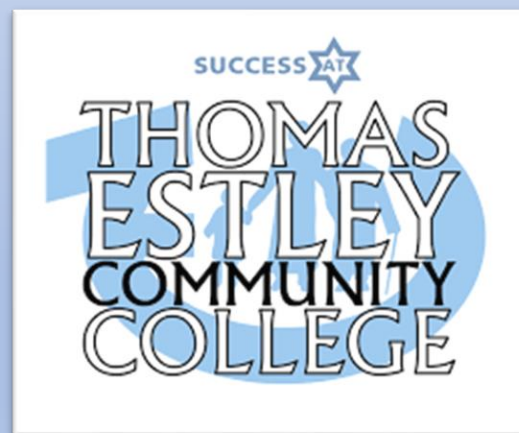


# Thomas Estley Community College

## Year 7 Autumn Term

### Knowledge Organiser



## What are Knowledge Organisers?

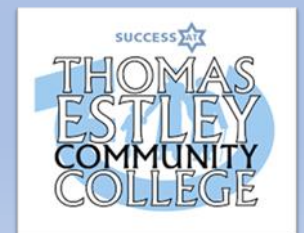
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these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

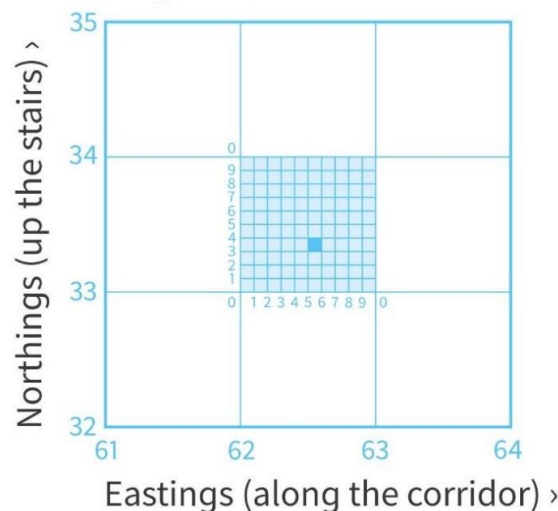
Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

# Geography Knowledge Organiser

## Year 7: Geography Skills

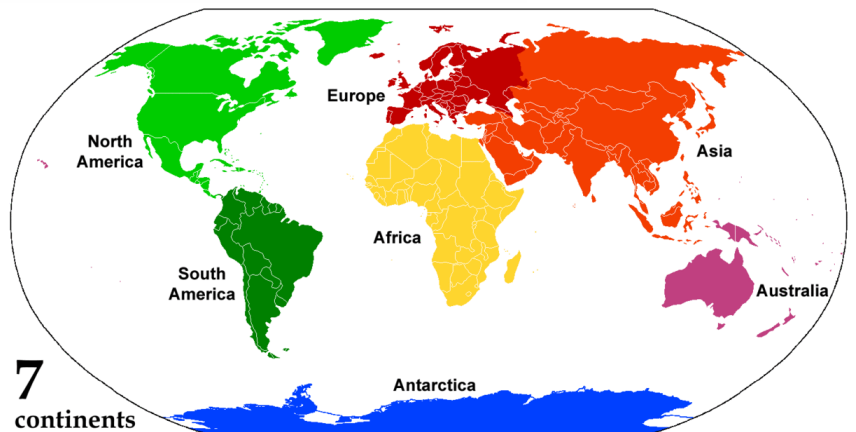
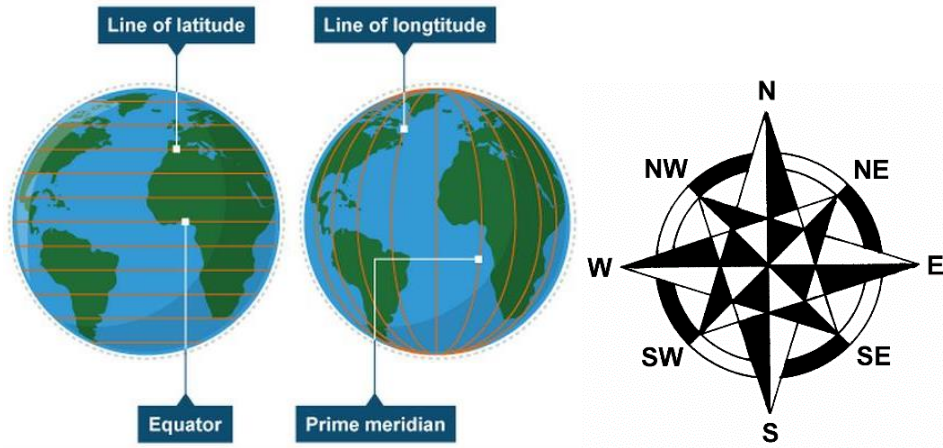
Key Word	Definition
Human Geography	The study of people and their communities and interactions with the environment.
Physical Geography	The study of the natural features of the world.
Compass Directions	A range of directions used for navigation and wind directions. 4-point, 8-point and 16-point compasses can be used.
Latitude	How far a place is north or south of the equator it is measured in degrees.
Longitude	How far a place is east or west of the Prime Meridian; it is measured in degrees.
Continent	A very large landmass.
Country	A nation with its own government, occupying a particular area.
Contour Lines	Brown lines on a map joining points of equal height above (or below) sea level.
Scale	A scale line or scale ratio are used on maps so distances can be 'scaled up' to the real world.
Grid Reference	A set of numbers that tells you where to find something on a map usually in the form of 4-figure (4 numbers) or 6-figure (6 numbers).

**Useful websites...**  
<https://www.ordnancesurvey.co.uk/mapzone/>  
<https://www.bbc.co.uk/bitesize/guides/ztqtyrd/revision/1>



4-figure grid references are used to locate something on an Ordnance Survey map such as the one to the left. The 4-figure reference for the light blue grid is 62 33 (bottom left coordinates of the shaded square).

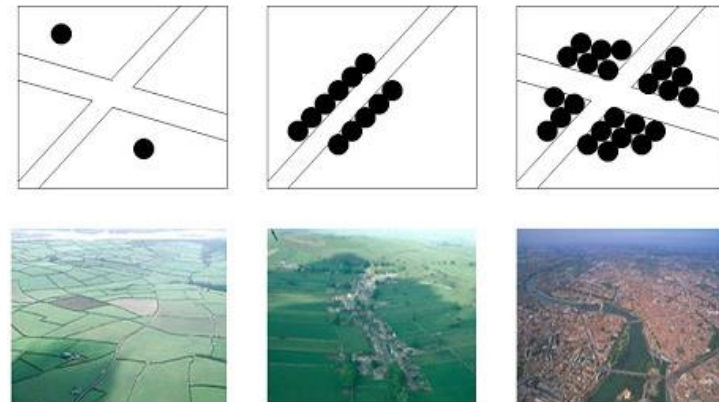
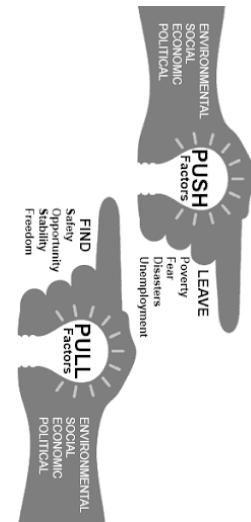
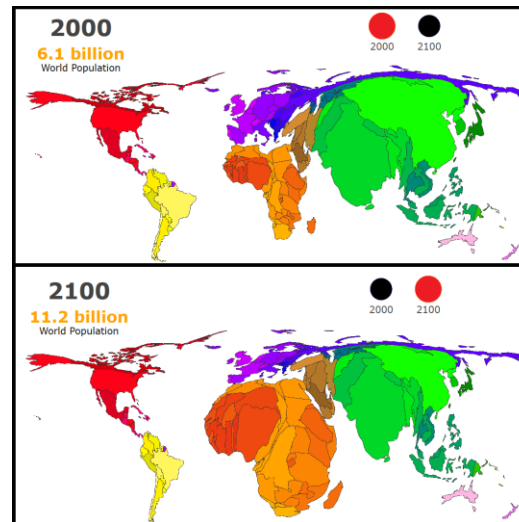
6-figure grid references are more accurate and used to locate something on as Ordnance Survey map within a particular grid squad, for example, the dark blue square has a 6-figure reference of 625 333.



# Geography Knowledge Organiser

## Year 7: People and Place

Key Word	Definition
Population	The number of people in a given area.
Pull Factors	Reasons a person might be attracted to an area.
Push Factors	Reasons a person might leave an area.
Settlement	A place where people live.
Site	The land the settlement is built on.
Function	The reason it is there and the things it provides.
Dispersed	A settlement that is spread out allowing more space for farms.
Nucleated	A settlement that is centred on a focus point e.g. cross-roads, shops etc.
Linear	A settlement that is long and thin (like a line) along a narrow valley or a main road.
Urban Regeneration	Taking an old run-down area and turning it into something different and new.
Burgess Model	Theoretical model for the layout of cities.



Dispersed

Linear

Nucleated



Key

- Central business district (CBD)
- Inner city
- Inner suburbs
- Outer suburbs

### Useful websites...

<https://www.bbc.co.uk/bitesize/topics/zg7nvcw>

# IMPACT OF TECHNOLOGY



**Where to get help**  
 Talk to a trusted adult  
<https://www.ceop.police.uk/Safety-Centre/>  
<https://www.childline.org.uk/>

**Social media settings**

- Profiles should always be set to private
- Profile images should not reveal locations.
- Profile images should not be easy to recognise; it is much better to use a picture of a pet or a cartoon character.
- Don't reveal locations — this makes it easy to find out where you are.
- Making your date of birth public makes it easy for hackers to steal your personal information and set up fake accounts in your name.
- You should never reveal your phone number, email address or home address on a public site.
- You should never reveal your current location on social media.
- Putting your full name, including a middle name, makes it easy for someone to steal your personal information. Always use a nickname or shortened version of your name.

Cyberbullying is the similar to bullying that tends to occur online.  
**Cyberbullying** can come in many forms. Some examples are:

- Threatening someone to make them feel scared
- Harassing someone by repeatedly sending them messages
- Ruining somebody's reputation
- Excluding someone from a group
- Stealing someone's identity and pretending to be them
- Publicly displaying private images or messages

**Do you really want to send that?**  
 Think before you click.  
 It is easy to send comments from the other side of a screen.  
 It is not easy to then remove them.  
 Actions need to be considered before mistakes are made.

**Using technology appropriately, carefully and positively leads to positive digital citizens.**  
**Digital citizenship** refers to the responsible use of technology by anyone who uses computers, the Internet, and **digital** devices to engage with society on any level.

**Secure passwords**  
 No one should be able to guess/work out your password.  
 Current guidance: Use three random words, for example, **9FishCloudRoad23**

## PASSWORDS are like underpants



Key Words	
audience	The people you are communicating, presenting information to.
catfishing	A person pretends to be someone they are not.
collaboration	Working effectively together.
Digital tattoo/ Digital footprint	Online reputation that is permanent.
email	A tool for online communication.
hazards	Areas/items that could cause damage or injury.
network	Where devices are connected together usually by cable or Wi-Fi.
password	A way to ensure no one access your data or information.
respect	Be mindful of how you are responding to others.
secure	Making sure your online information is safe.

# Year 7 Using media

## Is it real? Is it true?



Different **application software** can be used for different purposes. It is important to think about what the task is and select the most **appropriate** one.

The **application software** chosen allows different formatting techniques to be used.

**Formatting** can be using tools like **bold**, *italic*, underline, changing colour, font style and size, alignment and many more.

**Formatting** can be used for many reasons including, to make text easier to read, easier for the audience to use, highlight important information or attract attention.

**Images** play an important role when using software. It is important that **appropriate** images are used, ones that meet the requirements of the **audience** and the **purpose** of whatever is being created.



A **blog** is simply a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

When researching and reading stories online you need to check that they are **reliable**, **trustworthy** and **credible**. Anyone can upload content so it is not always accurate.

- Check the source, find out which other sources are reporting it
- Check whether other sites are saying the same thing
- Don't trust all the stories and all pictures
- Check for facts not rumours
- Check any citations or references

When you are researching a topic you will come across a lot of useful information. Once the reliability and accuracy has been checked you may decide to use the information. Check the law

**Plagiarism** is using someone else's work or ideas and using them as if they were your own. This can be any type of work either printed or electronic.

**Citation** tells the audience where the information came from. Anything that is used needs to have **citations** or **references** to the original work. A reference gives the audience details about the source so that they can see that the source is relevant and recognised so they can find the source themselves if they want to.

**Paraphrase** means using someone else's work by changing a few words, often with the intention of shortening the original piece of work.

## It is the law

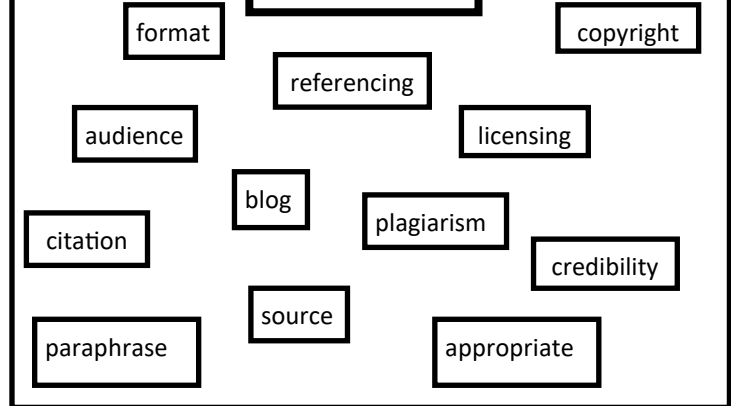


**Copyright Law** gives the creators of literary, dramatic, musical, artistic works, sound recordings, broadcasts, films and typographical arrangement of published editions, rights to control the ways in which their material may be used.

**Creative Commons** (CC) license is one type of copyright license. This allows the copyright owner to say exactly what other people can and can't do with or to their work.

They help copyright owners share their work while keeping the copyright. For example, a Creative Commons licence might allow other people to copy and distribute the copyright owner's work, if they give them credit.

### Key words



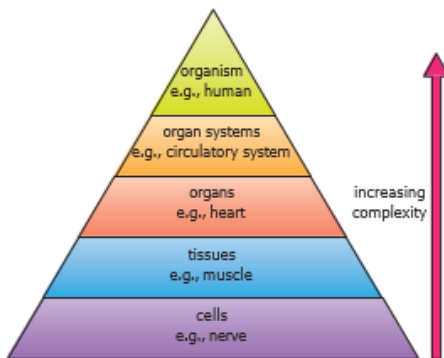
Making sure the item being created is successful and actually does what it was intended to do is important.

Setting **success criteria** should be determined at the start of the project and can be revisited frequently.

The success criteria should be clear and easy to follow.

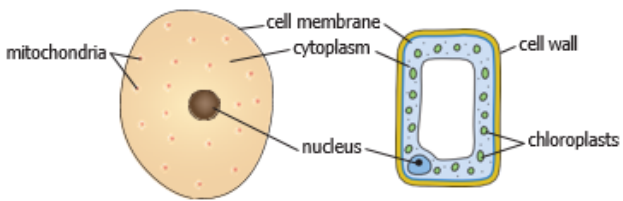


## Levels of organisation



## Plant and animal cells

- To be able to **observe a cell** we need to use a **microscope**, this magnifies the cell to a point to which we can see it
- Plant and animal cells have small structures inside known as **organelles**, each of these performs a certain role which allows the cell to survive



## Specialised cells

- Specialised cells** are designed to carry out a particular function, because of this they have specific features and adaptations to allow them to carry this out
- Both plant and animal cells can be specialised, with these specialised cells working together to help the organism to survive

### Key terms

Make sure you can write definitions for these key terms.

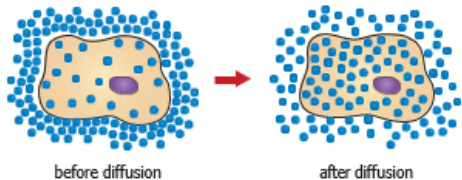
Bioaccumulation Cell Community Competition  
Concentration Consumer Diffusion Ecosystem Food  
web Habitat Interdependence Microscope Niche  
Nucleus Organ Organisms Organ system Predator  
Prey Producer Population Specialised cells Tissue

## Organs

- An organ is a group of tissues that have the same function
- They can work with other organs in an **organ system**, such as the respiratory system which uses organs like the heart and lungs to transfer oxygen around the body
- Vital organs** are the organs that need to keep functioning for an **organism** to stay alive, e.g. the heart

## Movement into and out of cells

- The process in which substances move into and out of cells is known as **diffusion**
- This occurs across the **cell membrane**
- During diffusion particles move from an area of **high concentration**, to an area of **low concentration**



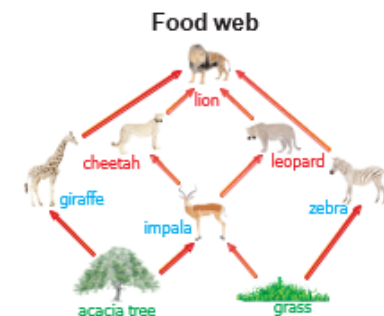
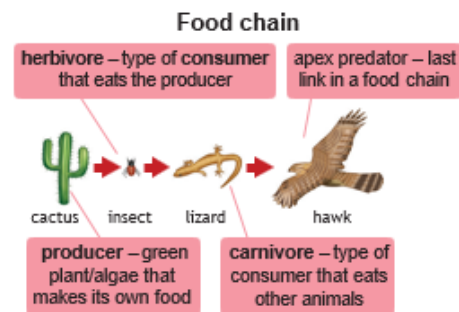
- Oxygen and nutrients enter the cell by diffusion, carbon dioxide and waste products leave

## Disruption to food chains

- Interdependence** is the way in which living organisms rely on each other to survive
- A food chain will be disrupted if one of the organisms die out
- If the **producer** dies out the rest of the food chain will also die out unless they have a different food source
- If the **consumer** population die out the number of organisms which they eat will increase unless they are eaten by another organism
- Bioaccumulation** is the process by which chemicals such as pesticides and insecticides build up along a food chain

## Food chains and webs

- Food chains** show the direction in which energy flows when one organism eats another
- The direction of the arrows represent the direction in which the energy flows
- Food webs** show how a number of different food chains are connected

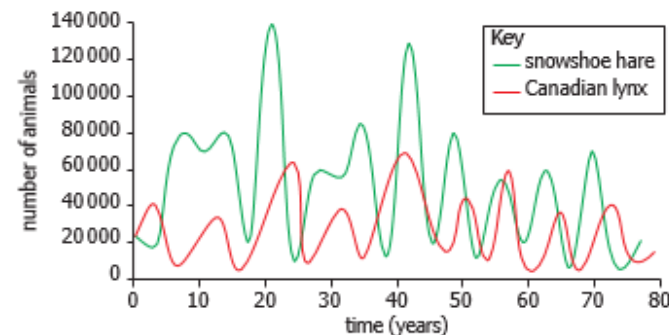


- Producers** are the organisms which start the food chain, they convert energy from the Sun, making their own food, these are often plants
- Prey** are organisms which are eaten by other organisms
- Predators** are the organisms which eat the prey

## Competition

- Competition** is the process in which organisms compete with one another for resources
- Animals compete for food, water, space and mates
- Plants compete for light, water, space and minerals
- The best competitors are those who have adapted in order to best gain these resources
- As the number of a predator in a population increases the number of the prey will decrease as more are being eaten

- As the number of the predator decreases the number of the prey will increase as less are being eaten
- The relationship between the predator and the prey is known as a **predator-prey relationship**



## Ecosystems

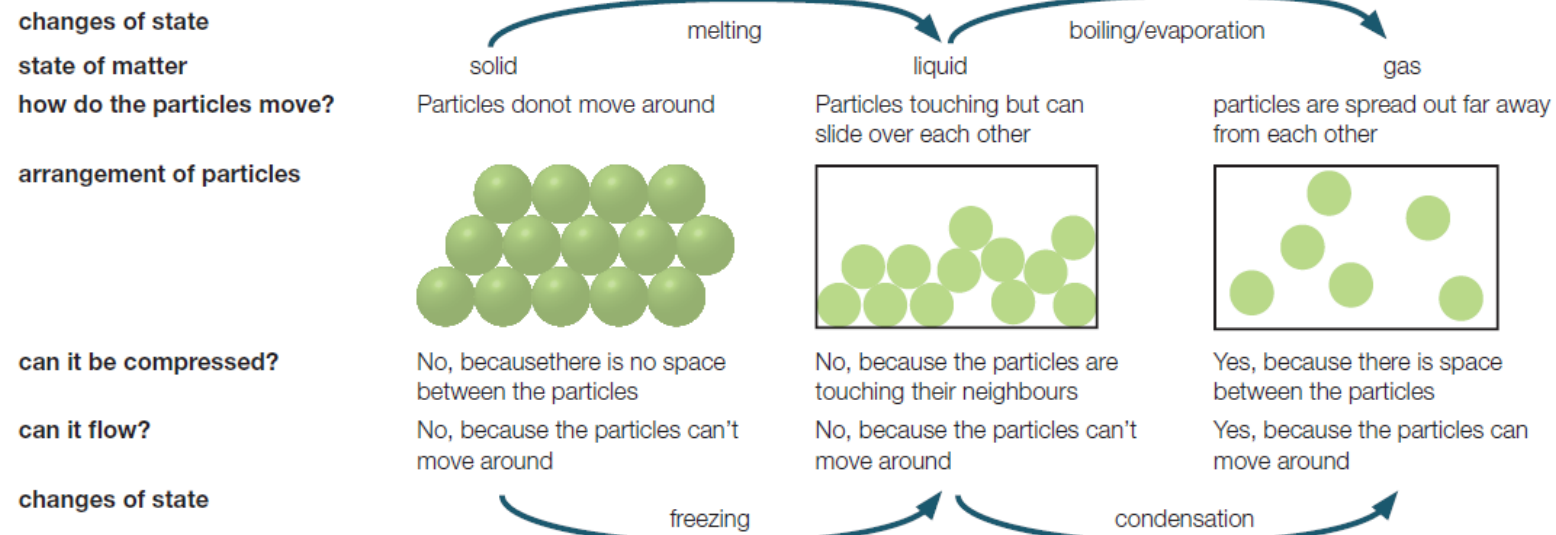
- All of the organisms which live in one area are known as a **population**
- An **ecosystem** is all of the organisms which are found in a particular location and the area in which they live in, both the living and non-living features
- A **community** are all of the areas in an ecosystem, the area in which the organisms live in is known as the **habitat**
- A **niche** is the specific role in which an organism has within an ecosystem, for example a panda's diet consists of 99 % bamboo

**LIFE** Activate  
Question • Progress • Succeed  
Knowledge organiser

**B1**

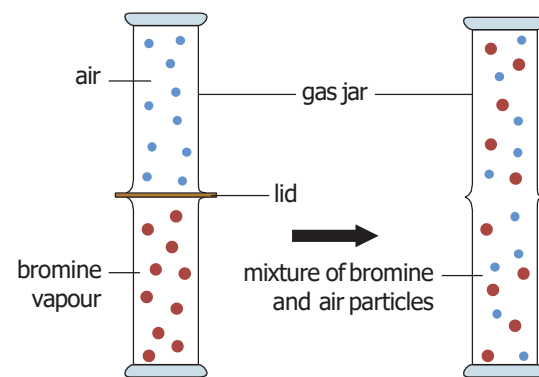


### Changes of state



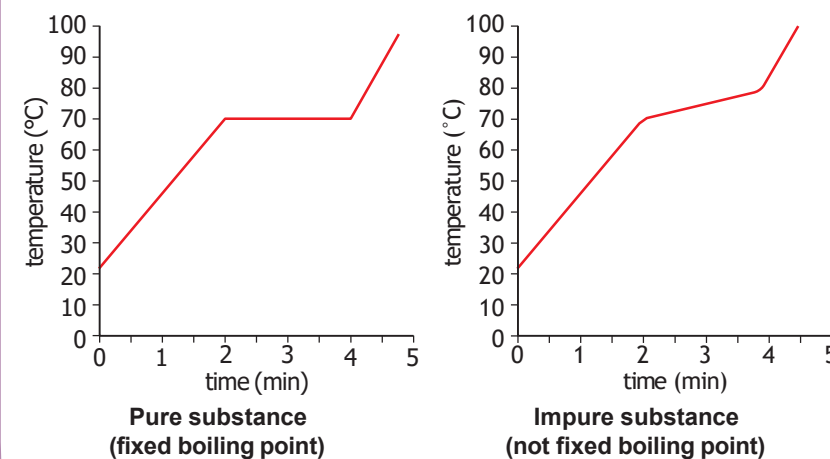
### Diffusion

- **Diffusion** is the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)
- It is a random process which does not need energy
- The speed of diffusion can be increased by:
  - A higher temperature
  - Smaller particles diffusing
  - A gas rather than a liquid
- Diffusion does not happen in a solid as the particles can't flow



### Melting and boiling points

- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- **Pure substances** have a fixed (sharp) boiling or melting point, whereas **impure substances** have a range which appears as a diagonal line on a graph

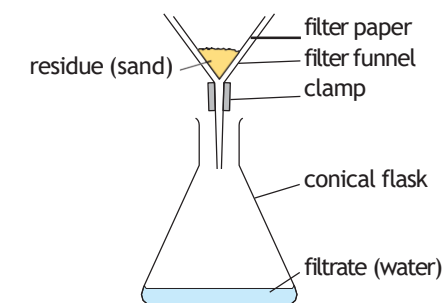


### Mixtures

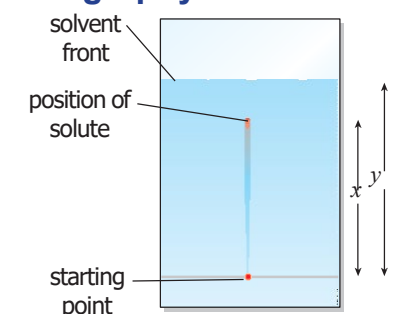
- **Mixtures** are different **substances** which are together, they are not chemically bonded and so are easy to separate
  - The substances which make up a mixture keep their own **properties** unlike those in a compound
  - A mixture is an **impure** substance as it does not have a fixed melting point, instead it has a range
- 
- A **solution** is a type of mixture which is made up of two parts
  - A **solute** is the part which has dissolved in the solution
  - A **solvent** is the liquid part which the solute has dissolved into
- 
- The **solubility** of a substance is a measure of how much of it will **dissolve**
  - Not all solutes will dissolve in all solvents
  - Solutes which do not dissolve are known as **insoluble**
  - Substances which do dissolve are known as **soluble**
  - The **solubility** of a substance can be increased by increasing the temperature of the solution or by stirring the solution
  - A **saturated solution** is one where the maximum amount of solute has dissolved in it, no more solute will be able to dissolve

### Separating Mixtures

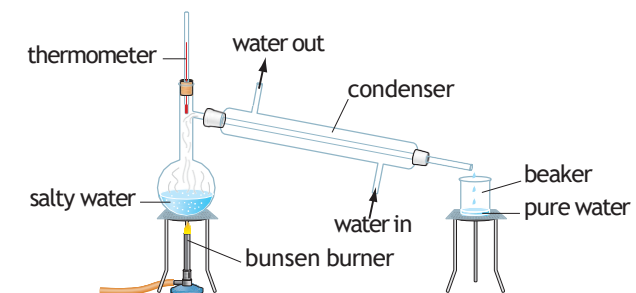
#### Filtration



#### Chromatography



#### Distillation



#### Evaporation



### Key terms

Make sure you can write definitions for these key terms.

boiling point   chromatography   condensation   diffusion   dissolve   distillation   evaporation   filtration   freezing   impure substance   melting point   mixture  
property   properties   pure substance   saturated solution   substance   soluble   solubility   solute   solution   solvent

### Energy

- **Energy** is needed to make things happen
- It is measured in **joules** or **kilojoules**
- The **law of conservation of energy** says that energy cannot be created or destroyed, only transferred
- This means that the total energy before a change is always equal to the total energy after a change

Energy can be in different energy **stores**, including:

- **Chemical** – to do with food, fuels and batteries
- **Thermal** – to do with hot objects
- **Kinetic** – to do with moving objects
- **Gravitational potential** – to do with the position in a gravitational field
- **Elastic potential** – to do with changing shape, squashing and stretching

### Food and energy

- Food has energy in a chemical energy store
- Different foods contain different amounts of energy
- Different activities require different amounts of energy
- Different people need different amounts of energy depending on what they do each day

### Non-renewable energy

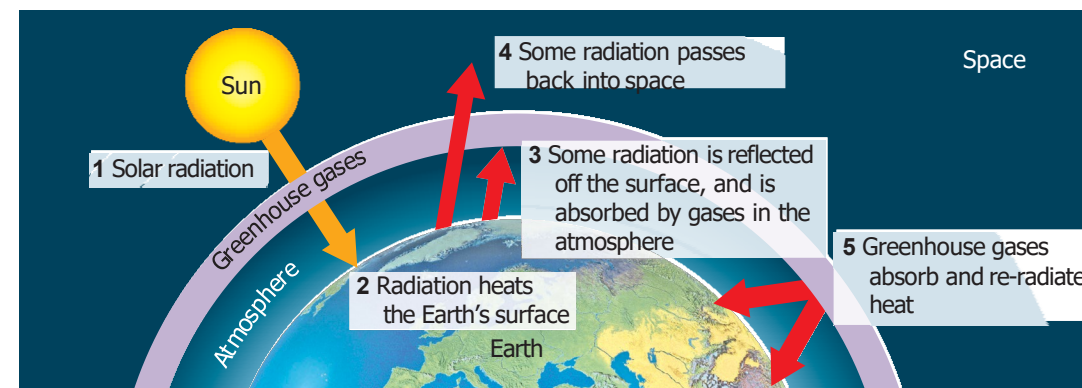
- **Non-renewable** energy cannot be replaced within your lifetime
- Non-renewable **energy resources** include coal, oil, natural gas and nuclear resources
- Coal, oil and natural gas are also known as **fossil fuels**, they release carbon dioxide when burned which contributes to global warming

### Renewable energy

- **Renewable** energy can be replaced within your lifetime
- Renewable energy resources include wind, tidal, wave, biomass, solar, hydroelectric and geothermal
- Renewable energy resources do not produce much carbon dioxide, meaning that they have a smaller effect on global warming

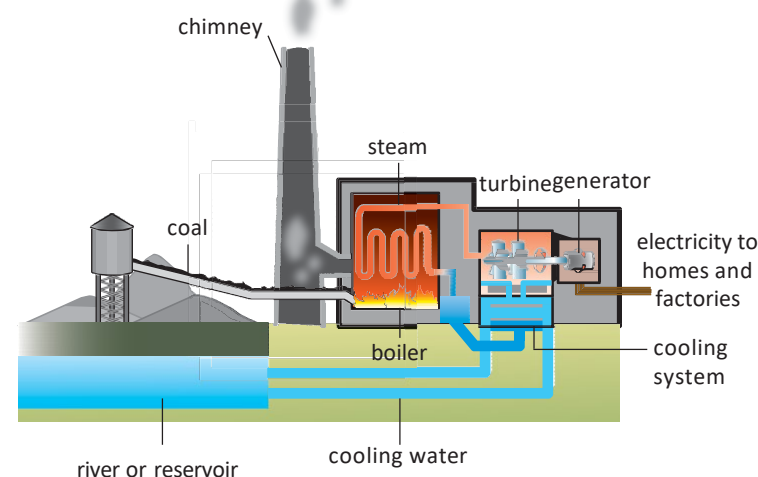
### Global warming

- **Global warming** is the gradual increase in temperature of the Earth
- This is closely linked to the rise in carbon dioxide levels in the atmosphere
- When the Sun heats the Earth's surface, some of the radiation is absorbed and some is reflected back into space
- Some of the gases in the atmosphere absorb radiation that is about to be reflected into space, this keeps the Earth at a warmer temperature than it would be without the atmosphere, this is needed as otherwise it would be too cold for life
- The gases in the atmosphere which absorb and trap this radiation are known as **greenhouse gases**, the most commonly known greenhouse gases are carbon dioxide and methane



### Power stations

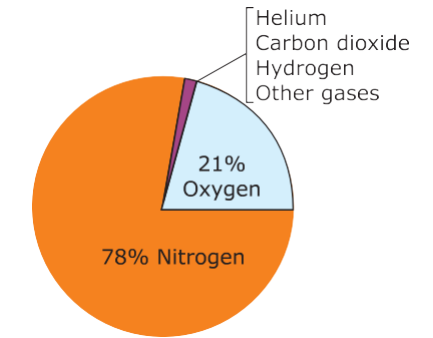
Thermal power stations burn coal, oil and natural gas, which are all non-renewable energy resources



Fuel is burned underneath water → Water is heated and turns into steam → The steam turns a turbine which turns a generator → Electricity is generated

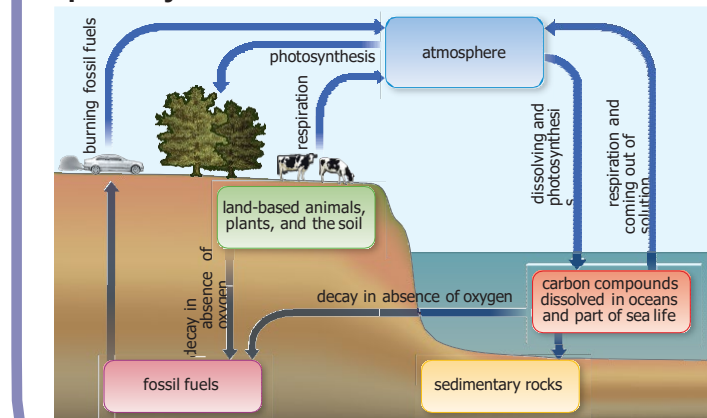
### The Earth's Atmosphere

- The air around us all of the time is known as the **atmosphere**, it is made up of a mixture of gases.



### The carbon cycle

- The **carbon cycle** is the processes by which carbon is naturally transferred to different stores through a range of natural processes
- Carbon is released into the atmosphere through **combustion** of fossil fuels, and animal **respiration**
- It is then reabsorbed by plants during **photosynthesis**



### Climate change

- Long term changes to weather patterns are known as **climate change**
- This can cause the ice caps to melt, leading to sea levels rising and flooding of low level land
- Graphs alone cannot confirm that humans are the cause, but the majority of scientists now believe that human activity is a very likely cause
- We can help to prevent climate change by:
  - Using renewable energy resources
  - Using cars less
  - Buying and wasting less resources

### Key terms

Make sure you can write definitions for these key terms.

Atmosphere, carbon cycle, Chemical, climate change, combustion, dissipated, efficiency, elastic potential, energy, energy resources, fossil fuels, global warming, gravitational potential, greenhouse gas, joules, kilojoules, kinetic, law of conservation of energy, non-renewable, photosynthesis, renewable, respiration, thermal, watts

# Y7 English Knowledge Organiser

## Autumn Term

### Heroes

There are a wide variety of Heroes and Heroines. Often the main character in a story, or a friend who **comes to the rescue**. May have a **clever mind**, be incredibly **strong** or very **brave**. Could also be an everyday person who always tries to do the right thing and makes a difference.

#### Everyday Heroes and Heroines

#### Malala - Context

Born in Pakistan in 1997, Malala spoke out publicly after the Taliban took control of her town and declared girls could no longer go to school. She was targeted and shot in the head but survived. She established the Malala fund, a charity dedicated to giving girls the opportunity to achieve the future they desire and she won the Nobel Peace Prize in 2014.

<https://www.youtube.com/watch?v=CXvs1vwiDOM>

#### Other Real life Heroes

Mahatma Gandhi  
Mother Teresa  
Martin Luther King  
Harriet Tubman  
Anne Frank

#### Fictional Heroes

Super heroes  
Sherlock Homes  
Matilda  
Harry Potter  
Jack Sparrow

### Villains

A villain is a character who does **bad** or **evil** things and many types appear in fiction and in real life. They may be **powerful**, **clever** or **angry** and will stop at nothing to achieve their goal. The hero usually works against them to bring them to justice.

#### Context

The Victorian period saw a massive increase in the accessibility of literature, both fiction and non-fiction, such as new novels, short stories, newspapers and diaries. With this explosion in literature, and the increase in literacy amongst the general public, key characters and their deeds came to define **heroism** and **villainy** for a new age.

Key Vocabulary	Definition
Characterisation	- The way a character is presented throughout
Setting	- The description, atmosphere and location
Plot	- How the key events are structures throughout a text
Pathetic Fallacy	- Where the weather is used to establish a mood or atmosphere
Protagonist	- A central character the the reader or audience follow
Antagonist	- The central 'villain' or problem character for the protagonist
Context	- Information about the time and place in which the text was written
Hero	
Villain	
Equal Rights	The treatment of everyone fairly by law.
Tension	State or emotional strain or suspense in the story
Macabre	Disturbing because it is concerned with death

Articles and Speeches are usually written in **Standard English**. **Persuasive devices**, such as **rule of three**, **rhetorical questions** and **hyperbole** can encourage the reader to agree with your point of view. **Literary techniques** such as **metaphor** and **simile** make writing more interesting and engaging. The use of **Pathetic fallacy** in particular is used to help create a tone of villainy.

#### Context and Style

Victorian Villains	The Victorian Period refers to the monarchy of Queen Victoria from 1837 – 1901. Victorian novels began to employ main characters who turn out to be particularly <b>irregular heroes</b> . The fact that so many heroes are not the classical hero type is remarkable in itself. Instead, their <b>innate</b> , <b>unique</b> personal qualities are the source of their heroic natures. This is often referred to as the ' <b>Rise of the Anti-hero.</b> '
Gothic Fiction	The term Gothic fiction refers to a style of writing that is characterized by elements of <b>fear</b> , <b>horror</b> , <b>death</b> , and <b>gloom</b> , as well as romantic elements, such as nature, individuality, and very high emotion. These emotions can include <b>fear</b> and <b>suspense</b> .

# Oliver Twist

# Y7 English Knowledge Organiser Autumn

# 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	
<b>Oliver</b>	- '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.
<b>Fagin</b>	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.
<b>Jack Dawkins (The Artful Dodger)</b>	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.
<b>Bill Sikes</b>	A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.
<b>Nancy</b>	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.

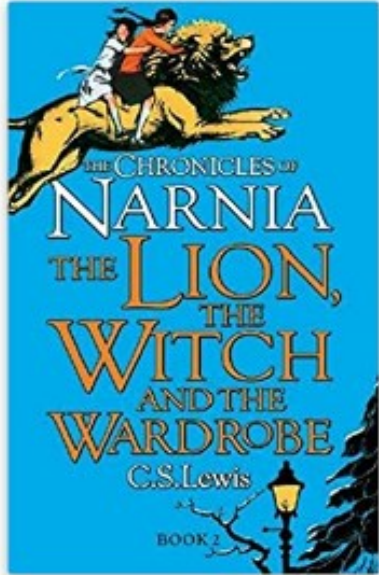
## Context

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'.

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.

# The Lion, the Witch and the Wardrobe Knowledge Organiser



## Blurb:

They open a door and enter a magical world.

Four adventurers step through a wardrobe door and into the land of Narnia - a world enslaved by the power of the White Witch. When almost all hope is lost, the return of the Great Lion, Aslan, signals a great change ... and a great sacrifice.

## Key Information:

**Plot:** During the World War II bombings of London, four English siblings are sent to a country house with the eccentric Professor Kirke. Whilst exploring the house one rainy day, the youngest (Lucy) discover an enormous wardrobe, which leads them to a magical, snowy world called Narnia. The false ruler keeps the land in perpetual winter. They must support the true ruler, a lion called Aslan, to defeat her.

**Setting:** The magical land of Narnia in the 1940s

**Themes:** friendship, loyalty, good judgment, forgiveness, faith, courage, and self-sacrifice

## Key Characters:

Lucy	The youngest of the four siblings - the primary protagonist
Edmund	Second youngest - betrays his siblings to help the White Witch
Susan	Second-oldest—she helps care for Aslan at the stone table
Peter	Oldest siblings—leads the battle against the White Witch
Aslan	The rightful King of Narnia and other magic countries
The White Witch	The primary antagonist of the story

## Author Voice:

C.S. Lewis had first had the idea to write a book for children in 1939. At this time, many children were evacuated from England's major cities and sent to live in the countryside because of the threat of bombing during World War II. Lewis had opened his home, The Kilns, to some of these young refugees, one of whom had been fascinated by a wardrobe there, imagining that there was another way out of it through the other side.

## Key Vocabulary:

Centaur	a mythical creature, half man, half horse
Dominions	lands under the rule of a king or queen
Faun	a man with a goat's horns, ears, legs, and tail
Gilded	covered with a thin layer of gold
Mothball	small, Styrofoam-like balls containing chemicals to keep moths away from clothing in storage
Renounce	give up
Treason	betrayal of a ruler or government

## Key Quotes:

"She did not shut it properly because she knew that it is very silly to shut oneself into a wardrobe, even if it is not a magic one."

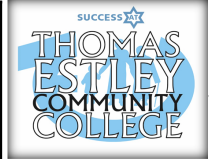
"Aslan is a lion- the Lion, the great Lion." "Ooh" said Susan. "I'd thought he was a man. Is he- quite safe? I shall feel rather nervous about meeting a lion..." "Safe?" said Mr Beaver ... "Who said anything about safe? 'Course he isn't safe. But he's good. He's the King, I tell you."

"He'll be coming and going" he had said. "One day you'll see him and another you won't. He doesn't like being tied down--and of course he has other countries to attend to. It's quite all right. He'll often drop in. Only you mustn't press him. He's wild, you know. Not like a tame lion."

## Discussion Points:

- Would you forgive Edmund?
- Why does Aslan sacrifice himself?
- Who is the bravest character in the story?

Les Numéros	Numbers
un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty
vingt-et-un	twenty-one
vingt-deux	twenty-two
trente	thirty
quarante	forty
cinquante	fifty
soixante	sixty
soixante-six	seventy
quatre-vingt	eighty
quatre-vingt-dix	ninety
cent	(one) hundred
mille	(one) thousand



# KNOWLEDGE ORGANISER

## Year 7 French Autumn Term



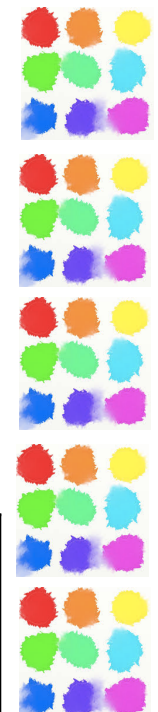
Les Mois	The Months
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Les Jours	The Days
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday



Les Saisons	The Seasons
le printemps	spring
l'été	summer
l'automne	autumn
l'hiver	winter

Les Famille	Family
la mère	mother
le père	father
la belle-mère	step-mother
le beau-père	step-father
la sœur	sister
le frère	brother
la grand-mère	grandmother
le grand-père	grandfather
la tante	aunt
l'oncle	uncle
le cousin	cousin (m)
la cousine	cousin (f)



Les Couleurs	Colours
rouge	red
orange	orange
jaune	yellow
vert	green
bleu	blue
violet	purple
rose	pink
noir	black
blanc	white
gris	grey
marron	brown
brun	brown
clair	light
foncé	dark

Les Animaux	Animals/Pets
J'ai...	I have
un chien	a dog
un chat	a cat
un hamster	a hamster
un lapin	a rabbit
un cochon d'Inde	a guinea pig
un poisson	a fish
un cheval	a horse
un oiseau	a bird
un serpent	a snake
une souris	a mouse
une tortue	a tortoise

Bonjour	Hello
<b>Comment t'appelles-tu?</b>	<b>What's your name?</b>
Je m'appelle...	I am called / My name is
<b>Quel âge as-tu?</b>	<b>How old are you?</b>
J'ai onze ans.	I'm eleven years old.
J'ai douze ans.	I'm twelve years old.
<b>Quelle est la date de ton anniversaire?</b>	<b>What is the date of your birthday?</b>
Mon anniversaire, c'est le vingt mai.	My birthday is the 20 <sup>th</sup> May.
Mon anniversaire, c'est le premier mars.	My birthday is 1 <sup>st</sup> March.
<b>Où habites-tu?</b>	<b>Where do you live?</b>
J'habite à Broughton Astley.	I live in Broughton Astley.
J'habite à Leicester.	I live in Leicester.
J'habite en Angleterre.	I live in England.
<b>Au revoir</b>	<b>Goodbye</b>



Mon autoportrait	<i>My self-portrait</i>
les animaux	<i>animals</i>
les araignées	<i>spiders</i>
la capoeira	<i>a Brazilian dance</i>
les chats	<i>cats</i>
les chiens	<i>dogs</i>
le cinéma	<i>cinema</i>
les consoles de jeux	<i>games consoles</i>
la danse	<i>dance</i>
le foot	<i>football</i>
les gâteaux	<i>cakes</i>
le hard-rock	<i>hard rock music</i>
l'injustice	<i>injustice</i>
les insectes	<i>insects</i>
les jeux vidéos	<i>video games</i>
les livres	<i>books</i>
la musique	<i>music</i>
les mangas	<i>animé comics</i>
les maths	<i>maths</i>
les pizzas	<i>pizzas</i>
la poésie	<i>poetry</i>
le racisme	<i>racism</i>
le rap	<i>rap</i>
le reggae	<i>reggae music</i>
les reptiles	<i>reptiles</i>
le roller	<i>roller-skating</i>
le skate	<i>skate-boarding</i>
les spaghettis	<i>spaghetti</i>
le sport	<i>sport</i>
la tecktonik	<i>street dance</i>
la télé	<i>TV</i>
le tennis	<i>tennis</i>
le théâtre	<i>theatre/drama</i>
les voyages	<i>journeys/travel</i>
la violence	<i>violence</i>



# KNOWLEDGE ORGANISER

## Year 7 French Autumn Term



<b>Les Opinions</b>	<b>Opinions</b>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je n'aime pas	<i>I don't like</i>
je déteste	<i>I hate</i>
Tu aimes...?	<i>Do you like...?</i>
il aime/elle aime	<i>he likes/she likes</i>
Oui, j'aime ça.	<i>Yes, I like that.</i>
Non, je n'aime pas ça.	<i>No, I don't like that.</i>
Tu es d'accord?	<i>Do you agree?</i>
Jesuis d'accord.	<i>I agree.</i>
Je ne suis pas d'accord.	<i>I don't agree.</i>
C'est...	<i>It's...</i>
génial	<i>great</i>
cool	<i>cool</i>
bien	<i>good</i>
ennuyeux	<i>boring</i>
nul	<i>rubbish</i>
essentiel	<i>essential</i>
important	<i>important</i>
Ce n'est pas bien.	<i>It's not good.</i>

<b>Mon kit de survie</b>	<b>My survival kit</b>
J'ai...	<i>I have...</i>
Je n'ai pas de...	<i>I don't have any...</i>
Tu as....?	<i>Do you have....?</i>
Il / elle a...	<i>He / she has...</i>
un appareil photo	<i>a camera</i>
une barre de céréales	<i>a cereal bar</i>
un baton de colle	<i>a glue stick</i>
des chips	<i>crisps</i>
des clés	<i>keys</i>
une gourde	<i>a water bottle</i>
des kleenex	<i>tissues</i>
des lunettes de soleil	<i>sunglasses</i>
un magazine	<i>a magazine</i>
un miroir	<i>a mirror</i>
un portable	<i>a mobile phone</i>
un portemonnaie	<i>a purse</i>
un paquet de mouchoirs	<i>a packet of tissues</i>
un sac	<i>a bag</i>
des surligneurs fluo	<i>some highlighters</i>
une trousse	<i>a pencil case</i>

et	<i>and</i>
aussi	<i>also</i>
mais	<i>but</i>
très	<i>very</i>
assez	<i>quite</i>
toujours	<i>always</i>
Qu'est-ce que...?	<i>What...?</i>
Qui...?	<i>Who...?</i>



<b>Les musiciens</b>	<b>Musicians</b>
Il / elle joue...	<i>He / she plays...</i>
de la batterie	<i>the drums</i>
de la guitare	<i>the guitar</i>
Il / elle chante	<i>He / she sings</i>
Il / elle a beaucoup	<i>He / she has a lot</i>
de talent	<i>of talent</i>



<b>Moi et les autres</b>	<b>Me and others</b>
Je suis...	<i>I am...</i>
Je n'suis pas...	<i>I am not...</i>
Tu es....?	<i>Are you....?</i>
Il / elle s'appelle....	<i>He / she is called...</i>
Il / elle est...	<i>He / she is...</i>
beau / belle	<i>good-looking</i>
branché(e)	<i>trendy</i>
charmant(e)	<i>charming</i>
cool	<i>cool</i>
curieux / curieuse	<i>curious</i>

de taille moyenne	<i>average height</i>
drôle	<i>funny</i>
généreux/généreuse	<i>generous</i>
gentil/gentille	<i>kind</i>
grand(e)	<i>tall / big</i>
impatient(e)	<i>impatient</i>
intelligent(e)	<i>intelligent</i>
modeste	<i>modest</i>
petit(e)	<i>small / little</i>
poli(e)	<i>polite</i>

<b>Les yeux et les cheveux</b>	<b>Eyes and hair</b>
J'ai...	<i>I have...</i>
Il / elle ...	<i>He / she has...</i>
Mon ami(e) a...	<i>My friend has...</i>
les yeux bleus/ verts / marron	<i>blue / green / brown eyes</i>
les cheveux longs/courts	<i>long / short hair</i>
les cheveux mi-longs	<i>medium-length hair</i>
les cheveux frisés/raides	<i>curly/straight hair</i>
les cheveux blonds / bruns / noirs / roux / châtiens	<i>blond / brown / black / red / light-brown hair</i>

**Saludos**

¡Hola!  
¿Qué tal?  
Bien, gracias.  
fenomenal  
regular  
fatal  
¿Cómo te llamas?  
Me llamo...  
¿Dónde vives?  
Vivo en...  
¡Hasta luego!  
¡Adiós!

**Greetings**

Hello!  
How are you?  
Fine, thanks.  
great  
not bad  
awful  
What are you called?  
I am called...  
Where do you live?  
I live in...  
See you later!  
Goodbye!



**¿Tienes hermanos?**

**Do you have any brothers or sisters?**

**Tengo...**

una hermana  
un hermano  
una hermanastra  
un hermanastro  
No tengo hermanos.  
Soy hijo único./  
Se llama...

**I have...**

a sister  
a brother  
a half-sister/stepsister  
a half-brother/stepbrother  
I don't have any siblings.  
I am an only child.  
he/she is called

40 cuarenta  
41 cuarenta y uno  
42 cuarenta y dos  
50 cincuenta  
60 sesenta  
70 setenta  
80 ochenta  
90 noventa  
100 cien

1 uno  
2 dos  
3 tres  
4 cuatro  
5 cinco  
6 seis  
7 siete  
8 ocho  
9 nueve  
10 diez  
11 once  
12 doce  
13 trece  
14 catorce  
15 quince  
16 dieciséis  
17 diecisiete  
18 dieciocho  
19 diecinueve  
20 veinte  
21 veintiuno  
22 veintidós  
23 Veintitrés  
24 Veinticuatro  
25 Veinticinco  
26 Veintiséis  
27 Veintisiete  
28 Veintiocho  
29 Veintinueve  
30 Treinta  
31 Treinta y uno



**¿Cuántos años tienes?**

Tengo... años.  
¿Cuándo es tu cumpleaños?  
Mi cumpleaños es el... de...  
enero  
febrero  
marzo  
abril  
mayo  
junio  
julio  
agosto  
septiembre  
octubre  
noviembre  
diciembre

**How old are you?**

I am... years old.  
When is your birthday?  
My birthday is the... of...  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



**A** ah **B** beh **C** theh **D** deh **E** eh **F** efteh **G** heh, **H** aheh **I** ee **J** hota  
**K** kah **L** eleh **M** emeh **N** eneh **Ñ** enyeh, **O** oh **P** peh **Q** koo **R** ereh **S** eseh  
**T** teh **U** oo **V** ooveh **W** ooveh dobleh, **X** ekis **Y** ee gri-ehga **Z** theta  
**Z** es la última letra. Canto el alfabeto.

**La semana**

lunes  
martes  
miércoles  
jueves  
viernes  
sábado  
domingo  
el fin de semana

**The week**

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
weekend

**¿De qué color tienes los ojos?**

**What colour are your eyes?**



Tengo los ojos... **I have... eyes.**  
azules **blue**  
grises **grey**  
marrones **brown**  
verdes **green**  
llevo gafas. **I wear glasses.**

**Tengo el pelo ... I have ...hair**

liso **straight**  
rizado **curly**  
ondulado **wavy**  
largo **long**  
corto **short**  
castaño **brown**  
rubio **blond**  
soy pelirrojo **I am red / ginger**  
soy calvo **I am bald**  
barba **beard**  
bigote **moustache**



To revise this topic



SCAN ME

**Aiming higher expressions**

Creo que soy **I think that I am**  
Pienso que soy **think that I am**



**¿Qué tipo de persona eres?**  
**What sort of person are you?**

Soy...	<i>I am...</i>
divertido/a	<i>amusing</i>
estupendo/a	<i>brilliant</i>
fenomenal	<i>fantastic</i>
generoso/a	<i>generous</i>
genial	<i>great</i>
guay	<i>cool</i>
listo/a	<i>clever</i>
serio/a	<i>serious</i>
simpático/a	<i>nice, kind</i>
sincero/a	<i>sincere</i>
tímido/a	<i>shy</i>
tonto/a	<i>silly</i>
tranquilo/a	<i>quiet, calm</i>
creativo/a	<i>creative</i>
perezoso/a	<i>lazy</i>
hablador/a	<i>talkative</i>



**¿Cuántas personas hay en tu familia?**

En mi familia hay... personas.  
 mis padres  
 mi madre  
 mi padre  
 mi abuelo  
 mi abuela  
 mi bisabuela  
 mi tío  
 mi tía  
 mis primos  
 ¿Cómo se llama tu madre?  
 Mi madre se llama...  
 ¿Cómo se llaman tus primos?  
 Mis primos se llaman... y...  
 su hermano  
 sus hermanos

**How many people are there in your family?**

*In my family, there are... people.*  
**my parents**  
**my mother**  
**my father**  
**my grandfather**  
**my grandmother**  
**my great-grandmother**  
**my uncle**  
**my aunt**  
**my cousins**  
*What is your mother called?*  
*My mother is called...*  
*What are your cousins called?*  
*My cousins are called... and...*  
*his/her brother*  
*his/her brothers and sisters*

**High-frequency words**

además	<b>also, in addition</b>
bastante	<b>quite</b>
porque	<b>because</b>
<b>y</b>	<b>and</b>
<b>pero</b>	<b>but</b>
<b>también</b>	<b>also</b>
<b>muy</b>	<b>very</b>
<b>a veces</b>	<b>sometimes</b>
¿Quién...?	Who?
un poco	<i>a bit</i>
mi/mis	<i>my</i>
tu/tus	<i>your</i>
su/sus	<i>his/her</i>
No	<i>no/not</i>

**Cómo es?** **What is he/she like?**

Es...	<i>He/She is...</i>
No es muy...	<i>He/She isn't very...</i>
alto/a	<i>tall</i>
bajo/a	<i>short</i>
delgado/a	<i>slim</i>
gordo/a	<i>fat</i>
guapo/a	<i>good-looking</i>
inteligente	<i>intelligent</i>
joven	<i>young</i>
viejo/a	<i>old</i>
Tiene pecas.	<i>He/She has freckles.</i>
Tiene barba.	<i>He has a beard.</i>
mis amigos	<i>my friends</i>
mi mejor amigo/a	<i>my best friend</i>
su mejor amigo/a	<i>his/her best friend</i>



**Mi pasión** **My passion**

Mi pasión es... *My passion is...*  
 Mi héroe es... *My hero is...*

**Me gusta....** **I like....**

el deporte *sport*  
 el fútbol *football*  
 la música *music*  
 el tenis *tennis*

**Los colores** **Colours**

blanco/a	<i>white</i>
amarillo/a	<i>yellow</i>
negro/a	<i>black</i>
rojo/a	<i>red</i>
verde	<i>green</i>
gris	<i>grey</i>
marrón	<i>brown</i>
azul	<i>blue</i>
rosa	<i>pink</i>
naranja	<i>orange</i>
morado / violeta	<i>purple</i>



To revise this topic go to



**¿Tienes mascotas?**

Tengo...  
 un caballo  
 una cobaya  
 un conejo  
 un gato  
 un perro  
 un pez  
 un ratón  
 una serpiente  
 un hámster  
 un loro  
 un pájaro  
 No tengo mascotas.  
 ¿Cómo es?  
 ¿Cómo son?

**Do you have pets?**

*I have...*  
*a horse*  
*a guinea pig*  
*a rabbit*  
*a cat*  
*a dog*  
*a fish*  
*a mouse*  
*a snake*  
*a hámster*  
*a parrot*  
*a bird*  
*I don't have any pets.*  
*What is it like?*  
*What are they like?*



**Nationalities**

Soy...	
Inglés(a)	<i>English</i>
Galés	<i>Welsh</i>
Escocés	<i>Scottish</i>
Irlandés	<i>Irish</i>
Español(a)	<i>Spanish</i>
Francés(a)	<i>French</i>
Italiano	<i>Italian</i>
Alemán	<i>German</i>
Polaco	<i>Polish</i>
De...	<i>from...</i>
Vivo en	<i>I live in</i>
Inglaterra	
Europa	

# KNWLWDGE ORGANISER



## Evacuation An Introduction to Drama

Year 7  
Autumn 1

### By the end of this work you will be able to:

- Demonstrate your ability to sustain listening, concentration, co operation and observation skills as part of a whole group.
- Demonstrate your ability to improvise spontaneously, including reflecting and responding in role.
- Learn to appreciate and appraise each other's work as part of the process of making drama. Be willing to help people modify their work through constructive advice.
- Demonstrate the ability to create and sustain a character in role. To create a role based on research and understanding of different people and times; show that character through body language and voice.

### Drama is fun but we need to remember simple rules.



Some Techniques that you will learn;

- Still Image
- Tableau
- Split Stage
- Cross cutting
- Monologue

S T I M U L U S

The evacuation of some three million people to rural locations beyond the reach of German air attacks deeply affected the nation. This was the first time an official evacuation had ever been deemed necessary and the experience of mass evacuation - the biggest and most concentrated movement of people in British history - remains uppermost in the minds of those who lived through the war. The majority of people who were evacuated were children, and for that reason the operation was codenamed Pied Piper.

### How will you do this?

Staying n Role	When you act the part of somebody else you are taking on a role. That role has personality traits, qualities and specific characteristics which form its character. Without successful characterisation you can't embody the role and bring that person to life in a three-dimensional way.	Body Language	Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener. It may be the message being conveyed or it may add layers of meaning to the spoken words.
Improvisation	Using improvisation. To improvise is to invent and create content on your feet. Improvised drama is work that hasn't been scripted but is made up as you go along. ... Spontaneous improvisation which is completely unplanned can generate dialogue or scenarios that you feel work for the piece you are creating.	Voice	The voice tells us so much about a person. Where they come from, their personality and how they're feeling. An actor's voice needs versatility as it must be able to communicate a range of emotions. It must have clarity so that every word can be heard.



### By the end of this unit you will be able to;

- Understand the term 'Theatre In Education' and begin to understand the power that performance has to educate people.
- Develop work for a specific audience and begin to think about how work can be changed for different audiences.
- Use performance skills to create characters that are exaggerated and entertaining to children.
- Begin to utilise costume and props to enhance performance.

### Theatre In Education (TIE)

Traditionally: 'Theatre in Education' is a process that uses interactive theatre/drama practices to help aid the educational process. The ground-breaking Theatre in Education (TIE) movement was first pioneered by the Belgrade Theatre in 1965, as a way to use theatre and drama to create a range of learning opportunities for young people. They delivered a free TIE service to schools across Coventry between 1965 and 1996. The Theatre in Education movement soon spread to theatres across the UK. Then to broader settings across the globe; **Inspiring a wide range of interactive theatre with children and young people. Encouraging and empowering them to investigate challenging situations for themselves.**



It is important to understand how a child likes to learn best. Which are the child's dominant senses? Do they like pictures and reading? If so you can encourage the child to use drawings, pictures, maps or diagrams as part of their learning. Could you use these in your drama?

Some children like listening to explanations and reading aloud. You could use stories to encourage this kind of learning. Most children enjoy learning through songs, chants and rhymes. These could all add to your performance.

### Performance elements

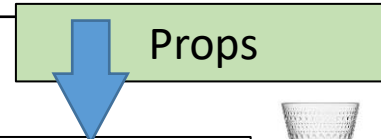
#### Costuming



Costumes can be very simple and used to symbolise or represent.

#### Sound

Sound in theatre goes beyond finding the right sound effects for a production. Sound can be used to establish the time or location of a performance, or to create and enhance mood and atmosphere. Time and location are the 'when' and 'where' of a production.



#### Props



Props are things that are carried by the actors.

### Environment



What will your piece be about?





# Year 7 Autumn Term Medieval Britain c1066-1347

## Lesson Content

Who were the Anglo-Saxons?

Who wanted to be King of England?

The Battle of Stamford Bridge

The Battle of Hastings

After the Battle

Building castles

Attacking and defending castles

The Domesday Book

Controlling the people

Who was Thomas Becket?

Who was King John?

Peasant Life

Peasant Life

Medieval Life+Christmas

## Key dates

4 <sup>th</sup> Jan 1066	King Edward dies
25 <sup>th</sup> September 1066	The battle of Stamford Bridge
14 <sup>th</sup> October 1066	The battle of Hastings
Christmas Day 1066	William is crowned King
1069	"Harrying of the North"
29 <sup>th</sup> December 1170	Becket is murdered in Canterbury
15 <sup>th</sup> June 1215	King John signs the Magna Carta

## Key people

<b>Edward the Confessor</b>	Saxon King of England between 1042 and 1066. A very religious man who always "confessed" his sins, hence his name.
<b>Harold Godwinson</b>	Saxon Earl, a powerful man who became King of England in January 1066
<b>Harald Hardraada</b>	Viking king of Norway, claimed he had a right to the throne because the Vikings ran England between 1013 and 1042
<b>William of Normandy</b>	Duke of Normandy (in Northern France), claimed he had been promised the throne of England by Edward the Confessor and Harold Godwinson
<b>Bishop Odo</b>	Brother of William of Normandy, believed to have ordered the creation of the Bayeux tapestry.
<b>Oderic Vitalis</b>	Chronicler who wrote about the events of 1066
<b>Hereward the wake</b>	Rebel leader who opposed William of Normandy
<b>Thomas Becket</b>	Archbishop of Canterbury, former friend of King Henry II
<b>King Henry II</b>	King of England, 1154-1189
<b>King John I</b>	King of England, 1199 – 1216, famous for signing the Magna Carta (Great Charter)

## Key Words - Glossary

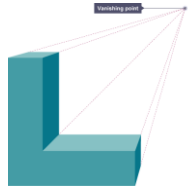
<b>Heir</b>	The next person in line to become King	<b>Motte</b>	A high mound of rock and earth on which was built a Keep
<b>Throne</b>	The official chair on which the King sits	<b>Bailey</b>	An enclosure on ground level for living accommodation and horses
<b>Successor</b>	The next person to follow either a King, Earl etc	<b>Doom Painting</b>	Giant pictures painted on the inside of churches to warn people about going to hell
<b>Anglo-Saxons</b>	Migrants to England from the 5 <sup>th</sup> Century onwards, they eventually became the most important tribe in England	<b>Martyr</b>	Someone who suffers or dies for something they believe in
<b>Normans</b>	People from Normandy in Northern France, descended from Vikings	<b>Cathedral</b>	A really large Church, usually in a city
<b>Feudal System</b>	A system where people received land in return for loyalty to the King	<b>Magna Carta</b>	Latin for "Great Charter", a document setting out rights and responsibilities
<b>Domesday Book</b>	A book detailing all the possessions of King William in 1086, "Domesday" means day of judgement	<b>Peasant</b>	A poor rural person, also known by the Latin word "Villein" meaning wretched.

**Key resources:**  
[www.techhistoryks3.blogspot.com](http://www.techhistoryks3.blogspot.com)

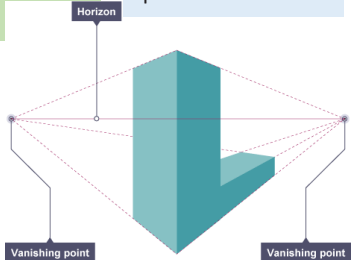
**Key Assessment:** 50 minute assessment based on skills from Paper 1+3 GCSE History Questions 1-4 or 5

# 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.



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



**Personal protective equipment (PPE)**

- Apron
- Leather gloves
- Goggles
- Sturdy shoes

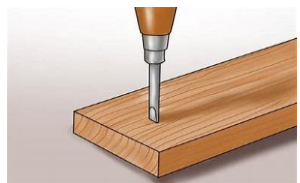
**Surface treatments and finishes**  
Used to improve the appearance and protect the material. Polish, varnish, paint, wax and stain are examples.

**Wasting tools**

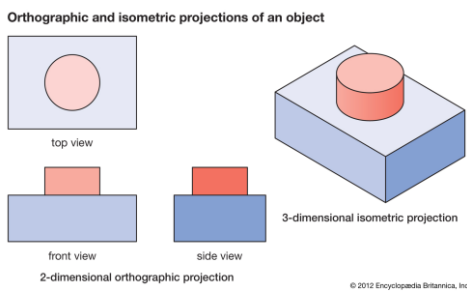
- Coping saw – used to cut curved lines
- Junior hacksaw - used for sawing plastic and metal
- Hand file – used to shape materials
- Rasp – used to shape wood
- Pillar drill – used to drill holes
- Needle file – used to shape materials, remove material in small spaces
- Disc sander : used to waste material

**Marking and measuring tools**

- Steel rule
- Bradawl
- Centre punch
- Marking knife
- Try square



**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**.



## 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**.



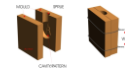
**Non-ferrous** metals do not contain iron and are not magnetic. They do not rust.

**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:

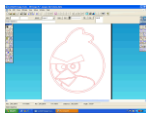
**Hardwoods** - take longer to grow, are not easily sourced and are expensive to buy. Oak, beech and mahogany are hardwoods.  
**Softwoods** - They are faster growing than hardwoods, making them cheaper to buy, and are considered a **sustainable** material. Pine is a softwood

**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.

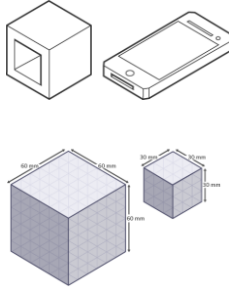


**Freehand sketching** is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely.

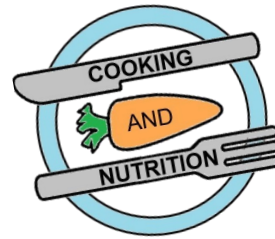


**Isometric**  
Isometric drawings, sometimes called isometric projections, are a good way of showing measurements and how components fit together. Unlike perspective drawings, they don't get smaller as the lines go into the distance.  
There are three main rules to isometric drawing:

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



# Year 7 - Healthy Eating



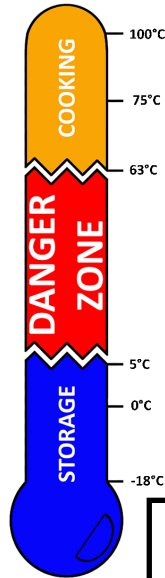
The 8 tips for healthy eating can help you make healthier choices.

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

<https://www.youtube.com/watch?v=UIQ1Hyq9HG0>

<https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/>

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 Textiles - Design and Technology

SMART MATERIALS	Material	Example	Properties
	Thermo chromic		Changes colour with heat
	Photo chromic	PHOTOCHROMIC LENS 	Changes colour with light
	Memory shape alloy		Metal that returns to original shape
	Hydro-chromic		Changes colour in water

Modern MATERIALS	Material	Example	Properties
	Kevlar		Very strong and resists cuts, tears.
	Nomex		Heat and fire resistant
	Micro-encapsulation	Encapsulation Technology 	Tiny beads encapsulated with liquid e.g. antibacterial
	Phosphorescent		Glow in the dark

## Equipment

 Sewing machine	 Thread	 Needle	 Scissors
One person at a time. Keep fingers away from moving parts. Use slowly and steadily.	 Pins	 Button	Carry with blade together. Always cut on the table away from fingers. Return to scissor rack when finished.
 Stitch ripper	Pins and needles are kept in containers. Use carefully pointing away from fingers and body.	 Pattern	 Iron
 Tape measure	 Zipper	Pattern pieces are used to make paper templates before cutting fabric out.	Extremely hot. Always ask before using. Turn off after use. Store hot plate down on rack.

## Hand Sewing

 Running Stitch	 Back Stitch	 Whip Stitch
Running stitch is quick and easy	Back Stitches are strong and look neat	Whip stitches are used to finish and neaten edges.

**More 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.

## NATURAL

Natural fibre from a plant	<b>Cotton</b>	Used for making jeans, T-shirts and towels. <ul style="list-style-type: none"> <li>Cool to wear</li> <li>Very absorbent</li> <li>Dries slowly</li> <li>Soft</li> <li>Creases easily</li> </ul>
Natural fibre from a plant	<b>Linen</b>	Used for summer clothing, tea towels and table cloths. <ul style="list-style-type: none"> <li>Very cool to wear</li> <li>Very absorbent</li> <li>Dries quickly</li> <li>Stiffer than cotton</li> <li>Creases badly</li> </ul>
Natural fibre from a plant	<b>Bamboo</b>	Used for clothing and mixed with other fibres like spandex. <ul style="list-style-type: none"> <li>Cool to wear</li> <li>Very absorbent</li> <li>Soft</li> <li>Sustainable (environmentally friendly)</li> </ul>

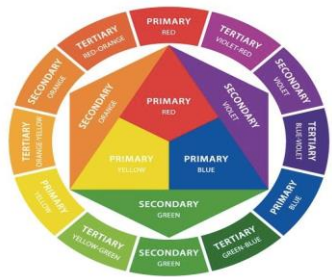
## SYNTHETIC

Synthetic Fibre	<b>Viscose</b>	Used for shirts, dresses, linings. <ul style="list-style-type: none"> <li>Low warmth</li> <li>Absorbent</li> <li>Soft</li> <li>Good drape</li> <li>Not durable</li> <li>Creases easily</li> </ul>
Synthetic Fibre	<b>Nylon</b>	Used for sportswear, socks, seat belts. <ul style="list-style-type: none"> <li>Warm to wear</li> <li>Absorbent</li> <li>Breathable</li> <li>Soft or coarse</li> <li>Can shrink</li> <li>Durable</li> </ul>
Synthetic Fibre	<b>Polyester</b>	Used for raincoats, Fleece jackets, medical textiles. <ul style="list-style-type: none"> <li>Low warmth</li> <li>Non-absorbent</li> <li>Dries quickly</li> <li>Soft</li> <li>Very durable</li> <li>Crease resistant</li> <li>Can be recycled</li> </ul>



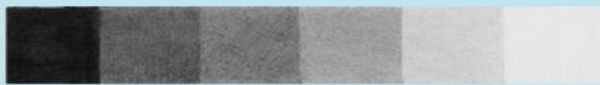
## COLOUR THEORY

PRIMARY= RED, YELLOW, BLUE	ANALOGUE COLOURS= NEXT TO EACHOTHER
SECONDARY= PRIMARY + PRIMARY	COMPLIMENTARY= OPPOSITE
TERTIARY= SECONDARY + PRIMARY	MONOCHROMATIC= SHADES, TONES & TINTS OF ONE COLOUR
SHADES- ADD BLACK	HUE- THE PIGMENT
TINT- ADD WHITE	WARM+ RED, ORANGE, YELLOW COLD= BLUE, GREEN, PURPLE

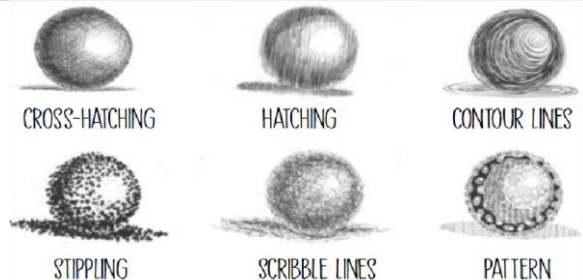


## VALUE

APPLY TONE TO CREATE A GRADUAL TRANSITION FROM DARK TO LIGHT:

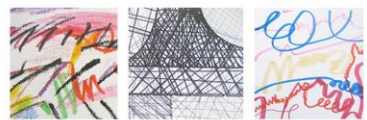


- ★ PRODUCE A RANGE OF TONES BY VARYING THE PRESSURE AND LAYERING
- ★ CONSIDER USING SOFTER PENCILS FOR DARKER SHADES
- ★ APPLY TONE USING A SOFT CIRCULAR MOTION TO CREATE A SMOOTH COVERAGE
- ★ ADD DETAIL/INTEREST BY APPLYING TONE USING MARK-MAKING TECHNIQUES

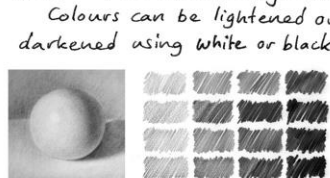


## ELEMENTS OF ART

(Elements of the Visual Language)



**Line:** Different lines express different emotions and ideas. a line is a path made by a moving point...

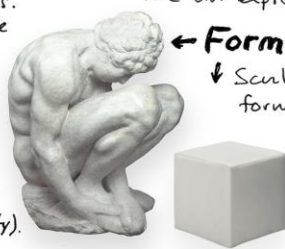


**Value** is the lightness or darkness of something. It is also called **tone**.  
← different values or tones created by shading.



Artworks are 'built' using the visual elements. These elements are an expressive language.

**Form** is 3D shape.  
↓ Sculpture uses form, of course.



**Texture** is the roughness or smoothness. Also called 'surface quality'.

**Space**  
You can't have shape or form without having space. Here the 'negative space' creates the image.

## CLASSROOM RULES

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

TECHNIQUES TO ADD TONE

## PAINT NAMES



## CLAY LESSON:

Always wear an apron.



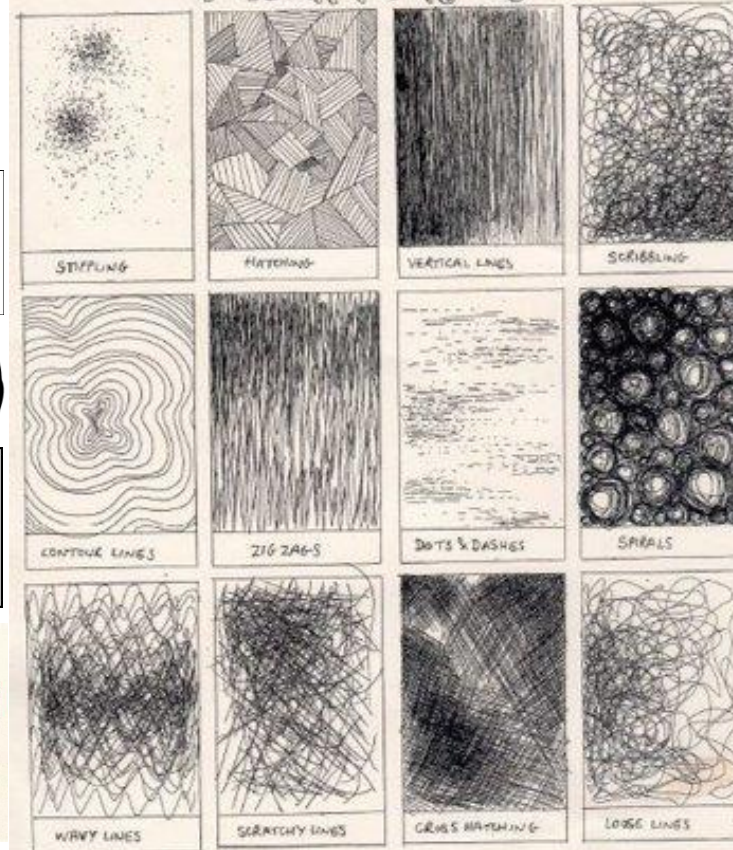
Tie your hair up.

Hessian mat stops your work sticking to the table.



Guide rules help you to roll out the clay evenly.

## Mark-Making



## Y7 Autumn 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 $3 \times y$ $\frac{7}{x}$ 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	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>rectangle</p> <p><math>A = bh</math></p> </div> <div style="text-align: center;"> <p>parallelogram</p> <p><math>A = bh</math></p> </div> <div style="text-align: center;"> <p>triangle</p> <p><math>A = \frac{1}{2}bh</math></p> </div> </div>	553-559
Pictograms	Use the key to work out the number of cupcakes sold each day. <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 45%;"> <p>Monday </p> <p>Tuesday </p> <p>Wednesday </p> <p>Thursday </p> <p>Friday </p> <p>Saturday </p> <p>Sunday </p> </div> <div style="width: 45%; text-align: right;"> <p><math>5 \times 6 = 30</math></p> <p><math>2.5 \times 6 = 15</math></p> <p><math>4 \times 6 = 24</math></p> <p><math>3.5 \times 6 = 21</math></p> <p><math>7 \times 6 = 42</math></p> <p><math>10 \times 6 = 60</math></p> <p><math>9.5 \times 6 = 57</math></p> </div> </div> <div style="margin-top: 10px; text-align: center;"> <p>= 6 cupcakes</p> </div>	426

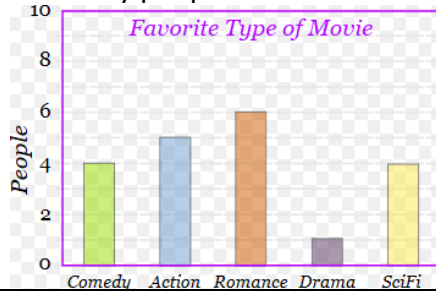
**Bar charts**

Which type of movie was most popular? **Romance**

How many people said comedy was this favourite? **4**

How many people were asked in total?  $4 + 5 + 6 + 1 + 4 = 20$

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 CRE – People who have changed the world

## Key Words

Equality  
Opportunity  
Change  
Rights  
Segregation  
Religion  
Adversity  
Difference  
Legacy  
Impact

## People who have made changes

1. Martin Luther King
2. Florence Nightingale
3. Stephen Hawking
4. Rosa Parks
5. Mahatma Gandhi
6. Malala Yousafzai
7. Emmeline Pankhurst
8. Adolf Hitler
9. Karl Marx
10. Mother Teresa
11. Marie Curie
12. J.K Rowling
13. William Shakespeare
14. Charles Darwin
15. Muhammad Ali

## Example of small changes that have a huge impact

- Two primary aged children who wrote to McDonald's asking them to stop producing plastic toys in their happy meals for environmental reasons. McDonalds have since stopped plastic toys in happy meals.
- Young entrepreneur who invented the sea bin to catch waste in the sea.

## Key Questions

What does it take to change the world?

What does it mean to change the world?

Can anyone change the world?

Does everyone have to be impacted for people to change the world?

Is changing the world always a positive thing?

Do we have to know their name for them to have changed the world?

## Year 7 PE Knowledge Organiser

Tommo PE Kit

Navy or Black bottoms (shorts/leggings/  
joggers)

Navy Tommo T Shirt

Navy Warm Top

Change of shoes (must not be plain black)

### Fitness test Scores

Sit Ups

Cooper Run

30m Sprint

Illinois Agility Run

Sit & Reach

Vertical Jump

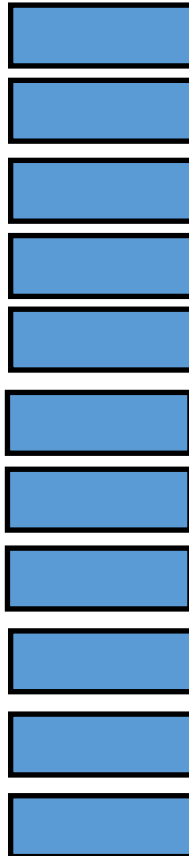
Standing Long Jump

Grip Test Dynamometer

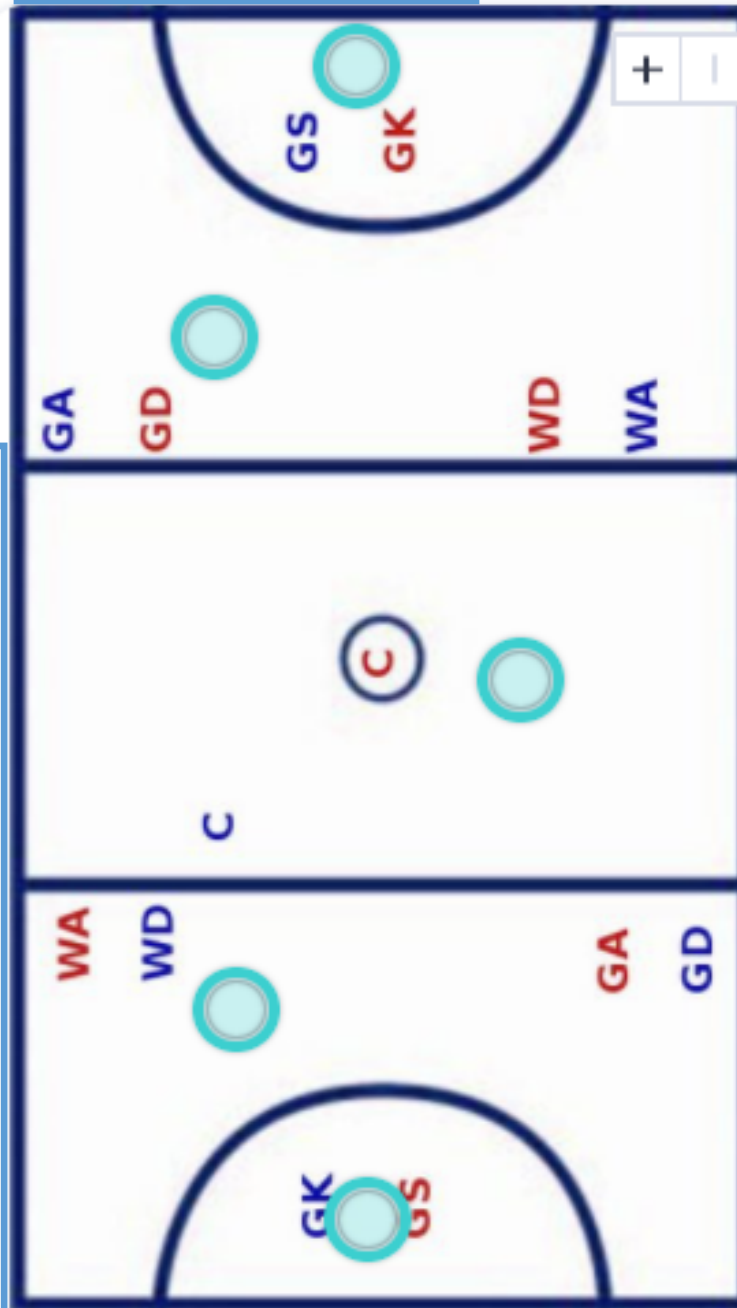
Coordination Test

Stork Stand

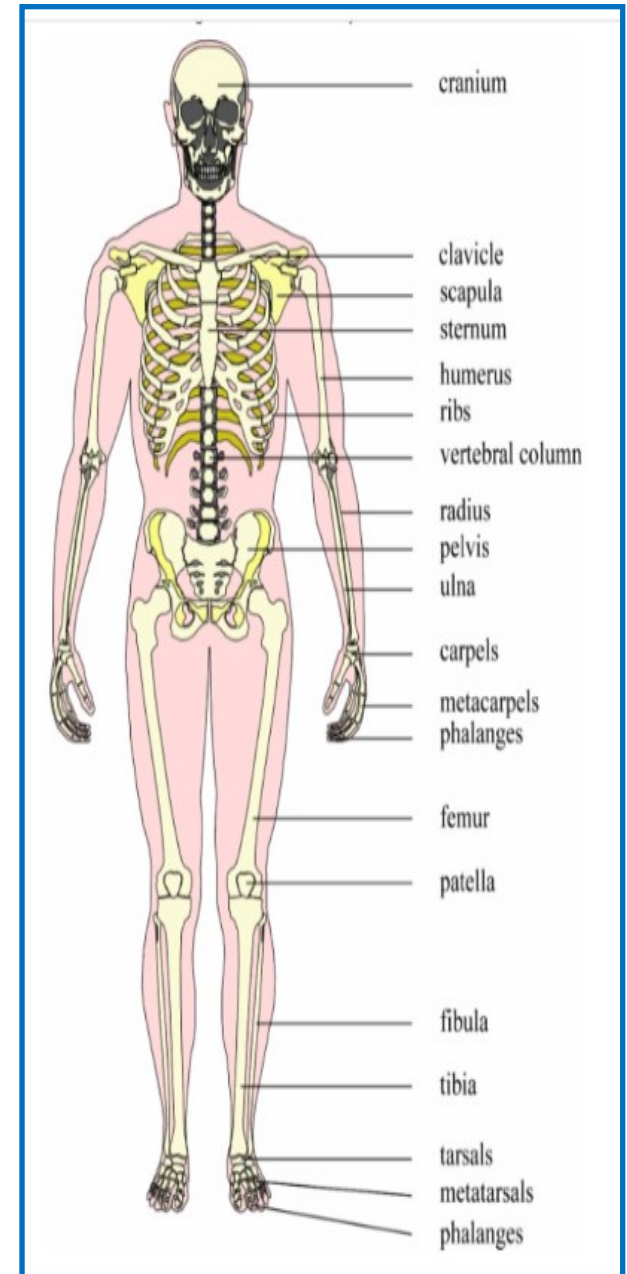
Ruler Drop



## Know your Netball positions



## Know the bones



# KS3 Dance Skills KO – Autumn Term

## Performance Skills

### PHYSICAL:

- B**alance – Holding a steady position
- A**lignment – correct placement of body parts
- F**lexibility – range of movement in the muscles
- E**xtension – lengthening of the muscles
- M**obility – range of movements in the joints
- C**ontrol – ability to stop, start and change direction
- C**o-ordination – combining the body parts
- I**solation – independent movement of body parts
- P**osture – the way the body is held
- S**trength - muscle power

### EXPRESSIVE:

- F**ocus – use of the eyes
- F**acial Expressions – use of the face
- S**patial awareness – using the space
- P**rojection – energy used to connect with audience
- P**hrasing – distribution of the energy
- S**ensitivity to others – connecting with other dancers
- M**usicality – bringing out the music
- C**ommunication – portraying intentions and themes.

### SAFE PRACTICE:

- Safe execution, Appropriate dancewear- footwear, hairstyle, and no jewellery. Warm-up/cool down.
- Nutrition. Hydration

## Actions

### What the body is doing

- G**esture – non-weight bearing action
- U**se of different body parts – head, shoulders, hips
- E**levation – whole body in the air
- S**tillness – stationary/not moving
- T**ravel – journey from A-B
- F**loorwork – movement at a low level
- T**urn – whole body rotation
- T**ransfer – changing the weight-supporting body parts

**SPIN TWIST KICK**

**STAND SLIDE CHOP**

**SCOOCH CARTWHEEL**

**COLLAPSE SHAKE GALLOP**

**PUNCH LEAP FLICK**

**RUN PIROUETTE STAMP**

**HIP ROLL PIVOT ROLL**

**RISE BALANCE STRETCH**

## Dynamics

### How the body is moving.

- F**ast/**S**low
- S**udden/**S**ustained
- F**lowing/**A**brupt
- D**irect/**I**ndirect
- A**ccelerate/**D**ecelerate
- S**trong/**L**ight

**SMOOTH SHARP**

**EXPLODE JERKY**

**ROBOTIC MELTING**

**QUICKLY BOUNCY**

**AGGRESSIVE ERRATIC**

**GRACEFULLY SILKY**

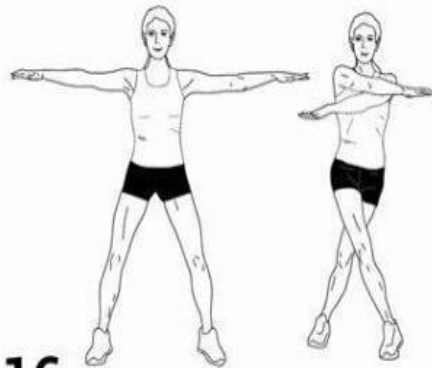
**SOFT SPORADIC**

**FORCED FLUID**

**LETHARGIC HEAVY**

## Improve Core Strength

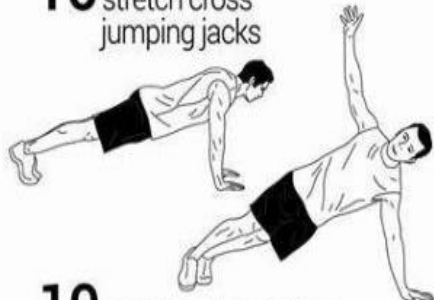
BEGINNER: 3 SETS INTERMEDIATE: 5 SETS ADVANCED: 8 SETS REST BETWEEN SETS: 45 SECONDS



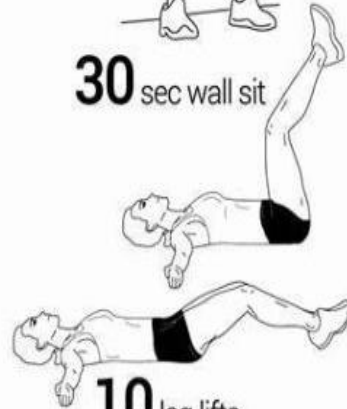
**16** stretch cross jumping jacks



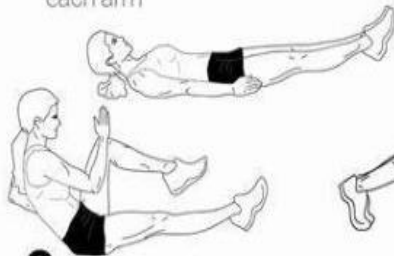
**30** sec wall sit



**10** planks with rotation each arm



**10** leg lifts feet not touching the floor



**8** sprinters each leg



**10** plank jump ins

## Improve Flexibility

**1**



Butterfly  
20 seconds



Pike Against Wall  
20 seconds

**2**



Frog  
25 seconds



Lunges  
25 seconds each side

**3**



Straddle  
30 seconds



Leg Holds  
30 seconds each leg

**4**



Butterfly  
35 seconds



Pike Against Wall  
35 seconds

**5**



Frog  
40 seconds



Lunges  
40 seconds each side

**6**



Straddle  
45 seconds



Leg Holds  
45 seconds each leg

**7**



Butterfly  
50 seconds



Pike  
50 seconds



Forced Arch  
30 seconds

**8**



Frog  
55 seconds



Lunges  
55 seconds ea.



Splits  
35 seconds

**9**



Straddle  
60 seconds



Leg Holds  
60 seconds ea.



Calves  
40 seconds

**10**



Butterfly  
65 seconds



Pike  
65 seconds



Forced Arch  
45 seconds



4/4 Time  
4 BEATS Per Bar

1 2 3 4 1 2 3 4

Year 7



Treble clef



Bass clef

tea      coff - ee      co-ca co-la

1      1/2   1/2      1/4   1/4   1/4   1/4      2      4

middle C   D   E   F   G   A   B   C   D   E   F   G   A

Rhythm practice

<https://www.youtube.com/watch?v=jkjhFOTRxE4>

Line notes

Every Good Boy Deserves Football

Space notes

F A C E



<https://thomastestley.musicfirst.co.uk/app/>





## The String Family

- Usually made from wood
- Sound is produced by plucking or bowing a string to make it vibrate
- Pitch is manipulated by changing the amount of the string which is vibrating (shorter = higher pitch)
- Sound is amplified through the body of the instrument which is hollow and resonates.



- The larger the instrument the lower the pitch

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

## The Brass Family

- Usually made from metal (Brass)
- Sound is produced by vibrating your lips into an egg-cup shaped mouthpiece
- Pitch is manipulated by 1) changing the length of the tube the sound travels through. This is done with valves, keys or a slide. 2) varying the tension of the lips.
- Sound is amplified by the air vibrating through the instrument and out of the bell as it exits the instrument.



<https://www.youtube.com/watch?v=6SKEvs9viaE>

## The Woodwind Family

- Can be made from a variety of materials
- Sound is produced by either blowing across a hole (Flute/Piccolo) or through a mouthpiece with a single (Clarinet/Saxophone) or double (Oboe/Bassoon) reed.
- Pitch is manipulated by covering holes in the body of the instrument to allow the air to travel further.
- Sound is amplified by the air vibrating through the instrument and out of the key holes and bell as it exits the instrument.



<https://www.youtube.com/watch?v=Zv5-BooE9E8>



## The Families of Instruments

- There are 4 families
- Instruments belong to a family based on how the sound is produced



Family	How is sound produced?
Strings	A string vibrates by being plucked or bowed
Brass	Lips are buzzed into an egg-cup shaped mouthpiece
Woodwind	Air is blown over a whole or through a mouthpiece with a single or double reed
Percussion	Instruments that are hit, scraped or shaken to produce sound



## The Percussion Family

- Made from lots of different materials.
- Sound is produced by hitting, shaking or scraping the instrument.
- Pitch is manipulated by the size of the instrument being hit e.g. Xylophone – smaller bars = higher pitch
- Sound is amplified by the instrument resonating.



<https://www.youtube.com/watch?v=cUBU34RoJBU>