Haggerston School

Year 7 Knowledge Organiser Term 1 2023/2024

Aspiration Creativity Character

Knowledge Organiser - Guidance

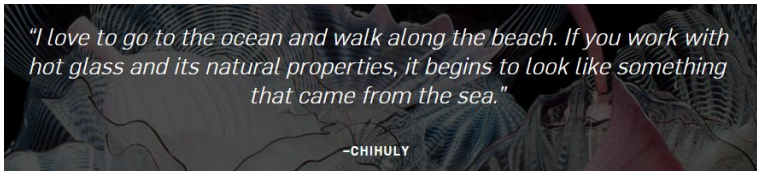
- You must bring your Knowledge Planner to school every day in your school bag.
- You should place your Knowledge Planner on your desk at the start of every lesson so that you can refer to it when instructed by your teacher.
- If you lose your Knowledge Planner, you will need to purchase a replacement one from Student Services.
- In the Study Centre, you will use your Knowledge Planner to study the relevant subject's Knowledge Organiser and learn the information provided.
- Use your blue exercise book to make notes to help revise and learn the information provided in each Knowledge Organiser.

KS3 Knowledge Organiser - Contents

Term 1

Dale Chihuly 1941

Since the late 1960s, Dale Chihuly has been using the art and craft of glassblowing to create dynamic, flamboyant and colour-saturated forms. His artworks can be found across the U.S. and worldwide, and they range from undulating, nested vessels to whimsical sea creatures, also encompassing architectural installations. In the UK Chihuly has large scale installations at Kew Gardens and the Victoria and Albert Museum. Chihuly has up to 18 people working on his sculptures at a time, and draws inspiration from architecture and design, painters and sculptors, Native American baskets, and nature. People often have emotional reactions to



Dale Chihuly's sculptures

Sea creatures

Word bank: line, colour, shape, form, 3D, glass, sculpture, translucent, organic, installation, outline, composition.

Self Quiz:

1. Can you write a brief paragraph describing how the work of Dale Chihuly makes you feel using key art terms?
2. What do you think inspired these works of art?
3. Can you write a summary of Dale Chihuly's biography?
4. What material does Chihuly use to create his sculptures?

Practical application of art history:

1. Create a drawing of a value (tonal) scale. Can you use tone to create a drawing of one of the sea creatures?
2. Recreate one of Chihuly's sculptures using a pen – can you show different tones and complex detail by using mark making techniques?
3. Recreate Chihuly's work using only outlines of the shapes.
4. Design a Chihuly-inspired sculpture of your own using the sea creatures as your starting point. Write a sentence explaining where you would like your public sculpture to be displayed and why.
5. Write in full sentences WWW and EBI.

ART

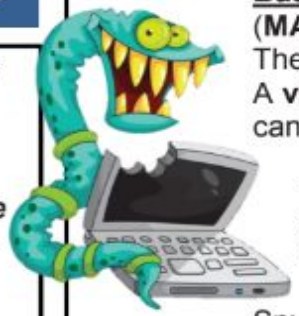
COMPUTING

YR7 Computing: E-Safety and Flowcharts

Advanced: Digital footprint is a trail of data you create while using the Internet like websites you visit, emails you send, messages / pictures you post.
Once you do something online it is ***there forever***. In the future this could be seen by your friends, employers, or by the colleges and universities you apply to
THINK BEFORE YOU POST

Basic: Symbol	Name	Meaning
	Start / End	Represents the start or end of a flowchart
	Connector	Connects the shapes and shows how data moves
	Decision	Shows where a decision or choice takes place
	Process	A command or calculation
	Input / Output	Collects data from the user or outputs on the screen
	Subroutine	Links to another Flowchart that carries out a specific task

Haggerston School



Basic: Viruses are a type of malware
(**MAL**icious + soft**WARE**)
They are programs that can **attack** computers and phones.
A **virus** is a program that causes harm to your computer and can steal information. A virus does 3 things

1. Attaches itself to another file / program
2. Copies itself
3. Spreads to other computers

Spyware is also a type of **MALWARE.**

Basic: Hacker: A Hacker is someone who gets access to your computer, phone or online account without permission. Despite what you see on films this is most often done via ***Social Engineering***. This means being sneaky like looking over your shoulder when you put in your password, tricking you into sending your login details by email or just guessing your password if its weak.

Advanced: Flowcharts

Algorithm: A set of steps / instructions, logically set out that if followed tell you how to complete a task, calculation or write a computer program
Analytical thinking: A kind of problem solving where by a person works out how to solve a problem or task using a computer program or algorithm
Decomposition: This is part of ***Analytical thinking***. This is when a larger problem or task is broken into a series of smaller steps
Abstraction: This is part of ***Analytical thinking***. This is when during the process of creating an algorithm or computer program, unimportant details are taken out and ignored. This helps to create a more efficient program / algorithm
Actuator: A motorised device that makes something move – like a door opening or closing
Sensor: A device that detects something outside of a computer system and creates a signal in the computer system – like a motion detector

Knowledge Organiser: Computational Thinking

What is Computational Thinking

Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.

The Four Cornerstones of Computational Thinking are: Decomposition, Pattern Recognition, Abstraction and Algorithms

Decomposition

Decomposition is one of the four cornerstones of Computer Science. It involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand. The smaller parts can then be examined and solved, or designed individually, as they are simpler to work with.

Pattern Recognition

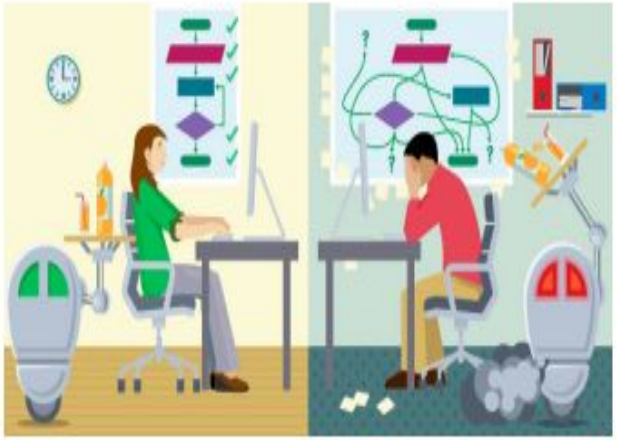
When we decompose a complex problem we often find patterns among the smaller problems we create. The patterns are similarities or characteristics that some of the problems share.

Pattern recognition is one of the four cornerstones of Computer Science. It involves finding the similarities or patterns among small, decomposed problems that can help us solve more complex problems more efficiently.

Abstraction

Once we have recognised patterns in our problems, we use abstraction to gather the general characteristics and to filter out of the details we do not need in order to solve our problem.

Abstraction is the process of filtering out – ignoring - the characteristics of patterns that we don't need in order to concentrate on those that we do. It is also the filtering out of specific details. From this we create a representation (idea) of what we are trying to solve.



Key Vocabulary

Abstraction	The process of separating and filtering out ideas and specific details that are not needed in order to concentrate on those that are needed.
Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Decomposition	The breaking down of a system into smaller parts that are easier to understand, program and maintain.
Pattern Recognition	Finding similarities and patterns in order to solve complex problems more efficiently.
Program	Sequences of instructions for a computer.
Programming	The process of writing computer software.

COMPUTING

COMPUTING

Knowledge Organiser: Designing an Algorithm

Designed an Algorithm

Before designing an algorithm it is important to first understand what the problem is. Algorithms can be designed using pseudocode or a flowchart, and the standard notations of each should be known.

An algorithm is a plan, a logical step-by-step process for solving a problem. Algorithms are normally written as a flowchart or in pseudocode.

The key to any problem-solving task is to guide your thought process. The most useful thing to do is keep asking 'What if we did it this way?' Exploring different ways of solving a problem can help to find the best way to solve it.

Understanding the problem

Before an algorithm can be designed, it is important to check that the problem is completely understood. There are a number of basic things to know in order to really understand the problem:

What are the **inputs** into the problem?

What will be the **outputs** of the problem?

In what order do **instructions** need to be carried out?

What decisions need to be made in the problem?

Are any areas of the problem repeated?

Pseudocode

Most programs are developed using programming languages. These languages have specific syntax that must be used so that the program will run properly. Pseudocode is not a programming language, it is a simple way of describing a set of instructions that does not have to use specific syntax.

Flowcharts

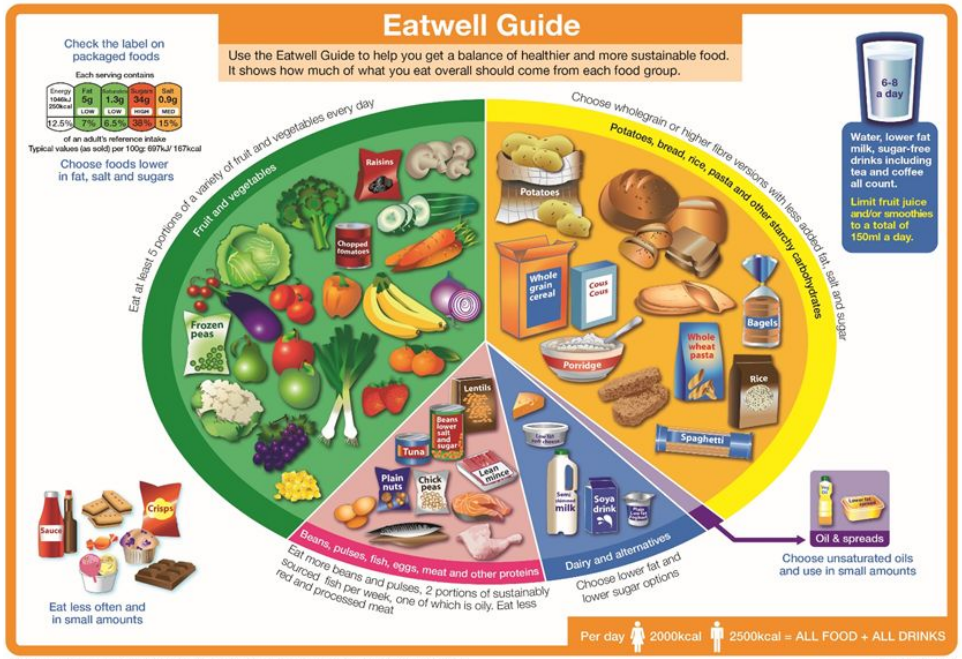
A flowchart is a diagram that represents a set of instructions. Flowcharts normally use standard symbols to represent the different types of instructions. These symbols are used to construct the flowchart and show the step-by-step solution to the problem.

Name	Symbol	Usage
Start or Stop	Start/Stop	The beginning and end points in the sequence.
Process	Process	An instruction or a command.
Decision	Decision	A decision, either yes or no.
Input or Output	Input/Output	An input is data received by a computer. An output is a signal or data sent from a computer.
Connector		A jump from one point in the sequence to another.
Direction of flow		Connects the symbols. The arrow shows the direction of flow of instructions.

Key Vocabulary

Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Condidtion	In computing, this is a statement or sum that is either true or false. A computation depends on whether a condition equates to true or false.
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
Input	Data which is inserted into a system for processing and/or storage.
Instruction	A single action that can be performed by a computer processor.
Iteration	In computer programming, this is a single pass through a set of instructions.
Loop	A method used in programming to repeat a set of instructions.
Notation	A system of written symbols or graphics used to represent something in order to aid communication and understanding.
Output	Data which is sent out of a system.
Program	Sequences of instructions for a computer.
Programming language	A language used by a programmer to write a piece of software.
Pseudocode	Also written as pseudo-code. A method of writing up a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.
Selection	A decision within a computer program when the program decides to move on based on the results of an event.
Syntax	Rules governing how to write statements in a programming language.

Cooking & Nutrition



Nutrients	Use in the body	Sources
Carbohydrates	To provide energy	Cereal, bread, pasta, rice & potatoes
Protein	For growth and repair of muscles	Fish, meat, eggs, beans, pulses and dairy products
Fat	To store energy in the body, insulate heat, protects bones & organs from knocks	Butter, oil, nuts, cheese and other dairy foods
Vitamins & Minerals	Needed in small amounts to maintain a healthy body	M= Dairy foods, Meat, Fruit & Veg. V = Fruit & Veg
Fibre	To help digestion	Vegetables, bran
Water	Needed for cells and body fluids	Fruit juice, milk, water

Preparing Food

The way you prepare or cook food affects the sensory experience of eating it.

Cutting Techniques

Cuts round foods

Cuts long & flat foods

Finely cuts food

Dietary Requirements: Lifestyle choice

Vegetarian: Does not eat any meat
Vegan: Does not eat any product from an animal
Pescatarian: Does not eat meat but does eat Fish

Muslim: Does not eat pork, drink alcohol and meat must be Halal
Jewish: Does not eat pork, dairy and meat cannot be mixed, meat must be Kosher.
Hindu: Does not eat beef as Cows are sacred

Sensory Analysis

Eating is a sensory experience, affecting all of our senses. Sensory analysis is carried to improve the experience.

Sight: Stringy, firm, dry, heavy, flaky, crumbly, flat, crisp, lumpy, fizzy, fluffy, smooth, hard, mushy, dull, cuboid, sticky, fragile…

Sound: Crunch, plop, slurp, sizzle, crack, rustle, snap, crackle, pop

Smell: Fresh Aromatic, spicy, floral, bland, tainted, bitter perfumed, citrus savoury, rotten, sweet,, strong, mild, fragrant, musty, weak, scented

Taste: Sweet, cool, bitter, zesty, warm, hot, sour, sharp, rich, bland, rotten, tart, strong, citrus, mild, umami, tangy, salty, savoury, spicy

Texture: Brittle, rubbery, stodgy, bubbly, gritty, sandy, mushy, tender, soft, firm, flaky, crisp, fluffy, crumbly, lumpy, smooth, hard, sticky, grainy

COOKING & NUTRITION

COOKING & NUTRITION

Kitchen Equipment

Food Science: Function of Ingredients - YEAST

Bread is made using flour, warm water, yeast, sugar and a pinch of salt. The different ingredients have different functions:
Flour = Structure
Salt = provides flavour and helps to set the structure
Warm water = activates yeast and combines ingredients
Sugar = Feeds the yeast
Yeast = raising agent that creates CO2

Once the ingredients have been mixed a dough if formed. This needs to be **kneaded** so it becomes stretchy and elastic. This makes the bread light and airy in texture and a little chewy on the outside. It also helps to mix all the ingredients together.

Leaving the dough to **proof** is also important as this it the time the yeast needs to ferment, in which it releases CO2

Food & The Wider World: Alternative Proteins

We need food to survive, however the type of food we eat, how it is packaged, where it has travelled from has a huge **impact on the environment.**

Eating **meat** has a particularly high impact on the environment as the animal requires food, water to live, space to roam and time to grow.

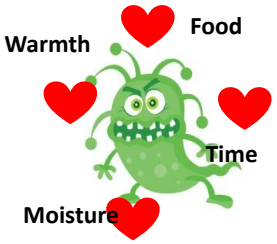
Farmers will need to drive tractors to deliver food this also releases **pollution i**nto the atmosphere.

Once the animal has been slaughtered the meat will need to be kept in the **fridge** so not spoil. This means that energy is needed to power the fridges.

Meat is one of the best sources of protein, which our body needs to grow and repair muscles and cells. However many people are choosing to eat bugs such as crickets, mealworms as they are very high in protein however require far less food, water, space and time to grow.

Other non animal proteins include chickpeas, nuts, lentils, kidney beans. These are good source of protein but not as high as protein found in animals.

Bacteria is harmful **micro-organism** that can ruin the taste but also make food **dangerous** to eat. To multiply (and become dangerous) bacteria needs enough food and moisture, the right temperature and enough time. To stop the multiplying of bacteria, you must limit these conditions.



You can use the **4 CS** to do this:

Cross Contamination: preventing raw foods (meat) from contacting ready to eat food.
Cooking: Kills the bacteria
Chilling: Keeps it dormant (not active)
Cleaning: Kills bacteria, but also prevents food and moisture from being available.

Food Spoilage (Food Safety)

Introduction to Drama

The 6Cs of Drama

· Co-operation	Working together
· Creativity	Using my imagination
· Communication	Speaking and listening
· Confidence	Being brave
· Concentration	Focus
· Consideration	Respect

The Features of a Frozen Picture

Frozen pictures are like photographs; they capture a moment and tell the audience a story. You must use the features of a frozen picture to ensure the story is clear for the audience.

- Awareness of the audience
- No blocking
- Exaggerated facial expressions
- Exaggerated gestures
- Different levels
- Creative use of space

Challenge:

Points of contact

Physical theatre (when you use your body to make an object)

Self Quiz – LOOK, COVER, WRITE, CHECK & CORRECT

1. The key words and their meaning.
2. In the boxes provided, sketch 3 frozen pictures entitled 'The Door'. Annotate the boxes by labelling them with the correct features of a frozen picture.

How could you make the door using your body? What is behind it?

DRAMA

DRAMA

Darkwood Manor

Improvisation means creating drama. We can do this spontaneously which means 'on the spot' or we can rehearse this which means we talk, plan and practise.

Use the whole group role play you did in your lesson to identify the success criteria below:

To make our spontaneous improvisation successful, we need to:

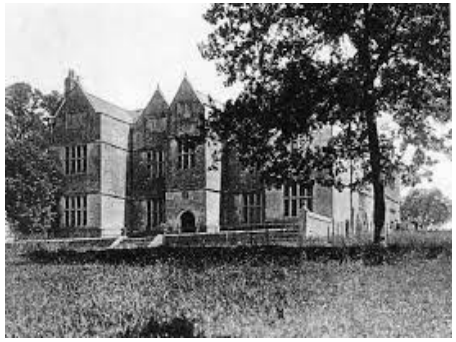
_____

_____

_____

_____

_____



Key words:

Teacher in role – The teacher takes on a role/ character by changing their voice face and body.
Character – changing your voice, face and body to become someone different in performance.
Narration – telling the story.
Tension – A feeling of nervousness, discomfort, fear and excitement.
Climax – The peak of tension in a performance.
Cliff hanger – Ending a performance at a crucial moment leaving the audience with uncertainty and suspense.
Suspense - a state of feeling excited or anxious uncertainty about what may happen.
Atmosphere – a feeling or mood that surrounds us.
Soundscape – layering sounds and words to communicate meaning to an audience.
Setting – where the performance takes place

Self Quiz – LOOK, COVER, WRITE, CHECK & CORRECT

Make sure you understand the meaning of the key words in bold.

Task

Use the pictures to write a script narrating your journey into the manor. Write in the first person, think about the senses and add interesting language.

METALS

Year 7

Ferrous Metals

	Composition	Properties/ Characteristics	Uses
Cast Iron 	Re-melted pig iron* with additions	Hard skin but brittle soft core. Heavy. Rigid under compression. Cannot be bent or **forged**. Corrode easily unless protected (**enamelled**)	Parts with complex shapes made via casting. Frying pans, machine parts, vices.
Mild Steel 	Iron and 0.15-0.30% Carbon	High tensile strength, ductile, tough, fairly malleable, poor resistance to corrosion.	Nails, screws, nuts, bolts, plate, sheets, car bodies
Medium Carbon Steel 	Iron and 0.30-0.70% Carbon	Stronger and harder than mild steel but less ductile, tough and malleable	Garden tools such as trowels, forks, and springs
High Carbon Steel 	Iron and 0.70-1.40% Carbon	Hardest of the carbon steels; less ductile, tough or malleable.	Hammers, chisels, screwdrivers, drills, files
Stainless Steel	74% Steel (Iron & Carbon) 18% Chrome 8% Nickel	Resistant to corrosion (non toxic), hard, tough but difficult to work with. Shiny in appearance.	Sinks, Dishes, Cutlery
High Speed Steel 	Medium Carbon Steel + Tungsten, Chromium and Vanadium	Retains hardness at high temperatures; resistant to high level of frictional heat.	Drills, lathes, cutting tools.
High Tensile Steel 	Low Carbon Steel + Nickel and Chrome	Extremely hard and tough	Gears, shafts, engine parts, turbine blades.

*Pig Iron is the iron that comes from the furnace first. It has not been refined.

Alloys = **mixture of two or more pure metals to improve performance**

Non Ferrous Metals

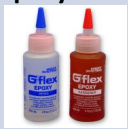
Aluminium 	Pure Metal	Light, soft, ductile, malleable, good conductor of heat and electricity, corrosion resistant, polishes well. Easily **welded**.	Aircraft bodies, saucepans, cooking utensils, packaging, foil, cans, window frames
Copper	Pure Metal	Malleable, ductile, tough, good conductor of heat/electricity, easily joined, corrosion resistant, easily **soldered**.	Electrical wire, hot water tanks, heating pipes, PCBs
Brass	65% Copper 35% Zinc	Corrosion resistant, can conduct electricity/heat, easily joined, **casts** well, attractive golden colour	Castings, Ornamental decorations, boat fittings, musical instruments
Bronze 	90% Copper 10% Tin	Tough, hardwearing, corrosion resistant, aesthetically pleasing	Bearings, castings for statues, coins, valves (air, water, and steam)
Lead 	Pure Metal	Very soft, heavy, malleable, corrosion resistant, low melting point, easy to work with	Sold solders, roof coverings, protection against x-ray radiation
Tin	Pure Metal	Soft, ductile and malleable, low melting point, corrosion resistant. Mostly used within alloys rather than on its own.	Soft solders 
Tin Plate	Steel sheet coated with Tin	Mild steel gives it strength, tin coating bends with the steel, it is non toxic	Tin cans 
Pewter	91% Tin 7.5% Antimony 1.5% Copper	Malleable, casts well, low melting point, corrosion resistant	Decorative features (jewellery), plates, cups 
Zinc 	Pure Metal	Low melting point, extremely corrosion resistant, easily worked	Coating of steel bins, buckets, watering cans (galvanising)

DT

DT

POLYMERS (PLASTICS)

Thermoplastics (Thermoforming Plastics)		
	Properties/Characteristics	**Uses**
LDPE Low Density Polythene	Available in a range of colours, tough, flexible, good electrical insulator and chemical resistance	Squeezy bottles (washing up liquids, detergents), bin liners, and carrier bags
HDPE High Density Polythene	Available in a range of colours, hard, stiff, good chemical resistance, can withstand high impact, food safe	Milk crates, bottles, pipes, buckets and bowls 
PVC Polyvinyl Chloride	Stiff, hard, tough, good chemical and weather resistant	Pipes, guttering, roofing sheets, window frames
Polystyrene	Available in a range of colours, stiff, hard, lightweight, safe with food, good water resistance	Disposable plates, cups, food containers 
Expanded Polystyrene	Lightweight, absorbs shock, good sound and heat insulator 	Sound and heat insulation, protective packaging, crash hats
PP Polypropylene	Hard and lightweight, good chemical resistance, can be sterilised, good impact resistance, easily shaped incl complex forms, durable, available in variety of colours. Food safe.	Medical equipment, syringes, creates, string, rope, outdoor furniture and toys, food containers with built in dividers or hinges.
Acrylic 	Stiff, hard (however does easily scratch), available in a variety of finishes (clear, frosted, opaque, mirrored, live edge), durable, weather resistant, tough in large/brittle in small surface area	Signs, Stands, Point of Sale Units., car rear light covers, baths Can also be referred to as Perspex
ABS Acrylonitrile butadiene styrene	Tough, high-impact strength, lightweight, scratch resistant, chemical resistant, very aesthetically pleasing	Kitchenware, safety helmets, car parts, telephones, food mixers, toys (LEGO)
HIPS High Impact Polystyrene	Tough, rigid, high impact strength, readily available in a wide variety of colours. Food safe.	Yoghurt pots, disposable cutlery & cups, bathroom cabinets, toilet seats

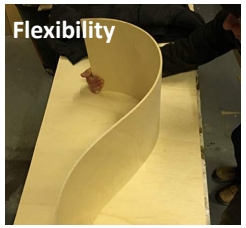
Thermoset Plastics		
	Properties/ Characteristics	**Uses**
Urea Formaldehyde	Stiff, hard, brittle, heat resistant, good electrical insulator, available in a range of colours	White electrical fittings (plug sockets) domestic appliance parts (kettles), wood glue (PVA) 
Melamine Formaldehyde	Stiff, hard, strong, range of colours and finishes, scratch and stain resistant, odourless, food safe	Tableware, decorative laminates for work surfaces, electrical insulator 
Phenol-Formaldehyde (Bakelite)	Stiff, hard, strong, brittle, heat resistant 	Dark electrical fittings, saucepan and kettle handles
Epoxy Resin 	Good chemical and heat resistance, electrical insulator, durable.	Used largely as an adhesive (glue) to bond different materials together – wood, plastic and metal
Polyester Resin	When laminated with glass fibre it becomes tough, hard and strong. It is brittle without reinforcement.	GRP (Glass Reinforced Plastic) boats, chair shells and car bodies 

Using your existing knowledge of Thermoplastics and Thermosets (see the first page 'Product Design') and the above tables to explain why particular polymers have been use for particular product uses. Eg:

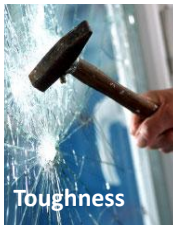
- **Why is expanded polystyrene suitable for protective packaging?**
- **Why would Urea Formaldehyde be used in the casing of a computer?**
- **-Why is Polypropylene used to make outdoor children toys?**

Material Properties describes what the product can do.

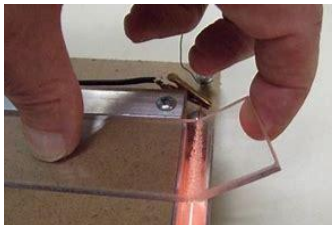
Ability to resist cutting and indentations to its surface



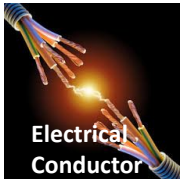
Ability to bend without breaking and then spring back to its original shape.



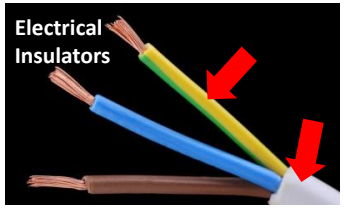
Ability to withstand shock



Ability to be hammered, rolled or pressed into shape without breaking. Heat is used to help the material become more malleable



Ability to pass/transfer electrical currents



Ability to hold passing electrical currents, without conducting them.

Heat Insulating
Ability to hold heat in

Heat Conducting
Ability to transfer heat

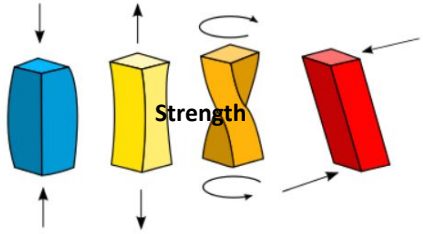
Ability to withstand water or moisture – also known as Water Repellent.

Ability to absorb/soak up water or moisture (opposite to water resistant)

Ductile
Ability to be stretched into a length without breaking

Durable
Ability to last a long time

Ability to be stretched and return to it's original size



Ability to withstand being squashed (compression), pulled (tension), twisted (torsional) and Sheared (two pushing or pulling forces acting close together but no directly opposite).

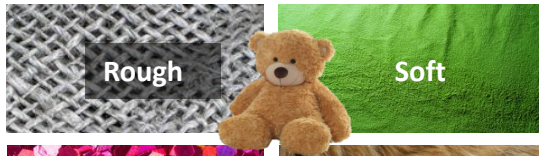
Choose a product and explain the use of materials based on it's properties and characteristics

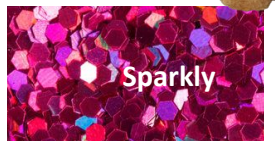
Material Characteristics describes the **aesthetics** of a material – the textures, appearance, shape and size.

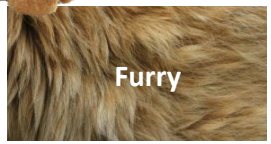
Texture describes how something feels. **Appearance** describes how something looks.

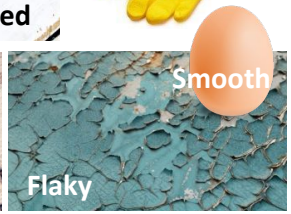
'The fabric is soft and fluffy in texture and a deep red in colour'

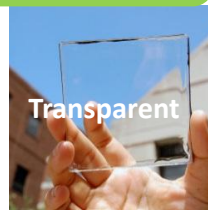
Important: Sometimes a texture descriptor can also describe the appearance. The pictures below have been labelled **T= Texture** and **A =Appearance.**











DT

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Year 7 Textiles

Equipment

Needle

Embroidery Thread

Tailors Chalk

Pins

Sewing Thread

Fabric Scissors

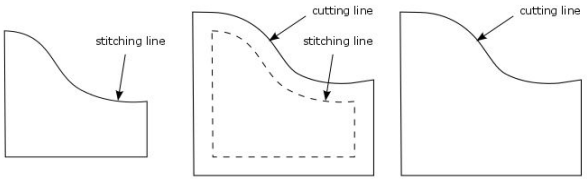
Tape Measure

Pinking Shears

Un-picker

Seam Allowance

Seam Allowance is the extra space you add around the edge of a pattern piece so that it can be sewn together.



Health & Safety

General:
-Do not run in classroom
-Do not act dangerously
-Follow instructions given by teacher
-No shouting
-SLANT (when completing a practical you must also place any equipment you are using down, in a safe position)

Equipment:
-Do not stick pins or needles into skin
-Do not point or wave around scissors
-Do not point or wave around un-picker
-Carry scissors at arms length, facing the ground

Sewing Machine:
-No talking whilst using sewing machine
-No distracting others when using sewing machine
-Sew at a safe speed
-Turn off machine if a problem occurs
-Never try to mend machine
-Only use a sewing machine once you have passed the 'Driving Test'

Iron:
-No talking whilst using iron
-No distracting others when using iron
-No touching base of iron when either on or off
-Do not use iron around water
-Unplug iron when not in use
-Stand iron on platform when not in use
-Do not walk around with the iron

Properties and characteristics of fibres and fabrics

Fabrics and fibres behave in different ways this can be good or bad thing, the way they behave is known as **properties** and **characteristics**.

Good properties:
Strong, absorbent, comfortable, hard wearing, drapes well, does not crease, cheap, environmentally friendly.

Bad properties:
Expensive, creases easily, shrinks, burns easily, bobbles, itchy, weak when wet, takes a long time to dry.

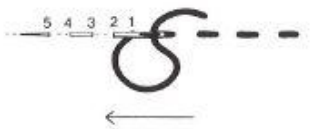
Year 7 Textiles

In Textiles Design we use a range of specialist techniques in order to decorate textiles to make them more aesthetically pleasing and interesting. The information below explains some of the techniques you will explore this year.

Embroidery

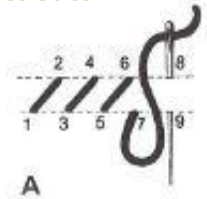
Embroidery is the act of decorating fabric or other materials using a needle to apply thread or yarn. Typically embroidery is done by hand using embroidery needles, embroidery floss/thread and an embroidery hoop, however it is becoming more popular to use sewing machines to create designs using a technique called 'free machining'.

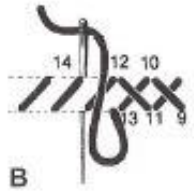
Running Stitch



Back Stitch

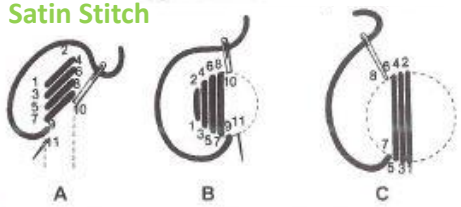
Cross Stitch



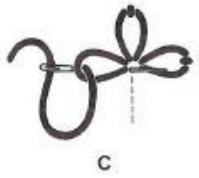


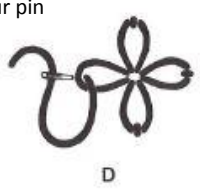
Chain Stitch

Satin Stitch



Lazy Daisy Stitch



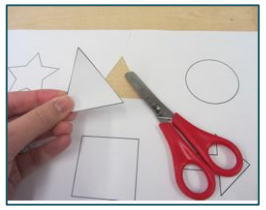


3. Cut around your pattern and once complete, remove your pin

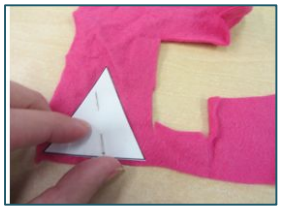
Appliqué

Appliqué is decorative needlework in which pieces or patches of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern.

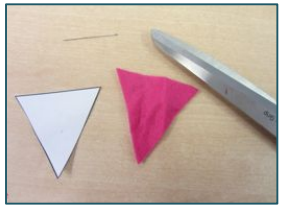
1. Cut your pattern piece using paper scissors



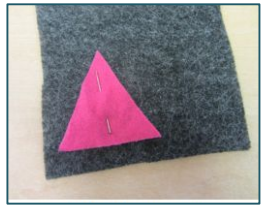
2. Use a pin to attach your pattern to the fabric. *Remember not to waste fabric, so place it near the edge!*



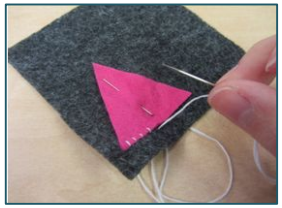
3. Cut around your pattern and once complete, remove your pin



4. Use a pin to attach to your larger piece of fabric



5. Choose your stitch and begin to sew around the edges of your shape. *Remember to knot your thread at the end and start at the back!*



6. When you are finished, make sure you are at the back of your fabric, create a loose stitch and then pass your needle through the loop. Repeat this a couple of times and then cut the thread.

DT

ENGLISH

Wanderlust

What Is Travel Writing?

Travel writing is writing about visiting different places.

It can appear as a factual piece of writing, such as a newspaper article, informing readers about a specific destination.

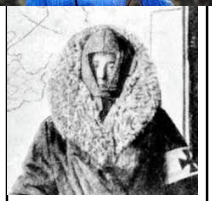
It can also be in the form of literary nonfiction, such as a longer book which tells someone's story.

Genre Conventions (what to expect)

Travel writing is usually written in the first person – using 'I'.

As literary non-fiction, it aims to entertain as well as inform. It often includes descriptions of places and people the writer has met there.

It is often descriptive – telling you about the place using powerful vocabulary and language techniques.

Texts	Context	Key Vocabulary
Captain Robert Falcon Scott - *Captain Scott's Diary (Extract)* 	**Captain Scott** was a Royal Navy officer and explorer who led two expeditions to the Antarctic regions. His diary tells the tale of his final expedition. (Written 1912)	**Expedition** = A journey with a purpose **Extract** = Part of a longer text **Antarctica** = A continent and huge landmass covered in ice
William Blacker - *Along the Enchanted Way* 	**William Blacker** lived in Romania from 1996 to 2004. He now divides his time between England, Italy and Romania. (Published 2009)	**Alienated** = Feeling strange or isolated **Assimilate** = To fit in with a group of people **Diverse** = Varied
Dervla Murphy - *Full Tilt: Ireland to India with a Bicycle* 	**Dervla Murphy** is an Irish touring cyclist who has written about her adventures for over 40 years. (Published 1965)	**Governed** = Controlled by **Emaciated** = Abnormally thin or weak **Gruelling** = Extremely tiring or demanding
Jini Reddy - *On the Road i Rural Iran* 	**Jini Reddy** was born in London to South African-born parents of Indian descent. She has lived in many different countries and is a travel journalist. (Published 2009)	**Meandered** = To wander or stroll **Serenity** = The state of being calm and peaceful **Charismatic** = Charming or likeable
Kate Marsden - *On Sledge and Horseback to Outcast Siberian Lepers* 	**Kate Marsden** was a British missionary, explorer, writer and nurse. She set out on a round trip from Moscow to Siberia to find a cure for leprosy. (Published 1891)	**Leprosy** = A contagious disease that affects the skin **Missionary** = A person sent on a religious mission **Disrepute** = Being not trusted or disrespected
Joseph Conrad - *Heart of Darkness* 	**Joseph Conrad** was a Polish-British writer. He partly based this book on his own life. The novel examines Western Colonialism. (Published 1899)	**Impenetrable** = Something that's impossible to get through **Vegetation** = All plants and trees **Shoals** = Groups of fish
Tété-Michel Kpomassie - *An African in Greenland* 	**Tété-Michel Kpomassie** journeyed from West Africa to Greenland, inspired by a book he read as a teenager. (Published 1981)	**Bizarre** = Strange **Phenomenon** = Unusual or interesting event **Radiance** = brightness

ENGLISH

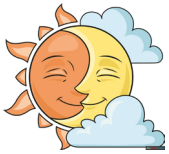
Descriptive Techniques

Technique:	Example:
Personification - a metaphor attributing human feelings to an object. 	*The waves danced on the horizon as the boat skipped towards the island.*
Onomatopoeia - words that sound a little like they mean. 	*The autumn leaves and twigs cracked and crunched underfoot.*
Pathetic fallacy - using the weather to create or reflect a certain mood. 	*The sun's rays beamed down, warming everything they touched.*
Metaphor - a descriptive technique that names a person, thing or action as something else. 	*The circus was a magnet for the children.*
Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'. 	*The heavy raindrops felt like bullets on my skin.*

Sentence Parts	Examples
Subject- noun the sentence is about.	*The **waves** danced.*
Verb- word expressing action/ doing.	*The waves **danced**.*
Main clause - Part of a sentence containing one subject and one main verb (makes sense by itself).	***The car stopped** because the lights were at red.*
Subordinate clause - Part of a sentence which does not make sense by itself.	*The car stopped because **the lights were at red.***
Coordinating Conjunctions - join two main clauses to create a compound sentence	FANBOYS For/And/Nor/But/Or/Yet/ So *The majestic bird soared through the clear blue sky **and** the wind whistled melodically.*
Subordinating Conjunctions - start subordinate clauses which help create complex sentences	After, Before, Although, Though, Since, Provided that, Due to, Because, Even though, As, Which *The ground, **although** it had been raining, was dry.*

Vocabulary and Meanings

Nouns:
scenery - natural landscape
vegetation - plants and trees)
atmosphere - mood of a place
memory
experience
feeling
culture - way of life
impression
journey
adventure
island

horizon - line where sky and earth / sea meet
obstacle - blocks the way
sunset
sunrise
sun's rays
moon's glow


Verbs:
squint - looking with eyes part closed
enter
emerge - move out from
immerse - get involved in
venture - go bravely
hurry - go quickly
dawdle - walk slowly

Adjectives to Describe Senses:
acrid - bitter or unpleasant smelling
repulsive - horrible
mouth-watering - delicious
deafening - extremely loud
whistled
grotesque - ugly or unnatural

Adjectives to Describe Places:
luscious - delicious or appealing
verdant - bright green (grass)
tropical
densely-populated - many people living close together in one place
remote - far from other people or places
diverse
threatening - feels dangerous
eerie - creepy or unsettling
nostalgic - reminds you of a past time
Meandering - a winding course

Adjectives to Describe Buildings:
abandoned - empty(building)
derelict - old and falling apart (building)
dilapidated - old and ruined (building)
- sparkling and bright
resplendent - attractive and impressive
imposing - grand and impressive
historic - famous or important in history
beloved - loved by many people

Synonyms for bright / beautiful:
dazzling, glimmering, illuminating, mesmerising, enchanting, beguiling, eye-catching

Structuring Fiction (Story Writing)

DROP	Start in the middle of exciting action
ZOOM	Choose something that you will 'zoom in' on and describe in detail
FLASH	Change the time or place of your story
END	Bring it back to where you were at the start. What has changed?

DROP Sentence Starters:
In that moment...
All around, I could feel...
A sudden gust of hot air blew, pushing...

ZOOM Sentence Starters:
Immediately, the colours of the ___ caught my eye…
The subtle shades of…
My eyes are drawn to…

FLASH Sentence Starters:
Earlier that morning..
The streets had been deserted when...
Back at home..
Seeing… instantly took me to…

END Sentence Starters:
The _____ grew louder than ever before…
Reflecting on my day, …
Repeat a word / phrase from the opening of the piece

GEOGRAPHY

Asia and Africa

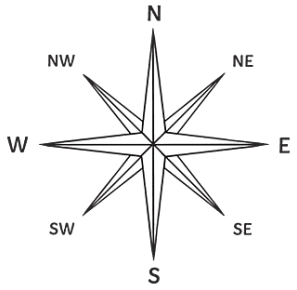
1. Where are India and Nigeria?

There are 7 continents: Europe, Asia, Africa, North America, South America, Antarctica and Oceania.

5 major oceans: Atlantic Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean and Southern Ocean.

We use 8 compass points to describe position and direction.
The 4 main points are North, South, East and West (going clockwise they are NESW).

Nigeria is located in West Africa. India is located in SouthEast Asia. Nigeria is South West of India and India is North East of Nigeria.



2. Why are Nigeria and India important?

Both countries are predicted to continue developing quickly in the next few decades, with India ahead of Nigeria.
We can measure development with many different indicators:

- Gross Domestic Product (GDP): This measures a country's wealth.
- Life expectancy: This helps us understand the standard of living in a country.

Nigeria is important to study because:

- It has the fastest growing economy in Africa with the highest GDP on the continent and 26th in the world
- It also has the largest population in Africa with 201 million people with a life expectancy of 53
- Nigeria has a diverse culture. Nigerian music is enjoyed throughout Africa. It is also a hub for literature with a range of popular writers.
- Nigeria has the second-largest film industry in the world, ahead of the United States and behind India. Nigerian cinema is known as "Nollywood".

India is important because:

- In 2020 India had the 5th highest GNP in the world and 3rd in Asia.
- It has the second biggest population in the world, with an estimated 1.38 billion people in 2020.
- India also has a rich culture, with many different languages and food. India has a strong religious and spiritual culture with yoga originating in the country. Bollywood is the largest film industry in the world.

3. How to use 4 figure grid references to locate the main physical features of each country

A grid of squares helps people to locate places and features on a map. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in an northerly direction.

When finding a four figure grid reference you must always find the bottom number first (Easting), and then the number up the side (Northing)

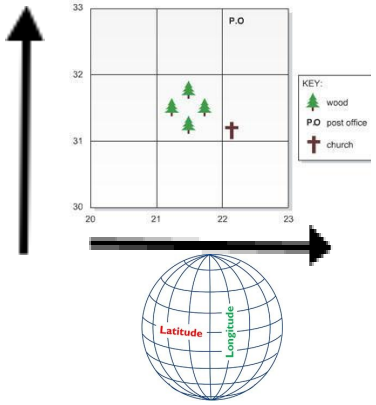
1. Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.
3. E.g. the church is in (22, 31)

An easy way to remember this is: **Along the corridor and up the stairs**

Longitude and Latitude

On a world map, we use a system of imaginary lines to find the location of anywhere on the surface of the Earth.

- The horizontal lines are called the lines of **latitude** and tell you how far North and South you are.
- The vertical lines are called lines of **longitude** and tell you how far East and West you are



Key words

Country: An area of land that is controlled by its own government.

Continent: A large area of land that is separated from others by water or other natural features.

Physical geography: The study of the Earth's natural features.

Human geography: The study of where and how people live.

Development: The standard of living of the people who live in a country.

Gross Domestic Product (GDP): the total value of goods and services produced by a country in a year.

Life expectancy: The average age a person can expect to live to at birth.

Standard of living: The amount of wealth or personal comfort that a person or group of people have.

The Norman Conquest

Summary:

When King Edward the Confessor died in 1066, England was plunged into crisis. As he had no children, three men sought to seize the throne for themselves. Edward had, at different points, promised two of them the throne – William, Duke of Normandy, and Harold Godwinson, Earl of Wessex. A third, Harald Hardrada, claimed the throne due to his ancestors being former kings of England.

Although Godwinson was immediately crowned king, The three men took each other on in a series of battles at Fulford, Stamford Bridge and Hastings. The final battle settled the issue, as William killed his rival, Harold, and was crowned on Christmas Day 1066.

William faced a number of challenges upon becoming king. He took land away from his defeated enemies, and gave it as a reward to his loyal supporters. He also built a series of castles across the country – they were called Motte and Bailey castles and they were built quickly out of wood and earth. These measures helped him to defeat a series of rebellions. William also carried out the Domesday Survey, a national survey of every town and village in England. This helped him to resolve land disputes, and gave him a clear idea about how much tax was owed, helping him to raise money. All of these actions meant that William increased his control over the country.

Britain before 1066

England was made up of two main tribal groups:

Anglo-Saxons: People who lived in Britain from the 5th century. They included people from tribes who migrated to the island from Germany and Denmark.

Vikings: Many Vikings lived in the North of England in the area known as Danelaw, under Kings like Canute.

Until 1066, the king was **Edward the Confessor (1042-1066).**

- Edward became king of England in 1042 after his half-brother died. Before this he had been living in Normandy.
- Edward married but had no children. It was not clear who Edward wanted to be king after him. **For a king to die without an heir was a disaster!**
- He was made a saint and 'the Confessor' means someone that is saint-like.

Key developments

4th January	Edward the Confessor dies without leaving an heir
6th January	Harold Godwinson is crowned as the new king
July	Harold prepares his army for an invasion from the south
September	Harald Hardrada launches an invasion of England
20th September	The Battle of Fulford – a Viking victory over the Saxons
21st September	King Harold Godwinson begins to march north
25th September	The Battle of Stamford Bridge – Saxons defeat Vikings

Key terms

Normans	A group of people from Normandy, in northern France
Heir	Someone chosen to take over from the king or queen after they die
Invasion	An attempt to take over a country by force
Exile	To force someone to leave the country
Earl	A powerful lord who ruled over a large region on behalf of the king
Shield Wall	A defensive tactic commonly used by the English Saxons
Hostage	A prisoner taken from your enemy to make sure they cooperate
Archer	Soldiers who use a bow and arrow
Cavalry	Soldiers who fight on horseback
Pope	Head of the Christian Church – seen as God's representative on earth
Feigned Retreat	A Norman tactic that involved faking a retreat to draw out the enemy
Motte	The raised mound of earth at the centre of the castle
Bailey	The enclosed area containing buildings like storehouses and barracks
Keep	A strong fortification on top of the hill from which the Normans kept watch
Feudal System	The way Norman society was organised, with the king at the top
Peasants	The common people, who had little power in Norman England
Rebellion	An attempt to get rid of the king or queen by a group using violence

HISTORY

The Norman Conquest

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A **sword** used for slashing, not stabbing. Used by important soldiers. Passed down through the family.

The **Dane Axe** was a five foot long, razor-sharp axe which had to be held in both hands. This was used by both Saxons and Vikings.

The **Fyrd** were regular peasants, untrained in battle, who were recruited just before the battle. They had basic equipment and little fighting experience.

Housecarls were highly trained and well equipped knights that formed the king's personal bodyguard. Harold Godwinson had a few hundred.

Archers were soldiers who used a bow and arrow. They normally stayed at the back of the army. The Normans made good use of archers.

Cavalry were horse-mounted soldiers. They could move around quickly. The Normans used cavalry, but Saxons and Vikings didn't.

Britain before 1066

Harold Godwinson

- English
- Popular
- One of Edward's advisors
- Powerful and experienced
- Important English family
- Edward's brother-in-law
- Good soldier
- Claimed Edward had promised him the throne just before he died

Harald Hardrada

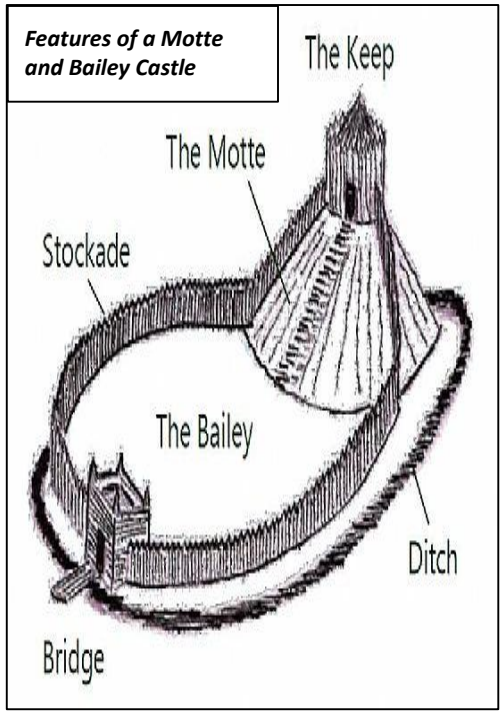
- Related to a previous king of England
- King of the Vikings – a powerful group within England
- Popular with Vikings in the north
- Outstanding soldier and leader
- Powerful and experienced
- Already a king

William, Duke of Normandy

- King Edward had promised him the throne
- England had close links with Normandy and
- Edward had lived there for a while
- Powerful and experienced
- Good soldier
- Harold Godwinson had sworn to support his claim

The Battles of 1066

Features of a Motte and Bailey Castle



MATHS

Place Value											
Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten-thousandths	Hundred-thousandths
100,000	10,000	1,000	100	10	1		0.1	0.01	0.001	0.0001	0.00001

Multiplying and Dividing by Powers of 10	Instruction HM: 13-16
Multiply by 10	Digits move 1 place to left
Multiply by 100	Digits move 2 places to left
Multiply by 1000	Digits move 3 places to left
Divide by 10	Digits move 1 place to right
Divide by 100	Digits move 2 places to right
Divide by 1000	Digits move 3 places to right

Law	Definition	Example
Commutative HM: 7	Numbers can be added or multiplied in any order	3 + 2 = 2 + 3 5 x 4 = 4 x 5
Associative HM: 8	No matter how the numbers are grouped when adding or multiplying, the answer will be the same	(1 + 2) + 3 = 1 + (2 + 3) (1 x 2) x 3 = 1 x (2 x 3)

Word	Definition
Integer	A whole number
Decimal	A number containing a decimal point
Ascending	Smallest to largest
Descending	Largest to smallest

7 x Table	
1 x 7=	7
2 x 7=	14
3 x 7=	21
4 x 7=	28
5 x 7=	35
6 x 7=	42
7 x 7=	49
8 x 7=	56
9 x 7=	63
10 x 7=	70
11 x 7=	77
12 x 7=	84

8 x Table	
1 x 8=	8
2 x 8=	16
3 x 8=	24
4 x 8=	32
5 x 8=	40
6 x 8=	48
7 x 8=	56
8 x 8=	64
9 x 8=	72
10 x 8=	80
11 x 8=	88
12 x 8=	96

12 x Table	
1 x 12=	12
2 x 12=	24
3 x 12=	36
4 x 12=	48
5 x 12=	60
6 x 12=	72
7 x 12=	84
8 x 12=	96
9 x 12=	108
10 x 12=	120
11 x 12=	132
12 x 12=	144

Word	Definition
Sum	To add up
Total	To add up
Difference	To subtract
Product	To multiply
Quotient	To divide

Word	Definition
Remainder	The number that is left over after dividing
Multiple	A number in another numbers times table
Factor	A number that divides exactly into another number
Prime number	A number with exactly two factors
LCM	Lowest common multiple
HCF	Highest common factor
Perimeter	The distance around the outside of a 2D object
>	Greater than
<	Less than
=	Equal to
Estimate	An approximate calculation; round everything to 1sf
Evaluate	Work out the value of

MUSIC

Year 7 Cycle 1

Element	Core knowledge [this will be in your assessment]
Melody	Formal word for the “tune”.
Articulation	How you play or sing a note
Dynamics	How loud or soft music is played.
Texture	Different layers of a musical piece and how they fit together
Structure	The different sections of a piece of music and how they are ordered
Harmony	How notes work together to create an effect
Instrumentation	Which instruments or voices are being used
Rhythm	Pattern of notes over time
Tempo	The overall speed of the music
Time Signature	Information of how the beats are arranged in a piece of music. Also referred to as **metre**

Context

Recommended Listening:
Classical Music

- *Stravinsky* - The Rite of Spring
- *Sergei Prokofiev* - Peter and the Wolf

Rhythms of the World

- *Le Trio Joubran* - The Long March
- *Mustapha Tettey Addy* - The Royal Drums of Ghana

Pop Music

- *Little Richard - Little Richard is Back*
- *Elvis Presley - NBC Special*

Film Music

- *Star Wars Episode I: The Phantom Menace (1999) Soundtrack*

Health, Fitness and Well-Being

Lifestyle choices – the decisions we make about how we live and behave that impact on health.

Diet

Eating healthy	Eating unhealthy
1. Boosts energy levels 2. Reduces the risk of developing serious health conditions 3. Help lose weight	1. Increases weight and % body fat 2. Causes depression with poor body shape

Activity levels

Active lifestyle	Inactive lifestyle
1. Boosts self esteem 2. Reduces stress and anxiety 3. Improves fitness levels	1. Increases risk of disease 2. Decreases muscle mass, strength and energy levels

Work/rest/sleep balance

Good balance	Poor balance
1. Improves mood 2. Increases productivity at work 3. Contributes to quality of sleep	1. Increases the risk of depression 2. Leads to weight gain 3. Increased blood pressure

Well being – a combination of physical, emotional and social health.
Positives effects of training/exercise on:

Physical health
- Stronger bones (increased bone density)
- Lower cholesterol / reduced obesity
- Increase life expectancy

Emotional health
- To increase self esteem/confidence –
- Reduced risk of age-related diseases - dementia
- Fun/enjoyment / reduced boredom

Social health
- To develop teamwork skill
- To meet new people/friends
- Develop communication skills

Social benefits may vary depending on age group:
1. Elderly
2. Children

Negative effects of training on:
- Physical health – overexertion leading to heart failure / overuse injuries
- Emotional health – training can lead to injury and cause depression

Smoking
Causes breathlessness and reduces the oxygen-carrying capacity. This affect aerobic ability for endurance events. Smoking (nicotine) increases the risk of lung cancer, bronchitis, pneumonia & emphysema.

Balance, coordination and reactions are affected

Diuretic –increased water levels in urine and cause dehydration.

Reduction of glycogen levels and slower lactic acid removal

Liver problems

Sedentary lifestyle – a lifestyle with no or irregular physical activity. This includes sitting, reading, watching television & playing video games.
Health risks associated are:
- Heart disease
- Obesity
- Depression

What do you think you can do to keep healthy?
What choices can you make to help ensure that you are not affected?

PE

RE

Looking for God

Key Terms

Fact	Something that can be shown through evidence to be true, or to exist or to have happened.
Opinion	A view somebody takes on an issue based on personal thoughts and judgements
Truth	A statement generally believed to be true that usually links directly to fact or reality
Belief	Acceptance by the mind that something is true, often because of an emotional or religious sense of being certain.
Creation	The act of bring something into existence
Theist	A person who believes in God
Atheist	A person who does not believe in God
Agnostic	A person who is unsure of God's existence

Key Concepts

Ultimate Questions: These are questions often of a philosophical and Religious nature that have no right or wrong answer.
For example: Why am I here? What is the meaning of life?

Design argument: Also known as the Teleological argument is a theory that states that the world is too complex to have come into existence of its own accord and therefore must have a had an intelligent designer behind its creation and the only person powerful enough to do it would be God. This theory was postulated by William Paley

Creationism: A Christian belief that the world was created exactly as the Bible describes it.

Cosmological Argument: Sometimes called "Causation" or the first cause it is an argument proposed by Thomas Aquinas that says that all things have been caused by a prior cause. The Earth itself must have been caused by something else and the only thing powerful enough to cause the Earths existence is God.

Creation Stories

Christianity: God created the world in 6 days and rested on the seventh. Each day of creation involved a new creation starting on the 1st day with light and ending on the sixth day with humans. The first Human was Adam and then Eve was created from Adam's rib

Islam: God created the world in 7 periods and each period of creation involved the creation of different elements of the universe. Adam was the first man and he was created from the soil. Eve would be created from Adam and they would live in paradise until Iblis, a Djinn, tempted them into sin

Hinduism: in the beginning there was darkness and a divine force. The divine force made an egg and from that egg hatched Brahma the creator. The Egg split into two halves and these became the Heavens and the Earth, Brahma then continued to create all life from this point.

Aboriginal story: there was always been land but no life until the dreamtime ancestors visited the land at the behest of Baiame the creator. As the shape changing ancestors went across the land they left their mark creating all different forms of life. For example dreamtime eagle ancestor is the source of all eagles. Eventually the ancestors went back into the land and allowed life to thrive without them

Looking for God

Key Terms

Numinous	The feeling of the presence of something greater than yourself i.e. the church
Miracle	Something that seems to break a law of science and makes you think only God could have done this.
Prayer	An attempt to contact God, usually through words
Conversion	When your life is changed by giving yourself to a religion/God
Trimurti	The word used to describe the 3 Gods that preside over all life in Hinduism Brahma (creator), Vishnu (preserver) and Shiva (destroyer)
AUM	The Symbol of Hinduism that represents all life A= Brahma U=Vishnu M=Shiva
Puja	A ritual in Hinduism where offerings are made to a shrine, each aspect of the puja ritual appeals to a different sense
Meditation	A state in which the body is consciously relaxed and the mind is allowed to become calm and focused

Key Concepts

Religious Experience: Some people say that a religious experience is one that **changes your life** forever. They believe a real religious experience will give you a deeper **knowledge** and **awareness of God**.

Tawhid: The oneness of uniqueness of God. A key belief within Islam that is included in both the six articles of Sunni Islam and the 5 roots of Usul-ad-din in Shi'a Islam

The 99 Names of Allah: God in Islam has 99 names to represent all the different attributes that God represents. These include names like the life-giver, the forgiver, the king, the first and the wise.

Jesus Miracles: Jesus performed a host of miracles in his lifetime including turning water into wine, walking on water, feeding 5000 people with a few loaves of bread and a few fish, healing the sick and bringing Lazarus back from the dead

All paths lead to God: Hindu's believe that any form of belief be it Hindu or otherwise are all paths to the same thing God, All religions promote positive moral behaviour and should therefore be treated equally

Important Quotes

"He is Allah, The one and only; Allah the eternal, absolute, he begot none, nor was he begotten, and there is none like him." (Surah 112)

"He is Allah the Creator the Evolver, the Bestower of Forms (or Colours). To Him belong the Most Beautiful Names: whatever is in the heavens and on earth, doth declare His Praises and Glory: and He is the exalted in Might, the Wise. [Surah 59:24]

"And when he thus had spoken, he cried with a loud voice, Lazarus, come forth. And he that was dead came forth, bound hand and foot with grave clothes: and his face was bound about with a napkin. Jesus saith unto them, Loose him, and let him go" John 11:43-44

"He is the one you praise; he is your God, who performed for you those great and awesome wonders you saw with your own eyes." Deuteronomy 10:21

A Christian miracle: The Feeding of the 5000

When Jesus looked up and saw a great crowd coming toward him, he said to Phillip "where shall we buy bread for these people to eat?" Phillip answered him, "eight months wages would not buy enough bread for each one to have a bite!". Another of his disciples, Andrew spoke up," Here is a boy with five loaves and two fish" Jesus said "have the people sit down" the men sat down, about five thousand of them. Jesus then took the loaves gave thanks and distributed it. He did the same with the fish. When they all had enough to eat they gathered the pieces left over and it filled twelve baskets.

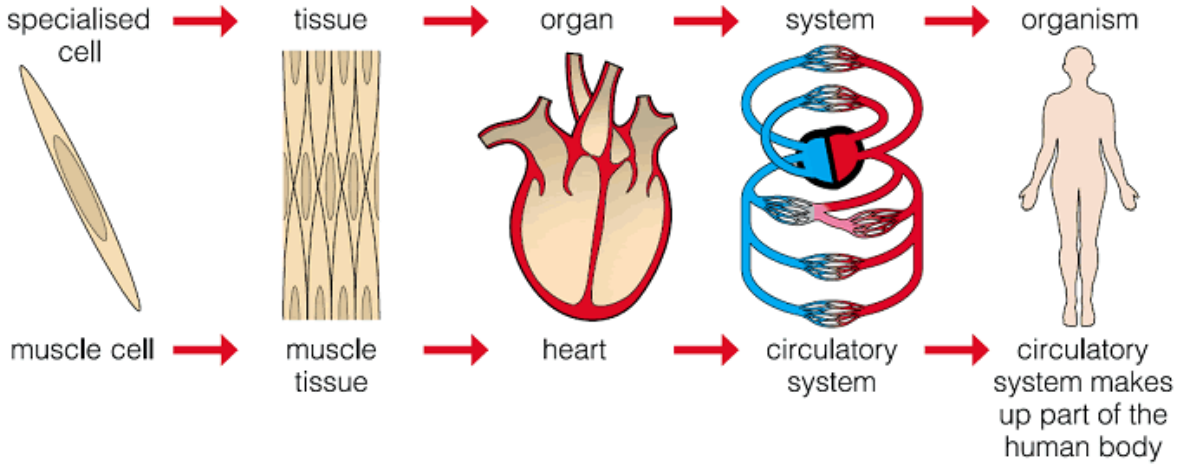
RE

SCIENCE

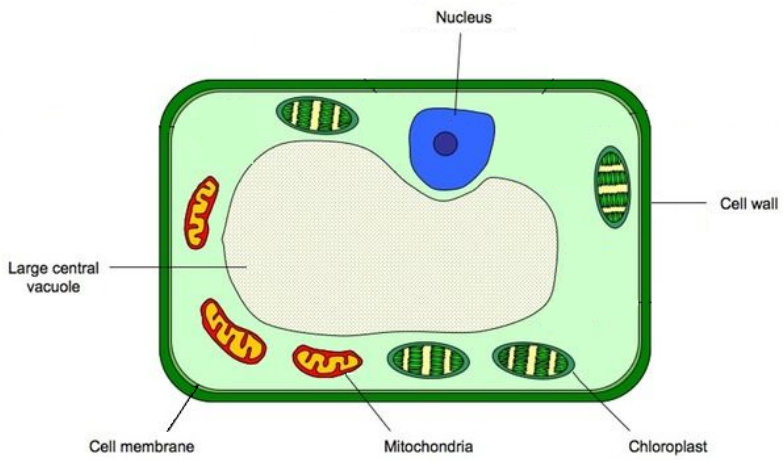
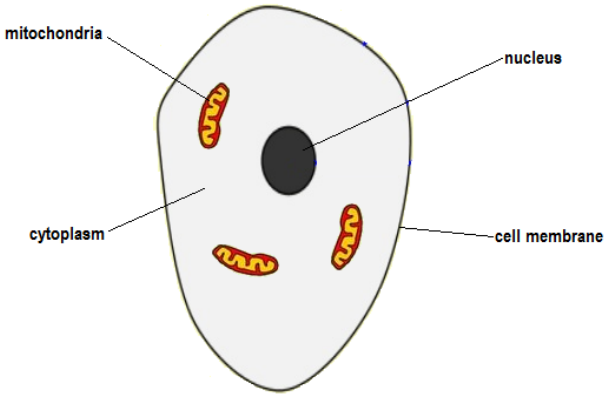
Biology Unit 1

Using a Microscope and Organisms:

magnification	This tells us how much an object has been magnified by. For example, it could be x25, this would mean the image we see is 25 times larger than it really is.
cell	The smallest functional unit that all living things are made of (cells are made of smaller parts called organelles, but these don't 'work' on their own, they have to be part of a complete cell).
unicellular	An organism made of a single cell e.g. bacteria and amoeba.
amoeba	A type of unicellular organism.
euglena	A type of unicellular organism.
multicellular	An organism made of lots of cells
tissue	A group of the same type of cells that work together to carry out a particular function e.g. lots of muscle cells form muscle tissue in the heart.
organ	A group of tissues that work together to carry out a particular function e.g. different types of tissue work together to form the heart.
organ system	A group of organs that work together to carry out a particular function e.g. the heart and blood vessels (arteries, veins and capillaries) work together in the circulatory system.

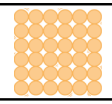


Cells

cell	The type of cells found in plants. The type of cells found in animals.  
cell wall	Made of a tough substance called cellulose which **supports the cell** – helps to keep it rigid. Found in plant cells only.
cell membrane	The membrane (like a thin skin) around the cell that holds it all together and **controls what goes in and out**. Found in plant and animal cells.
cytoplasm	A **jelly-like substance** that fills plant and animal cells. It is **where** the **chemical reactions happen**.
chloroplast	Contains chlorophyll. **Where photosynthesis happens**. Found in plant cells only.
chlorophyll	The **green pigment** ('chloro' means green) found in the chloroplasts, it absorbs sunlight, which the plant needs to make sugars (food).
vacuole	**Contains** a liquid called **cell sap** - **helps to keep the cell firm**.
nucleus	Contains the genetic material (DNA) – **controls the activity of the cell**.
mitochondria	This is **where energy is released from sugars** by respiration.

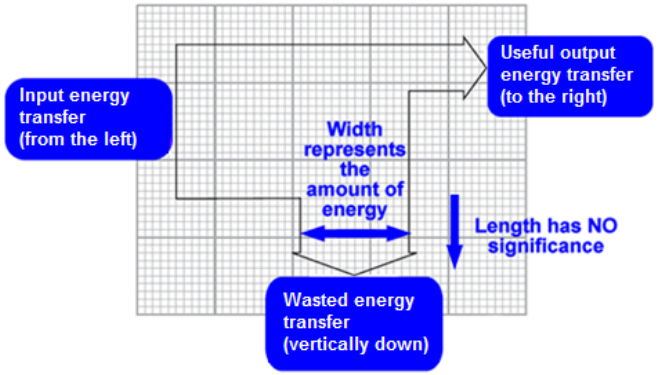
SCIENCE

Chemistry

particle	The **smallest 'part' of a substance that can exist**. Everything is made of particles. Different substances are made of different types of particles.
states of matter	Matter is a scientific word for 'stuff'. The 'states' are solid, liquid and gas. So, the states of matter are the state that substances can be in (**solid, liquid or gas**).
solid	One of the three 'states of matter'. ● The **particles** are arranged **in a fixed pattern** – they cannot move out of position, but they **can vibrate**. ● A solid has a **fixed shape and volume** – the volume and shape cannot change. 
liquid	One of the three 'states of matter'. ● The **particles** are **mostly touching** but are **randomly arranged** (they are not in a pattern) – they cannot move away from each other, but they **can move around** over one another. ● A liquid has a **fixed volume** but the **shape can change**. 
gas	One of the three 'states of matter'. ● The **particles** are **very far apart** and **randomly arranged** (they are not in a pattern) – they **move around** in straight lines, changing direction when they bump into another particle or wall. ● A gas does not have a fixed shape or volume – the **volume and shape can both change**. 
arrangement	How something (in chemistry we are usually talking about particles) is arranged or **positioned**, e.g. are the particles arranged in a **pattern or** at **random**?
forces of attraction	Forces of attraction are what **holds particles together**.
vibrate	**Small movements** from side to side.
property	A property of a substance describes **what it is like** e.g. does it have a fixed shape and volume? Can it be compressed? Does it have a high or low density?
flow	**Moving** from one place to another **in a constant stream**, e.g. water flows when you pour it from a jug into a glass, gas flows out of the gas tap when you turn it on.
volume	The **amount of 'space' something takes up**. In science we measure it in **centimetres cubed** (**cm^3**) which are the same as millilitres (ml).
density	**The mass of 1cm^3 of a substance**. For example, water has a density of 1 gram per centimetre cubed (1 g/cm^3), this means that 1cm^3 of water would have a mass of 1g. $$\textbf{density} = \frac{\textbf{mass}}{\textbf{volume}}$$ Substances with a **high density 'feel' heavy** for their size – liquids and solids tend to have high densities because their particles are packed close together. Substances with a **low density 'feel' light** for their size – gases tend to have low densities because their particles are spread out.
compress	If you can compress a substance you can **squash** it **into a smaller space**. Gases can be compressed because the particles are far apart but liquids and solids cannot be compressed because the particles are already touching so they cannot get any closer together.

Physics

thermal energy store	Anything 'hot' or 'warm' has a store of thermal energy. The hotter an object is, the more energy it has in this store.
kinetic energy store	Anything that is moving has a store of kinetic energy.
gravitational potential energy store	Anything that has been raised up has a store of gravitational potential energy, because it has the potential to fall down because of gravity.
elastic potential energy store	Anything that is stretched has a store of elastic potential energy, e.g. a spring or an elastic band.
chemical energy store	Anything with a store of energy that can be released by a chemical reaction. Food, batteries and fuels (e.g. petrol) are all chemical energy stores.
energy transfer	Transferring energy from one store into another.
light/sound	Energy can be transferred from one store to another by light or sound waves.
heating	Energy can be transferred from one store to another by heating. Energy is transferred from a hotter object to a colder object.
electrical working	Energy can be transferred from one store to another when charges move around a circuit.
input energy transfer	The energy we put into an object.
useful energy transfer	The useful energy transferred.
wasted energy transfer	The wasted energy transferred.

Sankey diagram	A visual way of representing energy transfers. A Sankey diagram shows the input energy transfer, the useful output energy transfer and the wasted energy transfer. It is drawn to scale, so that each square represents the same amount of energy. 
conservation (of energy)	The **total input energy must be equal to the total output energy** (useful output energy plus any wasted energy) because **energy can never be created or destroyed**. It can only be transferred usefully, stored or dissipated.
fuel	A fuel is a store of chemical energy. When reacted with oxygen (by burning) the fuel will release the energy.
combustion	The chemical reaction between a fuel and oxygen when the fuel burns.
work done	Energy transferred when a force moves an object through a distance.

SCIENCE

SPANISH

1.1.¿Cuántas personas hay en tu familia? (*How many people are there in your family?*)

En mi familia tengo- *In my family I have*

Somos … en mi familia - *In my family we are…*

Hay … personas en mi familia- *there are…. people in my family*

No tengo - *I don't have*

Mi abuela- my grandmother
Mi abuelo- my grandfather
Mi madre- my mother / **Mi padre**- my father
Mi hermano menor- my younger brother
Mi hermana mayor- my older sister
Mi tío- my uncle /**Mi tía**-my aunt
Mi primo- my cousin (male)
Mi prima-my cousin (female)
Mi madrastra- my step mother
Mi padrastro- my step father
Mi hermanastro- my step brother
Mi hermanastra - my step sister
Mis padres- my parents

Soy / es
I am / He/she is

Hijo único - only child (male)
Hija única - only child (female)

Somos - *we are*

Gemelos - twins

Están - *they are*

Divorciados- divorced

1.2.¿Cómo eres? (*How are you like?*)

Yo tengo - I have
Tú tienes - you have
Él / ella tiene - he/she has
Mi hermano tiene - my brother has
Mi madre tiene- my mother has
Mi padre y yo tenemos- my father and I have
Mis padres tienen - my parents have

En el pasado tenía - In the past I used to have
Hace cinco años tenía- five years ago he/she used to have
Cuando era joven tenía- when I was young I used to have

El pelo… (the hair)

Castaño - brown
Negro- black
Rubio - blonde
Pelirrojo- ginger
Liso- straight
Ondulado- wavy
Rizado- curly
Corto - short
Largo- long
A media melena - mid-length

Los ojos… (the eyes)

Azules - blue
Marrones - brown
Verdes- green
Negros- black
Grandes- big
Pequeños - small

2.¿Cómo te llevas con tu familia? (*How do you get on with your family?*)

Me llevo bien con mi hermano porque es…- I get on well with my brother because he is

Me llevo mal / fatal con mi abuelo dado que es - I get on badly/ awful with my grandfather because he is…

Me gusta mi primo/ mi madre/ mi hermana ya que es…- I like my cousin/ mother/ sister because he/she is

Mi madre es bastante / muy/ un poco… - my mother is quite/ very/ a bit…

En el pasado él era - in the past he was
Cuando era joven yo era- When I was young I used to be
Hace diez años mi padre era- ten years ago my father used to be
Antes mis padres eran- before my parents used to be
Mi amigo ideal sería- my ideal friend would be

Character:
activo/a(s)- active / **alegre(s)**- cheerful
divertido/a(s) - fun/funny
entusiasta(s) - enthusiastic
generoso/a(s)- generous
rápido/a(s) - fast
sincero/a(s) - sincere
simpático/a(s)-nice
tímido/a(s)- shy

Antipático/a(s)- not friendly
agresivo/a(s)- aggressive
aburrido/a(s)- boring
tonto/a(s)- silly
arrogante(s)- arrogant
nervioso/a(s)- nervous
perezoso/a(s)- lazy/
torpe(s)- clumsy

Physical appearance:
delgado/a(s)- skinny
fuerte(s) - strong
gordo/a(s) - fat
alto/a(s) - tall
bajo/a(s)- short
guapo/a(s)- handsome/ pretty
bonito/a(s) - pretty
feo/a(s)- ugly
deportista(s)- sporty

3.¿Cuántas mascotas tienes? (*How many pets do you have?*)

En casa tengo - *at home I have*

En casa no tengo - *at home I don't have*

Mi amigo/a tiene - *my friend has*

Me gustaría tener - *I would like to have*

En el pasado tenía- *in the past I used to have*

un caballo – *a horse* / **un conejo** – *a bunny*
un hámster – *a hamster* /**un loro** – *a parrot*
un pájaro – *a bird* / **un perro** – *a dog*
un pez – *a fish* / **un gato** - *a cat*
un pingüino – *a penguin*
un ratón – *a mouse* / **una araña –** *a spider*
una cobaya – *a guinea pig*
una serpiente – *a snake*
una tortuga – *a tortoise*
unos caballos – *some horses*
cinco conejos – *five rabbits*
tres hamsteres – *three hamsters*
dos loros – *two parrots* /**diez perros** – *ten dogs*
doce peces – *twelve fish*
muchos gatos – *lots of cats*
unas tortugas – *some tortoises*
veinte serpientes – *twenty snakes*
quince cobayas – *fifteen guinea pigs*

que se llama Maravilla *(that is called Wonder)*

que se llaman *(that are called)*

llamado(a)(s) Melón *(called Melon)*

es *(she / he / it is)*
son *(they are)*

pequeño(a)(s) - *small*
grande(s) - *big*
gordo(a)(s) – *fat*
bonito(a)(s) – *pretty*
feo(a)(s) – *ugly*
tímido(a)(s) – *shy*
inteligente(s) – *intelligent*
rápido(a)(s) – *fast*
delgado(a)(s) – *slim, skinny* **fuerte(s) –** *strong*
musculoso(a)(s) – *muscular*
agresivo(a)(s) – *aggressive*
activo(a)(s) – *active*
alegre (s) – *cheerful, lively*

4. ¿Qué hay en el estuche? (*What is in my pencil case?*)

En mi estuche hay *(In my pencil case there is/are…)*

En el estuche tengo (*In my pencil case I have*)

Necesito *(I need)*

Mi amigo tiene (*My friend has)*

Me gustaría tener *(I would like to have)*

En la escuela primaria tenía *(At primary school I used to have)*

Un bolígrafo *(A pen)*
Un lápiz *(A pencil)*
Un sacapuntas *(A pencil sharpener)*
Un resaltador *(A highlighter)*

Una goma (A rubber)
Una regla (A ruler)
Una barra de pegamento (A glue stick)

Unos lapices (*Some pencils)*

Unos resaltadores *(some highlighters)*

Unas tijeras *(Scissors)*

el color – *the colour*
los colores – *the colours*

blanco/a (s) - *white*
amarillo/a (s) - *yellow*
morado/a (s) - *purple*
negro/a (s) - *black*
rojo/a (s) - *red*
verde(s) - *green*
azul (es)– *blue*
gris (es)– *grey*
marrón (es) – *brown*
rosa(s) – *pink*
naranja(s) – *orange*

claro/a (s)– *light*
oscuro/a(s) – *dark*
llamativo(a)(s) – *bright,flashy*

PRESENT TENSE	PRESENT TENSE	PRESENT TENSE	FREQUENCY EXPRESSIONS
IR (TO GO)	*TENER (TO HAVE)*	*SER (TO BE)*	**Hoy en día** – Nowadays
Yo voy – I go /am going	**Yo tengo** – I have	**Yo soy** – I am	**De momento** – At the moment
Tú vas – You(sg.) go /are going	**Tú tienes** – You(sg.) have	**Tú eres** – You(sg.) are	**Normalmente** – Normally
Él / Ella va - He/She goes / is going	**Él / Ella tiene** – He / She has	**Él / Ella es** – He/She is	**Generalmente** – Generally
Nosotros(as) vamos – We go/ are going	**Nostros(as) tenemos** – We have	**Nostros(as) somos** – We are	**Todos los días** – Every day
Vosotros(as) vais – You(pl.) go/are going	**Vosotros(as) tenéis** – You(pl.) have	**Vosotros(as) sois** – You(pl.) are	**Hoy** – Today
Ellos / Ellas van – They go/are going	**Ellos / Ellas tienen** – They have	**Ellos / Ellas son** – They are	

PRETERITE TENSE	PRETERITE TENSE	PRETERITE TENSE	FREQUENCY EXPRESSIONS
IR (TO GO)	*TENER (TO HAVE)*	*SER (TO BE)*	**Ayer** – Yesterday
Yo fui – I went	**Yo tuve** – I had	**Yo fui –** I was	**Anoche** – Last night
Tú fuiste – You(sg.) went	**Tú tuviste** – You(sg.) had	**Tú fuiste** – You(sg.) were	**La semana pasada** – Last week
Él / Ella fue – He/ She went	**Él / Ella tuvo** – He/ She had	**Él / Ella fue** – He/ She was	**El fin de semana pasado** – Last weekend
Nosotros(as) fuimos – We went	**Nostros(as) tuvimos** – We had	**Nosotros(as) fuimos** – We were	**El mes pasado** – Last month
Vosotros(as) fuisteis – You(pl.) went	**Vosotros(as) tuvisteis** – You(pl.) had	**Vosotros(as) fuisteis** – You(pl.) were	**Hace tres semanas** – Three weeks ago
Ellos / Ellas fueron – They went	**Ellos / Ellas tuvieron** – They had	**Ellos / Ellas fueron** – They were	**El año pasado** – Last year

NEAR FUTURE TENSE	NEAR FUTURE TENSE	NEAR FUTURE TENSE	FREQUENCY EXPRESSIONS
IR (TO GO)	*TENER (TO HAVE)*	*SER (TO BE)*	**La próxima semana** – Next week
Yo voy a ir – I am going to go	**Yo voy a tener**– I am going to have	**Yo voy a ser**– I am going to be	**El fin de semana que viene** – Next weekend
Tú vas a ir – You(sg.) are going to go	**Tú vas a tener** – You(sg.) are going to have	**Tú vas a ser** – You(sg.) are going to be	**En cuatro días** – In four days
Él / Ella va a ir – He/She is going to go	**Él / Ella va a tener** – He/She is going to have	**Él / Ella va a ser** – He/She is going to be	**El próximo año** – Next year
Nosotros(as) vamos a ir – We are going to go	**Nosotros(as) vamos a tener**– We are going to have	**Nosotros(as) vamos a ser** – We are going to be	**El próximo mes** – Next month
Vosotros(as) vais a ir – You(pl.)are going to go	**Vosotros(as) vais a tener**– You(pl.)are going to have	**Vosotros(as) vais a ser** – You(pl.)are going to be	
Ellos / Ellas van a ir – They are going to go	**Ellos / Ellas van a tener** – They are going to have	**Ellos / Ellas van a ser** – They are going to be	

SPANISH

LITERACY KNOWLEDGE ORGANISER

SPaG

Grammar: Write in sentences

A sentence is a group of words that make sense. Sentences start with a capital letter and end with a full stop, question mark or exclamation mark. All sentences contain **clauses.** You should try to use a range of sentences when writing. There are three main types of sentences.

Simple sentence: A sentence containing one main clause with a subject and a verb.

He reads.
Literacy is important.

Compound sentence: Two simple sentences joined with a conjunction. Both of these simple sentences would make sense on their own. Varying conjunctions makes your writing more interesting.

He read his book because it was written by his favourite author.
Literacy is important so students had an assembly about reading.

Complex sentence: A longer sentence containing a main clause and one or more subordinate clause (s) used to add more detail.
The main clause makes sense on its own. However, a subordinate clause would not make sense on its own, it needs the main clause to make sense. The subordinate clause is separated by a comma (s) and/or conjunction. The clause can go at the beginning, middle or end of the sentence.

He read his book even though it was late.
Even though it was late, he read his book.
He read his book, even though it was late, because it was written by his favourite author.

How can you develop your sentences?

1. Start sentences in different ways. For example, you can start sentences with adjectives, adverbs or verbs.
Adjective: Funny books are my favourite!
Adverb: Regularly reading helps me develop a reading habit.
Verb: Looking at the front cover is a good way to choose a reading book.

2. Use a range of **punctuation**.

3. **Nominalisation**
Nominalisation is the noun form of verbs; verbs become concepts rather than actions. Nominalisation is often used in academic writing. For example:
It is important to **read** because it helps you in lots of ways.
Becomes: **Reading** is beneficial in many ways.

Germany **invaded** Poland in 1939. This was the immediate cause of the Second World War breaking out.
Becomes: Germany's **invasion** of Poland in 1939 was the immediate cause of the outbreak of the Second World War.

Connectives and Conjunctions	
Cause And Effect	Because So Consequently Therefore Thus
Addition	And Also In addition Further (more)
Comparing	Whereas However Similarly Yet As with/ equally/ Likewise
Sequencing	Firstly Initially Then Subsequently Finally After
Emphasis	Importantly Significantly In particular Indeed
Subordinate	Who, despite, until, if, while, as, although, even though, that, which

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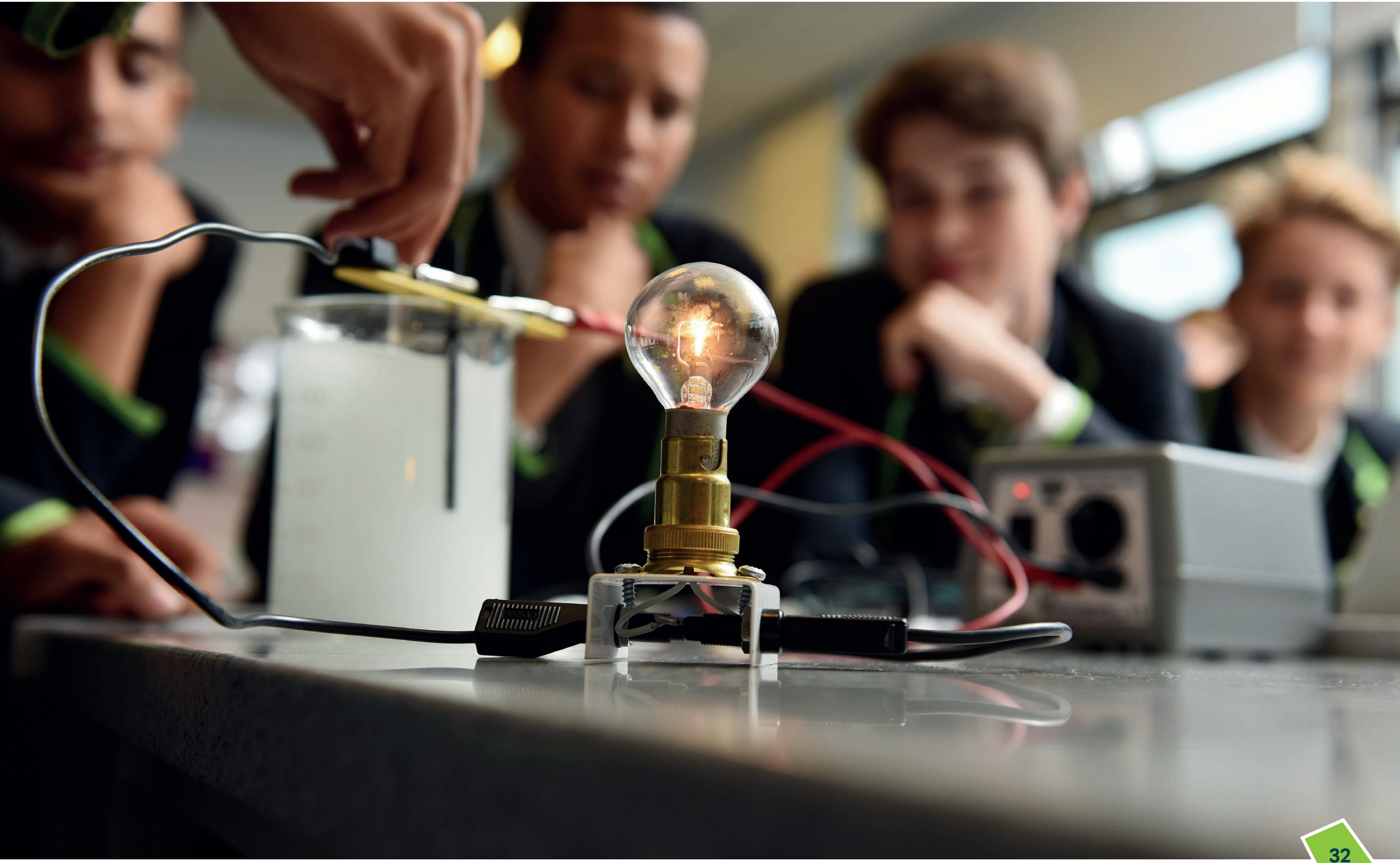

Year 7 Knowledge Organiser

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