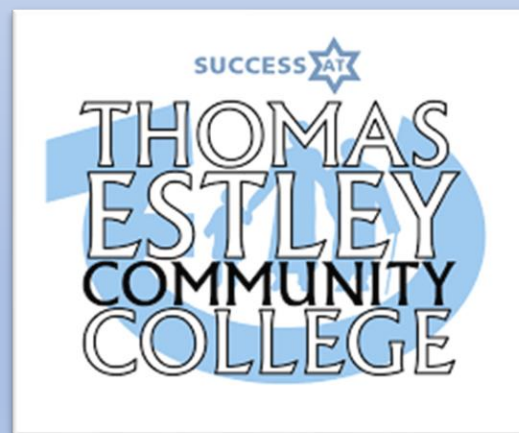


Thomas Estley Community College

Year 7 Summer Term

Knowledge Organiser



What are Knowledge Organisers?

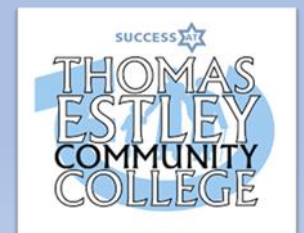
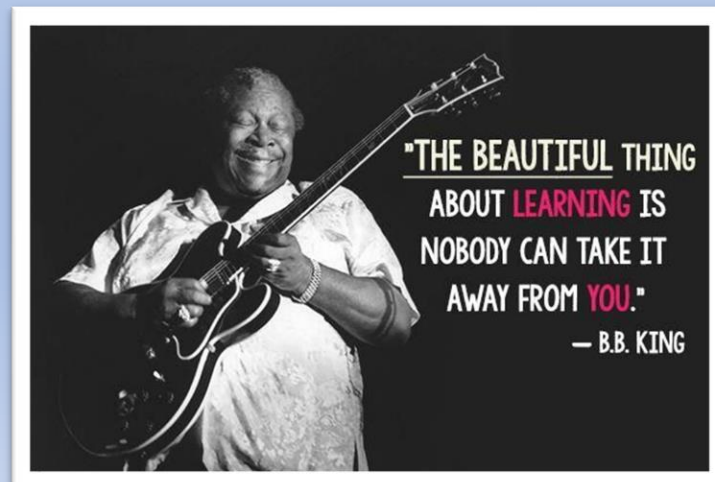
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these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



Back to front

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



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.

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!



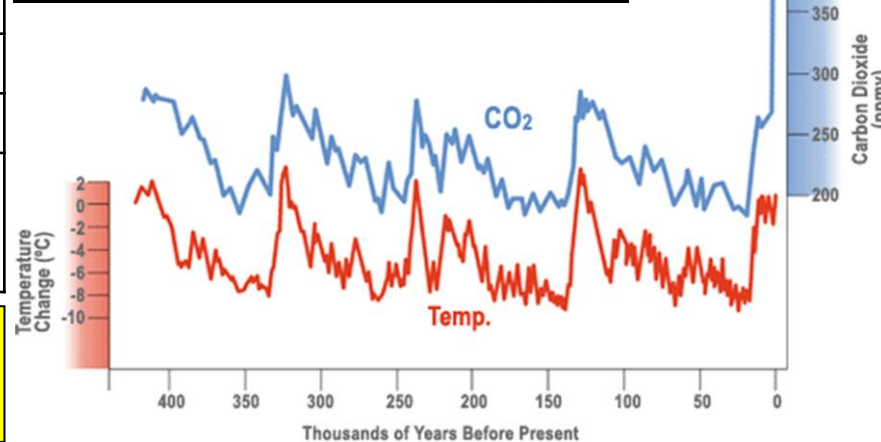
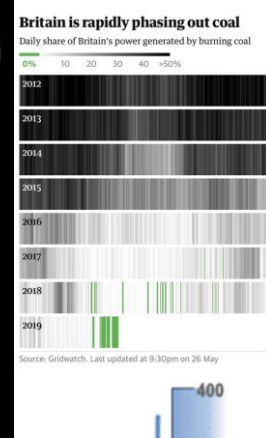
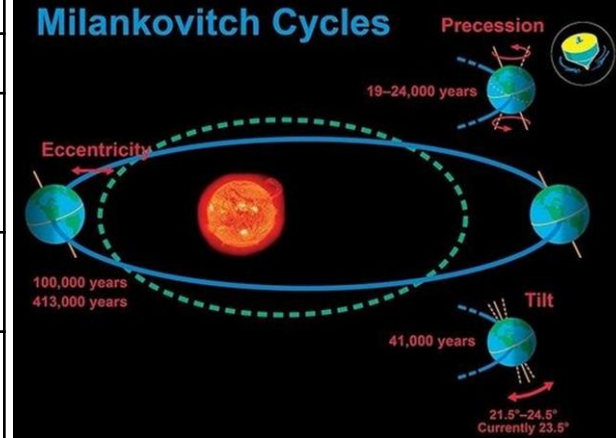
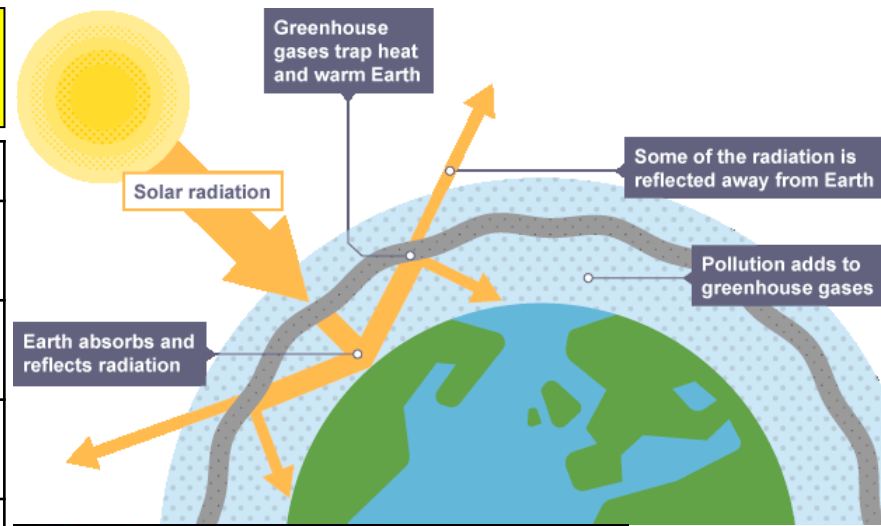
Sketch it

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

Geography Knowledge Organiser

Year 7: Climate Change

Key Word	Definition
Climate Change	How the average climatic conditions of the planet vary over time.
The Greenhouse Effect	The retention of heat in the atmosphere caused by the build-up of greenhouse gases.
Quaternary Period	The period of timeline that spans from 2.6 million years ago to the present day.
Glacial	A period of time with lower average temperatures.
Interglacial	A period of time with higher average temperatures.
Milankovitch Cycles	Variations in the eccentricity (orbit), axial tilt and precession (wobble) of the Earth. These have resulted in natural warming and cooling.
Fossil Fuels	Natural, finite fuel formed from the remains of living organisms, eg oil, coal and natural gas.
Greenhouse Gases	Any gas that absorbs infrared radiation, (after the sun rays reflect of the Earth) trap heat in the atmosphere and contribute to the greenhouse effect.
Agriculture	Farming (either animals or crops /plants).
Deforestation	Cutting down trees.
Carbon Footprint	The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organisation or community.



Useful websites...
<https://www.bbc.co.uk/bitesize/clips/z7wnvcw>
<https://www.bbc.co.uk/bitesize/guides/zt6sfg8/revision/2>

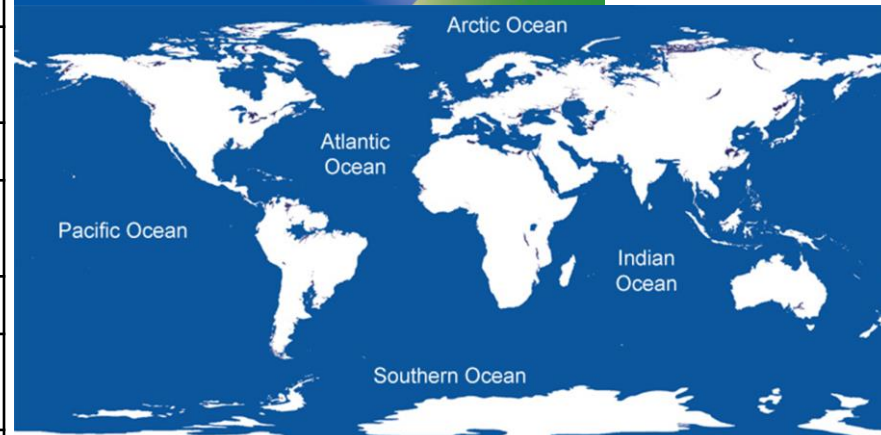
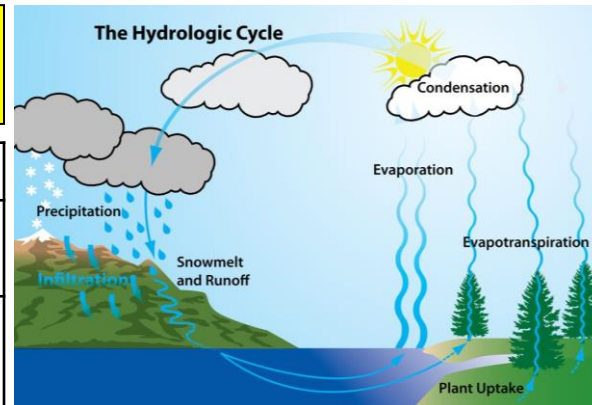
Geography Knowledge Organiser

Year 7: Water World

Key Word	Definition
Water Cycle	The never ending movement of water between the ocean, atmosphere and land.
Water Footprint	The amount of fresh water used in the production or supply of the goods and services used by a particular person or group.
Drought	A prolonged period of unusually low rainfall, leading to a shortage of water.
Agriculture	Practices linked to farming e.g. growing crops.
Surplus	Having too much of something (more than you need).
Deficit	Not having enough of something.
Coral Reefs	A ridge of rock in the sea formed by the growth and deposition of coral.
Coral Bleaching	When water is too warm, corals will expel the algae living in their tissues causing the coral to turn completely white.
Ocean Acidification	Decrease in the pH of the Earth's oceans caused by the uptake of carbon dioxide from the atmosphere.
Ocean Currents	The continuous, predictable, directional movement of seawater driven by gravity, wind and water density.
Fieldwork	Undertaking tasks outside of the classroom, this may be local or in another country!

Useful websites...

<https://www.bbc.co.uk/bitesize/guides/zgx382p/revision/1>



CORAL BLEACHING
Have you ever wondered how a coral becomes bleached?

REDESIGN
REFUSE
REDUCE
REPAIR
REUSE
RECYCLE
DISPOSAL

HEALTHY CORAL
1 Coral and algae depend on each other to survive.

STRESSED CORAL
2 If stressed, algae leaves the coral.

BLEACHED CORAL
3 Coral is left bleached and vulnerable.

Corals have a symbiotic relationship with microscopic algae called zooxanthellae that live in their tissues. These algae are the coral's primary food source and give them their color.

When the symbiotic relationship becomes stressed due to increased ocean temperatures or pollution, the algae leave the coral's tissue.

Without the algae, the coral loses its major source of food, turns white or very pale, and is more susceptible to disease.

Computing - Programming Part 1

A computer will take inputs (this might be automatic or via human input), process the input and then produce the output. For example when you use a keyboard and mouse, the mouse is used to input data into the computer to be processed and the output is visible on the computer monitor.

Variables are used to store data for use in a program. They can store lots of different types of data such as names and scores.

So set variable score to equal 0

If I score a goal then increase variable by 1

Operators

Comparison operators allow us to compare using =, <, >.

Logical operators use AND, OR, NOT

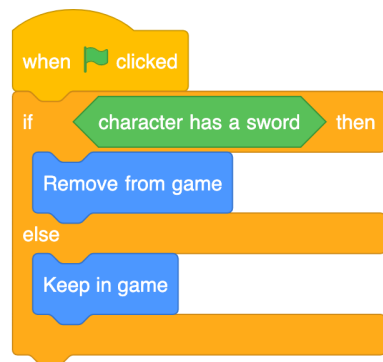
A **selection** statement in programming allows a computer to **evaluate** an **expression** to **'true'** or **'false'** and then perform an action depending on the outcome.

If 'character has a sword' is true:

Remove from game

Else:

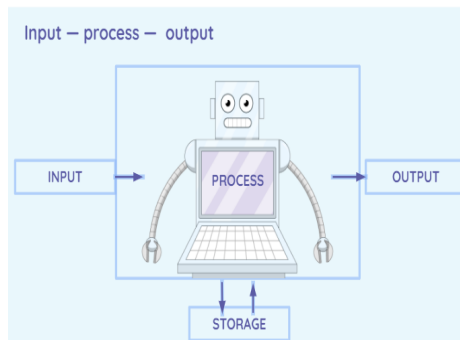
Keep in the game



Debugging is the process of finding an error in your code and taking steps to fix the problem.

Count controlled iteration will execute the commands a set number of times
Example: "perform 200 star jumps"

Condition-controlled iteration will execute the commands until the condition you set is no longer being met
Example: "perform star jumps until 3pm"



Scratch is a block based programming language. We can use predefined code in blocks to create algorithms.

Key Words

abstraction	Identify the important aspects to start with
algorithm	Precise sequence of instructions
Computational thinking	Solving problems with or without a computer
debugging	Looking at where a program might have errors or can be improved
blocks	Scratch bricks that we can use to code algorithms
decomposition	Breaking down a problem into smaller parts
execute	A computer precisely runs through the instructions
iteration	Doing the same thing more than once
selection	Making choices (eg if else)
sequence	Running instructions in order
variable	Data being stored by the computer

We use algorithms in every day life, for example, an algorithm to get to school, to make a cup of tea, to make a pizza, to order a takeaway. These are just precise sequences of instructions.

Sequence, selection and **iteration** are all processes. In order for computers to perform tasks there is more that is needed. For example a computer will take an **input** (this might be automatic or via human input) which the computer will then **process** and the **output** will be visible on the computer monitor.

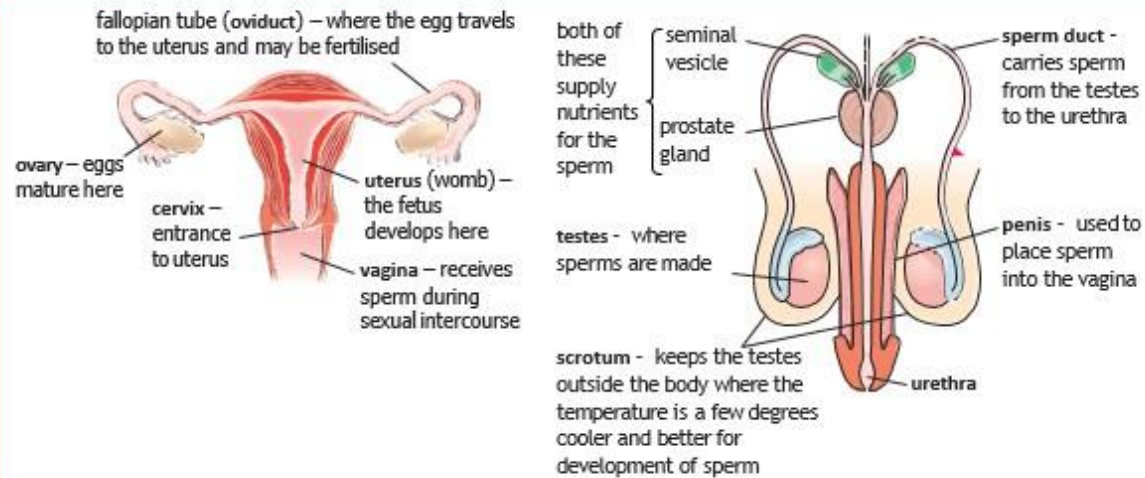
Variation

- 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	Environmental variation
<ul style="list-style-type: none"> Is anything that comes directly from your parents, anything that you inherit Examples can include lobe less or lobed ear lobes and eye colour 	<ul style="list-style-type: none"> 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

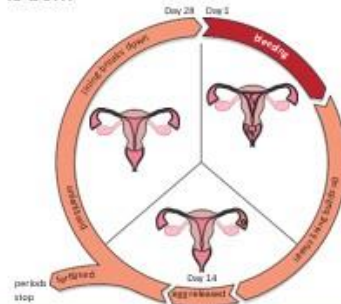


Adolescence

- 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**

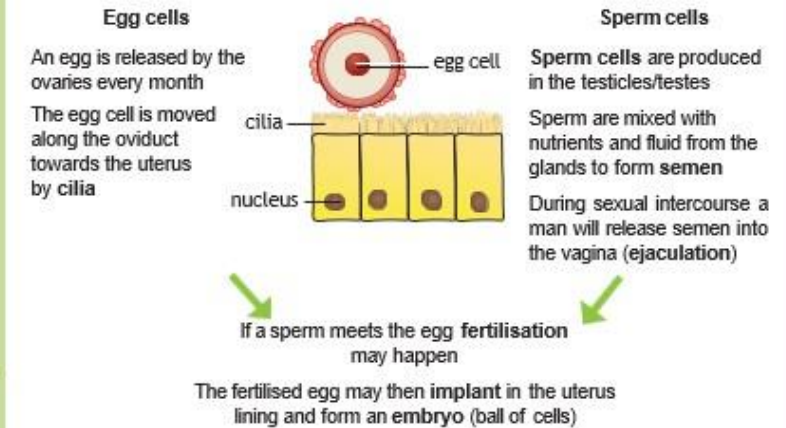
The menstrual cycle

- 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** than 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.



- 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
- Fetus Development:**
 - Just a dot (0 weeks) – cells beginning to specialise
 - 3 mm long (4 weeks) – spine and brain forming, heart beating
 - 3 cm long (9 weeks) – tiny movements, lips and cheeks sense touch, eyes and ears forming
 - 7 cm long (12 weeks) – fetus uses its muscles to kick, suck, swallow, and practise breathing



Reproduction

Knowledge organiser

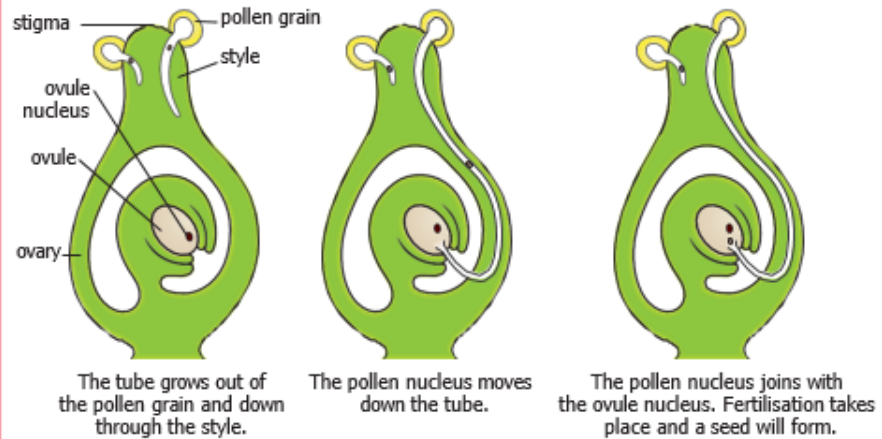
page 1

Activate
Question • Progress • Succeed

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:

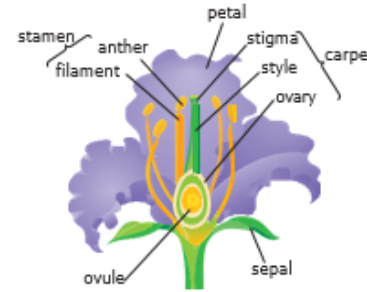
- Water to allow the seed to swell and grow and for the embryo to start growing
- Oxygen for that the cell can start respiring to release energy for germination
- Warmth to allow the chemical reactions to start to occur within the seed

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

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

B2

Reproduction

Knowledge organiser – page 2

Activate
Question • Progress • Succeed



What is Physical Theatre?

Physical theatre is a genre of theatrical performance that encompasses storytelling primarily through physical movement. Although several performance theatre disciplines are often described as "physical theatre," the genre's characteristic aspect is a reliance on the performers' physical motion rather than, or combined with, text to convey storytelling. Performers can communicate through various body gestures (including using the body to portray emotions).

Well Known Practitioners



Some important vocabulary

- **Not moving.** If the stage is full of characters moving, immobility can have a powerful effect.
- **Mime.** This usually means stylised movement but can be comparatively realistic.
- **Status.** ...
- **Stance.** ...
- **Movement.** ...
- **Gesture.** ...
- **Proximity.** ...
- **Harshness and tenderness.**



Frantic Assembly are one of the most studied theatre companies, Frantic have an inimitable style and have long delighted audiences with their bold, collaborative and dynamic approach.

Their work reaches far beyond the stage, with education and community engagement playing a vital role in Frantic Assembly's overall artistic vision, making theatre accessible to a broad range of young people and aspiring professionals.

DV8 are arguably among the main practitioners of **Physical theatre** as a 'full' art form. They focus on looking at the dramatic potential that can be unlocked from movement. Their work is often described as existing at a crossroads where dance, sound and drama meet. **Their** performances are a collaboration of art forms using dance, physical theatre, dialogue, soundscapes and music to **build** an emotional story for a character. They tour internationally but are based in London.

Kneehigh Theatre use many physical theatre techniques in their work. They focus on storytelling for a wide audience, mostly through creative adaptations of novels, films, myths and folktales. often featuring live music, song, puppetry, dance and film, with a high energy and a playful **style**. strong emphasis on the visual design elements.

Some techniques used by Frantic Assembly



Chair Duets is one of **Frantic Assembly's** simple and accessible devising exercises used to create new material. ... The **Chair Duets** challenge allows a real freedom of expression and creativity and students have produced some really interesting pieces.

Round-By-Through

Round- This is the movement in which consists you to 'literally' go **round** a part of your partners body as a basis for the entire piece. **By-** Consists for you to be parallel to your partner. **Through-** should be confined to only the use of the upper body/arms.



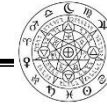
KNOWLEDGE ORGANISER



Plays of Shakespeare The Tempest



Year 7
Summer 1



By the end of this unit you will:

- Be able to explain major themes of *The Tempest*.
- Understand some conventions of theatre in Elizabethan England.
- Explore the concept of status and how it can be conveyed on stage.
- Write a contemporary version of some aspects of Shakespeare's original script.

Synopsis of *The Tempest*



The Tempest is a play about magic, betrayal, love and forgiveness. It is set on an island somewhere near Italy where Prospero, the one-time Duke of Milan and his beautiful daughter, Miranda, live with a sprite called Ariel and a strange wild man called Caliban. Prospero is a powerful magician who creates a storm, or tempest, that shipwrecks other characters and sets the play. In the events that follow we see a plot to murder the King of Naples, a drunken scheme to kill Prospero and a romance between Miranda and the King's son, Ferdinand. There is much conflict but in the end everyone is forgiven and they set sail for home.

Magic and Monsters

Ariel is bound to serve the magician Prospero, who rescued him from the tree in which he was imprisoned by Sycorax, the witch who previously inhabited the island. Prospero greets disobedience with a reminder that he saved Ariel from Sycorax's spell, and with promises to grant Ariel his freedom. Ariel is Prospero's eyes and ears throughout the play and uses his magical abilities to cause the tempest in Act One which gives the play its name.

Caliban's swarthy appearance, his forced servitude, and his native status on the island have led many readers to interpret him as a symbol of the native cultures occupied and suppressed by European colonial societies, which are represented by the power of **Prospero**.



Main Characters; Prospero, Caliban, Miranda, Ariel



The human characters in this play are from Italy – they are kings, dukes and noblemen, accompanied by their jesters, servants and ship's crew. Prospero and his daughter, Miranda, originally hail from Milan and others come from Naples. There are also some 'spirit' characters, Ariel and his fellows: magical airy creatures who help Prospero to conduct his magic. Lastly there is the island's only native, Caliban, who is described as a monster, a demi-devil and a strange fish

Performance conventions of Shakespearean theatre

There were certain conventions that Shakespeare used to help structure many of his plays.

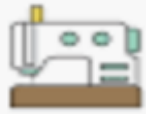
- Soliloquy
- Aside
- Boys Performing Female Roles
- Masque
- Eavesdropping. ...
- Presentational Acting Style
- Dialogue
- Play Within A Play
- Mistaken Identity



The **Globe Theatre** was a theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men, and was destroyed by fire on 29 June 1613. Large columns on either side of the stage supported a roof over the rear portion of the stage. The ceiling under this roof was called the "heavens," and was painted with clouds and the sky.^[39] A trap door in the heavens enabled performers to descend using some form of rope and harness.^[40] The stage was set in the south-east corner of the building, so as to be in shade during afternoon performances in summer.¹

Year 7 Textiles Design and Technology

Equipment



Sewing machine

One person at a time.
Keep fingers away from moving parts.
Use slowly and steadily.



Thread



Needle



Scissors

Carry with blade together.
Always cut on the table away from fingers.
Return to scissor rack when finished.



Pins



Button



Stitch ripper

Pins and needles are kept in containers.
Use carefully pointing away from fingers and body.



Pattern



Iron

Extremely hot.
Always ask before using.
Turn off after use.
Store hot plate down on rack.



Tape measure



Zipper

Pattern pieces are used to make paper templates before cutting fabric out.

Key words:

Seam - joining two separate pieces of fabric together.

Hem - fold on the edge of fabric which is sewn down making the edge look neat.

Fray - the yarn coming away at the edge of curt fabric.

Dying - when the fabric colour is changed by soaking in water and fabric dye.

Pattern Pieces—templates used to draw around onto fabric to ensure the correct size and a good quality finish.

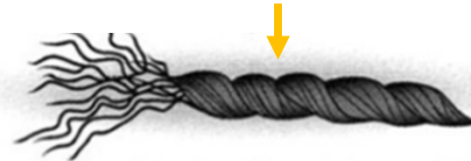
Embroidery—stitches used for decoration to make pictures or patterns

Applique—Joining layers of fabric together to create a decorative image or

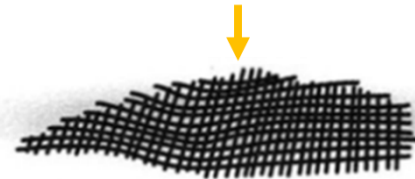
From Fibre to Fabric



Fibres are the raw material used to make textile items. They can come from natural sources like plants and animals or they are synthetic and are made from oil and coal and chemicals.



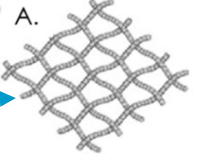
They are spun or twisted together to make yarns.



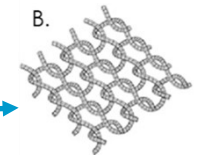
Yarns are then joined together in different ways. They can be interlaced, interloped or bonded together to make fabrics. This example is a woven fabric where the yarns are interlaced

All Fabrics are made from fibres which are hair like strands woven, knitted or bonded (sometimes called non—woven) together.

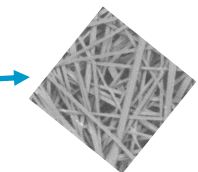
Woven



Knitted



Bonded / Non Woven



Hand Sewing



Running Stitch

Running stitch is quick and easy



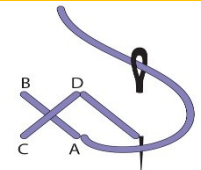
Back Stitch

Back Stitches are strong and look neat



Whip Stitch

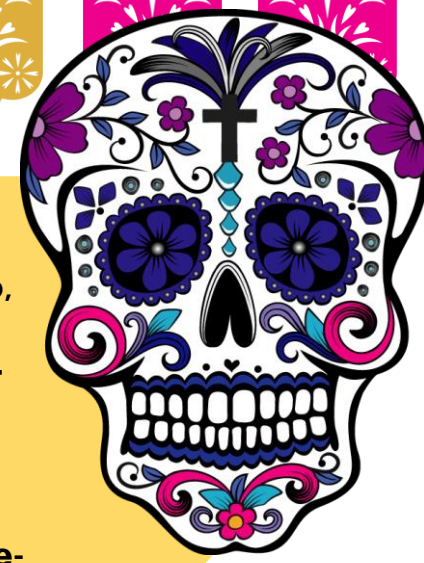
Whip stitches are used to finish and neaten edges.



CROSS-STITCH

Cross stitch is a decorative embroidery stitch

Dia De Los Muertos



Día de los Muertos, or Day of the Dead, is a celebration of life and death. While the holiday originated in Mexico, it is celebrated all over Latin America with colourful calaveras (skulls) and calacas (skeletons).

- AO1 Developing ideas- mindmap, montage, artist research
- AO2 Using Resources- testing out ideas/media
- AO3 Recording ideas-photos and drawings
- AO4 Making a personal response-final ideas

ARTIST LINK

David Lozeau

David Lozeau is a famous Day of the Dead artist who creates original, quirky characters in a unique, illustrative painting style. Bold, colourful, and wholly original, David's work includes subject matter such as skeleton, musicians, deep-sea creatures and doe-eyed animals.



KEY WORDS

- Theme
- Research
- Culture
- Ideas
- Recreation
- Inspired
- Response
- Outcome
- Mixed Media
- Papel Picado

COLOUR

PATTERN

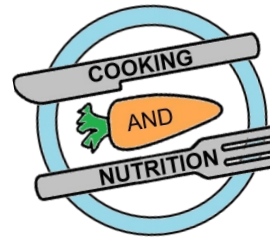
TEXTURE

shape

form

line
tone

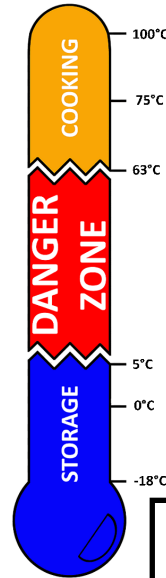
Year 7 - Healthy Eating



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

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

Weighing and Measuring



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

Knife skills: peeling, chopping, slicing, dicing



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

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 Term 5 Spanish Knowledge Organiser

Module 5 – Mi ciudad (My town)

¿Qué hay en tu ciudad? <i>What is there in your town?</i>	
Hay... un castillo un centro comercial un estadio un mercado un museo un parque una piscina una plaza un polideportivo un restaurante una tienda una universidad	<i>There is...</i> <i>a castle</i> <i>a shopping centre</i> <i>a stadium</i> <i>a market</i> <i>a museum</i> <i>a park</i> <i>a swimming pool</i> <i>a square</i> <i>a sports centre</i> <i>a restaurant</i> <i>a shop</i> <i>a university</i>
En... mi barrio mi ciudad mi pueblo No hay museo. No hay nada. unos museos unas tiendas muchos museos muchas tiendas	<i>In...</i> <i>my neighbourhood</i> <i>my town, my city</i> <i>my village, my town</i> <i>There isn't a museum.</i> <i>There's nothing.</i> <i>some museums</i> <i>some shops</i> <i>a lot of museums</i> <i>a lot of shops</i>

¿Cómo es tu ciudad? <i>What is your town like?</i>	
Mi ciudad es... My town is...	
moderna	<i>modern</i>
antigua	<i>old</i>
industrial	<i>industrial</i>
histórica	<i>historic</i>
tranquila	<i>quiet</i>
bonita	<i>pretty</i>

¿Qué haces en la ciudad? <i>What do you do in town?</i>	
Salgo con ... I go out with ...	
Voy... I go...	
al cine	<i>to the cinema</i>
al parque	<i>to the park</i>
a la bolera	<i>to the bowling alley</i>
a la cafetería	<i>to the café</i>
a la playa	<i>to the beach</i>
de compras	<i>shopping</i>
de paseo	<i>for a walk</i>
No hago nada.	<i>I do nothing.</i>

Use these spicy structures to add some extra detail to your work.	
Lo mejor es que	The best thing is that
Lo peor es que	The worst thing is that
Lo bueno es que	The good thing is that
Lo malo es que	The bad thing is that
Hay mucho que hacer	There's lots to do
No hay nada que hacer	There's nothing to do
Está cerca de ...	It's close to ...
Está lejos de ...	It's far from ...




La casa	The house
Tiene...	<i>It has...</i>
una cocina	<i>a kitchen</i>
un comedor	<i>a dining room</i>
un cuarto de baño	<i>a bathroom</i>
un dormitorio	<i>a bedroom</i>
un salón	<i>a living room</i>
una chimenea	<i>a fireplace</i>
un jacuzzi	<i>a hot tub</i>
un jardín	<i>a garden</i>
una piscina	<i>a swimming pool</i>
una terraza	<i>a balcony, a terrace</i>
vistas al mar	<i>views of the sea</i>

HOURS

Mira: es medianoche es la medianoche

¿Qué hora es? es medianoche



son las once es la una

son las diez son las dos


son las nueve son las tres

son las ocho son las cuatro

son las siete son las cinco

son las seis

MINUTES



menos cinco y cinco

menos diez y diez

menos cuarto y cuarto

menos veinte y veinte

menos veinticinco y veinticinco

y media

¿Qué vas a hacer?	What are you going to do?
Voy a salir con mis amigos.	<i>I am going to go out with my friends.</i>
Vas a ver la televisión.	<i>You are going to watch TV.</i>
Va a ir de paseo.	<i>He/She is going to go for a walk.</i>
Vamos a jugar al voleibol.	<i>We are going to play volleyball.</i>
Vais a chatear.	<i>You are going to chat.</i>
Van a hacer los deberes.	<i>They are going to do their homework.</i>

¿Cuándo?	When?
este fin de semana	<i>this weekend</i>
el sábado por la mañana	<i>on Saturday morning</i>
el domingo por la tarde	<i>on Sunday afternoon/evening</i>
primero	<i>first</i>
luego	<i>then</i>
finalmente	<i>finally</i>
a las tres de la tarde	<i>at three o'clock in the afternoon</i>
(un poco) más tarde	<i>(a little) later</i>

¿Te gusta vivir en...?	Do you like living in...?
Me gusta mucho vivir en...	<i>I like living in... a lot.</i>
No me gusta nada vivir en...	<i>I don't like living in... at all.</i>
porque hay/es...	<i>because there is/it is...</i>

To revise this topic →



'a', 'some', 'many'

The words 'a', 'some' and 'many' change according to the gender of the noun and whether it is singular or plural.

	a/an	some	many/a lot
masculine	un museo	unos museos	muchos museos
feminine	una tienda	unas tiendas	muchas tiendas

The near future tense

You use the near future tense to say what you are going to do. To form the near future tense, use the present tense of 'ir' (to go) plus a, followed by the infinitive.

E.g.

Voy a comer

I am going to eat

Vamos a jugar al fútbol

We are going to play football

Van a ir al cine

They are going to go to the cinema

The verb ('ir' to go)

Ir (to go) is a key irregular verb. It follows the pattern below.

Voy	<i>I go</i>
Vas	<i>You sg go</i>
Va	<i>He/she/it goes</i>
Vamos	<i>We go</i>
Vais	<i>You all go</i>
Van	<i>They go</i>



Gramática

Using two tenses together

To reach a higher level/grade, you need to show that you can use two tenses, for example, the present tense and the near future tense.

Infinitive	Present Tense	Near Future Tense
Ir to go	Voy	Voy a ir
Salir con mis amigos to go out with friends	Salgo	Salgo con mis amigos
Ir de compras to go shopping	Voy de compras	Voy a ir de compras
Jugar al fútbol to play football	Juego al fútbol	Voy a jugar al fútbol
Ir de paseo to go for a walk	Voy de paseo	Voy a ir de paseo
Ver la televisión to watch tv	Veo la televisión	Voy a ver la televisión

e.g.

Normalmente los fines de semana salgo con mis amigos, sin embargo, este fin de semana voy a ir de compras con mi madre.

Normally at the weekends I go out with my friends, however, this weekend I am going to go shopping with my mum.

**Year 7 Summer Term
Early Modern Britain
1500s – 1690**

Lesson Content

**Henry VII – the first
Tudor King**

Henry VIII

**Religious changes in
England**

Edward VI

**Hoe "Bloody" was Mary
Tudor?**

**Elizabeth I and her
people**

James I

**Charles I and the Civil
War**

The Commonwealth

**The return of the King -
Charles II**

James II

**What was the
Settlement?**

**Key resources:
www.tecchistoryks3.
blogspot.com**

Key dates	
1485	Battle of Bosworth
1509	Henry VIII becomes King of England
1533	Henry
1547	Henry VIII dies, his son Edward becomes King
1553	Edward VI dies, Mary becomes Queen
1558	Mary dies, Elizabeth becomes Queen
1603	Elizabeth I dies, James VI of Scotland becomes King
1625	James dies, Charles I becomes King
1642	The Civil War between Charles I and Parliament begins
1649	Charles I is executed by Parliament
1660	Charles II is invited to become King
1685	Charles II dies, his brother James becomes King
1688	James II is forced to abdicate, William III and Mary II become joint monarchs
1690	The Settlement is signed
1707	Scotland and England are officially united

Key people	
Henry VII	King of England from his seizure of the crown on 22 August 1485 to his death in April 1509. He was the first monarch of the House of Tudor.
Henry VIII	King of England from 1509 until his death in 1547. Henry is best known for his six marriages.
Catherine of Aragon	Queen of England from June 1509 until May 1533 as the first wife of King Henry VIII.
Thomas Cromwell	English lawyer and statesman who served as chief minister to King Henry VIII from 1534 to 1540
Edward VI	King of England and Ireland from 28 January 1547 until his death in 1553.
Mary I	Also known as Mary Tudor , and as "Bloody Mary " by her Protestant opponents, was Queen of England from July 1553 until her death in 1558.
Elizabeth I	Queen of England and Ireland from 17 November 1558 until her death in 1603.
Sir Francis Drake	English explorer, sea captain, privateer, naval officer, and politician.
James I	King of Scotland as James VI from 24 July 1567 and King of England and Ireland as James I from the union of the Scottish and English throne
Charles I	King of England, Scotland, and Ireland from 27 March 1625 until his execution in 1649.
Oliver Cromwell	English general and statesman who, first as a subordinate and later as Commander-in-Chief, led <i>armies</i> of the Parliament of England against King Charles I during the English Civil War, subsequently ruling the British Isles as Lord Protector from 1653 until his death in 1658.
Charles II	King of Scotland, England and Ireland from the 1660 Restoration of the monarchy until his death in 1685.
James II	King of England and Ireland as James II , and King of Scotland as James VII , from 6 February 1685 until he was deposed in the Glorious Revolution of 1688.
William and Mary	William of Orange (1650–1702) and his wife Mary II (1662–1694), daughter of James II, became king and queen of England in 1689.

Key Words - Glossary			
heir	a person legally entitled to the property or rank of another on that person's death	Divine Right of Kings	a political doctrine which asserted that kings derived their authority from God
dynasty	a line of hereditary rulers of a country.	Royalist	a person who supports the principle of monarchy or a particular monarchy.
divorce	the legal dissolution of a marriage by a court	Parliamentarian	a supporter of Parliament in the English Civil War; a Roundhead
catholicism	the faith, practice, and church order of the Roman Catholic Church	Civil War	a war between organized groups within the same state or country.
protestantism	the faith, practice, and Church order of the Protestant Churches	regicide	The killing of a King or Queen
reformation	a 16th-century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches	Commonwealth	The Commonwealth was the political structure during the period from 1649 to 1660, when England didn't have a King
heresy	belief or opinion contrary to orthodox religious (especially Christian) doctrine.	The Settlement	a package of legislation that established parliamentary sovereignty in England in the wake of the Revolution of 1688 that placed William and Mary on the English throne.

Key Assessment: 50 minute assessment based on skills from Paper 3 GCSE History
Questions 6 – 8 or 9

Year 7 CRE – Introduction to Religious Education

Key Words

Respect
Belief
Prayer
Passage
God
Religion
Festival
Holy
Impact
Equality

Major World Religions

- Hinduism
- Christianity
 - Islam
 - Sikhism
- Buddhism
- Judaism

Absence of Religious Belief

- Atheism

Leicester is world famous

- Diwali in Leicester is a huge, cultural celebration enjoyed by people who have come

from far and wide to see the thousands of decorative Diwali lights along the city's "Golden Mile", enjoy spectacular firework displays and see homes, temples and gurdwaras all illuminated. Diwali in Leicester is today recognised as one of the biggest celebrations of the festival of light outside of India. The annual festival in Belgrave has attracted crowds of up to 45,000 in the previous years.

Key Questions

What does it mean to be religious?

How do religious people show their beliefs?

What are the differences between the major religions?

How is a religious believer impacted by their beliefs?

How do people become religious?

How many people are religious in the UK?

L'année dernière...

Pendant les vacances...

je suis allé**je suis allée**

en France / en Espagne

en Grèce / en Italie

aux États-Unis

au Portugal

à la mer

à la montagne

à la campagne

avec ma famille

avec mes copains

Last year...

During the holidays...

I went (boy)**I went (girl)**

to France / to Spain

to Greece / to Italy

to the USA

to Portugal

to the seaside

to the mountains

to the countryside

with my family

with my friends

**c'était...**

génial

amusant

ennuyeux

nul

fatigant

it was...

great

fun

boring

rubbish

tiring



j'ai visité les monuments

I visited monuments

j'ai fait du camping

I did/went camping

j'ai fait de la rando

I went hiking

j'ai mangé...

I ate...

j'ai acheté des souvenirs

I bought souvenirs

Au café

J'ai faim et j'ai soif

Vous désirez ?**Je voudrais....**

un café (crème)

un thé (au lait/au citron)

un chocolat chaud

un coca / un Orangina

un jus d'orange

une limonade

un sandwich au fromage

un sandwich au jambon

At the café

I'm hungry and thirsty

What would you like ?**I would like...**

a (white) coffee

a tea (with milk/lemon)

a hot chocolate

a cola / an Orangina

an orange juice

a lemonade

a cheese sandwich

a ham sandwich

**3,2,1 Partez VOCAB SHEET****L'année prochaine...****je vais aller****on va aller****nous allons aller**

en France / en Espagne

en Grèce / en Italie

aux États-Unis

au Portugal

à la mer

à la montagne

à la campagne

avec ma famille

avec mes copains

Next year...**I am going to go****we are going to go****we are going to go**

to France / to Spain

to Greece / to Italy

to the USA

to Portugal

to the seaside

to the mountains

to the countryside

with my family

with my friends

**ce sera...**

génial

amusant

intéressant

ennuyeux

nul

fatigant

it will be...

great

fun

interesting

boring

rubbish

tiring

**je vais...**

aller à la pêche

danser

faire de l'accrobranche

faire du karaoké

faire de la voile

faire de la planche à voile

nager dans la mer

rester au lit

retrouver mes copains

I am going...

to go fishing

to dance

to do treetop adventures

to do karaoke

to go sailing

to go windsurfing

to swim in the sea

to stay in bed

to meet my friends

un croquemonsieur

a cheese & ham toastie

une crêpe

a pancake

une glace à la vanille

a vanilla ice-cream

une glace au chocolat

a chocolate ice-cream

une glace à la fraise

a strawberry ice-cream

Les vacances en famille

Tous les ans

Normalement

je vais**on va****nous allons**

en France / en Espagne

en Grèce / en Italie

aux États-Unis

à la mer

à la montagne

à la campagne

c'est génial / ennuyeux

nous allons au restaurant

nous visitons les monuments

nous faisons du camping

nous faisons de la rando

nous faisons de la natation

**Family holidays**

Every year

Normally

I go**we go (informal)****we go (formal)**

to France / to Spain

to Greece / to Italy

to the USA

to the seaside

to the mountains

to the countryside

it's great / boring

we go to the restaurant

we visit monuments

we go camping

we go hiking

we go swimming



Scan the QR code to access the vocab

Quels sont tes rêves?**Je voudrais aller...**

à Paris / en Australie

Je voudrais...

être footballeur professionnel

être danseuse professionnelle

habiter dans une grande maison

avoir une voiture très cool

faire le tour du monde

What are your dreams?**I would like to go...**

to Paris / to Australia

I would like...

to be a professional footballer

to be a professional dancer

to live in a big house

to have really cool car

to travel around the world

French	English
à la campagne	In the countryside
nous restons	we stay
une glace	an ice-cream
ensuite	next
travailler	to work
rester au lit	to stay in bed
c'est top !	it's the best !



RM

Year 7 Subject knowledge organiser
Lego POS scheme of learning

Paper	Physical properties	Working properties
Bleed proof paper	White, can be textured, thin	Coated to stop colour seeping, ink stays bright on the surface
Cartridge paper	Thick, textured, rough	Expensive and opaque, used for ink and watercolour
Grid paper	White paper printed with a variety of grids, eg isometric, graph etc	Lines are usually blue but can be darker to trace through
Layout paper	Smooth finish, off-white colour, translucent (see-through)	Takes most media well
Tracing paper	Translucent (see-through), smooth	Shiny, takes pencil well

Board	Physical properties	Working properties
Corrugated card	Paper bonded to the outside	Corrugations make it strong, protective and insulating; used in packaging
Duplex board	Two layers of card bonded together	Stiff, lightweight and printable for packaging
Foil-lined board	White card with foil backing	Stiff and oil resistant, foil backing reflects heat, used for food containers
Foam core board	Smooth surface, laminated with white board	Thick and rigid, available in a variety of thicknesses, prone to creasing and cracking, used for models and mounting photographs
Inkjet card	Bright white and smooth on both sides	Deep colours as the photographic ink sits on the surface
Solid white board	Smooth on both sides	Stiff, can be cut or scored



Forest stewardship council: They ensure the trees 'felled' (cut) are from a sustainable source and will be replanted.

The 6 R's

The 6 R's help designers to analyse the potential environmental impact and sustainability of new products. The 6 R's also helps consumers evaluate their impact on the environment. If followed this could impact the environment with small positive changes to combat climate change and global warming.

RECYCLE

Consider how the product can be made from recyclable materials and whether all or part of it can be recycled at the end of its life.

REUSE

Consider how the product can be used again or in other ways once it has served its function. Refilling or reusing items can decrease the use of landfill.

REPAIR

We can create products that are easy to repair so that their life cycle can be extended. As consumers repair broken products to extend the products longevity.

REDUCE

We can limit the amount of resources and energy used when creating, using and disposing of products. We can reduce the amount of 'throwaway' products we consume.

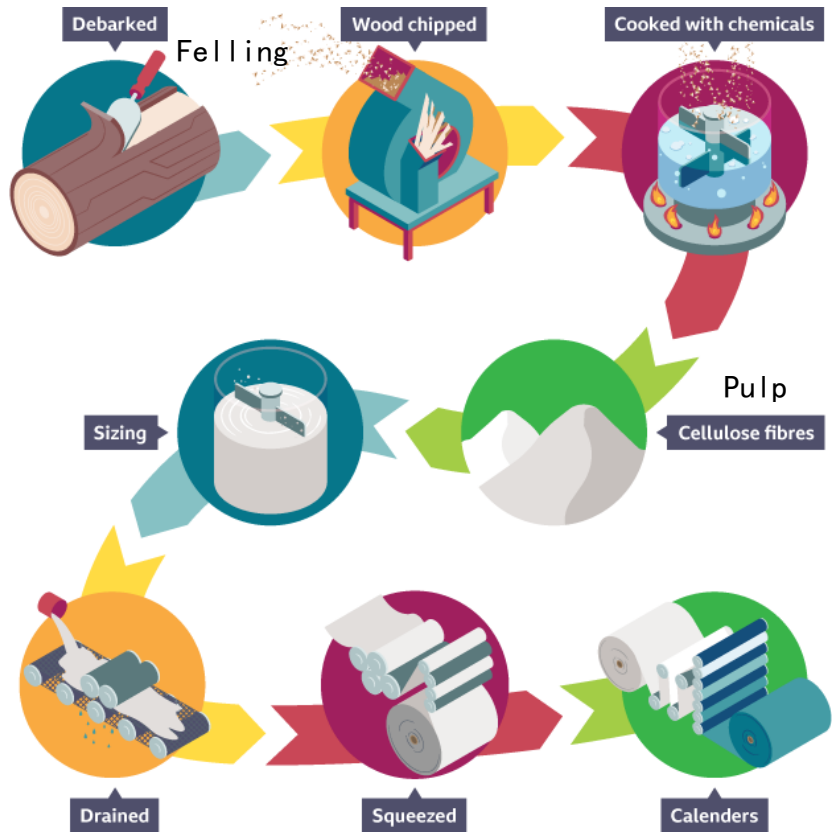
REFUSE

We can refuse to use unsustainable and unethical resources, processes and products. We can refuse and buy into more sustainable brands.

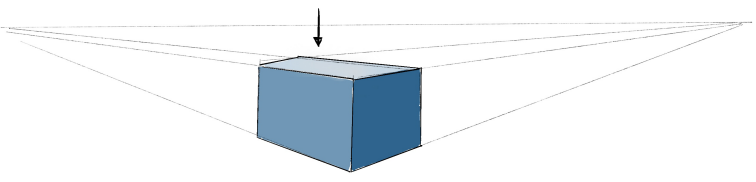
RETHINK

Consider how the products can be made in a more sustainable way by using sustainable resources or consider redesigning.

How paper is made:



2 point perspective drawing and shading



Key information

Sketching: To develop and present ideas creatively.



Inspiration: Designers gather inspiration from mood boards and other designs. They inspect these images to generate new ideas.



Primary research: is collecting data yourselves in the form of a questionnaire or focus groups.



Secondary research: is collecting data from a secondary source such as from the internet and reading books.

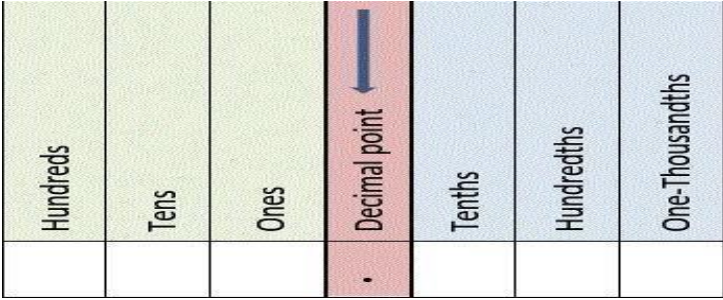
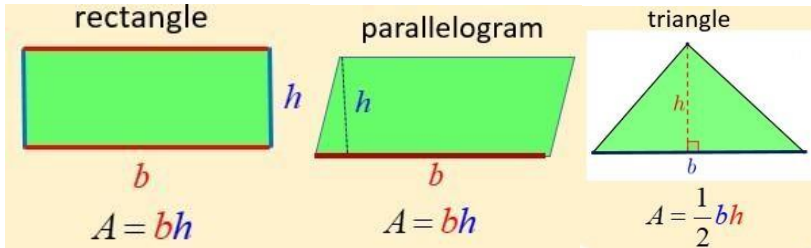


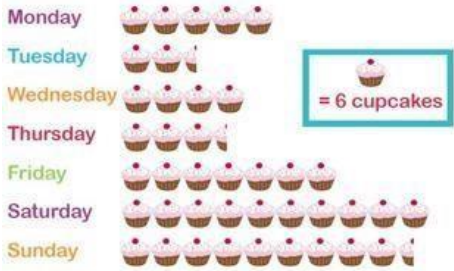
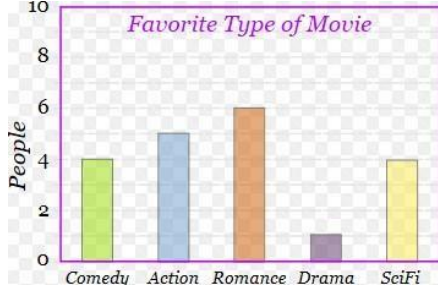
Prototype: is a model which demonstrates how the product is made. These can be useful to show clients and to visualise ideas in real life. These can be extremely important for testing and development.

POS: point of sale.

USP: unique selling point

Y7 Summer 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 x y $\underline{7} X$ 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		553-559

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

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.

○

A Midsummer Night's Dream

William Shakespeare

Key Facts

Written between 1590 and 1595

First performed in 1594-96, and then published in 1600

Genre: Comedy

Setting: Ancient Athens, and the forest just outside the city

Key Characters

Puck	A type of fairy. Oberon's servant who likes playing tricks. Has different magical abilities. Can still make mistakes, however.
Nick Bottom	An actor who isn't very good. Doesn't realise this. Doesn't notice when his head is turned into an ass's head. Titania falls in love with him.
Hermia	The beloved of both Lysander and Demetrius. Strong willed.
Helena	She loves Demetrius, but he falls in love with Hermia. Helena lacks self-respect. Willing to betray Hermia to win Demetrius back.
Lysander	He loves Hermia. Risks death by eloping to forest with Helena. Very loyal to Hermia, except when under effects of the love juice.
Demetrius	He wooed Helena previously, before rejecting her and moving onto Hermia. Can be cruel sometimes. Probably wouldn't return to Helena without the potion.

Key Themes

Love

A play within a play

Dreams

The supernatural

Gender

Key Vocabulary

Soliloquy: A speech given when there is no other character there

Metaphor: A comparison when you say something is something else

Simile: A comparison using like or as

Alliteration: When two or more words begin with the same sound

Personification: Giving a non-human object human characteristics

Comedy: In Shakespearean comedies, the humour arises from the misconceptions of lovers.

Unrequited Love: When someone loves someone, but they don't love them back.

Conflict: a battle, disagreement or argument between two parties.

Dramatic Irony: When the audience knows more than the characters.

Iambic Pentameter: The rhythm of the line has 10 syllables in 5 sets of 2.

Plot Summary

Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.

Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. Lysander falls madly in love with Helena.

Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.

Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.

Oliver Twist

English Knowledge Organiser Spring

Discovering Poetry

Key Vocabulary	Definition
Morality	-a code of wrong or right. Good = moral, bad = immoral
Vulnerable	- In a situation in which you could be easily harmed (on the streets)
Naive	- To have no experiences of the complications of life
Workhouse	- Place where people who couldn't support themselves worked
Poverty	- State of being very poor
Malicious	- Meant to harm or upset someone

Character	
Oliver	- 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.
Fagin	An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.
Jack Dawkins (The Artful Dodger)	A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.
Bill Sikes	A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.
Nancy	Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

Term	Definition
Ballad	Story poems– often 4 lines stanzas
Blank verse	Verse with no rhyme – usually 10 syllables
Free verse	No regular rhyme/rhythm
Haiku	3 lines, syllables 5/7/5. Often about nature
Ode	Lyrical poem often addressed to one person
Sonnet	14 lined love poem
Shape poem	Poem is in shape of the main subject
Rhyme scheme	The pattern of the lines that rhyme in a poem.

Term	Definition
Alliteration	When words placed together start with the same sound. "She sells sea shells on the sea shore".
Metaphor	When you say something is something else but you know it can't be. "She is a star!"
Simile	When you compare two things using 'as' or 'like'. "As brave as a lion".
Onomatopoeia	Words that sound like what they are. "Meow" or "crash".
Assonance	The repetition of a vowel sound "Go slow over the road".
Emotive language	Language used to create a particular emotion in the reader.
Sibilance	A repeated 's', 'sh' or 'z' sound.
Caesura	A pause in the middle of the line.
Enjambment	When one line runs into another without a pause.

Context

Charles Dickens	Charles Dickens was born 7th February 1812 in Portsmouth. His novels are set in Victorian times (1830-1900). Dickens had to work in harsh conditions as a child when his father was sent to prison. Victorian London was a busy city growing bigger all the time due to the Industrial Revolution. Big cities were a place where crime developed and in the early 1800s the first police force was created. Victorian people were expected to know their place in society and the church taught people to be content in their 'station'.
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