Haggerston School

Year 7 Knowledge Organiser Term 2

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.

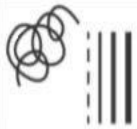
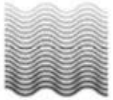
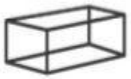
KS3 Knowledge Organiser - Contents

Term 2

ART

The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
Value		Value describes the lightness or darkness of a surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

HOW THE SURFACE OF SOMETHING FEELS.

Textures can be: SMOOTH ROUGH SPIKY POLISHED CORUGATED LUMPY etc

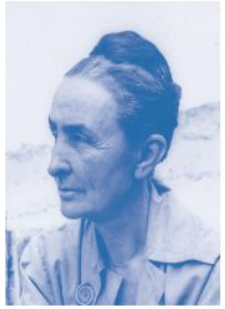
Texture

Think of surfaces that have different textures and create that texture in each of the boxes—

the first one has been done for you

GEORGIA O'KEEFFE

1887 - 1986



Georgia O'Keeffe painted nature in a way that showed how it made her feel. She is best known for her large paintings of close-up flowers, animal skulls and desert landscapes.

Georgia experimented with abstract art. Art in the 1920s was exciting. Artists didn't just want to show how something looked but were using colours, shapes and brush-marks in unexpected ways to express meanings, ideas and feelings. Georgia developed her own unique style – a combination of abstract and realistic.

She produced more than 2000 works throughout her career. The Georgia O'Keeffe Museum is the first in the U.S. dedicated to a female artist.

'I've been absolutely terrified every moment of my life - and I've never let it keep me from doing a single thing I wanted to do.'

Periods
American Modernism, Precisionism, Feminist Art

Influences
Paul Strand, Arthur Dove, Andy Warhol, Judy Chicago, Alfred Stieglitz

Famous Works
Sky Above Clouds Series (1960s)
Jimson Weed (1936)
Music Pink and Blue (1936)
Black Iris (1921)
Petunia Series (1924)
Blue Series (1916)

Feminist art is a category of art associated with the late **1960s and 1970s feminist movement**. In early feminist art, the artists made artwork about the **female experience** and used techniques such as embroidery which were considered traditionally female. The goal was to create a conversation between the viewer of the artwork and the artist themselves by highlighting the **societal and political differences women, and those of other gender identity, experience within their lives.** The hopeful gain from this form of art is to bring positive **change to the world and equality.**

Georgia O'Keeffe was one of the first female painters to gain respect in 1920s New York. Her unique and new way of painting nature, **simplifying its shapes and forms** meant that she was called a pioneer. She mastered **line, colour and composition.**

Self Quiz:

1. Can you list the Elements of Art and write definitions for each one of them?
2. Can you draw them?
3. Can you write a summary of Georgia O'Keeffe's biography?
4. What are the most famous works created by Georgia O'Keeffe?
5. What is Feminist Art?

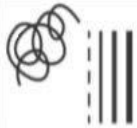
Practical application of art history:

1. Create sketches of your surroundings (room, objects such as chairs, tables, a water bottle, books, your pencil case, etc) using lines only.
2. Create a drawing of a value (tonal) scale. Can you use tone to create a 3D drawing of an object or a person in the room?
3. What 3D shapes can you see around you? Can you draw them?
4. Create a drawing using shapes only.
5. Re-create the painting by Georgia O'Keeffe
6. Write a WWW and an EBI in full sentences next to your artwork.

ART

The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
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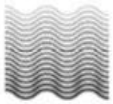
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
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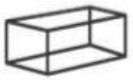
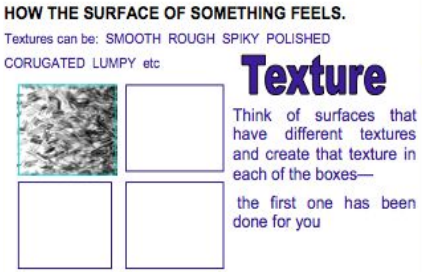
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.



YAYOI KUSAMA

Born 1929

Yayoi Kusama is a Japanese artist who is sometimes called 'the princess of polka dots'. She creates paintings, sculpture and installations.

Her work is conceptual and is often about her own life and/or feminism. She often uses natural forms such as flowers and shapes from the natural world in her art.

In the 1950s she moved to New York as lots of exciting art seemed to be happening there. It must have been a bit frightening arriving in a big city with such a different culture from what she knew. She had the first of many exhibitions there in 1959. She is still making art today at 91 years old!

'Our earth is only one polka dot among a million stars in the cosmos. Polka dots are a way to infinity. When we obliterate nature and our bodies with polka dots, we become part of the unity of our environment'.

Periods
Pop Art, Minimalism, Contemporary Art, Feminist Art

Influences
Nihonga, a style of Japanese painting that emerged in the Meiji period (1868–1912) and Abstract Expressionism

Famous Works
Dots Obsession (2003)
Infinity Mirror Rooms Tate (2020)
Mushrooms (1995)

Feminist art is a category of art associated with the late **1960s and 1970s feminist movement**. In early feminist art, the artists made artwork about the **female experience** and used techniques such as embroidery which were considered traditionally female. The goal was to create a conversation between the viewer of the artwork and the artist themselves by highlighting the **societal and political differences women, and those of other gender identity, experience within their lives.** The hopeful gain from this form of art is to bring positive **change to the world and equality.**

She explores her identity as an 'outsider' – as a **female artist** in a male-dominated society and as a **Japanese person** in the Western art world. She masters the use of **shape** within her work.

Self Quiz:

1. Can you list the Elements of Art and write definitions for each one of them?
2. Can you draw them?
3. Can you write a summary of Yayoi Kusama's biography?
4. What are the most famous works created by Yayoi Kusama?
5. What is Feminist Art?

Practical application of art history:

1. Create sketches of your surroundings (room, objects such as chairs, tables, a water bottle, books, your pencil case, etc) using lines only.
2. What 3D shapes can you see around you? Can you draw them?
3. Create a drawing using shapes only.
4. Create drawings of objects that you can see, add different size dots to the objects to create patterns. Add pattern to the background.
5. Re-create the painting by Yayoi Kusama.
6. Write a WWW and an EBI in full sentences next to your artwork.

COMPUTING

1. Data Types

a) Integer - whole number e.g. 1, 2, 3, 4

b) Real - decimal numbers e.g. 1.7, 3.25

c) Character - any single character key you can type on the keyboard e.g. F, 5, %, #

d) String - group of characters e.g. "hello"

e) Boolean - produces true or false outputs. e.g. 5 < 10 = TRUE

2. Boolean Operators

> greater than	< less than
= equal to	≠ not equal to

3. Mathematical Operators

+ addition	- subtraction
/ division	* multiplication

4. Computational Thinking

Decomposition - Breaking down a complex problem into smaller more manageable parts

Pattern Recognition - Looking for similarities

Abstraction - Focuses on the important details, ignoring irrelevant information

Algorithm - step by step solution to a problem

5. Programming Terms

a) Variable - part of code storing information that can be changed

e.g.
```
name = input("Type your name:")
```

b) Selection - a decision in the program

e.g.
```
if want cream hot chocolate:
    then add cream
else:
    skip to next step
```

c) Iteration – repeating part of the code, usually in a loop

e.g.
```
while age < 18:
    attend school
next step
```

d) Sequence – a set of instructions in order

e) Syntax Errors – these are mistakes in the way the code is written

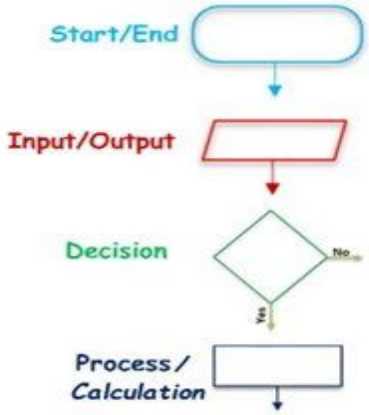
f) Logic Error – these occur when the program works but not the way it is expected to

g) Debugging – finding errors in the code and amending them

h) Python - a general-purpose text-based programming language for a variety of uses

i) Flow Chart - a clear and visual way to plan a program or how to logically solve a problem

flow chart symbols:



j) Block-Based Code - drag-and-drop coding learning environment such as Scratch

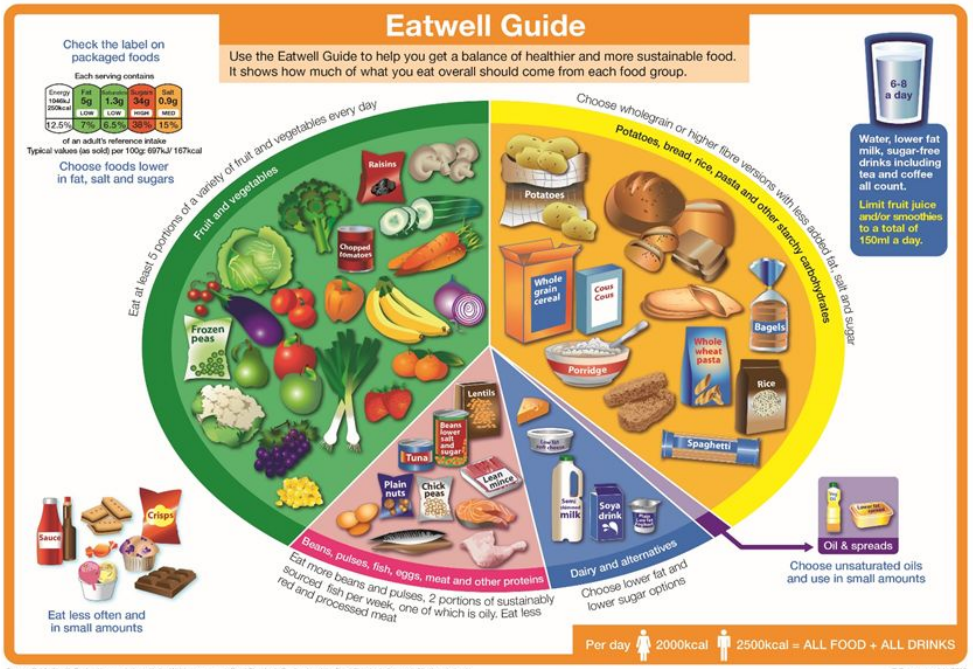
e.g.

k) Text-Based Code - create programs with coding commands, such as using Python

e.g.
```
name = input("Type your name:")
```

COOKING & NUTRITION

Cooking & Nutrition

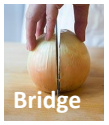


Nutrients	Use in the body	Sources
Carbohydrates	To provide energy	Cereal, bread, pasta, rice & potatoes
Protein	For growth and repair of muscles	Fish, meat, eggs, beans, pulses and dairy products
Fat	To store energy in the body, insulate heat, protects bones & organs from knocks	Butter, oil, nuts, cheese 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

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.

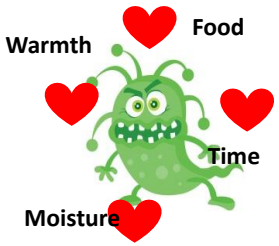
Farmers will need to drive tractors to deliver food this also releases **pollution i**nto the atmosphere.

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)

COOKING & NUTRITION

DRAMA

'Antigone' by Sophocles

Antigone – Plot Summary

The play begins with the **Oedipus** sons **Eteocles** and **Polyneices**, fighting for the kingship of **Thebes**. Both men die in the battle. Their uncle **Creon** becomes king and decides that **Eteocles** will be buried, but **Polyneices**, who started the battle, will be left to rot on the battlefield. This means he will not be able to go to the afterlife.

The brothers' sisters, **Antigone** and **Ismene,** disagree with **Creon's** decision and believe that both brothers deserve the right to a proper burial. **Antigone** ignores her sister's warning and directly disobeys **Creon's** decree. She is caught burying the body and is punished with imprisonment in a tomb where she hangs herself. Her fiancée and Creon's son, **Haemon, is** devastated by her death and kills himself. When his wife, **Euridice**, finds out she commits suicide. The tragedy ends with **Creon** losing both his nephews, his niece, his son and his wife.

Creon's Decree

Creon: Eteocles, who died fighting for his country, we shall bury with honours. The other, his brother, Polynecies, who returned here to destroy his homeland, no one is to bury him, or mourn for him. His body is to be left in the open, uncovered, a stinking feast for scavengers. I intend to make it plain, that never, under my rule, will people commit crimes against the state.

Quotes from the characters

Creon: Did you hear of my order forbidding the burial?
Antigone: Of course I heard it. How could I not?
Creon: And yet you dared to disobey the law?
Antigone: Yes, I did. Because it's your law, not the law of the gods.
Ismene: There's a fire burning in you, Antigone. This obsession will destroy you! You're certain to fail!
Creon: The law has its weapons, and they will strike at her. Nothing more than your death. That'll be enough!



Antigone is a tragic **ancient Greek play** written by **Sophocles.**
Greek theatre started in approximately 500BC.
There were three different genres:
Comedy, tragedy and satyr (tragicomedy)
Conventions of Greek theatre include use of **mask.**
Originally there was only **one actor**.
There was a group of actors who performed in unison called the **chorus.**
Greek plays were performed outside in an **amphitheatre.**

A **tragic hero** is the **protagonist** (main character) of a tragedy who has a **fatal flaw** (a fault/ mistake/ weakness in their character) which leads to failure, misery and often death.
Who are the tragic heroes in 'Antigone'? Why?

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

Make sure you understand the events in the story, remember the characters and their points of view. You also need to be able to recall the information about Greek theatre.

Task 1

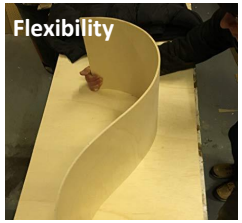
Write a **monologue** (speech to the audience) from the perspective of Antigone when she is imprisoned in the tomb and/ or Creon at the end of this tragedy.

Task 2

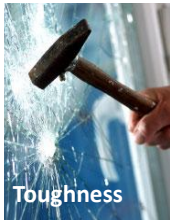
Research the story of **Oedipus**. His story takes place directly before the play Antigone begins.

Material Properties describes what the product can do.

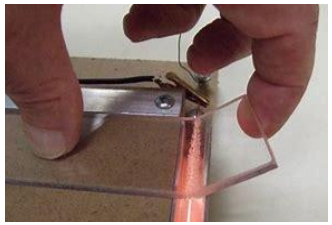
Ability to resist cutting and indentations to its surface



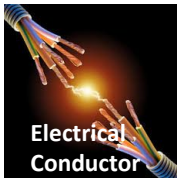
Ability to bend without breaking and then spring back to its original shape.



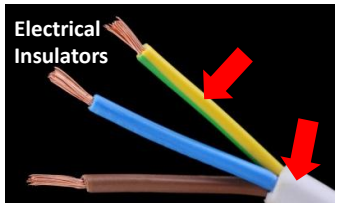
Ability to withstand shock



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

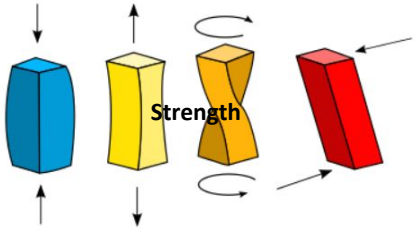
Ability to withstand water or moisture – also known as Water Repellent.

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).

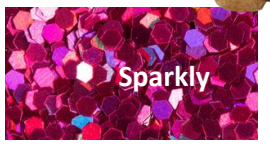
Choose a product and explain the use of materials based on it's properties and characteristics

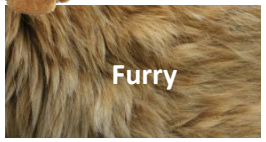
Material Characteristics describes the **aesthetics** of a material – the textures, appearance, shape and size.

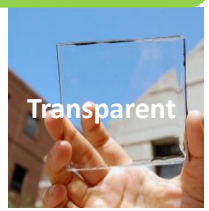
Texture describes how something feels.
Appearance describes how something looks.

'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

DT

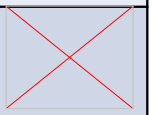
Ferrous Metals

	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.

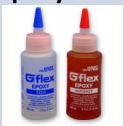
*Pig Iron is the iron that comes from the furnace first. It has not been refined.

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)

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?**

DT

ENGLISH

English Literature

Myths and Morals

Themes

War and heroism - the hero is the main character who, despite the danger, overcomes obstacles using their strength, courage and cunning. In ancient myths heroes would do this for the glory and honour.

Hubris - excessive pride, or too much self-confidence. In Greek tragedy excessive pride towards or defiance of the gods, leading to an inescapable downfall.

Good and evil - The conflict between good and evil is a common theme in myths. One idea is that we all have both good and evil within us.

Chaos and order - chaos usually means disorder and confusion, but in Greek myths refers to the empty, unimaginable space that came before time began. Order comes after.

Fate - events happening outside of our control, a supernatural power. In mythology no human or god can escape fate and trying to change/defy fate only makes fate even stronger.

Key figures in ancient mythology

Zeus - King of the Gods. Olympian god of the sky and the thunder. Famous for having lots of romances and children as a result.

Hades - God of the Underworld. Often pictured with a three-headed dog (Cerberus, the multi-headed dog that guards the gates of the Underworld to prevent the dead from leaving).

Hera - the Goddess of women, marriage, family, and childbirth and the sister-wife of Zeus.

Athena - goddess of wisdom, courage, inspiration, civilization, law and justice. Was believed to have been born from the head of her father Zeus.

Minotaur - a mythical creature portrayed during classical antiquity with the head and tail of a bull and the body of a man or, as described by Roman poet Ovid, a being "part man and part bull"

Hector - a Trojan prince and the greatest warrior for Troy during the Trojan war. Hector led the Trojans in defending Troy and killed Achilles.

Achilles - a hero of the Trojan War, the the bravest, handsomest, and greatest warrior, and is the central character of Homer's *Iliad*.

Helen of Troy - the daughter of Zeus and Leda. She was considered to be the most beautiful woman in the known world. She is presented in many ways, both good and bad, depending on who is telling the story.

Vocabulary

hero: someone admired for brave acts

villain: a character committing evil acts

flaw: a weakness

tragedy: story with an unhappy ending

retribution: a punishment

sacred: connected to a God

didactic: intending to teach a moral lesson

empathy: sharing feelings of another

hubris: excessive pride/ too much confidence

odyssey: a long and eventful journey

destiny: someone's fate or fortune

mortal: human

immortal: not human

morality: distinction between right and wrong

tyranny: cruel and oppressive rule

chaos: the state before the creation of the universe

fate: destiny; an inevitable outcome

Context (DPRO3)

Greek Mythology
These stories were first told by the ancient Greeks (beginning in 18th Century BC) and were passed on through the oral tradition, meaning were told as stories said aloud and these were then passed on.

Ancient Greece
Greece is known as the 'birthplace for Western Civilisation' as it was the first place to adopt democracy, started the Olympic Games and was a major influence in science, art and philosophy (thinking about life). Greek villages and cities had templates with stone columns and statues and open-air theatres where people say to watch plays.

Gods and Goddesses
Ancient myths usually involve mortals (humans who will eventually die) and the immortals (Gods and Goddesses). The immortals judge our moral actions and dispense justice accordingly. They punish pride, arrogance and disobedience in mortals.

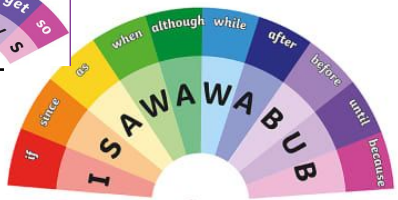
Morality tales
Ancient myths are allegorical, meaning that they have a message or a moral. One reason why they have been around for so long is that they can help us to understand the world around us.

The Iliad and the Odyssey

These are ancient Greek epic poems (epic meaning very long poems). They were written by Homer.
The Iliad - Set during the Trojan War, the ten-year siege of the city of Troy (Ilium) by a coalition of Greek states, it tells of the battles and events during the weeks of a quarrel between King Agamemnon and the warrior Achilles.
The Odyssey - focuses on the Greek hero Odysseus (known as Ulysses in Roman myths), king of Ithaca, and his journey home after the fall of Troy.

English Language

Descriptive techniques (DPRO1)	
Technique:	**Example:**
Personification - a metaphor attributing human feelings to an object.	*As Zeus' rage grew, **thunder roared** in the dark, ominous skies.* 
Onomatopoeia - words that sound a little like they mean.	*The gravel **crunched** as the army marched.* 
Pathetic fallacy - using the weather to create or reflect a certain mood.	*As Zeus' rage grew, thunder roared in the dark, ominous skie* 
Metaphor - a descriptive technique that names a person, thing or action as something else.	*In the eyes of the Trojans, Achilles was a butcher.* 
Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'.	*Manipulation is a force as powerful as an earthqua'* 

Sentences (DPRO 3,4): write an example of your own	
Technique:	**Example:**
Subject- the person/ thing performing the main action.	*The **candlelight** danced.*
Verb- word expressing action/ doing/ state of being	*The candlelight **danced**.* *It **was** cold.*
Main clause - Part of a sentence containing one **subject** and one main **verb** (makes sense by itself).	***The pallid candles flickered.***
Subordinate clause - Part of a sentence which does not make sense by itself.	***Flickering ominously,** the candles shook from the blowing wind.*
Coordinating Conjunctions - words that join two main clauses to create a compound sentence	
Subordinating Conjunctions - at start of subordinate clauses	

Sentences (DPRO 3,4) Can you write an example of each?	
Sentence Type	**Example:**
Simple Sentence: One clause. Contains a subject and verb. Makes sense by itself.	*She ran.* *She was home.* *They were bored.*
Compound Sentence: two sentences joined by FANBOYS (for, and, nor, but, or, yet, so) or a semicolon	*She was scared, **yet** she kept walking.* *She was scared, but she stopped walking.*
Complex sentence: main clause (makes sense on its own) and subordinate clause (does not). Includes a comma. The subordinate clause can be moved.	*Although she was scared, she kept walking.* *She was scared, although she kept walking.* *She scanned the room, squinting through the hole in the stone.* *Squinting through the hole in the stone, she scanned the room.*
Minor Sentence: An incomplete sentence missing a subject or verb used for effect.	*Look!* *Weird!*

Using TiPToP for Paragraphs:

Use TiPToP to remember how to use paragraphs accurately. Start a new paragraph when…
Ti: You move to a new period of time
P: You move to a different place/ location
To:You move from one topic to another
P: You bring a new person into your writing, or change from one person to another (this includes dialogue)

DZFE: A useful structure for writing stories/ descriptions **Drop:** Start in the middle of exciting action/ describe setting	**Flash:** Change the time or place of your story
In that moment… / All around, I could feel... *A sudden gust of hot air blew, pushing...* *The music pounded louder and louder until...*	*It had only been a few hours ago when..* *Earlier that morning..* *The streets had been deserted when… / Back at home..*
Zoom: Choose something that you will 'zoom in' on and describe in detail	Echo: Bring it back to where you were at the start. What has changed?
Immediately, the colours of the ___ caught my eye… *The subtle shades of*	*The _____ grew louder than ever before…* *Repeat a word / phrase / image from the opening of the piece*

ENGLISH

GEOGRAPHY

Spring Term Geography Knowledge Organiser: Weather and Climate

Reasons for temperature differences across the UK:

1. Wind direction - This is where the wind comes from; a north wind will be colder, a west wind wetter.

2. Ocean currents - In winter a warm ocean current coming across the Atlantic from the Caribbean, called the North Atlantic Drift, warms the west of the UK.

3. Latitude - The further north or south from the equator, the cooler temperatures will be because of the decreased intensity of the sun's rays. Therefore the north of the UK is cooler than the south.

4. Altitude - The height above sea level will affect temperatures due to lower air pressure and fewer air molecules. Temperatures decrease by 6.5 °C for every 1000m in height.

How temperature affects air pressure:

- Air pressure is the weight of the atmosphere pushing down on the surface of the Earth
- When air is warm it rises. This leaves a band of **low pressure** by the earth's surface.
- **Low pressure systems** result in precipitation and cloud
- When air is cool, it descends. This creates a band of **high pressure** on the earth's surface.
- **High pressure** systems result in clear skies

Tropical storms:

A hazard that brings heavy rainfall, strong winds and other related hazards such as mudslides and floods e.g. hurricanes

1. Tropical storms usually form between approximately 5° and 30° latitude and usually occur over tropical seas (at least 27°C).

2. Rapid evaporation of the sea causes water vapour to rise which cools and condenses. Clouds form and an area of intense low pressure forms.

3. They move westward due to easterly winds and the **coriolis force** sends the storms spinning towards the polar regions.

4. Once the storm moves over land it starts to lose energy and fades as there is less evaporation.

Case study - *New Orleans, 24 August 2005*

Social impact: The effects of an event (e.g. hurricane) on people **-** *1,800 people died, 300,000 homes destroyed*

Environmental impact: The effects of an event on the natural world - *coastal habitats destroyed, 80% of New Orleans flooded*

Economic impact: The effects of an event on money and business - *$300 billion fo damage, tourism decreased*

Key words and terms:

Weather: The day to day conditions of the atmosphere. It can change hour to hour.

Climate: The average weather conditions for a particular region, usually over a period of 30 years. It is a measure of average rainfall and temperature.

Precipitation: Water in any form that falls to earth (rain, snow, sleet and hail). It is measured in millimetres (mm).

Temperature: How hot or cold it is, measured in degrees Celsius (°C).

Air pressure: The weight of the atmosphere (air) pressing down on the earth. It is measured by a barometer in units called millibars.

Latitude: The distance a place is from the equator. It is measured in degrees.

Prevailing winds: The direction from which most of an area's wind comes from.

Coriolis force: Apparent force, due to the spinning of the Earth, which deflects the movement of particles and wind.

GEOGRAPHY

Spring term Geography Knowledge Organiser: Ecosystems

Global Circulation Model

Heat from the equator is transferred around the globe in three cells that connect with each other, known as the tri-circular model. This creates a global pattern of atmospheric pressure and winds.

The Hadley Cell

- Temperatures at the equator are high because the incoming solar radiation is more intense as the sun's energy is more concentrated.
- Due to these high temperatures at the equator, air rises up into the atmosphere - creating **low pressure**
- As the air rises it becomes colder, causing condensation (forming clouds that leads to rainfall.
- This is why **tropical rainforests are found along the equator**.
- The air then separates and starts to move N and S towards the poles
- The air then becomes cooler and sinks around 30° north and south of the equator.
- As it sinks it becomes warmer and drier creating a **high-pressure zone** with cloudless skies**.** This is where **deserts are found.**

The Ferrel Cell

- Higher latitudes (between 30° degrees and 60° degrees N and S)
- Here we have the mixing of air masses - warmer air from the tropics and cold air from polar regions.

The Polar Cell

- At the poles, air is cooled and sinks towards the ground creating high pressure - known as **Polar high**

Global Ecosystems

Ecosystem: a group of living **or biotic** (plants and animals) and nonliving **or abiotic** (sun, rain, soil) things.

Biome: a large scale (global) ecosystems e.g polar, tundra, taiga, temperate deciduous forest, mediterranean, hot desert, tropical rainforest

Hot Deserts

- Deserts are any areas which receive **less than 250mm of precipitation** per year.
- Deserts can be hot or cold (Antarctica is a desert).
- Deserts are usually found **within 20 and 30 degrees north and south of the equator**, where you have dry air descending at the edge of an atmospheric cell.
- Hot deserts are located near the equator so experience hot temperatures during the day. However, because of the **high pressure** there are few clouds. As a result, **temperatures drop dramatically** at night. This is because there is no cloud cover to retain the heat.

Adaptations of a cactus:	Adaptations of a camel
- Thick, wavy skin to reduce loss of water and reflect heat. - Large, fleshy stems to store water - Thorns and then, spiky or glossy leaves to reduce heat loss. - Spikes to protect cacti from animals wishing to use stored water. - Long shallow roots which spread over a wider area.	-Hump to store fat which breaks down to release water when dehydrated. - Long eyelashes to keep out sand - Long legs to keep body away from hot sand - Can drink 30% of body weight when it can find water -Wide feet to spread boy weight on sand

HISTORY

African Civilizations

Summary: The civilisations of medieval Africa included the Empire of Mali. This empire might have been one of the richest to have ever graced the planet,and was led at one time by the famous Mansa Musa.

Key concepts

1	**Benin:** Obas of Benin: The people of Benin believed that their Oba (king) was a god. He lived away from ordinary people, inside the royal court in Benin City. They also had in place *sumptuary laws – this meant only the Oba could access certain metals and the Oba decided who could display or wear them. Everyone had to show great respect to the Oba. Nobody could look at him without his permission Trade in Benin: In the 1490s, Benin trade with the Portuguese started with Beni pepper and cloths. In 1505, this developed to strong exchanges of cotton cloths, leopard skins, palm oil, and coral beads, bought by the Portuguese for brass and copper arm rings known as manillas. By the 1520s, Benin also traded yams and wood with them. Esigie was a key figure in Benin's golden age. He set up relationships with the Portuguese, sending ambassadors (representatives) to Lisbon (capital of Portugal) in 1514. He created a school in Edo for teaching the reading and writing of Portuguese. Religion in Benin: The people of Benin had many gods. They told stories about their gods and held ceremonies in their honour. Some of these ceremonies still happen today. People believed that the Obas of Benin were related to Osanobua, the creator god. The Obas were all worshipped as gods. Edo people believed the great god Osanobua made the world. Olokun, his eldest son, was a very popular god. He was the god of all water (oceans, sea, rivers) and the god of wealth (money). Obiemven, his daughter, was the goddess of farming and childbirth. Ogiuwu, his youngest son, became the king of death. Culture: in Benin: Many people in Benin lived in villages in the rainforest. They cut down trees to grow vegetables. They built their houses from mud, wood and palm leaves. Benin was famous for its craft workers. People who had special skills made **world-famous statues out of metal called Benin Bronzes**. The Bronzes were taken by British forces in 1897, after an expedition that left the city and palace destroyed. The Bronzes were among the spoils seized (It from the palace. They were therefore stolen.) The Benin Walls were 16,000 km long, made to defend Benin from invaders and are the **world's second largest man-made structure** after China's Great Wall.
2	**Mali** **Mansa Musa: 'Mansa' means king in Malian. King Musa was** the richest man of the Middle Ages, ruled as a king in 14th Century Mali and travelled on a pilgrimage (religious trip) to Mecca in 1324. **Trade in Mali:** For small purchases, the Kingdom of Mali **used items such as salt, copper and cloth to trade in.** For larger purchases, bags of gold dust or golden coins were used.The Empire had **access to raw materials** which were in **small supply elsewhere in Africa.** The gold mines in the Mali Empire **produced almost half of the gold of Africa, Europe and Asia combined**. The gold mines had the richest reserves in the 14th Century. **Religion in Mali:** In 1324 Mansa Musa took part in the Hajj, a pilgrimage from Mali to Mecca. **He was joined by** 60,000 men and 12,000 slaves. They also made generous donations to poor people. When he stopped in Cairo - the capital of Egypt - Mansa Musa gave away so much gold that gold became less valuable for many years. It was also reported that he built a mosque every Friday. **Learning in Mali:** On his return from Mecca, Mansa Musa brought back with him the Muslim poet and architect, Es Saheli, who built the famous mosques and learning academies of Timbuktu and Gao. The Sankore University in Timbuktu flourished during the time of Mansa Musa. It was one of the best in the Islamic world. By the end of his reign, it had one of the largest collections of books in Africa. Many ancient manuscripts that were created still survive. It is estimated that Sankore had 1,000,000 manuscripts and books, the second largest library of the time.

Key developments

CE -900 – Edo people found their first kingdom
CE -12th C - Eweka becomes the first Oba of Benin
CE - 1235 Mali Empire was founded.
CE - 1312 Mansa Musa becomes ruler of Mali.
CE - 1324 Mansa Musa goes on pilgrimage to Mecca.
CE - 1325 Mosques and universities are built in Timbuktu.
CE - 1327 The great Djinguereber Mosque was built by Mansa Musa.

Key words

1	**Shaka**	Shaka, King of the Zulu people ruled from 1816 to 1828 was a skilled military leader who defeated the army of the British Empire.
2	**Sankore University**	Created under Mansa Musa's reign, this university had 25,000 students and at least 1,000.000 books.
4	**Ethiopia**	East African country that lays claims to being the first Christian country in the world, where some of the earliest Christian traditions came from.
5	**Benin City**	West African medieval empire that produced Benin Bronze sculptures and traded with Portugal.
6	**Morocco**	Area of North Africa where the oldest human remains were found over 5000 years ago.
7	**Ghana**	Area of West Africa that produced the famous Asante people group who came to power by defeating all of their rivals.
8	Songhai **Empire**	The empire that invaded (took over) all of Mali by 1492.
9	**Picasso**	Spanish artist inspired by Benin bronzes.
10	**Timbuktu**	Located in Mali, this city was a world centre of learning in the 14th Century (1300s).
12	**Mecca**	A holy city, important in Islam where Muslims go on pilgrimage to as part of religious practice.
13	**Oba**	King or ruler
14	**Golden age**	A period of time in which wealth, peace and culture flourish and grow in a society

MATHS

Time

1 minute = 60 seconds

1 hour = 60 minutes

1 day = 24 hours

1 year = 365 days

1 year = 12 months

1 year = 52 weeks (plus 1 day)

9.15am, 1:00pm – 12 hour clock

09:15, 13:00 – 24 hour clock

12-hour

24-hour

02:34.45 – two hours, thirty four minutes and forty five hundredths of a second

Days	Months	Days in Month
Sunday	January	31 days
Monday	February	28 days
Tuesday	March	31 days
Wednesday	April	30 days
Thursday	May	31 days
Friday	June	30 days
Saturday	July	31days
	August	31days
	September	30 days
	October	31 days
	November	30 days
	December	31 days

Place value

Which is greater: 0.35 or 0.4?	0.35 < 0.40
What is the value of the 2 in 234,567?	200,000 two hundred thousand
What is the value of the 3 in 234,567?	30,000 thirty thousand
What is the value of the 4 in 234,567?	4,000 four thousand
What is the value of the 5 in 234,567?	500 five hundred
What is the value of the 6 in 234,567?	60 sixty
What is the value of the 7 in 234,567?	7 seven
What is the value of the 1 in 0.123?	$\frac{1}{10}$ one ten**th**
What is the value of the 2 in 0.123?	$\frac{2}{100}$ two hundred**th**s
What is the value of the 3 in 0.123?	$\frac{3}{1000}$ three thousand**th**s

FDP

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%
$\frac{3}{10}$	0.3	30%
$\frac{1}{3}$	0.333…	33.333…%
$\frac{2}{3}$	0.666…	66.666…%
$\frac{1}{5}$	0.2	20%
$\frac{2}{5}$	0.4	40%
$\frac{3}{5}$	0.6	60%
$\frac{1}{20}$	0.05	5%
$\frac{3}{20}$	0.15	15%
$\frac{1}{8}$	0.125	12.5%

Key words

Integer	A whole number
Decimal	A number containing a decimal point
Ascending	Smallest to largest
Descending	Largest to smallest
Sum	To add up
Total	To add up
Difference	To subtract
Product	To multiply
Quotient	To divide
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

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	.	Tenths	Hundreths	Thousandths	Ten -thousandths	Hundred-thousandths
100,000	10,000	1,000	100	10	1	.	0.1	0.01	0.001	0.0001	0.00001
							$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10,000}$	$\frac{1}{100,000}$

MUSIC

Instruments of the Orchestra and Soundtracks

Element	Core knowledge [this will be in your assessment]
Melody	• Ascending - *Rising notes* • Descending - *Falling notes* • Repetition
Articulation	• Legato - *smooth, joined-up notes* • Staccato - *spiky, detached notes*
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	• Orchestra • Strings - Violin, viola, Cello, Double Bass Harp • Woodwind - Piccolo, Flute, Oboe, Clarinet, Bass Clarinet, Bassoon, [Saxophone] • Brass - Trumpet, Trombone, Horn, Tuba • Percussion - [Pitched] Xylophone, Marimba, Glockenspiel, Vibraphone, Timpani [Un-pitched] Bass Drum, Snare Drum, Cymbals • Synthesiser
Rhythm	Pattern of notes over time
Tempo	• Fast • Slow

Orchestra Context

- A large group of musicians mostly playing classical music

Recommended Listening:

- Benjamin Britten - A Young Persons guide to the orchestra
- Camille Saens-Saint - Carnival of the Animals

Soundtracks Context

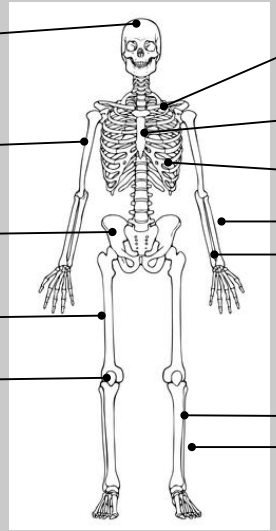
- Music for film, TV and theatre
- Music to create a mood
- Music to convey action

Recommended Listening

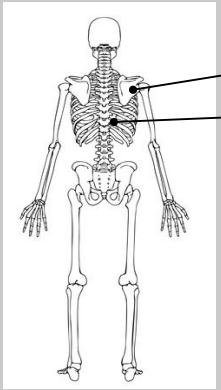
- Vangelis - Blade Runner
- Any John Williams Soundtrack
- Any Rachel Portman soundtrack

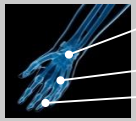
Year 7 Physical Education – The structure and functions of the skeletal system

Structure of the skeletal system



Structure of the skeletal system



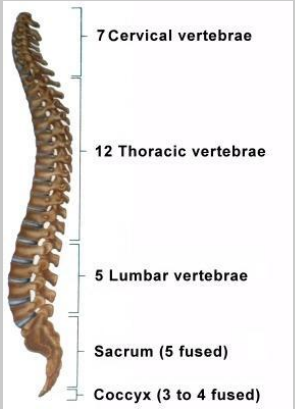


Vertebral Column

The vertebral column is divided into 5 sections. It is made up of irregularly shaped bones called vertebrae.

Each vertebra is protected with cartilage to prevent friction.

The vertebrae protects the spinal cord.



Function of the skeleton

- Protection of vital organs
- Muscle attachment
- Joints for movement

Classification of joint

- Pivot (neck – atlas and axis)
- Hinge (elbow and knee)
- Ball and socket (hip and shoulder)

Connective tissue

Ligaments – attaches bone to bone to add joint stability.

Tendons – attaches muscles to bone and contributes to joint movement as a result of muscle contraction.

Classification of bones

Long (leverage)	Short (weight bearing)	Flat (protection + muscle attachment)	Irregular (protection and muscle attachment)
Clear shaft region to the bone. *i.e. femur, humerus & phalanges* 	Light, small and very strong. *i.e. carpals tarsals* 	Broad surface area for muscle attachment. *i.e. cranium* 	Assist the functioning of certain joints. *i.e. Patella/vertebrae* 

Joint movements

Flexion 	Adduction 	Rotation 	Dorsi-Flexion (ankle joint)
Decreasing the angle at a joint (bending)	Limbs moving towards the midline of the body.	A twisting/turning action around a joint.	When the toes are turned up to the body.

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7.4 Sharing Beliefs

Key Terms

Reincarnation	Hindu belief that the soul is continually reborn in different forms, according to good or bad actions in the past (see Karma)
Moksha	Liberation from the continuous cycle of birth, life and death.
Resurrection	In Christianity, the belief that Jesus rose from the dead. Generally, something brought back to life.
Soul	The spirit or immaterial part of human beings-often regarded as surviving physical death.
Purgatory	A condition or state in which good souls receive spiritual cleansing after death, in preparation for heaven
Hell	A place of punishment and separation of God
Day of Judgement	Time when God assess a person's life and actions
Barzakh	In Islam, a time of waiting for judgement for those who have already died.
Akhirah	In Islam, everlasting life after death.
Near Death Experience (NDE)	people claim to sense that they have experienced leaving their bodies and seeing something beyond this life.
Karma	The law of cause and effect

Key Concepts

Christian Eschatology: Christians believe that everyone has a immortal soul that leaves our body when we die and goes to God either to heaven to Hell depending on one's belief and actions. Some Christians believe that Jesus died to forgive all sins so everyone will live in heaven. Many Catholics also believe in purgatory, where the dead are purified of their sins.
KQ Do all Christians agree on what heaven and Hell is like?

Hindu Belief : Most Hindus believe that humans are in a cycle of death and rebirth called samsara. When a person dies, their atman (soul) is reborn in a different body
KQ What is ultimate goal for a Hindu?

Near death Experience:
People are pronounced clinically dead when the heart stops beating, the lungs stop working and the brain ceases functioning. They can't see, hear or be aware of anything. But some people claim to have died and come back to life and in that time have had a spiritual experience.
KQ What similarities do these NDE experiences have in common?

Islamic Eschatology: One of the key teachings of Islam is the belief that people are accountable for their actions. Muslims believe that when life on earth comes to an end, all people who have lived will be judged according to how they have lived their lives. Some people will be punished by being sent to place known as Jahannam (Hell) and others will be rewarded with Jannah (Heaven).
KQ how does belief in Akhira affect a Muslims life?

Useful Quotations

"'He who believes in me shall not die but have everlasting life.' (John 11:25)

"It is Allah who gives you life , then gives you death, then He will gather you together for the day of judgement" (Quran surah 45:26)

"May you enter the shining levels as your karma permits: may all that is water return to the oceans and your body return to the soil and be one with the earth"

Sharing Beliefs half term 1

Key Terms

Community	a group of people having a particular characteristic in common.
Morals	A set of individual and rules that each person lives by that guides them to do the right thing
Human rights	A set of laws and statutes that govern the things any human can expect to be entitled to.
Free Will	The Human ability to make any free choice for themselves
Manifesto	A set of rules and beliefs relating to those rules than can be used to govern a country, city, town or other community.
Parish	The local community surrounding a church
Canaan	The promised land that Moses was trying to lead his people too. Thought to be modern day Israel
Passover	The celebration in the Jewish community that recognises the freeing of the slaves from Egypt. A lamb is eaten to recognise that Jewish slaves in Egypt painted their doors with lambs blood so that the angel of death knew to pass over their houses.

Key Concepts	Key Questions
The Golden Rule: This was one of Jesus key teachings from the sermon on the mount, when asked which of the ten commandments was the most important Jesus responded none of them. He then explained that the most important commandment was to love God, love your neighbour and **treat others as you would expect to be treated**	Why did Jesus consider this the most important? Why did Jesus ignore the ten commandments? Would all people agree with this? How does this show Jesus divinity?
The Ten commandments: As set of ten clear rules that God gave to Moses as he was crossing the desert in search of the promised land. Commandments 1-4 cover the Human relationship with God whereas commandments 5-10 are more related to the relationships that exist between humans.	Are these still relevant today? Would you add any rules to the ten? Would you take any away? Would the world be a better place if we all followed them? Is one more important than the others?
The Ten plagues: When Moses demanded that pharaoh released the Jews from slavery he warned of ten plagues that would inflict the land of Egypt these plagues included darkness, the rivers turning to blood and culminated in the death of every first born Egyptian son.	Was this fair? Why didn't the pharaoh obey? How do you feel about this story? What was God trying to achieve?
The Ummah: The Ummah is the name given to the global community of Muslims. Technically every single believing Muslim is counted as part of the Ummah and some Muslims who believe all people by nature of creation believe all people are inherently Muslim would say that it includes all people. The Ummah is indivisible by Race, Gender, wealth or any other for of social division	Can a community include all people? Are there some people who would be excluded from the Ummah? What are the benefits of one global community? How does it feel to belong to a community

Important Quotations

"Therefore whatever you desire for men to do to you, you shall also do to them; for this is the law and the prophets" (Matthew 7:12)	"I am the Lord your God, who brought you out of Egypt, out of the land of slavery. You shall have no other gods before me." (Exodus 20:2-3)
"The Lord, the God of the Hebrews, has sent me to say to you: Let my people go" (Exodus 7:16)	"You are the best nation produced [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Allah" (surah 3:110)

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Cells, tissues, organs and systems Knowledge Grid

	Question	Answer		Question	Answer
1	excretion	Getting rid of waste. All organisms excrete.	21	leaf	Plant organ used to make food by photosynthesis.
2	growth	Increase in size. All organisms grow.	22	liver	Organ used to make and destroy substances in our bodies. It also stores some substances.
3	life process	A process that something does in order for it to be alive. The life processes that happen in all living things are movement, reproduction, sensitivity, growth, respiration, excretion and a need for nutrition.	23	lungs	Organs used to take oxygen out of the air and into the blood. They also put waste carbon dioxide into the air.
4	movement	Going from place to place. All organisms can move themselves or parts of themselves.	24	oesophagus	Scientific name for the 'gullet' or 'foodpipe'. A tube that takes food from your mouth to your stomach.
5	nutrition	Substances that help organisms respire and grow. All organisms need nutrition.	25	organ	A large part of a plant or animal that does a very important job.
6	organism	A living thing.	26	photosynthesis	Process that plants use to make their own food. It needs light to work.
7	reproduction	A process in which organisms make more organisms like themselves. All organisms reproduce.	27	rectum	Organ that stores faeces.
8	respiration	A process in which substances release energy for an organism to use. All organisms respire. There are, however, different forms of respiration.	28	root	Plant organ used to take water out of the soil.
9	sensitivity	The ability to detect things in the surroundings. All organisms can sense certain changes in their surroundings.	29	skin	Organ used for protection and feeling.
10	bladder	Organ that stores urine.	30	small intestine	Organ used to break up food and get it into the blood.
11	brain	Organ that controls what the body does.	31	stem	Plant organ used to take water to the leaves and to support the leaves.
12	diaphragm	Organ that helps breathing. As it moves downwards it helps make the lungs bigger, allowing them to fill with air. As it moves upwards, it makes the lungs smaller, pushing air out.	32	stomach	Organ used to break up food.
13	faeces	A mixture of unwanted food and certain materials excreted by the liver. Often called 'poo'.	33	storage organ	Organ used by plants to store materials.
14	foodpipe	Organ in the shape of a tube that takes food from your mouth to your stomach. Also called the 'gullet' or 'oesophagus'.	34	trachea	More scientific name for 'windpipe'.
15	function	The job or role something has	35	windpipe	Organ in the shape of a tube that takes air to and from your lungs. Also called the trachea.
16	gullet	More scientific name for 'foodpipe'. Also called the 'oesophagus'.	36	fat tissue	Tissue that stores fat. There is fat tissue in the heart.
17	heart	Organ that pumps blood.	37	muscle tissue	Tissue that can change shape and move things. There is muscle tissue in the heart.
18	intestines	The small intestine and large intestine together.	38	root hair tissue	Tissue that helps roots get water out of the ground quickly.
19	kidneys	Organs used to clean the blood and make urine.	39	tissue	A part of an organ that does an important job. Each tissue is made up of a group of the same type of cells all doing the same job.
20	large intestine	Organ that removes water from unwanted food.	40	xylem tissue	Tissue that carries water in plants.

Cells, tissues, organs and systems Knowledge Grid

41	biopsy	When a small piece of tissue is taken from the body and looked at in detail in order to check for certain diseases or problems.	61	chloroplast	Green disc containing chlorophyll. Found in plant cells. Where the plant makes food using photosynthesis.
42	coarse focusing wheel	Wheel on a microscope that moves parts of the microscope a large amount to get the image into focus.	62	cytoplasm	Watery jelly inside a cell where the cell's activities take place.
43	coverslip	Thin piece of glass used to hold a specimen in place on a slide. It also keeps the specimen flat and stops it drying out.	63	mitochondria	Small parts in the cytoplasm of all cells, where respiration occurs.
44	eyepiece lens	Part of the microscope you look down.	64	muscle cell	Cell that can change its length and so move things.
45	fine focusing wheel	Wheel on a microscope that moves parts of the microscope a small amount to bring the image into focus.	65	nucleus	The 'control centre' of a cell.
46	focus	To make an image clear and sharp. If an image is 'in focus' it is clear and sharp.	66	root hair cell	Cell found in roots. It has a large surface area to help the cell absorb water quickly.
47	image	What you see when looking down a microscope.	67	tissue	A group of the same cells all doing the same job.
48	magnification	How much bigger a microscope makes something appear.	68	vacuole	Storage space in plant cells.
49	magnify	To make something look bigger.	69	evidence	Information that you use to say whether you think something is right or wrong.
50	microscope	Piece of equipment used to magnify small things.	70	symptom	Changes in the way the body works, which help a doctor to work out what is wrong with you.
51	objective lens	Part of the microscope that is closest to the specimen.	71	excretion	Getting rid of waste. All organisms excrete.
52	slide	Glass sheet that a specimen is put on.	72	growth	Increase in size. All organisms grow.
53	specimen	The object you look at using a microscope.	73	life process	A process that something does in order for it to be alive. The life processes that happen in all living things are movement, reproduction, sensitivity, growth, respiration, excretion and a need for nutrition.
54	stage	Part of a microscope. You put a slide on it.	74	movement	Going from place to place. All organisms can move themselves or parts of themselves.
55	stain	Dye used to colour parts of a cell to make them easier to see.	75	nutrition	Substances that help organisms respire and grow. All organisms need nutrition.
56	cell	The basic unit of all life. All organisms are made of cells.	76	organism	A living thing.
57	cell surface mem	Membrane that controls what goes into and out of a cell.	77	reproduction	A process in which organisms make more organisms like themselves. All organisms reproduce.
58	cell wall	Tough wall around plant cells. Helps to support the cell.	78	respiration	A process in which substances release energy for an organism to use. All organisms respire. There are, however, different forms of respiration.
59	cellulose	A strong plant material used to make cell walls.	79	sensitivity	The ability to detect things in the surroundings. All organisms can sense certain changes in their surroundings.
60	chlorophyll	Green substance found inside chloroplasts.	80	aim	What you are trying to find out.

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81	conclusion	An explanation of how or why something happens, which is backed up by evidence. You use evidence to 'draw' a conclusion.
82	diagnosis	A conclusion made by a doctor about what is wrong with someone who is ill.
83	evaluation	How you can improve your experiment.
84	method	The instructions for doing an experiment.
85	prediction	What you think will happen and why you think this.
86	prescription	An order for some medicines that a doctor writes.
87	results	Measurements and observations from an experiment.
88	meristem cells	Stem cells found in the tip of a plant
89	Stem cells could be used for...	treating paralysis, treating multiple sclerosis, treating type 1 diabetes, bone marrow transplants to treat blood cancer (leukemia and lymphoma)
90	Advantage of using embryonic stem cells	can differentiate into a wider range of cell types

91	Disadvantage of using embryonic stem cells	ethical issues around the use of an embryo, difficult to obtain
92	Advantage of using adult stem cells	easier to obtain, adults can give consent
93	Disadvantage of using adult stem cells	will differentiate into only a few cell types
94	Clinical issues with stem cells	difficult to find donors, difficult to store stem cells, stem cells might mutate, could be contaminated with viruses
95	Ethical issues with stem cells	destroying embryos, what stage does an embryo become a person?
96	Social issues with stem cells	some clinics giving biased research results, some people having to pay a lot for stem cell therapy
97	Percentile growth chart	A chart used to compare the growth of a baby to the growth of other babies.

Unicellular organisms Knowledge Grid

	Question	Answer		Question	Answer
1	animal	A member of the animal kingdom. Animals are multicellular and have cells without cell walls.	22	chromosome	A long molecule that contains instructions for organisms and their cells.
2	bacterium	A type of prokaryote organism. Plural is bacteria.	23	enzyme	A substance that can speed up some processes in living things (e.g. by breaking down food molecules).
3	cell (biology)	The basic unit of all life. All organisms are made of cells.	24	flagellum	A tail-like structure that rotates, allowing a unicellular organism to move. Plural is flagella.
4	diffusion	When particles spread and mix with each other without anything moving them.	25	statement key	A series of descriptive statements used to work out what something is.
5	fungus	A member of the fungus kingdom. A fungus can be multicellular or unicellular but does not make its own food. Plural is fungi.	26	chlorophyll	The green substance found inside chloroplasts.
6	kingdom	There are five kingdoms into which organisms are divided: plants, animals, fungi, protoctists and prokaryotes.	27	cilium	A small hair-like structures on the surface of some cells. Plural is cilia.
7	microorganism	An organism too small to be seen with the naked eye.	28	food chain	A way of showing what eats what in a habitat.
8	multicellular	An organism made of many cells.	29	organic molecule	A molecule that is built using a chain of carbon atoms.
9	plant	A member of the plant kingdom. Plants have chloroplasts and so can photosynthesise.	30	photosynthesis	A process that plants use to make their own food. It needs light to work.
10	prokaryote	A member of the prokaryote kingdom. Prokaryotes are all unicellular and have cells that lack nuclei.	31	producer	An organism that is able to produce its own food (e.g. by photosynthesis).
11	protoctist	A member of the protoctist kingdom. Many protoctists are unicellular.	32	pseudopod	An extension from a cell that can extend and contract and so pull a cell in a certain direction.
12	unicellular	An organism made of one cell.	33	pyramid of numbers	A way of showing the numbers of different organisms in a food chain.
13	virus	A non-living particle that can change how a living cell functions when it enters a cell. Inside a cell, a virus often causes the cell to make copies of the virus.	34	vacuole	A storage space in cells.
14	aerobic respiration	A type of respiration in which oxygen is used to release energy from substances such as glucose.	35	carbohydrate	A nutrient that is used as the main source of energy.
15	anaerobic respiration	A type of respiration that does not need oxygen.	36	carbon cycle	A model used to show how carbon compounds are recycled in an ecosystem.
16	asexual reproduction	Producing new organisms from one parent only.	37	decay	The breakdown of dead organisms or animal wastes, which allows the substances they contain to be recycled.
17	budding	A type of asexual reproduction in which a new small cell, a bud, grows out from a parent cell.	38	decomposer	An organism that feeds on dead organisms or animal wastes, causing them to decay.
18	fermentation	Anaerobic respiration occurring in microorganisms.	39	ecosystem	All the physical environmental factors and all the organisms that are found in a habitat.
19	limiting factor	Something that stops a population growing.	40	fat	A nutrient that is stored to be used for energy in the future. It also acts as a thermal insulator.
20	population	The number of a certain organism found in a certain area.	41	protein	A nutrient used for growth and repair.
21	binary fission	When a cell splits in two.			

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Mixtures and Separation Knowledge Grid

	Question	Answer		Question	Answer
1	liquid	One of the states of matter. Has a fixed volume but not a fixed shape.	18	soluble	Describes a substance that can dissolve in a liquid.
2	solid	One of the states of matter. Has a fixed shape and fixed volume.	19	insoluble	Describes a substance that cannot dissolve in a liquid.
3	gas	One of the states of matter. Does not have a fixed shape or a fixed volume and is easy to squash.	20	saturated	A solution that contains so much dissolved solute that no more solute can dissolve in it.
4	dissolve	When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution.	21	solubility	The amount of substance that dissolves in a particular solvent at a particular temperature to make a saturated solution.
5	mixture	Two or more substances jumbled together but not joined to each other. The substances in mixtures can often be separated from each other.	22	evaporation	When a substance changes from its liquid state to its gas state, for example when the gas escapes from the surface of the liquid into the air.
6	suspension	A mixture of a solid and liquid, where the solid bits are heavy enough to settle out if the mixture is left to stand.	23	sodium chloride	The chemical name for table salt.
7	colloid	A mixture of a solid, liquid or gas in a solid, liquid or gas, where the substances do not settle out if left to stand.	24	boiling	When there is liquid turning into a gas in all parts of a liquid, creating bubbles of gas in the liquid.
8	disperse	To spread without settling out, such as the bits in a colloid.	25	boiling point	The temperature at which a liquid boils.
9	opaque	Not possible to see through.	26	chromatography	A method that separates out dissolved substances in a mixture, using a liquid or gas solvent. The different substances are carried different distances by the solvent.
10	solution	When a substance has dissolved in a liquid. Solutions are transparent.	27	paper chromatography	Chromatography where the solvent moves through paper, carrying the dissolved solids.
11	transparent	Clear, can be seen through. (Note: transparent substances may be coloured or colourless.)	28	chromatogram	The results of chromatography (e.g. a dried piece of paper for paper chromatography), when the dissolved
12	filter	Anything, such as cloth, paper or a layer of sand, through which a liquid is passed to remove suspended pieces of solid.	29	desalination	To produce fresh drinking water by separating the water from the salts in salty water.
13	to filter	To separate solid substances that have not dissolved from a mixture containing solids and liquid. The liquid is passed through a filter (such as filter paper) to do this.	30	distillation	The process of separating a liquid from a mixture by evaporating the liquid and then condensing it (so that it
14	sieve	A mesh or grid with holes that holds back large solids from a mixture but allows smaller solid pieces and liquids through.	31	steam	Water as a gas. May also be called water vapour.
15	to sieve	To separate large solids from a mixture using a sieve.	32	condense	When a substance changes from its gas state to its liquid state.
16	solvent	The liquid in which a substance dissolves to make a solution.	33	still	Apparatus that can be used for distillation.
17	solute	The substance that has dissolved in a liquid to make a solution.			

Acids and Alkalis Knowledge Grid

	Question	Answer		Question	Answer
1	acid	A substance that turns litmus red. It has a pH of less than 7.	12	indicator	A dye that changes to different colours in acids and alkalis.
2	alkali	A substance that turns litmus blue. It has a pH of more than 7.	13	neutral	A substance that is neither an acid nor an alkali. It has a pH of 7.
3	caution	A warning to 'take care'. Some substances need to be used with caution (e.g. they may cause skin irritation).	14	pH scale	A numerical scale from 1 to 14 showing how acidic or alkaline a substance is. Acids have a pH below 7, neutral substances have a pH of 7 and alkalis have a pH greater than 7.
4	corrosive	A corrosive substance can destroy metals, stonework and skin.	15	chemical reaction	A change in which new substances are made.
5	diluted	A substance that has had water added to it to make it less concentrated.	16	neutralisation	A reaction in which an acid reacts with an alkali or a base to produce a salt and water only.
6	explosive	An explosive substance reacts very fast, giving out a lot of energy and making a lot of noise and gas. Heating may cause an explosion.	17	products	The new substances made in a chemical reaction. These are written on the right side, after the arrow, in a word equation.
7	flammable	A flammable substance catches fire easily.	18	reactants	The substances that take part in a chemical reaction. These are written on the left side, before the arrow, in a word equation.
8	hazard	Something that could cause harm.	19	salt	The substance (other than water) that is formed when an acid reacts with an alkali or a base.
9	irritant	An irritant substance causes skin and eyes to be sore or sting.	20	word equation	An equation in which the names of the reactants are written on the left side, there is an arrow pointing from left to right and the names of the products are written on the right side. reactants --> products
10	toxic	A toxic substance is poisonous.	21	antacid	An indigestion remedy that contains a base to neutralise the excess acid in the stomach.
11	concentrated	A solution that contains a large amount of solid (solute) dissolved in a small amount of liquid (solvent).	22	base	Any substance, soluble or insoluble, that neutralises an acid forming a salt and water only.

SPANISH

Y7: DPR Cycle 2_Knowledge Organiser 2023-2024

Q1: ¿Qué haces en tu tiempo libre? (What do you do in your free time?) DPR 6,8 Quizlet: 1 ; Quizlet 2

En mi tiempo libre (In my free time)

Los fines de semana (On the weekends)

Por la tarde (In the afternoon)

Cuando no estoy estudiando (When I am not studying)

Cuando tengo tiempo (When I have time)

Después del insti (After school)

suelo (I usually)
mis amigos y yo solemos (my friends and I usually)

me gusta (I like)
me encanta (I love)
me mola (I really like)

no me gusta (I don't like)
odio (I hate)

prefiero (I prefer)

bailar salsa / en clases de zumba (to dance salsa / in zumba classes)

chatear en mi móvil (to chat on my phone)

descansar en casa (to rest at home)

escuchar música (to listen to music)

ver la tele (watch TV)

leer novelas (read novels)

ir al cine (go to the cinema)

navegar por Internet (to surf the internet)

jugar a la videoconsola (to play on the games console)

ayudar con las tareas domésticas (to help with the house chores)

salir con mis amigos (to go out with my friends)

porque
dado que
ya que
visto que
puesto que (because)

aunque (although)

y opino que (and I think that)

Y por eso (and therefore)

Es (it is)
Entretenido (entertaining)
Fascinante (fascinating)
Increíble (incredible)
Estimulante (invigorating)
Barato (cheap)
Caro (expensive)

me permite relajarme it allows me to relax
me quita el estrés it takes away my stress
me hace reír / llorar it makes me laugh / cry
me da la oportunidad de pasar tiempo con mis amigos/mi familia It gives me the chance to spend time with my friends/my family

Top band phrases (DPR 8,9,10):

Mis amigos suelen … (however my friends usually…)

porque les permite relajarse (because it allows them to relax)

Sin embargo en el pasado solía… (However in the past I used to usually…)

Por ejemplo, este fin de semana tengo la intención de… (For example, this weekend I have the intention of…)

Q2: ¿Qué deportes haces / practicas? (What sports do you do / practise?) *DPR 8,10,11* Quizlet 3; Quizlet 4

Normalmente (Normally)
De vez en cuando (From time to time)

juego al (I play)
juega al (he/she plays)
jugamos al (we play)
juegan al (they play)

hago (I do)
hacemos (we do)

Este fin de semana (This weekend)
Mañana (Tomorrow)
Después (After)

voy a hacer (I am going to do)
va a hacer (he/she is going to do)
vamos a hacer (we are going to do)

bádminton – badminton
baloncesto – basketball
balonmano – handball
béisbol – baseball
fútbol – football
golf – golf
rugby – rugby
tenis – tennis
voleibol – volleyball

atletismo – athletics
ballet – ballet
boxeo – boxing
ciclismo – cycling
equitación – horse riding
gimnasia – gymnastics
natación – swimming
piragüismo - canoeing

con mis amigos (with my friends)

con sus amigos (with his/ her friends)

con mi equipo (with my team)

con su equipo (with his/ her team)

dado que me parece… (because it seems to me)
- **conveniente** (convenient)
- **práctico/a** (practical)
- **apasionante**(exciting)
- **divertido**(fun)
- **fácil** (easy)
- **lento** (slow)
- **rápido** (fast)

porque me fascina (because it fascinates me)
para mantenerse en forma (to keep in shape/fit)
ya que es muy sano (because it's very healthy)
ya que llevo una vida sana (because I lead a healthy life)

Q3: ¿Qué tiempo hace? (What is the weather like?) DPR 3, 10 Quizlet 5

las estaciones (the seasons)

en invierno (in winter)
en otoño (in autumn)
en verano (in summer)
en primavera (in spring)

Cuando (when)

Si (if)

hace (mucho) calor (it's very hot)

hace frío (it's cold)

hace sol (it's sunny)

hace viento (it's windy)

llueve mucho (it's raining a lot)
nieva (it's snowing)

voy a (I am going to)

va a (he / she is going to)

vamos a (we are going to)

van a (they are going to)

tomar el sol en la playa (to sunbathe on the beach)

ver un partido de fútbol (to watch a football game)

hacer windsurfing (to do windsurfing)

estar en casa (to be at home)

necesitar el paraguas (to need the umbrella)

Top band phrases: (DPR 9, 12)
Si fuera posible, me encantaría esquiar/ hacer equitación / hacer vela – (If it were possible I would love to ski / do horse-riding / sail)
Ayer hice/ hicimos equitación / tomé el sol – (yesterday I did/we did horse riding / I sunbathed)

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

SPANISH

PALMA - Una descripción de una foto Quizlet 6

En la foto hay… *In the photo there is*
En la foto veo… *In the photo I see*

A la izquierda/derecha hay… *On the left/right there is…*

En el centro hay… *In the centre there is…*

Location:

Están en… *They are in*

- **un instituto -** *a school*
- **un restaurante** - *a restaurant*
- **una casa** - *a house*
- **un parque** - *a park*
- **una piscina** - a swimming pool

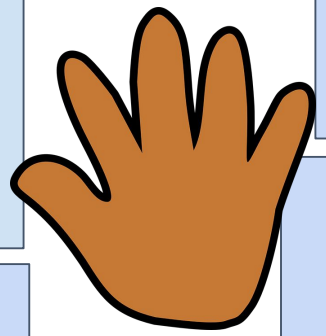
People:

Hay… *There are*
muchas personas - *lots of people*
un chico/una chica - *a boy/ girl*
una familia - *a family*
un hombre - *a man*
una mujer - *a woman*
dos mujeres y unos niños - *two women and some children*

Mood:

Parece - he/she seems
Parecen - they seem

- **contento(s)** - happy
- **triste(s)** - sad



Action:

Está - *he/she is*
Están - *they are*

- **hablando** - *speaking*
- **comiendo -** *eating*
- **estudiando -** *studying*
- **jugando -** *playing*
- **sonriendo -** *smiling*

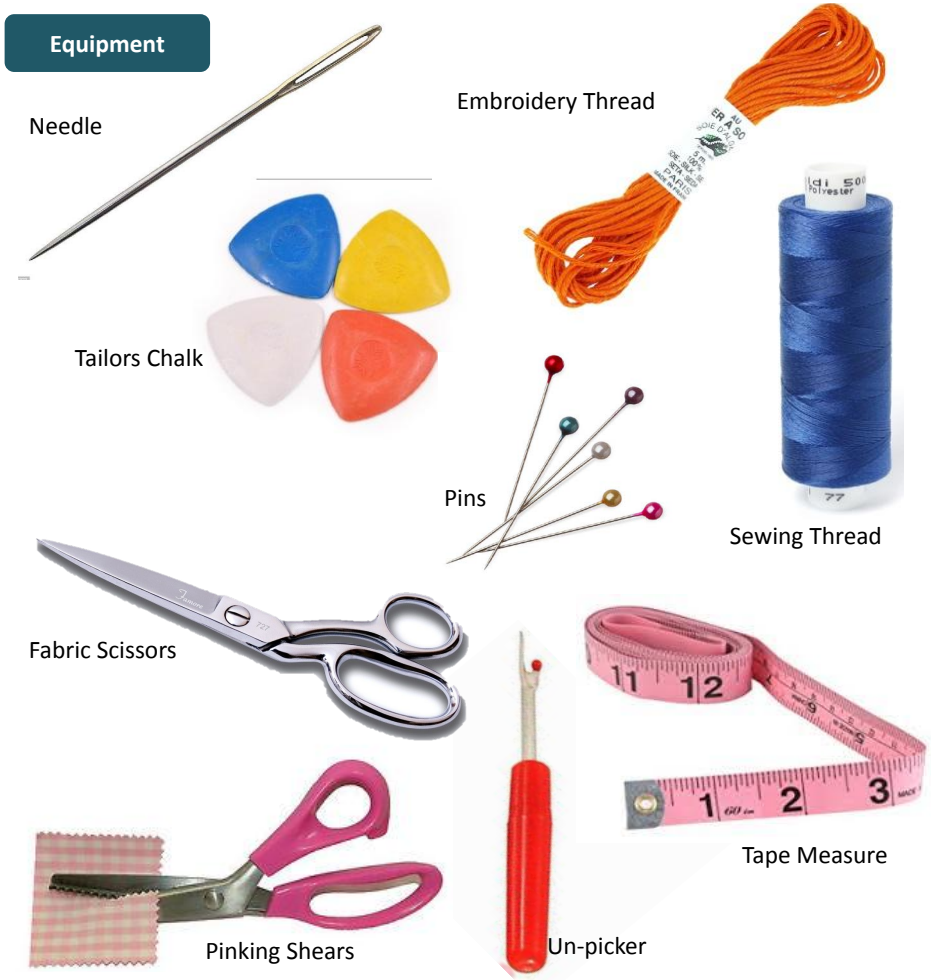
Add a detail:

Hace sol - it is sunny
Hace frío - it is cold
Lleva una camiseta - he/she is wearing a t-shirt

EXT:
I am not sure but I think that
No estoy seguro/a pero creo que

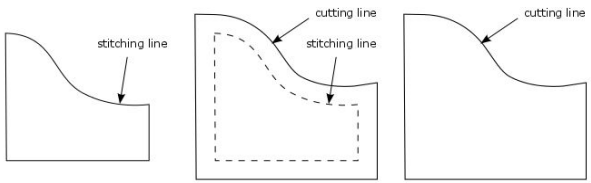
Year 7 Textiles

Equipment



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.

TEXTILES

TEXTILES

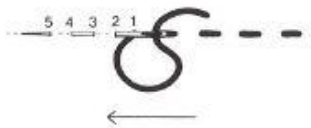
Year 7 Textiles

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

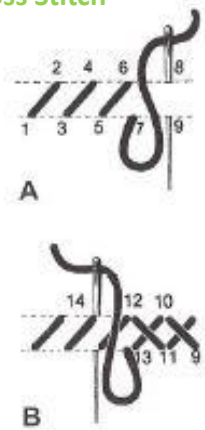
Embroidery is the act of decorating fabric or other materials using a needle to apply thread or yarn. Typically embroidery is done by hand using embroidery needles, embroidery floss/thread and an embroidery hoop, however it is becoming more popular to use sewing machines to create designs using a technique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

Running Stitch

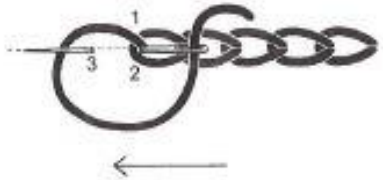


Back Stitch

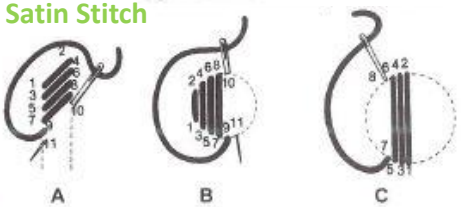
Cross Stitch



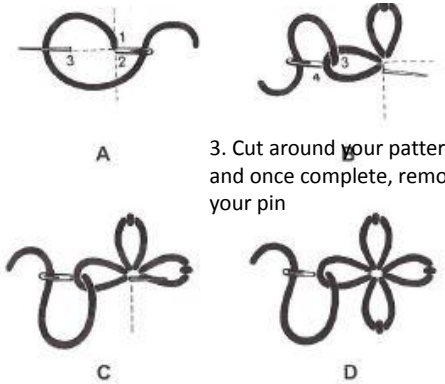
Chain Stitch



Satin Stitch



Lazy Daisy Stitch

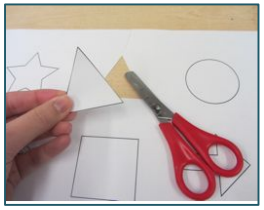


3. Cut around your pattern and once complete, remove your pin

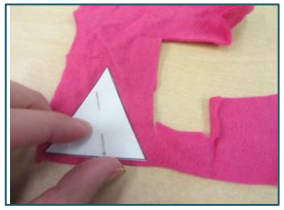
Appliqué

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.

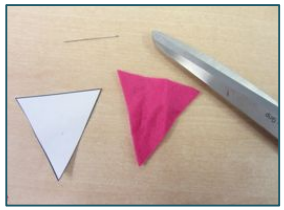
1. Cut your pattern piece using paper scissors



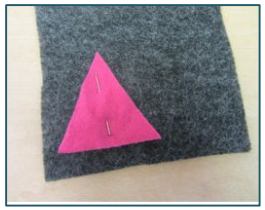
2. Use a pin to attach your pattern to the fabric. *Remember not to waste fabric, so place it near the edge!*



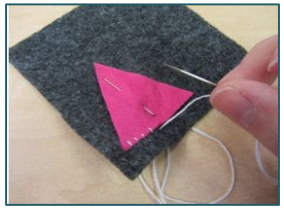
3. Cut around your pattern and once complete, remove your pin



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.

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

Haggerston School

LITERACY KNOWLEDGE ORGANISER

Year 7 Knowledge Organiser

Haggerston School

Aspiration Creativity Character