nearly US\$5000 million in aid from countries such as the UK, USA and the World Bank.</li><li>The most successful projects are community-based by small charities and NGOs.</li></ul>	
The Impacts of Social and Economic Change in Nigeria	
Social	Environmental
<ul style="list-style-type: none"><li>Most indicators show an improving trend</li><li>HDI is steadily increasing, one of the highest improvements in the world over the last decade</li><li>Improvements are expected to continue but it must be remembered that 60% of Nigeria's population still live in poverty.</li></ul>	<p>Industrial growth has led to major air pollution causing respiratory and heart problems.</p> <p>Urban growth has created squatter settlements and waste disposal is a major problem</p> <p>Deforestation has led to destroyed habitats and added to CO2 emissions.</p>

In a recent Year 11 mock, the most common **misconceptions** arose in questions about Nigeria.

To the right is some information that Year 11 were asked to learn for their exam. Can you beat them?

For **class charts points** you need to make flashcards or a revision poster with this information. Dual code the information to show that you understand it!

For a prize, do an **extra research project on Nigeria!** You choose your own topic, e.g. **oil spills**



# Year 7 Spanish Viva 1 Module 1 (Mi Vida)



## Chapter 1 ¿Cómo te llamas?

¡Hola! - Hello  
 ¿Qué tal? - How are you?  
 Fenomenal - Great  
 Bien, gracias - Fine thanks  
 Regular - Okay  
 Fatal - Really bad  
 ¿Cómo te llamas? What's your name?  
 Me llamo...My name is...  
 ¿Dónde vives? Where do you live?  
 Vivo en...I live in...  
 Adiós - Goodbye  
 Hasta luego - See you later

## Grammar

el/ la/ los/ las – the  
 un/ una – a/ an/ one  
 noun ends in 'o' – masculine  
 noun ends in 'a' – feminine

## Connectives

y – and  
 también – also  
 pero – but

## Intensifiers

muy - very  
 un poco – a little  
 bastante – quite

## Verbs

Hablo – I speak  
 Vivo – I live

## Negative verbs

To make a sentence negative,  
 put a 'no' before the verb e.g.  
 No hablo – I don't speak

## Chapter 2

### ¿Qué tipo de persona eres?

Soy- I am  
 sincero/a – sincere  
 tímido/a - shy  
 tranquilo/a - quiet  
 divertido/a - fun/ funny  
 serio/a - serious  
 simpático/a – kind/ nice  
 tonto/a - silly  
 listo/a – clever/ bright  
 generoso/a - generous  
 Mi pasión es... – My passion is  
 Mi héroe es... – My hero is

## Chapter 3 ¿Tienes hermanos?

¿Cuántos años tienes? – how old are you?  
 Tengo... años – I am ...years old  
 ¿Tienes hermanos? Do you have siblings?  
 Tengo – I have  
 un hermano – a brother  
 una hermana – a sister  
 un hermanastro – a stepbrother  
 una hermanastra - a stepsister  
 dos hermanos – two brothers  
 No tengo hermanos – I don't have any siblings  
 Soy hijo único – I'm an old child (boy)  
 Soy hija única – I'm an only child (girl)



## Chapter 4

### ¿Cuándo es tu cumpleaños?

¿Cuándo es tu cumpleaños? –  
 When is your birthday?  
 Mi cumpleaños es el... de...  
 My birthday is the ... of ...  
 ¿Cómo se escribe? – How is it  
 spelled?  
 Se escribe... It is spelled...

## Números

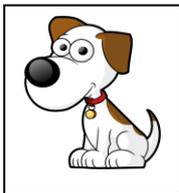
0 Cero	17 Diecisiete
1 Uno	18 Dieciocho
2 Dos	19 Diecinueve
3 Tres	20 Veinte
4 Cuatro	21 Veintiún
5 Cinco	22 Veintidós
6 Seis	23 Veintitrés
7 Siete	24 Veinticuatro
8 Ocho	25 Veinticinco
9 Nueve	26 Veintiséis
10 Diez	27 Veintisiete
11 Once	28 Veintiocho
12 Doce	29 Veintinueve
13 Trece	30 Treinta
14 Catorce	31 Treinta y uno
15 Quince	
16 Dieciséis	

## Alfabeto

A ah	O oh
B bay	P pay
C say	Q koo
<b>Ch</b> chay	R ay-ray
D day	<b>RR</b> ay-rray
E ay	S ah-say
F ay-fay	T tay
G hay	U oo
H ah-chay	V vay
I ee	W oo-vay
J ho-ta	X ay-kees
K kah	Y ee-gree-ay-ga
L ay-lay	Z say-ta

## Chapter 5 ¿Tienes mascotas?

¿Tienes mascotas? – Do you have pets?  
 (No) tengo mascotas. I (don't) have pets  
 Tengo... un perro – I have... a dog  
 un gato – a cat  
 un conejo – a rabbit  
 un caballo – a horse  
 un pez – a fish  
 un ratón – a mouse  
 una serpiente – a snake  
 una cobaya – a guinea pig

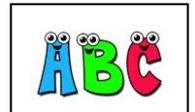


## Meses

enero - January  
 febrero - February  
 marzo - March  
 abril - April  
 mayo - May  
 junio - June  
 julio - July  
 agosto - August  
 septiembre - September  
 octubre - October  
 noviembre - November  
 diciembre - December

## LL ay-yay

M ay-may  
 N ay-nay  
 Ñ ay-nyay



## Colores

blanco/a - white	marron - brown
amarillo/a – yellow	azul - blue
negro/a - black	rosa - pink
rojo/a – red	naranja - orange
verde - green	
gris - grey	

## REMEMBER

Adjectives (describing words) come **AFTER**  
 the noun in Spanish.  
 They also have to AGREE with the noun.  
 e.g. el toro negro – the black bull  
 la casa blanca – the white house  
 los toros negros – the black bulls  
 las casas blancas – the white houses

## Year 7 Spanish Viva 1 Module 2 (Mi Tiempo Libre)



### Chapter 1 ¿Qué te gusta hacer?

Me gusta... - I like  
 navegar por Internet – to surf the net  
 chatear – to chat  
 escuchar música - to listen to music  
 jugar a los videojuegos - to play videogames  
 mandar SMS – to send texts  
 ver la televisión – to watch TV  
 leer – to read  
 escribir correos – to write e-mails  
 salir con mis amigos - to go out with my friends

### Grammar

#### Opinions

Me gusta mucho... I really like  
 No me gusta... I don't like  
 No me gusta nada... I really don't like

#### Justifications

Porque es... because it is  
 Porque no es... because it isn't  
 interesante - interesting  
 guay - cool  
 divertido/a - fun  
 estúpido/a - stupid  
 aburrido/a - boring

### Chapter 2 ¿Cantas karaoke?

¿Qué haces en tu tiempo libre? – what do you do in your free time?  
 bailo – I dance  
 toco la guitarra – I play the guitar  
 saco fotos – I take photos  
 monto en bici – I ride my bike  
 canto karaoke - I sing karaoke  
 hablo con mis amigos – I chat with my friends

### Chapter 3 ¿Qué haces cuando llueve?

¿Qué tiempo hace? – What's the weather like?



Cuando - when  
 hace calor – it's hot  
 hace frío – it's cold  
 hace sol – it's sunny  
 hace buen tiempo – it's good weather  
 llueve – it's raining  
 nieva – it's snowing  
 en primavera - in Spring verano - Summer  
 en invierno –in Winter en otoño – in Autumn

### Regular present tense-AR verbs

#### How to conjugate

(turn an infinitive verb into something useful!)

1. Take the infinitive
2. Chop off the ending
3. Add the new endings

#### Hablar – to speak

Hablo – I speak  
 Hablas – You speak  
 Habla – He/she/it speaks  
 Hablamos – We speak  
 Habláis – you lot speak  
 Hablan – They speak

### Expressions of frequency

todos los días – every day  
 a veces - sometimes  
 nunca - never  
 de vez en cuando - from time to time

### Chapter 4 ¿Qué deportes haces?

¿Qué deportes haces? -  
 what sports do you do?  
 Hago... gimnasia - I do...  
 gymnastics  
 artes marciales –martial arts  
 equitación –horse riding  
 atletismo –athletics  
 Hago natación – I do swimming  
 Juego al fútbol – I play football  
 al tenis –tennis  
 al voleibol –volleyball  
 al baloncesto – I play basketball

### Pronunciation

'll' is pronounced as a 'y' sound  
 c before e and i is a soft sound

### Irregular present tense

#### Hacer – to do/ make

Hago – I do/ make  
 Haces – You do/ make  
 Hace – He/she/ it does/ makes  
 Hacemos – We do/ make  
 Hacéis – You lot do/ you make  
 Hacen – They make

### REMEMBER

Infinitives are the form of the verb you find in the dictionary.

They translate as 'to do something' e.g.

Comer – to eat

Hablar – to talk

Vivir – to live

They always end in **er/ir/ar** and most of the time you have to change them to make them useful to you (called conjugating)

However, when giving opinions they stay as you find them in the dictionary

e.g. Me gusta **comer** la pizza

I like **to eat** pizza

### Regular present tense

#### Stem-changing verb

#### Jugar- to play

Juego – I play  
 Juegas – You play  
 Juega – He/she/it plays  
 Jugamos – We play  
 Jugáis – You lot play  
 Juegan – They play



### Días – start with little letters!

lunes - Monday  
 martes – Tuesday  
 miércoles - Wednesday  
 jueves - Thursday  
 viernes - Friday  
 sábado - Saturday  
 domingo – Sunday  
 Los lunes – On Mondays

### Cognates

These are words spelt the **same** in English and Spanish. Even though they look the same they may be pronounced differently.

### Near – cognates

Words spelt **similarly** in English and Spanish. We can still work out what they mean.

### Question words

¿Qué? – What?  
 ¿Cuándo? - How?  
 ¿Dónde? Where?  
 ¿Cómo? – How?  
 ¿Cuántos? How many?

### Palabras muy frecuentes

Con – With	Pero – But	y - and
Mucho – A lot	Sí – yes	tu/ tus - your
O – O	También – Also	mi/ mis - my

# Year 7 Spanish Viva 1 Module 3 (Mi Insti)



## Chapter 1 ¿Qué estudias?

¿Cuál es tu día favorito? What's your favourite day?  
 Mi día favorito es el... My favourite day is  
 Estudio... - I study  
 el dibujo - Art  
 el inglés - English  
 la educación física - PE  
 la música - Music  
 el francés - French  
 el español - Spanish  
 la religión - Religious Studies  
 la geografía - Geography  
 la historia - History  
 la tecnología - Technology  
 la informática - ICT  
 las ciencias - Science  
 las matemáticas - Mathematics  
 el teatro - Drama  
**\*\*¿Por qué? - Why?\***  
**\*\*Porque - Because\*\***  
 (no) estudio - I (don't) study  
 (no) estudiamos - we (don't) study  
 por la mañana - in the morning  
 por la tarde - in the afternoon

### Pronunciation

'g' is soft like the 'h' in hot before 'i' and 'e'  
 'g' is hard like the 'g' in got before 'a', 'o' or 'u'

## Grammar

### Opinions

Me gusta - I like (one thing)  
 Me gustan - I like (more than 1 thing)  
 Me encanta - I love (1 thing)  
 Me encantan - I love (more than 1 thing)

### Expressions of frequency

Primero - firstly  
 Luego - then/ next  
 Normalmente - normally

### Regular present tense-ER verbs

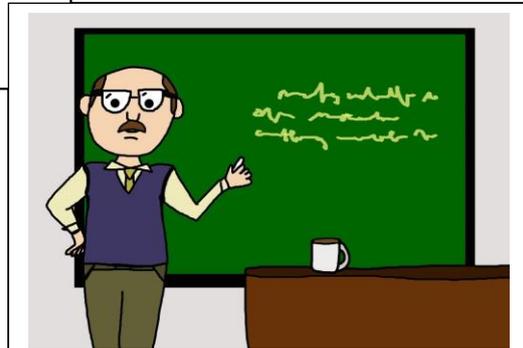
**Comer - to eat**  
 Como - I eat  
 Comes - You eat  
 Come - He/she/it eats  
 Comemos - We eat  
 Coméis - You lot eat  
 Comen - They eat

### Regular present tense-IR verbs

**Vivir - to live**  
 Vivo - I live  
 Vives - You live  
 Vive - He/she/it lives  
 Vivimos - We live  
 Vivís - You lot live  
 Viven - They live

## Chapter 2 ¿Te gustan las ciencias?

¿Te gusta...?  
 ¿Te gustan...?  
 importante - important  
 práctico/a - practical  
 difícil - difficult  
 fácil - easy  
 útil - useful  
 el profesor/la profesora es... the teacher is...  
 paciente - patient  
 severo/a - strict  
 raro/a - weird

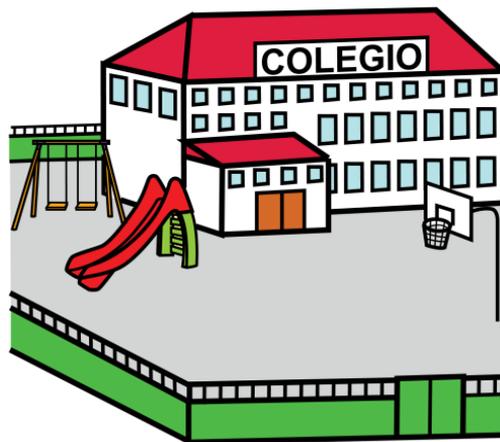


## Chapter 3 ¿Qué hay en tu insti?

En mi instituto hay... In my school there is **(add un/un/unos/unas)**  
 no hay... There isn't **(don't add un etc.)**  
 un campo de fútbol - a football pitch  
 un comedor - a dining room  
 un gimnasio - a gym  
 un patio - a patio  
 una clase de informática - an ICT class  
 una piscina - a swimming pool  
 una biblioteca - a library  
 unos laboratorios - some laboratories  
 unas clases - some classes  
 moderno/a - modern  
 bonito/a - pretty  
 grande - big  
 antiguo/a - old  
 pequeño/a - small  
 feo/a - ugly



## Mi insti



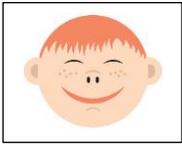
### Palabras muy frecuentes

Y - and (normally)  
 E - and  
 (before words beginning with 'i' or 'hi')

## Chapter 4 Durante el recreo

¿Qué haces durante el recreo? - What do you do during break?  
 Como... I eat  
 algo - something  
 unas patatas fritas - some crisps  
 un bocadillo - a sandwich  
 una chocolatina - a chocolate bar  
 unos caramelos - some sweets  
 chicle - chewing gum  
 fruta - fruit  
 Bebo...I drink  
 Agua - water  
 un zumo - a juice  
 un refresco - a fizzy drink  
 leo mis SMS - I read my texts  
 escribo SMS - I write texts



<p><b>Chapter 1</b></p> <p><b>¿Cuántas personas hay en tu familia?</b></p> <p>mi madre – my mum  mi padre – my dad  mis padres – my parents  mi hermano/a – my brother/ sister  mi hermanastro/a – my step-brother/sis  mi abuelo/a – my granddad/ grandma  mis abuelos – my grandparents  mi bisabuelo/a – my greatgranddad/  greatgrandma  mi tío/a – my uncle/ auntie  mis tíos – my auntie and uncle  mi primo/a – my male/ female cousin  mis primos tienen... años -  my cousins are...years old  se llama – he/she is called  se llaman – they are called  cuarenta - 40  cincuenta - 50  sesenta - 60  setenta - 70  ochenta - 80  noventa - 90</p> 	<p><b>Grammar</b></p> <p><i>to be or not to be?</i></p> 	<p><b>Chapter 2</b></p> <p><b>¿De qué color tienes los ojos?</b></p> <p>What colour are your eyes?  Tengo los ojos <b>azules</b> – I have <b>blue</b> eyes  grises - grey  marrones - brown  verdes - green  Llevo gafas  ¿Cómo tienes el pelo?  What's your hair like?  Tengo el pelo <b>negro</b> – I have <b>black</b> hair  rubio - blonde  castaño- brown  liso - straight  rizado - curly  largo - long  corto - short  Soy pelirrojo/a – I'm a red-head  Soy calvo – I'm bald</p> 
<p><b>Chapter 3 ¿Cómo es?</b></p> <p>alto/a - tall  bajo/a - short  pequeño/a - small  joven - young  viejo/a - old  guapo/a – good-looking  gordo/a - fat  delgado/a - slim  feo/a - ugly  simpático/a - kind  inteligente - intelligent  Tiene pecas – he/she has freckles  Tiene barba – he has a beard</p> 	<p><b>Irregular present tense</b></p> <p>Estar – to be  Estoy – I am  Estás – you are  Está – he/she/it is  Estamos – We are  Estáis – you lot are  Están – they are</p>	<p><b>Chapter 4 ¿Cómo es tu casa o tu piso?</b></p> <p>Vivo en... I live in...  una casa – a house  un piso – a flat  cómodo/a - comfortable  Está en... It is in/ on...  la montaña – the mountains  un pueblo – a town  una ciudad – a city  la costa – the coast  el campo – the countryside  el desierto – the desert  el norte – the North  el este - the East  el sur – the South  el oeste – the West  el centro – the centre</p>
<p><b>Palabras muy frecuentes</b></p> <p>Donde – where  Tampoco – neither/ nor</p>	<p>Estar should be used with  <b>temporary states and location</b></p> <p>e.g. estoy cansado – I'm tired</p> <p>Madrid está en España –  Madrid is in Spain</p>	
<p><b>Irregular present tense</b></p> <p>Ser – to be  Soy – I am  Eres – You are  Es – He/ she/ it is  Somos – We are  Sois – You lot are  Son – They are</p>	<p>Ser should be used with  <b>permanent states</b></p> <p>e.g. to describe people  Soy alta – I am tall</p>	
<p><b>Irregular present tense</b></p> <p>Tener – to have  Tengo – I have  Tienes – You have  Tiene – He/ she/ it has  Tenemos – We have  Tenéis – You lot have  Tienen – they have</p>		

# Year 7 Spanish Viva 1 Module 5 (Mi ciudad)



## Chapter 1

### ¿Qué hay en tu ciudad?

¿Qué hay en tu pueblo o tu ciudad? –  
What is in your town or city?  
Hay... There is/ are...  
un castillo – a castle  
un mercado – a market  
un estadio – a stadium  
un centro comercial – a shopping mall  
un polideportivo – a sports centre  
una piscina - a swimming pool  
una universidad – a university  
unos museos – some museums  
unas plazas – some squares/ plazas  
muchos parques – lots of parks  
muchos restaurantes – lots of restaurants  
muchas tiendas – lots of shops  
No hay museo – there isn't a museum  
No hay nada – there isn't anything

## Grammar

Finalmente = finally

### Irregular present tense

Ir – to go  
Voy – I go  
Vas – You go  
Va – He/she/it goes  
Vamos – We go  
Vais – You lot go  
Van – They go

### Beware!

If 'a' and 'el' come together they join up to make 'al'

### Stem-changing present tense

Querer – to want  
Quiero – I want  
Quieres – You want  
Quiere – He/she/ it wants  
Queremos – We want  
Queréis – You want  
Quieren – They want



## Chapter 2

### ¿Qué haces en la ciudad?

What do you do in the city?  
Salgo con mis amigos - I go out w/ my friends  
Voy... I go...  
al cine – to the cinema  
al parque – to the park  
a la cafetería – to the cafeteria  
a la bolera – to the bowling alley  
a la playa – to the beach  
de paseo con mi familia – on a family walk  
de compras - shopping  
No hago nada – I don't do anything

### ¿Qué hora es?

#### What's the time?

Es la una – it's 1 o'clock  
Son las dos – It's 2 o'clock  
Son las tres – It's 3 o'clock  
Son las cuatro y cinco – 4:05  
Son las cinco y diez – 5:10  
Son las seis y cuarto – 6:15  
Son las siete y veinte – 7:20  
Son las ocho y veinticinco – 8:25  
Son las nueve y media – 9:30  
Son las diez menos veinticinco – 9:35  
Son las once menos veinte – 10:40  
Son las doce menos cuarto – 11:45  
Es la una menos diez – 12:50  
Son las dos menos cinco – 1:55

## Chapter 3 En la cafetería

una bebida – a drink  
un café – a coffee  
un té – a tea  
una Fanta limón – a Fanta lemon  
un batido de chocolate – a choc milkshake  
un batido de fresa – a strawberry shake  
una Coca-Cola – a Coke  
una granizada de limón – a lemon slush  
una ración (de)... a portion of..

gambas - prawns  
jamón - ham  
calamares - squid  
croquetas - croquettes



patatas bravas – chipped potatoes  
tortilla – potato omelette  
pan con tomate – tomato bread

¿Qué quieren? What would you like?

Yo quiero...I want

¿Algo más?- Anything else?

No, nada más – No, nothing else.

¿Y de beber? And to drink?

¿Cuánto es por favor? How much is it please?

Son... euros ... It's ...euros

### PTO for the Near Future Tense

## Chapter 4 ¿Qué vas a hacer?

¿Qué vas a hacer este fin de semana? What are you going to do tomo?

el sábado por la mañana – Saturday morning

el viernes por la tarde – Friday afternoon

(No) Voy a...I'm (not going to)

jugar a los videojuegos – play video games

ir de compras – go shopping

ir de paseo – go for a walk

ir al parque – go to the park

bailar - dance

salir con mis amigos – go out with my friends

navegar por Internet – surf the Internet

ver la televisión – watch TV

hacer los deberes – do homework

montar en bici – ride a bike

jugar al fútbol – play football

chatear - chat



### Pronunciation

'v' and 'b' are pronounced the same in Spanish  
e.g. voy a bailar =

boy a bailar



The Near Future Tense



To say what you are going to do, use:

1. the present tense of the verb 'ir' – to go (This can be found overleaf)
2. followed by 'a'
3. followed by an infinitive

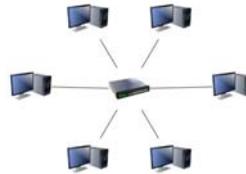
Some examples

e.g. voy a salir con mis amigos – I am going to go out with my friends  
vas a ver la television – You are going to watch TV  
va a ir de paseo – He/ she is going to go for a walk  
vamos a jugar al voleibol – we are going to play volleyball  
vais a chatear – you guys are going to chat  
van a hacer los deberes – they are going to do their homework.

### Keywords

KEYWORD	DEFINITION	EXAMPLE
1. <b>Technology</b>	Machinery and devices that have been developed to undertake a set task.	High Tech = computing related item. Low Tech = general day to day items.
2. <b>Web Server</b>	A computer that serves web pages to users	
3. <b>Malware</b>	Malicious software that is used to intentionally harm documents and files on a computer	Trojan, ransomware, worm, botnet
4. <b>Online</b>	Connected to and using the Internet	
5. <b>Browser</b>	An application used to view web pages	Google Chrome, Internet Explorer, Mozilla Firefox
6. <b>Local Area Network (LAN)</b>	A computer network that links devices within a building	Homes, offices or schools may use a LAN
7. <b>Wide Area Network (WAN)</b>	A computer network which computers connected may be far apart	Large businesses such as banks may use a WAN
8. <b>Network</b>	More than one device is connected together so they are able to share data.	
9. <b>Web Crawler</b>	Used to create a copy of all the visited pages for later processing by a search engine	
10. <b>Email</b>	Electronic mail. A method of sending messages and files to other people.	
11. <b>Web Page</b>	A page designed for and viewed in a web browser.	www.bbc.co.uk
12. <b>Search Engine</b>	A database on the World Wide Web that helps us to quickly and easily find the web pages we want.	E.G. Google, Bing and Yahoo.

### Local Area Network



Local Area Network (LAN) covers a small area such as a building on one site e.g. school.

### Wide Area Network



Wide Area Network covers a larger area such as multiple sites across countries. E.g. a bank

### Searching the Internet

A Search engine is a **database on the World Wide Web** that helps us to quickly and easily find the web pages we want. Different search engines include Google, Bing, Yahoo, Alta Vista and Dogpile. You can search using **Boolean operators**, these are connective words that can be used in a search engine such as AND, OR and NOT. These help you to minimise the number of results that you get from a search on the internet, which makes searching and finding information quicker and more accurate. The internet is a fabulous resource and tells you everything that you could ever want to know, however you must remember that not everything you find is trustworthy or true as some websites, like Wikipedia, let anyone update them. You should always question whether your results are:

- Trustworthy
- Accurate
- Biased
- Up to Date



### What Can We Do On The Internet?

When we connect to the internet there are several things that we can access:

1. **Online Banking** – transfer money to other people, pay bills, open and close bank accounts.
2. **Online shopping** – we are now able to do things like a food shop on a supermarkets website – useful for busy people who don't have time.
3. **Playing Games Online** – we are able to connect with friends online and play games against them. For example: playing XBOX live.



13. <b>Boolean Operators</b>	A series of connective words that can be used in a search engine.	E.G. And, Or, Not.
14. <b>Censorship</b>	Censorship means using the power of the government to impose restrictions on what may and may not be published.	E.G. China has blocked access to social media platforms.
15. <b>Internet</b>	The Internet is a computer network that connects computers worldwide. It is made up of many smaller computer networks.	
16. <b>Internet Filter</b>	A tool that can be used to monitor internet traffic.	E.G. Net Nanny
17. <b>E-Commerce</b>	Transactions that are conducted electronically on the internet	

### What is the difference between the Internet and the WWW?

The Internet is a global network of networks while the Web, also referred formally as World Wide Web (www) is collection of information which is accessed via the Internet. Another way to look at this difference is; the Internet is the network that you connect to while the Web is the service that you can use.

### WWW

WWW stands for World Wide Web is a collection of information that is accessed by the internet. This is normally in the form of web pages that you might search for such as [www.bbc.co.uk](http://www.bbc.co.uk) .

### Common Misconception

### Ways of connecting to a network

**Personal Area Networks (PAN)** - a computer network that allows communication between a computer and device near a person. E.g. phone

**Bluetooth**- wireless technology used for exchanging data between fixed and mobile devices

**Tethering**- usually allows the sharing of internet connection of one device to another. When internet tethering is done via Wi-Fi, it is also known as a personal hotspot.



### E-Commerce

E-commerce is used when companies want customers to be able to pay for transactions over the internet. This can be done for online shopping, online banking (setting up bank accounts, applying for a mortgage, applying for an overdraft), paying for online game credits. To be able to use websites to make purchases, customers must have a bank account with a debit or credit card as cash cannot be used to complete a transaction online.

### Censorship

Censorship means using the power of the government to impose **restrictions** on what may and may not be published. Censorship is given on the basis that material is considered objectionable, harmful, sensitive, or "inconvenient" by a government or company. Some countries censor access to the internet to prevent the people living there from seeing/hearing **news stories** or accessing **social media** websites.

### Stretch & Challenge – Protocols

#### What is a protocol?

A protocol is a set of rules or guidelines that a device has to follow when sharing data over a network.

#### What protocol does the internet use?

The internet follows a protocol called the Internet Protocol (IP) and it comes in the form of an address. You may have heard of IP addresses. Each device that connects to a network has an IP address that is used when the networks sends requests that you have asked for.



## Timber

There are two types of timber, called **hardwood** and **softwood**. These names do not refer to the properties of the wood: some softwoods can be hard and some hardwoods can be soft.

### Softwood

Softwoods come from **coniferous** trees which are evergreen, needle-leaved, cone-bearing trees, such as cedar, fir and pine.



### Hardwood

Hardwoods come from broad-leaved, **deciduous** trees. The main hardwood timbers are ash, beech, birch, cherry, elm, iroko, mahogany, oak, and teak.



For more information on this topic, visit this website:

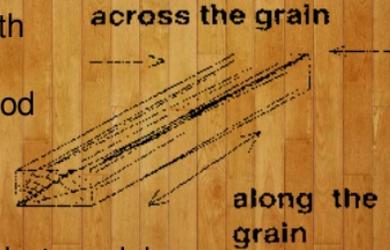
<https://www.diffen.com/difference/Hardwood-vs-Softwood>



## Soft wood

### Characteristics

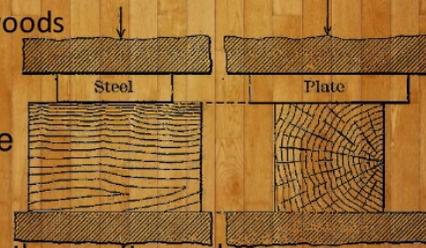
- Cheap comparative to hard wood
- Faster rate of growth
- Lower density
- Softer than hardwood
- Light in colour
- Light in weight
- Poor fire resistant
- Strength in tension but weak in shear



## Hard wood

### Characteristics

- Hardwoods have a more complex structure than softwoods
- Dark in colour
- Expensive
- Slower growth rate
- Higher density
- Heavy in weight
- More fire resistant than soft wood
- Strong in compression and tension



## Sustainable Materials & their uses

Sustainable material	Use
Hemp	Hemp can be used as insulation.
Lime	Can be used as a replacement to cement when making mortar for bricklaying.  Can also be used as a render.
Cedar	A type of wood used for exterior cladding.
Softwoods	Can be used to construct timber frame buildings. Softwood trees can be regrown quickly in a sustainable way.
Straw	Straw bales can be used to build walls, even entire houses.
Sheep's wool	This can be used as insulation.
Aluminium	Can be used instead of PVC plastic to make guttering and down pipes.

# Eatwell Guide

Check the label on packaged foods

Each serving contains

Energy 250kcal	Fat 5g	Saturated fat 1.2g	Sugar 34g	Salt 0.2g
LOW	LOW	LOW	MED	LOW
12.5%	7%	6.5%	38%	15%

of an adult's reference intake  
Typical values (as sold) per 100g; 697kJ/167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



## Year 7 Food Knowledge Organiser

### Kitchen Equipment

bowl	sieve	colander
grater	pan	tray
baking tray	oven gloves	oven
grill	hob	whisk
teaspoon	tablespoon	scales

### Preparing for practical work

#### HABIT

- H** - Wash your **h**ands and tie back **h**air
- A** - Put on an **a**pron
- B** - Put your **b**ags underneath the tables
- I** - Wait for your teacher to give you instructions
- T** - Do not **t**alk and do not lean on the **t**able



Appearance	Aroma	Taste	Texture
dull flat <b>Crisp</b>	aromatic <b>pungent</b>	<b>Sweet</b> cool	brittle <b>rubbery</b> <b>short</b>
<b>lumpy</b> <b>fluffy</b> <b>fizzy</b>	perfumed	<b>bitter</b>	gritty
<b>Stringy</b> <b>heavy</b> <b>crumbly</b>	<b>floral</b> <b>scented</b>	<b>umami</b> <b>zesty</b>	<b>clammy</b> <b>close</b>
<b>firm</b> <b>dry</b> <b>flaky</b>	fragrant	<b>warm</b>	<b>stodgy</b> <b>bubbly</b> <b>sandy</b>
<b>smooth</b> <b>crystalline</b>	<b>mild</b> <b>citrus</b> <b>STRONG</b>	<b>HOT</b> <b>fangy</b>	<b>tacky</b> <b>tender</b> <b>waxy</b>
<b>HARD</b>	<b>musty</b> <b>acidic</b> <b>tart</b>	<b>sour</b>	<b>open</b> <b>soft</b> <b>firm</b>
<b>Mushy</b> <b>sticky</b>	<b>rotten</b> <b>savoury</b>	<b>sharp</b> <b>Rich</b>	<b>flaky</b> <b>crisp</b> <b>fluffy</b>
<b>fragile</b> <b>weak</b> <b>spicy</b>	<b>rancid</b>	<b>salty</b>	<b>dry</b> <b>crumbly</b>
	<b>tainted</b> <b>bland</b>	<b>bland</b> <b>rancid</b>	<b>lumpy</b>
		<b>tart</b>	<b>smooth</b> <b>HARD</b>
		<b>acidic</b> <b>STRONG</b>	<b>Mushy</b>
		<b>citrus</b>	<b>sticky</b>
		<b>mild</b> <b>spicy</b>	
		<b>tainted</b>	
		<b>weak</b> <b>savoury</b>	

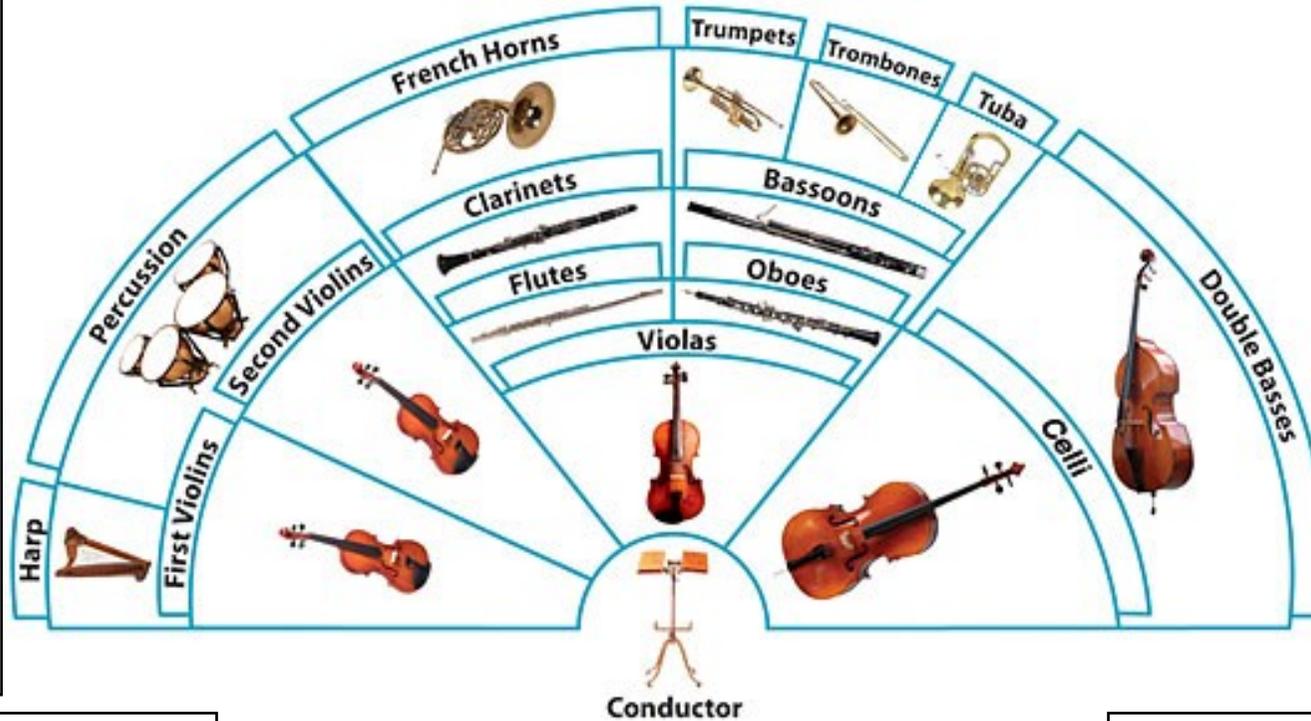
How can you use these words to describe the food you make in your practical lessons or at home?



# KNOWLEDGE ORGANISER: The Orchestra

## Percussion Family

- Percussion instruments need to be *hit, shaken or scraped* to make a sound
- There are two types; **Tuned:** have different pitches e.g. xylophone  
**Untuned:** have only one pitch e.g. snare drum
- Percussionists play multiple instruments



## Woodwind Family

- The **oboe** and **bassoon** are played with a *double reed*
- The clarinet and bass clarinet have a *single reed*
- The **flute** and **piccolo** do not use reeds
- The woodwind family usually provide harmony, but sometimes they play the melody too

## Brass Family

The Brass instruments include;

- **Trumpet:** highest pitched, usually plays the melody
- **Trombone:** only brass instrument to use a slide, rather than valves
- **French Horn:** is a circular shape and has a wide range. It can play very high and quite low too
- **Tuba:** the lowest pitched member of the brass family

## The Conductor

*has their back to the audience!*

- The conductor has a vital role in the orchestra
- They keep the musicians in time, telling them how fast or slow to play
- They can also affect the dynamics of the music, telling the orchestra how loud or soft to play
- The conductor sometimes uses a baton to instruct the ensemble

## String Family *Bowed (arco) or plucked (pizz)*

The String instruments include;

- **Violin:** smallest and highest pitched, usually plays the melody
- **Viola:** only string instrument to play from the alto clef. Second smallest
- **Cello:** second largest in the family, it is played sitting down
- **Double bass:** largest and lowest. It usually plays long, low notes

# AP3 - KS3 Knowledge Organsier – Rounders



- 1) STAND SIDEWAY ON
- 2) NON STANDING FOOT FORWARD
- 3) BAT UP – HEAD HEIGHT
- 4) FOLLOW THROUGH ON CONTACT
- 5) MAKE SURE YOU RUN AROUND GATE – NOT THROUGH!

## Keywords

Pitch	Posts
Balance	Obstruction
Control	Balance
Bases	Strike
Fielder	Bowl
Coordination	No Ball



## High Catch

- Cup Hands
- Keep eye on Ball
- Cushion ball on impact



## Throwing Coaching Points

- Stand sideways to the target. The throwing arm is taken back behind the head.
- Throwing arm swings forward keeping the elbow at least level with top of throwing shoulder.
- Release the ball with both feet on the ground and the chest facing the target.
- Swing the throwing arm through so that both arms end up behind the opposite hip. Keep the head and eyes facing the target.

Scan these QR codes for rounders demonstrations



Pairs catching



Rounders Fielding Game



Bowling



Batting

# AP3 - KS3 Knowledge Organiser – Athletics

## KEY SKILLS, TECHNIQUES AND TEACHING POINTS

### Running:

- High knees like a cycling action and run on toes/balls of feet.
- Pump arms at 90 degrees.
- Head down for aerodynamics.
- **Relay:**
  - Thumb and forefingers separate to create "V" shape.
  - Pass to opposite hand with an upward motion.
  - Start to run as you receive baton.

### Jumping:

- **Standing Long Jump:**
  - 2 foot take off - 2 foot landing
  - Bend knees and swing arms forward
  - Measure from point closest to take off line
- **Standing Triple Jump:**
  - 3 parts - Hop - Step and Jump
  - Same - Different - together
  - Measure from back point.

### Throwing:

- **Shot Put:**
  - Hold - "clean palm, dirty fingers"
  - Stand sideways on with non throwing foot at line.
  - Chin, knee, toe in line.
  - Push shot up in 45 degree angle.
  - Transfer weight forward.
- **Javelin:**
  - Hold javelin between thumb and forefingers.
  - Stand sideways on with non throwing leg on line.
  - Non throwing arm in front for direction and balance.
  - Bring throwing arm through fast and high.
  - Transfer weight from back to front foot.

### Further Research:

Coaching a Championship High School Track and Field Team

### Career Links:

Represent school at Athletics, local athletics club, regional representation, Team GB

### Key Words:

Balance, power, Hop, Step, Jump, Transfer, push. Angle.

### Triple Jump



### Long Jump



### Shot Put



### Javelin



## RULES/REGULATIONS:

- Do not throw or collect until told to do so.
- Measure throws from where equipment first lands.
- Measure jumps from back point.
- False start if move before "take your marks, set, go".

## SPRINTING TECHNIQUE



# AP3 - KS3 Knowledge Organsier – Cricket



## Keywords

Bowler	Wicket Keeper
Balance	Wickets
Control	Balance
Crease	Bouncer
Fielder	Slips
Coordination	No Ball

### Throwing Coaching Points

- Stand sideways to the target. The throwing arm is taken back behind the head.
- Throwing arm swings forward keeping the elbow at least level with top of throwing shoulder.
- Release the ball with both feet on the ground and the chest facing the target.
- Swing the throwing arm through so that both arms end up behind the opposite hip. Keep the head and eyes facing the target.

- 1) STAND SIDEWAY ON
- 2) HAND NEAREST TO BOWLER IS AT THE TOP OF THE BAT
- 3) BAT FLAT AND FACING THE BOWLER
- 4) STEP INTO SHOT
- 5) FOLLOW THROUGH ON CONTACT



### Long Barrier

- Body behind the ball
- Hands low to the ground to 'safely' pick up the ball



Scan these QR codes for information



Fun Fielding drills



Team Fielding Game



Game basics/Introduction



Bowling Basics



Batting Grip

# AP3 - KS3 Knowledge Organiser – Athletics

## KEY SKILLS, TECHNIQUES AND TEACHING POINTS

### Running:

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### Triple Jump



### Long Jump



### Shot Put



### Javelin



## RULES/REGULATIONS:

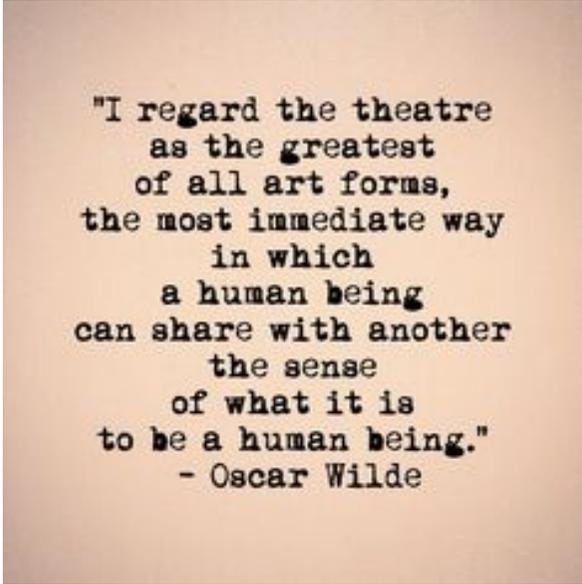
- Do not throw or collect until told to do so.
- Measure throws from where equipment first lands.
- Measure jumps from back point.
- False start if move before "take your marks, set, go".

## SPRINTING TECHNIQUE



Key concepts, events, people, dates, questions or processes	
<b>Vocal Skills</b>	How you use your voice effectively, when rehearsing and performing. Also refers to how you might change your voice to play a character different to yourself.
<b>Physical Skills</b>	How to create a character using your body, including how you move, stand, sit, what you do with your hands, etc.
<b>Relationships with other characters and the audience</b>	These skills show the audience what sort of relationship the characters have with each other, and with the audience. Some characters speak directly to the audience e.g. in a Pantomime. In a naturalistic play, the actors pretend that the audience is not there, and behave as you would in real life.
<b>Elements of Drama</b>	Technical elements, like lighting, sound, music, set, costume, make-up, props, special effects (sfx)
<b>Use of Space</b>	When rehearsing, we need to be aware of others, and not invade their practice space. When performing, we need to show awareness of audience.

Key Vocabulary	Definitions	Examples
<b>Volume</b>	How loudly or quietly you speak – your volume may change depending on the character’s mood, the number of people in the room, etc.	<i>If the room is full, you may need to use a louder volume than normal, in order to be heard.</i>
<b>Tone</b>	The tone of your voice is how you convey emotion, how your character is feeling.	<i>For example, if your character is angry, they might use an aggressive tone of voice to show this.</i>
<b>Pace</b>	How quickly or slowly you speak – if your character is excited, they might speak at a rushed pace.	<i>If your character is talking to a child, the pace might be slow and deliberate, so the child understands.</i>
<b>Pitch</b>	How high or low you speak – a squeaky voice is high-pitched.	<i>Most male characters have low-pitched voices.</i>
<b>Accent/ Dialect</b>	An accent is attached to a geographical location, e.g. I speak with an Irish accent because I’m from Ireland.	<i>You can change the accent, depending on the role you are playing.</i>
<b>Body Language/ Posture/ Stance</b>	How you use your body to communicate a character.	<i>If my character is angry, I might turn my back, or fold my arms across my chest in a defensive movement.</i>
<b>Gestures</b>	How you use your hands to communicate a character.	<i>If I stand with my palms open, it suggests that I have nothing to hide, or that I don’t understand. Try some more gestures!</i>
<b>Facial Expressions</b>	How you use your face to express an emotion.	<i>Practise a range of facial expressions in the mirror at home; is your emotion clear? Why? Can you describe what you’re doing?</i>
<b>Levels</b>	Using different heights to convey a message to the audience.	<i>Who is higher status in your piece? How can you use levels to show this? Think about Cinderella – where does she begin the play?</i>
<b>Projection</b>	You can project your voice, by speaking loudly, or you can project your character physically by exaggerating the movements/ facial expressions.	<i>What effect does it have, when you exaggerate your actions/ movement?</i>
<b>Audience Awareness</b>	Making sure that the audience can see and hear you, and your fellow actors, when you are performing.	<i>REALLY IMPORTANT! We perform for an audience all the time, so it is vital that they are able to see and hear us.</i>

<b>Stage Directions</b>	These are instructions telling the actors where they should be on stage, how they should say certain lines of dialogue. They can also instruct the director how the set should look.	<i>Stage directions are always distinct from the dialogue – usually in bold font and italics so they stand out.</i>
<b>Blocking</b>	In Drama, blocking refers to the characters’ positions on stage, rather than someone standing in front of someone else – this is actually called ‘masking’.	<i>When you ‘block out’ a scene, you decide where everyone will walk, stand, sit, lie.</i>
<b>Proxemics</b>	This refers to how we use the distance between characters to show their relationship to each other.	<i>Friends might stand side-by-side, enemies might stand back-to-back.</i>
<b>Eye Contact/ Focus</b>	We use our eyes to draw the audience’s attention to someone or something. Even in a still image, focus is important because it tells the audience where to look.	<i>You look wherever you want the audience to look – imagine your eyes as a camera’s viewpoint.</i>
<b>Props</b>	Short for ‘Properties’ and refers to items used by actors in a performance, e.g. a mobile phone, a book.	<i>Props can also be symbolic, e.g. a rose on the stage might symbolise love, a gun might symbolise war or death.</i>
<b>Set</b>	The set is the area where the performance takes place – it can be naturalistic (like real life) or non-naturalistic, to suggest a mood or atmosphere.	<i>In Pantomime, the set might consist of an enchanted forest, a village and a castle – painted on backdrops.</i>
<b>Top Tips to make you a better performer!</b>		
<ul style="list-style-type: none"> <li>👂 <b>Observe other people – take note of how they behave in certain situations. Look at their body language, their facial expressions, and how they change their voices depending on their mood. All great actors are great people-watchers! Be an active observer – focus on one thing at a time – really watch and think about what you see!</b></li> <li>👂 Research the style, practitioner, topic you are studying in Drama – use YouTube, Google, Instagram, the library. Get one step ahead!</li> <li>👂 <b>Speak Drama’s language! It is vital that you know how to use the vocabulary on this sheet appropriately. It will help you when you have to give feedback, and when you have to analyse your own performance. Learn the words and be able to explain them!</b></li> <li>👂 Remember to abide by the rules of the performance space – we must be aware of how we behave, as participants and observers. Safety is paramount at all times! We watch quietly, we do not impose on another groups’ performance space.</li> </ul>		
<p><b>Expand your knowledge and understanding!</b> – useful websites/podcasts/videos etc...</p> <p><b>One Stop-Shop</b> – <a href="http://www.essentialdrama.com">www.essentialdrama.com</a> – featuring interviews and links to important practitioners, companies, styles, etc.</p> <p><b>BBC Bitesize</b> - <a href="https://www.bbc.com/bitesize/subjects/zbckjxs">https://www.bbc.com/bitesize/subjects/zbckjxs</a> - covers everything from creating to evaluating, and lots of handy videos.</p>		
<b>Giving feedback? Use these prompts to help you:</b>	<ul style="list-style-type: none"> <li>👂 I really liked it when you ..... Because that showed.....</li> <li>👂 Physically/ Vocally, your characterisation was good because...</li> <li>👂 I thought it was effective the way that you.....</li> <li>👂 Could you try....?</li> <li>👂 Have you thought about....?</li> <li>👂 I understood the message of the piece because....</li> </ul>	