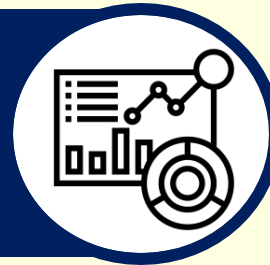




Knowledge Organisers



Term 1 and 2
Year 7

Contents



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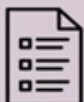
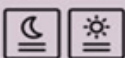


Drama



Computer Science

How to use a knowledge organiser – step by step guide

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your KO. 	Write down the key words and definitions. 	Use your KO to condense and write down key facts or information onto flash cards. 	Use your KO to create a mini quiz. Write down your questions using your KO. 	Create a mind map with all the information you can remember from your KO. 	Ask a friend or family member to have the KO or flash cards in their hands. 
Step 2	Cover or flip the KO over and write down everything you can remember. 	Try not to use your KO to help you. 	Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other! 	Answer the questions and remember to use full sentences. 	Check your KO to see if there are any mistakes on your mind map. 	They can test you by asking you questions on different sections of your KO. 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat. 	Use your green pen to check your work. 	Ask a friend or family member to quiz you on the knowledge. 	Ask a friend or family member to quiz you using the questions. 	Try to make connections, linking the information together. 	Write down your answers, 

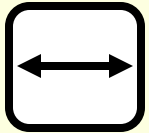
How to revise

Successful Learning Takes Place Over Time

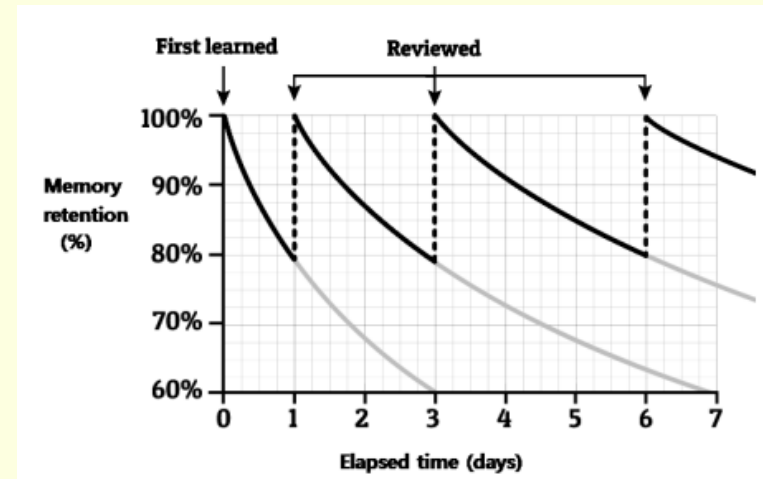


It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We all have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the process of improving. It's about the long-term rather than the short-term, which also means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

Space out your learning on a subject



Spacing out your learning over time is far more effective than last-minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. The last factor tells us that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap between reviews, which the diagram below illustrates nicely. The Leitner system and Cornell Notes mentioned earlier provides a wonderful way of achieving this, but the principle applies to all of the learning strategies mentioned in this booklet



Revision strategies

List It



This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and...

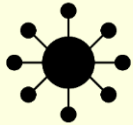
- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

Flashcards



Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising

Mapping



Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Self-testing



Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Flashcards



Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

When making and using flashcards:

Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

Don't:

- X ...spend more time making flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

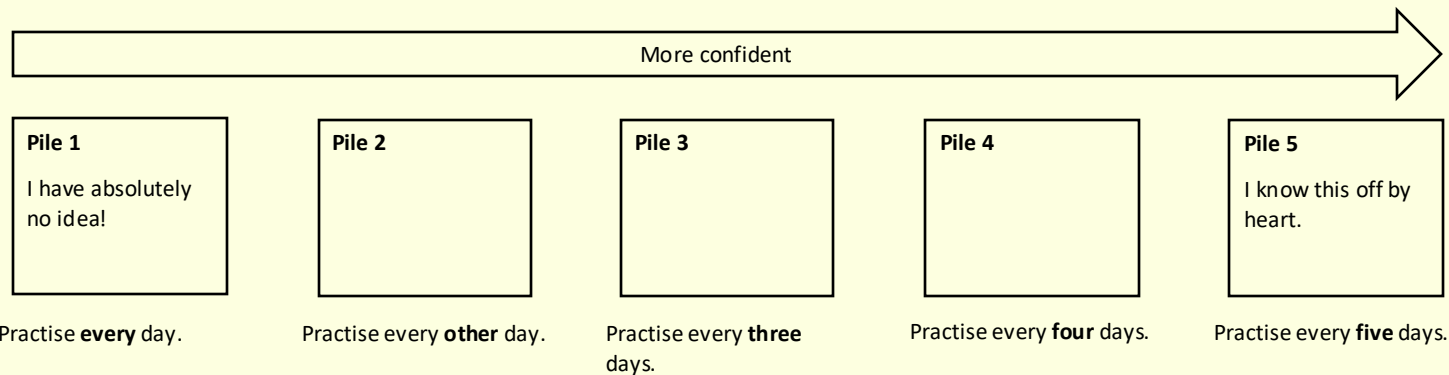
How to make flashcards:

- You can buy a set of flashcards or use a free website such as Quizlet.
- Find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
- Fold a piece of A4 paper into 10.
- Write the questions on the top half of the paper.
- Write the answers on the bottom half of the paper.
- Cut the paper along the dotted lines shown here.
- Fold the strips of paper so that the writing is on either side.

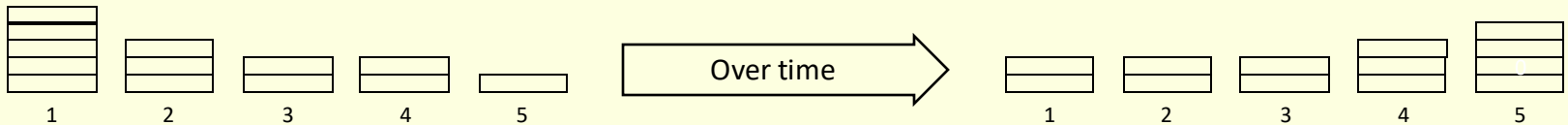
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



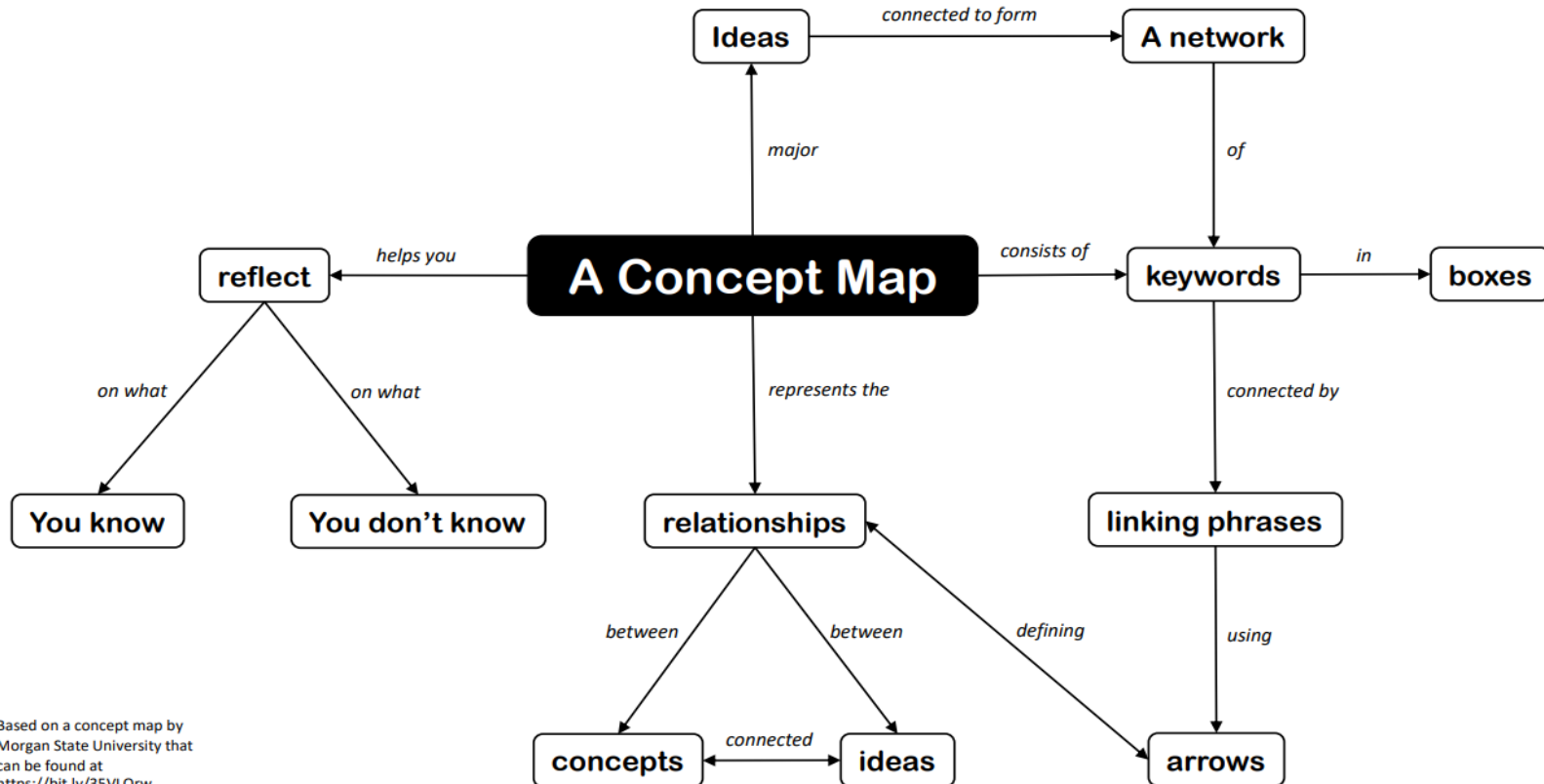
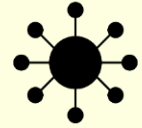
5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Mapping



Based on a concept map by
Morgan State University that
can be found at
<https://bit.ly/35VLQrw>

Probability

1	The probability of an impossible event is	0								
2	The probability of a certain event is	1 or 100%								
3	The probability of an even chance is	$\frac{1}{2}$ 0.5 or 50%								
4	The probability of rolling a 5 on a <u>a</u> dice is	$\frac{1}{6}$								
5	The probability of rolling an even number on dice is	$\frac{3}{6} = \frac{1}{2} = 0.5 = 50\%$								
6	The probability of rolling a number less than 6 on a <u>a</u> dice is	$\frac{5}{6}$								
7	<u>P</u> (choosing a red) means	Probability of choosing a red								
8	Never write probabilities as	ratio								
9	Mutually exclusive outcomes...	Cannot happen at the same time								
10	The probabilities of mutually exclusive outcomes always sum to	1 or 100%								
11	$P(\text{rain}) = 0.3$ What is the <u>p</u> (not rain)	$1 - 0.3 = 0.7$								
12	$P(\text{snowing}) = 0.03$ What is the <u>p</u> (not snowing)	$1 - 0.03 = 0.97$								
13	$p(\text{win}) = \frac{4}{7}$ <u>p</u> (not win) =	$1 - \frac{4}{7} = \frac{3}{7}$								
14a	Work out the <u>p</u> (red) <table border="1"><tr><td>Colour</td><td>red</td><td>blue</td><td>Green</td></tr><tr><td>Probability</td><td>0.3</td><td>0.4</td><td></td></tr></table>	Colour	red	blue	Green	Probability	0.3	0.4		$1 - (0.3 + 0.4)$ $1 - 0.7 = 0.3$
Colour	red	blue	Green							
Probability	0.3	0.4								
14b	If I choose 200 balls, how many would you expect to be green?	$0.3 \times 200 = 60$ green expected								

Sample Space Diagrams

1	Two coins are flipped, what is the probability of throwing HH?	HH HT TH TT $\frac{1}{4}$
2	Here is a sample space diagram of rolling 2 dice and finding the sum (adding) their <u>scores</u>	
2a	How many outcomes are there?	$6 \times 6 = 36$
2b	<u>p</u> (scoring a 3)	$\frac{2}{36}$
2c	<u>p</u> (scoring a 7)	$\frac{6}{36}$
7	<u>P</u> (scoring a prime number)	Primes: 2,3,5,7,11 $\frac{15}{36}$

Factors, Multiples and Primes

1	Factors of 16 are:	$\begin{array}{r} 16 \\ 1 \times 16 \\ 2 \times 8 \\ 3 \times \cancel{5} \\ 4 \times 4 \end{array}$ 1, 16, 2, 8, 4 (5 factors)
2	Which sentence is correct? 5 is a multiple of 15 15 is a multiple of 5	15 is a multiple of 5 because $15 = 5 \times 3$
3a	A prime number is...	A whole number with only two factors, one and itself.
3b	List the first 10 prime numbers	2, 3, 5, 7, 11, 13, 17, 19, 23, 29
4b	1 is not a prime because...	It has only one factor: 1. A prime has exactly two factors.
5	15 is not a prime because...	It has four factors: 1, 3, 5, 15. A prime has exactly two factors.
6	Product means...	Multiply
7	If it says "write 40 as a product of its prime factors the method is..."	$\begin{array}{c} 40 \\ / \quad \backslash \\ 10 \quad 4 \\ / \backslash / \backslash \\ 5 \quad 2 \quad 5 \quad 2 \end{array}$ Answer: $2 \times 2 \times 5 \times 5$ Index form: $2^2 \times 5^2$
7	Express 30 as a product of its prime factors	$30 = 2 \times 3 \times 5$
8	Write $2 \times 2 \times 2 \times 3 \times 5 \times 5$ in index form	$2^3 \times 3 \times 5^2$
9	First three multiples of 10:	10, 20, 30
10	Which sentence is correct? 2 is a multiple of 8 8 is a multiple of 2	8 is a multiple of 2 because $8 = 2 \times 4$
11	How to spot a multiple of 10	It ends in 0
12	How to spot a multiple of 5	It ends in 0 or 5
13	How to spot a multiple of 2	It is even, it ends in 0, 2, 4, 6 or 8

HCF and LCM

1	HCF stands for...	Highest Common Factor
2	LCM stands for ...	Lowest Common Multiple
3	Find the LCM of 6 and 10	6: 6, 12, 18, 24, <u>30</u>, 36, ... 10: 10, 20, <u>30</u> The LCM of 6 and 10 is 30
4	Find the HCF of 12 and 30	Factors of 12: 1, 2, 3, 4, <u>6</u>, 12 Factors of 30: 1, 2, 3, 5, <u>6</u>, 10, 15, 30 The HCF of 12 and 30 is 6
5	Imagine you are finding the HCF and LCM of 60 and 84. You have written them both as a product of primes using factor trees so <u>that</u> $60 = 2 \times 2 \times 3 \times 5$ $84 = 2 \times 2 \times 3 \times 7$ What would this look like in a Venn diagram?	
6	Using the Venn diagram above. How would you find the HCF of 60 and 84?	Multiply the numbers in the <u>intersection</u> $2 \times 2 \times 3 = 12$ (HCF)
7	Using the Venn diagram above. How would you find the LCM of 60 and 84?	Multiply the numbers in the <u>union</u> (all of them) $2 \times 2 \times 3 \times 5 \times 7 = 420$ (LCM)

Fraction Skills

1	$\frac{1}{8}$ of 40	$40 \div 8 = 5$
2	$\frac{3}{8}$ of 40	$40 \div 8 = 5$ $5 \times 3 = 15$
3	To add fractions, you first need...	A common denominator
4	To subtract fractions, you first need...	A common denominator
5	$\frac{3}{5} + \frac{1}{5} =$	$\frac{4}{5}$
6	$\frac{3}{5} - \frac{1}{5} =$	$\frac{2}{5}$
7	$\frac{3}{5} + \frac{1}{4} =$	$\frac{12}{20} + \frac{5}{20} = \frac{17}{20}$
8	$\frac{3}{5} - \frac{1}{4} =$	$\frac{12}{20} - \frac{5}{20} = \frac{7}{20}$
9	Which is greater: $\frac{1}{3}$ or $\frac{1}{4}$?	$\frac{1}{3}$
10	Which is greater: $\frac{3}{10}$ or $\frac{7}{10}$?	$\frac{7}{10}$
11	Steps to put fractions in order	1. A common denominator 2. Compare the numerators
12	Ascending order means...	Smallest to biggest

Order of Operations

1	Draw the pyramid of order of operations	
2	Calculations on the same row of the pyramid are done.	Left to right
3	$10 - 5 + 2$	$10 - 5 = 5$ $5 + 2 = 7$
4	$12 \div 3 \times 5$	$12 \div 3 = 4$ $4 \times 5 = 20$
5	Set your working out by	Writing the answer to the calculation that takes priority directly underneath
6	$60 - 10 \times 5$	$60 - 10 \times 5$ (multiply comes first) $60 - 50$ (50 under 10×5) $= 10$
7	Insert bracket to make the calculation true $5 + 3 \times 10 \div 2 = 17.5$	$(5 + 3 \times 10) \div 2 = 17.5$
8	Insert bracket to make the calculation true $5 + 3 \times 10 \div 2 = 20$	$5 + (3 \times 10 \div 2) = 20$
9	Insert bracket to make the calculation true $5 + 3 \times 10 \div 2 = 40$	$(5 + 3) \times (10 \div 2) = 40$

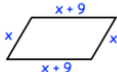
Negative Numbers

1	Put these numbers in ascending order: 4, -5, 0, 2, -3	-5, -3, 0, 2, 4
2	$-4 - 3 =$	-7
3	$___ + 4 = 0$	-4
4	$4 - -3 =$	+7
5	$-4 \times -3 =$	+12
6	$-4 \times 3 =$	-12
7	$-20 \div -4 =$	+5
8	$20 \div -4 =$	-5
9	$-4^2 =$	-16
10	$(-4)^2 =$	$= -4 \times -4 = +16$ (squaring a negative = positive)
11	Subtraction is the same as ...	addition of the opposite
12	$-3 - -4 =$	$-3 + 4 = +1$
13	$-3 + -4 =$	$-3 - 4 = -7$
14	$(-4)^3 =$	-64 (cubing a negative = negative)

Basic Algebra

1	2a means	2 x a
2	$\frac{a}{10}$ means	$a \div 10$
3	P ² means	p x p (p squared)
4	Simplify a + a + a	3a
5	Simplify 5a + 2a	7a
6	You cannot simplify 5a + 2 because	They are not like terms
7	5a + 2 + 3a + 10	Collect the a's and integers 8a + 10
8	Simplify 5a + 2b + 2a	7a + 2b
9	Simplify 5a + 2b - 2a	3a + 2b (the minus belongs to the 2a and 2b is positive)
10	Simplify 5a - 2b - 2a	3a - 2b (the minus belongs to the 2a and 2b is negative)
11	Simplify a x a x a	a ³
12	Simplify 5 x a x 3 x b	Multiply numbers first 15ab
13	Simplify 5 x a x 3 x a	Multiply numbers first a x a = a ² 15a ²
14	3a + a	4a
15	3a x a	3a ²
16	3a x 2b	6ab
17	Simplify $\frac{15a}{3}$	Divide 15 by 3 5a
18	Simplify $\frac{a}{a}$	Anything divided by itself is 1
19	Simplify $\frac{15a}{3a}$	15 15 ÷ 3 = 5 3a
20	Simplify $\frac{a \times a \times a \times b \times b}{a \times a \times b}$	a x a x a x b x b a x a x b $\frac{a \times b}{1} = ab$
21	Simplify $\frac{a \times a \times b}{a \times a \times a \times b \times b}$	a x a x b a x a x a x b x b $\frac{1}{a \times b} = \frac{1}{ab}$
22	15ab + 2ab - 3a	Collect ab terms only 17ab - 3a
23	5x ² + 3x - 2x ² + 6x	Collect x ² terms separately to x terms 3x ² + 9x (2x ² term is negative, all others positive)

Algebraic Expressions

1	An expression is	A collection of letters/numbers e.g. 5n + 10 3n + 4m
2	5 more than y	y + 5
3	5 less than y	y - 5
4	Y less than 5	5 - y
5	5 lots of/multiplied by y	5y
6	y divided/shared into 5	$\frac{y}{5}$
7	Ben is x years old John is 5 years older Alice is twice John's age	Ben = x John = x + 5 Alice = 2(x + 5) = 2x + 10
8	Write an expression for the sum of Ben, John and Alice's age	x + x + 5 + 2x + 10 = 4x + 15
9	Write an expression for the perimeter 	4x + 18
10	There are x strawberries in a pack and y bananas in a bunch Write an expression for 5 packets and 3 bunches	5x + 3y

Substitution

1	Evaluate means	Write your answer as a number (no letters)
2	Substitute means	Replace the number with a letter
3	Evaluate $5a$ when $a = 2$	$5a$ means $5 \times a$ $5 \times 2 = 10$
4	Evaluate $\frac{a}{3}$ when $a = 12$	$\frac{a}{3}$ means $a \div 3$ $12 \div 3 = 4$
5	If $a = 3$ and $b = 5$ Evaluate $10ab$	$10 \times 3 \times 5 = 150$
6	If $a = 3$ and $b = 5$ Evaluate $4a - 2b$	$4a = 4 \times 3 = 12$ $2b = 2 \times 5 = 10$ $12 - 10$
7	If $b = 5$ Evaluate $3b^2$	Squaring comes first $5^2 = 25$ $25 \times 3 = 75$
8a	The cost C of hiring a boat for h hours with an initial payment is 10 given by the formula $C = 10 + 3h$ What is the cost of the initial payment?	$\pounds 10$
8b	The cost C of hiring a boat for h hours is given by the formula $C = 10 + 3h$ What is the hourly cost?	$\pounds 3.00$ an hour
8c	The cost C of hiring a boat for h hours is given by the formula $C = 10 + 3h$ What is the cost of hiring a boat for 4 hours?	$h = 4$ $10 + 3 \times 4$ (multiply first) $= 10 + 12 = \pounds 22.00$

Expanding Brackets

1	Expand means	Multiply out all terms inside by term outside
2	Expand $5(2y + 3)$	Multiply $2y$ and 3 by 5 $10y + 15$
3	Expand $5(2y - 3)$	Don't miss the negatives $10y - 15$
4a	Expand $5(2y - 3 + 4p)$	3 terms in the bracket... 3 multiplications $10y - 15 + 20p$
4b	Expand $-5(2y - 3 + 4p)$	Negative term on the outside changes the signs $-10y + 15 - 20p$
5	Expand $y(y + 5)$	$y^2 + 5y$
6	Expand and simplify means	Multiply out Collect like terms
7	Expand and simplify $5(2y + 3) - 10$	Multiply out the bracket only and then -10 $10y + 15 - 10$ Collect like terms $(15 - 10)$ $10y + 5$
8	Expand and simplify $5(2y + 3) + 2(y - 5)$	Multiply out brackets separately $10y + 15 + 2y - 10$ Collect like terms $12y + 5$



Key Vocabulary

Narrator: The story-teller	Setting: When/where a story is set
Protagonist: The main character	Atmosphere: The mood or tone of a piece of writing
Character: A person in a play, novel or film	Belonging: Feeling part of a place or community
First person narrator: The story is told from the perspective of a character. Uses the pronoun 'I'	Renaissance: A revival or renewed interest in something
Identity: What makes you, you.	Resistance: The refusal to accept or comply with something
Prejudice: A preconceived idea that is not based on fact	Imagery: When words or phrases allow the reader to imagine what is described.
Poetry: Literature that is written in verse	Novel: A narrative divided into chapters representing characters and action

Language Features



Figurative language: Words and phrase that allow the reader to imagine the scene e.g. similes, metaphors	Metaphor: A comparison between two things where one is identified as another but is not literally true
Perspective: A particular attitude or opinion	Simile: A comparison between two things using 'like' or 'as'
Rhetorical Questions: Questions which do not require an answer	Rhythm: The measured flow of words in a line of poetry
Dialogue: speech between characters	Rhyme: When two words sound the same
Tone: The attitude conveyed in writing	Speaker: The main voice in a poem or text
Theme: An idea that runs through a text	Context: historical information about a text

Plot

- Amara desperately wants a trip to New York for her birthday, to meet her dad's family and see where he grew up and she can't understand why her parents are reticent about the trip.
- Until she discovers her dad hasn't spoken to his dad, Grandpa Earl, for twelve years – not since the day she was born. What could make them so mad at each other?
- For Amara, this makes the trip even more important. Perhaps she can untangle the web of secrets that's got her family twisted into this knot, and help her father mend the past.
- Harlem, NY is very different from her home in Oregon and, arriving in the city, she's plunged in a whole new world.
- But it's one with a powerful history that speaks deeply to Amara and leads to surprising revelations about people she loves and her own sense of self.

Types of Text

Diary Entry

A summary of the day's events.
Written in first person. It starts with 'Dear Diary'

Formal Letter

Starts with an address and a salutation of 'Dear'. It should use formal vocabulary and expressions

News Article

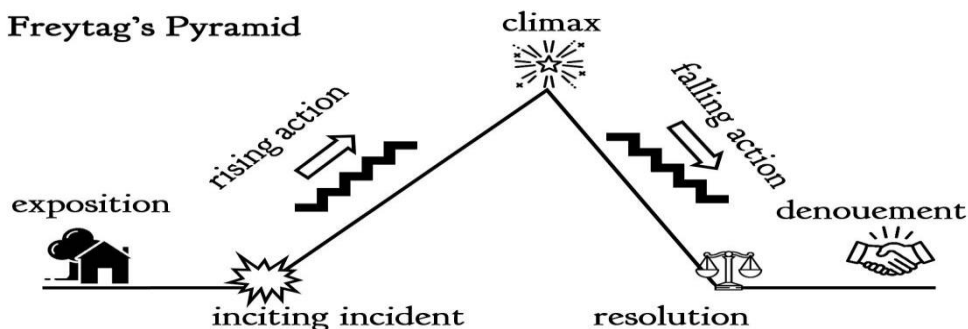
It reports on recent events using eye witness accounts. It begins with a headline and subheading

Speech

It is written to persuade or to present an argument. It contains a range of rhetorical devices.

Story Structure

Freitag's Pyramid



Context of the Novel

Black History:

It is the record of all experiences and events concerning people of colour throughout time. Due to limited opportunities often experienced by people of colour in America, much of this history was never made into a written record or where it was, it was written with some bias. Much of Black History comes from the oral tradition of story-telling.

Harlem:

- A neighbourhood of New York City in Manhattan borough.
- It is the home of many African-American residents and businesses.
- As early as 1880, there had been a black presence in Harlem, focused around 125th Street and West 130th Street.
- In the 1920s and 1930s it was a place where there was a revival of interest in African-American art, music, dance, fashion, theatre and literature known as the Harlem Renaissance.
- It has had a history of poverty and crime and been the centre of riots due to police brutality.
- It is a place where many Afro-Americans have found a home and a place of political empowerment.

Oregon:

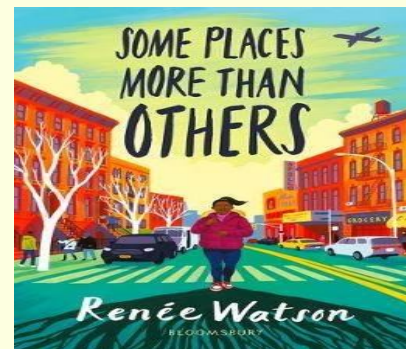
- It is a state of America which has a range of different physical traits such as rainforests, deserts and mountains.
- It has the nickname of the Beaver state as early settlers used to trap these animals for their fur.
- It is known for its wildlife which includes wolves, owls and elk.
- Its most common tree is the Douglas fir.





Characters

Amara	The main character in the novel who delivers the first person perspective.
Grandma Grace	Amara's grandmother on her dad's side of the family who died the same year Amara was born.
Grandpa Earl	Amara's grandfather on her dad's side who she has spoken to but never met in person.
Nina and Ava	Amara's cousins who live in New York.
Aunt Tracey	Amara's aunt who is her dad's sister. She lives in New York and cannot afford to visit Amara in Oregon.
Titus	Amara's best friend who also is obsessed with trainers. He visits New York City regularly
New York City	The city is a character in the book who Amara has to get to know and feel comfortable with.
Oregon	Oregon is the place where Amara was born and grew up in. It is a place of safety for her.



Themes in Some Places More Than Others

Identity: Amara learns who she is by how she connects to and interacts with her family and friends. She is keen to know how she shares personality traits and skills with members of her family. This helps as she starts to grow and take on her responsibilities as a new sister is born.

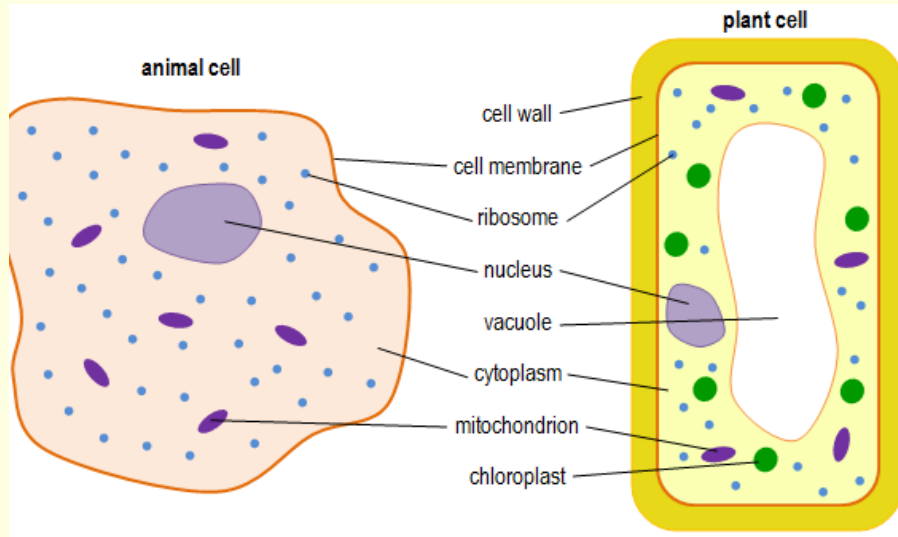
Consumerism: Throughout much of the novel, Amara is focused on buying trainers and keeping up-to-date with new releases. We also see her go shopping with her cousins. We see how much what we wear and look like affects our identity.

Youth vs Age

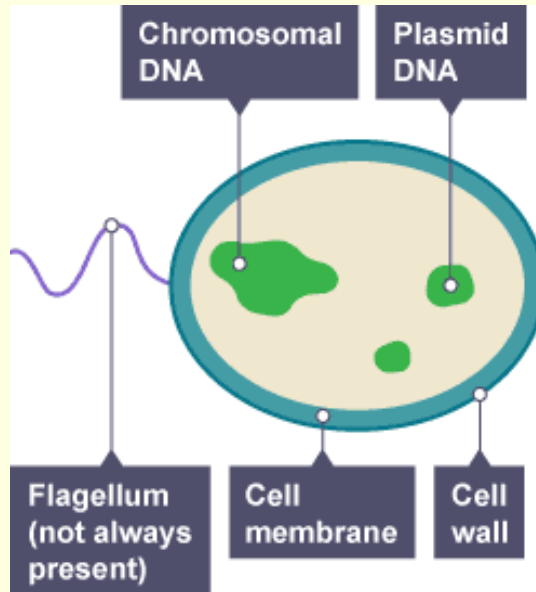
Amara is often at odds with her mother, and she also see that her father does not have a good relationship with her grandfather. It seems that there is always something that divides generations.

Cell Structure

- Animal cell

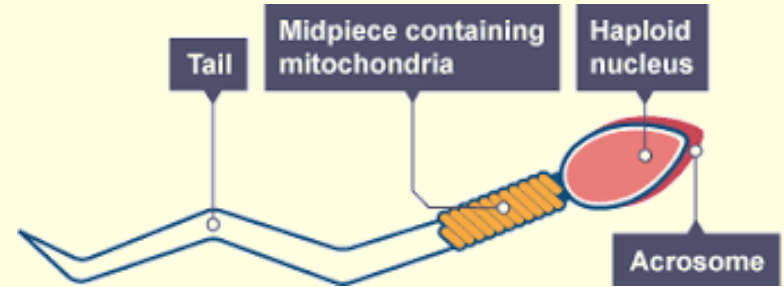


- Bacterial cell

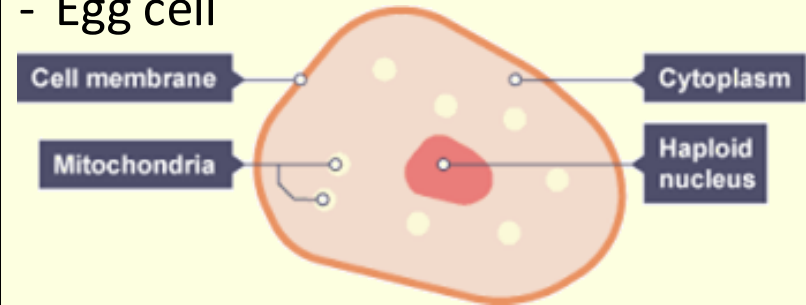


Specialised Cells

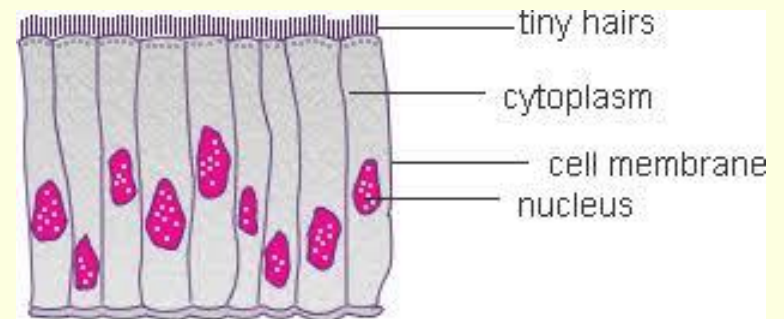
- Sperm cell



- Egg cell

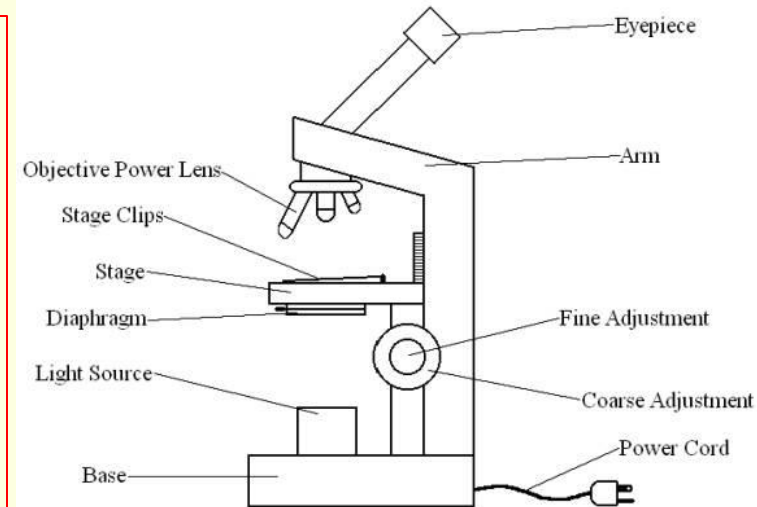


- Ciliated epithelial cell



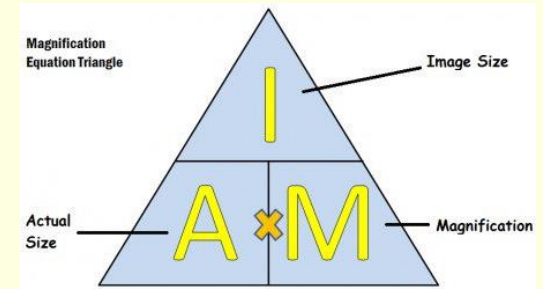
Making Microscope Slides

1. Take a thin **slice** of a sample/specimen
2. Put a drop of water on a **glass slide** and use tweezers to add the sample to the slide
3. Add a drop of **stain** e.g. iodine (makes the cell visible)
4. Use a tweezer to lower a **cover slip** and press down firmly (make sure there are no bubbles)
5. Put the slide on the stage and secure using the clips
6. Choose the lowest powered **objective lens**
7. Use the focusing wheel to move the stage up and down while looking through the **eyepiece lens** (this is to focus the image)
8. Put a clear ruler on the stage to measure the diameter of your field of view
(this will allow you to estimate the size of the specimen)
9. Repeat focusing with higher-powered objective lens if needed

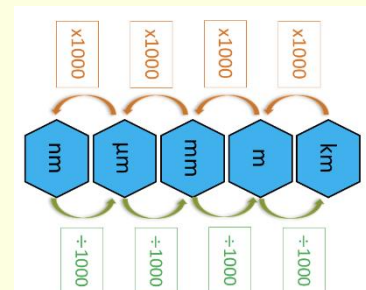


Magnification

Magnification = image size ÷ actual size

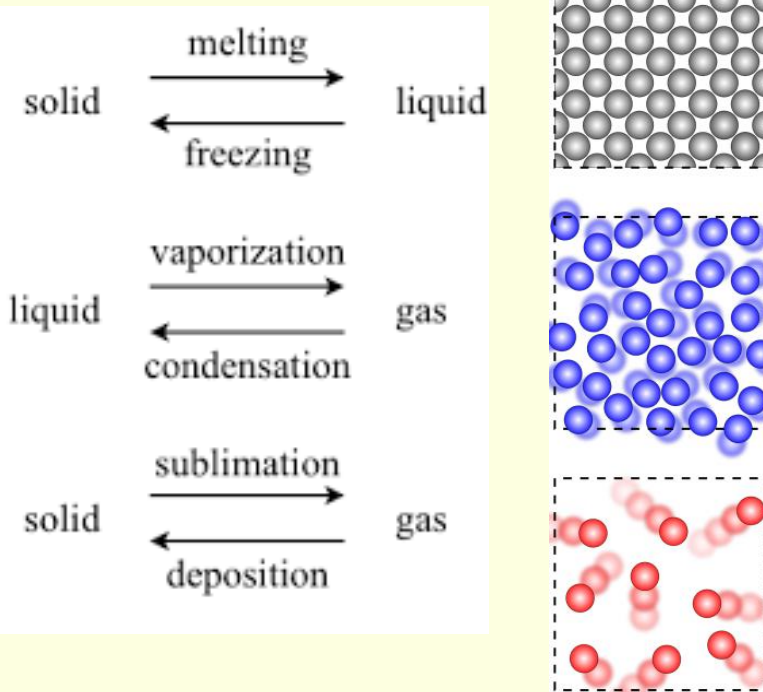


- Unit conversion



States of Matter

- Arrangement of particles in the three states of matter



State	Arrangement of particles	Movement of particles	Attractive forces (None/Few/Many)
Gas	Random Far apart	Fast in all directions	None
Liquid	Random Close together	Move around each other	Few
Solid	Regular Close together	Vibrate around fixed positions	Many

Predicting states

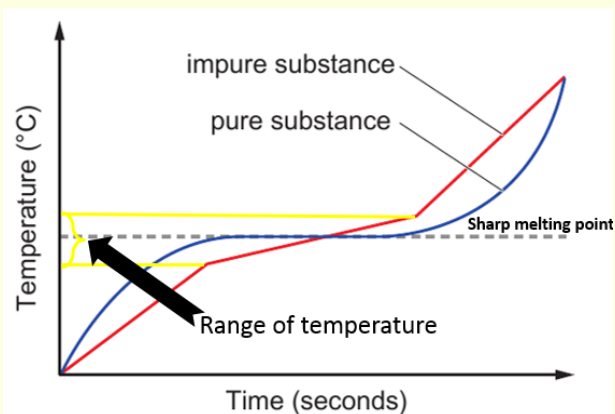
- When given data regarding the melting and boiling point of a substance, you need to be able to predict which state these substances are in given a temperature.
- What state is substance D in at 1000°C?

Substance	Melting point / °C	Boiling point / °C
A	-218.4	-183.0
B	1535	2750
C	1410	2355
D	801	1413

- D is a solid below its' melting point of 801°C and a gas above its' boiling point of 1413°C.
- Therefore, at 1000°C, substance D is a liquid.

Key Terms	Definitions
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid
Regular arrangement	When particles are arranged in a fixed pattern e.g in solids
Irregular arrangement	When particles are not arranged in a fixed pattern.
Diffusion	Movement of particles from a higher concentration to a lower concentration
Rate	How fast an event is happening
Concentration	The number of particles in a known volume
Particles	All matter is made up of tiny particles

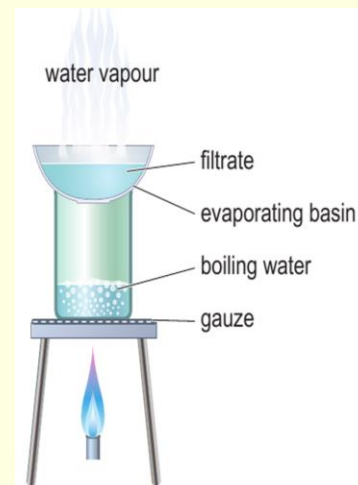
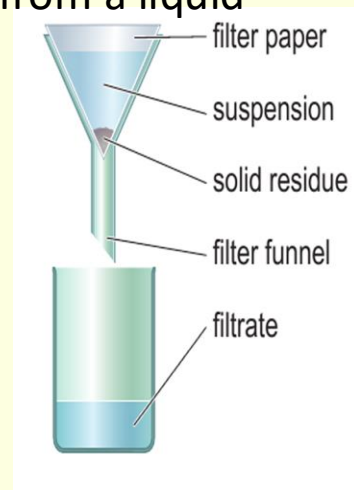
- **Purity** is the word used to describe a substance where its composition...
 - Cannot be changed
 - Is the same in all parts of the substance.
 - Has a sharp melting point.
- **Mixtures** contain elements and/or compounds that are NOT chemically bonded together.
 - Use a physical process to separate mixtures
 - Mixtures do not have a fixed composition.
 - Melts over a range of temperatures.



Filtration & crystallisation (Core Prac)

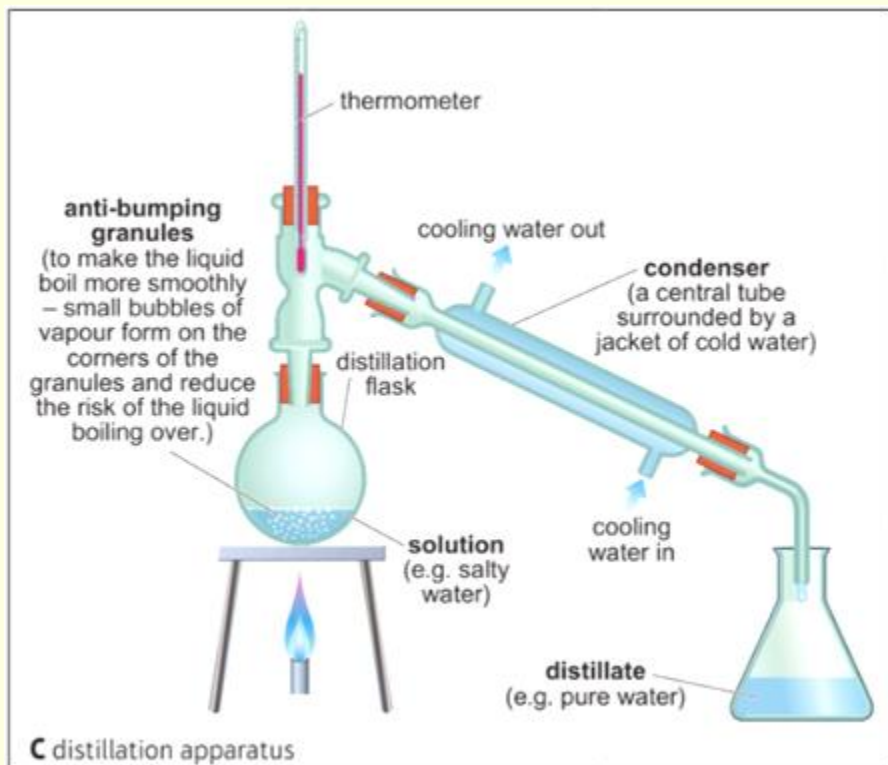
To separate a solid and a liquid

- **Filtration** to separate an **insoluble** solid from a liquid
- **Crystallisation** to separate a solid **dissolved** in a liquid.



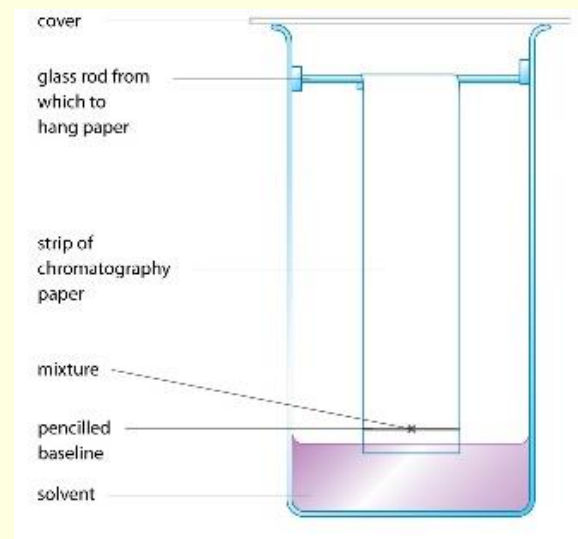
Distillation

- To separate two liquids with different boiling points



Chromatography (Core Prac)

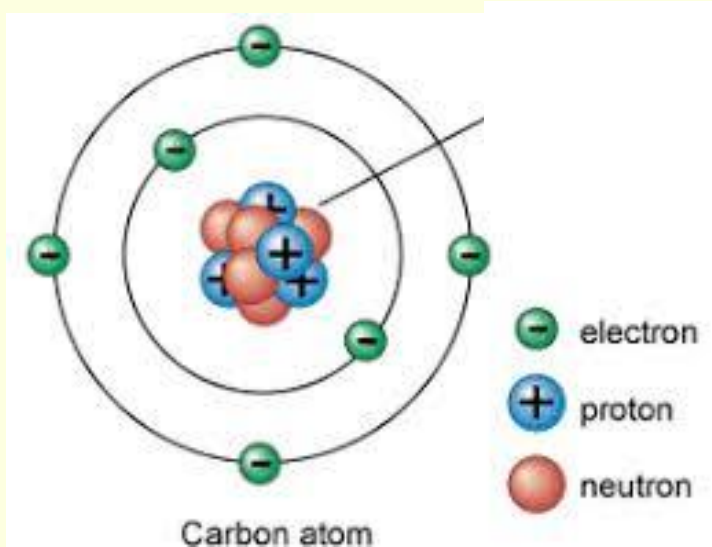
- Uses the different **solubilities** of **solutes** in the same **solvent** to separate them



- R_f measured from baseline

$$R_f = \frac{\text{distance moved by chemical}}{\text{distance moved by solvent}}$$

Atom Structure

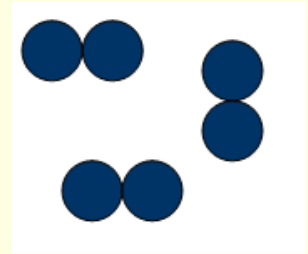


Subatomic Particles

Subatomic particle	Location	Mass	Charge
Proton	Nucleus	1	+1
Neutron	Nucleus	1	No charge
Electron	Shells	0 (negligible)	-1

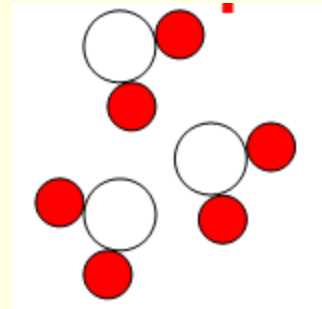
Element

One type of atom, on its own or joined to another atom of the **same type**.



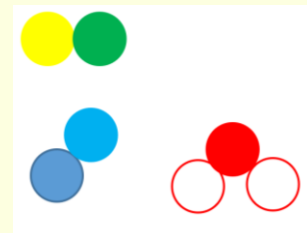
Compound

Different types of atom joined by a **chemical bond**.



Mixture

Different types of atoms or compounds that can be physically separated, **NO chemical bond**.



History of Periodic table

- Dimitri Mendeleev was the first to publish an organised table of elements
- He arranged by relative atomic mass
- But he also left gaps so that elements with similar properties were in the same group
- Using the gaps he was able to predict elements that had not been discovered yet

Modern Periodic Table

- Arranged by increasing atomic mass (proton number) in rows called periods
- Metals on the left, non-metals on the right

The image shows a standard periodic table of elements, color-coded by groups. A key on the right identifies the colors: red for reactive metals, orange for transition metals, yellow for post-transition metals, light green for non-metals, and light blue for noble gases. A bracket on the right indicates that the transition metals are separated from the non-metals. A callout box for Hydrogen (H) shows its mass number (1), atomic number (1), chemical symbol (H), and name (Hydrogen).

Group 1	Group 2											Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
7 Li Lithium 3	9 Be Beryllium 4											11 B Boron 5	12 C Carbon 6	14 N Nitrogen 7	16 O Oxygen 8	19 F Fluorine 9	20 Ne Neon 10
23 Na Sodium 11	24 Mg Magnesium 12											27 Al Aluminium 13	28 Si Silicon 14	31 P Phosphorus 15	32 S Sulfur 16	35.5 Cl Chlorine 17	40 Ar Argon 18
39 K Potassium 19	40 Ca Calcium 20	45 Sc Scandium 21	48 Ti Titanium 22	51 V Vanadium 23	52 Cr Chromium 24	55 Mn Manganese 25	56 Fe Iron 26	59 Co Cobalt 27	59 Ni Nickel 28	63.5 Cu Copper 29	65 Zn Zinc 30	70 Ga Gallium 31	73 Ge Germanium 32	75 As Arsenic 33	79 Se Selenium 34	80 Br Bromine 35	84 Kr Krypton 36
86 Rb Rubidium 37	88 Sr Strontium 38	89 Y Yttrium 39	91 Zr Zirconium 40	93 Nb Niobium 41	96 Mo Molybdenum 42	99 Tc Technetium 43	101 Ru Ruthenium 44	103 Rh Rhodium 45	106 Pd Palladium 46	108 Ag Silver 47	112 Cd Cadmium 48	115 In Indium 49	119 Sn Tin 50	122 Sb Antimony 51	128 Te Tellurium 52	127 I Iodine 53	131 Xe Xenon 54
133 Cs Caesium 55	137 Ba Barium 56	57-71 Lanthanides	72 Hf Hafnium 72	73 Ta Tantalum 73	74 W Tungsten 74	186 Re Rhenium 75	190 Os Osmium 76	192 Ir Iridium 77	195 Pt Platinum 78	197 Au Gold 79	201 Hg Mercury 80	204 Tl Thallium 81	207 Pb Lead 82	209 Bi Bismuth 83	210 Po Polonium 84	210 At Astatine 85	222 Rn Radon 86
223 Fr Francium 87	226 Ra Radium 88	89-103 Actinides															

Name of Force	What causes it?	Example
Friction	When two objects rub together	Car tyres moving on a road.
Air resistance	When an object rubs against air particles	A sky diver falling through the air
Reaction	A force that acts in the opposite direction	A book on a desk, the force acting up is a reaction force
Weight	The force an object exerts on the ground due to gravity	You will exert a force on the ground, that is your weight
Thrust	The force that drives on objects with an engine	Thrust moves a plane forwards

Contact Forces:

Friction, Air Resistance, and Water Resistance

Non Contact Forces:

Gravity, Magnetic force

A force can be a **push or a pull**, for example when you open a door you can either push it or pull it. You can not see forces, you can only see what they do.

When a force is applied to an object it can lead to a change in the objects

- **Speed**
- **Direction of movement**
- **Shape (think about a rubber band)**

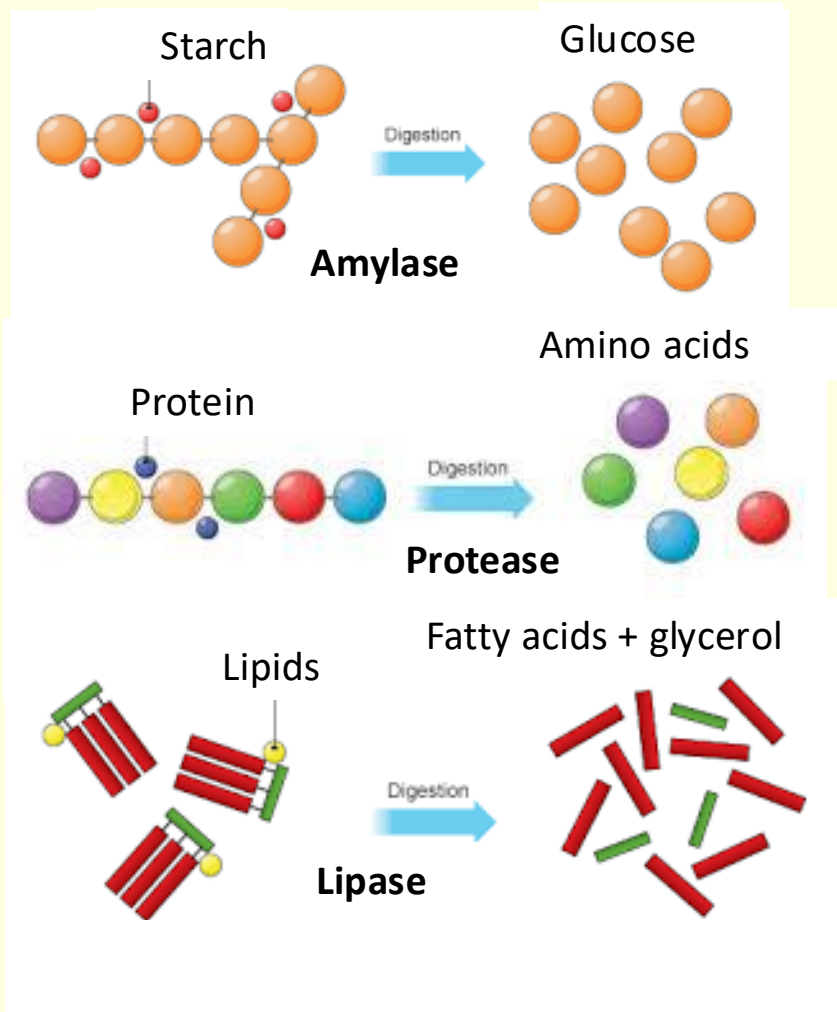
Forces can also be divided into 2 types, contact forces and non contact forces.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

The unit of force is the **Newton (N)**, this is named after Sir Isaac Newton, who came up with many theories including those to do with gravity and the three laws of motion. We measure force using a piece of equipment called a Newton metre. See the picture below.

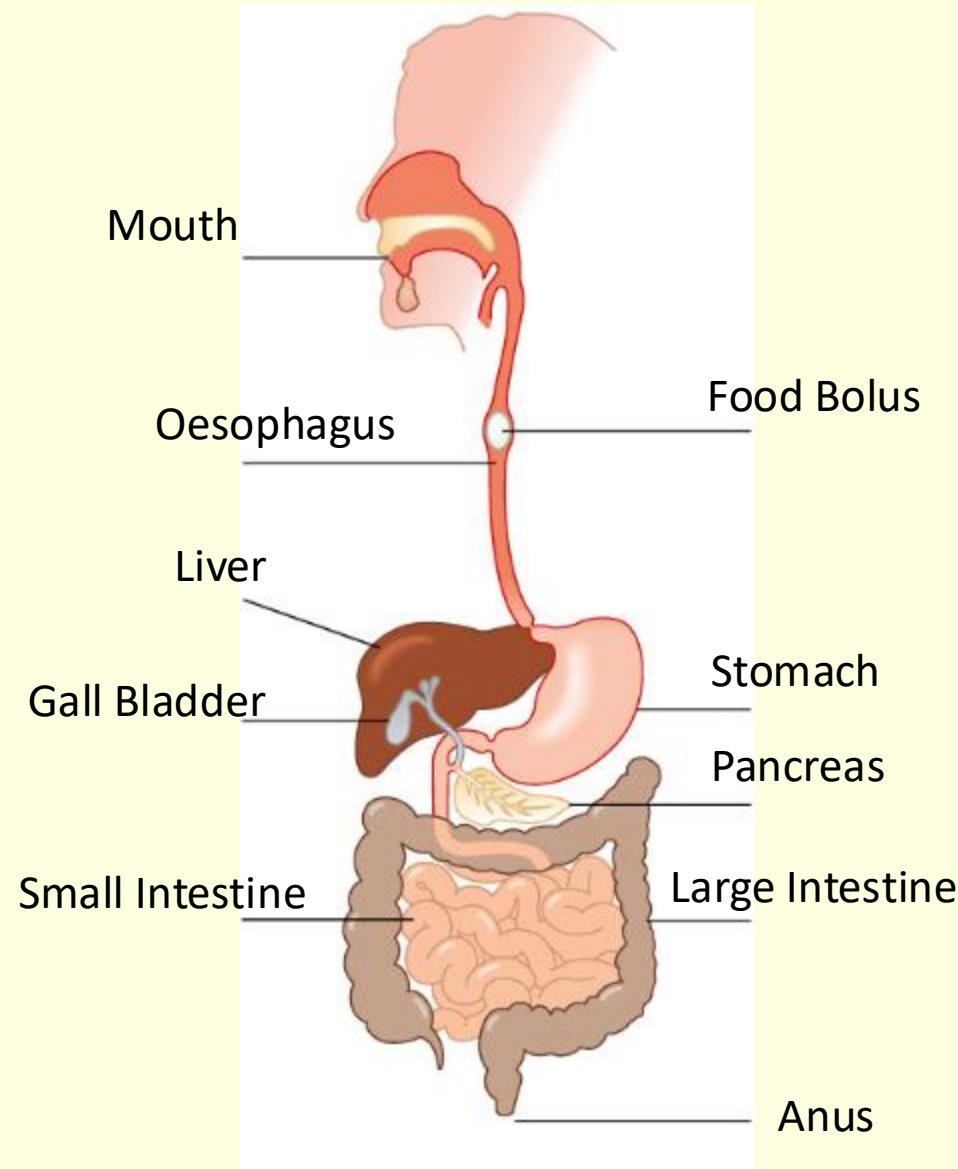


Specific digestive enzymes



All of these digestive processes can happen in reverse = synthesis.

The digestive system



Resistant Materials

Year 7 D&T – Gumball Machine Project



Analyse the above Gumball Machines using ACCESS FM.

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse** and **describe** an already existing product.

A is for **Aesthetics**



Aesthetics means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

C is for **Cost**



Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?

C is for **Customer**



Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment**



Environment means **will the product affect the environment?**
Is the product: Recyclable? Reusable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?
6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size**



Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?
Would it be improved if it was bigger or smaller?

S is for **Safety**



Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?

F is for **Function**



Function means **how does the product work?**
What is the product's job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

M is for **Material**



Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Target Market



A **target market** is the **market segment** (group of **potential customers**) which a particular product or service is **marketed** (advertised) to.



It's better to use materials from **renewable resources** — ones that are replaced naturally as fast as we use them up. For example, pine from well-managed plantations is quite a sustainable choice. (But if the timber has to be transported a long way that'll probably use up a lot of fossil fuels.) Natural fibres used for textiles (e.g. cotton) are all renewable.

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

1 km = 1000 m

1 m = 100 cm

1 cm = 10 mm

Hatching



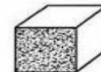
Blending



Crosshatching



Stippling



ACCESS FM - Helpsheet

PINE Pine is a softwood which grows in most areas of the Northern Hemisphere. There are more than 100 species worldwide. **Properties.** Pine is a soft, white or pale yellow wood which is light weight, straight grained and lacks figure. It resists shrinking and swelling.



Evaluation

Designers evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved. Whatever you have designed it is important to evaluate your work constantly during the project. Evaluation can take a variety of forms:

- General discussion with other pupils, staff and others.
- Questionnaires / surveys carried out at any time during the project.
- Your personal views, what you think of existing designs.
- Most important of all - what do you think of your designs, prototypes and finished products?
- Can you think of any other ways of evaluating your work?

Remember to always suggest improvements when evaluating!



File



Coping Saw



Tri-Square



Tenon Saw



Bench Hook



Pillar Drill



Vertical Sander

Testing

Testing a prototype / developed design is a very important part of the design and manufacturing process. Testing and evaluation, simply confirms that the product will work as it is supposed to, or if it needs refinement.

In general, testing a prototype allows the designer and client to assess the viability of a design. Will it be successful as a commercial product? Testing also helps identify potential faults, which in turn allows the designer to make improvements.

Health and Safety



Carry knives pointing down.



Wash up with hot water and washing liquid.



Clean surfaces and equipment to kill bacteria.



Wash hands with soap after touching raw meat.



Wipe up spills straight away to avoid slips.

Chopping board colour coding

Red	Raw meat
Blue	Raw fish
Yellow	Cooked meat
Green	Salad and fruit
Brown	Vegetables
White	Bakery and dairy

Knife Skills

- Always carry knives pointing downwards
- Always pass knives by the handle
- Never run or fight with knives
- Keep the knife blade away from your fingers when cutting
- Never cut towards yourself
- Never leave a knife in the sink
- Never try and catch a knife if it falls

When using a knife there are TWO techniques we can use to ensure knife safety when cutting ingredients.



Claw grip



Arch grip

Bacteria

Bacteria are a micro-organisms that multiply in certain conditions.

Where can bacteria be found?

Everywhere!

Are all bacteria bad?

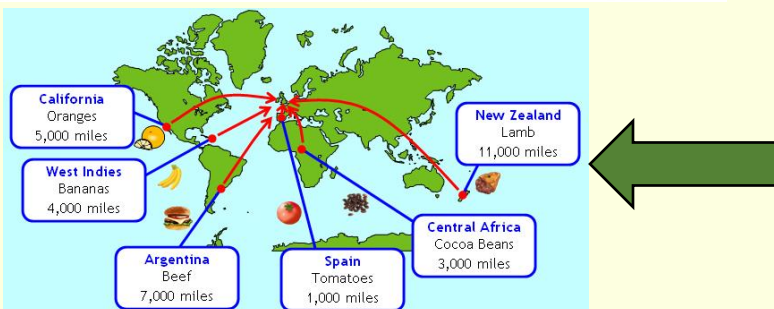
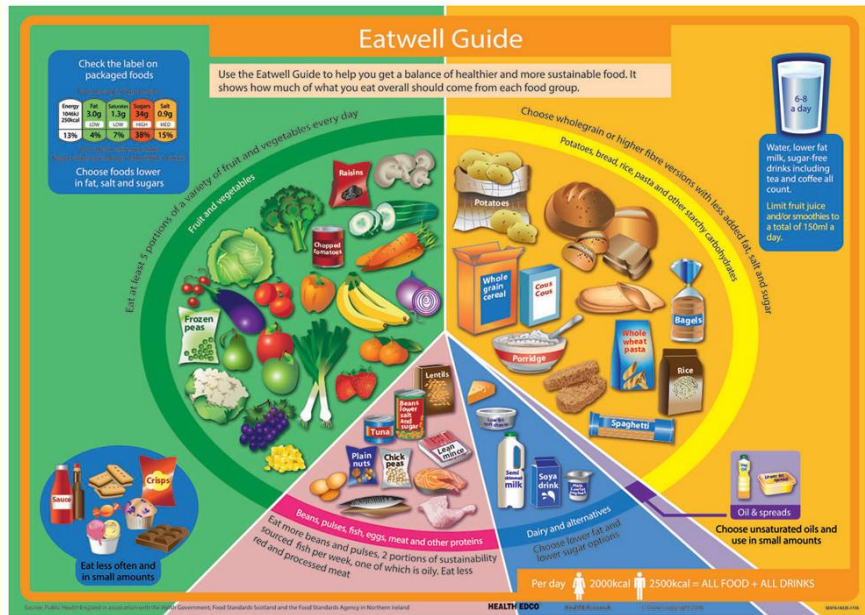
No some are good and essential for normal bodily function.

How can you reduce the risk of bacteria?

- Storing food separately
- Storing and cooking foods at the correct temperatures

The 4 C's

- Cleaning - wash your hands properly.
- Cooking - make sure you cook food properly or you could make someone very ill.
- Chilling - keep it chilly silly.
- Cross contamination - keep raw meat and cooked food apart.



Food Miles

All food makes a journey from where it is grown or produced to your plate.

How far food has travelled is known as its food miles.

We should be aiming for as few miles as possible. Choosing foods with fewer food miles helps reduce pollution and protect our planet. We can reduce food miles by eating food that is in season, and buying food that is produced locally.

Cooking Processes

Radiation

Heat from an oven or grill.

Denaturation

When the protein in cheese unravels (melting).

Gelatinisation

When starch granules swell.

Mis-en-place

A French word to describe preparing ingredients and getting everything ready for cooking.

Convection

The scientific process that occurs when liquids boil in a pan.

Stock

The juice from cooked meats, fish, and vegetables.

Enzymic Browning

A reaction that occurs in some fruit and vegetables when left to react with air.

Gluten

The protein particles contained in flour.

Shortening

Rubbing flour and fat together to make a crumbly mixture.

Dextrinisation

A chemical process that turns food brown/black when cooking.

Rugby

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

THE GAME

Y7/8 up to 12 players per side, whom all have different positions

Y9/10 up to 15 players per side, whom all have different positions

Aim of the game is to run the ball into the try zone (behind the posts) and place the ball down

BASIC RULES

Attackers must pass the ball backwards or sideways

If a ball is passed forwards or dropped forwards from a player's hand, then a scrum is awarded

Both attackers and defenders must stay behind the ball where possible

A game restarts by the conceding team kicking towards the attacking team from the half-way line

When tackling, both arms must be used, and it must be waist height or below

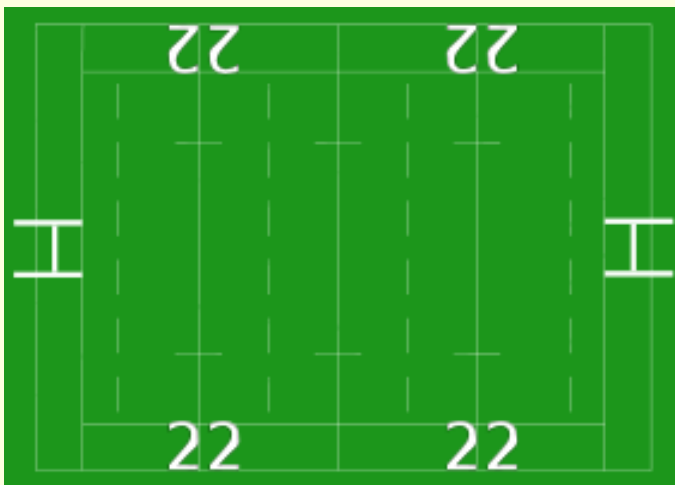
Rucks and mauls can be used to contest possession once a tackle has been made

Advantage can be played to keep the game flowing if the attacking team still retain possession

Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase



High tackle	When a defender makes a tackle higher than the shoulders
Offside	When the ball is on the floor from a contact situation, the defender/attacker is in front of the ball
Knock-on	When an attacker drops the ball forward from their hands
Forward pass	If the ball is passed forward to a member on their team

Netball

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

THE GAME

7 players per side, whom all have different positions

A goal is scored when a GA or GS gets the ball into the hoop from within the D.

All players have set positions and set areas that they are allowed to go

BASIC RULES

You cannot move when you have the balls in your hands.

Your position influences where you are allowed on the court.

You must be 1m away from the ball to defend it.

If the ball gets knocked out of the court by team A, then team B will gain the throw in.

A penalty is awarded if obstruction or contact has been called.

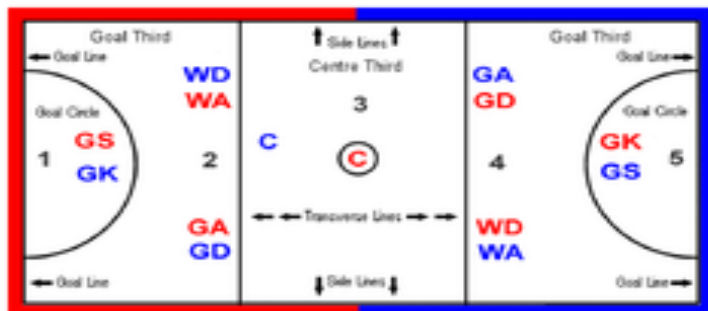
A free pass is awarded if footwork or offside has been called.

Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase

Netball Court Positions



Footwork	When you place down your landing foot.
Offside	If you go into an area you are not allowed to.
Contact	When you contact/touch another person on court.
Obstruction	If you stand closer than 1m to the opposition with the ball.
Penalty	If you case a foul to/on another player.
Free pass	If you commit a foul on your own.

Indoor Athletics

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

EVENTS

During your indoor athletics lessons, you will cover a wide range of events:

Running events – 1x1 Lap Relay 2x2 Lap Relay, 4 x 1 Lap Relay 4 x 2 Lap Relay, Obstacle relay, 6 lap parlauf, 8 lap parlauf.

Throwing events – Shot putt, Indoor javelin, indoor discus.

Jumping events –standing long jump, standing triple jump, speed bounce vertical jump.

BASIC RULES

Athletes competing must step up to the start line, ensuring that their feet remain behind the line. On the whistle the athlete runs towards the 1st Reverse board, turns and runs the return leg, turning on the 2nd Reversaboard behind the team mat. They must return to the centre of the hall to either continue or finish the race.

Shot putt the athlete must stay behind the release line at all times or would lead to a “no throw” Throws are measured from the first point of contact with the ground, not where the shot finishes.

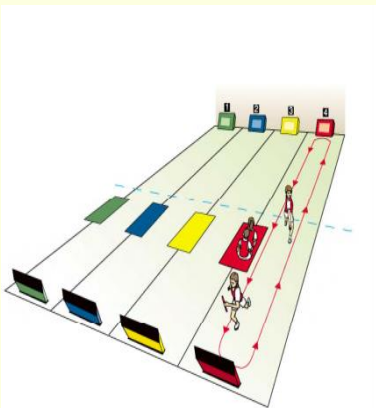
Long jump and standing triple jump the athlete must stand on the mat with both feet behind the take off datum line.

Vertical jump the athlete must stand sideways on to the wall with the nominated jumping arm closest to the wall. They then jump from a standing position and touch the scale at the highest possible point

Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase



Coordination	The maintenance of the centre of mass over the base of support. Reference can be made to whilst static or dynamic.
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.
Power	The product of strength and speed, i.e. strength x speed.
Agility	The ability to move and change direction quickly (at speed) whilst maintaining control.
Balance	The maintenance of the centre of mass over the base of support. Reference can be made to whilst static or dynamic.

Team Building

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

What is it?

Team building often consists of two parts for each challenge or activity.

You have the initial activity and then afterwards is time for reflection.

This is a time where students truly show how much they've learned and how far they've grown.

During this time as the facilitator, you should present the group with questions to guide them into discovering how these concepts affect their everyday lives.

BASIC ACTIVITIES

Below is a series of activities which can be used to help students develop their team building qualities.

- Orienteering
- Across the river
- Bench ball
- Human Knot
- Tug of war
- Mine Sweeper



Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase

Non-verbal communication	Non-verbal communication occurs without using any oral or written word. Eye contact, Facial expressions, Gestures, Posture & body orientation and body Language.
Verbal communication	Verbal communication is any communication that uses words to share information with others. These words may be both spoken and written.
Teamwork	Teamwork is the collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way.
Leadership	The action of leading a group of people
Tactical awareness	Involves the ability to know your role and have positional awareness and possessing the ability to make good decisions

Ça va?	How are you?
Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...
Comment ça s'écrit ?	How is it spelt?
Ça s'écrit...	It's spelt...
Oui, ça va bien, merci	It's going well thanks.
Pas mal	Not bad.
Non, ça ne va pas	No, it's not going well.
Et toi?	And you?
Au revoir	Goodbye.
À bientôt	See you soon.
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai... ans	I'm.....years old.
Quelle est la date de ton anniversaire?	When is your birthday?
Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma mère	My mum
Mon père	My dad
Ma belle-mère	My step-mum
Mon beau-père	My step-dad
Mes parents	My parents
Mon frère	My brother
Ma sœur	My sister
Mon demi-frère	My half or step-brother
Ma demi-sœur	My half or step-sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

7.1 Languages and me! FRENCH



Cabot
Learning
Federation

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
Un cahier	An exercise book
Un livre	A book
Un stylo/ un bic	A pen /A biro
Un crayon	A pencil
Un portable	A mobile phone
Une trousse	A pencil case
Un taille-crayon	A sharpener
Un bâton de colle	A glue stick
Un sac	A bag
Un carnet de texte	A planner
Une gomme	A rubber
Une tablette	A tablet
Une règle	A ruler
Une calculatrice	A calculator
Des feutres	Some felt tips
Des ciseaux	Some scissors



C'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured



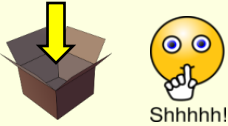
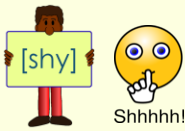
As-tu un animal à la maison ?	Do you have a pet?
Un chien	A dog
Un chat	A cat
Un cochon d'Inde	A guinea-pig
Un hamster	A hamster
Un lapin	A rabbit
Un oiseau	A bird
Un cheval	A horse
Un lézard	A lizard
Un poisson	A fish
Une souris	A mouse
Une tortue	A tortoise
Une araignée	A spider
Un serpent	A snake
Je n'ai pas d'animal de compagnie	I don't have a pet

les nombres	Numbers
0 zéro	16 seize
1 un	17 dix-sept
2 deux	18 dix-huit
3 trois	19 dix-neuf
4 quatre	20 vingt
5 cinq	21 vingt-et-un
6 six	22 vingt-deux
7 sept	23 vingt-trois
8 huit	24 vingt-quatre
9 neuf	25 vingt-cinq
10 dix	26 vingt-six
11 onze	27 vingt-sept
12 douze	28 vingt-huit
13 treize	29 vingt-neuf
14 quatorze	30 trente
15 quinze	31 trente-et-un
	40 quarante
	50 cinquante

7.1 Languages and me!

FRENCH

La politesse	Politeness
Bonjour	Hello
Salut	Hi
Au revoir	Goodbye
À bientôt	See you soon
À plus tard	See you later
S'il vous plaît	Please
Merci (beaucoup)	Thank you (very much)
Désolé	Sorry
Je ne sais pas	I don't know
Je peux... ?	Can I... ?
Emprunter	Borrow
Aller	Go
Avoir	Have
Sortir	Go out

SFC [silent final consonant]  dan x	a  animal	i  midi	eu  deux	e  je	au [au/eau]  gauche
u  tu	ou  nous	SFE [silent final -e]  timide x	é [é/-er/-ez]  écrire	en/an  enfant	on  Non!
ain/in  train	ê/è  tête [head]	ai  vrai	oi  voir [to see]	ch  chercher	ç/soft c  ici
qu  question	j/soft  jour	-tion  Attention!	ien  bien	Francophoniques	

Languages and me! Year 7 French 7.1 Knowledge Organiser

My belongings – Cognates, Gender; masculine and feminine nouns. Plurals. Use of 'avoir'.



A **noun** is an object, place or thing.
In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les
my	mon	ma		mes

An **adjective** describes a noun e.g. a **green** bag.
In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
If the noun is feminine the adjective has to agree (e.g. une gomme **verte**)
If the noun is plural we also add an 's' to make it agree (e.g. deux gommes **vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

Usually words that end with the letter 'e' or 'ion' are feminine
e.g. **une** trousse, **une** animation.
Most plurals end with the letter 's' like in English
e.g. **deux** gommes
Some form their plural with an 'x'
e.g. **un** jeu, **deux** jeux

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have

Je n'ai pas de...= I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo

<u>Que penses-tu?</u>	<u>What do you think?</u>
J'adore ♥♥	I love
J'aime ♥	I like
Je n'aime pas ♥♥	I don't like
Je déteste ♥♥♥	I hate
À mon avis	In my opinion
Je pense que	I think that
Je préfère	prefer
Selon moi	According to me

<u>Tu es comment?</u>	<u>What are you like?</u>
J'ai... Il a /elle a...	I have... He has /she has...
les cheveux	hair
longs	long
courts	short
raides	straight
bouclés	curly
ondulés	wavy
Afro / crépus	afro
blonds	blond
châtains	light brown
les yeux	eyes
bleus	blue
marron	brown
verts	green
foncés	dark
noirs	black
Je suis...	I am...
Il / elle est ...	He/she is...
grand (e)	tall
petit (e)	short
gros (-se)	fat
mince	thin
de taille moyenne	medium size

7.2 People around me French Vocab List

<u>Tu es comment?</u> <u>/Décris-toi</u>	<u>What are you like?</u> <u>/Describe yourself</u>
Je suis...	I am...
Gentil (-le)	Kind
Agréable	Pleasant
Heureux (-se) / joyeux (-se)	Happy
Bavard(e)	Chatty
Beau/belle	Beautiful
Amusant (e)	Fun
Fort (e)	Strong
Mignon(ne)	Cute
Joli(e)	Pretty/ Handsome
Jeune	Young
Drôle / marrant / amusant	Funny
Méchant	Nasty
Sage	Wise
Timide	Shy
Travailleur(se)	Hard working
Triste	Sad
Vieux (vieille)	Old
Ennuyeux(se)	Boring
Casse-pieds / embêtant	Annoying
Sérieux (se)	Serious
Sévère / strict	Strict
Moche	Ugly
Bruyant	Noisy
Impoli(e)	Rude
Horrible / terrible / affreux	Horrible/ terrible
Paresseux(se)	Lazy
Gourmand(e)	Greedy
Sportif(ve)	Sporty
Sympa	Nice

<u>Extra detail</u>	<u>Extra detail</u>
Je porte	I wear
J'ai	I have
Des lunettes	glasses
Des piercings	piercings
Le voile	a hijab
Des lentilles	contact lenses
Des tâches de rousseur	freckles
Une cicatrice	a scar
Une barbe	a beard
Une moustache	a moustache
Un visage rond	A round face

<u>Connectives</u>	<u>Connectives</u>
Mais	But
Pourtant / Cependant	However
Aussi	Also
En plus	Furthermore
Parce que/car	Because
Et	And

<u>Quelle-est ta nationalité?</u>	<u>What is your nationality?</u>
Je suis...	I am...
Anglais(e)	English 
Français(e)	French 
Belge	Belgian 
Suisse	Swiss 
Allemand(e)	German 
Espagnol(e)	Spanish 
Somalien(ne)	Somalian 
Polonais(e)	Polish 
Portugais(e)	Portuguese 
Bangladaï(s)e	Bangladeshi 
Chinois(e)	Chinese 
Italien(ne)	Italian 
Gallois(e)	Welsh 
Pakistanaï(s)e	Pakistani 
Écossais(e)	Scottish 
Irlandais(e)	Irish 
Americain(e)	American 
Canadien (-ne)	Canadian 
Européen (-ne)	European

<u>Intensifiers</u>	<u>Intensifiers</u>
Très	very
Assez	quite
Un peu	a bit
Trop	too
Extrêmement	extremely
Tellement	really
Surtout	Especially
Beaucoup	A lot

People around me 7.2 Knowledge Organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets,



<u>Pronouns</u>	<u>Avoir – to have</u>	<u>Être – to be</u>
Je (I)	J'ai (I have)	Je suis (I am)
Tu (you)	Tu as (you have)	Tu es (You are)
il (he), elle (she)	il a (he has), elle a (she has)	il est (he is), elle est (she is)
Nous (we)	Nous avons (we have)	Nous sommes (we are)
Vous (you) (pl)	Vous avez (you have) (pl)	Vous êtes (you are) (pl)
ils /elles (they)	ils ont /elles ont (they have)	ils / elles sont (they are)

To say “my” in French we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male or female doesn’t change which word you use.

Examples :

Mon père = my dad

Ma mère = my mum

Mes parents = my parents

	<u>Masc</u>	<u>Fem</u>	<u>Plural</u>
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses

Comparisons

Plus - more

Moins - less

Superlative

Le /la plus – the most

Le /la moins – the least

Jean est plus intéressant que Paul

Paul est moins intéressant que Jean

Jean est le plus intelligent

Marie est la moins sympa

Je m'appelle - My name is / I am called

Elle s'appelle - she is called

Il s'appelle – he is called

Ils s'appellent – they are called

Adjective agreement.

Remember adjectives have to agree with the noun.

Normally you would add an 'e' to make the adjective feminine but check out the following rules...

Il est paresseux – elle est paresseuse

Il est sportif – elle est sportive

Il est travailleur – elle est travailleuse

Il est gentil – elle est gentille

Il est mignon – elle est mignonne

Il est beau – elle est belle

Il est vieux – elle est vieille

Il est sympa – elle est sympa

A **noun** is an object, place or thing.

In Spanish, all nouns are either **masculine (masc)** e.g. **un** boli or **feminine (fem)** e.g. **una** goma.

If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

Most Spanish nouns ending in **"o"** and **"ma"** are masculine

e.g. **un libro, un problema**

Most Spanish nouns ending in **"a", "sión", "dad"** and **"tud"** are feminine

eg. una tableta, **una** televisión, **la** felicidad, **la** gratitud

All plurals end with the letter **'s'** like in English

e.g. **dos** gomas

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns

Tener – to have

yo (I)

tengo – I have

tú (you)

tienes – You have

él (he), **ella** (she)

tiene - He has/she has

Nosotros/nosotras (we)

tenemos – we have

Vosotros/vosotras (you) (pl)

tenéis – you have (pl)

ellos/ellas (they)

tienen– they have

No tengo...=I don't have... When we use this phrase there is no un/una
e.g. No tengo boli

	masculine singular	feminine singular		plural	
a	un	una		unos/ unas	
the	el	la			
my	mi	mi		los/las	

An **adjective** describes a noun e.g. a **red** pen.

In Spanish, adjectives normally go after the word it's describing
e.g. un boli **rojo** (a pen red).

If the noun is feminine the adjective has to agree

e.g **una** goma blanca

If the noun is plural we also add an 's' to make it agree

e.g. **dos** gomas blancas

	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas

¿Qué tal?	How are you?
Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
Bien gracias	It's going well thanks.
Regular	Not bad.
Fenomenal	Amazing
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el ...	My birthday is the....

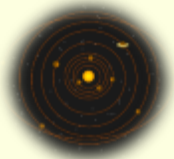
¿Quién hay en tu familia?	Who is in your family?
Mi madre	My mum
Mi padre	My dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano	My brother
Mi hermana	My sister
Mi hermanastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío	My uncle
Mi tía	My auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

Languages and me! Year 7 Spanish ARE 1

¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa?	Do you have a pet?
Un perro	A dog
Un gato	A cat
Una cobaya	A guinea-pig
Un hámster	A hamster
Un conejo	A rabbit
Un pájaro	A bird
Un caballo	A horse
Un lagarto	A lizard
Un pez	A fish
Un ratón	A mouse
Una tortuga	A tortoise
Una araña	A spider
Una serpiente	A snake
No tengo mascota	I don't have a pet

a  alto	e  elefante	i  idea	o  yo	u  universo	ll  llamar libro  l
ca  casa	co  comer	cu  cuerpo	ce  cerca	ci  cierto	z  zona
ga  ganar	go  gol	gu  preguntar	ge  gente	gi  imaginar	j  ojo
ñ  español mano  n	v  ver celebrar  b	rr  perro pero  r	h  hablar	porqu  que e qui  quiero	guerra  gue  gui  guitarra

¿Qué piensas?	What do you think?
Me encanta	I love
Me gusta	I like
No me gusta	I don't like
Odio/detesta	I hate
En mi opinion	In my opinion
Pienso que	I think that
Creo que	I believe that
Según yo	According to me

¿Cómo eres?	What are you like? /Describe yourself
Describe	I am...
Soy	I am...
Amable/simpático/a	Kind
Agradable	Pleasant
Contento/a	Happy
Hablador/a	Chatty
Guapo/a	Beautiful
Divertido/a	Fun
Fuerte	Strong
Mono/a	Cute
Bonito/a	Pretty/Handsome
Joven	Young
Perfecto/a	Perfect
Rápido/a	Fast
Rico/a	Rich
Sabio/a	Wise
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	Old
Aburrido/a	Boring
Pesado/a – molesto/a	Annoying
Serio/a	Serious
Difícil	Difficult
Estricto/a	Strict
Feo/a	Ugly
Ruidoso/a	Noisy
Maleducado/a	Rude
Horrible	Horrible/Awful
Perezoso	Lazy
Goloso/a	Greedy
Deportivo/a	Sporty
Emocionante	Exciting

Extra detail	Extra detail
Llevo	I wear
Tengo	I have
Gafas	glasses
Piercings	piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Una barba	a beard
Un bigote	a moustache

¿Cómo eres?	What are you like?
Tengo /Tiene	I have... He/she has...
El pelo	hair
Largo	long
Corto	short
Liso	straight
Rizado	curly
Ondulado	wavy
Afro	afro
Rubio	blond
Castaño	light brown
Los ojos	eyes
Azules	blue
Marrones	brown
Verdes	green
Oscuros	dark
Negros	black
Grises	grey
Soy...	I am...
Él es / ella es...	He/she is...
Alto/a	tall
Bajo/a	short
Gordo/a	fat
Delgado/a	Thin

Cuáles tu nacionalidad?	What is your nationality?
Soy	I am...
Inglés/a	English
Francés/a	French
Belga	Belgian
Suizo/a	Swiss
Alemán/a	German
Español/a	Spanish
Somalí	Somalian
Polaco/a	Polish
Portugués/a	Portuguese
Bangladesí	Bangladeshi
Chino/a	Chinese
Italiano/a	Italian
Galés/a	Welsh
Paquistaní	Pakistani
Escocés/a	Scottish
Irlandés/a	Irish
Americano/a	American

Connectives	Connectives
Pero	But
Sin embargo	However
Tambien	Also
Además	Furthermore
Porque	Because
Y	And
Intensifiers	Intensifiers
Muy	very
Bastante	quite
Un poco	a bit
Demasiado	too
Extremadamen te	extremely
Realmente	really

People Around Me Year 7 Spanish ARE 2 – Knowledge organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets.



<u>Pronouns</u>	<u>Ser – to be</u>	<u>Tener – to have</u>
yo (I)	soy - I am	tengo - I have
tú (you)	eres – You are	 tienes – you have
él (he), ella (she)	es - He is/she is	tiene – he/she has
Nosotros/nosotras (we)	somos – we are	tenemos – we have
Vosotros/vosotras (you) (pl)	soís – you are (pl)	tenéis - you have (pl)
ellos/ellas (they)	son – they are	tienen – they have

Comparisons

más	- more	Juán es más interesante que Pablo
menos	- less	Pablo es menos interesante que Juan
tan...como	- as...as	Pablo es tan interesante como Juan

Superlative

El/la más	– the most	Juan es el más inteligente
El/la menos	– the least	María es la menos simpática

Me llamo – My name is/ I am called
Se llama – he/she is called
Se llaman – they are called

To say “my” in Spanish we must change how we say it to match the noun (whether it is singular or plural).

My (masculine) = e.g. mi padre

My (feminine) = e.g. mi madre

My (plural) = e.g. mis padres

	Singular	Plural
my	mis	mis
your	tu	tus
his/her	su	sus

To say “I like” in Spanish we must change how we say it to match the noun (whether it is singular or plural)

For singular nouns = **me gusta** e.g. me gusta mi madre

For plural nouns = **me gustan** e.g. me gustan mis padres

This is the same for the verb 'I love'

For singular nouns = **me encanta** e.g. me encanta mi abuelo

For plural nouns = **me encantan** e.g. me encantan mis hermanos

Languages and me! Year 7.1 German - vocabulary list

Wie geht's?

Guten Tag !

Hallo!

Wie heißt du?

Mein Name ist/ich heiße

Wie schreibt man das?

...schreibt man...

Gut, danke,

Nicht schlecht, danke

Nicht so gut

Auf Wiedersehen

Tschüs

bis bald

bis später

Wie alt bist du?

Ich bin....Jahre alt

Ich bin

du bist

Wann ist dein

Geburtstag?

Mein Geburtstag ist

am... (ersten = 1st,

achten = 8th,

zwanzigsten = 20th)

How are you?

Hello

Hi

What's your name?

My name is/I am called

How is it spelt?

You spell... ..

Fine, thanks.

So so /not bad, thanks

No, it's not going well.

Goodbye

Bye

See you soon

See you later.

How old are you?

I'm.....years old

I am

You are (sing/familiar)

What is the date of

your birthday?

My birthday is **on**

the....

Was hast du in deiner Schultasche/dein Etui?

Was ist das.....?

Es ist..

Es gibt....

Ich habe keinen/keine/kein...

Ich habe...

ein Heft

ein Buch

eine Schultasche

einen Kuli

einen Bleistift

ein Handy

ein iPhone

einen Bleistiftspitze

einen Klebstift

einen Planer

einen Radiergummi

ein Tablet

ein Lineal

ein Etui

einen Taschenrechner

die Filzstifte

eine Schere

What's in your bag/your pencil case?

What is it?

It is...

There is...

I don't have

I have

An exercise book

A book

A bag

A pen

A pencil

A mobile phone

An iPhone

A sharpener

A glue stick

A planner

A rubber

A tablet

A ruler

A pencil case

A calculator

felt tips

scissors

Welche Farbe ist das?

blau

weiß

rot

grün

orange

gelb

braun

schwarz

rosa

lila

grau

hell

dunkel

gestreift

bunt

What colour is it?

Blue

White

Red

Green

Orange

Yellow

Brown

Black

Pink

Purple

Grey

Light

Dark

Striped

Multi-coloured



Connectives

aber

jedoch

auch

außerdem

denn/weil

und

Connectives

But

However

Also

Furthermore

Because

And

die Zahlen	Numbers
0 null	16 sechzehn
1 eins	17 siebzehn
2 zwei	18 achtzehn
3 drei	19 neunzehn
4 vier	20 zwanzig
5 fünf	21 einundzwanzig
6 sechs	22 zweiundzwanzig
7 sieben	23 dreiundzwanzig
8 acht	24 vierundzwanzig
9 neun	25 fünfundzwanzig
10 zehn	26 sechsundzwanzig
11 elf	27 siebenundzwanzig
12 zwölf	28 achtundzwanzig
13 dreizehn	29 neunundzwanzig
14 vierzehn	30 dreißig
15 fünfzehn	31 einunddreißig
	40 vierzig
	50 fünfzig

die Monate	Months
Januar	January
Februar	February
März	March
April	April
Mai	May
Juni	June
Juli	July
August	August
September	September
Oktober	October
November	November
Dezember	December

7.1 Languages and me! GERMAN

die Wochentage	Days of the week
Montag	Monday
Dienstag	Tuesday
Mittwoch	Wednesday
Donnerstag	Thursday
Freitag	Friday
Samstag	Saturday
Sonntag	Sunday

die Höflichkeit	Politeness
Guten Tag!	Hello
Hallo!	Hi
Auf Wiedersehen / Tschüs	Goodbye
Bis bald	See you soon
Bis später	See you later
Bitte	Please
Danke (schön)	Thank you (very much)
Tut mir Leid	Sorry
Ich weiss nicht	I don't know
Darf ich...?	Can I...?
ausleihen	Borrow
gehen / fahren	Go (by foot/transport)
haben	Have
ausgehen	Go out



a  sagen	e  geben	ei  frei	w  Welt	z  Zug		
i  wir	ie  Liebe		ch  ich	ch  Buch	sch  schreiben	
o  wo?	u  du	er  er	r  reden	v  vor	s  sollen	ß  groß
ü  Tür	ö  schön	ä  spät	au  Haus	e u  Deutschland	ä u  Mäuse	
-d  und	-ig  richtig	st -  stark	sp -  spielen	j  ja	th  Theater	

a  sa <u>g</u> en	a  ka <u>l</u> t	e  ge <u>b</u> en	e  de <u>n</u> ken	ei  fre <u>i</u>	w  W <u>e</u> lt	z  Z <u>u</u> g				
i  wi <u>r</u>	i  fi <u>n</u> den	ie  Lie <u>b</u> e			ch  i <u>ch</u>	ch  Bu <u>ch</u>	sch  schre <u>ib</u> en			
o  wo?	o  Ko <u>p</u> f	u  du	u  Pu <u>n</u> kt	er  e <u>r</u>	er  wie <u>d</u> er	r  re <u>d</u> en	r  U <u>h</u> r	v  vo <u>r</u>	s  so <u>l</u> len	ß  gro <u>ß</u>
ü  T <u>ü</u> r	ü  f <u>ü</u> nf	ö  sch <u>ö</u> n	ö  pl <u>ö</u> tzlich	ä  sp <u>ä</u> t	ä  lä <u>ä</u> cheln	au  Ha <u>u</u> s	e u  De <u>e</u> t <u>u</u> schland	ä u  M <u>ä</u> u <u>u</u> se		
-d  un <u>d</u>	-ig  richt <u>ig</u>	st -  sta <u>rk</u>	sp -  spie <u>l</u> en	j  ja	th  Thea <u>te</u> ter					

Languages and me! Year

7.1 German Knowledge Organiser

My belongings – Cognates, Gender; masculine, feminine and neuter. Plurals. Use of 'haben' + parts of 'sein'



A **noun** is an object, place or thing.
In German, all nouns are either **masculine (m)**, **feminine (f)** or **neuter (nt)**
If there is more than one item e.g. 3 pens, we call this **plural (pl)**.
In German the word for '**a**' or '**the**' will change depend on whether it is the **subject (nominative)** or the **object (accusative)**. We call these **cases**.

	masculine singular	feminine singular	neuter	plural
A - subject	ein	eine	ein	
The subject	der	die	das	die

An **adjective** describes a noun e.g. a **green** bag.
In German, adjectives normally go before the word it's describing e.g. eine **grüne** Schultasche (a green bag).
The adjective must always agree with the gender.
However you can say:-
Die Schultasche ist grün

	masc	fem	neuter	plural
Green for 'a'	ein grüner Kuli	eine grüne Schere	ein grünes Etui	grüne Kulis
Red for 'the'	der rote Kuli	die rote Schere	das rote Etui	die roten Kulis

After 'ich habe' or 'es gibt' the words for a and the change and so will the adjectival agreement.

Ich habe **einen** blauen Kuli/**den** blauen Kuli (**m**)

ich habe **eine** blaue Schere/**die** blaue Schere (**f**)

Ich habe **ein** blaues Etui/**das** blaue Etui (**nt**)

Es gibt blaue Kulis/**die** blauen Kulis (**pl**)

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	haben – to have
ich (I)	ich habe – I have
du (you) – sing/fam	du hast – You have (sing/fam)
er (he), sie (she), es (it)	er hat / sie hat / es hat - He has/she has/it has
wir (we)	wir haben – we have
ihr (you) (pl/fam)	ihr habt – you have (pl/fam)
Sie (you – polite)/sie(they)	Sie haben (you have polite) / sie haben – they have

ich habe keinen (m)/keine (f)/kein (nt)...= I don't have...

ich bin = I am du bist = you are Bist du? = Are you...?

<u>Was denkst du?</u>	<u>What do you think?</u>
Ich liebe	♥ ♥
Ich mag	♥
Ich mag...nicht	♥
Ich hasse	♥ ♥
Meiner Meinung nach	
Ich denke, dass	
Ich glaube, dass	
Ich finde	

<u>Beschreib dich</u>	<u>What are you like?</u>
Ich habe... er/sie hat	👤
Haare	👤
lange	👤
kurze	👤
glatte	👤
lockige	👤
wellige	👤
afro	👤
blonde	👤
hellbraune	👤
Die Augen	👤
blaue	👤
braune	👤
grüne	👤
dunkel/hell	👤
schwarze	👤
graue	👤
Ich bin...	
er/ sie ist ...	
groß	
klein	
dick	
schlank	
mittelgroß	

<u>Was für eine Person bist du?</u> <u>/Beschreib dich</u>	<u>What are you like? /Describe yourself</u>
Ich bin...	
nett	
ärgerlich	
angenehm	
blöd	
ehrlich	
froh/glücklich	
gemein	
geschwätzig	
schön	
lustig	
stark	
niedlich/süß	
hübsch/gut aussehend	
jung	
perfekt	
schnell	
reich	
klug	
schüchtern	
fleißig	
traurig	
alt	
langweilig	
süß	
ernst	
schwierig	
streng	
hässlich	
laut	
(un)höflich	
schrecklich	
faul	
gierig	
sportlich	
freundlich	

7.2 People around me German Vocab List

<u>Extra detail</u>	<u>Extra detail</u>
Ich trage	I wear
Ich habe	
Brille	
Piercings	
einen Hijab	
Kontaktlinsen	
Sommersprossen	
eine Narbe	
einen Bart	
einen Schnurrbart	

<u>Was ist deine Nationalität?</u>	<u>What is your nationality?</u>
Ich bin...	
Engländer(in)	🇬🇧
Franzose/Französin	🇫🇷
Belgier(in)	🇧🇪
Schweizer(in)	🇨🇭
Deutscher/Deutsche	🇩🇪
Spanier(in)	🇪🇸
Somali(er)	🇸🇴
Pole/Polin	🇵🇱
Portugiese(in)	🇵🇹
Bangladescher (in)	🇧🇩
Chinese/Chinesin	🇨🇳
Italiener(in)	🇮🇹
Waliser(in)	🇨🇾
Pakistani/Pakistanerin	🇵🇰
Schotte/Schottin	🇸🇪
Ire/Irin	🇮🇪
Amerikaner(in)	🇺🇸

<u>Connectives</u>	<u>Connectives</u>
aber	
obwohl	
auch	
außerdem	
weil/denn	
und	

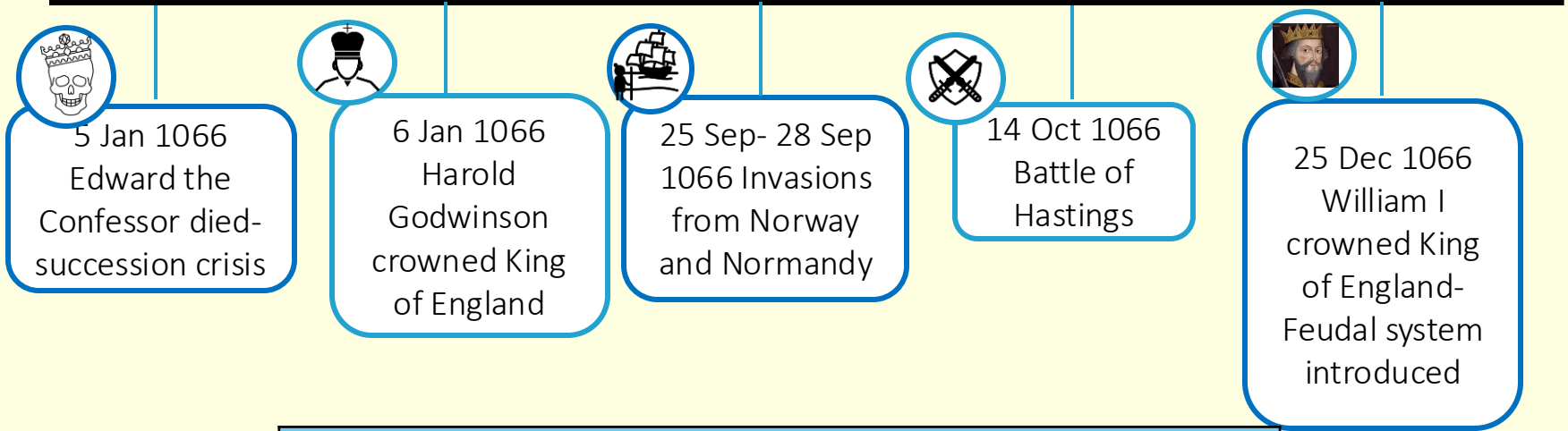
<u>Intensifiers</u>	<u>Intensifiers</u>
sehr	
ziemlich	
ein bisschen	
zu	
äußerst	
wirklich	

Core Knowledge

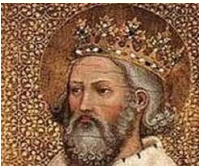
Key Vocabulary	
Monarch	King or Queen of a country/ state
Heir	The next in line to a throne- eldest son of a monarch (females were then not considered good heirs)
Succession Crisis	When the monarch has no heir and it is unclear who will rule after he/she dies
Invasion	When one country attacks another by crossing their borders e.g. from Scotland or overseas from France
Conquer	To take over and rule a country
Peasant/Slave / Surf	Poorest people in medieval England- worked on the land but did not own it- most people were peasants.
Knight	Skilled soldiers who worked for the Barons/ the monarch. Better off than peasants.
Baron/ Noble	The highest social class- given land and titles by the monarch- wealthy landowners

1. The Succession Crisis	In 1066 the English King Edward the Confessor died leaving no heir to the throne- three different men wanted to be King of England (see key people) 
2. The Battle of Stamford Bridge	Battle between the Viking invaders from Norway led by Harald Hardrada and Tostig Godwinson- The Saxons defeated the Vikings
3. The Battle of Hastings	Battle between the Norman invaders from Normandy led by Duke William- The Saxons were defeated and Harold Godwinson was killed
4. The Feudal System	Method of control used by William- he gave out land and titles in exchange for loyalty and military service- very effective to prevent Barons/ Nobility from rebelling
5. Motte and Bailey Castles	Wooden castles built by William to maintain control of England- temporary- replaced by stone in long term
6. Domesday Book	Book filled with information about how much land and livestock people of England had so William knew how to tax people

Key Dates (Timeline)



Key People

Key People			
Edward the Confessor	Harold Godwinson	Harald Hardrada	William Duke of Normandy
			

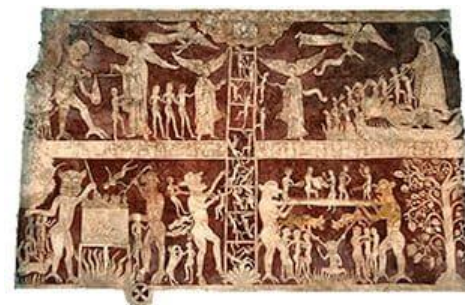
Key Vocabulary

Catholic Church	Christian Church based in Rome very powerful in Medieval Europe.
The Pope	Leader of the Catholic Church- seen as God's representative on earth
Monasteries/ Nunneries	Large buildings run by monks/ nuns respectively. Provided medical care, food for the poor and rest for travellers. Monks also copied out books
Sheriffs	Appointed by monarch- they were responsible for law and order in a region. Supervised criminal suspects and oversaw punishment- also collected fines/ taxes
Trial by Ordeal	Method of determining guilt – trial by fire/ water for poor and trial by combat for nobility
Superstition	Most people in England could not read or write and many documents were destroyed by Romans leaving people with superstitious (mystical) beliefs.
Barber Surgeon	Unqualified medical person (not trained) cut hair and performed simple surgeries on patients
Four Humours Theory	Belief that an imbalance in bodily fluids (e.g. blood or phlegm) linked to the seasons/ elements made a person ill

Key Vocabulary

Doom painting

A large painting in a Medieval church that shows paintings of heaven, hell and the afterlife



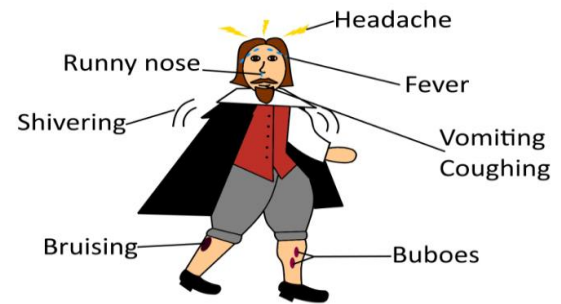
Historic Key Words

Infer	What can you work out from the image or text
Interpretation	What someone has wrote about an event after the event has happened
Primary source	An artifact or something from the time period such as a diary, newspaper, picture or object

Core Knowledge

1. Religion in Medieval England	In the medieval era- people were incredibly religious (pious). Most could not read so relied on Churches and Priests to interpret the bible for them- this gave the Church a lot of power. Heresy (non-Christian beliefs) was illegal and punishable by death. The Church played a huge role in people's lives from birth to death. People feared purgatory and hell more than death.
2. Medieval Village Life	Most people (around 1m people) lived as peasants in the middle ages in small villages. Life was often short and difficult- a harsh winter or a hot, dry summer could devastate crops leading to starvation. Other than the Church/ Monasteries there was no support for the poor and hungry. Peasants relied on what they grew to survive. The poorest peasants (villeins) were tied to the land meaning they could not leave of their own free will and technically belonged to the Lord (Baron).
3. Medieval Women	Women were very important in medieval homes-their experiences differed in social classes but they all played an important role. Peasant women worked very hard running the household and performing farm/ cottage work. Noble women had influence with their husbands and the wider nobility.
4. Medieval Law and Order	There was no police in medieval era England. If people witnessed a crime taking place they raised the "hue and cry". Sheriffs and JPs would arrest suspects and organise their "trial by ordeal" until this was ended by Henry III in 1219.
5. Medieval Healthcare	The Romans had destroyed many written records when they left Britain in 410AD- as a result; many people relied on religious beliefs or superstitious beliefs. Trained doctors used the Four Humours theory to treat illness but most people could not afford to pay them so visited a wise woman, monastery or barber surgeon instead.
6. The Black Death	The Black Death spread from China in 1348 and raged until 1351- it wiped out 1/3 of the people of England and 50 million worldwide. 60% of Europe's population was killed in what was later known as the Bubonic Plague. At the time they called it the Black Death because of the black bruises which appeared on the skin and the buboes (pus filled swellings) which often turned black as the flesh rotted away.

Core Knowledge	
Causes	The Black Death was caused by black rats. Their blood contained a poison that was spread to people by the fleas on the rats through the trade route throughout Europe and Britian
What did people believe caused it?	At the time people did not understand dirt, germs and diseases. The Black Death was blamed on: The position of the planets, God, cats and dogs, bad air (miasma), Jews poisoning wells and even bathing too much!
Crazy cures	- Whip yourself to please God - Shut off infected villages/towns - Kill all the cats and dogs - Carry around herbs and spices - Cut open a live toad and strap it to the boils - Pray to God for forgiveness

Core Knowledge	
Short term impacts	1/3 of population died – rich and poor alike - Shortage of workers – led to food shortages - Prices of food increased - Workers could demand higher pay
Long term impacts	Several more outbreaks – only died out in 19th century Led to Peasant's Revolt Opinions on the Church began to change
Symptoms	

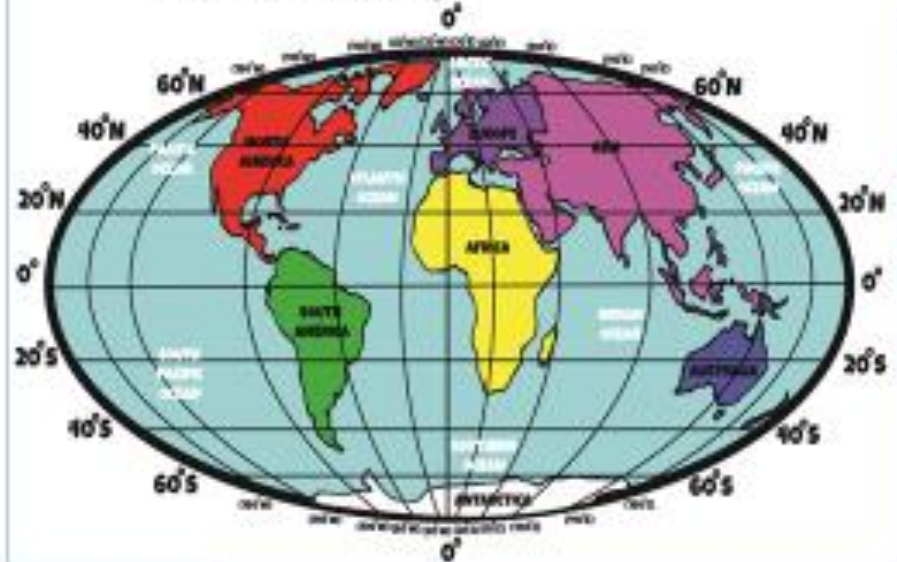
Geography

UK – Where do we live?

Latitude and Longitude

LATITUDE - LINES THAT GO AROUND THE GLOBE (THEY GO BY THE DIRECTIONS NORTH AND SOUTH)

LONGITUDE - LINES THAT POINT FROM TOP TO BOTTOM OF THE GLOBE (THEY GO BY THE DIRECTIONS EAST AND WEST)



Direction

The main direction we use are called **immediate cardinal directions**: North (N), South (S), East (E) and West (W)

The **compass rose** shows us the in between directions. They are called **intermediate directions**.

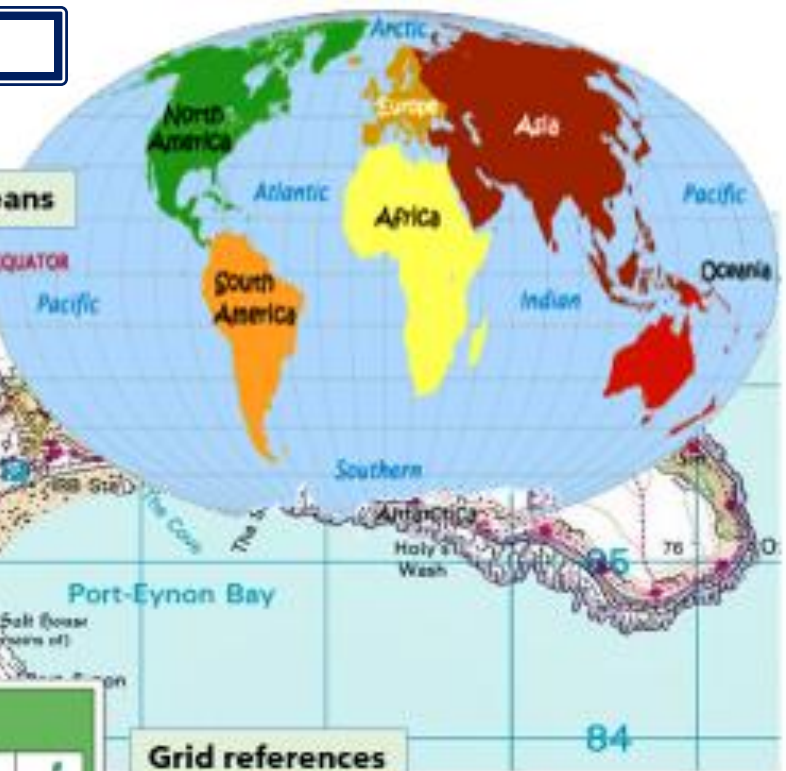
NE means northeast
SE means southeast
SW means southwest
NW means northwest



Symbols

The symbols on a map are used to represent real objects located in the area shown on the map. The **key, or legend**, explains what the symbols are.

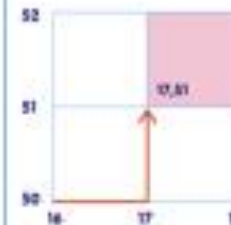
Continents and oceans



Grid references

[illegible]

The grid lines on an Ordnance Survey map are called eastings (along the corridor) and northings (up the stairs).

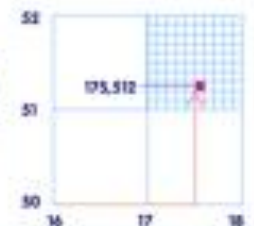


Four-figure grid references

Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.

Six-figure grid references

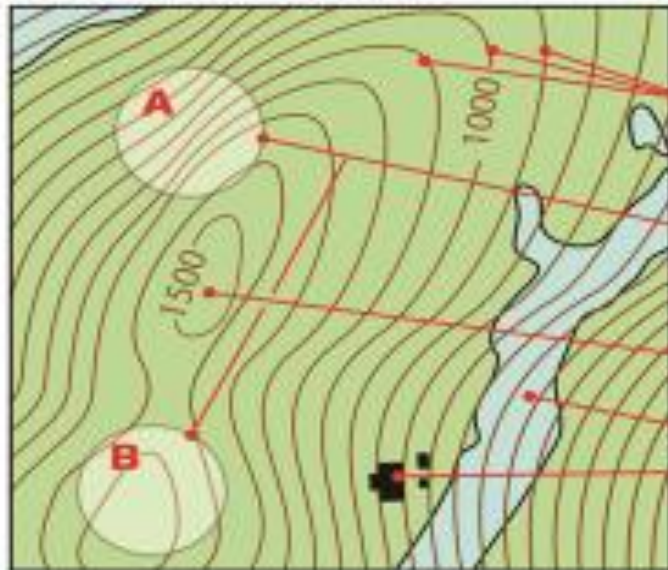
In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references.



Contour lines

Topographic maps show how flat or steep the land is. They show this with a series of lines that are labeled with the elevation, or height, of the land. These lines are called contour lines.

A simplified topographic map



Topographic maps show:

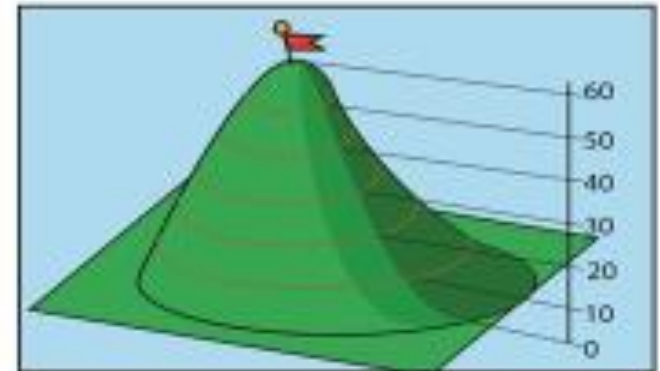
Contour lines, which represent changes in elevation, or height. The closer they are together, the steeper the land.

Here, the map shows that Area A is steeper than Area B because there are more lines and they are closer together in A.

Elevation indicator, which tells the height in feet or meters.

Details such as water,

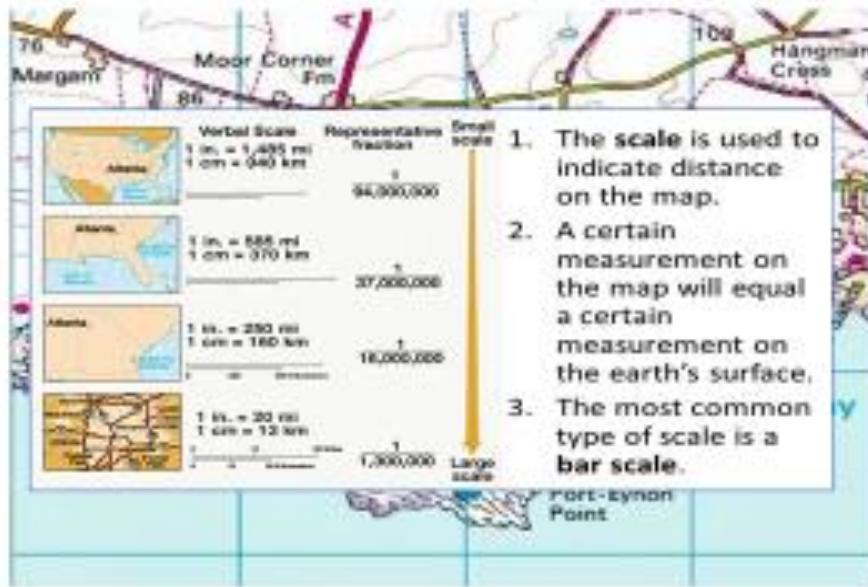
Buildings



Contour lines show the elevation. Here the land is steeper on the left side and a gentler slope on the right.



Scale



UK – Where do we live?

Keywords	Definition
	Continent
	Ocean
	Latitude
	Longitude
	Scale
	Physical feature
	Human feature
	Fieldwork
	Survey

The Lake District is found in the North-West of England, on the West coast of Britain. It is found in the county of Cumbria and it is near a coastline with the Irish Sea.

The Lake District is a popular tourist attraction due to its unique landscapes shaped by glaciers. Scafell Pike is England's tallest mountain and Lake Windermere is England's largest lake.



Tourism in the Lake District

Opportunities

- Money from tourism can be used to improve the local area
- Both the local economy and England's economy is boosted by tourism
- Services for tourists also benefit local people
- Jobs are created for local people

Challenges

- Large numbers of tourists can damage the environment e.g. footpath erosion
- Prices rise in shops as tourists have more money to spend
- Demand for holiday homes pushes house prices up for locals
- More pollution and litter as well as traffic and parking problems
- Jobs in tourism often have low wages and are seasonal



Geography

UK - The Lake District

Keyword	Definition
National Park	An area of outstanding natural beauty that is protected from development
 Honeypot site	An overcrowded location or attraction
Relief	The height and shape of the land
 Ice Age	A glacial period when the earth has lower than average temperatures
Arete	A sharp knife edged ridge between two corries
Corrie	An arm-chair shaped hollow in the mountainside formed by glacial erosion
Tarn	A small mountain lake in a corrie
U-shaped Valley	 A valley formed by a glacier
Freeze thaw weathering	When rocks are broken down over time by water freezing and thawing inside cracks in rocks.
 Tourism	When people spend time away from home for leisure or recreation
 Mining	When coal or other raw materials are taken from the ground
 Agriculture	Farming of either crops or animals
 Quarrying	Taking stone from the ground
 Erosion	The wearing away of land

NEED TO KNOW WORDS

Abrahamic Faiths	Religions that trace their beliefs back to the prophet Abraham: Judaism, Christianity and Islam
Commandment	An instruction from God
Covenant	An agreement or promise
Creation Ex Nihilo	Means 'created from nothing' – used in Genesis to describe how god creates everything.
Exodus	a mass departure of people
Genesis	Meaning 'the origin' or 'beginning'
Monotheist	Believing in one God
Prophet	A messenger chosen by God to deliver God's word
Prophecy	A message from God
Torah	The holy book revealed to Moses



Stories of the prophets



Genesis 1

God created out of nothing (Creation Ex Nihilo)

There were 6 days of creation 1: light and dark, 2: sky and sea, 3: dry land and plants, 4: sun, moon and stars, 5: fish and birds, 6: animals and humans.

On the 7th day God rested – some Christians try to have a day of rest in the week because of this. Humans were created in 'the image of God'. After everything God made he said 'it was good'. Except humans, he said they were VERY good'.

Genesis 2-3: The Fall (Adam and Eve)

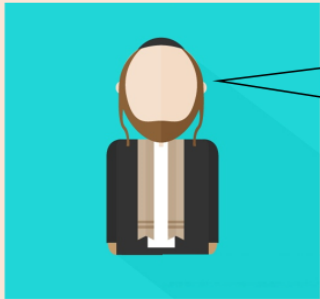
- God made Adam, and put everything he needed in the Garden for Adam to use and care for
- God said it was not good for a person to be alone, so he made a companion for Adam,; a woman called Eve. They were told not to eat from the fruit of one tree
- A snake tempted them to eat the fruit and they did
- God took Adam and Eve out of the Garden, into a world where life would be harder and they would have to work for food and struggle in childbirth. They would eventually die.

The 10 Commandments

- | | |
|---|-------------------------------------|
| 1. Have no other gods | 6. Do not kill |
| 2. Make no false images of G-d | 7. Be faithful to your husband/wife |
| 3. Do not use G-ds name disrespectfully | 8. Do not steal |
| 4. Remember the Sabbath | 9. Do not lie |
| 5. Honour your mother and father | 10. Be happy with what you have. |

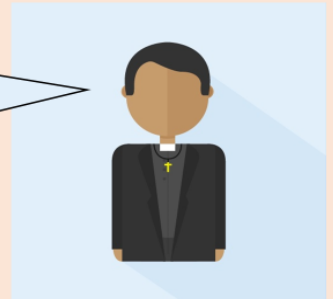
What is the Torah?

The Torah is a collection of writings that form the central religious text of Judaism. It consists of the first five books of the Hebrew Bible, also known as the Old Testament of the Christian Bible. The two books are Genesis and Exodus.

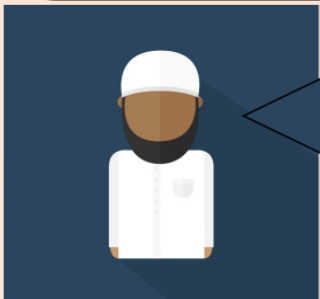


As a **Jewish** person I think the Torah is a collection of 5 books. All of these books are inspired by **God**. They are the first 5 books of the **Hebrew Bible**. It is called this because it is written in the ancient Jewish language: Hebrew. I read the Torah from a scroll in the Synagogue.

As a **Christian** person I think the **Torah** is a collection of 5 books. All of these books are inspired by **God**. The Torah is the first 5 books of the Christian Bible, in a section of 39 books called the **Hebrew Bible** or **Old Testament**. I read the Torah from my Bible at Church or at home.



As a **Muslim** person I think the **Torah** (or Tawrat in Arabic) is a collection of 5 books. All of these books are inspired by **God** and were originally given to the prophet **Moses** (Musa). Unfortunately the Torah was added to and badly translated over the years, so it's **not totally perfect** anymore, but it is still a holy books for me. I read the Torah to help me understand the stories that are referred to in the Quran.



**Noah's Ark (Genesis 6-9)**

According to the story, God saw that the wickedness of mankind had become great and decided to flood the earth to cleanse it of sin.

God instructed Noah, a righteous man, to build an ark and gather two of every kind of animal, along with his family, onto the ark. Noah obeyed God and spent many years building the ark, as instructed.

When the flood came, the ark floated on the water for 40 days and 40 nights. All life on earth outside the ark perished in the flood, but Noah and his family and the animals on the ark were saved.

After the floodwaters receded, Noah and his family emerged from the ark and offered sacrifices to God in gratitude for their safety. God then made a covenant with Noah, promising never to flood the earth again and using a rainbow as a sign of this covenant.

The story of Noah's Ark teaches the importance of obedience to God and the consequences of sin, as well as God's mercy and faithfulness to those who trust in Him.



Stories of the prophets



Moses' Exodus

Moses was born to Hebrew slaves in Egypt but was adopted by Pharaoh's daughter and raised as an Egyptian prince.

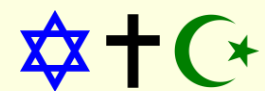
As a grown man, Moses saw an Egyptian taskmaster mistreating a Hebrew slave and killed him. He then fled to the wilderness and lived as a shepherd for many years.

One day, God spoke to Moses from a burning bush and told him to go back to Egypt to free the Hebrew slaves. With the help of his brother Aaron, Moses confronted Pharaoh and demanded that he let the Hebrews go.

Pharaoh refused, and God sent ten plagues upon Egypt, including the death of the firstborn, until Pharaoh finally relented and let the Hebrews go. Moses then led the Hebrews out of Egypt and through the Red Sea, which God parted to allow them to cross.

In the wilderness, God gave Moses the Ten Commandments and many other laws to guide the Hebrews' behaviour. After many years, Moses died on a mountain overlooking the Promised Land, which God had promised to the Hebrews as their home.

The story of Moses teaches the importance of faith and obedience to God, as well as God's power to deliver and provide for His people.



Stories of the prophets



Abraham (Genesis 12-17) – founder of the faithful

One day, God called Abram to leave his homeland and go to a new land that God would show him. Abram obeyed God and journeyed with his wife Sarai (later renamed Sarah) and his nephew Lot to the land of Canaan.

God promised to make Abram's descendants into a great nation and to bless all the nations of the earth through him. However, Abram and Sarai were unable to have children, so Sarai suggested that Abram have a child with her servant Hagar.

This caused problems, as Hagar and her son Ishmael were eventually cast out of Abram's household. However, God remained faithful to His promise and eventually blessed Abraham and Sarah with a son named Isaac.

Abraham's faith was tested when God asked him to sacrifice Isaac as a burnt offering, but at the last moment, God provided a ram to be sacrificed instead. Through his obedience and faith, Abraham became known as the father of the Jewish people and a model of faith for all believers.

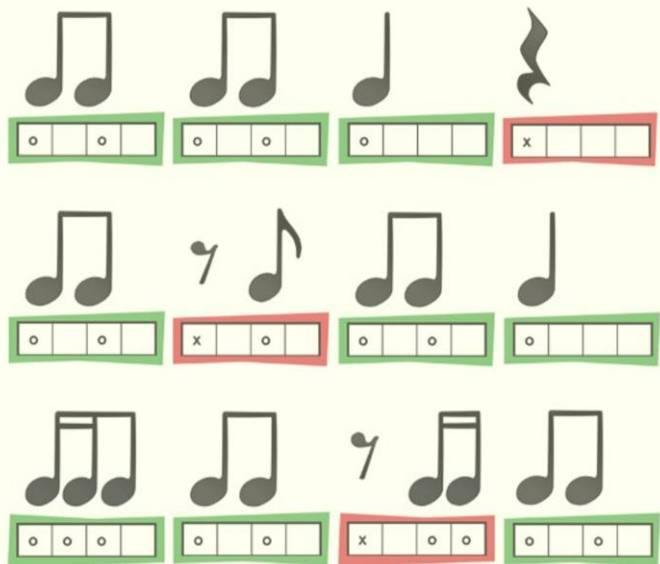
The story of Abraham teaches the importance of faith and obedience to God, as well as the blessings that come from trusting in God's promises.

KEY WORDS

Carnival is a traditionally a Catholic festive season that occurs before the season of Lent. Carnival takes place in most Caribbean and South American countries as well as the UK. Some cultures use Carnival as a method of empowering themselves in social conflicts.

Rhythm	The pattern of notes that fits around the beat
Beat/Pulse	The constant steady pulse that doesn't change
Call and response	When a leader plays a rhythm, and the group responds with a different rhythm
Ostinato	A short repeating pattern that is played over and over
Repetition	When something is played again

RHYTHMS + RESTS EXERCISE 1



Exercise 1 shows four rows of musical notation and corresponding rhythm boxes. Each box is divided into four equal parts, representing a 4-beat measure.

- Row 1: Four measures. Measure 1: two eighth notes (green box). Measure 2: two eighth notes (green box). Measure 3: quarter note (green box). Measure 4: half note (red box with 'x' in the first half).
- Row 2: Four measures. Measure 1: eighth note, quarter note, eighth note (green box). Measure 2: eighth note, quarter note, eighth note (red box with 'x' in the first half). Measure 3: eighth note, quarter note, eighth note (green box). Measure 4: eighth note, quarter note, eighth note (green box).
- Row 3: Four measures. Measure 1: eighth note, quarter note, eighth note (green box). Measure 2: eighth note, quarter note, eighth note (green box). Measure 3: eighth note, quarter note, eighth note (red box with 'x' in the first half). Measure 4: eighth note, quarter note, eighth note (green box).

Note Pyramid

Name	Symbols	Rest Symbols	Value of each
Semibreve			4
Minim	 		2
Crotchet	   		1
Quaver	   		$\frac{1}{2}$
Semiquaver	   		$\frac{1}{4}$

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TONE / VALUE	The lightness or darkness of tones or colours. White is the lightest value; black is the darkest.
SHAPE	An element of art that is 2D, flat, or limited to height and width.
FORM	Art that is / looks 3D; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder).
SPACE	An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art
COLOUR	Colour is made up of three properties: hue, value, and intensity. • Hue: name of colour • Value: hue's lightness and darkness (a colour's value changes when white or black is added) • Intensity: quality of brightness and purity
TEXTURE	The way things feel or look as if they might feel if touched.



FORM



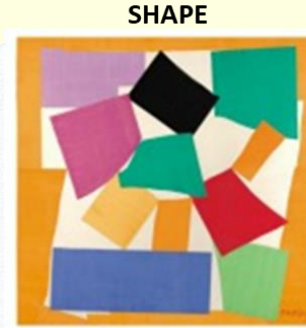
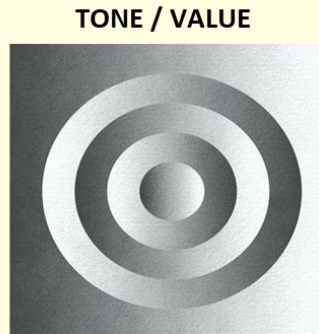
SPACE



COLOUR



TEXTURE

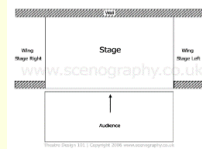




You will gain knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.

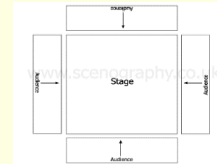
Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
Stage Configurations	This is the different types of staging used for a performance.
Freeze-frame,	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
Split-stage	This is where the stage is split in two to show a different location or time.
Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
Narration	This is where a narrator tells the audience what is happening in a scene or performance.
Stock Characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.

Proscenium Arch



Stage Configurations

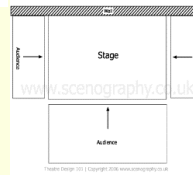
Theatre in the Round



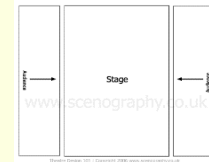
Promenade



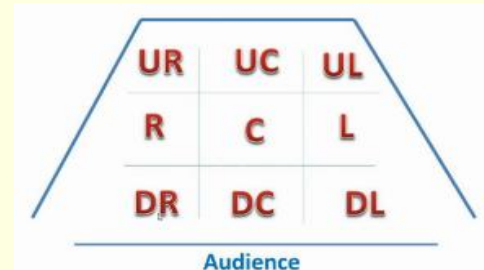
Thrust Stage



Traverse



Stage Positions		
Upstage Right	Upstage Centre	Upstage Left
Stage Right	Centre	Stage Left
Downstage Right	Downstage Centre	Downstage Left



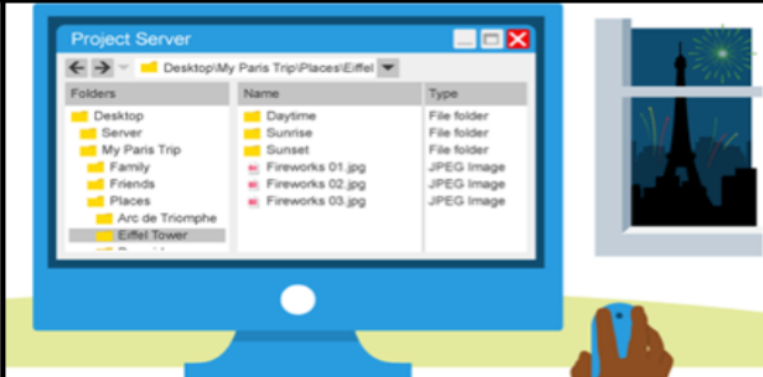


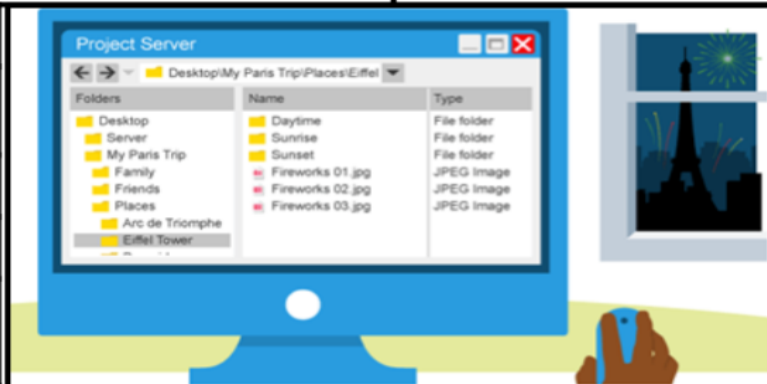
Computing

7.1 - Using Computers: Knowledge Organisers

7.1 - Using Computers: Knowledge Organiser

Keywords File Management Passwords	File	Folder/Sub-folder	File Management
	Anything you save. It could be a document, a piece of music, a collection of data or something else.	A place to store files that are related, eg. all of the files relating to one project. Folders help to keep work organised. Sometimes called a directory A sub-folder is a folder inside another folder.	The organisation of files and folders using suitable names (which gives the identity of a file) and placed into folders.
Server	Security	Password	Alphanumeric
A computer that holds data to be shared with other computers. A web server stores and shares websites	The protection of data or hardware from unauthorised users	A string of characters used to verify the identity of a user	A mixture of letters and numbers
Secure Password		Non-secure Password	
A mixture of numbers, letters and symbols at least 8 characters	Name, pet etc		
Use of symbols	Dictionary words		
Not easy to guess	Not complicated		
Example: 01DI2bB57Ss! "Oh I do like to be beside the seaside!"			





7.1 - Using Computers: Knowledge Organisers

7.1 - Using Computers: Knowledge Organiser			Cloud Computing Advantages	Cloud Computing Disadvantages
Keywords E-safety Cloud Computing			Backing up - data backed up in the cloud with a reliable provider can be more reliable than storing your information on a hard drive or USB flash memory stick.	Connection – the user can only access their information if they have a network connection.
			Compatibility - documents and files are designed to be compatible across different machines and browsers.	Copyright – the user sometimes loses legal rights to their original material if they store it online.
Cloud	Collaborate	E-safety	Cost – the user doesn't need to buy the latest software as it might be freely accessible through web apps.	Security - data stored online is vulnerable to security attacks.
Cloud computing means storing and accessing data and programs over the Internet servers instead of the hard drive on your computer. For example, using Microsoft office using Google Chrome instead of opening it on your computing directly.	Sharing documents and working together online. Eg, having a meeting with different people around the world and using the same document.	- Do not share personal information (such as your date of birth) - Avoid sharing your location on social networks eg snapchat - If meeting someone you only know online, do so in a public place and take an adult with you. - Don't troll! (upsetting people online) - Change your passwords frequently and avoid using the same password across all accounts	Independence – the user can work with their files on different computers.	Software - web apps do not usually have as many detailed functions as a full software package.
			Reliable software - web software and browsers are updated online. The user doesn't have to download the latest updates.	Storage - it is not always possible to store more than a few gigabytes online with one provider, whereas it is possible to purchase a few terabytes of physical storage to save information at home.



Art

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FORM



SPACE



COLOUR



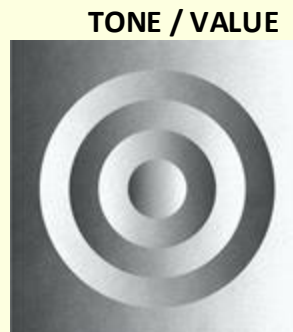
TEXTURE



LINE



PATTERN



tone / VALUE



SHAPE