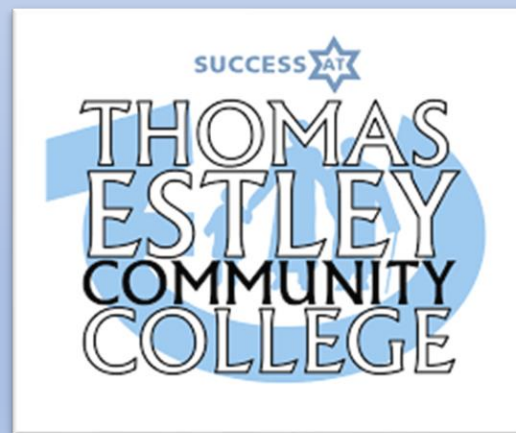


# Thomas Estley Community College

## Year 7 Spring Term

### Knowledge Organiser



## What are Knowledge Organisers?

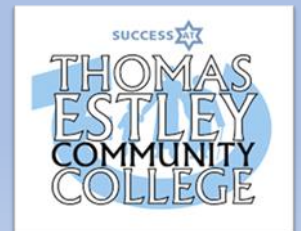
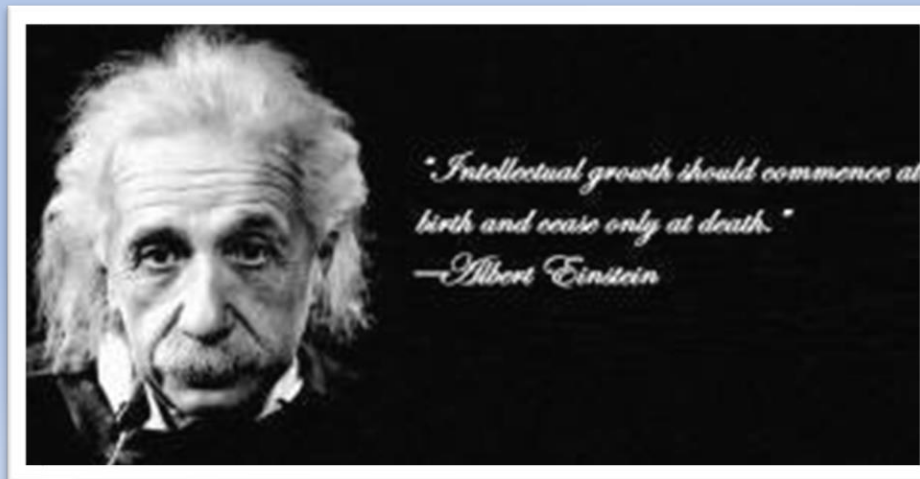
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these vary according to the subject being taught.

It will be the students responsibility to keep the knowledge organisers safe and refer to them over the whole academic year.

## How will these be used at Thomas Estley?

At Key stage 3, you will be given a knowledge organiser each term. You need to keep these safe in your learning packs that you were provided with at the start of the academic year.

Your subject teachers will use these in a variety of ways, for both class work, remote learning opportunities and homework. They will be used to help with revision for class quizzes and retrieval practice activities. They will also be used for flip learning activities, where subject teachers will ask you to learn some information and then go in to it in more detail in class.



# Revision Tips and Tricks!

## Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



## Teach it!

Teach someone your key facts and then get them to test you, or even test them!



## Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

## Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until it's full!



## Back to front

Write down the answers and then write out what the questions the teacher may ask to get those answers.



## Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



## Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

## Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!



## Practice!

Some find they remember by simply writing the facts over and over again.

	masculine	feminine		
<b>Yo soy</b> I am  <b>Mi hermana menor es</b> my younger sister is  <b>Mi hermano mayor es</b> my older brother is  <b>Mi madre es</b> my mother is  <b>Mi padre es</b> my father is	alto [tall] bajo [short] bueno [good] delgado [slim] feo [ugly] fuerte [strong] gordo [fat] guapo [handsome] musculoso [muscular] aburrido [boring] antipático [mean] divertido [fun] generoso [generous] malo [bad] simpático [nice/friendly] terco [stubborn]	alta [tall] baja [short] buena [good] delgada [slim] fea [ugly] fuerte [strong] gorda [fat] guapa [pretty] musculosa [muscular] aburrida [boring] antipática [mean] divertida [fun] generosa [generous] mala [bad] simpática [nice/friendly] terca [stubborn]	<b>Tengo el pelo</b> I have...hair <b>Tiene el pelo</b> s/he has...hair  <b>Tengo los ojos</b> I have... eyes <b>Tiene los ojos</b> s/he has... eyes	<b>castaño</b> [brown] <b>moreno</b> [dark brown] <b>negro</b> [black] <b>pelirrojo</b> [red] <b>rubio</b> [blonde]  <b>azules</b> [blue] <b>marrones</b> [brown] <b>verdes</b> [green] <b>negros</b> [black]
			<b>Me llamo</b> I am called / I call myself...  <b>Se llama</b> s/he is called	
			[no] <b>llevo</b> [I don't] wear [no] <b>lleva</b> [s/he doesn't] wear]	<b>gafas</b> [glasses] <b>bigote</b> [a moustache] <b>barba</b> [a beard]
			<b>Year 7 Spanish</b> Sub-Unit 3 sentence builder	





# Questions

¿Cómo eres? What are you like?

¿Cómo es.....? What is ..... like?

¿Cuántos años tienes? How old are you?

¿Cuándo es tu cumpleaños? When is your birthday?

## Year 7 Spanish

### Sub-Unit 3 knowledge organiser



## Grammar

- Infinitive verbs are verbs in their base form
- In Spanish the verb endings change so we know who we are talking about

### Masculine and feminine

Remember that adjectives which end in O in the masculine form end in A in the feminine form

Tener	To have
Tengo	I have
tienes	You have
Tiene	He/she has

Ser	To be
Soy	I am
Eres	You are
es	He/she is

Llamarse	To be called
Me llamo	I am called
Te llamas	You are called
Se llama	He/she is called

<p><b>En mi familia tengo</b> In my family I have...</p> <p><b>Hay cuatro personas en mi familia</b> There are four people in my family</p> <p><b>Me llevo bien con...</b> I get along well with...</p> <p><b>Me llevo mal con...</b> I get along badly with...</p> <p><b>Year 7 Spanish unit 4 sentence builder</b></p>	<p><b>mi abuelo</b> - my grandfather  <b>mi padre</b> my father  <b>mi tío</b> my uncle  <b>mi hermano mayor</b>  <b>mi hermano menor</b>  mi primo  <b>mi abuela</b> - my grandmother  <b>mi madre</b> - my mother  <b>mi tía</b> my aunt  <b>mi hermana mayor</b> – my older sister  <b>mi hermana menor</b> my little sister  <b>mi prima</b> - my cousin</p>	<p><b>Me gusta mi..... porque es...</b> I like my _____ because he is...</p> <p><b>“Mi padre” es muy/ bastante</b> <u>My dad</u> is very/quite ...</p> <p><b>“Mi padre” también es un poco</b> <u>My dad</u> is also a bit ...</p> <p><b>Me gusta “mi _____” porque es...</b> I like my _____ because she is...</p> <p><b>“Mi madre” es muy/bastante</b> My mum is very/quite ...</p> <p><b>“Mi madre” también es un poco</b> My mum is also a bit</p>	<p>alto [tall] bajo [short] bueno [good] delgado [slim] fuerte [strong] gordo [fat] guapo [handsome] antipático [mean] divertido [fun] generoso [generous] inteligente [clever] simpático [nice/kind] terco [stubborn]</p> <p>alta [tall] baja [short] buena [good] delgada [slim] fuerte [strong] gorda [fat] guapa [pretty] antipática [mean] divertida [fun] generosa [generous] inteligente [clever] simpática [nice/kind] terca [stubborn]</p>
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# Questions

## Year 7 Spanish

### Sub-Unit 4 knowledge organiser

¿Cómo eres? What are you like?

¿Cómo es.....? What is ..... like?

¿Cómo es tu familia? What is your family like

¿Cuántos años tienes? How old are you?

¿Cuándo es tu cumpleaños? When is your birthday?



## Grammar

- Infinitive verbs are verbs in their base form
- In Spanish the verb endings change so we know who we are talking about

Tener	To have
Tengo	I have
tienes	You have
Tiene	He/she has

Ser	To be
Soy	I am
Eres	You are
es	He/she is

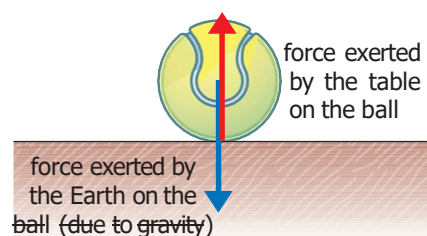
Llamarse	To be called
Me llamo	I am called
Te llamas	You are called
Se llama	He/she is called

## What is a force?

- A **force** can be a **push** or a **pull**
- A force is measured in **Newtons (N)**
- We measure forces with a **newton meter**
- Forces explain why objects will move, change direction and change speed

- Forces always act in pairs, we call these **interaction pairs**

e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball



## Types of forces

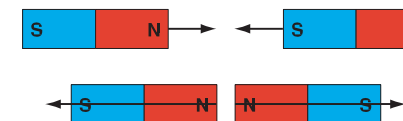
- Contact forces** act when two objects are physically touching
- Air resistance** and **friction** are examples of contact forces
- Non-contact forces** act when two objects are physically separated (not touching)
- Examples of non-contact forces include **gravitational force** and **magnetic forces**
- We call the region where an object experiences a non-contact force a **field**, examples of these include **gravitational fields** and **magnetic fields**

## Gravity

- Gravity** is a non-contact force that acts between two objects
- Gravitational force** pulls you back to Earth when you jump
- The size of the gravitational force depends on the mass of the two objects and how far apart they are
- Weight** is the downward force caused by gravity acting upon the mass of an object, it is measured in Newtons (N)
- Mass** is the amount of matter within an object, whereas weight is the downward force of the object, we measure mass in **kilograms**
- We calculate weight with the equation:  
$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$
- The value of the gravitational field strength can vary, so although a person's mass would be the same on different planets, their weight would not be

## Magnets

- A **magnet** has two poles, a north and a south pole
- North poles **attract** south poles
- South poles **attract** north poles
- South poles **repel** south poles
- North poles **repel** north poles

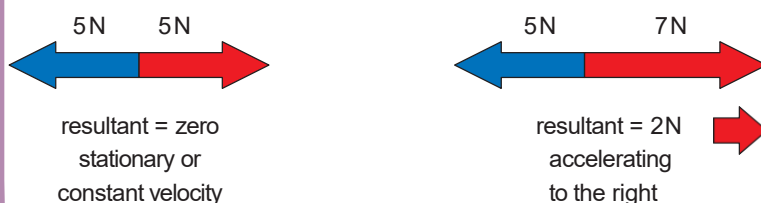


- Magnetic materials** will experience a magnetic force when placed near a magnet, this is a type of non-contact force as the materials do not have to touch for the force to be apparent
- The three magnetic metals are iron, nickel and cobalt

## Balanced and unbalanced forces

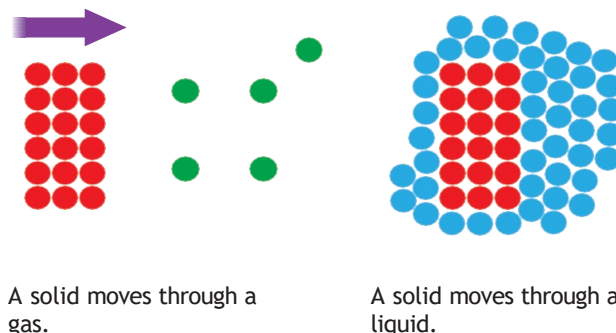
- When forces acting on an object are the same size, but acting in different directions, we say that they are **balanced**
- When forces are balanced, the object is either not moving (stationary) or moving at a constant **speed**

- When the two forces acting on an object are not the same size, we say that the forces are **unbalanced**
- When forces are **unbalanced**, the object will either be in **acceleration** or **deceleration**
- The **resultant force** is the difference between the two unbalanced forces



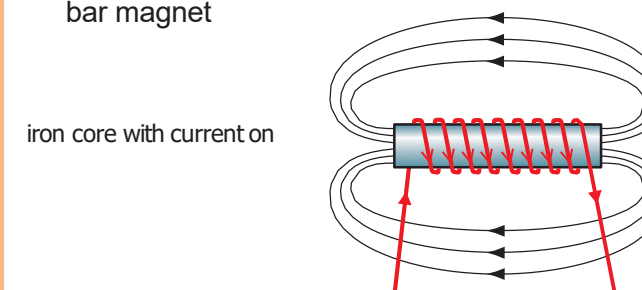
## Friction and drag

- Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction
- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
- Both drag and friction are forces so they are measured in **Newtons (N)**



## Electromagnets

- Electromagnets** are made by wrapping a coil of wire around a magnetic **core**
- Electromagnets only work when electricity is flowing through the coil, which means that they can be turned on and off
- Electromagnets are also stronger than **permanent** magnets
- The electromagnet will produce the same magnetic field shape as a bar magnet



- You can increase the strength of an electromagnet by:
  - Increasing the number of turns on the coil around the core of the electromagnet
  - Increasing the current which is flowing through the coil of wire
  - Using a more magnetic material for the core, e.g. iron rather than aluminium

### Key terms

Make sure you can write definitions for these key terms.

air resistance, atmospheric pressure, contact force, drag, equilibrium, extension, friction, linear relationship, moment, newton, incompressible, stress, resultant force



### Chemical reactions

- A **chemical** reaction is a change in which atoms are rearranged to make new substances
- A **reversible** reaction is one where the products can react to get back the substances which you started with, most chemical reactions are not reversible
- You can look for signs that a chemical reaction has taken place such as flames, smells, heat change, a loud bang or gentle fizz

### Acids and alkalis

- Acids** and **alkalis** are the chemical opposites of one another
- Both acids and alkalis can be **corrosive** and **irritants**

To see whether a substance is an acid or an alkali, we can use an **indicator**. Indicators show how acidic or how alkaline a solution is by showing its position on the **pH scale**, one example of this is **universal indicator**

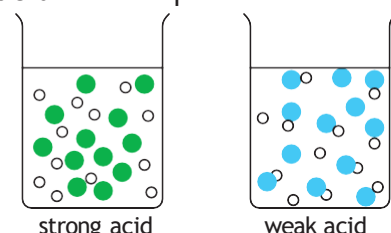
- If the solution has a pH value of 1–6 it is **acidic**
- If the solution has a pH value of 8–14 it is **alkaline**
- If the solution has a pH value of 7 it is known as **neutral**

Another example of an indicator is red & blue **litmus paper**

Strong acid			Weak acid			Neutral	Weak alkali			Strong alkali			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
sulfuric acid, nitric acid, hydrochloric acid	lemon juice	cola drinks	vinegar	saliva	tea	water blood (7.4)	toothpaste	milk of magnesia			drain cleaner	sodium hydroxide	potassium hydroxide

### Acid strength

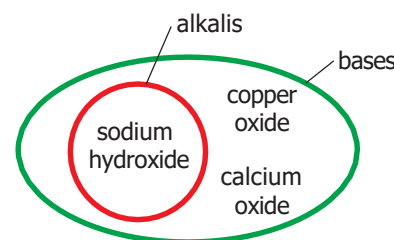
- The strength of an acid depends on how much of the acid has broken apart when it has dissolved in water
- Hydrogen chloride dissolves in water to form hydrochloric acid, this is a **strong acid** as all of the particles split up
- A **weak acid** will have particles that do not all split up



- The **concentration** of the acid is the amount of acid which has dissolved in 1 litre of water
- The more concentrated the acid, the lower the pH

### Neutralisation

- Neutralisation** reactions are any reaction in which acids react with a **base** to cancel out the effect of the acid
- These reactions form a neutral solution with a pH of seven
- A **base** is any substance which neutralises an acid
- An alkali is a base which has been dissolved in water



### Salts

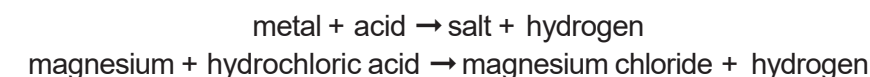
**Salts** are substances which are formed when an acid reacts with a metal or metal compound

Different acids form different types of salts:

- Hydrochloric acids form chloride
- Sulphuric acids form sulphates
- Nitric acids form nitrates

### Metal reactions and gas tests

When a metal reacts with an acid it will produce a salt and hydrogen gas, the fizzing that you see is the hydrogen gas being given off

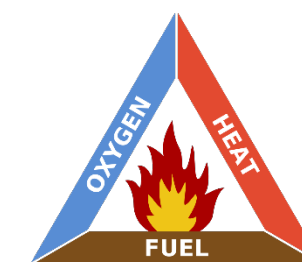


As most gases are colourless and odourless, it is sometimes necessary to test a gas to see what it is. This helps you to understand what has happened during a reaction.

- To test to see if the gas is hydrogen: put a lit spill in the end of the test tube containing the gas. If there is a squeaky pop sound then the gas is hydrogen.
- The sound is caused by the hydrogen igniting and creating a miniature explosion.
- To test to see if the gas is oxygen: Blow out a lit spill so that the end glows. Put the glowing spill into the test tube containing the gas. If the spill reignites then the gas is oxygen
- To test to see if the gas is carbon dioxide: Put a lit spill into the test tube containing the gas. If the spill is extinguished then the gas **could** be carbon dioxide.
- To confirm the gas should be mixed with lime water (*not from the fruit!*). If the lime water turns a cloudy white then the gas is carbon dioxide

### Combustion

- When substances burn in oxygen a chemical reaction called combustion takes place.



- Combustion can only take place when there is a fuel to burn, heat to start the reaction and plenty of oxygen. The product of the reaction is an oxide.
- carbon + oxygen → carbon dioxide
- copper + oxygen → copper oxide
- iron + oxygen → iron oxide
- magnesium + oxygen → magnesium oxide



### Key terms

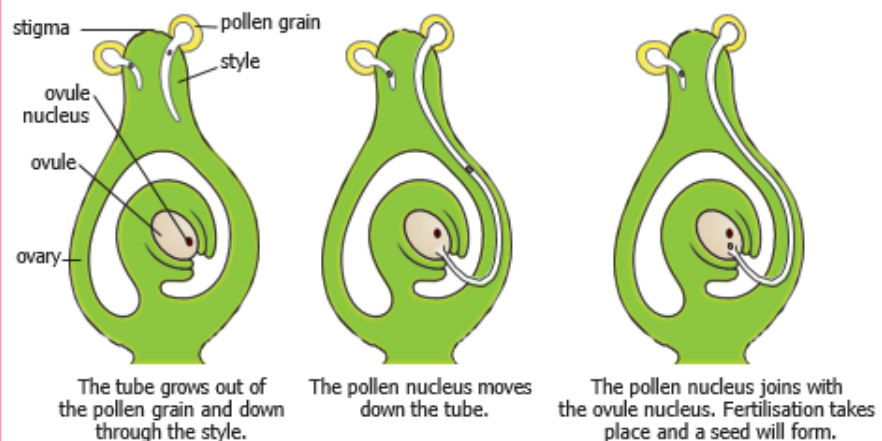
Make sure you can write definitions for these key terms.

acid    acidic    alkali    alkaline    base    chemical    chemical reaction    concentration    corrosive    displacement    hydroxide    indicator    irritant    neutral    concentrated  
 neutralisation    oxide    oxidation    pH scale    reversible    reactivity    salt    strong acid    universal indicator    weak acid    combustion    lime water

## Pollination and fertilisation

**Pollination** is the **fertilisation** of the ovule, the point at which the pollen is transferred to the ovule from the anther to the stigma, there are two types of pollination

- Cross pollination is between two different types of plant
- Self pollination happens within the same plant



**Germination** is the process in which the **seed** begins to grow, for this to occur the seed needs:

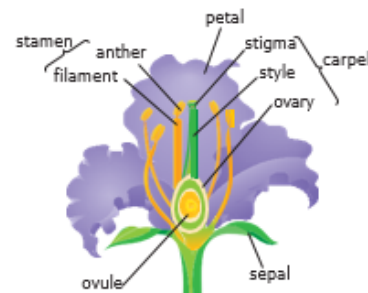
- Water to allow the seed to swell and grow and for the embryo to start growing
- Oxygen for that the cell can start respiring to release energy for germination
- Warmth to allow the chemical reactions to start to occur within the seed

## Parts of a flower

### Stamen

Male part of the flower

- The **anther** produces **pollen**
- The **filament** holds up the anther



### Carpel

Female part of the flower

- The **stigma** is sticky to catch grains of pollen
- The **style** holds up the stigma
- The **ovary** contains **ovules**

## Adaptations

- **Adaptations** are characteristics which organisms have developed to best survive in their surroundings
- Organisms with the best suited adaptations can breed and pass these on
- Those who are not best adapted will die out and not be able to pass on their genes

B2

Reproduction

Knowledge organiser – page 2

**Activate**  
Question • Progress • Succeed

### Key terms

Make sure you can write definitions for these key terms.

Adaptation Adolescence Amniotic sac Anther Carpel Cervix Cilia Egg cell Embryo Environmental variation Fertilisation Fetus Gamete Germination Gestation Implantation Inherited variation Menstrual cycle Ovary Ovule Oviduct Ovulation Penis Petal Period Placenta Pollen Pollination Puberty Reproductive system Scrotum Semen Seed Sepal Sex hormones Species Sperm cell Sperm duct Stamen Style Testicles Umbilical cord Urethra Uterus Vagina Variation

## Variation

- The differences in characteristics of living things is known as **variation**
- There is a large amount of variation between different **species**, but within species many more characteristics are shared
- Even though two organisms may look the same, they will always have variation between them

### Inherited variation

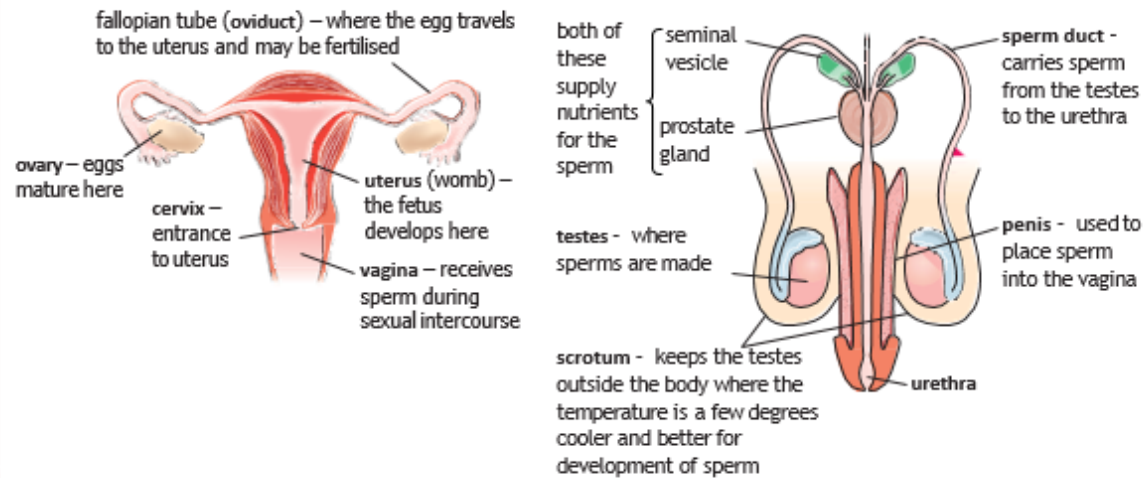
- Is anything that comes directly from your parents, anything that you inherit
- Examples can include lobe less or lobed ear lobes and eye colour

### Environmental variation

- Is any type of variation that is caused by your surroundings
- Factors that can cause environmental variation include diet, education and lifestyle

- Environmental factors can also impact inherited factors, for example a poor diet can affect height or your exposure to the sun can affect skin tone
- Characteristics which are inherited and not affected by environmental variation include natural eye colour, blood group and genetic diseases

## Reproductive systems

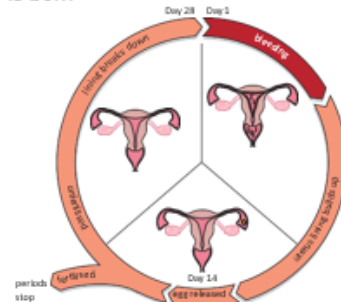


## Adolescence

- Adolescence** is the process in which a child changes into an adult, it involves both physical and emotional changes
- The physical changes alone in this time are known as **puberty**, these are caused by **sex hormones**

## The menstrual cycle

- The **menstrual cycle** is the process in which an egg is released from an ovary and leaves through the vagina
- Day 1:** blood from the uterus lining leaves through the vagina, which is known as a **period**
- Day 5:** the bleeding stops and the uterus lining starts to re-grow
- Day 14:** an egg is released from one of the ovaries during **ovulation**
- If the egg is **fertilised** then the menstrual cycle stops until the baby is born

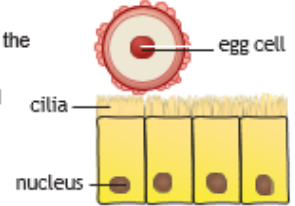


## Fertilisation, implantation and gestation

- Egg cells and sperm cells are also called **gametes**, and each contains half the genetic information needed to form a complete organism.

### Egg cells

An egg is released by the ovaries every month  
The egg cell is moved along the oviduct towards the uterus by cilia



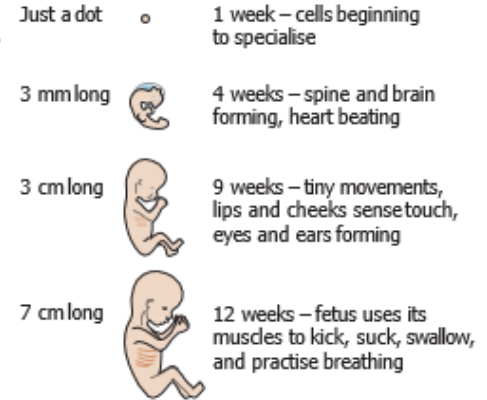
### Sperm cells

Sperm cells are produced in the testicles/testes  
Sperm are mixed with nutrients and fluid from the glands to form **semen**  
During sexual intercourse a man will release semen into the vagina (**ejaculation**)

If a sperm meets the egg **fertilisation** may happen

The fertilised egg may then **implant** in the uterus lining and form an **embryo** (ball of cells)

- During **gestation** the developing **fetus** needs nutrients from the mother, these are passed through the **placenta** which is connected to the fetus by the **umbilical cord**
- Nutrients are passed from the mother to the baby and waste products are passed back from the baby to the mother
- The baby is protected from bumps to the mother by the **amniotic sac** which acts as a shock absorber



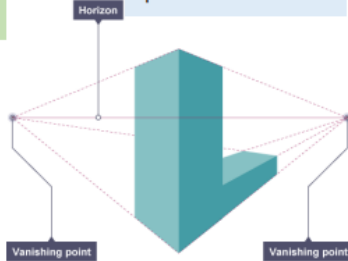


## Year 7 Resistant Materials Knowledge Organiser

**Single-point perspective** - This shows an object from the front in a realistic way as it gets smaller going into the distance. The front view goes back towards a **vanishing point**, which is a point on the horizon line that all lines meet at.



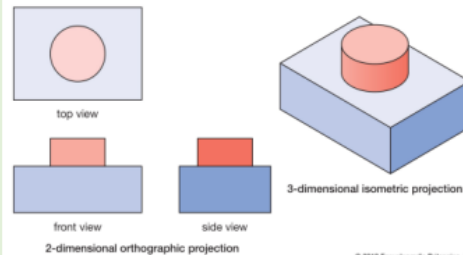
**Two-point perspective** - This shows an object from the side with two vanishing points.



### Orthographic Projection

They are used to show an object from every angle to help manufacturers plan production. Starting with a front view of a product, **construction lines** show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles. These drawings are **to scale** and must show **dimensions**.

Orthographic and isometric projections of an object



**Freehand sketching** is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely.

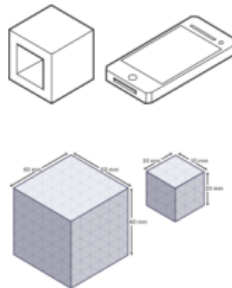


### Isometric

Isometric drawings, sometimes called isometric projections, are a good way of showing measurements and how components fit together. Unlike perspective drawings, they don't get smaller as the lines go into the distance.

There are three main rules to isometric drawing:

- **horizontal** edges are drawn at 30 degrees
- **vertical** edges are drawn as vertical lines
- **parallel** edges appear as parallel lines

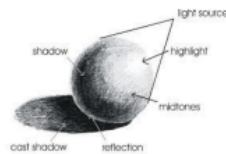


### Rendering

Creating the illusion of light, tone and texture using graphic materials. Creating the illusion that an object is made from a particular material.



### 3 Tone shading



### Personal protective equipment (PPE)

- Apron
- Leather gloves
- Goggles
- Sturdy shoes

### Surface treatments and finishes

Used to improve the appearance and protect the material. Polish, varnish, paint, wax and stain are examples.



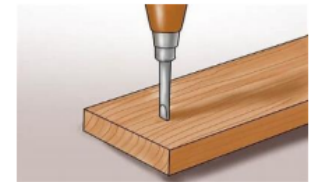
### Wasting tools

Coping saw – used to cut curved lines  
Junior hacksaw – used for sawing plastic and metal  
Hand file – used to shape materials  
Rasp – used to shape wood  
Pillar drill – used to drill holes  
Needle file – used to shape materials, remove material in small spaces

Disc sander : used to waste material

### Marking and measuring tools

Steel rule  
Bradawl  
Centre punch  
Marking knife  
Try square



### Metals and alloys

Metals are found naturally and are mined from the earth. Metals used in products are **extracted** from the natural **ore** using large heat furnaces.

### Ferrous metals

Ferrous metals contain iron and are **magnetic**. They are prone to **rust**.



**Non-ferrous** metals do not contain iron and are not magnetic. They do not rust.

**Alloys** are mixtures of metal with an element to improve its properties or **aesthetic**. For example brass is a mixture of copper and zinc. Alloys can also be classified as ferrous or non-ferrous.

**Timbers** Wood comes from trees that are felled. There are three main groups of wood:

**Hardwoods** - take longer to grow, are not easily sourced and are expensive to buy. Oak, beech and mahogany are hardwoods.

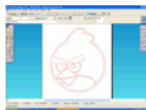
**Softwoods** - They are faster growing than hardwoods, making them cheaper to buy, and are considered a **sustainable** material. Pine is a softwood

**Manufactured board** - Manufactured boards are usually made from timber waste and **adhesive**. To make them more aesthetically pleasing they are often **veneered**. They are cheap to buy.

**Moulds and casting** – used to make complex shapes

**Computer aided design (CAD)** now has the capability to design new products in 3D, visualise them in a variety of materials and send images around the world for collaboration and consultation.

By using **computer aided manufacture (CAM)**, designs can be sent to CAM machines such as laser cutters, 3D printers and milling machines.







# Year 7 Music Knowledge Organiser: Program music



## Key Vocabulary

First hand position  
Middle C  
Pitch  
Beat  
Duration  
Tab  
Fret  
Major  
Minor  
Chord

## Additional Vocabulary

Tempo  
Treble clef  
Time signature  
Melody  
Solo  
Ensemble  
Octave

## Key Listening

Jaws Theme - John Williams  
Batman Theme - Danny Elfman  
Peter and the wolf-Sergei Prokofiev  
Carnival of the animals- Camillie Saint-Saens

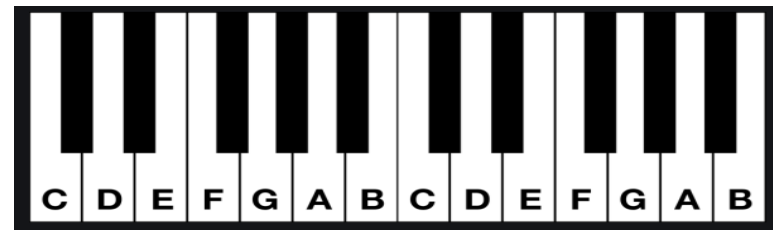


## Performance Directions (Dynamics)

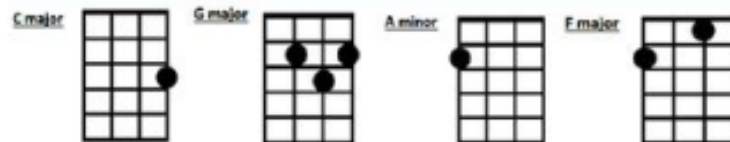
*p* - piano  
*f* - forte  
*mp* - mezzo piano  
*mf* - mezzo forte

## Notation symbols

-  Quaver (1/2 beat)
-  Crotchet (1 beat)
-  Minim (2 beats)
-  Semibreve (4 beats)
-  Crotchet rest (1 beat)
-  Quaver rest (1/2 beat)



## Ukulele chords





## Introduction to Drama:

Students will Understand, Explore and apply a variety of Drama Skills:

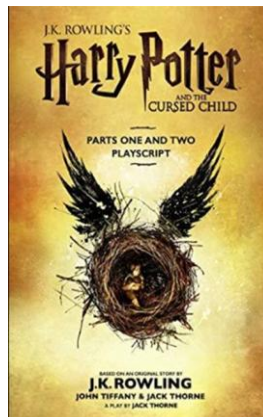
**Vocal-** Projection, Pitch, Intonation, Accent, Clarity, Inflection, Emotional range, Pace/ pause and timing.

**Physical-** Characterisation, Gesture, Facial expression, Posture, Spatial awareness, Eye contact, Coordination, Timing and Expression of mood.

Before applying them to the creation of their own original material through the process of Devising from a stimulus.

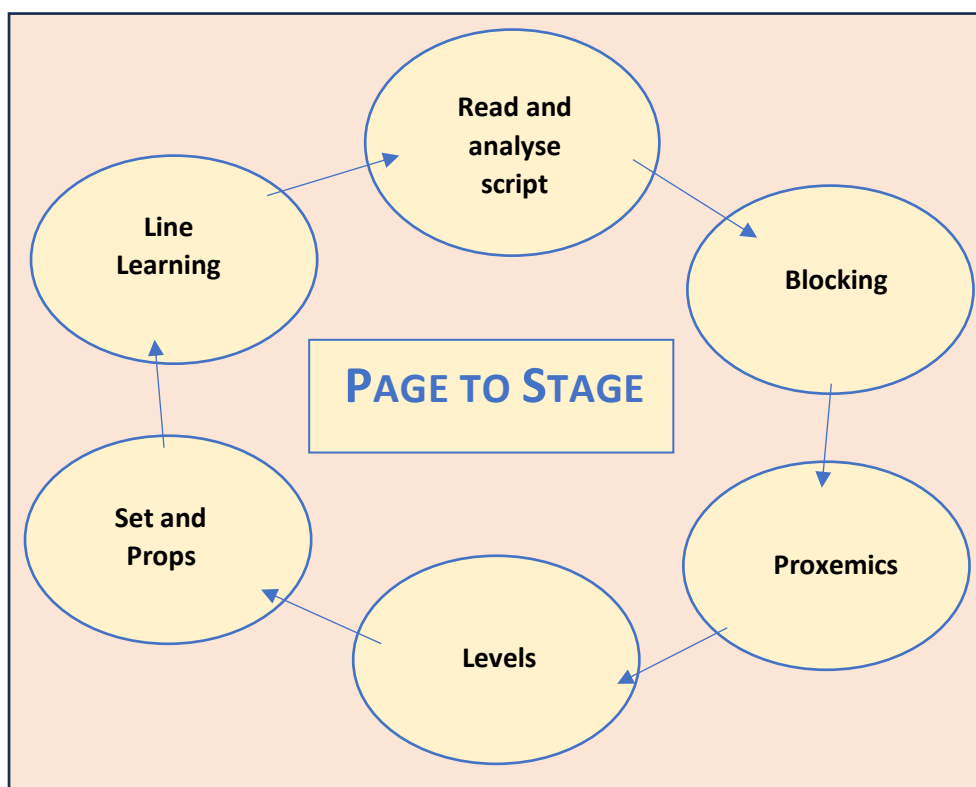
## Harry Potter and The Cursed Child:

Students will, explore and apply the page to stage process to the play 'Harry Potter and The Cursed Child' through a variety of workshops and performances in a range of group sizes.



## DRAMA TERMINOLOGY BANK:

- **Devising:** A collaboration in response to a stimulus leading to the creation of an original performance.
- **Stimulus:** The initial idea or inspiration for the drama.
- **Page to Stage Process:** Read and analyse script, Blocking, Proxemics, levels, set and props, line learning and application of vocal and physical skills.
- **Blocking:** Planned movement that is linked to a character's motivations and emotions.
- **Proxemics:** The use of space between actors and how it communicates their relationship to the audience.
- **Duologue:** a play or part of a play with speaking roles for only two actors.
- **Naturalism theatre:** theatre that attempts to create an illusion of reality through a range of dramatic and theatrical strategies.
- **Epic Theatre:** didactic drama presenting loosely connected scenes that avoid illusion and often interrupt the story line to address the audience directly with analysis, argument, or documentation.



# Dance Year 7 – Dancing Through Time

## 1920s – Charleston

- First appeared in the United States around 1903 in Black communities in the southern U.S.
- Historians believe that some of the Charleston's movements probably came from Trinidad, Nigeria, and Ghana.
- The Charleston involves the fast-paced swinging of the legs and big arm movements.
- The music for the Charleston is ragtime jazz, in quick 4/4 time with syncopated rhythms.

### Charleston Steps:

1. The basic Charleston tap
2. The windmill
3. cross knees
4. kick and dip



## 1940/50s – Lindy Hop and Rock n Roll

- Lindy Hop is named after Charles Lindbergh aka 'Lucky Lindy.' A famous aviator who 'hopped' across the Atlantic in the 1st non-stop flight from New York to Paris.
- Associated dance styles include Swing, Jazz and the Jitterbug.
- Rock n Roll became popular with the success of the film 'Rock around the Clock' in 1956 – Starring Elvis Presley.
- Becoming popular with the teenagers of 1950 it soon gained a 'bad boy' image that gave rise to Teddy Boys in Britain. This is thought to be both the result and the cause of youthful rebellion at the time.

### Lindy Hop/RnR Steps:

1. Applejacks
2. Al & Leon Triple Steps
3. Suzie Q
4. Charleston Squat
5. Throw
6. Leap Frog

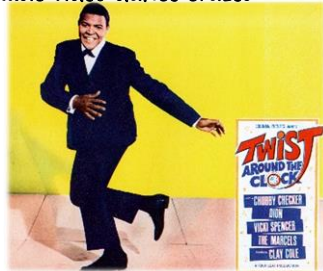


## 1960s

- The 60s was an era of 'flower power'
- Finally recovering from WW2, Britons embraced this freer way of life
- The most popular dance was 'The Twist', named after the song.
- The 'Swinging Sixties' marks a significant change in British Pop culture (music and fashion)
- The 'V' sign, which was first used by Churchill (meaning V for victory), was adopted by Hippies as an anti-war sign
- The 60s was also the birth of music video dance crazes

### 1960s Steps:

1. The Mash Potato
2. The pony
3. The Watusi
4. The hitch hike
5. The Swim

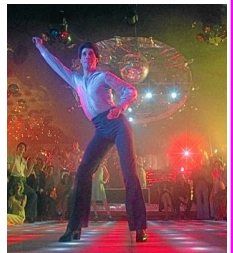


## 1970s - Disco

- Emerged in the 1970s from the United States' urban nightlife scene, e.g., discotheques.
- Rise in popularity in the late 70s due to the film 'Saturday Night Fever' and its soundtrack by bands such as the BeeGees.
- For the first time, people were seen dancing 'en masse' instead of in couples.
- This is also the first time that songs were released in clubs, rather than on the radio – which opened the door to a wider variety of artists.

### 1970s Steps:

1. The Hustle
2. Disco Down
3. Disco Fingers
4. The Snap



## 1980s – Hip Hop

- Began during the late 1960's and early 1970's, originally inspired by African dancing, and flourished as a new style of street dance.
- Hip-hop developed from jazz, rock, tap, and American and Latino cultures, but is most often associated with the East Coast, specifically New York City.
- It combines a variety of freestyle movements and has 3 main techniques, popping, locking and breaking, to create a cultural piece of art.
- Due to its freestyle nature, dancers are more able to let loose and worry less about technique.

### Hip Hop Steps:

1. The Roger Rabbit
2. The Kid n Play
3. The moonwalk
4. The running man
5. The cabbage patch





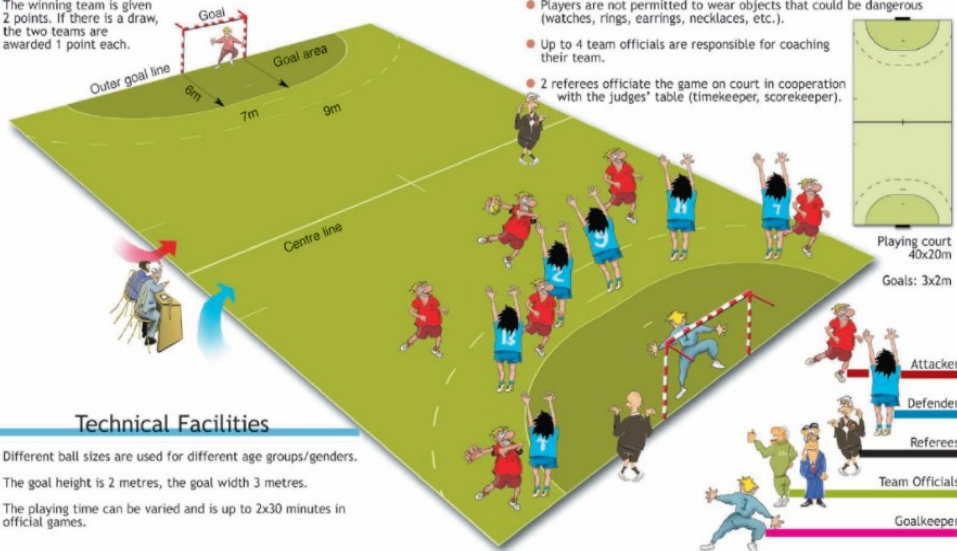
## Year 7 Knowledge Organiser Spring Term

How well do you understand handball?  
Get ahead of the game

If you've already done your Netball rotation, keep the positions in your head. If your Netball is still to come you need to learn these

### The Basic Principles of Handball

- Handball is a team sport based on "fair play" principles.
- On court there are two male or female teams playing against each other, both trying to score goals with a handball.
- The team that has scored the most goals when the playing time is over is the winner.
- The winning team is given 2 points. If there is a draw, the two teams are awarded 1 point each.



### Teams/Players/Team Officials/Referees

- Each team consists of up to 14 players. On court a team has 6 field players and 1 goalkeeper.
- Within each team the players are interchangeable during the game.
- All field players of a team wear identical, coloured uniforms. Goalkeepers wear uniforms that differ from those of the field players.
- Players are not permitted to wear objects that could be dangerous (watches, rings, earrings, necklaces, etc.).
- Up to 4 team officials are responsible for coaching their team.
- 2 referees officiate the game on court in cooperation with the judges' table (timekeeper, scorekeeper).

### Fitness Tests

Cooper Run

30M Sprint

Sit & Reach

Vertical Jump

Agility Run

Speed Bounce

### Technical Facilities

- Different ball sizes are used for different age groups/genders.
- The goal height is 2 metres, the goal width 3 metres.
- The playing time can be varied and is up to 2x30 minutes in official games.

Sit Ups

Wall Throw

Stork Stand

Ruler Drop

SLJ

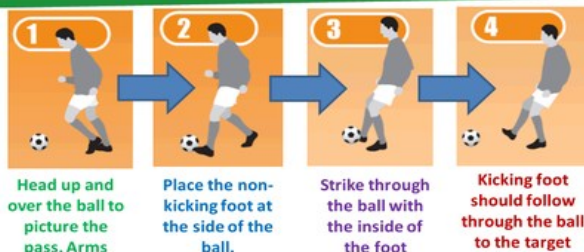
### IS A PLAYER OFFSIDE?

www.yoursoccerhome.com

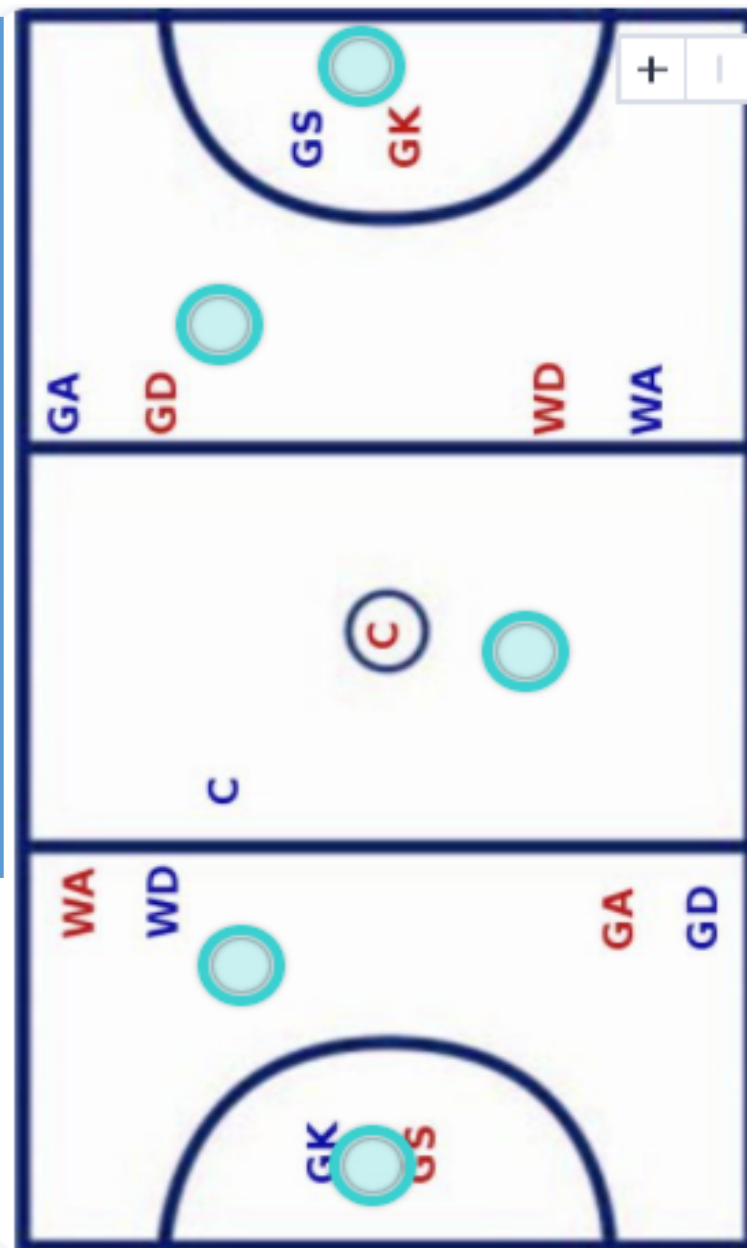
Are they in the attacking half?

- YES → Are they ahead of the second-last defender?
  - YES → Are they ahead of the ball?
    - YES → Are they actively involved in play?
      - YES → **\*OFFSIDE\***
      - NO → Not offside
    - NO → Not offside
  - NO → Not offside

### Develop Passing Technique

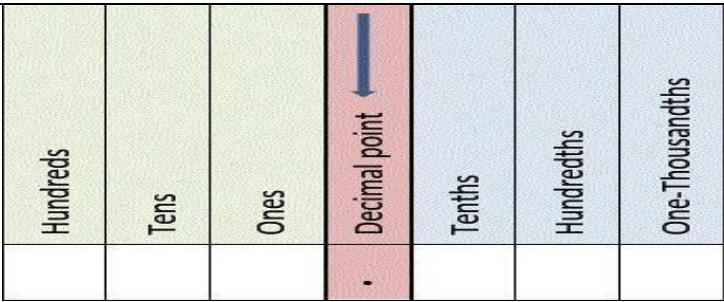


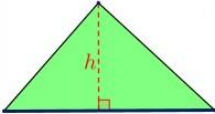


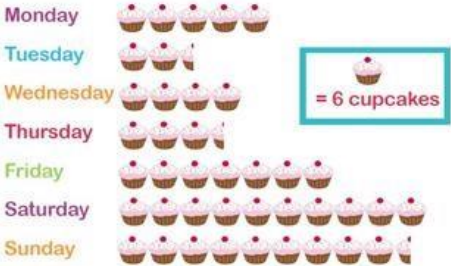
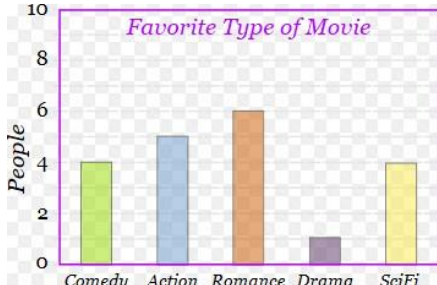
Football Skill Development





# Y7 Spring Maths Knowledge Organiser

Topic	Key fact	Hegarty maths clip number
Read, write and compare positive integers and decimals		13, 14 45 & 46
Multiply and divide by powers of 10	Multiplying: Move the digits to the left Dividing: Move the digits to the right	15 & 16
Calculations with integers	Addition and Subtraction: put in columns Multiplication: Remember place holder Division: Remember bus stop and remember to carry	1 to 12 & 18 to 23
Rounding	5 or more: round up 4 or less: keep the same Look to the right Significant figures: start counting at first non-zero	17, 56 & 130
Estimation	Round each value to 1 significant figure	131
Simplify expressions	Collect all the 'like' terms (numbers, $x$ , $x^2$ , $x^3$ are all separate terms) e.g. $12 + 3x + 6x^2 - 2x^3 - 5 - 3x + 5x^2 + 7x^3 = 7 + 11x^2 + 5x^3$ $3y$ means $3 \times y$ $\underline{\quad} \times$ means $7 \div x$	156 and 157
Simplifying ratio	Divide all parts by the highest common factor. Always include the colon (:).	329
Perimeter	Perimeter is the distance all the way round a shape. All sides added together.	548-552
Area	<div> <div>           rectangle    <math>A = bh</math> </div> <div>           parallelogram    <math>A = bh</math> </div> <div>           triangle    <math>A = \frac{1}{2}bh</math> </div> </div>	553-559

<b>Pictograms</b>	<p>Use the key to work out the number of cupcakes sold each day.</p> <div><div><div>Monday</div><div>Tuesday</div><div>Wednesday</div><div>Thursday</div><div>Friday</div><div>Saturday</div><div>Sunday</div></div><div></div></div> <div><div><math>5 \times 6 = 30</math></div><div><math>2.5 \times 6 = 15</math> <math>4 \times 6 = 24</math></div><div><math>3.5 \times 6 = 21</math></div><div><math>7 \times 6 = 42</math></div><div><math>10 \times 6 = 60</math></div><div><math>9.5 \times 6 = 57</math></div></div>	426
<b>Bar charts</b>	<p>Which type of movie was most popular? <b>Romance</b></p> <p>How many people said comedy was this favourite? <b>4</b></p> <div><div></div><div><div>How many people were asked in total? <math>4 + 5 + 6 + 1 + 4 = \mathbf{20}</math></div></div></div>	425

### Key Vocabulary

- Integer – a whole number
- Product – the result of a multiplication.
- Divisor – the number that you are dividing by. Eg. 16 divided by 2. 2 is the divisor.
- Quotient - the answer after you divide one number by another.
- Power/Indices - The index of a number says how many times to use the number in a multiplication. It is written as a small number to the right and above the base number.
- Root – The inverse operation of a power.
- Significant figures - Leading zeros are not significant. For example, 0.00052 has two significant figures: 5 and 2. Trailing zeros in a number containing a decimal point are significant.
- Remainder - A remainder in mathematics is what's left over in a division problem.
- Round - Rounding means making a number simpler but keeping its value close to what it was.
- Truncate – A method of approximating a decimal number by dropping all decimal places past a certain point without rounding.
- Estimate - To estimate means to find something close to the correct answer.
- Approximate – an alternative word for estimate.
- Area: The space inside a 2D shape
- Perimeter: Distance all around a shape
- Term- each part of an expression. A single number or variable within an expression.
- Expression- a mathematical sentence containing numbers and variables.
- Simplify: Write in shorter form.

○



# Year 7 Medieval England knowledge organiser

## Key terms

King's Courts	Law courts which were controlled by the King and his justice.
Church Courts	These were controlled by the church for religious offences and for any crimes committed by the clergy.
Archbishop of Canterbury	The head of the Church in England. He was appointed by the Pope.
Magna Carta	The document that King John was forced to sign by the barons in 1215 that limited some of his power.
Black Death	The disease that affected England from 1348 onwards. It is estimated that it killed 40% of the population.
Bubonic Plague	The more common Plague that was carried in the bloodstream of rats. Fleas bit the rats and become infected. They then hopped onto humans, bit them and passed on the disease.
Pneumonic Plague	This was more deadly. It was caught by breathing in the germs when an infected person coughed or sneezed. They would cough up blood and their lungs rotted inside them.
Freeman	These people paid rent to the lord to farm their land, but they weren't 'owned' by the Lord, and could come and go as they pleased.
Villein	They were Medieval peasants who were 'tied' to the Lord's land. They had to farm their own land and the land of the Lord, and they had to get the Lord's permission to do things like get married or leave the village.
Statute of Labourers	This Statute (law), passed after the Black Death, said labourers could not earn more than 2 pence per day. It was bitterly resented by the peasants.
Poll tax	Introduced by King Richard II to pay for the Hundred Years War. Everyone had to pay 4p every year – later increased.
Peasant's Revolt	A popular revolt in 1381 against the rule of Richard II, his advisors and taxation led by Wat Tyler.



## The conflict between King and Church: Henry II vs. Thomas Becket.

1154	King Henry II appointed Thomas Beckett as his Chancellor. His job was to look after the church and the King's law courts. During this time Henry and Thomas became good friends.
1161	Henry asked Thomas to become the new Archbishop of Canterbury. Beckett was asked to make the church courts fairer, as they favoured the churchmen. Beckett refused and made Henry very angry.
1164	Henry announced that he would be in charge of the church court, and Beckett agreed but then changed his mind. Sensing danger, Beckett fled to France.
June 1170	Henry ordered the Archbishop of York to crown the next king. This was usually the job of the Archbishop of Canterbury. Beckett was furious!!
November 1170	Despite making up, Beckett removed Henry's supporters from the church.
December 1170	Henry found out that Beckett had removed his supporters from the church. Henry was furious and shouted: "Will no one rid me of this troublesome priest?!"
29 <sup>th</sup> December 1170	Four knights heard Henry's shout and went to Canterbury Cathedral. They found Beckett and tried to force him to change his mind. Beckett refused and the four knights stabbed him to death in the church.



# Year 7 Medieval England knowledge organiser

## The Black Death (1348-9)

### Causes

*God deserting mankind/ unusual position of the planets/ impure air from a volcano or earthquake/ the Jews*

### Treatments

*Ask for God's forgiveness/ bleeding/ purging/ strong smelling herbs/ theriaca/ lancing buboes*

### Prevention

*Pray/ Pilgrimage/self-flagellation/ escape!/ carry a posy of flowers/ do joyful things!/ quarantine laws*



## Consequences of the Black Death

### Short term

Half the people in Britain died from the Black death. More died in later outbreaks of the disease.

Food prices went up by 4 times as animals and crops died with no one to look after them.

An estimated 35 million people, two thirds of the world's population, died from the disease.

Landlords made less money as they had less people to charge rent.

Praying to God hadn't saved people from the Black death so some people began to criticise the bishops. This had little impact. Most people remained deeply religious.

As there were less people alive after the Black Death, survivors could charge more for their services. Wages increased.

### Long term

The Black death led to some freemen earning higher wages.

The Black Death lasted from 1348-1350. Later outbreaks did occur, but they were less severe.

After the Black Death people demanded freedom but lords refused. This led to the Peasants Revolt in 1381.

The government tried to stop peasants getting higher wages in 1351 with a law called the Statute of Labourers.

It took 300 years for the population to recover to the same level as before the Black Death.

By the mid-1400s everyone was free.



# The King vs. The Barons



## King John (1199-1216)

Brother of the popular King Richard I, who died shortly after his return from the 3<sup>rd</sup> Crusade.

John was suspicious and had rebelled against both his father and brother. John inherited the cost of his brother's costly wars, but was a cruel and incompetent king.

## Causes of the barons' revolt

John spent ten years raising taxes for a war in Normandy with France. The barons did not support this.

John lost the war and ran up huge debts.

In 1205 the Pope chose Stephen Langton to be the new archbishop of Canterbury. John refused to accept this and so was excommunicated by the Pope.

The Pope supported the French against John. Eventually John was forced to admit Langton as archbishop.

John increased taxes and did not consult the barons on important issues.

John sold justice at court by rewarding nobles who paid him the most.



## MAGNA CARTA

The barons were angry with John and no compromise could be agreed. In April/May the barons took up arms against the King, led by Robert FitzWalter. They marched on London, Lincoln and Exeter, which all fell to the barons and the rebellion grew in size.

The barons issued a royal charter of demands which John was forced to accept on the field of Runnymede on 15<sup>th</sup> June 1215. This became known as the MAGNA CARTA.

Some of the key terms of this were:

- It promised the protection of church rights
- The King could not sell justice.
- Protection from illegal imprisonments
- All people were to be tried by jury.
- new taxation only with the consent of the barons
- The King could not sell justice
- A council of 25 barons would be set up to ensure that the King was respecting the rights and the laws of the charter.

The charter defined that a formal relationship should exist between the monarch and barons. The king was now subject to the law. These were radical ideas.



## Consequences

John over-turned the MAGNA CARTA in the Autumn and the battle raged again. John died in 1216 (he died of dysentery, possibly by eating too many mouldy peaches, on his way to fight the barons) and was succeeded by his 9 year old son, King Henry III.

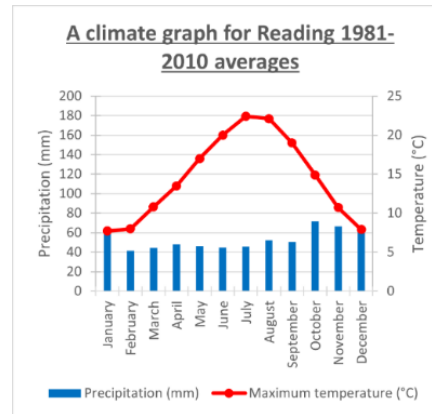
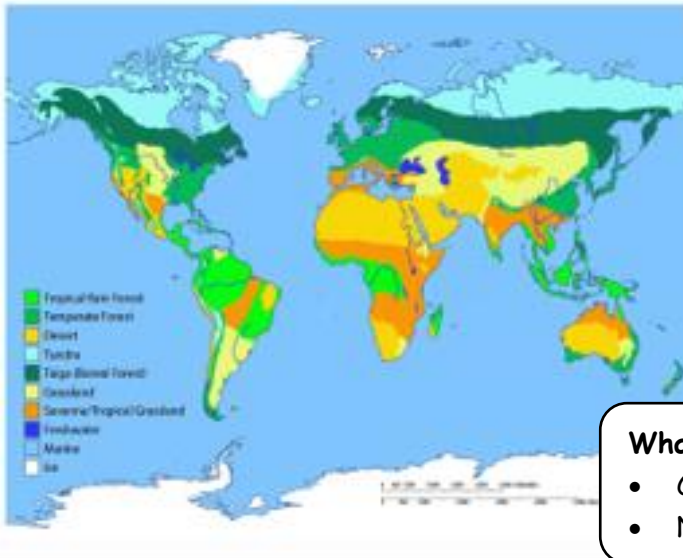
In 1225 Henry III re-issued the MAGNA CARTA to show that he accepted that the King was subject to the law.

It was re-issued in 1265 and 1297 to define the relationship between the monarchs and their subjects.

The MAGNA CARTA showed that the King could not ignore his barons and had to consult. It also made it clear that monarchs could not be a law unto themselves.

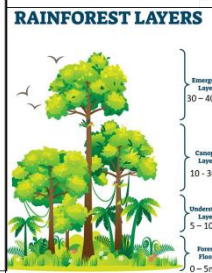
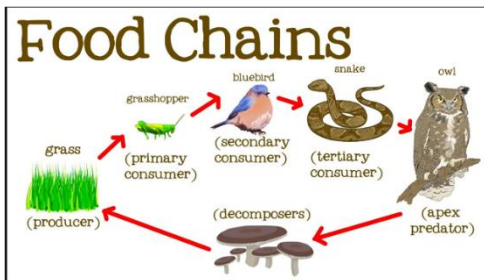


# Year 7 KO - UK Ecosystems and Biomes



## What should I already know?

- Compass skills
- Names of continents and oceans



## Key Vocabulary and definitions

Key Term	Definition
<b>Ecosystem</b>	A community of living things and their environment, working together.
<b>Climate</b>	The usual weather conditions in a place over a long time.
<b>Biome</b>	A large area with similar plants and animals, shaped by its climate.
<b>Food Chain</b>	A simple line of who eats whom in an ecosystem.
<b>Food Web</b>	A network of many food chains in an ecosystem.
<b>Herbivore</b>	An animal that eats only plants.
<b>Carnivore</b>	An animal that eats only other animals.
<b>Omnivore</b>	An animal that eats both plants and animals.
<b>Producers</b>	Organisms, like plants, that make their own food using sunlight.
<b>Primary Consumer</b>	An animal that eats plants (the first consumer in a food chain).
<b>Secondary Consumer</b>	An animal that eats primary consumers (usually a carnivore).
<b>Decomposer</b>	Organisms like fungi or bacteria that break down dead plants and animals.
<b>Tertiary Consumer</b>	An animal that eats secondary consumers; usually the top predator.
<b>Distribution</b>	Where a species or group of organisms is found.

## What conditions are needed for coral reefs to grow?

Coral reefs form at **depths not exceeding 25 metres** and need **warm water between 20 to 28 degrees Celsius**. Reefs grow faster in clear water that allows sunlight to penetrate, therefore when water is dirty or polluted, coral does not grow as well.

## Threats to the polar biomes.

Scientific bases and programmes. The construction of buildings and research facilities such as roads, fuel storage, airports, and bases. However, without these scientific research bases we would not be able to monitor and research these colder regions.

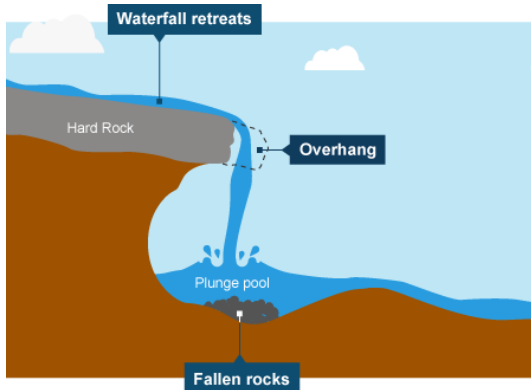
Fishing, both legal and illegal. The world's oceans are over-fished, now companies are making investments into the kinds of boats and fishing gear needed for Antarctica. Also, as ice melts Arctic oceans are easier to access. Fishing could destroy the polar food chains.

## Year 7 - How does a river change from source to mouth?

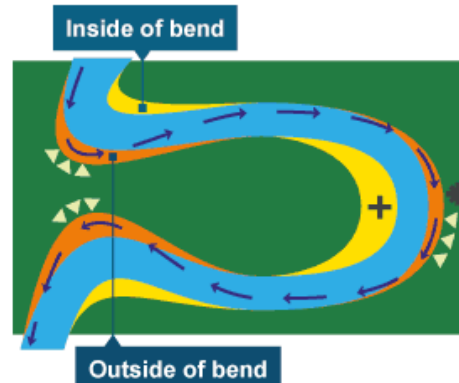
### What should I already know?

- A river is a moving channel of water from its **source** (start point) on high ground flowing to its **mouth** (end point) on lowland flowing into another body of water (lake or ocean).
- Rivers usually begin in **upland** areas, when rain falls on high ground and begins to flow **downhill**. They always flow downhill because of **gravity**.

### Water Fall: (Upper Course)



### Meander: (Middle/Lower Course)



### Flooding:

- A river floods when the water normally flowing in the channel overflows its banks and spreads out onto the surrounding land.
- Physical Factors** affecting flooding: Steep Slopes, Very wet soil, Very dry soil, Rock type
- Human Factors** affecting flooding: Deforestation, Urbanisation & Over Farming

### Key Vocabulary and definitions

<b>Erosion</b>	The breaking down or wearing away of rock in the river channel.
<b>Hydraulic Action</b>	Water enters cracks and compresses the air, crack then expands.
<b>Abrasion</b>	Stones rub/bang against river bed/banks, breaking it down.
<b>Attrition</b>	Stones in the river bash together to become smoother/round.
<b>Corrosion</b>	Chemicals in the water react with the stone and dissolve it.
<b>Transportation</b>	A natural process where material/sediment is carried or moved.
<b>Traction</b>	Large stones and pebbles pushed along the river bed.
<b>Saltation</b>	Small pebbles and stones bouncing along the river bed.
<b>Suspension</b>	Sediment floating in the water of the river.
<b>Solution</b>	Sediment dissolved in the water of the river.
<b>Deposition</b>	When sediment is dropped due to a lack of energy.

### UK Flood - 2019

- 500 homes flooded and buildings evacuated
- Over £120m worth of damage caused
- 100 soldiers sent to help with rescue and recovery

### Bangladesh Flood - 2019

- 800,000 people displaced from their homes
- 27,000 homes were destroyed
- Food aid (rice and wheat) from other countries to help feed people



# UNIT 6 (Part 2/2)

## Describing my family and saying why I like/dislike them

<p><b>Dans ma famille j'ai</b> <i>[in my family I have...]</i></p> <p><b>Dans ma famille il y a quatre personnes</b> <i>[there are four persons in my family...]</i></p>	<p><b>mon grand-père, Claude</b> <i>[my grandfather Claude]</i></p> <p><b>mon père, Georges</b> <i>[my father Georges]</i></p> <p><b>mon oncle, Paul</b> <i>[my uncle Paul]</i></p> <p><b>mon petit/grand frère, Olivier</b> <i>[my little/big brother Olivier]</i></p> <p><b>mon cousin, Tristan</b> <i>[my -boy- cousin Tristan]</i></p>	<p style="text-align: right;"><b>MASC</b></p> <p><b>J'aime "mon _____" car il est...</b> <i>[I like my _____ because he is...]</i></p> <p><b>"Mon père est très/assez..."</b> <i>[My dad is very/quite...]</i></p> <p><b>"Mon père" est aussi un peu...</b> <i>[My dad is also a bit...]</i></p>	<p><b>amusant</b> <i>[fun]</i></p> <p><b>beau</b> <i>[handsome]</i></p> <p><b>fort</b> <i>[strong]</i></p> <p><b>généreux</b> <i>[generous]</i></p> <p><b>grand</b> <i>[tall]</i></p> <p><b>gros</b> <i>[fat]</i></p> <p><b>honnête</b> <i>[honest]</i></p> <p><b>intelligent</b> <i>[clever]</i></p> <p><b>méchant</b> <i>[mean]</i></p> <p><b>mince</b> <i>[slim]</i></p> <p><b>petit</b> <i>[short]</i></p> <p><b>sympa</b> <i>[nice/kind]</i></p> <p><b>timide</b> <i>[shy]</i></p> <p><b>têtu</b> <i>[stubborn]</i></p>
	<p><b>Je m'entends bien avec...</b> <i>[I get along well with...]</i></p> <p><b>ma grand-mère, Thérèse</b> <i>[my grandmother Thérèse]</i></p> <p><b>ma mère, Eliane</b> <i>[my mother Eliane]</i></p> <p><b>ma tante, Françoise</b> <i>[my aunt Françoise]</i></p> <p><b>Je m'entends mal avec...</b> <i>[I get along badly with...]</i></p> <p><b>ma petite/grande sœur, Léa</b> <i>[my little/big sister Léa]</i></p> <p><b>ma cousine, Claire</b> <i>[my -girl- cousin Claire]</i></p>	<p style="text-align: right;"><b>FEM</b></p> <p><b>J'aime "ma _____" car elle est...</b> <i>[I like my _____ because she is...]</i></p> <p><b>"Ma mère" est très/assez...</b> <i>[My mum is very/quite ...]</i></p> <p><b>"Ma mère" est aussi un peu...</b> <i>[My mum is also a bit ...]</i></p>	<p><b>amusante</b> <i>[fun]</i></p> <p><b>belle</b> <i>[pretty]</i></p> <p><b>forte</b> <i>[strong]</i></p> <p><b>généreuse</b> <i>[generous]</i></p> <p><b>grande</b> <i>[tall]</i></p> <p><b>grosse</b> <i>[fat]</i></p> <p><b>honnête</b> <i>[honest]</i></p> <p><b>intelligente</b> <i>[clever]</i></p> <p><b>méchante</b> <i>[mean]</i></p> <p><b>mince</b> <i>[slim]</i></p> <p><b>petite</b> <i>[short]</i></p> <p><b>sympa</b> <i>[nice/kind]</i></p> <p><b>timide</b> <i>[shy]</i></p> <p><b>têtue</b> <i>[stubborn]</i></p>

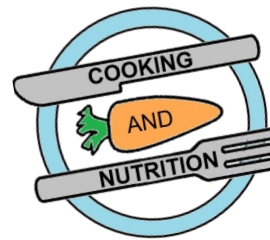
# UNIT 5

Talking about my family members, saying their age and how well I get along with them. Counting to 100.

<p>Dans ma famille, j'ai <i>[in my family, I have...]</i></p> <p>Il y a <b>quatre</b> personnes dans ma famille <i>[there are <u>four</u> people in my family...]</i></p>	<p><b>mon grand-père, Léon</b> <i>[my grandfather Léon]</i></p> <p><b>mon père, Jean</b> <i>[my father Jean]</i></p> <p><b>mon oncle, Yvan</b> <i>[my uncle Yvan]</i></p> <p><b>mon petit/grand frère, David</b> <i>[my little/big brother David]</i></p> <p><b>mon cousin, Tanguy</b> <i>[my cousin, Tanguy]</i></p>	Il a	un [1]	an
	<p><b>ma grand-mère, Adeline</b> <i>[my grandmother Adeline]</i></p> <p><b>ma mère, Anne</b> <i>[my mother Anne]</i></p> <p><b>ma tante, Gisèle</b> <i>[my aunt Gisèle]</i></p> <p><b>ma petite/grande sœur, Léa</b> <i>[my little/big sister Léa]</i></p> <p><b>ma cousine, Claire</b> <i>[my (girl) cousin Claire]</i></p>		deux trois quatre cinq six sept huit neuf dix onze [11] douze [12] treize [13] quatorze [14] quinze [15] seize [16] dix-sept [17] dix-huit [18] dix-neuf [19] vingt [20] vingt-et-un [21] vingt-deux [22] trente [30] trente-et-un [31] trente deux [32] quarante [40] cinquante [50] soixante [60] soixante-dix [70] quatre-vingts [80] quatre-vingt-dix [90] cent [100]	ans
<p>Je m'entends bien avec... <i>[I get on well with...]</i></p> <p>Je ne m'entends pas bien... <i>[I don't get on well with...]</i></p>		Elle a		



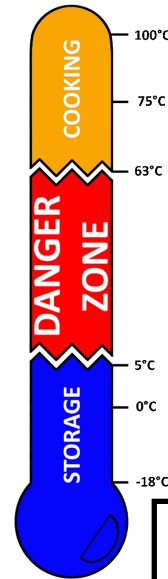
# Year 7 - Healthy Eating



The 8 tips for healthy eating can help you make healthier choices.

1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish – including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Try to eat less salt – no more than 6g a day for adults
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast

Food safety and hygiene is about protecting people and reducing the risk of food poisoning.



[https://www.youtube.com/watch?v=kEZvOyp\\_-8c](https://www.youtube.com/watch?v=kEZvOyp_-8c)

Get active.



60 active minutes

do you get yours everyday?



<https://www.nhs.uk/change4life/activities/sports-and-activities>

<https://www.youtube.com/watch?v=k5Y9D37KmJo>

<https://www.youtube.com/watch?v=PByM12M1n3A>

Starchy foods give us the energy we need to keep going each day.



## Key vocabulary

clean / cook / chill / separate  
cross-contamination / safety  
bacteria / food poisoning  
temperatures / danger zone  
carbohydrates / protein  
dairy / function / hydration  
seasonality / portion  
calories / energy



Eat at least 5 portions of a variety of fruit and vegetables every day.

<https://www.youtube.com/watch?v=K5pW7rpMTQw>

The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.



<https://www.youtube.com/watch?v=7MIE4G8ntss>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Water.



<https://www.youtube.com/watch?v=24lvMvFKFZo>

<https://www.youtube.com/watch?v=b7s2Aqj72Q8>

Foods high in fat, salt and sugars should be eaten less often and in smaller amounts.



<https://www.youtube.com/watch?v=Jfac64PI14Q>

<https://www.youtube.com/watch?v=vADtodHhfKU>

# Year 7 - Cooking skills

## Equipment

				
Vegetable peeler	Measuring jug	Mixing bowl	Colander	Box grater
				
Digital scales	Saucepan	Frying pan	Flour dredger	Pastry brush

## Skills and Processes

### Bridge hold and Claw grip



**Used in:** fruit salad, pasta salad, sausage rolls, Spanish omelette, potato wedges and salsa

### Knife skills: peeling, chopping, slicing, dicing



**Used in:** fruit salad, pasta salad, sausage rolls, Spanish omelette, potato wedges and salsa

### Weighing and Measuring



**Used in:** fruit salad, pasta salad, cheesy pinwheels, goujons, breakfast muffins, sausage rolls, scones, potato wedges

### Rubbing in technique



**Used in:** cheesy pinwheels and scones

## Key word

## Meaning

### Enzymic browning

Discolouration that occurs when some fruit/vegetables (eg. apples, bananas, potatoes) are cut; caused by exposure to oxygen in the air.

### Boiling

Water boils at 100°C, vigorous bubbles are visible. Pasta can be cooked this way.

### Rubbing in

Combining butter and flour together using your fingertips.

### Enrobing

Coating an item of food (eg. fish, chicken) in flour, egg, breadcrumbs.

### Glazing

Brushing with a milk or egg wash to give colour and shine to your food product (eg. sausage rolls, scones)

## Independent skills I need to learn in Year 7

**Use the bridge hold and claw grip** to cut food safely and accurately.

**Use a range of other preparation techniques** eg. peeling, chopping, slicing, dicing, grating etc.

**Weigh and measure** ingredients accurately.

**Organise** all my ingredients and follow a recipe.

**Use the cooker** (eg. hob and oven) safely.

## Food safety

Using **colour coded chopping boards** and equipment prevents **bacteria** spreading and causing **food poisoning**.

### PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

RAW MEAT

RAW FISH

COOKED MEATS

SALAD & FRUITS

VEGETABLES

DAIRY PRODUCTS





# Year 7 – Spring term focus: Intro to SHAKESPEARE



When Shakespeare began writing, Queen Elizabeth I was on the throne in England. Elizabeth I was the last Tudor monarch, the daughter of Henry VIII and his second wife, Anne Boleyn. Her 45-year reign is generally considered one of the most glorious in English history. During this time, a secure Church of England was established and the country became renowned around the world for power and prosperity.

## Key terminology:

Elizabethan – the period of Elizabeth’s reign.  
Renaissance – (means rebirth) period in 15/16<sup>th</sup> centuries.  
Jacobean – the period of King James’ reign.  
The Globe – Shakespeare’s theatre in London.  
Iambic pentameter – Shakespeare’s poetic technique of writing ten syllables in a line.  
Thee – old fashioned way of saying “you”  
Act – a chapter of a play, containing numerous “scenes”  
Tragedy – a type of play written by Shakespeare  
History – a type of play written by Shakespeare  
Comedy – a type of play written by Shakespeare

James I of England (he was also King James VI of Scotland) became King of England in 1603. He ordered a new translation of the Bible and although he was fairly tolerant in terms of religious faith, the Gunpowder Plot (an attempt by Guy Fawkes and other Roman Catholic conspirators to blow up the Houses of Parliament) in 1605 resulted in the reimposition of strict penalties on Roman Catholics. As an arts patron, James attended Shakespeare’s plays. He was terrified by the supernatural, however, and thought witches were real evil entities. He undertook “witch trials” where he drown or set fire to women to prove if they were or weren’t witches.



## Some of Shakespeare’s key texts:

[Measure for Measure](#)  
[Midsummer Night's Dream](#)  
[Much Ado about Nothing](#)  
[Tempest](#)  
[Twelfth Night](#)  
[Hamlet](#)  
[Julius Caesar](#)

[King Lear](#)  
[Macbeth](#)  
[Othello](#)  
[Romeo and Juliet](#)  
[Timon of Athens](#)  
[Titus Andronicus](#)  
[Troilus and Cressida](#)



*Romeo and Juliet* is a play written by Shakespeare. It is a tragic love story where the two main characters, Romeo and Juliet, are supposed to be sworn enemies but fall in love. Due to their families' ongoing conflict, they cannot be together, so they kill themselves because they cannot cope with being separated from one another. *Romeo and Juliet* is a Shakespearean TRAGEDY.



*A Midsummer Night's Dream* is a play about four people from Athens (Greece) who run away to the forest only to have Puck (the fairy) make both of the boys fall in love with the same girl. The four run through the forest pursuing each other while Puck helps his master play a trick on the fairy queen. In the end, Puck reverses the magic, and the two couples reconcile and marry. It is a play about magic and love and is a Shakespearean COMEDY



*OTHELLO* is a play about jealousy. Iago is furious about being overlooked for promotion and plots to take revenge against his General; Othello, the Moor of Venice. Iago manipulates Othello into believing his wife (Desdemona) is unfaithful, stirring Othello's jealousy. Othello allows jealousy to consume him, murders Desdemona, and then kills himself. *Othello* is a Shakespearean TRAGEDY.

*The Tempest* is about a man called Prospero who uses magic to conjure a storm and torment the survivors of a shipwreck, including the King of Naples and Prospero's treacherous brother, Antonio. Prospero's slave, Caliban, plots to rid himself of his master, but is thwarted by Prospero's spirit-servant, Ariel. The King's young son Ferdinand, thought to be dead, falls in love with Prospero's daughter Miranda. Their celebrations are cut short when Prospero confronts his brother and reveals his identity as the usurped Duke of Milan. The families are reunited and all conflict is resolved. Prospero grants Ariel his freedom and prepares to leave the island. *The Tempest* is a COMEDY.



*Macbeth* is a play about a brave soldier who meets some witches on the way back from battle. They predict he will be King, and after he is told that, he sets off on a murderous, bloody rampage to get on the throne and destroy anyone who threatens to remove him from it. *Macbeth* is a Shakespearean TRAGEDY.





# Year 7 Networks

## Wired and Wireless data transmission

A computer network can be either wired or wireless.

- Wired networks send data along cables.
- Wireless networks send data through the air using radio waves.

**Bandwidth**—Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second



**Bandwidth** is measured in bits per second

A bit is the smallest unit of data  
Data transfer rates are now so good that bandwidth is usually measured in Megabits per second (Mbps)  
1Mb—1 million bits

A **network** is where devices are connected together usually by cable or WiFi. This could be a few computers in a room, many computers in a building or lots of computers across the world.



## Internet services

There are a range of services provided by the internet. These include:

- World Wide Web
- Email
- Online gaming
- Instant messaging
- Voice over IP (VoIP) – audio calls
- Internet of Things (IoT)
- Media streaming (e.g. watching Netflix online)

The rules for each service are different. As a result, a different protocol is used.

**HTTP**—HyperText Transfer Protocol—used so that data can be understood when sent between web browsers and servers.

**HTTPS**—is the secure version of HTTP where data sent is encrypted.

## Key Words

bandwidth	Amount of data that can be moved from one point to another in a given time.
buffering	Data arriving slower than it is being processed
internet	A worldwide network of computers
Internet of Things (IoT)	Takes everyday 'things' and connects them to the Internet eg smart light bulb, fridge, heating etc
IP address	A unique address for every device on the internet
packet	Networks send/receive messages in units called packets
protocol	All methods of communication need rules in place in order to pass on the message successfully. These sets of rules are called 'protocols'
Search engine	A website that allows user to look up information on WWW e.g. Bing, Google etc
Web browser	Piece of software( code) used to view information on the Internet
WWW	Part of the Internet that contains websites and webpages. NOT the same as the Internet.

**Network Hardware**—physical equipment required to set up a network

**Hub**—Connects a number of computers together. Ports allow cables to be plugged in from each connected computer.

**Router**—Used to connect two separate networks together across the internet

**Server**—A powerful computer which provides services to a network

**Cable**—Used to connect different devices together. They are often made up of a number of wires.

# YEAR 7 MODELLING DATA SPREADSHEETS

Spreadsheets use data which is held in cells.

**Data and information** are not the same.

- **Data:** facts and figures in their raw form
- **Information:** data that has been given structure or meaning

For example:

**Data**—10, 2107, 18

**Information**—Time 10am, date 21st July, temperature 18°

Data can be gathered from different sources

- **Primary** source: collecting data yourself
- **Secondary** source: someone else collects the data

Each box on a spreadsheet is called a **cell** and they hold data.

Each **cell** has a unique **cell reference** to identify its location.

Example G7

In order to complete calculations spreadsheets make use of **formula**.

A formula uses the following basic symbols

The = symbol is always at the start of a formula

The + symbol is used for addition

The - symbol is used for subtraction

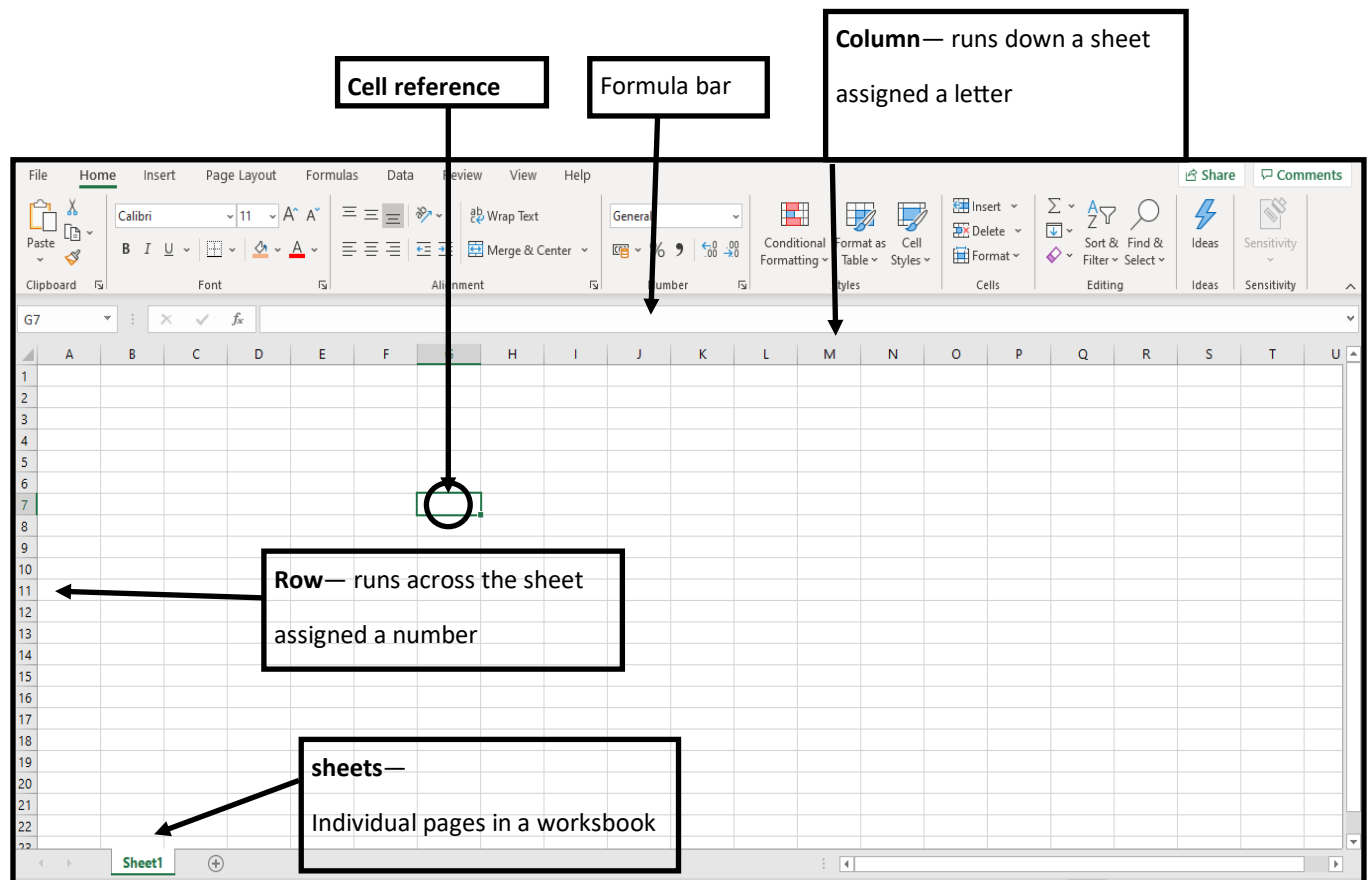
The \* symbol is used for multiply

The / symbol is used for divide

Functions are also used which are predefined formula.

**Spreadsheets** are used to model data.

That means that they can be used to perform calculations on data and make predicts.



**Column**— runs down a sheet  
assigned a letter

**Row**— runs across the sheet  
assigned a number

**sheets**—  
Individual pages in a workbook

Common **functions** are

**SUM**—adds a range of cells

**MAX**—returns the largest value from selected cells

**MIN**—returns the smallest value from selected cells

**AVERAGE**—provides the arithmetic mean (average)  
of selected cells

**COUNTIF**—counts the number of cells in a range that  
meet the given criteria

**IF**— allows logical comparisons

**COUNTA**—counts cells that are not empty

The tool bar at the top allows for **formatting** of the data.  
Changing colour, size, style etc

There is a **sort** and **filter** tool that allows for data to be ar-  
ranged in ways that is most useful for the user e.g. alphabeti-  
cal, highest first etc.

**Conditional formatting** can be set to allow the cell **formatting**  
to **automatically** change if certain criteria is met. For example  
a cell might turn red if there was a negative number



## CLASSROOM RULES

1. Hang your coat and blazer on pegs.
2. Put your bag **UNDER** the table.
3. Pencil cases **ON** the table.

4. **ALWAYS** listen carefully to instructions.
5. Wash hands after using paint, clay etc.



## PAINT NAMES



Black  
Vandyke Brown  
Burnt Sienna  
Crimson  
Vermillion  
Prussian Blue  
Ultramarine  
Hookers Green  
Leaf Green  
Yellow Ochre  
Gamboge  
White



## CLAY LESSON

Guide rules help you to roll out the clay evenly.



No Jewellery

Always wear an apron.

Hessian mat stops your work sticking to the table.



## LINE

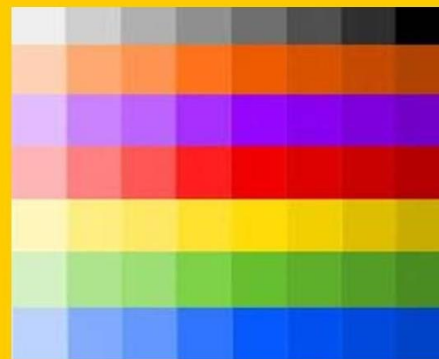
A Line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms, e.g. horizontal, diagonal or curved.

A Line can be used to show Contours, Movements, Feelings and Expressions.



## TONE

Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears



## SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Form is a three dimensional shape such as a sphere, cube or a cone.

Sculpture and 3D design are about creating forms



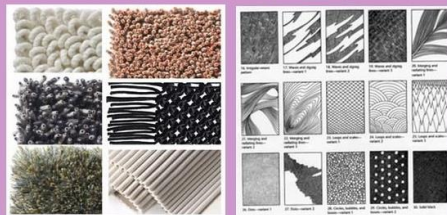
# FORMAL ELEMENTS

## TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture.

Actual Texture— really exists so you can feel it or touch it

Visual Texture—created using different marks to represent actual texture.



Actual Texture

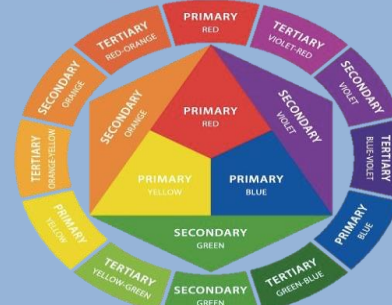
Visual Texture

## COLOUR

There are 3 Primary Colours: **RED**, **YELLOW** and **BLUE**.

By mixing any two Primary Colours together we get a Secondary Colour:

**ORANGE**, **GREEN** and **PURPLE**



## PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours.

Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.

